SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Aboriginal and Torres Strait Islander people involved in institutional decision making processes

The Pro-Vice-Chancellor (Indigenous Education) is a member on the following University of Queensland committees, boards or working groups:

- University Senior Management Group (USMG);
- Academic Board;
- Advancement Sub Committee;
- Aboriginal & Torres Strait Islander Employment Steering Committee (ATSIESC Working Party);
- BSSERC - Behavioural and Social Sciences Ethics Research Committee;
- CAPP - Committee Academic Policy and Programs;
- Duchesne College Board;
- Duchesne College Foundation Committee;
- Indigenous Enterprise Initiative Steering Committee;
- Indigenous Research Opportunities Working Group;
- Research Higher Degrees Committee;
- Rio Tinto UQ Education Partnership Steering Committee;
- Science of Learning Research Centre Advisory Board;
- Special Admissions Programs Sub-Committee; and
- Student Experience Committee.

Aboriginal and Torres Strait Islander staff also have membership to the Aboriginal & Torres Strait Islander Employment Steering Committee (ATSIESC Working Party).

Staff from the Office of the Pro-Vice-Chancellor (Indigenous Education) or Aboriginal and Torres Strait Islander Studies Unit participate in Faculty committees. For example, the constitution of the Business, Economics and Law Faculty Board provides for the membership of the Director, Aboriginal and Torres Strait Islander Studies Unit. The Faculty of Health and Behavioural Sciences Board of Studies has a representative of the Aboriginal and Torres Strait Islander Studies Unit. Further, there is consistent engagement with Associate Deans (Academic) and Associate Deans (Research) on teaching and learning matters and research matters respectively.

The Pro-Vice-Chancellor (Indigenous Education) contributes to a range of external bodies via committee memberships or collaboration. These commitments include:

- Cooperative Research Centre for Aboriginal and Torres Strait Islander Health (CRCATSIH) Meeting – Lowitja;
- CSIRO Indigenous Engagement Strategic Advisory Committee;
- Health and Hospital Fund Advisory Board;
- Greater Metro South Brisbane Medicare Local Board (GMSBML);
- Indigenous Health/InfoNet Advisory Board;
- National Centre for Student Equity in Higher Education (NCSEHE) Advisory Committee;
- Office for Teaching and Learning Awards Standing Committee;
- Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) – Board; and
- Qld Perinatal Mortality Taskforce.

Role and responsibilities of the Pro-Vice-Chancellor (Indigenous Education)

Primary Purpose of Position

The Pro-Vice-Chancellor (Indigenous Education) is primarily responsible for providing leadership for the Office of the PVC (IE), developing broad strategic direction, and leading the implementation and monitoring of the whole-of-University approach to Indigenous Learning, Discovery and Engagement. Additionally, the Aboriginal and Torres Strait Islander Studies Unit (ATSISU), through its Director reports to the PVC (IE).
Duties and responsibilities include, but are not limited to:

**Strategy and Governance**
- Develop and lead the implementation of an appropriate governance structure to oversee Aboriginal and Torres Strait Islander matters at The University of Queensland.
- Lead the development, implementation, monitoring, reporting and review of the UQ Aboriginal and Torres Strait Islander Strategic Plan.
- Advise the Vice-Chancellor and University Executive on issues as they relate to the University’s Indigenous education program.
- Establish strong working relationships with internal stakeholders, including members of the Vice-Chancellor’s Committee, Executive Deans and Institute Directors to develop a collaborative approach to Indigenous Learning, Discovery and Engagement at The University of Queensland.
- Guide the development of policies in relation to Indigenous education.
- Actively contribute as a member of the University Executive through membership of or as an observer at committees and working groups such as the University Senior Management Group, the UQ Ipswich Executive Committee, the Academic Board and the Committee for Academic Programs Policy.

**Management and Leadership**
- Lead and manage a team of staff within the Office of the Pro-Vice-Chancellor (Indigenous Education)
- Work closely with the Executive Deans and Institute Directors to ensure collaborative development and implementation of the Indigenous strategy.
- Liaise and collaborate with Heads of student colleges and UQ College.
- Manage the financial and budgetary matters within the Office of the PVC (IE) and oversee financial and budgetary matters within the ATSIS Unit.
- Ensure that administrative processes are effective and undertake regular reviews to promote efficiency and the achievement of the University’s mission and objectives.

**Student Access and Learning**
- Lead the development of and oversee UQ’s Aboriginal and Torres Strait Islander student outreach and recruitment strategy.
- Advise the Academic Registrar, the President of the Academic Board and relevant University committees on the University’s approach to, and evaluation of the Aboriginal and Torres Strait Islander student alternative entry programs and in accordance with the University’s processes, contribute to the evaluation of alternative entry applications.
- In collaboration with the Director, Academic Programs, ensure the ATSIS Unit provide strategic and content advice to relevant committees such as The Committee for Academic Programs Policy, Faculty Board of Studies, Faculty Review Committees, Program owners and relevant academics on Indigenous studies across the University.
- Contribute to the revision of course curricula to ensure the transfer of Indigenous knowledge and experiences.

**Research**
- Guide the building of UQ’s Indigenous research capacity by providing strategic advice to UQ’s Research and Innovation Division and liaising with Faculties and Institutes on:
  - pathways for Aboriginal and Torres Strait Islander students into research higher degree (RHD) programs;
  - improving Indigenous research outcomes; and
  - Indigenous research protocols.
- Develop, with the University community, underlying common principles of research engagement with Aboriginal and Torres Strait Islander communities.
- Establish a UQ Indigenous Research Network.
- Contribute to the UQ research governance structures.

**Engagement**
- Establish strong working relationships and lead strategic initiatives with external stakeholders including; Aboriginal and Torres Strait Islander communities and organisations, government, industry, donors and the wider education sector in advancing the University’s mission and objectives.
- Represent the University externally through participation on relevant Boards, working groups and at external engagement events relevant to Indigenous Learning, Discovery and Engagement.
Work with Advancement, Faculties and Institutes to build philanthropic opportunities targeted at supporting UQ’s Aboriginal and Torres Strait Islander initiatives.

Provide advice to the Human Resources Division on its policies and practices aimed at ensuring a culturally safe education and work environment at UQ.

Provide advice to the Human Resources Division on building staff and student cultural diversity competencies at UQ.

Oversee and contribute to the creation of a network for Indigenous Alumni.

In 2015 the University has appointed the Director, Aboriginal and Torres Strait Islander studies Unit. This will be reported in full in the next reporting round.

Strategic Planning

University of Queensland Strategic Plan, 2014-2017

The University of Queensland has embedded its strategic aims in relation to Aboriginal and Torres Strait Islander learning, discovery, engagement and enablers within its Strategic Plan. The following statement features prominently in our University of Queensland Strategic Plan, 2014-2017:

UQ is committed to Aboriginal and Torres Strait Islander learning, discovery, and engagement. Nationally, the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people recognised the vital role that universities play in improving educational outcomes among Aboriginal and Torres Strait Islander people, reducing disadvantage and contributing to nation building. UQ acknowledges the contribution it can make and commits to do so through the strategies and objectives embedded in this plan.

Our Indigenous strategies and objectives align with our mission to strive for the personal and professional success of our Indigenous students, staff and alumni, to positively influence society through knowledge, to support and develop inspirational leadership and to advance ideas that benefit the wider community.

We will promote diversity at UQ and provide opportunities for students studying at UQ to gain inclusive perspectives through Indigenous knowledge and experiences. Our research collaborations will target solutions to both entrenched challenges and emerging priorities in Aboriginal and Torres Strait Islander communities. We will provide a culturally embracing environment and ensure our engagement is built on respectful partnerships between Indigenous and non-Indigenous people (p. 9).

2014 University Operational Plan

The University of Queensland has set Strategic Key Performance Indicators, one of which is “Number of Aboriginal and Torres Strait Islander student completions”. UQ exceeded its 2014 target in this area. UQ has a range of Actions related to Aboriginal and Torres Strait Islander matters within its Operational Plan in the areas of Learning, Discovery, Engagement and “Enablers”.
2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

### Aboriginal and Torres Strait Islander Employment Strategy

The University of Queensland has had an Aboriginal and Torres Strait Islander Employment Strategy since 2008, developed by the University’s Human Resources Division in conjunction with a number of stakeholders including the University’s then Aboriginal and Torres Strait Islander Employment Steering Committee. The Aboriginal and Torres Strait Islander Employment Strategy is available at: [http://www.uq.edu.au/current-staff/indigenous](http://www.uq.edu.au/current-staff/indigenous)

The current Strategy is focused on the recruitment and retention of Aboriginal and Torres Strait Islander people through a range of activities including:

- identifying appropriate areas within the University’s organisational units where entry level Aboriginal and Torres Strait Islander positions may be developed;
- encouraging suitably qualified Aboriginal and Torres Strait Islander people to apply for vacancies;
- encouraging the recruitment of Aboriginal and Torres Strait Islander staff to all areas of the University and in all levels and types of employment to achieve an aspirational target of 2.8% of the University workforce; and
- developing and retaining our Aboriginal and Torres Strait Islander staff through professional development and by creating a culturally safe and inclusive work environment.

In 2014/15 the Aboriginal and Torres Strait Islander Employment Strategy was undergoing revision.

### The University of Queensland Enterprise Agreement 2014 – 2017

The University of Queensland Enterprise Agreement also outlines the University’s commitment to Aboriginal and Torres Strait Islander employment:

16.1 The University is committed to reconciliation with Indigenous Australians and seeks to promote the implementation of its Aboriginal and Torres Strait Islander Peoples Employment Strategy, which includes the following principles:

(a) a supportive working environment for Aboriginal and Torres Strait Islander staff, which requires actions that address racism, support equal employment opportunity and respect the culture and heritage of Aboriginal and Torres Strait Islanders;
(b) consultation about the strategy with Aboriginal and Torres Strait Islander staff and communities, the Unions and other stakeholders;
(c) increasing and encouraging Aboriginal and Torres Strait Islander employment and participation at all levels of work activity, including the referencing of numerical targets consistent with the requirements of this Agreement;
(d) facilitating and encouraging direct involvement of Aboriginal and Torres Strait Islander employees in determining their own career strategies; and
(e) ensuring effective staff development for Aboriginal and Torres Strait Islander staff.

16.2 The University has an aspirational target of 2.8% of Aboriginal and Torres Strait Islander employment across the University.

16.3 The University has established an Aboriginal and Torres Strait Islander Employment Committee which will include two Union representatives, at least one of whom will be Indigenous.

16.4 To assist in reaching the aspirational target in 16.2, over the life of this Agreement the University will increase Aboriginal and Torres Strait Islander employment to 1.4% of full time equivalent University staff by 31 March 2017.

16.5 Should it be apparent to the Parties to this Agreement that the target in 16.4 may not be met, the parties will confer, in consultation with the Aboriginal and Torres Strait Islander Employment Committee with a view to determining what reasonable measures should be taken to increase Aboriginal and Torres Strait Islander employment to 1.4% of full time equivalent University staff.
The implementation of the measures so agreed between the parties shall be taken as compliance with clause 16.4 and as such the parties agree that a dispute under clause 15 cannot be taken in relation to clause 16.4.

16.6 To facilitate the implementation of this clause, the University will appoint and maintain the position of an Indigenous Employment Coordinator. This position will be an identified Indigenous position. The University will provide a report to the Staff Consultative Committees on Aboriginal and Torres Strait Islander employment at the University at least every six (6) months.

16.7 For the purpose of this clause a person of Aboriginal and/or Torres Strait Island descent is a person who identifies as an Aboriginal and/or Torres Strait Islander person and is accepted as such by their community.

**The UQ Strategic Plan and University Operational Plan**

Strategy and Actions related to Aboriginal and Torres Strait Islander employment within the 2014 UQ Operational Plan include:

**Strategy:** Promote diversity as both a strategic advantage and a social responsibility in a globally competitive sector, proactively identifying and addressing areas of underrepresentation.

**Actions:**
- Review and implement the Indigenous Employment Strategy:
  - re-establish the Indigenous Employment Committee
  - develop a plan to implement the Indigenous Employment Strategy; and
- Establish a graduate employment program providing opportunities for 4 UQ Indigenous graduates to be employed at UQ for up to 2 years following completion of their studies.

In 2014 the Indigenous Employment Committee was re-established and the employment strategy began to be revised. In this reporting period the UQ Graduate Employment Program had yet to be established, though this is an ongoing consideration for 2015.

**Indigenous-specific positions at the University of Queensland**

In 2014 the University of Queensland had the following Indigenous Australian-specific positions:
- Pro-Vice-Chancellor (Indigenous Education);
- Indigenous Australian Employment Coordinator (new appointment April 2014);
- Student Relations Officers (two positions) (Aboriginal and Torres Strait Islander Studies Unit); and
- Trainees (seven positions).

In 2015 the Director, Aboriginal and Torres Strait Islander Studies Unit, (an identified position) was appointed. This position will be reported on in the next IES reporting period.

**Current number of Aboriginal and Torres Strait Islander staff at your University**

The total number of Aboriginal and Torres Strait Islander staff for this reporting period was 100 with
- 51 staff on (continuing and fixed term appointments) (2014 Official Data, 31 March 2014);
- 49 (casual staff appointments) (whole year data).

Based on previous reporting, this is an increase in continuing and fixed-term appointments. Tables 1 and 2 feature in **Appendix 1** and provide a further breakdown of the data, featuring information about the Faculty/Institute/Section, gender, academic/professional categories, levels and employment types.
3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Commencing Aboriginal and Torres Strait Islander students

Between 2013 and 2014 UQ saw a pleasing increase in the number and per cent of commencing Aboriginal and Torres Strait Islander students (see Table 3).

Table 3: Commencing Aboriginal and Torres Strait Islander students, 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td>115</td>
<td>138</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>12,791</td>
<td>12,837</td>
</tr>
<tr>
<td>Per cent Aboriginal and Torres Strait Islander students</td>
<td>0.90</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Source: Planning Office, University of Queensland

Programs to improve access

The University of Queensland Strategic Plan

The University of Queensland Strategic Plan 2014-2017 commits to increasing the access and participation of Indigenous Australian students. The success of this objective in part depends on continued work in building and expanding our outreach and aspiration building programs and offering pathways into higher education for Indigenous Australian students. Strategy and Actions related to improving Aboriginal and Torres Strait Islander access within the UQ Operational Plan included:

Strategy: Increase the participation of, and improve educational outcomes for, under-represented cohorts, for example Indigenous Australian students.

Actions:

- Actively market UQ College’s Tertiary Preparation Program to Aboriginal and Torres Strait Islander students with the aim of increasing enrolments to 20 students a year;
- Review and update University marketing materials to ensure they:
  - are culturally sensitive and inclusive;
  - clearly articulate the UQ Advantage for Indigenous Australians;
  - focus on Indigenous excellence, rather than disadvantage;
  - are consistent.
- Develop and implement Faculty recruitment plans, with set targets, to increase the participation of Indigenous Australians;
- Expand UQ’s involvement in Indigenous student outreach and aspiration building programs, including university experiential programs that focus on the professions (at least 300 Indigenous school students involved in outreach and aspiration building programs).

UQ College was actively marketed as a pathway option by the Aboriginal and Torres Strait Islander Studies Unit’s Outreach and Engagement team (for example, at school visits, InspireU camps and school groups visiting UQ). Indigenous Australian student outreach and aspiration building efforts grew significantly in 2014 and are detailed below.

Faculties have continued to embed actions related to Indigenous Australian matters within their Faculty Operational Plans. Examples of Faculty Actions include, but are not limited to:

- Educationally and culturally appropriate Indigenous Australian curriculum across Faculty programs;
- Encourage Faculty participation in InspireU and other Indigenous Australian student programs;
- Encourage Indigenous undergraduates to apply for targeted places in summer/winter research programs;
- Actively participate in UQ initiatives to increase the profile of Indigenous research and facilitate the translation of research into improved outcomes for Aboriginal and Torres Strait Islander people;
- Embed UQ’s Indigenous Education and Research initiatives into our Faculty marketing collateral;
- Develop a strategic plan to increase the number of Indigenous Australian students undertaking research courses and research higher degree programs at UQ;
- Review and promote Indigenous research programs;
- Increase in research projects aimed at addressing Indigenous health issues;
• Encourage recruitment of indigenous researchers through targeted recruitment, start-up funding, research mentoring and development of partnerships with national health providers; and

• Audit Faculty Indigenous research activity and develop a strategy to increase the profile and outcomes of this work.

Alternative Entry
The substantial majority of Indigenous students at UQ obtain entry on their own merit through standard entry processes, and this trend is increasing. Additionally, UQ offers alternative entry pathways for eligible students interested in studying at the University - this includes the Aboriginal and Torres Strait Islander Alternative Entry Scheme. The Scheme provides applicants with an avenue to seek entry to the University should they not achieve the standard OP or entry rank. Students can apply via the Alternative Entry Scheme in either the end-of-year or mid-year admissions intake: [http://www.atsis.uq.edu.au/applying-to-uni](http://www.atsis.uq.edu.au/applying-to-uni)

The Alternative Entry selection process requires applicants to demonstrate their capacity to pursue particular areas of study. Factors taken into account include relevant educational and employment experience, academic preparedness and personal qualities such as self-discipline and motivation. The ATSIS Unit provides assistance to prospective applicants about available pathways and the range of program offerings available at UQ. The Office of PVC (IE) and the ATSIS Unit provide academic input in the consideration of alternative entry applications. Administrative support for the processing of Aboriginal and Torres Strait Islander Alternative Entry Scheme applications is also provided in part by the ATSIS Unit.

In addition to alternative entry for Aboriginal and Torres Strait Islander students, UQ also provides a number of schemes and programs to assist specific cohorts of students such as low-SES or first in family applicants, for example, Young Achievers and UQ Link Access Program.

UQ College
UQ College offers the Tertiary Preparation Program (TPP) and associate degree programs. The aim of the TPP is to equip students with the skills and attributes needed to go onto further university study. Students have a choice of studying the whole TPP program or choosing individual courses to meet their prerequisite study needs. Students who successfully complete the whole program are eligible to apply for a QTAC ranking. UQ College report that in 2014, 25 Aboriginal and Torres Strait Islander students were participating in UQ College.

Outreach activities
In 2014, UQ’s Office of the PVC (IE) and the ATSIS Unit concentrated on building and expanding community engagement initiatives, providing a coordinated approach to Indigenous Australian student outreach and aspiration building and broadening the opportunities available to Indigenous Australian prospective students. Successful partnerships with Aboriginal and Torres Strait Islander and school communities and industries is integral to this work. In 2014, outreach activities included the following programs:

InspireU Program
Based on the success of a pilot InspireU Engineering camp in 2013, UQ launched the InspireU program in 2014 – a series of week-long on-campus university experiences themed around professional programs available at the University for Aboriginal and Torres Strait Islander secondary school students. The program aims to provide practical insight into particular careers of interest and the tertiary pathways available for Indigenous Australian applicants. The program was promoted to every secondary school in Queensland and camps were held for each of the following disciplines:

- InspireU Health Science – designed as a general overview of the medical and health rehabilitation science disciplines;
- InspireU Senior Engineering – Years 11, 12 and Junior Engineering, Years 9, 10; and
- InspireU Science – Years 11, 12.

Approximately 70 secondary school students participated in the InspireU program in 2014. All participants in evaluation surveys indicated that they would participate in future InspireU programs and the vast majority expressed an interest in tertiary study following their program experience.

Widening Participation: Indigenous Education Project 2 (2011 - 2014)
The Widening Participation: Indigenous Education Project 2 supports Queensland’s eight Widening Tertiary Participation partner universities to undertake Indigenous-specific community engagement and capacity-building work to improve access, participation and success for Aboriginal and Torres Strait Islander peoples in tertiary
education. The project was in part funded under Department of Education’s 2011 Competitive Grants Process for Higher Education Participation and Partnership Program.

In 2014, UQ undertook parent and community engagement initiatives with a focus on Indigenous Australian communities in the Ipswich region and areas to the west of Brisbane. This built on and linked existing initiatives, such as on-campus camps, providing links to Indigenous Australian communities and importantly, encouraging parents to become involved in the initiatives.

**Indigenous Youth Sports Program (IYSP)**

UQ activity in the project included the Indigenous Youth Sports Program hosted at UQ. The Indigenous Youth Sports Program offers a University experience to Indigenous Australian school students, with the aim of encouraging more Aboriginal and Torres Strait Islander youth to choose tertiary study. Developed by The Institute for Urban Indigenous Health, IYSP is run in partnership with UQ, the Inala Indigenous Health Service and Education Queensland. The program involves a week of physical activities and classroom–based sessions, providing students with a campus experience and a program to inspire and build the leaders of tomorrow. The program also involved community mentors including health workers and teacher aides. The Indigenous Youth Sports Program is based on the very successful National Youth Sports Program that has been running in the USA for 40 years and has seen significant improvements in university enrolments for African-American students. The camp has grown significantly from 60 student participants in 2011 to approximately 150 in 2014. In 2014 funding was also provided by the Department of Health and Ageing, Brisbane City Council, Education Queensland and UQ.

**Other Activity**

In addition, the Office of PVC (IE) and the ATSIS Unit staff worked collaboratively with a variety of university, school, industry and community partners across a range of aspiration building activities. Involvement included:

- assisting in the planning and delivery of on-campus experience for the *Solid Pathways* project (200 student participants)
  - *Solid Pathways* is a unique, academic extension program that supports high achieving Aboriginal and Torres Strait Islander students. The program aims to assist students continue their academic success from Year 4 to Year 12 through the acquisition of higher order thinking skills. Students are invited to participate in weekly one hour culturally inclusive web-conference lessons designed to develop their capability in critical and creative thinking. Lessons will connect students with other high achieving students from schools across the following four regions; Metropolitan, South East, North Coast and Darling Downs South West. The online platform allows classroom teachers, students and parents (via their children) to view and listen to recordings of all Solid Pathways lessons. The students also have the opportunity to engage in year level appropriate appropriate face to face workshops, camps and extension activities that align with the Australian Curriculum and expand on the material taught to students in their online lessons;
- maintaining networks with School career staff and key community organisations to promote tertiary studies to Indigenous Australian students;
- maintaining contact with prospective students and schools and advising on entry to UQ, including participating in a program of school and campus visits;
- participating in cultural events such as NAIDOC and Murri Football Carnival and careers and tertiary events in metropolitan and regional Queensland;
- developing promotional materials that provide advice to schools and potential students about tertiary study at UQ;
- liaising with Schools, Faculties and Units across UQ on matters affecting Indigenous Australian students; and
- participating in UQ functions including staff orientation days and UQ Open days.

**Scholarship details**

Please refer to Appendix 2 for the full details of Scholarships for Aboriginal and Torres Strait Islander students or where Aboriginal and Torres Strait Islander students are given priority in the selection process. The following provides a summary of the scholarships provided at the University of Queensland:

- Indigenous Access Scholarships (IAS)
- Indigenous CAS
- Indigenous CECS
- UQ-Link Access Scholarships
- Claude & Kate Delpratt Memorial Scholarship
• R N Hammon Scholarship
• E.O.H. Handy Memorial Scholarship
• Siggins Miller Scholarship
• Indigenous Science Scholarship
• Arrow Energy Resources Sector Indigenous Scholarship
• Dr Alan Van Tran and Minh Ha Tran Indigenous Health Education Bursary
• Don Argent Indigent Indigenous Business Scholarship
• Science and Industry Endowment Fund Scholarship
• The Indigenous Women Engineering Excellence Prize
• ABB Australia Pty Ltd Engineering Scholarship
• ADG Engineering Scholarship.

UQ Scholarships are advertised at http://scholarships.uq.edu.au/ and proactively at the Aboriginal and Torres Strait Islander Studies Unit. UQ Scholarships report that they do not have a problem with take-up rates and experience an oversubscription of applications for Indigenous Commonwealth Accommodation Scholarships and Indigenous Commonwealth Education Costs Scholarships.
4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

The total number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014

Between 2013 and 2014 UQ saw an increase in the number and per cent of Aboriginal and Torres Strait Islander student enrolments (See Table 4).

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>307</td>
<td>341</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>36,984</td>
<td>38,213</td>
</tr>
<tr>
<td>Per cent Aboriginal and Torres Strait Islander students</td>
<td>0.83</td>
<td>0.89</td>
</tr>
</tbody>
</table>

Source: Planning Office, University of Queensland

Strategies to address participation

The University of Queensland Strategic Plan 2014 – 2017 includes strategic objectives to increase the participation and educational outcomes of Indigenous Australian students. Strategy and Actions within the 2014 UQ Operational Plan included

Strategy: Increase the participation of, and improve educational outcomes for, under-represented cohorts, for example, Indigenous Australian students.

Actions:
- Develop and implement Faculty retention plans to improve educational outcomes for Indigenous students, with set targets for retention, success and completion, including: continuing the case management model of Indigenous student support.
- Establish an Indigenous education working group of the Student Experience Committee: to review and improve where required the UQ Indigenous student experience (that is not connected to matters of curriculum of teaching and learning quality and policies), with the objective of improving the retention and success of Indigenous students.

As the Pro-Vice-Chancellor (Indigenous Education) or nominee is a committee member of the Student Experience Committee, issues related to Aboriginal and Torres Strait Islander students may be raised in this forum. UQ Faculties have a series of actions embedded in their Operational Plans to support learning, research and engagement objectives. The Aboriginal and Torres Strait Islander Studies Unit engages with Faculties regarding nominating suitable ITAS-TT tutors, a vital aspect of student retention and success.

Case Management Model

A whole-of-university case management model has been adopted to improve the retention and performance of Indigenous Australian students at UQ. The model involves the monitoring of student performance by the ATSIS Unit and implementing appropriate action to support those students where required with learning advice and additional tuition. This is a co-ordinated effort across a variety of UQ organisational units, including Faculties, Schools, the Student Affairs Division (including Student Services), UQ (Student) Union and Central Administrative Units.

The ATSIS Unit

The ATSIS Unit offers support to UQ’s Indigenous Australian students from time of enrolment through to graduation and employment. The ATSIS Unit includes Student Relations Officers located on the St Lucia Campus, as well as a Student Relations Officer dedicated to the Ipswich and Gatton campuses. (Please note, UQ transferred ownership of the Ipswich Campus to the University of Southern Queensland in early January 2015, however services were provided to Ipswich Indigenous Australian students in 2014). The ATSIS Unit offers face-to-face and remote support to UQ’s Aboriginal and Torres Strait Islander students.

In supporting student learning generally, the ATSIS Unit adopts a case management approach to student retention, progression and graduation (as reported above). Staff in the ATSIS Unit work with the UQ community to provide a range of professional services and academic support for Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation including:
- orientation programs for new students and their families to assist with the transition to University life and study;
• advice and support to students experiencing personal and academic difficulties;
• advice on scholarships, prizes and student support payments;
• assistance in securing professional development and career opportunities including cadetship and training programs, and graduate employment;
• hosting social and cultural events and activities to provide a culturally welcoming place on campus; and
• learning support and advice, including academic skills sessions and workshops, group sessions, tutorial sessions and individual consultations, resource development to enhance the provision of learning assistance to students and access to the Indigenous Tutorial Assistance Scheme (ITAS) at UQ, managed by the ATSIS Unit.
5. **Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.**

In 2014 UQ
- maintained the number of Aboriginal and Torres Strait Islander students in Higher Degrees;
- doubled the number of Aboriginal and Torres Strait Islander students at the “other postgraduate” level; and
- increased the number of Aboriginal and Torres Strait Islander students in Bachelor degrees (see Table 5).

<table>
<thead>
<tr>
<th>Table 5: UQ Aboriginal and Torres Strait Islander students in Higher Degrees, Other postgraduate and Bachelor degrees, 2013-2014.</th>
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</thead>
<tbody>
<tr>
<td><strong>Aboriginal and Torres Strait Islander students:</strong></td>
</tr>
<tr>
<td>(Higher Degree)</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
</tr>
</tbody>
</table>

Source: Planning Office, University of Queensland

**Support mechanisms**

Programs to improve the educational outcomes for Indigenous Australian students start from our first experiences with the students – through the outreach activities, which build aspiration and provide on-campus university experiences for school students and community, school staff and volunteers; to pathway programs for Indigenous Australian students and assistance with enrolment into higher education (for example, alternative entry, advice on study options and enrolment processes); through to supporting students throughout their studies at UQ including through mechanisms such as the case management model, the support services offered by the ATSIS Unit and other units within the University and building relationships with industry and the community to facilitating opportunities for Indigenous Australian students through scholarship, cadetship, internships and placements.

**The ATSIS Unit**

The Aboriginal and Torres Strait Islander Studies Unit plays a critical role in seeking to improve Aboriginal and Torres Strait Islander student retention and graduation at UQ. In addition to its research and teaching functions, the ATSISU provides a range of pastoral, social and professional services to support students across the student lifecycle.

The ATSIS Unit partners with the Office of PVC (IE), Faculties, schools and organisation units with the University to provide the following services:
- Orientation activities specifically designed for new Aboriginal and Torres Strait Islander students;
- Personal support and facilitating referrals to counselling;
- Professional development, work experience and career opportunities;
- Assistance with academic matters from enrolling at UQ through to graduation, including choices of programs and courses; enrolment processes; learning support such as advice on study techniques, assignment writing and exam preparation; student administration processes; and access to ITAS tutoring;
- Scholarships and financial assistance; and
- Facilitating referrals to services to secure suitable accommodation.

It is a primary objective of the ATSIS Unit staff to encourage students to develop successful, independent learning habits.

A growing focus of the Office of the PVC (IE) and ATSIS Unit is in engagement with industry, government and community organisations to create opportunities for Indigenous Australian students to enhance their studies with relevant workforce experiences. This includes initiatives to increase valuable internship, placement and cadetship opportunities for Indigenous students during their studies at UQ. Additionally, a key strategy is in facilitating mentoring relationships between students and industry to provide guidance to students throughout their studies and into their early careers.
6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Indigenous perspectives in curriculum at The University of Queensland

In 2014 the UQ Operational Plan set the following strategy and Actions:

Strategy: Provide opportunities for students to gain inclusive perspectives through Indigenous knowledge and experiences.

Actions:
- Develop a plan to identify and embed Indigenous knowledge and experiences into the curricula, and map Indigenous content and experiences in the current curricula; and
- Showcase Indigenous education at symposia and/or as part of Teaching and Learning Week.

Consistent with the Operational Plan, the 2014 UQ Teaching and Learning Week program provided the following professional development opportunities:
- ATSIS workshop: Strategies for introducing Indigenous perspectives into course materials; and
- Pathways to Postgraduate Study: A Workshop for Indigenous Undergraduate Students.

Indigenous Knowledge is also embedded in a number of UQ curricula. The following are examples of courses offered in 2014:

Indigenous Knowledge and Education. This course introduces students to the landscape of Indigenous education in Australia as a dialogue between Indigenous and non-Indigenous ways of knowing, pedagogical practices, voices and perspectives. The course explores the terrain of Indigenous Australian Studies as a curriculum area and our work as teachers in relation to Indigenous Australian students. Each one hour lecture will introduce students to important theories and philosophies which underpin Indigenous Australian education in both a historical and contemporary sense. The weekly two-hour tutorial workshops make use of relational, dialogic and interactive approaches to learning which aim to engage us all in conversation about working effectively with Aboriginal and Torres Strait Islander students, teaching Indigenous Australian Studies, and embedding Indigenous Australian knowledges and understandings throughout the curriculum.

Global and Community Medicine: Australian Indigenous Health (Year 1). During this course, students examine Indigenous Health in a cultural and historic setting. The key aim is to provide students with an understanding of the practice of healthcare within diverse Indigenous Australian communities, and how issues such as culture, history, education, location, employment, family structure, and adverse events impact upon health and doctor-patient relationships. The learning environment is characterised by structured face-to-face learning opportunities, and interaction with elders and indigenous community members. There is opportunity for students to gain an understanding of the broad range of health issues within the Indigenous Australian healthcare system, and of the impact that factors such as history, cultural values, physical location, local community structures, and socioeconomic status have on Indigenous health outcomes.

Global & Community Medicine: Global Health (Year 2). This course addresses key global issues that affect the health, access to and delivery models of health services for citizens of the world, in developed and developing countries; rural and urban settings; indigenous, refugee and migrant communities; as part of routine as well as disaster responses. The principles of the Millennium Development Goals, the Health Systems Building Blocks, a Rights based approach, ecosystem health and social determinants of health are reinforced through various health issues, challenges and emerging conditions for global health. The UNMDGs are used as one of the primary organising themes for the course content, for both developed and developing country discussions of global health.

In addition the following courses were available in 2014:
### Table 6: Courses coordinated by Aboriginal and Torres Strait Islander Studies Unit staff, 2014

<table>
<thead>
<tr>
<th>Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ABTS1000 Indigenous Australian issues: Past. Present, Future</td>
<td>ABTS1010 Torres Strait Islander Studies</td>
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<tr>
<td>2</td>
<td>ABTS2060 Family, Country, Community: Indigenous Australian Understandings of Kinship</td>
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<tr>
<td></td>
<td>ABTS2080 Independent Project in Aboriginal and Torres Strait Islander Studies 1</td>
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<tr>
<td></td>
<td>ABTS2090 Independent Project in Aboriginal and Torres Strait Islander Studies 2</td>
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<tr>
<td>3</td>
<td>ABTS3000 Aboriginal Politics &amp; Political Issues</td>
<td>ABTS3010 Work Placement in Indigenous Australian Studies</td>
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<tr>
<td></td>
<td></td>
<td>ABTS3020 Working with Indigenous People</td>
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</tbody>
</table>

### School Reviews and Academic Disciplines

Academic Board, through its Standing Committee, conducts reviews of schools and cross-school disciplines on a septennial basis. Reviews involve self-analysis, benchmarking and an external assessment of the Unit’s strategic and operational plans, with a view to attaining outstanding performance by international standards. The Pro-Vice-Chancellor (Indigenous Education) contributes to School and Institute reviews and in 2014 made submissions to reviews on Indigenous Learning, Research and Engagement to the University of Queensland Diamantina Institute, Institute for Social Science Research and the School of Political Science and International Studies.

### Australian Journal of Indigenous Education

Since 1996 the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland has heavily contributed to the production of Australian Journal of Indigenous Education (AJIE). The Australian Journal of Indigenous Education (ISSN 1326-0111) is a peer reviewed journal publishing articles in the field of Indigenous education, broadly defined. It is the only journal for educators devoted specifically to issues of practice, pedagogy and policy in Indigenous education in Australia. The journal has an international audience and is highly valued by its readers as a reliable source of information on Indigenous education issues. Contributions on the participation of Indigenous people in education and training; equitable and appropriate access and achievement of Indigenous people in education and training; and, the teaching of Indigenous studies, cultures and languages to both Indigenous and non-Indigenous students are encouraged. UQ staff hold positions of Editor and Managing Editor and author articles. For example, in 2014 Barney, Shannon and Nakata published *Introduction: Exploring the Scope of the Australian Indigenous Studies Learning and Teaching Network*.

### Addressing the cultural competency of its staff and students

The 2014 UQ Operational Plan outlined the following related Strategy and Action for implementation in 2014-2015:

**Strategy:** Ensure UQ is a safe, culturally embracing environment for Indigenous students, staff and the community

**Actions:**
- Develop an Indigenous cultural training package for UQ staff — prioritise staff who deal directly with students.

While a cultural training package was not completed by the end of 2014, unconscious bias segments began to be integrated within UQ leadership staff development offerings.

### Courting Blakness

In 2013/2014 the *Courting Blakness* initiative further contributed to the
- cultural competency of UQ staff; and
- understanding of Indigenous knowledge in the curriculum.

### Symposium

Sponsored by a range of partners including the University of Queensland, the *Courting Blakness* initiative featured a Symposium on September 5-6, 2014. The symposium keynote was delivered by Professor Larissa Behrendt, Professor of Law and Director of Research at the Jumbunna Indigenous House of Learning at the University of Technology, Sydney.
**Videos**

A range of videos have also been produced in the areas including
- Discovery, Learning and Engagement;
- Recalibrating Knowledge;
- Reflections in an International Context; and
- Indigenous Knowledge.

The videos are available to the University and external community at: [http://courtingblakness.com/videos/](http://courtingblakness.com/videos/)

**Exhibition**

In a ground breaking exhibition, that was located in the University of Queensland’s Great Court from September 5-28 2014, curator and UQ Adjunct Professor, Fiona Foley, brought together works by Ryan Presley, Archie Moore, Rea, Natalie Harkin, Karla Dickens, Christian Thompson, Megan Cope and Michael Cook. As part of the exhibition Adjunct Professor Foley posed the following questions for reflection and discussion:

- As research collaboration and teaching migrate to online platforms, what is the unique space and potential of the university campus? What is the place of art in the global university? How does art shape academic knowledge and how does academic knowledge shape art? What does contemporary Aboriginal art allow us to see? What does it prompt us to think and feel about the ways we occupy spaces of knowledge?

Over two weeks in September 2014 Courting Blakness invited the community to observe and participate as art moved through spaces and practices of learning at the University of Queensland.

**University’s involvement with Indigenous community members**

UQ’s involvement with Indigenous Australian community members comprised outreach and engagement programs, including
- InspireU;
- Widening Participation;
- Solid Pathways;
- cultural events such as NAIDOC and Murri Football Carnival; and
- careers and tertiary events in metropolitan and regional Queensland.

The University of Queensland also engaged with Elders, for example
- InspireU Engineering Welcome presentation by Aunty Lilla Watson;
- Indigenous Youth Sports Program (IYSP) event facilitated by Elders; and
- Guest lecturing by Elders.

**UQ Yarn at NAIDOC 2014**

The University of Queensland’s Aboriginal and Torres Strait Islander Studies Unit hosted the UQ Yarn on 11 July 2014 at the annual NAIDOC Musgrave Park Family Fun Day. In keeping with the NAIDOC theme, the UQ Yarn Blackfellas and Battlefields recognised Indigenous warriorship in its broadest sense, inviting the audience to consider the different 'battlefields' that Indigenous people are serving on in Australia today. The UQ Yarn featured an audience Q and A and Dr Sandra Phillips (QUT), Dr Chelsea Bond (UQ), Vietnam Veteran Vern Hopkins and activist Boe Spearim.

**The University of Queensland Art Museum**

Each year The University of Queensland Art Museum consistently features exhibitions by Indigenous Australian artists. This provides an important opportunity for engagement with Indigenous and non-Indigenous community members.

Between 18 January and 27 April 2014 the UQ Art Museum featured an exhibition Danie Mellor: Exotic Lies Sacred Ties. This major survey focussed on the past decade of the artist’s practice. Mellor’s Indigenous heritage informs his art, which considers Australia’s colonial legacy. Born at Mackay, Queensland, in 1971 he maintains strong links with his mother’s Country on the Atherton Tablelands, Far North Queensland. The exhibition was the first to consider in depth how Mellor has contributed to contemporary Australian art, and encouraged engagement with the nation’s shared and contested histories through core themes. It brought together key works from public collections, including Australian Museum, National Gallery of Australia, Art Gallery of South Australia, Queensland Art Gallery/Gallery of Modern Art, Bathurst Regional Gallery, Museum of Contemporary Art Australia, The University of Queensland and private collections. Linked with the exhibition was a series of public programs including
Panel Discussion: bala guwal—in everyday language: the panel discussion considered contemporary Indigenous cultural practice and reflected on our understanding of the past, how audiences engage with the narrative of contemporary Indigenous art and whether there is a shared dialogue that intersects with other forms of contemporary Indigenous creative expression. The panellists were Wesley Enoch, Bruce McLean, Danie Mellor and chair Rhianna Patrick.

Learning resources: Danie Mellor: Exotic Lies Sacred Ties Learning Resource and a Masterclass for senior high school students with Danie Mellor.


2014 UQ Public lectures
UQ hosted a series of public lectures related to Aboriginal and Torres Strait Islander matters including

- Centre for Social Responsibility in Mining Public Lecture: Helping Indigenous Women Break the Glass Ceiling by Professor Henrietta Marrie, winner of the Financial Review ‘100 Most Influential Women of the Year 2014’ in the area of Public Policy, and Adjunct Associate Professor to the Centre for Social Responsibility in Mining at the Sustainable Minerals Institute, UQ;
- The 57th Errol Solomon Meyers Memorial Lecture by Dr Mark Loane, National Chair, Indigenous and Remote Eye Health Service;
- Aboriginal Lifeworlds, conditionality and housing outcomes: the IMYRP study in Logan, Tennant Creek and Mt Isa by Daphne Nash is a Research Fellow within the Aboriginal Environments Research Centre (AERC) at The University of Queensland and Professor Mark Moran, Institute for Social Science Research (ISSR);
- Indigenous Homelessness in Regional Australia by Professor Paul Memmott;
- Native Title and Equity: Intersections and Points of Departure by Jonathan Fulcher Practitioner-in-Residence, TC Beirne School of Law; and
- CCCS Public Lecture: Loss and Renewal: Indigenous Languages since 1788 by Dr Felicity Meakins.

Indigenous Education / Support Unit’s role

The Aboriginal and Torres Strait Islander Studies (ATSIS) Unit was established at the University of Queensland in 1984. The ATSIS Unit strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the enormous contributions that Aboriginal and Torres Strait Islander peoples and perspectives bring to UQ’s Learning, Discovery and Engagement activities.

The ATSIS Unit works closely with the Faculties, Schools, central units and the wider UQ community to provide a range of professional services and academic support for the University’s Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation. In terms of its contribution to the understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures, in 2014 the Unit contributed to the coordination and teaching of the courses (see Table 6 above).

UQ Poche Centre for Indigenous Health

In 2014 the University of Queensland announced that it would establish the UQ Poche Centre for Indigenous Health after a $10 million gift from philanthropist Mr Greg Poche AO. The UQ Poche Centre for Indigenous Health will bring together Indigenous and health expertise across the University, and will work collaboratively with Indigenous community organisations and health providers.

The Centre will focus on training and growing a stronger workforce in Indigenous health, increasing the number of Indigenous Australian health discipline graduates and translating research into improved health promotion and service delivery models, with an emphasis on education and prevention. An integral part of the Centre’s activities will be collaboration with clinical partners to provide greater support, mentoring, career opportunities and placements in Indigenous health for students studying at university.

Academic leadership and governance of the UQ Poche Centre will be provided by Professor Cindy Shannon, Pro-Vice-Chancellor (Indigenous Education) and Chair of Indigenous Health, through an advisory board whose membership will include:

- a representative of the Vice-Chancellor’s Committee;
- Executive Dean, Faculty of Medicine and Biomedical Sciences (MABS);
- Executive Dean, Faculty of Health and Behavioural Sciences (HABS);
- a representative of the Indigenous community-controlled health service providers;
- a representative of the Mater Hospital;
• a representative of the donor; and
• the Poche Centre Patron (Dr Tom Calma, AO).

The Poche Centre for Indigenous Health at UQ will involve the Office of the Pro-Vice-Chancellor (Indigenous Education), the UQ Aboriginal and Torres Strait Islander Studies Unit, the UQ Faculty of Medicine and Biomedical Sciences and the UQ Faculty of Health and Behavioural Sciences: [http://poche-centre.uq.edu.au/](http://poche-centre.uq.edu.au/)
SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University’s ISP grant for 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of Higher Education Support Act 2003, please provide a reconciliation.

This ISP report is a legislated requirement, under the Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008.

SECTION 3 HIGHER EDUCATION PROVIDER’S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

<table>
<thead>
<tr>
<th>University Officer</th>
<th>Indigenous Education Support Unit Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Marnie King</td>
<td>Name: Jason Curtis</td>
</tr>
<tr>
<td>Position Title: Executive Officer to the Pro-Vice-Chancellor (Indigenous Education)</td>
<td>Position Title: Business Manager, Aboriginal and Torres Strait Islander Studies Unit</td>
</tr>
<tr>
<td>Phone Number: 07 334 66253</td>
<td>Phone Number: 07 3346 7511</td>
</tr>
<tr>
<td>Email: <a href="mailto:m.m.king@uq.edu.au">m.m.king@uq.edu.au</a></td>
<td>Email: <a href="mailto:j.curtis2@uq.edu.au">j.curtis2@uq.edu.au</a></td>
</tr>
</tbody>
</table>

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities are to publish the current and the previous two IES on their website. Please provide PM&C with a link to the statement.

Once approval has been granted by the PM&C, we will publish the IES report to: http://www.uq.edu.au/about/pvc-ie
FINANCIAL ACQUITTAL
(ATTACHMENT A)