INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to their 2015 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the National Aboriginal and Torres Strait Islander Education Policy.

The Indigenous Education Statement is used to determine University’s eligibility for Indigenous Support Programme (ISP) funding. Please refer to the Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008 which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University’s decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University’s most senior financial manager. This page does not require an external auditor’s certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is due to be submitted to and accepted by the Department of Prime Minister and Cabinet on or before 31 May 2016. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

Please submit signed electronic documents by email to: scholarships@pmc.gov.au

PM&C contact officers:
**Danny Howard**, Director
Tertiary Strategies Team
Phone: 02 6152 3193
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

**Marissa Booth**, Assistant Director
Tertiary Strategies Team
Phone: 02 6152 3194
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

**Josh Bowman**, Programme Officer
Tertiary Strategies Team
Phone: 02 6152 3658
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)
FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

The University of Queensland

Office of the Pro-Vice-Chancellor (Indigenous Education)

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

• strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
• constraints on your ability to achieve the AEP goals; and
• plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

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

2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.

3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.
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 Engagement) 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);
- Anthropology Museum Advisory Committee;
- Business, Economics and Law Faculty Board;
- BSSERC - Behavioural and Social Sciences Ethics Research Committee;
- CAPP – Committee for Academic Policy and Programs;
- Duchesne College Board;
- Duchesne College Foundation Committee;
- Health and Behavioural Sciences Faculty Board;
- Indigenous Enterprise Initiative Steering Committee;
- Indigenous Research Opportunities Working Group;
- Medicine and Biomedical Sciences Faculty Board;
- Poche Centre Advisory Board;
- Research Higher Degrees Committee;
- Rio Tinto UQ Education Partnership Steering Committee;
- Science of Learning Research Centre Advisory Board;
- Solid Pathways Governance Group;
- Special Admissions Programs Sub-Committee;
- Student Experience Committee;
- UQ Senate.

UQ 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 Engagement) or Aboriginal and Torres Strait Islander Studies Unit participate in in a variety of other University committees, boards or working groups. For example, the Faculty of Health and Behavioural Sciences Board of Studies includes 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, and research matters respectively, through consultation and committee/board involvement.

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

- AIATSIS Council;
- AIATSIS Research Advisory Committee;
- AIATSIS Collections Advisory Committee;
- Australian and New Zealand Journal of Public Health Editorial Board;
- Cooperative Research Centre for Aboriginal and Torres Strait Islander Health (CRCATSIH) Meeting – Lowitja Institute;
- CSIRO Indigenous Engagement Strategic Advisory Committee;
- Health and Hospital Fund Advisory Board;
• Health Workforce to address Aboriginal and Torres Strait Islanders Health Program Committee;
• Hepatitis Australia Board;
• Greater Metro South Brisbane Medicare Local Board (GMSBML);
• Indigenous HealthInfoNet Advisory Board;
• Indigenous Enterprise Initiative Steering Committee;
• Indigenous Research Opportunities Working Group;
• Lives Lived Well Board;
• Lowitja Workforce Health Program Committee;
• National Centre for Student Equity in Higher Education (NCSEHE) Advisory Committee;
• Office for Learning and Teaching Awards Standing Committee;
• PHAA Editorial Board;
• Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) – Board;
• QFCC Queensland Family and Child Commission Advisory Council;
• QIMR Indigenous Health Research Advisory Group;
• Qld Perinatal Mortality Taskforce.
• Statewide Sexual Health Strategy Committee.

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

Primary Purpose of Position

The Pro-Vice-Chancellor (Indigenous Engagement) 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) and Poche Centre for Indigenous Health reports to the PVC (IE).

Duties

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 engagement 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, 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 Engagement).
• Work closely with the Executive Deans and Institute Directors to ensure collaborative development and implementation of 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.
- Ensure the ATSIS Unit provides 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 appointed a Director of the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit.

The Director of the Aboriginal and Torres Strait Islander Studies Unit is a member on the following University of Queensland committees, boards or working groups:

- Boeing-UQ Steering Committee.
- Rio Tinto UQ Education Partnership Committee.
- UQ-Broncos Partnership Committee.
- UQ Poche Centre Management Committee.
- Indigenous Health Education Bursary Selection Committee (Chair).
- Claude & Kate Delpratt Scholarship Selection Committee.
- Widening Participation Working Group.
- MATSITI Working Group.
Role and responsibilities of the Director, Aboriginal and Torres Strait Islander Studies Unit

Primary Purpose of Position

The Director leads the Aboriginal and Torres Strait Islander Studies Unit, and is responsible for delivering the Unit’s strategic direction and operations in line with the University of Queensland’s strategic and operational plans. The position is responsible for the creation and review of programs concerning Indigenous outreach and engagement, recruitment, retention, student success and completions, and programs designed to enhance the student experience.

Duties

Duties and responsibilities include, but are not limited to:

Strategy and Governance

- Develop a set of strategies and measurable objectives for the success of the ATSIS Unit.
- Guide the development of policies and processes in relation to Indigenous engagement and outreach within the University.
- Expand the University’s involvement in Indigenous student outreach and aspiration building programs including delivering university experiential programs for Indigenous school students, with priority on the professions.
- Work with the Faculties and other university stakeholders (in the Office of the PVC(IE), Student Services, UQ College, Office of Marketing and Communication) in the development and implementation of Faculty recruitment and retention plans and actions, with set targets, to increase the participation of and improve outcomes for Indigenous Australians. The Director is responsible for delivering ATSIS Unit’s responsibilities under the plans and actions including management of the student support services and outreach activities delivered by the ATSIS Unit; oversight of the ATSIS Unit’s administration of the Aboriginal and Torres Strait Islander Alternative Entry schemes, as pathways into University.
- Advise the Pro-Vice-Chancellor (Indigenous Engagement) on issues as they relate to the ATSIS Unit.
- Establish strong working relationships with the University community, in particular its Faculties.

Management and Leadership

- Work closely with the Executive Deans and Institute Directors and other University units to ensure collaborative development and implementation of strategies and actions in order to improve participation and outcomes for Indigenous students, and to ensure effective delivery of support services to Indigenous students.
- Manage and direct the ATSIS Unit, ensuring the successful coordination of the Unit’s functions including Indigenous student outreach and engagement, student support and administration.
- Clearly communicate to staff and the University community about the strategies and objectives of the ATSIS Unit and set team goals contributing to these.
- Develop and implement strategies and actions to manage the ATSIS Unit’s human and physical resources.
- Lead and develop a high performing team of staff.
- Ensure the ATSIS Unit is in compliance with University Policy and Government Legislation.

Engagement

- Lead the coordination of Indigenous student outreach activities and community engagement including:
- Oversee and coordinate partnerships with organisations that will aid in the development of Indigenous outreach and engagement programs for Indigenous students.
• Engage with potential students and their families with a view to recruit new students, both domestic and international.
• Work with the Pro-Vice-Chancellor (Indigenous Engagement) to develop strategic partnerships with Indigenous communities.
• Ensure the ATSIS Unit actively markets pathway programs to Aboriginal and Torres Strait Islander students.
• Represent the ATSIS Unit and the University at events, conferences and expos to promote the ATSIS Unit and its functions.
• Promote Aboriginal and Torres Strait Islander programs locally and Australia wide.
• Ensure that marketing materials are appropriate, culturally sensitive and inclusive.

### 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).

#### 2016 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 2015 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 seeks to recruit and retain Aboriginal and Torres Strait Islander staff across all Faculties, Institutes and Divisions, and in all levels and types of employment (academic, professional and casual).

The University’s commitment to Indigenous employment is recognised in its Strategic Plan 2014-2017, which includes strategic focus on:

• attracting and sustaining an Indigenous research workforce;
• actively contributing to the national ‘Closing the Gap’ strategy by focusing on health, education and employment initiatives; and
• ensuring UQ is a safe, culturally embracing environment for Indigenous students, staff and the community.

Links to UQ’s Strategic Plan 2014 – 2017 and Enterprise Agreement are found at:
http://www.hr.uq.edu.au/enterprise-agreement

The University 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.

An Aboriginal and Torres Strait Islander Employment Steering Committee (ATSIESC) was established in 2014 with the key tasks of revising the existing UQ Indigenous Australian Employment Strategy and developing an implementation plan to guide the University’s initiatives in this area. The revised Strategy was completed mid-2015, approved by the University’s Vice-Chancellor’s Committee in July 2015 and noted at Academic Board in November of that year.

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.

Specific programs under the UQ Aboriginal and Torres Strait Islander Employment Strategy to encourage greater workforce participation include pre-employment, trainee and graduate employment programs specifically targeted at Indigenous peoples.

The University of Queensland Enterprise Agreement 2014 – 2017

The University of Queensland Enterprise Agreement

The University of Queensland Enterprise Agreement 2014 - 2017 also outlines the University’s commitment to Aboriginal and Torres Strait Islander employment:

16 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.

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

In 2015 the University of Queensland had the following Indigenous Australian-specific positions:

- Pro-Vice-Chancellor (Indigenous Education);
- Director, Aboriginal and Torres Strait Islander Studies Unit;
- Indigenous Australian Employment Coordinator;
- Manager, Student Services;
- Student Relations Officers (two positions)(Aboriginal and Torres Strait Islander Studies Unit); and
- Trainees (8 persons involved in the program in 2015).

**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 50 staff (continuing and fixed term appointments) (2015 Official Data, 31 March 2015).

A table is provided in Appendix 1 and provides a further breakdown of the data, featuring information about the Faculty/Institute/Section, gender, academic/professional categories, levels and employment types.

2. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

**Commencing Aboriginal and Torres Strait Islander students**

Between 2014 and 2015 UQ experienced an increase in the number and rate of commencing Aboriginal and Torres Strait Islander students (see Table 3).

**Table 3: Commencing Aboriginal and Torres Strait Islander students, 2014-2015**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td>138</td>
<td>149</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>12,974</td>
<td>12,064</td>
</tr>
<tr>
<td>Percent Aboriginal and Torres Strait Islander students</td>
<td>1.06</td>
<td>1.20</td>
</tr>
</tbody>
</table>

**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;
- 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).

**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/atsis-alternative-entry-program](http://www.atsis.uq.edu.au/atsis-alternative-entry-program).

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 rank. 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) in 2015.

**Outreach activities**

**InspireU Program**
Based on the success of the InspireU program in 2014, the program was expanded in 2015. This program is 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 has provided practical insight into particular careers of interest and the tertiary pathways available for Indigenous Australian applicants. The program is promoted to every secondary school in Queensland through various contact networks, and camps are held for each of the following disciplines:
- InspireU Health Science – Yr 11 & 12 and designed as a general overview of the medical and health rehabilitation science disciplines;
- InspireU Senior Engineering – Years 11, 12
- Junior Engineering, Years 9, 10;
- InspireU Science – Years 11, 12
- InspireU Law – Years 11, 12

Approximately 100 secondary school students participated in the InspireU program in 2015. All participants in evaluation surveys indicated that they would like to participate in future InspireU programs and the vast majority expressed an interest in tertiary study following their program experience.

**Deadly choices pathways to success Program**

With the experiences of the 2014 trial of the Pathways program at Mitchelton State High School, the Aboriginal and Torres Strait Islander Studies Unit at The University of Queensland has been working to provide support for secondary students in Years 7, 8, 9 and 10. This program involves after school learning centres that provide sessions to focus on life-skills, leadership and education. At the commencement of Term 2 of the school year the ATSIS Unit Outreach team commenced the 2015 program in 7 partner schools:

- Brisbane SHS
- Brisbane Bayside College
- Sunnybank SHS
- Bremer SHS
- Nudgee college
- Kedron SHS
- Albany Creek SHS

Students were introduced to sessions with content focusing on goal setting; leadership; social awareness; identity; multiple intelligences; threats to learning; and career pathways planning. Current 3rd and 4th year university students from the School of Education and staff from the ATSIS unit were involved as tutors and mentors.

Guest speakers and role models from the Aboriginal and Torres Strait Islander community were introduced to participants and presented their views regarding the value of tertiary education. Students participated in study skills sessions and opportunities to visit the University of Queensland campus at St Lucia. Incentives were used throughout the program and participating students were provided with expectations they were required to meet in order to achieve these incentives.

**Student expectations:**

- To have a school attendance record of at least 90%;
- Maintain and commit to a respectable level of behaviour and engagement in class;
- Maintain or improve academic performance, and achieve a minimum of a pass level grade;
- Always complete homework and assessments as directed by their school teachers;
- Suspension from school will exclude you from the term incentives;
- Attend 100% of the pathways afternoon sessions. Legitimate absence will be taken into account.

Students were provided with a range of incentives for participating successfully in the program, including Deadly Choices Pathways to Success shirts, excursions to Brisbane Bronco matches, a day trip to Dreamworld, and certificates and awards presented at the Deadly Choices Pathways to Success Gala Dinner.

All participants completed periodic evaluation surveys and goal setting forms indicating their assessment of the program and areas in which they would like to focus on. They identified how the Pathways program could assist them with their future goals. Approximately 115 students participated in the Deadly Choices Pathways to Success Program in 2015.

**Deadly Choices Pathways to Success Leadership Regional Camp**
An inaugural Deadly Choices Pathways to Success Leadership regional camp was held at “Chaverim” Outdoor Education & Environment Centre, situated on the Burnette River, Bundaberg. 60 Students were selected from the Wide-bay, Central Queensland, Darling Downs and South West Queensland Regions. The camp was promoted through an ATSIS Unit staff regional tour. Applications were emailed to school CEC’s in each area, and phone conversations with CEC’s and Aboriginal organisations were contacted in each region to promote through their networks. Department of Education Training (D.E.T) in Toowoomba, took responsibility to promote and follow up on the application process for all students in the Darling Downs and South West Queensland region.

Eligibility requirements to participate in the Deadly Choices Pathways to Success Camp included:

(a) Be of Aboriginal and/or Torres Strait Islander descent;
(b) Be enrolled in Years 7, 8 and 9;
(c) Be considering an Overall Position (OP) eligible pathway;
(d) Have school attendance rate of 90% or greater;
(e) Have positive engagement and behaviour at school.

Three Community Education Counsellor’s from Shalom college, Bundaberg; Harvey Bay SHS; and Urangan SHS, Harvey Bay attended the camp. A Traditional Owner from the Darrumbal people of Rockhampton attended for the duration of the camp as a camp mentor.

Activities or workshops students participated in over the 4 day duration of the camp included:

• Multiple Intelligence;
• Leadership;
• Goal Setting;
• Group tree climb;
• Archery;
• Raft building and race;
• Time Management;
• Cultural identity session (boomerang painting);
• Prioritising;
• Threats to learning;

Other activities
In addition to the InspireU program and the Deadly Choices Pathways to Success program, the Office of the 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 with the planning and delivery of an 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 to 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 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
• hosting or 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
- Don Argent Indigenous Business Endowed Scholarship
- Science and Industry Endowment Fund Scholarship
- The Indigenous Women Engineering Excellence Prize
- ABB Australia Pty Ltd Engineering Scholarship
- ADG Engineering Scholarship
- UQ Young Achievers Scholarship
- UQ Excellence Scholarship
- The Ceridwen Indigenous Scholarship
- UQ Economics PG Coursework Scholarship for Indigenous Students
- James Conway Langdon Scholarship
- T.V. Stubbs-Brown Medical Student Scholarship
- Blue Sky Alternative Investments Business Scholarship for Indigenous Students
- Electrical Engineering Alumni Advantage Scholarship
- ICT Alumni Advantage Scholarship.

UQ Scholarships are advertised at [http://scholarships.uq.edu.au/](http://scholarships.uq.edu.au/) and proactively at the Aboriginal and Torres Strait Islander Studies Unit. UQ Scholarships report high 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 2014 and 2015

Between 2014 and 2015 UQ saw an increase in the number and rate of Aboriginal and Torres Strait Islander student enrolments (See Table 4).

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>341</td>
<td>375</td>
</tr>
</tbody>
</table>
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 UQ Operational Plan include:

**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 Engagement) 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 enquiry/application for enrolment through to graduation and employment. The ATSIS Unit includes Student Relations Officers and Learning Support Officers located on the St Lucia Campus, as well as a Student Relations Officer dedicated to the Gatton campus. 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;
• 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.

Table 5: UQ Aboriginal and Torres Strait Islander Student Awards, 2014, 2015.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>832</td>
<td>748</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>3546</td>
<td>3707</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>7087</td>
<td>7469</td>
</tr>
</tbody>
</table>

Source: Planning Office, University of Queensland

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 within 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 choice of program and course; 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 workplace and internship experiences. This includes initiatives to increase valuable internship, placement and cadetship opportunities for Indigenous students during their studies at UQ. Additionally, a key strategy involves 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 2015 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.

Indigenous Knowledge is embedded in a number of UQ curricula. The following are examples of courses offered in 2015:

**Indigenous Australian Issues: Past, Present, Future.** This course is a multidisciplinary subject drawing on perspectives from across the social sciences and Aboriginal and Torres Strait Islander communities to provide insight into Indigenous Australia past, present and future. The course will provide students with the critical skills necessary to establish balanced understandings of the history, contemporary issues and in-depth perspectives of Aboriginal and Torres Strait Islander Australians. In tutorial sessions, students will be expected to engage in dialogue concerning the issues as they are presented throughout the semester, and necessary relevant material will be provided to facilitate the dialogue. A range of scholars and industry leaders will co-present lectures, providing students with in-depth perspectives on course content and providing opportunity to engage with the experiences of Indigenous people in contemporary Australian society, workplaces and popular culture.

**Aboriginal & Torres Strait Island Approaches to Knowledge:** The aim of the unit is to expand your understanding and awareness of Aboriginal and Torres Strait Islander approaches to knowledge. Throughout the semester students will explore different Aboriginal and Torres Strait Islander cosmologies and epistemologies and critically engage with them via a number of different theoretical approaches, both Western and Indigenous.

**Family, Country, Community: Indigenous Australian Understandings of Kinship:** Concepts of family, kinship and community are central to Indigenous Australian people’s lives and there is huge diversity in the ways that Aboriginal and Torres Strait Islander peoples understand, experience and perform these concepts. In this course we will explore this diversity through discussion of discourse about Aboriginal kinship in anthropology and Indigenous Australian Studies, regional differences in systems of kinship, the impact of colonisation historically and today on kinship, the centrality of Aboriginal kinship to understandings and enactment of relationship to country, law and knowledge, and the ways that understanding of kinship is used by government, industry and other public organisations. The course aims to give students a theoretical and practical understanding of Aboriginal kinship, family and community.

**Work Placement in Indigenous Australian Studies:** provides an exciting opportunity to work in an organisation focusing on Indigenous issues which will provide you with practical experience in working appropriately and respectfully with Indigenous Australian peoples. The work placement enables you to put into practice the theories, understandings and knowledges you have learnt in your ABTS major to work alongside Indigenous peoples and for Indigenous organisations. Through completion of the work placement you will gain a first-hand understanding of how Indigenous Australians see the world and understand their own lives, cultures and histories and have the opportunity to reflect on major social, economic and political issues shaping contemporary Indigenous landscapes. You will also engage with the ethical and practical issues of working with Indigenous communities. The work placement is a key component in preparing you for challenging and exciting career opportunities, ranging from working in Indigenous affairs with community organisations or in national, state or local government agencies, working in sustainable and community development with non-government organisations or private industry, working in Indigenous education or health, and undertaking academic or applied research in a wide variety of fields. This course is a supervised work placement with an Indigenous organisation or other approved workplace focused on Indigenous issues. Students must not arrange their own placements. The duration of the placement is a
minimum of 40 hours and a suitable timetable for the placement will be negotiated between the academic supervisors, the work place organisation and supervisor, and the student.

The following were the courses available in 2015:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABTS1600</td>
<td>2</td>
<td>Indigenous Australian Issues: Past, Present, Future</td>
</tr>
<tr>
<td>ABTS1610</td>
<td>2</td>
<td>Torres Strait Islander Studies</td>
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</table>

and 6 units for compulsory cornerstone courses -

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABTS2610</td>
<td>2</td>
<td>Aboriginal Woman: Gendered Business</td>
</tr>
<tr>
<td>ABTS2620</td>
<td>2</td>
<td>Aboriginal &amp; Torres Strait Island Approaches to Knowledge</td>
</tr>
<tr>
<td>ABTS2650</td>
<td>2</td>
<td>Family, Country, Community: Indigenous Australian Understandings of Kinship</td>
</tr>
</tbody>
</table>

and 2 units from -

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABTS2680</td>
<td>2</td>
<td>Independent Project in Aboriginal &amp; Torres Strait Islander Studies 1</td>
</tr>
<tr>
<td>ABTS2690</td>
<td>2</td>
<td>Independent Project in Aboriginal &amp; Torres Strait Islander Studies 2</td>
</tr>
<tr>
<td>ABTS2702</td>
<td>2</td>
<td>Aboriginal Music: Performing, Place, Power &amp; Identity</td>
</tr>
<tr>
<td>ANTH2010</td>
<td>2</td>
<td>Anthropology of Aboriginal Australia</td>
</tr>
<tr>
<td>ABTS3600</td>
<td>2</td>
<td>Aboriginal Politics &amp; Political Issues</td>
</tr>
</tbody>
</table>

and 4 units for compulsory capstone courses -

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABTS3610</td>
<td>2</td>
<td>Work Placement in Indigenous Australian Studies</td>
</tr>
<tr>
<td>ABTS3620</td>
<td>2</td>
<td>Working with Indigenous People</td>
</tr>
</tbody>
</table>

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 the Australian Journal of Indigenous Education (AJIE). The Australian Journal of Indigenous Education (ISSN 1326-0111) is a peer reviewed research 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.

Addressing the cultural competency of its staff and students

The 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.

The Office of the Pro-Vice-Chancellor (Indigenous Education) received Vice-Chancellor’s strategic funding in 2015 to introduce a range of cultural competency initiatives and lead in the development of a University Reconciliation
Action Plan. The RAP and cultural competency modules are under development and expected to launch in late 2016.

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

Senior Community members and elders of Aboriginal and Torres Strait Islander communities are frequently engaged to provide guest lectures as part of the teaching activities of the ABTS major offered by the ATSIS Unit, and often teach into UQ’s broad range of programs.

Protocol at UQ would typically require an Indigenous representative to provide an acknowledgement or welcome to Country at significant University events, providing opportunities for UQ staff and students to gain greater understandings of Indigenous cultures and protocols.

UQ’s involvement with Indigenous Australian community members also involved their involvement in outreach and engagement programs, including InspireU and Deadly Choices Pathways to Success and, Solid Pathways; public events such as the Murri Football Carnival; and careers and tertiary events in metropolitan and regional Queensland.

The University of Queensland also engaged with Elders as part of social and cultural events and activities organised by the ATSIS Unit, for example National Sorry Day, Reconciliation Week and NAIDOC events at the ATSIS Unit.

**2015 UQ Public lectures** UQ hosted a series of public lectures related to Aboriginal and Torres Strait Islander matters including:

- *Research Ethics: Important requirements, principles and practices in research involving Aboriginal and Torres Strait Islander peoples.* The workshop will be facilitated by Professor Cindy Shannon, UQ’s Pro-Vice-Chancellor (Indigenous Education), and A/Prof Jon Willis, Research Director of the UQ Poche Centre. The objective of the workshop is to provide an understanding of protocols of ethical behaviour in research involving Aboriginal and Torres Strait Islander peoples.

- *Exploring Sport for Development.* This presentation considers the field of sport-for-development, some initiatives regarding sport-for-all promoted in Australia, and a specific example of sport programs aimed at engaging Indigenous Australians in surfing.


- *Sand, Song, Sign and Language - Narrative Traditions from the Central Desert.* This lecture draws on examples of sand stories from Central Australia, a traditional form of Indigenous narrative in which storytellers incorporate speech, song, sign, gesture and drawing.