INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 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 has, in the past, been 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 during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 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 and accepted by the Department on or before 31 May 2017. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

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

PM&C contact officers:

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Tertiary Education Team
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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.

[University name] The University of Queensland
The Office of the Pro-Vice-Chancellor (Indigenous Engagement)

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 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.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is no Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please provide an explanation.
- The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.

The Pro-Vice-Chancellor (Indigenous Engagement) (PVC(IE)) is responsible for developing broad strategic direction, and leading the implementation and monitoring of the whole-of-University approach to Indigenous Learning, Discovery and Engagement at the University of Queensland. The Aboriginal and Torres Strait Islander Studies (ATSIS) Unit and the Poche Centre for Indigenous Health report 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 Engagement.
- 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.

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;
- 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;
- SAGE Athena Swan program 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).

Staff from the Office of the Pro-Vice-Chancellor (Indigenous Engagement) or Aboriginal and Torres Strait Islander Studies Unit participate 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:

- Advancing Health 2026 Oversight Committee (ministerial appointment)
- AIATSIS Council;
- AIATSIS Research Advisory Committee;
- AIATSIS Collections Advisory Committee;
- Brisbane South PHN Board;
- Cooperative Research Centre for Aboriginal and Torres Strait Islander Health (CRCATSIH);
- CSIRO Indigenous Engagement Strategic Advisory Committee;
- Health and Hospital Fund Advisory Board;
- Lives Lived Well Board;
- NHMRC-Lowitja Institute Symposium Committee 2017;
- Qld Family and Child Commission Advisory Committee;
- Qld Aboriginal and Torres Strait Islander Foundation (QATSIF);
- Sexual Health Ministerial Advisory Committee (SHMAC) (Chair).

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;
- UQ Student Experience Committee.

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 the ATSIS Unit’s responsibilities under the plans and actions including management of the student support services and outreach activities delivered by the ATSIS Unit; and 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.
Engagement 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.

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 Key Performance Indicators in its Operational Plan, one of which is “Number of Aboriginal and Torres Strait Islander student completions”. UQ exceeded its 2016 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.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current Aboriginal and Torres Strait Islander Employment Strategy including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The number of Indigenous-specific positions at your University, detailed by occupation and level.
- The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level).

**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).

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, developing an implementation plan to guide the University’s initiatives in this area and regular review of performance against stated objectives. The committee reports directly to the University’s Vice Chancellor.


Specific programs under the UQ Aboriginal and Torres Strait Islander Employment Strategy to encourage greater workforce participation include pre-employment programs, trainee and graduate employment programs specifically targeted at Indigenous peoples as well as programs to develop the Indigenous academic talent pool. The strategy also includes responsibilities for key stakeholders.

Further commitments to Aboriginal and Torres Strait Islander employment are outlined in the UQ Strategic Plan and Enterprise agreement, which are found on the UQ website: [http://www.uq.edu.au/about/docs/strategicplan/StrategicPlan2014.pdf](http://www.uq.edu.au/about/docs/strategicplan/StrategicPlan2014.pdf) [http://www.hr.uq.edu.au/enterprise-agreement](http://www.hr.uq.edu.au/enterprise-agreement)

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

In 2016 the University of Queensland had the following Indigenous Australian-specific positions:

- Director, Aboriginal and Torres Strait Islander Studies Unit;
- Indigenous Australian Employment Coordinator, Human Resources Division;
- Manager, Student Services, Aboriginal and Torres Strait Islander Studies Unit;
- Senior Lecturer (two positions), Aboriginal and Torres Strait Islander Studies Unit;
- Student Relations Officer (two positions), Aboriginal and Torres Strait Islander Studies Unit; and
- Trainees (9 persons involved in the program in 2016).

The total number of Aboriginal and Torres Strait Islander staff for this reporting period was 53 staff (continuing and fixed term appointments) (2016 Official Data, 31 March 2016).

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

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, **to improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit’s role**.
Commencing Aboriginal and Torres Strait Islander students

Between 2015 and 2016 UQ experienced an increase in the number of commencing Aboriginal and Torres Strait Islander students (see Table 1).

| Table 1: Commencing Aboriginal and Torres Strait Islander students, 2015-2016 |
|-------------------------------------------------|-----|-----|
| Aboriginal and Torres Strait Islander students | 149 | 159 |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 17,426 | 17,805 |

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 include:

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

Actions:
- Increase numbers of Aboriginal and Torres Strait Islander students progressing from UQ College (UQ’s tertiary preparation provider) to UQ;
- Develop and implement a strategy for increasing the University’s participation among under-represented groups which addresses long-term outreach (community engagement), attraction, retention and success, including undertaking targeted learning analytics and interventions for under-represented cohorts;
- Review pathways to study at UQ, and pathway providers such as UQ College with the aim of developing a clear alternative entry strategy. Provide enhanced and competitive pathways into UQ, including Foundation Year and UQ College.
- Pursue improvements in aspects of the student experience pertaining to global mobility and internships including improving related business processes and data collection;

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/atis-alternative-entry-program](http://www.atsis.uq.edu.au/atis-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 2016.

Outreach activities

InspireU Program

The InspireU program is a tertiary aspiration building program for Aboriginal and Torres Strait Islander youth, administered by the Aboriginal and Torres Strait Islander Studies Unit (ATSIS) at the University of Queensland (UQ). The program involves a series of residential camps themed around the professional disciplines of Engineering, Science, Law, Business and Health Sciences. Program participants attend ‘on campus’ residential camps, take part in interactive workshops and lectures, workplace/industry visits and receive guidance from UQ and industry experts about study and career opportunities. In addition to camp activities, program participants enjoy a number of additional benefits, including ‘catch up’ sessions for students and parents, academic skills workshops, information sessions at University Open Days, and regular communication from the program coordinators about upcoming opportunities. InspireU is delivered in collaboration with community and industry partners, and UQ Faculties and Schools.

The program engages with Aboriginal and Torres Strait Islander Year 11 and 12 students studying at schools throughout Queensland and Northern New South Wales. To be eligible to participate, students must be undertaking OP eligible studies. The InspireU Junior Engineering program is designed to cater for students in Years 9 and 10. Program coordinators work closely with partner schools to ensure that program participants meet requirements in terms of attendance, behaviour and academic achievement/engagement as part of the selection process.

Five InspireU residential camps were hosted in 2016, in the areas of Business, Engineering (both junior and senior), Science (Junior), Health Sciences and Law. 102 students participated in the program in 2016, across 78 schools. A number of partners contributed to funding and the delivery of the camps, including the BEL Faculty, Boeing Defence Australia, the UQ Poche Centre for Indigenous Health and Rio Tinto. The Outreach and Engagement team is made up of 4 professional staff, including a team leader, two program coordinators and a project officer, and employs a team of casual student ambassadors to assist in the administration of the program.

In addition to the suite of InspireU camps and associated activities in 2016, the Outreach and Engagement team held two InspireU Youth Leadership Camps targeted at a younger age group (Years 9 and 10) in regions of strategic priority. The camps were held in the Bunya Mountains for students living in the Darling Downs and Southwest Queensland regions, and in Bundaberg for students living in the Wide Bay and Central Queensland regions. 76 students participated in the InspireU Leadership Camps in 2016, and camps partnered with Education Queensland and local Indigenous communities in their delivery.

Deadly Choices: Pathways to Success Program

The Deadly Choices Pathways to Success program is an aspiration building program that provides mentoring, guidance and educational support for Indigenous youth. The program is administered by the Outreach and Engagement team in the ATSIS Unit. The program is delivered in collaboration with the Institute for Urban Indigenous Health and its Deadly Choices Program, and focuses on three key content areas: developing life skills, leadership and education.

The program involves both personalised and small group learning support for Aboriginal and Torres Strait Islander students in junior secondary schooling, with a particular focus on students in Years 9 and 10. Support is provided in the form of after school workshops and information sessions, regular events and activities, University campus visits and academic tutoring. It looks to complement the work of schools, and deploys staff and students from the University of Queensland to provide participants with study skills, career planning, goal setting, and early exposure to what is involved and expected in senior secondary school, university, and the workforce.

Program participants are Aboriginal and Torres Strait Islander students in the South East Queensland region, in Years 9 and 10. The program was delivered in 7 schools in 2016, and included 77 participants.

CEC/ILO/ISO Workshop Conference

In 2016, The ATSIS Unit hosted a CEC, ILO, ISO workshop conference to develop strategies to enhance Indigenous student participation in tertiary education. Activities centred on creating a collaborative group which would advise and support each other in areas of program and strategy delivery. Twenty three school Indigenous Liaison Officers attended the two-day workshop. Positive feedback was received, in turn, strengthening our community network.

Scholarships

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

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).

- Details of your Universities’ **strategies to address** Aboriginal and Torres Strait Islander student participation.

- **Indigenous Education / Support Unit’s role.**
The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

Between 2015 and 2016 UQ saw an increase in the number of Aboriginal and Torres Strait Islander enrolments (See Table 4).

Table 2: Total number of Aboriginal and Torres Strait Islander student enrolments, 2015-2016

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>375</td>
<td>399</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>50,455</td>
<td>50,670</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 a strategy for increasing the university’s participation among under-represented groups which addresses long-term outreach (community engagement), attraction, retention and success, including undertaking targeted learning analytics and interventions for under-represented cohorts.
- Review pathways to study at UQ, and pathway providers such as UQ College with the aim of developing a clear alternative entry strategy. Provide enhanced and competitive pathways into UQ, including Foundation Year and UQ College.

**The ATSIS Unit**

The ATSIS Unit offers support and enquiry advice/guidance to Indigenous Australian prospective and enrolled students from enquiry/application for enrolment through to graduation and employment. The ATSIS Unit includes a Student Support Team consisting of Student Support Co-ordinators and Academic Student Support Co-ordinators located at the St Lucia Campus. The Student Support team also offers off-campus support to students studying at the Gatton Campus. The types of service delivery include face-to-face, telephone, email and remote support.

**Alternative Entry Pathways Scheme**

The ATSIS Unit is responsible for administering alternative entry pathway schemes for undergraduate programs and the Doctor of Medicine (Provisional and Graduate) program. QTAC applicants are contacted by student support staff for the purpose of rapport/relationship building and promoting the ATSIS Unit’s alternative entry pathways scheme and student services. In 2016, applicants applying via alternative entry for undergraduate programs were interviewed (where required) by student services staff resulting in an academic support plan, which was submitted for recommendation by the various nominees including PVC(IE), Faculty Deans and the President of the UQ Academic Board.

**Open Day**

The ATSIS Unit Student Support team actively participates in UQ Open Day at St Lucia campus by staffing a stall at UQ Centre and opening the doors to the ATSIS Unit, inviting prospective students and their family members to tour the unit and participate in interactive information sessions.

**NAIDOC Day**

The ATSIS Unit Student Support team actively participates in NAIDOC celebrations at Musgrave Park by staffing a stall and promoting UQ Programs and the ATSIS Unit to the Indigenous community.

**Pre-Orientation Program**

To assist new students with their transition into university study, the ATSIS Unit Student Support team organises orientation programs for undergraduate students as well as MD Graduate students at the beginning of each academic semester. Students participate in interactive workshops ranging from academic preparation, networking opportunities with existing students to financial and scholarship information sessions. In addition, Medical students are provided with a Pre-Orientation workshop, including key staff from the Faculty of Medicine to speak and provide an overall view of UQ’s medicine program. A focus of the pre-orientation program is to facilitate community building and academic resilience.
5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).

- Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

- Indigenous Education / Support Unit's role.

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>747</td>
<td>821</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>3707</td>
<td>3521</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>7563</td>
<td>7624</td>
</tr>
</tbody>
</table>

In supporting student learning generally, the ATSIS Unit adopts a case management approach to student retention, progression and graduation. 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.

The ATSIS Unit
The Student Support team takes a student centric approach to service delivery. There is an emphasis on “belonging” and “community” and developing personal relationships which is integral to Aboriginal and Torres Strait Islander culture. The purpose of developing personal relationships with prospective and enrolled students is to establish trust and respect in a culturally safe space, leading to positive individual outcomes.

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.

Indigenous Tutoring and Retention Scheme (ITAR)
In 2016, two new Academic Student Support Co-ordinator (ASSC) positions were created to provide on-going academic tutoring to Aboriginal and Torres Strait Islander students. The ASSC’s adopt a case-management approach to academic support and held over 700 individual consultations (face-to-face, phone, online course support) with students. Including emails, the ASSCs had over 1500 points of contact with students (emails included), resulting in about 915 hours of direct student engagement. In addition, they have also held workshops in exam preparation, academic skills and specific knowledge areas such as anatomy and statistics.

Approximately 32% of students (enrolled after census date) have engaged with ASSC’s, either in person or online. This engagement was associated with very positive results. From Semester 1 to Semester 2, pass rates for students engaging with ASSCs increased by 21% in the Humanities faculty (vs a 3% increase in pass rates in non-responding students, overall gain of 18%) and in the SCIENCE faculty pass rates for those engaging with ASSC’s increased by 21% (vs. 11% decrease in non-responding students, relative gain of 32%). In many other faculties, small gains were also observed.

Students had increased access to academic support and have been using a combination of ASSC’s and content-based tutorial assistance. In semester 2, 57 students received support consistently under the ITAR program. These 57 students were tutored in 123 different courses by our casual tutors. Students received a total of 1967 hours of content based tuition. ASSC's provided 313 hours of direct support to 121 students.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:
Indigenous perspectives in curriculum at The University of Queensland

In 2016, the UQ Operational Plan included 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 current curricula.

Indigenous Knowledge is embedded in a number of UQ curricula, including a major in Aboriginal and Torres Strait Islander Studies offered in the Bachelor of Arts by the ATSIS Unit. The Unit also continued discussion with the Executive Dean, Faculty of Humanities and Social Sciences, regarding the integration of Indigenous perspectives throughout the BA and Bachelor of Social Science. The objective is to see the Faculty appoint a part-time Focal Point on Indigenous Engagement. Academic staff in the ATSIS Unit were also actively involved in a number of curriculum development and service teaching initiatives with the Health and Medical Sciences Faculties in 2016. Academic staff in the ATSIS Unit were regularly involved in program and course review processes throughout 2016, and worked collaboratively with cognate units, assisting to embed Indigenous knowledge into curriculum or providing teaching activities directly.

The following are examples of courses offered by the ATSIS Unit in 2016:

**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 students 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.** This course provides an exciting opportunity to work in an organisation focusing on Indigenous issues which will provide students with practical experience in working appropriately and respectfully with Indigenous Australian peoples. The work placement enables students to put into practice the theories, understandings and knowledges they have learnt in their ABTS major to work alongside Indigenous peoples and for Indigenous organisations. Through completion of the work placement students 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. Students will also engage with the ethical and practical issues of working with Indigenous communities. The work placement is a key component in preparing students 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 workplace organisation and supervisor, and the student.

The following were the ATSIS Unit courses available in 2016:

<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>
<td>ABTS2010 Aboriginal Women: Gendered Business Approaches to Knowledge</td>
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<td></td>
<td>ABTS2080 Independent Project in Aboriginal and Torres Strait Islander Studies</td>
<td>ABTS2080 Independent Project in Aboriginal &amp; 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>
<td>ABTS 2090 Independent Project in Aboriginal &amp; Torres Strait Islander Studies 2</td>
</tr>
<tr>
<td>3</td>
<td>ABTS3010 Work Placement in Indigenous Australian Studies</td>
<td>ABTS3020 Working with Indigenous People</td>
</tr>
</tbody>
</table>

**Australian Journal of Indigenous Education**

From 1996 to 2013, the UQ Aboriginal and Torres Strait Islander Studies Unit produced the Australian Journal of Indigenous Education (AJIE). In 2013, Cambridge University Press took over non-academic aspects of production. UQ staff hold positions of Editor and Managing Editor and author articles. The publication (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.

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

The UQ Operational Plan had the following Engagement Objective in 2016: We will have strategic, respectful relationships between Indigenous and non-Indigenous people and other stakeholders.

The Operational Plan outlined the following related Strategies and Actions for implementation in 2016:

**Strategy:** Forge strategic, respectful partnerships with Indigenous communities.

**Action:** Develop and implement the UQ Reconciliation Action Plan

**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 Engagement) received Vice-Chancellor’s strategic funding in 2016 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 now under development and expected to launch in late 2017-early 2018.
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. In addition to other Indigenous Australian staff in the Unit, a senior Torres Strait man, Mr Walter Waia, was employed in a wide-ranging position to assist with community engagement.

Protocol at UQ typically requires 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 in 2016 included 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. Mr Waia assisted in these matters as well as those described above.
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 2016, noting that a breakdown of expenditure is required (e.g., salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of Higher Education Support Act 2003, please provide 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: Hyo Park</td>
<td>Name: Jason Curtis</td>
</tr>
<tr>
<td>Position Title: Senior Account, Contracts and Grants Accounting Section</td>
<td>Position Title: Executive Officer, Office of the Pro-Vice-Chancellor (Indigenous Engagement)</td>
</tr>
<tr>
<td>Phone Number: (07) 3365 2895</td>
<td>Phone Number: (07) 3346 6253</td>
</tr>
<tr>
<td>Email: <a href="mailto:h.park5@uq.edu.au">h.park5@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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.