

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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### 1. Enrolments (Access)

#### 1.1 Strategies to improve access to university for Aboriginal and Torres Strait Islander students

In 2017 QUT continued its partnership with Carbon Creative and the Department of Education and Training to further develop and promote the **Think Your Way portal**. Over the past decade the number of Aboriginal and Torres Strait Islander students participating in higher education has increased but remains disproportionate to non-Indigenous students. The Think Your Way portal and social marketing strategy is designed to promote Aboriginal and Torres Strait Islander heroes and role models completing university and pursuing their career goals. With 7 broadcast quality TVCs, 27 hero interviews from across Australia and an extensive interactive portal Think Your Way inspires Indigenous youth and mature age students.

*strategy directly funded by HEPPP*

The **Centralised Assessment and Selection Program (CASP)** – CASP is an alternate entry program managed by the Oodgeroo Unit, to give all Aboriginal and Torres Strait Islander Queensland Tertiary Admissions Centre (QTAC) applicants the opportunity to gain entry to QUT. The program does not solely focus on the prior educational history of the applicant but takes into account a variety of other factors (such as, for example, community engagement, prior work history and family commitments) to assess whether the applicant would be able to academically progress at a university level with the additional support strategies that the Oodgeroo Unit have to offer.

Semester 1 CASP: 499 (404 in 2016) Aboriginal and/or Torres Strait Islander QTAC applicants placed QUT in their top three preferences and were invited to consider the Oodgeroo Unit's CASP entry program, with 102 (147 in 2016) CASP assessment centres arranged. 79 CASP recommendations were made to force offers, with 65 (116 in 2016) CASP applicants accepting their offers to study in semester 1, 2017. 231 QTAC offers were made to Aboriginal and/or Torres Strait Islander QTAC applicants, with 206 (179 in 2016) Aboriginal and/or Torres Strait Islander QTAC applicants accepting QTAC offers to commence study in semester 1, 2017.

Semester 2 CASP: 69 (55 in 2016) Aboriginal and/or Torres Strait Islander QTAC applicants placed QUT in their top three preferences and were invited to consider the Oodgeroo Unit's CASP entry program, with 16 (18 in 2016) CASP assessment centres arranged. 12 CASP recommendations were made to force offers, with 12 CASP applicants accepting their offers to study in semester 2, 2017. 44 QTAC offers were made to Aboriginal and/or Torres Strait Islander QTAC applicants, with 28 Aboriginal and/or Torres Strait Islander QTAC applicants accepting QTAC offers to commence study in semester 2, 2017.

*strategy directly funded by ISSP*

**Pre-Orientation Program (POP) Week** is a week-long, multi-dimensional blend of academic, personal, social and cultural activities designed to assist commencing Aboriginal and Torres Strait Islander students successfully transition into studies at QUT. The week concludes with a day trip to North Stradbroke Island to learn about the Oodgeroo Unit's namesake, Oodgeroo Noonuccal, and her profound contributions to Australian history and her lifetime commitment to Indigenous peoples. 78 commencing Aboriginal and/or Torres Strait Island QUT students (67 in 2016) attended POP week in Semester 1, 2017.

Semester 2 POP is a one day intensive program focusing on the academic support available both within and external to the Oodgeroo Unit. Nine commencing Aboriginal and/or Torres Strait Island QUT students participated in Semester 2 POP (6 in 2016).

*strategy directly funded by ISSP*

The Oodgeroo Unit, partnering with WSP, Australian Army - Gallipoli Barracks, the Bryan Foundation, CareerTrackers, Grocon, Nous Group, Queensland Department of Main Roads and Telstra, hosted the fifth annual **Indigenous**

**Australian Science and Infrastructure Development (SID) School** (25 June to 30 June). The SID School is a five-day residential experience for Aboriginal and Torres Strait Islander students which aims to increase the access and participation in higher education for Aboriginal and Torres Strait Islander participants. This experience provides students with the chance to immerse themselves in hands-on activities and interact with academics and professionals in a range of career areas and de-mystifies university. In 2017, twenty-nine Year 10, 11 and 12 students from across Queensland and Northern New South Wales participated in the SID School which focused on STEM careers with a particular emphasis on science, technology, stakeholder engagement, urban development and planning.

*strategy partly funded by HEPPP and majority of sponsorship*

The Oodgeroo Unit **Marketing and Communications team** attend schools, careers expos and Department of Education initiatives to raise awareness of opportunities post-secondary schooling. Focusing not only the Moreton Bay catchment but the wider Queensland area, the team has partnered with QUT Student Recruitment to attend mainstream Education and Employment exhibitions in areas where there is a high population of Aboriginal and Torres Strait Islander people.

In 2017, the Oodgeroo Unit expanded its marketing activities into Western Queensland by partnering with the Department of Education and Training, Darling Downs South West region for the Years 7 – 12 **Deadly Trackers Expos**. 352 high school students participated from a range of schools including: Centenary Heights State High School, Charleville State High School, Murgon State High School, Roma State High School and Toowoomba State High School.

*strategy directly funded by ISSP and HEPPP*

**Murri Futures** is an in-school program targeted at increasing the awareness of educational and career options available to Aboriginal and/or Torres Strait Islander students from Years 8 - 12 in the Brisbane North and Sunshine Coast regions. In 2017, the Oodgeroo Unit visited nine schools (five in 2016): Bray Park State High School, Caboolture State High School, Clontarf Beach State High School, Dakabin State High School, Deception Bay State High School, Morayfield State High School, Pine Rivers State High School, Redcliffe State High School and Tullawong State High School. Total participants – 154 high school students.

*strategy directly funded by ISSP and HEPPP*

The Oodgeroo Unit hosts on-campus **Experience Days** for Aboriginal and/or Torres Strait Islander high school students to come on campus and participate in: hands-on activities provided by our faculty partners; a campus tour; interaction with Oodgeroo Unit students; and attendance at information sessions about the Oodgeroo Unit support and study pathways. Four Experience Days were held in 2017 (two in 2016) and schools included: Tagai Secondary College, Hymba Yumba Independent School, Katherine State High School and students on the Cape York Leadership Program camp. 52 high school students and 8 teachers participated in 2017.

*strategy directly funded by ISSP and HEPPP*

The Indigenous Research and Engagement Unit (IREU) allocated funds to support the creation and employment of a full time **Indigenous Postgraduate Programs Officer** to specifically support enrolment, retention and completion of Aboriginal and Torres Strait Islander postgraduate students. This role improves Aboriginal and Torres Strait Islander postgraduate access to the University through:

- robust digital, personal and direct mail channel marketing strategies
- dedicated mentoring, pastoral care and first point of contact
- dedicate postgraduate study space and computer labs
- active promotion and implementation of capacity building programs to improve HDR completion
- marketing of University HDR programs through an indigenous specific outreach community event IndigiSearch
- priority access and support for students to attend the ARC special research initiative funded National Indigenous Research and Knowledges Network (NIRAKN) annual research conference and capacity building programs; and
- promotion of the NIRAKN competitive national undergraduate essay competition encouraging scholarly excellence.

*strategy directly funded by ISSP*

## 1.2 Scholarships, bridging/enabling support and outreach activities

**Scholarships, Bursaries and cadetships.** The Oodgeroo Unit promotes the Oodgeroo Noonuccal Undergraduate and Postgraduate Indigenous Scholarships in a variety of ways: on QUT's scholarship website <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>; on the Oodgeroo Unit's Blackboard community site; by displaying advertising materials in student common areas; and in one-on-one approaches to eligible students. Each year there is a competitive process for awarding each of the scholarships. Both the Undergraduate and Postgraduate Scholarships were awarded in 2017.

First year commencing Aboriginal and Torres Strait Islander students who enter QUT via QTAC application or via the Oodgeroo Unit's CASP are guaranteed a \$1,500 bursary to assist with the costs of commencing study in addition to being eligible to apply for additional bursaries and scholarships through targeted applications processes (e.g. mail-outs, emails and one-to-one discussions with enrolling students). At the selection process and during Orientation week QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT.

The university has a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous scholarships, ensuring that each Indigenous applicant with a degree of financial hardship receives the scholarship package most beneficial to them. Scholarships act as a retention device, and the university has tracked the impact over many years. The most recent data shows that the all-student retention rate was 86.59%, with scholarship-holders having better rates at 88.61%, including Indigenous scholarship-holders at 87.75%.

The Oodgeroo Unit is generally the first point of contact by external scholarship sponsors who are seeking to offer scholarships to Aboriginal and Torres Strait Islander students enrolled at QUT. The Oodgeroo Unit also works in partnership with QUT faculties to promote and select scholarship recipients. Oodgeroo Unit staff provide support to scholarship applicants if requested by providing feedback on written application and mock interviews.

*strategy directly funded by QUT and philanthropic donation*

A full list of scholarships awarded in 2017 is at attachment i.

**Enabling Support and Outreach Programs.** Each semester the Director, Oodgeroo Unit meets with each faculty's Assistant Dean (Learning and Teaching) and other relevant faculty staff to discuss strategies for supporting and engaging Aboriginal and Torres Strait Islander students.

*strategy directly funded by ISSP*

### Explore Uni program

Considerable activity with pre-tertiary school-age and mature-age Indigenous people occurred in 2017. All faculties and institutes were involved, with Student Ambassadors taking a prominent role. Activities include on-campus days and residential camps for 9,000 school students from the Moreton Bay region plus in-school curriculum-enhancement activities for many thousands more. About 12% of these students are Aboriginal or Torres Strait Islander. Free impartial careers counselling was provided to mature-age and school-age people in the region by two careers counsellors, one of whom is Indigenous.

*strategy directly funded by university resources and HEPPP*

### Faculty of Education

- The Yum! Deadly Centre (YMC) delivered training projects with 85 schools from three states in Australia (Queensland, South Australia and Western Australia) predominately with schools with higher than average Indigenous and low SES populations. The teachers from the participating schools now have the capability to successfully teach mathematics to Indigenous and low SES students. This improves the number of Indigenous and low SES student who have the education to attend university and provides a pathway for students who are achieving to continue onto tertiary studies. The YDC collaborations with schools and their teachers provide students with a direct recruitment path.
- Offers a specialised orientation for Aboriginal and Torres Strait Islander students at the beginning of the year.

*strategy directly funded by other university resources*

### Faculty of Health

- Supported a mid-year visit by Aboriginal and Torres Strait Islander students from years 10-12 in rural/regional schools, with a health student speaker and an information pack including course details and QUT materials.
- Continued its long-standing and positive engagement with the Cherbourg community in 2017. This includes a community-driven research agenda developed with Cherbourg Health Services that provides opportunities for QUT

students and staff to address questions raised by the community. Social work and human services students on work-integrated learning (WIL) placements took lead roles in writing over \$1 million worth of successful grants for the community. The QUT Cherbourg team were also awarded a \$30,000 QUT Innovation and Engagement Grant in 2017 to develop and deliver a first aid training program, which will include a mental health first aid program, in response to a request from the community. The program will be supported by a collaboration of paramedic science and social work and human services students on WIL placements.

- Has established partnerships with Carbal Health Services and the Karbul Young Emerging Elders Alliance Inc.
- Significant community engagement activities occurred through the QUT Health Clinics as part of QUT's Widening Participation Program. 2017 activities included delivering services and support to the North Coast Indigenous Well Persons Health Check Day and the Visiting Optometry Scheme delivering services to Cherbourg community.
- Sponsored six Aboriginal and Torres Strait Islander students to attend the Indigenous Allied Health Australia 2017 National Conference and HealthFusion Team Challenge in Perth.
- Continued its long-standing support of QUT's Murri-Ailan Way celebrations, through a sponsorship package comprising \$5000 plus sponsorship of the Coolamon Food Creations native bush food tasting.
- participated in QUT's Pre-Orientation Program (POP) Week with a welcome by members of the Faculty of Health Senior management; a 'meet and greet' with key contacts in the Faculty of Health, such as student support personnel, course coordinators and academics; a tour of the key facilities within the Faculty of Health; Information regarding any faculty-based initiatives such as text book loan schemes, scholarships, events and career opportunities; and a lunch with Faculty of Health personnel to facilitate questions and informal conversations

*strategy directly funded by ISSP, HEPPP and other university resources*

### **Faculty of Law**

- Indigenous professionals are appointed as external members of both the School of Law and School of Justice Advisory Boards.
- The Indigenous Project Officer was the Faculty of Law's representative on Queensland Law Society's Reconciliation Action Plan Working Group and the Aboriginal and Torres Strait Islander Students' Moot Working Group.
- The Indigenous Project Officer provides student support services to Aboriginal and Torres Strait Islander law and justice students. This support covers academic, cultural, social and administrative issues which might be impacting on the students' capacity to study.
- The Faculty of Law is creating a list of Aboriginal and Torres Strait Islander graduates with the aim of holding an Alumni event in 2018. The event would create links between current and past Aboriginal and Torres Strait Islander students, encourage involvement in student placements and encourage research pathways and community based research.
- The faculty conducts a specialised orientation program, the Indigenous Pre-Law and Justice Program. In 2017, fourteen students participated in this program. Students who participate in the program were eligible to receive a \$500 Start-up Bursary.
- Other targeted strategies provided by the faculty to support Aboriginal and Torres Strait Islander students' success include: textbook loans; credit for printing/photocopy; laptop computers; sponsorship to attend National Indigenous Legal Conference; sponsorship to attend professional networking events (e.g. WLAQ Dinner); sponsored prizes for undergraduate Aboriginal and Torres Strait Islander students; academic support for students participating in the Aboriginal and Torres Strait Islander Students' Mooting Competition.

*strategy directly funded by HEPPP and other university resources*

### **QUT Business School**

- Widening Participation program provided an engagement activity for year 11 and 12 students visiting from Tagai Secondary College, Thursday Island. This workshop saw four Widening Participation Ambassadors undertake a Public Relations focused activity for 16 students and 3 teachers.
- Oodgeroo Unit students also receive textbooks from the Textbook Loan Scheme administered by the QUT Business School Student Centre.
- The **Faculty of Law** and QUT Business School provide sponsorship and support for **Project Imba**, a program designed to raise awareness and create tertiary aspirations for Aboriginal and Torres Strait Islander students from Cunnamulla.
- There are a number of additional support programs for QUT Business School students including: Language and Learning Advisors, 4S Study Skills Program for support across the business core units, and the Student Learning Advisors. Students are encouraged to make use of any or the entire service catalogue to facilitate their growth and development.
- The Executive Dean, QUT Business School, has been tasked by the Australian Business Deans Council to coordinate student connection progress across all Brisbane-based universities to assist with retention.

### **Science and Engineering Faculty**

- Partnered with QUT's Widening Participation team to deliver the Science and Engineering Challenge in targeted schools. Nine students identifying as Aboriginal and Torres Strait Islander participated.
- Invited Aboriginal and Torres Strait Islander students each semester to share information regarding faculty support services with the Indigenous student body, provide feedback for improvement on interaction with industry during their degree and learning support. Actions from both sessions included the faculty assisting the students with creating a peer-mentoring program, setup of the university-wide student club Indigiso and provide ongoing support.
- Keystones of Success tutors have collaborated with the faculty to provide tuition to Aboriginal and Torres Strait Islander students and examined links between CareerTrackers mentors and QUT Careers Mentor Scheme.

*strategy directly funded by HEPPP*

The **Institute of Health and Biomedical Innovation's** (IHBI) Medical Engineering Research Facility (MERF) hosted school visits from schools in low socioeconomic areas including Deception Bay State High School, Kilcoy State High School and Aspley State High School.

*strategy directly funded by other university resources*

The **Medical Engineering Research Facility** (MERF) hosted the Queensland Ambulance Services Indigenous Cadets program.

*strategy directly funded by other university resources*

Twice a year the **QUT Big Lift** Alumni group, comprising final year students, organise a trip to remote and rural communities, including Indigenous communities, which support outreach activities. The QUT Big Lift is a student club both under the QUT Guild and as an Alumni Chapter. The student-run group engages students of all ages and disciplines with regional and Indigenous communities through creating opportunities for meaningful volunteering. The 2017 trip took in Murgon, Cherbourg, Eidsvold, Theodore, Ages Waters and Bundaberg.

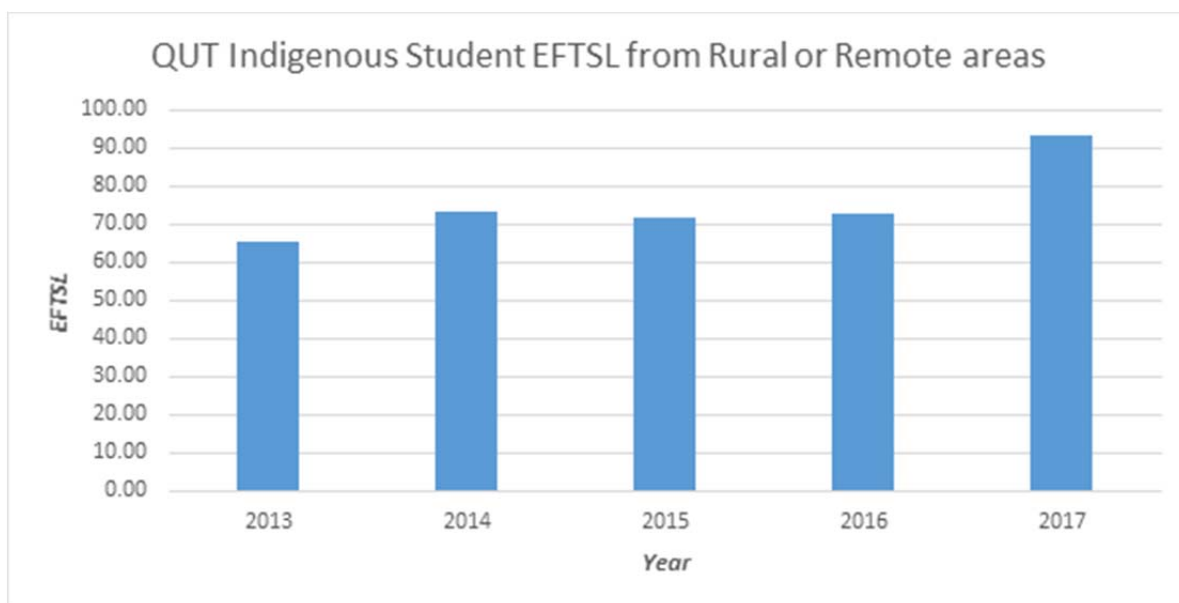
*strategy directly funded by QUT Student Guild*

### **1.3 The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)**

Student Load (EFTSL) continues to increase, with 538.33 currently recorded in 2017. This represents a 52.1% increase over this 5 year period, from 353.9 EFTSL recorded in 2012, as demonstrated in the graph below. Combined HDR EFTSL for Doctoral and Masters by Research is currently 15.9, an increase of 8.7% over the 14.6 load in 2012.

### **1.4 The rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas**

From 2013 to 2017, QUT has seen a 42% increase in Aboriginal and Torres Strait Islander Peoples from Rural or Remote areas of Australia, increasing from 65.58 EFTSL in 2013 to 93.22 EFTSL in 2017. This is in an overall environment of only a 3% total increase across all Universities in students from Rural or Remote areas. In terms of course enrolments, this is an increase from 89 in 2013 to 138 in 2017 of Aboriginal and Torres Strait Islander Peoples from Rural or Remote areas.



Indigenous indicator	2013	2014	2015	2016	2017
Yes	65.58	73.54	71.60	72.72	93.22
% Change Year to Year		12%	-3%	2%	28%
Overall change					42%

#### 1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/Remote - Undergraduate	\$310,552.00	87	\$428,938.00	87.5	-	-	\$739,490.00	101
From Regional/Remote- Postgraduate	\$18,250.00	4	-	-	-	-	\$18,250.00	4
Undergraduate (non-regional/remote students)	\$510,232.50	155.5	-	-	-	-	\$510,232.50	166
Post-graduate (non-regional/remote students)	\$21,500.00	5	-	-	-	-	\$21,500.00	5
Other								
<b>Total</b>	<b>\$860,534.50</b>	<b>251.5</b>	<b>\$428,938.00</b>	<b>87.5</b>	<b>-</b>	<b>-</b>	<b>\$1,289,472.50</b>	<b>276</b>

Value of Scholarships awarded by the university to <b>remote or regional students</b> in the <b>2016</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$651,806.00</b>
Value of Scholarships offered by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$855,333.00</b>

## 2. Progression (access and outcomes)

### 2.1 *Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander*

QUT continues to work to ensure the academic achievement of Aboriginal and Torres Strait Islander students and provides support for students on all campuses offering:

- Access to Keystones of Success: Supporting our Future Leaders program which provides tuition and study support to Indigenous students
- Access to 24 hour dedicated computer laboratories, small tutorial rooms, and common room facilities.
- Students are encouraged to contact Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT.
- Each student has an assigned academic advisor who monitors and follows that student's progress.
- At the commencement of each semester a social event is held to encourage students to network with Oodgeroo Unit staff and other students.
- A laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups.
- Access to academic resources, including a range of reference books and learning assistance materials.
- Assistance with web searching and other on-line resources. Staff are available to assist students, on an individual basis, with on-line and other computing tasks.
- Access to an interactive website that permits students to post information and discussion items, access information on employment, cultural, and sporting events, and a general bulletin board.

The IREU actively promotes and undertakes a series of capacity building activities for Indigenous postgraduates through:

- access to ARC funded NIRAKN Level A workshops: graduate capabilities, dissertation examination, project management, supervision, ethic applications, indigenous research ethics and integrity, Indigenous research methodologies, conference paper protocols, academic writing, the value of publishing, academic career planning and endnote database
- access to ARC funded NIRAKN seminar series, critical reading groups and research methodologies masterclass
- support for supervisors of Aboriginal and Torres Strait Islander postgraduate students through the creation of an Aboriginal and Torres Strait Islander Supervisory Advisor Group (ATSISAG)
- creation of the Aboriginal and Torres Strait Islander Research Strategy working party to produce highly skilled Aboriginal and Torres Strait Islander research graduates who have the knowledge and skill sets required to conduct complex research, analysis and for evidence based policy development across the faculties
- regular Indigenous postgraduate student morning/afternoon teas further deepening relationships and mentoring to completion
- marketing of University HDR programs through an indigenous specific outreach community event IndigiSearch

In addition, QUT faculties and schools provide local support within course and discipline areas, particularly where there are significant numbers of Aboriginal and Torres Strait Islander students.

The Oodgeroo Unit provides dedicated computer laboratory access across all three campuses to support the learning needs of Aboriginal and Torres Strait Islander students. Data analytics show that indigenous students are more likely to use computer labs on campus than non-indigenous students.

*strategy directly funded by ISSP and other university resources*

Through these strategies QUT continues to attract and retain increasing numbers of Aboriginal and Torres Strait Islander students with 2017 semester 2, post-census<sup>1</sup> enrolment data recording a total of 762 (7.17% increase) undergraduate and postgraduate (coursework and research) students compared to 711 in 2016.

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<sup>1</sup> As at 19<sup>th</sup> August 2017, data provided by Reporting and Analysis, FRP

- University Wide (double degrees) has had the largest increase, to 72 students, an 18% increase on the 61 students reported in 2016.
  - QUT Business School has had the second largest increase with 147 students, a 15% increase on 128 in 2016.
  - Science and Engineering reports an enrolment of with 116 students, a 14% increase on 102 in 2016.
  - Faculty of Education reports an enrolment of 73 students, a 7% increase on 68 students in 2016.
  - Creative Industries reports a slight (5%) increase to 91 students, from 87 in 2016.
  - Faculty of Health reports maintained enrolments of 181 students, no change from 2016.
  - Faculty of Law reports slightly decreased enrolments of 82 students, a 1% decrease from 83 in 2016.

The retention for Aboriginal and Torres Strait Islander students in 2016 was 79.4%.

Semester 2, 2017 data indicates an overall EFTSL increase of 5% in 2017 up from 512.18 in 2016 to 583.33 in 2017. The larger increases include:

- Science and Engineering Faculty increasing 17% to 88.35
- University Wide increasing 11% 62.00
- QUT Business School increasing by 6% to 74.31
- Faculty of Health increasing 6% to 140.25
- Creative Industries Faculty increasing 4% to 68.16
- Faculty of Education no change at 53.52
- Faculty of Law decreasing 12% at 51.74

## 2.2 *The rise or fall of success/progression rates*

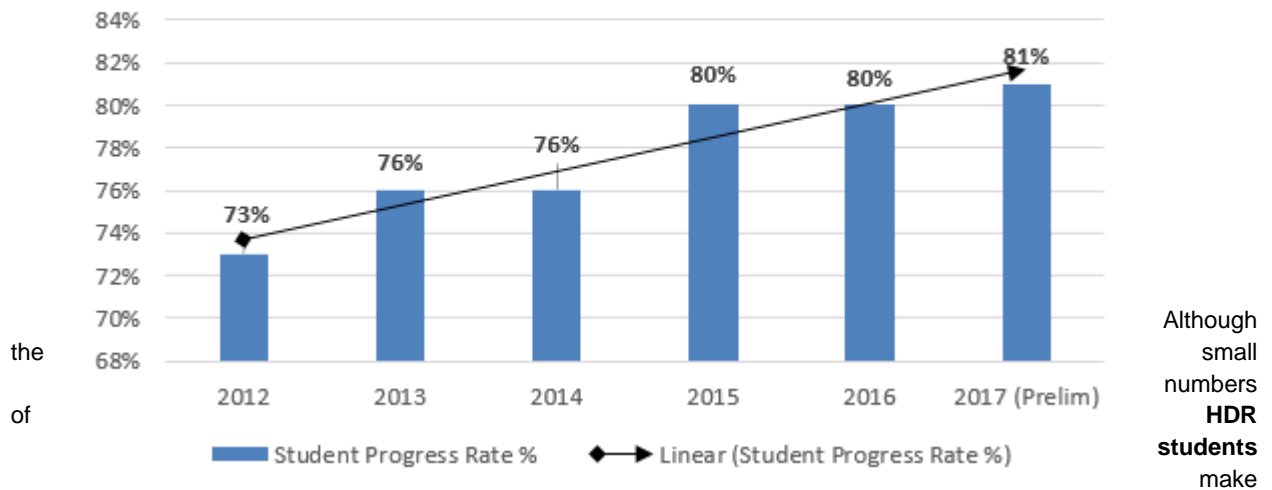
Student **enrolments** indicate increasing retention of Aboriginal and Torres Strait Islander students during the period 2012 to 2017, with 472 continuing students in 2017, of which 23 are HDRs. Continuing enrolments account for the largest proportion of growth (68% growth from 2012 to 2017), alongside an upward trend (35.5% growth from 2012 to 2017) in commencing student enrolments.

Overall Aboriginal and Torres Strait Islander student Ex-QUT **attrition** continues to decrease, down to 17% in 2016 (preliminary as at 19 August 2017), from 24% in 2012, as demonstrated in the graph below. By comparison, preliminary 2016 non-Indigenous (domestic) student Ex-QUT attrition is lower at 12%. Retention efforts which continue to support Aboriginal and Torres Strait Islander student success need to be fully supported collaboratively across the university to improve the parity of outcomes for our Aboriginal and Torres Strait Islander students. The preliminary Ex-QUT Attrition for Aboriginal and Torres Strait Islander students in the HDR cohort is 18% in 2016, however the small number of students in the cohort makes it difficult to establish a trend. Note: 2017 Ex-QUT or Course Attrition data will not be available until mid-2018.

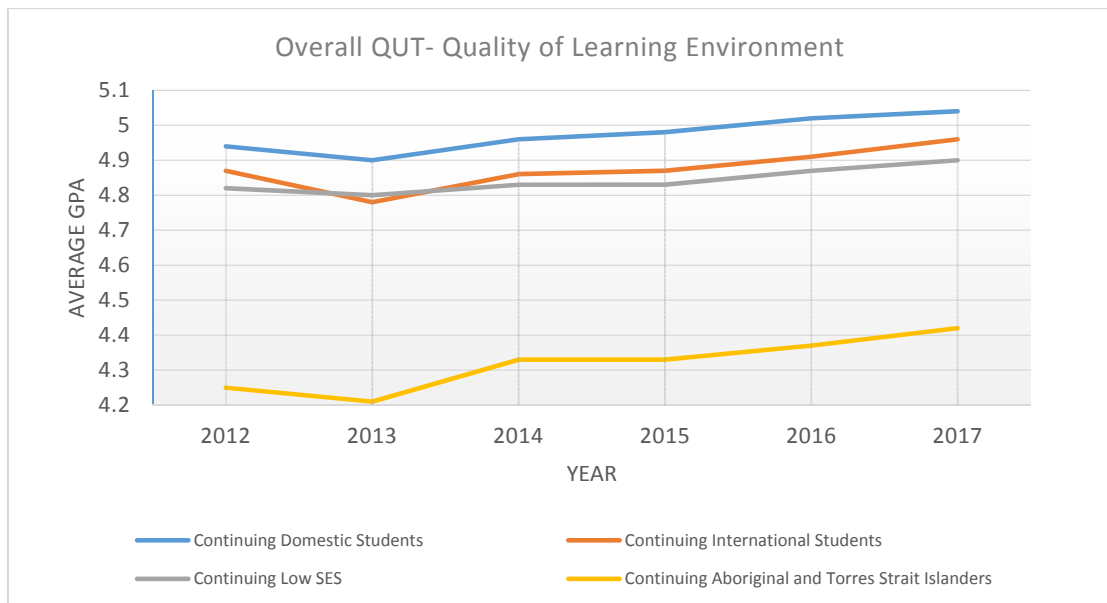
Student **progress rates** continue to improve overall, as indicated in the following graph, with Aboriginal and Torres Strait Islander students tracking at a preliminary pass rate of 81% in 2017, compared with 73% in 2012. By comparison, non-Indigenous (domestic) student progress rates have stayed steady at between 88-89% throughout the 2012 to 2017 period.

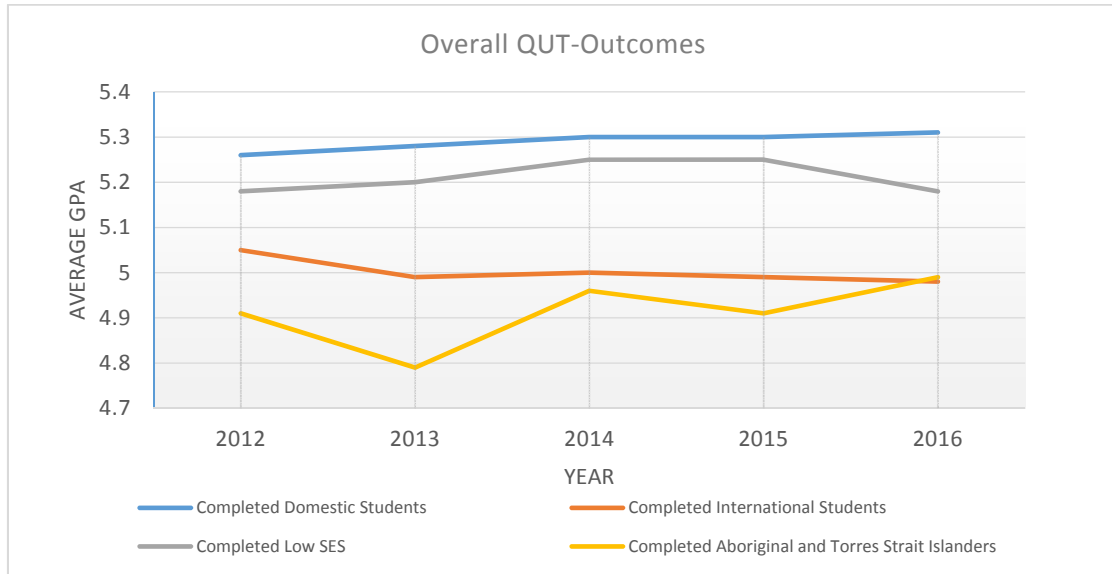


## Aboriginal and Torres Strait Islander Peoples Overall Student Progress Rate %



Average GPAs of Aboriginal and Torres Strait Islanders students have continued to rise as demonstrated by the following tables showing **Grade Point comparisons** and trends for continuing and completed student cohorts across domestic, international, Low SES and Aboriginal and Torres Strait Islander student populations for overall QUT.





### 2.3 *The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2017*

See table 2a Tutorial and other assistance provided (2017 breakdown).

### 2.4 *The size of the Indigenous Support Unit or other Indigenous student support activities*

The Odgeroo Unit, with a staff of 13 maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting undergraduate and coursework students, and supporting them to successfully complete their studies. The Odgeroo Unit, in conjunction with the other QUT Aboriginal and Torres Strait Islander programs, has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda. The Odgeroo Unit's core business functions to support students through to graduation are:

- The **Learning Support Team** manages the delivery of the Keystones of Success: Supporting our future leaders program (formerly Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT)) which provides tuition support to eligible Aboriginal and/or Torres Strait Islander students. Keystones of Success assists students with academic performance, transition into the job market and transition into postgraduate study. The program aims to address access by Aboriginal and Torres Strait Islander students to higher education and their retention and completion rates through:
  - specialised academic extension activities centred on tutorial assistance
  - academic skills programs
  - one-to-one academic advising
  - contextualised discipline-specific guidance through faculty liaison support.

In addition the Learning support team provides students with a centralised point of contact for advice and guidance for all non-academic queries including cultural support, general study information, connecting students to appropriate QUT services and linking students with community-based providers.

In 2017, the role of the **Academic Team** was a varied one, from developing and delivering units; publishing and research; and working with community and students both internal and external to QUT. Each academic staff member is assigned to three faculties, liaising with each faculty and sitting on the relevant Faculty Equity Board, and being a key point of contact to Aboriginal and Torres Strait Islander students with any faculty-specific queries.

- The **Marketing and Communications Team** is responsible for coordinating and implementing recruitment, marketing and promotional activities to raise the profile of the Odgeroo Unit with potential students, graduates, government and the general community both internal and external to QUT. The Team is

responsible for the development of strategic and operational marketing and communication plans to raise the Oodgeroo Unit's profile and promote its areas of expertise within QUT and the broader community. Important activities include planning annual events, which may include conferences, public lectures and seminars, as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student website, producing an electronic newsletter and coordinating Oodgeroo Unit marketing activities with those undertaken by other areas of QUT.

- The **Professional Services Team** provides operational and administrative support to students and staff of the Oodgeroo Unit.

*strategy directly funded by ISSP resources*

The Indigenous Research Engagement Unit (IREU), with a staff of 8 maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting of Postgraduate students. The Indigenous Research Engagement Unit provides strategic leadership, guidance and advice across the university in relation to the increasing and strengthening of Indigenous research capabilities and outputs, promoting Aboriginal and Torres Strait Islander higher degree research, research training and implementing the QUT Aboriginal and Torres Strait Islander Research Strategy. The Indigenous Research Engagement Unit's core business functions to support students through to graduation are:

- The **Business Administrative Team** provides operational and administrative support to students and staff of the Indigenous Research Engagement Unit. Within this team is the inclusion of an indigenous postgraduate programs officer responsible for coordinating and implementing recruitment, marketing and promotional activities to raise the profile of postgraduate studies and higher degree research with potential students, graduates, government and the general community. Important activities include planning annual events, which may include symposiums, public lectures, seminars, training workshops and roundtables as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student websites, producing an electronic newsletter and coordinating Indigenous Research Engagement Unit marketing activities with those undertaken by other areas of QUT.
- The **Academic Team** within the IREU contributes to the recruitment supervision of Aboriginal and Torres Strait Islander students the team also contributes to the coordination and development of nationally competitive research grants. Also at the university wide level the Academic Team is tasked with the implementation of the Aboriginal and Torres Strait Islander Research Strategy through capacity building initiatives for non-Indigenous staff and students via the following: the Aboriginal and Torres Strait Islander Supervisory Group providing mentoring and advice for supervisors of Indigenous HDR students, the development and delivery of Indigenous knowledges module for Master of Philosophy students. The Academic team is also engaged in collaborative and individual category one and two research a variety research initiatives

*strategy directly funded by ISSP resources*

## **2.5 Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment**

- QUT's Blueprint is committed to ensure that all staff have an understanding of Aboriginal and Torres Strait Islander perspectives and cultural Inclusion is one of QUT's Real World Capabilities. Our aim is to embed cultural inclusion and deep diversity by engaging with different cultures and backgrounds to inform practice, priorities and outcomes. Key target areas include enabling and promoting diversity and using diversity advantageously. The current Aboriginal and Torres Strait Islander Action Plan includes an action that all staff attend cultural competency training. A 3-hour face-to-face workshop on cultural competence was designed in-house, and was delivered by two trainers – one Indigenous and one non-Indigenous. It has been offered since 2015. By late 2017, the workshop has been presented 219 times, and nearly 3,500 staff had attended. Provision of the workshop is on hold while a full evaluation occurs and the content is refreshed, after-which it will be re-offered.

*strategy directly funded by QUT*

- QUT's [Recommended Guidelines for Aboriginal and Torres Strait Islander Terminology \(PDF file, 86.81 KB\)](#) outline QUT's preferred approach to using correct terminology.

- See section 4.1 extra curricula awareness raising

*strategy directly funded by ISSP, HEPPP and other university resources*

## 2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	246	10 211.45	
	Post graduate	8	161	
	Other	0	0	
	<b>total</b>	254	10 372.45	592 331.85
STIMulate <sup>#</sup>	Undergraduate	17		
	<b>total</b>	17		
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	<b>total</b>			
Add other categories as relevant				

<sup>#</sup> STIMulate – Students in all faculties can get help with science, technology, engineering, IT and maths skills through workshops, group study and peer assistance.

## 3. Completions (outcomes)

### 3.1 *Strategies to improve award course completion of Aboriginal and Torres Strait Islander students*

The Oodgeroo Unit administers the **Keystones for Success: Supporting our future leaders** program for students requiring academic tutorial assistance for up to two hours per week per subject.

The Oodgeroo Unit uses Blackboard for the management of the Keystones for Success. General information for students, eligibility guidelines and application forms are uploaded to the “Your Oodgeroo” Blackboard page alongside all Learning Support Resources, which is only accessible by Indigenous students at QUT. This allows students a clear and easy process for gathering additional information around learning support and the Keystones for Success program. The Oodgeroo Unit’s Learning Support team also runs information sessions during the Centralised Assessment Selection Program, which is the Oodgeroo Unit’s alternative entry pathway and at the Pre-Orientation Program for commencing Indigenous students. These sessions highlight the array of learning support activities available for Indigenous students at QUT.

In 2017 the Keystones for Success: Supporting our future leaders program 254 students applied with 1061 individual units allocated. All students who applied were allocated appropriately qualified tutors.

*strategy directly funded by ISSP resources*

### 3.2 *The rise or fall of completions*

Completion outcomes continue to improve with the number of Aboriginal and Torres Strait Islander students completing their course of study and graduating, rising from 57 in 2012 to 109 in 2016. Note: 2017 Course Completion data will not be available until mid-2018.

### 3.3 *Strategies connecting graduates with employment (both within and outside of the institution)*

In 2015, QUT was the first university to sign a 10 year partnership agreement with **CareerTrackers**. CareerTrackers is a national non-profit organisation that creates private sector internship opportunities for Indigenous university students. CareerTrackers supports pre-professional Indigenous university students and links them with private sector employers to participate in paid multi-year internships. Students perform their internship with a sponsoring company with the aim of converting from intern into full-time employee upon completion of their university degree.

In addition to making long-lasting placements CareerTrackers provides. In 2017, QUT had 52 current interns, 15 graduating interns and 25 Alumni. A wide spectrum of support to help prepare students for leadership in the workplace and the community.

### 3.4 *Strategies to assist graduates*

The university has no formal programs to assist Aboriginal and Torres Strait Islander graduates, however the Oodgeroo Alumni Chapter was established in 2016 with the aim to build a supportive network of QUT Aboriginal and Torres Strait Islander alumni, students and staff of QUT and its predecessor institutions, and has the full support of QUT's Oodgeroo Unit and the Alumni Office.

### 3.5 *Strategies to monitor student outcomes after graduation*

QUT participates in the Graduate Outcomes Survey (GOS) and GOS-Longitudinal (GOS-L) each year, and prior to that the Australian Graduate Survey (AGS) including the Graduate Destinations Survey (GDS). These surveys (GDS and GOS) occur approximately four months after graduation, and ask the graduates various questions about their employment and further study outcomes. The GOS-L is an additional survey, three years later, of those who responded to the original graduate survey.

The 2017 GOS-L report notes that "Indigenous graduates have higher employment outcomes in the short-term but non-Indigenous graduates have higher employment in the medium term. Indigenous graduates also appear to have lower labour force participation in both the short and medium-term. Indigenous graduates in full-time work consistently earned higher median salaries than non-Indigenous graduates both just after graduation and three years later." (QILT 2017 Graduate Outcomes Survey – Longitudinal (GOS-L): Medium-term graduate outcomes, October 2017, p. 7)

QUT's response rates to the GOS and GOS-L by Aboriginal and Torres Strait Islander graduates are currently too low to release any data with confidence.

## 4. **Indigenous Education Strategy accessible by public**

Pending endorsement and implementation of the Indigenous Education Strategy.

### 4.1 *Explain how the university has met its requirements under section 13 of the ISSP Guidelines*

The Indigenous Research Engagement Unit (**IREU**) has carriage of the QUT Aboriginal and Torres Strait Islander Research Strategy (ATSIRS) as a sub component of the Indigenous Education Strategy. Through this strategy specific Indigenous methodologies workshops have been delivered both face-to-face and online for the Master of Philosophy degree for all enrolled students as an identifiable graduate attribute.

The Aboriginal and Torres Strait Islander Supervisory Advisory group provides supervisors of Indigenous students with a network to develop of workshops and activities to developed to build their cultural competency

The **Indigenous Knowledges (IK)** minor invites students to critically reflect on their own understandings and challenges them to develop personal standpoints as they examine the limitations of dominant perspectives in the

Australian society. The minor draws on Aboriginal and Torres Strait Islander knowledge systems and perspectives while disrupting and critiquing existing systems of knowing and being. The four units in the minor are:

- Yatdjuiligin: Cultural Safety in the Indigenous Australian Context (OUB100)
- "Am I black enough?" Indigenous Australian Representations (OUB110)
- Smash the Acts - Contemporary Indigenous Australian Politics (OUB120)
- Indigenous Knowledges: Research Ethics and Protocols (OUB130)

Our pedagogical and assessment strategies, informed by Indigenous epistemologies and ontologies, stimulate student reflections upon notions of identity, history, nationalism and culture. Students navigate multiple entry and exit points for learning, as Indigenous perspectives and pedagogies are non-linear with no pre-determined endpoint. Indigenous knowledges reauthorises Aboriginal and Torres Strait Islander epistemologies and maintains its own standpoint against contestations.

Course teams as part of the curriculum life cycle at QUT make decisions for 'where' IK is delivered within a course. These decisions are based on whole of course view, scaffolded approaches to curriculum planning and delivery, innovation, inclusion of community and industry voices and student feedback. IK minor inclusion at QUT may be categorised as:

IK minor in the curriculum has been progressed through professional development offerings, specific inclusions in curriculum development, approval, accreditation and re-accreditation processes and individual and course team consultations. Formal professional development in IK minor has been delivered through the Foundations of Learning and Teaching (FoLT) program and the Graduate Certificate in Academic Practice (GCAP).

*strategy directly funded by ISSP*

### **Faculty's inclusion of Aboriginal and Torres Strait Islander knowledges within the curriculum**

The number of courses that have been approved for accreditation / re-accreditation and therefore include Indigenous Knowledges were for 2014 (44), 2015 (15), 2016 (18), 2017 (49).

#### **Faculty of Education**

- As part of the reaccreditation of our **Bachelor of Education** degree program, the Faculty of Education has reviewed and refined the current program in relation to embedding Indigenous perspectives in the whole of course design. The faculty invites consultation sessions with Indigenous Elders and the community through all course redesign sessions.

#### **Faculty of Health**

- Has established a Cultural Safety and Indigenous Knowledges Working Group to examine their curriculum content for both of these topics. Following a review of guideline documents from each of the faculty disciplines, the Faculty Executive Committee has endorsed the need for a Faculty-wide, strategic approach to the inclusion of Cultural Safety and Indigenous Knowledges in all Faculty of Health Academic Programs, noting that substantial work has already been done in some disciplines.

#### **Faculty of Law**

- In the **Bachelor of Laws (Hons)** curriculum students study a mandatory law in context unit that addresses Aboriginal and Torres Strait Islander legal knowledges in an expanded fashion. These legal knowledges are also embedded in key core units, such as LLB106 Criminal Law, and a range of elective units. As part of the faculty's continued efforts to further embed Indigenous Knowledges and perspectives in the curriculum, the School of Law has consulted with Aboriginal and Torres Strait Islander law students as part of the student consultation process for the current curriculum review. In addition, an Indigenous Students as Partners intern, funded by the Law School, is currently being supervised by Dr Felicity Deane to produce a report evaluating the extent to which Indigenous Knowledges and perspectives and intercultural competency are taught and assessed in the LLB (Hons) curriculum. This report will contain recommendations for curriculum reform, which will be discussed by the School of Law Learning and Teaching Committee in order to inform the revised curriculum to be implemented in 2019.
- Indigenous Knowledges content is embedded throughout the **Bachelor Justice degree**, with a large number of units touching on specific Indigenous issues. The School of Justice offers the elective unit JSB381 Indigenous Issues in Criminal Justice (last offered in 2016).

- The **Graduate Diploma in Legal Practice** includes a session for all students on cultural awareness. An Indigenous Elder speaks with students on cultural competency and appropriate communication skills for working with Aboriginal and Torres Strait Islander clients. Students also participate in an activity that enables them to gain awareness of some of the difficulties that Indigenous people can encounter in their interactions with the justice system.
- Faculty staff and students participate in the Cherbourg-QUT Project which engages students from across all disciplines at QUT to support community-initiated projects within the Cherbourg Aboriginal Community.
- Information about QUT's Indigenous Knowledges minor is provided to undergraduate law and justice students. The School of Law's Real Law Blackboard site includes a video on the Indigenous Knowledges minor and the Justice Student Community Site lists it as preferred minor.

#### **QUT Business School**

- All programs and study areas in the QUT Business School are mapped to reflect the integral placement of Indigenous Knowledges within the curriculum and a process of progressive and incremental improvement in the volume of units incorporating Indigenous Knowledges continues. Training has also been provided for academic staff around including Indigenous Knowledges.
- The Indigenous Knowledges minor has been promoted to the students in the Bachelor of Business and a number of students have enrolled in the minor.

#### **Science and Engineering Faculty**

- Courses align to the University's policy and systematically includes of Aboriginal and Torres Strait Islander perspectives into curriculum.

*strategy directly funded by other university resources*

#### **Extra-curricular awareness-raising**

- The Oodgeroo Unit has a high level of engagement with Indigenous community groups, and uses its networks to develop partnerships to raise awareness of QUT, the facilities and programs available to support Aboriginal and Torres Strait Islander students, and the University's commitment to providing pathways for students to enter higher education study. In collaboration with government and non-government agencies, the Oodgeroo Unit hosts regular community engagement meetings to bring together Aboriginal and Torres Strait Islander community groups in the Northern corridor of South-East Queensland. The Metro North Elders group continues to meet at the Oodgeroo Unit, Kelvin Grove Campus. In 2017 the Oodgeroo Unit attended Aboriginal and Torres Strait Islander community events such as the Deadly Trackers – Careers Expo, Murri Futures in-school program, Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) events, Employment and Education Expo, TSXPO and Careers Expo.
- In Celebration of the 2017 NAIDOC Theme, *Our Languages Matter*, the Oodgeroo Unit attended over 10 **NAIDOC week events** in early July from Cherbourg to Stradbroke Island. With a reach of over 2000 attendees across all events and with over 600 faculty guides, Oodgeroo Unit brochures and targeted flyers handed out, the events provided the opportunity to promote QUT and the Oodgeroo Unit to perspective students of the Aboriginal and Torres Strait Islander community. Always valuable in stake holder engagement, NAIDOC provided the Oodgeroo Unit with the opportunity to meet contacts from a range of areas including NGO's, local and state government, schools and community organisations.
- The Oodgeroo Unit supported the QUT Law Society in hosting the 2017 Indigenous Reconciliation Breakfast, on 25 May at the Marriot Hotel as part of **National Reconciliation Week**. The event facilitates the building of relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. The Honourable Justice Philippides – Judge, Queensland Court of Appeal was guest speaker.
- The Oodgeroo Unit, with faculty and divisional support hosted QUT's 4<sup>th</sup> **Murri-Ailan Way** event in August, celebrating Aboriginal and Torres Strait Islander community, culture and talent at QUT. Known as QUT's NAIDOC celebrations, was held between 8 and 11 August across all three campuses with music, dance, arts, food and conversation.
- **Murri-Ailan Way** is a three-day all-inclusive free event at Queensland University of Technology (QUT) that celebrates the National Aboriginal and Islander Day Observance Committee (NAIDOC) Week. The 2017 Murri-Ailan Way events were held from Tuesday 8th to Friday 11th August. The events engaged with the QUT and local communities with invitations and promotion in both hardcopy and electronic formats. A number of the

stallholders were from the local Brisbane and Caboolture regions who had the opportunity

Events included:

- Murri-Ailan Way Caboolture
- Murri-Ailan Way Gardens Point
- 67 Referendum Panel – Constituting Change: A Legal, Social or Cultural Shift
- Paperbark: First Nation Narrative with Aunty Lesley Williams
- Murri-Ailan Way Kelvin Grove
- Evening event

Attendance numbers across the 6 events were estimated around 600 – 700.

- Marking 25 years since the historic Mabo Decision, the Oodgeroo Unit and Equity Services hosted **Mabo Day 2017: A Giving Back – Going Forward event**, a sit-down event with guest speaker Mr. Charles Passi. Passi, eldest son of David Passi, one of the plaintiffs of the 1992 High Court ruling, engaged the 50 plus audience of QUT staff, students and community members with a heartfelt, informal discussion around Malo's Law, the basis of the Mabo decision, reconciliation between Indigenous and non-Indigenous Australia capping off the event with an invitation to Mer (Murray Island). Positive feedback of Mabo Day 2017 and its importance was noted post event from several attendees both internal and external to QUT.

*strategy directly funded by ISSP and HEPPP resources*

**4.2 Include current link to the university's website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures. This can be a special Indigenous Education Strategy document or a section targeting developments for Aboriginal and Torres Strait Islander people in a broader university strategic or operational plan**

<https://www.qut.edu.au/about/oodgeroo>

<http://www.isrn.qut.edu.au/>

**4.3 Comment on the university's Reconciliation Action Plan if appropriate**

QUT demonstrates a strong commitment to Aboriginal and Torres Strait Islander peoples, and a history of leadership in Indigenous education.

In 2001 QUT Council adopted the [Reconciliation Statement \(PDF file, 1028.8 KB\)](#). Over the next 10 years this policy was used to enable directed improvements in the areas of teaching and learning, research, community service, employment and organisational culture. An Indigenous Employment Strategy has been in place since 2002, and in 2006 the first Professor of Indigenous Studies was appointed.

In 2015 QUT launched the [Aboriginal and Torres Strait Islander Action Plan \(PDF file, 5348.69 KB\)](#) to replace the Reconciliation Action Plan and support the strategic plan - 4The Aboriginal and Torres Strait Islander Action Plan brings together the strategies of the *Blueprint 4* and focuses on four elements:

- ensuring all students have the opportunity to learn about Aboriginal and Torres Strait Islander perspectives in their course
- increasing the numbers of Aboriginal and Torres Strait Islander researchers and academic staff
- ensuring all staff have sufficient understanding and knowledge of Aboriginal and Torres Strait Islander perspectives to contribute to reconciliation in the undertaking of their duties
- significantly increasing our community engagement with Aboriginal and Torres Strait Islander peoples and their involvement in decision-making.

Reporting on this Plan is built into the university reporting cycle, and the IEREC considers progress against the targets and make an annual report and presentation to the University Council. The link to the Plan can be seen here - <https://www.qut.edu.au/about/strategic-ambitions/blueprint-for-the-future> The progress report to Council for 2017 is at attachment ii.



When finalised, the Indigenous Education Strategy will replace the current Plan.

#### ***4.4 Discuss the practical implementation and evaluation of your Indigenous Education Strategy***

As a result of the Indigenous Education strategy QUT has developed its Aboriginal and Torres Strait Islander Research Strategy (**ATSIRS**). Progress under the ATSIRS is reported to the University Research and Innovation Committee regularly throughout the year.

#### ***4.5 Report progress against targets and milestones outlined in the strategy.***

The Indigenous education strategy along with the Aboriginal and Torres Strait Islander Research strategy with education strategy has targets and milestones built in for regular reporting to URIC.

### **5. Indigenous Workforce Strategy accessible by public**

#### ***5.1 Explain how the university has met its requirements under section 12 of the ISSP Guidelines***

The University currently has an Indigenous Employment Strategy that consists of 4 key objectives:

- 1. Recruitment** – Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across all organisational areas of the University in academic, research, professional and senior positions. Providing effective engagement with Aboriginal and Torres Strait Islander peoples, communities and organisations in support of the attraction and recruitment of Indigenous talent.
- 2. Retention** – Ensuring workplace practices provide a supportive and flexible environment which enables Aboriginal and Torres Strait Islander employees to meet professional and cultural obligations.
- 3. Development** – Enhanced career pathways for existing Aboriginal and Torres Strait Islander employees through targeted professional development and training programs.
- 4. Workplace Culture** – Commitment to creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander peoples. Demonstrated respect for and recognition of the unique cultural, social and spiritual Knowledges and experiences that Aboriginal and Torres Strait Islander employees bring to QUT.

Each of these objectives has specific strategies, actions, key performance indicators and responsibilities.

#### ***5.2 Include current link to the university's website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the development of current Aboriginal and Torres Strait Islander employees. This can be a special Indigenous Workforce Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university workforce strategy***

Indigenous Employment Strategy and action plan are available here:

<https://qutvirtual4.qut.edu.au/group/staff/people/resources-for-managers/indigenous-employment-strategy>

#### ***5.3 Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy***

The merits of the current Indigenous Employment Strategy has been discussed at various University committees (Indigenous Employment Reference Group and the Indigenous Education, Research and Employment Committee). As a result it is intended to re-imagine and re-write this document in 2018 including outlining an Indigenous workforce participation of 3%. Further, it is intended to ensure that the responsibility for achieving this target and the actions outlined in the Strategy are more broadly shared in the University.

#### ***5.4 Report progress against targets and milestones outlined in the strategy***

Regular updates have been provided to the Indigenous Employment Reference Group and the Indigenous Education, Research and Employment Committee on the action and achievements against the Indigenous Employment Strategy.

Specifically, the latest data provided to the IREC in April 2018 was that for the period 1 April 2017 to 31 March 2018 the Indigenous workforce as a percentage of total ongoing and fixed term staff was 1.3%.

**5.5 Note that in 2017, the Department will work with institutions to establish an Indigenous workforce target of 3% where such a target does not already exist.**

See 5.3

**5a Indigenous workforce data (2017 breakdown)**

*While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.*

Faculty	Level/Position	Perm/>1year	
		Academic	Non-Academic
Faculty of Education	HEWA3		1
	HEWA6		1
	LEVA	1	
	LEVB	1	
	LEVD	1	
Faculty of Health	Trainee		1
	HEWA8		1
	HEWA9		1
	LEVB	2	
Faculty of Law	HEWA7		1
	LEVB	1	
QUT Business School	Trainee		1
	HEWA4		1
Creative Industries Faculty	HEWA4		1
	LEVB	2	
Institute of Health Biomedical Innovation (IHBI)	HEWA5		1

Faculty	Level/Position	Casual	
		Academic	Non-Academic
Science and Engineering Faculty	Trainee		1
	HEWA4		1
	LEVB	1	
Chancellery	Senior Staff	1	
	Trainee		1
	HEWA4		5
	HEWA5		3
	HEWA6		1
	HEWA7		2
	HEWA8		1
	LEVC	1	
	LEVD	1	
Technology, Information and Library Services	Senior Staff		1
	HEWA5		5
	HEWA8		1
Division of Research and Commercialisation	Senior Staff	1	
	Trainee		1
	HEWA4		1
	HEWA6		2
	HEWA8		1
Administrative Services	HEWA4		4
	HEWA5		1
	HEWA7		2
	HEWA8		1
Division of Finance and Resource Planning	HEWA7		1
	HEWA8		1
Faculty of Education	HEWA2		1
	HEWA4		1
Faculty of Health	AGREE	1	
	CALRA	1	
	CAMGP	1	
	CATRE	1	
	HEWA7		1
Faculty of Law	HEWA3		1
	HEWA4		1
QUT Business School	HEWA4		1

Faculty	Level/Position	Casual	
		Academic	Non-Academic
Caboolture	HEWA2		1
Chancellery	AGREE	10	
	HEWA2		6
	HEWA4		1
	HEWA7		1
Technology, Information and Library Services	HEWA5		1
Division of International and Development	HEWA5		1
	SAAAR	1	
Administrative Services	HEWA1		2
	HEWA2		9
	HEWA3		1
	HEWA4		1
	HEWA7		1

## 6. Indigenous involvement in decision-making

### 6.1 *The university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines)*

**Indigenous Education, Research and Employment Committee** provides advice to the University on Indigenous policy and strategy and monitors specific Indigenous education, research and employment programs. The Committee also facilitates and develops strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

Indigenous Education, Research and Employment Committee is a management committee accountable to the Vice-Chancellor for fulfilling its responsibilities:

#### *Advisory*

- Provides advice, through the Vice-Chancellor, the Senior Deputy Vice-Chancellor, the Director, Oodgeroo Unit, the Dean, Indigenous Research and Engagement or through committees including University Learning and Teaching Committee, University Research and Innovation Committee, and Indigenous Employment Reference Group on:
  - Indigenous Australians' perspectives in curriculum
  - recruitment, retention and completion of Aboriginal and Torres Strait Islander students
  - recruitment, retention and support of Aboriginal and Torres Strait Islander staff
  - Indigenous research and engagement involving government, university and industry impacting on Aboriginal and Torres Strait Islander peoples
  - relevant public and higher education policy matters before the University; and
  - any other matter affecting Aboriginal and Torres Strait Islander peoples at QUT.
- Makes recommendations to the Vice-Chancellor on:
  - Aboriginal and Torres Strait Islander education and employment policy
  - QUT Aboriginal and Torres Strait Islander Action Plan
  - the Aboriginal and Torres Strait Islander Research Strategy; and
  - the Indigenous Education Strategy.
- Provides recommendations relating to the implementation of the National Indigenous Higher Education Workforce Strategy and QUT's Indigenous Employment Strategy.

### Monitoring and review

- Monitors and reports on the implementation of the QUT Aboriginal and Torres Strait Islander Action Plan and policy.
- Monitors implementation of QUT's Aboriginal and Torres Strait Islander strategies.
- Reviews, monitors and recommends to the Vice-Chancellor on the distribution of the Indigenous Students Success Program in Higher Education (ISSP) funding to QUT's Aboriginal and Torres Strait Islander student support areas including but not limited to the Oodgeroo Unit, the Indigenous Research and Engagement Unit and Equity Services.

### Community engagement

- Facilitates and develops strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

## 6.2 The name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism

### Indigenous Education, Research and Employment Committee Membership

Category	Member	Duration
One distinguished Aboriginal and/or Torres Strait Islander person who is external to QUT, as Chair, nominated by the Vice-Chancellor	Mr Nathan Jarro	Mr Nathan Jarro 4/07/13 – 23/03/18
Vice-Chancellor [ex officio]	Prof Peter Coaldrake	Prof P (Peter) Coaldrake (13/02/13 – 31/12/17)
Senior Deputy Vice-Chancellor [ex officio]	Prof Carol Dickenson	commenced 13/02/13
Deputy Vice-Chancellor (Learning and Teaching) [ex officio]	Prof Suzi Derbyshire	commenced 13/02/13
Director, Oodgeroo Unit [ex officio]	Prof Anita Lee Hong	commenced 13/02/13
Dean, Indigenous Research and Engagement [ex officio]	Dist Prof A (Aileen) Moreton-Robinson	(6/01/16 – 31/12/17)
Associate Director, Academic - Indigenous Knowledges [ex officio]	A/Prof Gary Thomas	(30/09/13 – 21/08/17)
Director, Human Resources [ex officio]	Ms Nicole Bunning	(28/09/17 – 9/01/18)
Equity Director or nominee	Ms Mary Kelly	commenced 13/02/13
Indigenous Employment Coordinator [ex officio]	Vacant	
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor	Dr Colin Dillon	(4/07/13 – 27/03/18)
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor	Mr Leon Filewood	commenced 14/02/17
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor	Mr Andrew Niven	(14/02/16 – 31/12/17)
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor	Ms Roxanne McDonald	(14/02/17 – 27/02/18)
One Aboriginal and/or Torres Strait Islander student nominated by the Vice-Chancellor	Mr Robert Griffen	(14/02/17 - 9/04/18)
Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor	Ms Alexis McGourty	commenced 14/02/13

Category	Member	Duration
Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor	Dr Sandra Phillips	(14/02/17 – 9/2/18)
Secretary	Mrs Karoly Lockwood	commenced 13/02/13

All positions have been ongoing since the establishment of the Committee in February 2013

### 6.3 *The number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources*

Tuesday, 14 <sup>th</sup> March	Tuesday, 13 <sup>th</sup> June	Tuesday, 29 <sup>th</sup> August	Tuesday, 21 <sup>st</sup> November
<p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> <li>Indigenous Knowledges Update</li> <li>Indigenous Research Update</li> <li>Indigenous Employment Report</li> <li>Oodgeroo Unit Report</li> <li>Cultural Competence Workshop for QUT staff</li> </ul> <p><i>Items for discussion</i></p> <ul style="list-style-type: none"> <li>Annual Report on QUT's Aboriginal and Torres Strait Islander Action Plan</li> <li>2016 Oodgeroo Unit Student Survey Report</li> <li>2016 Faculty Priority Actions for Oodgeroo Unit</li> </ul>	<p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> <li>Indigenous Knowledges Update</li> <li>Indigenous Research Update</li> <li>Indigenous Employment Report</li> <li>Oodgeroo Unit Report</li> <li>2017 Centralised Assessment and Selection Program and 2017 Pre-Orientation Program</li> <li>Aboriginal and Torres Strait Islander student survey outcomes report</li> </ul> <p><i>Items for discussion</i></p> <ul style="list-style-type: none"> <li>Draft QUT Indigenous Education Strategy</li> <li>Report from the Indigenous Student Success Program Working Party</li> <li>Indigenous Student Success Program in Higher Education funding and proposed changes to Indigenous Education and Employment Committee's terms of reference</li> <li>Indigenous Student Success Program in Higher Education funding and Indigenous Scholarships</li> </ul>	<p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> <li>Indigenous Knowledges Update</li> <li>Indigenous Research Update</li> <li>Indigenous Employment Report</li> <li>Oodgeroo Unit Report</li> </ul> <p><i>Items for discussion</i></p> <ul style="list-style-type: none"> <li>Annual Report on QUT's Aboriginal and Torres Strait Islander Action Plan</li> </ul>	<p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> <li>Indigenous Knowledges Update</li> <li>Indigenous Research Update</li> <li>Indigenous Employment Report</li> <li>Oodgeroo Unit Report</li> <li>Update from Equity Board</li> <li>Annual Report on QUT's Aboriginal and Torres Strait Islander Action Plan</li> <li>Progress report: Cultural Competence Workshop at QUT</li> </ul> <p><i>Items for discussion</i></p> <ul style="list-style-type: none"> <li>Report from the Indigenous Students Success Program Working Party</li> <li>Indigenous Students Success Program in Higher Education funding and Indigenous Scholarships</li> <li>Aboriginal and Torres Strait Islander Student enrolment and progression trends</li> </ul>

#### **6.4 Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.**

For those committees noted in QUT's Manual of Policies and Procedures *Appendix 8: the Queensland University of Technology Committee Structure*, the committees with formal Indigenous representation are:

##### **University Council**

Mr W. (Wesley) Enoch, BA(Hons)(Drama) QUT. Artistic Director, Sydney Festival

##### **University Academic Board**

Director, Oodgeroo Unit *ex officio*

##### **University Research and Innovation Committee**

Dean, Indigenous Research and Engagement Unit *ex officio*

##### **Equity Board**

Chair of Indigenous Education and Employment Committee or nominee

##### **University Promotion Committee**

Where an application is received from an Indigenous staff member, prior to the consideration of any applications the University Promotion Committee will be reconstituted to include an appropriately qualified Indigenous staff member/Indigenous person to the Committee nominated by the Vice-Chancellor. This will be an additional committee position.

##### **University Human Research Ethics Committee**

One person who performs a pastoral care role in a community, for example, an Aboriginal elder, a minister of religion - appointed by the Deputy Vice-Chancellor (Research and Commercialisation) AND one person who identifies as Aboriginal and/or Torres Strait Islander nominated by the Indigenous Education and Employment Committee.

##### **University Learning and Teaching Committee**

Indigenous staff member nominated by the Chair of University Academic Board

*Other QUT committees with Aboriginal and Torres Strait Islander membership include:*

Creative Industries Faculty Academic Board (Senior Deputy Vice-Chancellor's nominee)  
Curriculum Standards Reference Group  
Equity Scholarships Panel  
Faculty of Education Research and Innovation Committee  
First Year Experience and Retention Committee  
Higher Education Research Network  
Indigenous Employment Reference Group  
Membership of Faculty Equity Committees  
Orientation Organising Committee  
YuMi Deadly Centre Advisory Committee

*Roles and responsibilities of Aboriginal and Torres Strait Islander leaders within QUT:*

##### **Director – Oodgeroo Unit**

The Director is responsible for the overall leadership, direction and management (both academic and administrative) across the full range of strategic and operational activities of the Centre. The position facilitates change and builds an organisational culture that is supportive of the vision of the Centre, aligned with the Indigenous communities' needs and with the University's strategic directions.

##### **Dean, Indigenous Research and Engagement Unit**

Under QUT's Innovation and Research Strategy, the Dean of the Indigenous Research and Engagement Unit (IREU), Distinguished Professor Aileen Moreton-Robinson, has responsibility for facilitating implementation of the Aboriginal and Torres Strait Islander Research Strategy.

The role of the IREU is to provide strategic leadership, guidance and advice across the University in relation to the

increasing and strengthening Indigenous research capabilities, engagement and outputs.

**6a. Statement by the Indigenous Governance Mechanism**

The Indigenous Education, Research and Employment Committee is pleased to endorse the submission of QUT's 2017 ISSP Acquittal. The Committee acknowledges the work across the institution in contributing to the Commonwealth's vision for Indigenous persons to enrol, progress and complete higher education at the same rate as, or a better rate than, non-Indigenous persons. The Committee thanks the areas who contributed to the administration of the ISSP grant and to the compilation of this acquittal including the Indigenous Research and Engagement Unit, Human Resources Department, Equity Services Department, Finance and Resources Planning, Oodgeroo Unit and faculties.



Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
<b>Indigenous Commonwealth Education Costs Scholarship (ICECS)</b> (New ICS) For up to 4 years	Commonwealth		\$500, 584	115	Assists Indigenous students from low-income backgrounds with their study costs.
<b>Indigenous Commonwealth Accommodation Scholarship (ICAS)</b> (New ICS) For up to 4 years	Commonwealth		\$162, 500	37	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
<b>QUT Equity Starter Bursary</b> (\$863) 1 semester	Equity Services		\$138, 080	160	QUT top up starter bursary given each year to students on the Indigenous Commonwealth Education Costs Scholarship (ICECS).
<b>QUT Equity Emergency Bursary</b> (\$300) 1 in a semester	Equity Services		\$300	1	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Equity Emergency Bursary</b> (\$500) 1 in a semester	Equity Services		\$3, 500	7	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Emergency Bursary</b> (\$750) 1 in a semester	Equity Services		\$2, 250	3	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Equity Bursary</b> (\$1 500.00) 1 year (first year eligibility only)	Equity Services		\$22, 500	15	Assists QUT low-SES students with their study costs.
<b>QUT Equity Scholarship</b> (\$1 750.00) 1 semester (semester 2 only)	Equity Services		\$3, 500	2	Assists QUT low-SES students with their study costs.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
<b>QUT Equity Scholarship</b> (\$3 500.00)  1 year	Equity Services		\$101, 500	29	Assists QUT low-SES students with their study costs.
<b>QUT Equity Scholarship</b> (\$5 000)  1 year	Equity Services		\$45 000	9	Assists QUT low-SES students with their study costs.
<b>QUT Equity Scholarship</b> (\$7 500) (on continuing scholarship)  Over 4 years			\$45, 000	6	Assists students from low-income backgrounds who have relocated to study from regional or remote areas of Queensland and the Northern Territory.
<b>QUT Equity WIL Bursary</b> (\$300)  1 in a semester	Equity Services		\$600	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement.
<b>QUT Equity WIL Bursary</b> (\$500)  1 in a semester	Equity Services		\$1000	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement.
<b>QUT Equity WIL Bursary</b> (\$750)  1 in a semester	Equity Services		\$750	1	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Arrow Energy Go Further QUT Scholarship 1 year	Private	5	\$50 000	5	Five scholarships for full-time Aboriginal and Torres Strait Islander students in degrees related to the resources sector valued at \$10 000 per year.
C&K Aboriginal and Torres Strait Islander Tertiary (Bachelor of Education - Early Childhood) Scholarship 1 year	Private	1	\$7 500*	1	One scholarship for a full-time Aboriginal and Torres Strait Islander student studying a Bachelor of Education - Early Childhood valued at \$7 500 per year.
Caxton Legal Centre	Private	1	\$1 000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Laws / Bachelor of Laws (Honours) with a GPA of at least 4.0, and is engaged in the Aboriginal and Torres Strait Islander community.
Faculty of Law Start-up Bursaries	University	As required	\$500	13	Awarded to undergraduate law or justice students who complete the Indigenous Pre Law and Justice Program and to assist with the financial impact of attend the week-long orientation program.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Funding for SEF Indigenous Exchange program	QUT	1	\$8,000	0	Open to undergraduate Indigenous students undertaking up to one year of study exchange at an International partner university.
Getting Started Indigenous Scholarship for Business	University	2	\$6,000	1.5	Two school leavers each received \$4k per year; only 1 met the conditions for a 2nd semester payment.
Indigenous Business Intern Scholarship	Private	1	\$5,625	1	One student received \$1,875 per subject x 3 (QBS 180011-0347); delayed 1 subject till 2018.
KPMG Indigenous Tertiary Scholarship 1 year	Private	1	\$11 000	1	One scholarship for a full-time Aboriginal and Torres Strait Islander students in any degree valued at \$11 000 per year.
Laurie Cowled Indigenous Scholarship for Business students	Private and University	2	\$6,250	2	Two students received the payments (QBS 180011-0351), usually \$5k per year but one student delayed partial payment from 2016.
Oodgeroo Noonuccal Undergraduate Scholarship 1 year	Oodgeroo Unit	1	\$5,000	1	Offered annually to an Aboriginal and Torres Strait Islander student who is, or who will be, enrolled in Semester Two in a QUT undergraduate degree.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Oodgeroo Noonuccal Postgraduate Scholarship  1 year	Oodgeroo Unit	1	\$7,000	1	Offered to an Aboriginal and Torres Strait Islander student in any QUT faculty or school who is, or who will be, enrolled in Semester Two in either an Honours, Graduate Diploma or Masters degree; note that the Masters program could be either a coursework degree or a research Masters degree.
Penny Tripcony Aboriginal and Torres Strait Islander Scholarship for postgraduate students (Master of Education, Master of Teaching)	Faculty funded	1	\$3,772	1	EU70 Master of Education student
SEF Undergraduate Indigenous Scholarship	QUT	2	Approx. \$20,000 (depending on fees)	0	Full tuition fees for first year plus \$500 stipend in Semester 1 of the first year.
Science and Engineering Faculty Indigenous Student Continuing Studies Scholarship	QUT	4	\$3,000 × 4= \$1,2000	4	Open to Undergraduate Indigenous students who are struggling financially.
School of Psychology and Counselling Bursaries for Undergraduate Indigenous Students	Supported financially by the School of Psychology and Counselling	3 x \$2,000	\$6,000	3	Open to Undergraduate Indigenous student studying psychology full time.
STEM Bridging courses Fee waivers	QUT	5	\$1,500	1	Fee waiver to enable prospective SEF Indigenous students identified during the CASP process to complete STEM bridging courses.

Attachment i – 2017 Scholarships awarded

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Wilson Security Indigenous Tertiary Scholarship	Private	1	\$2,000	1	One scholarship will be offered to an Aboriginal and/or Torres Strait Islander student enrolled a full-time or part-time undergraduate degree at QUT.
Zonta Club of Brisbane Breakfast QUT Prize	Private	1	\$1,000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Justice with a GPA of at least 4.0 and is engaged in the Aboriginal and Torres Strait Islander community.

\* Awarded mid-year; one instalment of \$3,750 paid in Semester 1, 2017

## QUT Aboriginal and Torres Strait Islander Action Plan – outcomes report for 2017

Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<b>Student Learning and Teaching</b>			
<p><b>Outreach</b> – QUT will continue to encourage and enable people from low-income backgrounds and Aboriginal and Torres Strait Islander communities to participate in tertiary study, through outreach partnerships with disadvantaged schools and communities.</p> <p><b>Recruitment</b> – We aim to broaden the composition of the student body by lifting the Aboriginal and Torres Strait Islander undergraduate student representation to 1.7 per cent by 2016.</p>	<ul style="list-style-type: none"> <li>- Through on-campus, in-school and in-community activities, de-mystify tertiary study, and encourage and inspire participation.</li> <li>- Provide pathways and supports for school-age and mature-age students, to facilitate participation.</li> </ul>	<p>All faculties, led by the Oodgeroo Unit.</p>	<p><b>Outreach</b> – Considerable activity with pre-tertiary school-age and mature-age Indigenous people occurred in 2017. All faculties and institutes are involved, with Student Ambassadors taking a prominent role. Activities include:</p> <ul style="list-style-type: none"> <li>• The 5<sup>th</sup> annual Indigenous Australian Science and Infrastructure Development (SID) School attended by 30 school students; Deadly Trackers Expos held in-school with 352 high school students; 12 Murri Futures in-school programs with 154 year 8 students.</li> <li>• On-campus days and residential camps for 9,000 school students from the Moreton Bay Region; plus in-school curriculum enhancement activities for many thousands more with engagement from all faculties and institutes. About 12% of these students are Aboriginal or Torres Strait Islander;</li> <li>• Free impartial careers counselling provided to mature-age and school-age people in the Caboolture area by two careers counsellors, one of whom is Indigenous;</li> <li>• Project Imba - an on-campus residential experience designed to raise awareness and build tertiary aspirations in Aboriginal and Torres Strait islander students from Cunnamulla;</li> <li>• Tailored on-campus experiences were provided to Tagai Secondary College; Cape York leaders Program; Hymba Yumba Independent School; and Katherine SHS.</li> <li>• The Yumi Deadly Centre of the Faculty of Education provided training on the teaching of maths to 85 schools from three states, with higher than average Indigenous and low-SES students;</li> <li>• The Big Lift, an alumni and student club volunteering activity, visited Murgon, Cherbourg, Eidsvold, Theodore, Agnes Waters and Bundaberg.</li> </ul> <p><b>Recruitment</b> – The proportion of undergraduate students who are Aboriginal and Torres Strait islander in 2017 was 1.91%, exceeding the target of 1.7% and up from 1.83% in the previous year. Pathways and supports included:</p> <ul style="list-style-type: none"> <li>• Centralised Assessment and Selection Program (CASP) - an alternative entry pathway for Aboriginal and Torres Strait Islander people managed by the Oodgeroo Unit assisted 120 applicants with offers and acceptances.</li> <li>• Extensive engagement of Oodgeroo Unit staff with Moreton Bay Region schools; at career expos; and at 12 NAIDOC Week events throughout SEQ.</li> <li>• On-campus tours for school groups, and careers counselling to prospective students – see 'Outreach' above.</li> </ul>

Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<p><b>Retention</b> – Improve low-SES and Aboriginal and Torres Strait Islander student success and retention.</p>	<p>– Through inclusive curriculum, targeted support services, and a safe and inclusive campus culture, continue to improve retention rate for each faculty and university-wide.</p>	<p>All organisational areas, including LTU, SSS and Equity, in partnership with the Odgeroo Unit.</p>	<p><b>Retention</b> – The retention rate for Aboriginal and Torres Strait islander students in 2016 was 79.4%, slightly down on the rate in the previous year, but within an upward trend, and comparing well to national and state averages.</p> <p>Considerable activity involving all faculties and some divisions, contributed to retention including:</p> <ul style="list-style-type: none"> <li>• Inclusive curriculum – see ‘Curriculum’ section below</li> <li>• Targeted support services such as Keystones of Success – with students involved in additional tutoring and academic supports, contributing to their success rates. Improvements in case management, just-in-time supports, and early intervention were a feature of Keystones in 2017.</li> <li>• Indigenous students are encouraged to be engaged in sporting competitions, leadership awards, internships, student clubs and development activities, and Career Tracker activities. Four students were sponsored to present at the World Indigenous Peoples Conference, and six to the Allied Health National Conference.</li> <li>• All faculties met with the Director Odgeroo Unit to devise partnership and local retention-enhancing activities. All faculties involve themselves in the Pre-Orientation Program (POP).</li> <li>• The Faculty of Law has a dedicated Indigenous Project Officer for support services such as the pre-Law/Justice orientation program; support to attend conferences and networking events; career workshops and mooted opportunities.</li> <li>• Education and Health hold welcome/orientation activities for new students and provide a range of practical supports; SEF consulted its students about setting up peer-mentoring and student club.</li> <li>• Financial supports enhanced retention rates – LPF/Equity scholarships were awarded to about 250 Indigenous students; targeted scholarships in particular fields of study such as law, health, business were also awarded, sponsored by QUT and external donors; students also had access to emergency bursaries.</li> <li>• Campus culture – events and engagement opportunities contributed to a more inclusive campus culture – see ‘Development’ below.</li> </ul>



Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<p><b>Curriculum</b> – Enhance the development and inclusion of Aboriginal and Torres Strait Islander knowledges within the curriculum.</p> <p>Strengthen students’ cultural competence and understanding of Indigenous knowledges.</p>	<ul style="list-style-type: none"> <li>- Through embedding Indigenous knowledges during course development; encouraging inclusive pedagogy; and providing extra-curricular awareness-raising opportunities for students.</li> </ul>		<p><b>Curriculum</b> –</p> <ul style="list-style-type: none"> <li>• The number of courses that have been approved for accreditation / re-accreditation, and therefore include Indigenous Knowledges (IK), was 46 in 2017. IK in the curriculum has been progressed through professional development offerings; specific inclusions in curriculum development, approval, accreditation and re-accreditation processes; and individual and course team consultations. Formal professional development in IK has been delivered through the Foundations of Learning and Teaching (FoLT) program and the Graduate Certificate in Academic Practice (GCAP). Course teams as part of the curriculum life cycle at QUT make decisions about how IK is delivered within a course, based on whole of course view, scaffolded approaches to curriculum planning and delivery, innovation, inclusion of community and industry voices, and student feedback. There are four models of inclusion - Case Study; Consolidated Offering; Embedded (Discrete); and Embedded (Connected).</li> <li>• Several faculties reported targeted curriculum strategies in train such as Education (review of B Ed including consultation with elders); Health (approval for a faculty-wide approach following advice from the Cultural Safety and IK Working Group); and Law (a student intern assessing curriculum inclusion).</li> <li>• The Indigenous Knowledges minor of four units is available to students across all courses and is now coordinated by the Creative Industries Faculty.</li> </ul> <p><b>Awareness-raising</b> –</p> <p>Extra-curricular opportunities for students were provided, including:</p> <ul style="list-style-type: none"> <li>• Murri-Ailan Way - four days of activities across three campuses – 650+ students and staff</li> <li>• Bush tucker tutorial; Jasper Jones screening; Q&amp;A with Stephen Page; sausage sizzles to raise funds for the Indigenous literacy Foundation – 300 students and staff</li> <li>• Constituting Change – expert panel discussion; Mabo Day guest speaker; Paperbark with Aunty Lesley Williams; CI Indigenous seminar series – 250 students and staff</li> <li>• Supported the Law Society’s Indigenous Reconciliation Breakfast</li> <li>• Global Cafes – 100 students</li> </ul> <p>Digital displays at The Cube; the HiQ Digital Screens; social media campaigns for the Mabo and referendum anniversary.</p>

Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<b>Research and Innovation</b>			
<p><b>Recruitment</b> – maintaining the momentum of building academic quality and achieving major demographic change by appointing 50 research-capacity professors by 2016, including appropriate proportions of women and Aboriginal and Torres Strait Islander people.</p> <ul style="list-style-type: none"> <li>- Increase the number of Aboriginal and Torres Strait Islander HDR students.</li> <li>- Encourage Aboriginal and Torres Strait Islander applicants for the VCRFs.</li> </ul>	<ul style="list-style-type: none"> <li>- In 2016/17, at least one of the new capacity-building professors is an Aboriginal and Torres Strait Islander person.</li> <li>- Seek to match the undergraduate target of 1.7% in the HDR cohort, and increase the number of targeted scholarships</li> <li>- Identify one VCRF position in 2016/17 for an Aboriginal/Torres Strait Islander researcher</li> </ul>	<p>All faculties/institutes in partnership with the Division of Research and Commercialisation.</p>	<p><b>Recruitment –</b> In 2017:</p> <ul style="list-style-type: none"> <li>• One capacity-building professor and three VCRFs were recruited - none was Indigenous. The Faculty of Health is pursuing a CBP appointment in 2018 in the area of Indigenous Health.</li> <li>• There were 27 HDRs which represents 1.02% of all HDRs, down slightly from the previous year but comparing well to the rest of the sector. There were 5 completions in 2017 (3 doctoral; 2 Masters).</li> <li>• A considerable amount of developmental work has occurred at Faculty/Institute level, led by the IREU and the URIC Aboriginal and Torres Strait Islander Research Working Party (also see Capacity section below). Each faculty/institute was able to articulate targeted, concrete recruitment strategies for growing HDRs, which are in progress. These strategies included: making additional scholarships available; significantly increasing Vacation Research opportunities; using fellowships; focusing on increasing the Honours cohort; improving cultural safety through staff training; targeted invitations to be involved in research projects and mentoring; and identifying candidates for external research scholarships.</li> <li>• An agreed process is in place for 2018 including reporting to and from faculties/institutes and the IREU/URIC.</li> </ul>
<p><b>Capacity</b> – Continue to build research capacity in Aboriginal and Torres Strait Islander research.</p> <ul style="list-style-type: none"> <li>- Improve communication of research activities and profiling of research achievements through interactive events and on-campus media to ensure appropriate focus on under-represented cohorts such as women and Aboriginal and Torres Strait Islander people.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to provide opportunities for researchers to engage with Aboriginal and Torres Strait Islander knowledges, ethics, protocols, and methodologies.</li> <li>- Support the continued implementation of the Indigenous Studies Research Network.</li> </ul>	<p>All faculties/institutes in partnership with the Division of Research and Commercialisation, and the Indigenous Studies Research Network (now called IREU)</p>	<p><b>Capacity –</b> Several faculties reported initiatives such as:</p> <ul style="list-style-type: none"> <li>• Education has a specific session on Indigenous knowledges in its research training framework; SEF is exploring three research projects with Indigenous communities; IFE has put funds aside to seed opportunities and fellowships.</li> <li>• Law has a dashboard to promote its Indigenous research; and IFE is identifying topics and speakers for its Grand Challenge lecture series.</li> </ul>

Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<b>People, Culture and Sustainability</b>			
<p><b>Recruitment</b> – aiming for Aboriginal and Torres Strait Islander staff to be 1.7 per cent of the workforce and improve staff retention, consistent with the Aboriginal and Torres Strait Islander employment strategy.</p> <ul style="list-style-type: none"> <li>- Maintain the momentum of building academic quality and achieving major demographic change by recruiting 400 people to the Early Career Academic Recruitment and Development program by 2016 including increased representation of women and Aboriginal and Torres Strait Islander people</li> </ul> <p><b>Development</b> – ensure all staff have sufficient understanding and knowledge of Indigenous perspectives to contribute to Reconciliation in the undertaking of their duties.</p> <ul style="list-style-type: none"> <li>- Observe Reconciliation Week and other significant cultural milestones and events (such as NAIDOC Week, Coming of the Light, Murri-Ailan Way), and acknowledge Traditional Owners at appropriate events and meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Each faculty and division to develop an intentional strategy to improve their employment rates and move towards the university target.</li> <li>- Seek to match the u/g target of 1.7 per cent in the ECARD program by identifying at least one position per round</li> <li>- All organisational areas to ensure staff participation in the 3-hour cultural competence workshop (being made available until August 2017); and to encourage participation in other celebrations and on-campus events.</li> </ul>	<p>All faculties, divisions and institutes, in partnership with the Human Resources Department and Equity Services.</p>	<p><b>Recruitment</b> –</p> <p>In 2017:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander staff were 1.3% of the ongoing and fixed-term workforce.</li> <li>• No university ECARD recruitment round was conducted in 2017. An Indigenous ECARD position in SEF for engineering disciplines remains open.</li> <li>• 5 people participated in the Indigenous Traineeship Program, with 4 completing.</li> <li>• Apart from hosting trainees, organisational areas reported on the employment of a 12-month visiting Police Associate (Law); seeking to target a position as Indigenous-only (I&amp;D); and continuing their specific traineeship (TILS).</li> <li>• The Indigenous Employment Coordinator position will continue into the future.</li> </ul> <p><b>Development</b> –</p> <p>In 2017:</p> <ul style="list-style-type: none"> <li>• All organisational areas encouraged staff to attend the Cultural Competence Workshop. The Workshop was presented 219 times across all campuses and several satellite sites. By late 2017, nearly 3,500 staff had attended. Provision of the Workshop is on hold while a full evaluation occurs and the content is refreshed, after which it will be re-offered.</li> <li>• A number of events provided opportunities for staff and student engagement as follows: <ul style="list-style-type: none"> <li>- Murri-Ailan Way - four days of activities across three campuses with considerable sponsorship from faculties – 650+ students and staff</li> <li>- Bush tucker tutorial; Jasper Jones screening; Q&amp;A with Stephen Page; sausage sizzles to raise funds for the Indigenous literacy Foundation – 300 students and staff</li> <li>- Constituting Change – expert panel discussion; Mabo Day guest speaker; Paperbark with Auntie Lesley Williams; Film screenings in the Library; CI Indigenous seminar series – 250 students and staff</li> <li>- Supported the Law Society’s Indigenous Reconciliation Breakfast</li> <li>- Reconciliation morning tea held by FRP and Law.</li> </ul> </li> <li>• Acknowledging Traditional Owners is a widespread practice with each organisational area able to articulate its approach.</li> </ul>

Strategies from Blueprint 4	Actions	Responsibility	Progress from 2017 Annual Reports
<p><b>Engagement</b> – significantly increase the University’s community engagement with Aboriginal and Torres Strait islander people, and their involvement with decision-making, such as IEEC and major committees.</p> <ul style="list-style-type: none"> <li>- Explore how QUT’s procurement of goods and services can use Aboriginal and Torres Strait Islander contractors and businesses.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop opportunities to engage with Aboriginal and Torres Strait Islander communities associated with QUT.</li> </ul>	<p>Oodgeroo Unit with the Division of Finance and Resource Planning.</p>	<p><b>Engagement</b> –</p> <p>In 2017, involvement with community included:</p> <ul style="list-style-type: none"> <li>• Metro North Elders Yarning Circle continues to meet regularly at the Oodgeroo Unit</li> <li>• The Faculty of Health continued its long-standing partnerships with the Cherbourg community, with students on placement taking lead roles in writing over \$1m of grants for the community; the delivery of first aid training; and the Optometry Scheme. The FOH has also established partnerships with the Carbal Health Services and the Karbul Young Emerging Elders Alliance Inc. FoH clinics delivered the North Coast Health Check Day.</li> <li>• Indigenous professionals sit on Faculty of Law advisory boards</li> <li>• Several faculties/institutes are engaging in research-related partnerships with Indigenous communities</li> <li>• IHBI’s Medical Engineering and Research Facility (MERF) hosted the Queensland Ambulance Service Indigenous cadets program</li> <li>• Oodgeroo Unit staff maintain a visible presence in the community through participation in events such as principals and career practitioner breakfasts; International Women’s Day and the like</li> <li>• Senior Indigenous staff engaged with State, National and International bodies providing advice and decision-making on significant issues.</li> </ul> <p><b>Procurement</b> –</p> <ul style="list-style-type: none"> <li>• QUT’s policy and procedures reflects that of the Qld Government.</li> </ul>

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Queensland University of Technology

### Organisation

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

#### 1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	4,015,010.05		4,015,010.05
Rollover of funds from previous years	16,254.00		16,254.00
Interest earned/ royalties		4,217.93	4,217.93
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)			
Other Funding		2,007,583.46	2,007,583.46
<b>A. Total Income 2017</b>	<b>\$ 4,031,264.05</b>	<b>\$ 2,011,801.39</b>	<b>\$ 6,043,065.44</b>

#### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	2,264,596.14	842,927.01	3,107,523.15
Administration			0.00
Travel – domestic	8,070.57	89,042.21	97,112.78
Travel – international	(835.80)	20,568.87	19,733.07
ISSP Asset purchases			0.00
Conference fees and related costs			0.00
Advertising, Marketing & Promotional Expenses	32,037.27	52,387.23	84,424.50
Bank Charges, Insurances & Taxes	6,133.60	4,051.75	10,185.35
Depreciation	10,352.08	606.73	10,958.81
General Consumables	61.94	23,050.63	23,112.57
Hire of Facilities & services	12,959.05	40,477.75	53,436.80
Miscellaneous Expenditure	5,060.43	56,539.71	61,600.14
Non-Capitalised Equipment	30,434.74	29,088.93	59,523.67
Printing & Stationery	28,024.18	16,040.44	44,064.62
Repairs & Maintenance	3,011.23	14,078.63	17,089.86
Scholarships, Grants & Prizes	1,301,542.22	441,141.00	1,742,683.22
Telecommunications	3,160.55	3,336.94	6,497.49
Training Courses		3,685.55	3,685.55
<b>B. Total Expenditure 2017</b>	<b>3,704,608.20</b>	<b>1,637,023.38</b>	<b>5,341,631.58</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>	<b>262,040.35</b>		
<b>D. Unexpended Funds already returned to PM&amp;C</b>	<b>64,615.50</b>		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	<b>4,031,264.05</b>		

Note: A-E must equal zero

**3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017**

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
/ /	/ /

**4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)**

Asset Description/ category	Adjustable Value (net book value)	ISSP contribution
<b>All Assets have been carried forward from prior ITAS funding</b>		
Motor Vehicle 708TOK (27/2/14)	14,593.02	Nil
Motor Vehicle 709TOK (4/2/14)	14,593.02	Nil
MFD Fuji Xerox serial number 732750 (18/2/15)	2,235.14	Nil
MFD Fuji Xerox serial number 733230 (16/4/15)	3,102.40	Nil
MFD Fuji Xerox serial number 733669 (28/4/15)	2,962.40	Nil
MFD Fuji Xerox serial number 543968 (6/12/16)	4,289.60	Nil
<b>Total</b>	<b>41,775.58</b>	

**4a ISSP Asset - acquisitions and disposals summary**

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

**5. Financial Acquittal supported and initialled by:**

Graham Fryer

(Print name of relevant officer)

Executive Director, Finance and Resource Planning

(Print position title)