

INDIGENOUS STUDENT SUCCESS PROGRAM

2019 PERFORMANCE REPORT

ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

The Queensland University of Technology (QUT) acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning. QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community.

1. PREAMBLE

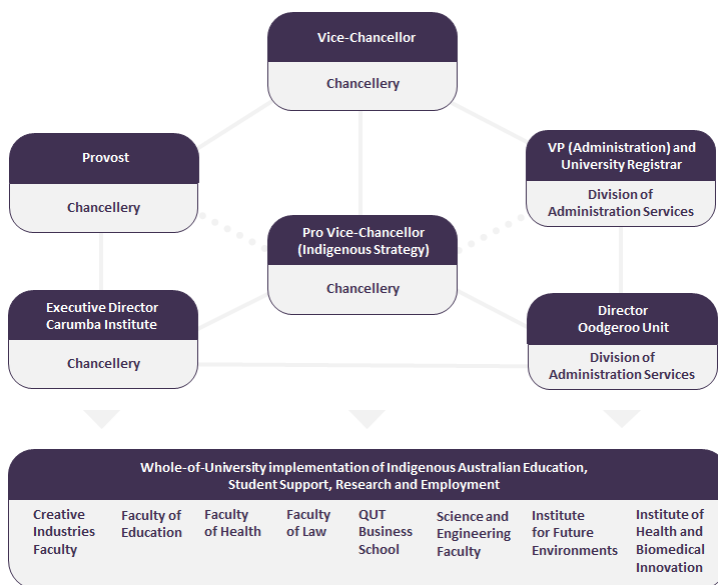
1.1 INDIGENOUS AUSTRALIAN STRATEGY AND STRUCTURE AT QUT

QUT draws on a combination of structures, services and resources to increase the participation and support the retention and success of Indigenous Australian students. These include some 80 Indigenous Australian employees working in various capacities across the university (refer section 5.2).

QUT implements an integrated and distributed model of governance for Indigenous Australian issues whereby:

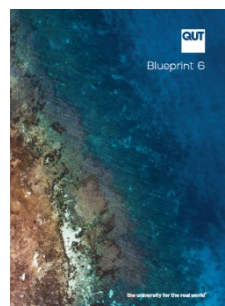
- the PVC (Indigenous Strategy) reports directly to the Vice-Chancellor who is responsible for overall direction of the University;
- the Director of the Oodgeroo Unit which provides student support reports directly to the Registrar who is responsible for students and student support; and
- the Executive Director of the Carumba Institute reports directly to the Provost who is responsible for academic planning, reviews and quality across the university and has oversight of the six faculties and the Learning and Teaching Unit.

Figure 1.1 QUT model of governance



As Senior Officers, the PVC (Indigenous Strategy), the Director (Oodgeroo Unit) and the Executive Director (Carumba Institute) work as a team. This model allows for QUT to focus on the specific skills needed for each position and allows for Indigenous Senior Officers to speak directly with the QUT decision-maker relevant to each area. QUT is increasing staffing and funding in each of these three areas.

In addition, Indigenous Australian engagement, success and empowerment is a strategic priority in the university's new Blueprint 6 (right). As part of the implementation of this priority, QUT will have both a 'bolted on' and 'built in' approach whereby Indigenous Australians are built into university planning, policy and programs as well as developing and implementing Indigenous-specific policy and programs.

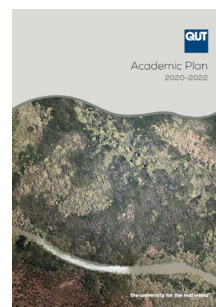


Indigenous Australians are not only a priority of Engagement, success and empowerment but also a sphere of activity including teaching, research and learning strategies. Four key components linked to Blueprint will be embedded into each QUT Foundational Plan. These four components include:

- Being guided by Indigenous Australians in core policy and embedding Indigenous Australian perspectives

- Tailored strategies for Indigenous Australian students and staff
- Undertaking and developing partnerships and research with Indigenous Australians
- Ensuring visibility of Indigenous Australians.

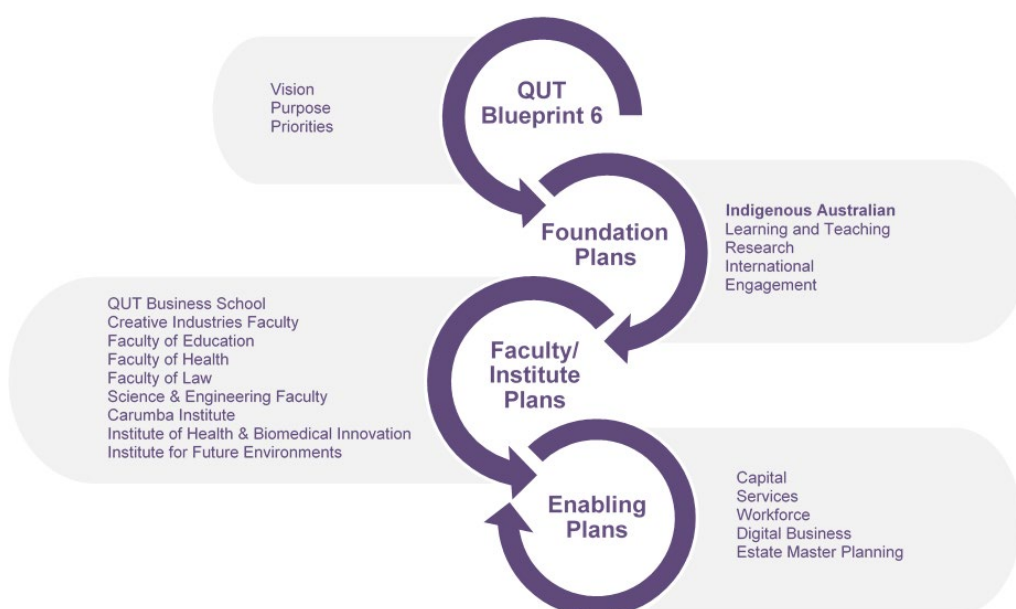
QUT's new Academic Plan (*right*) activates Blueprint 6 and highlights ambitious objectives and strategies that will drive QUT's approach to planning for the next three years. The Academic Plan integrates the content of four foundational academic plans – Learning and Teaching, Research, International and Indigenous Australians.



Foundational academic plans (see Figure 1.2) are the overarching plans that each faculty and Institute must align their strategies, actions, budget and operational plans with. Each foundational academic plan also has specific Indigenous Australian actions developed by Senior Indigenous Australian staff in consultation with the relevant plan owners.

QUT Enabling Plans are then linked to the Faculty and Institute plans. The PVC (Indigenous Strategy) participates in all the Faculty and Institute planning discussions with senior management.

Figure 1.2 QUT Integrated planning framework



BOX 1.1 APPOINTMENT OF NEW PRO VICE-CHANCELLOR (INDIGENOUS STRATEGY)

Greater representation and influence by Indigenous Australian people at the highest levels is an important element of Indigenous Australian engagement, empowerment and success in higher education. Following an extensive national search, QUT appointed Ms Angela Barney-Leitch as Pro Vice-Chancellor (Indigenous Strategy) in February 2019. Reporting directly to the Vice-Chancellor, the PVC (Indigenous Strategy) is a new position at QUT which is responsible for providing leadership in the strategic direction of the University pertaining to Indigenous Australian matters. This includes institutional policy, strategy and advice in relation to all aspects of Indigenous Australian higher education at QUT. The PVC (Indigenous Strategy) also plays a pivotal role in ensuring alignment of all related Indigenous Australian initiatives and activities with the university's overall strategic direction, as well as engaging with both internal university and external stakeholders to establish effective and productive relationships. The PVC (Indigenous Strategy) chairs the University's Indigenous Australian Advisory Committee and sits on other high-level university governance committees such as the University Executive Committee and the University Academic Board (as an ex officio member). The Pro Vice-Chancellor (Indigenous Strategy) reports directly to the Vice-Chancellor.

2. ENROLMENTS (ACCESS)

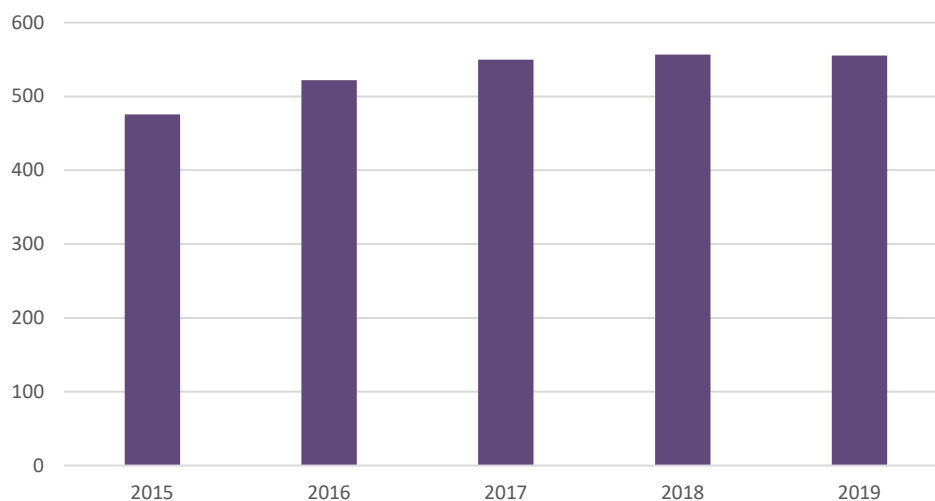
2.1 THE RISE OR FALL OF INDIGENOUS EQUIVALENT FULL-TIME STUDENT LOADS (EFTSL)

As the fourth and second ranked university in Australia and Queensland respectively for Indigenous EFTSL, QUT is proud of its reputation as a university of choice for Indigenous Australians. Table 2.1 below shows that the Indigenous EFTSL for 2019 was 555.6 (QUT internal data). This figure represents an increase of 79.4 EFTSL or 16.7% increase since 2015. As a proportion of all QUT domestic enrolments, Indigenous Australian students increased from 1.3 per cent in 2012 to 1.9 per cent in 2019.

Table 2.1 Indigenous EFTSL, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous EFTSL	475.7	521.9	549.6	556.7	555.6
Indigenous headcount	636	711	759	825	826
% of total domestic enrolments	1.6%	1.7%	1.8%	2.0%	1.9%

Figure 2.1 Indigenous EFTSL, QUT, 2015-2019

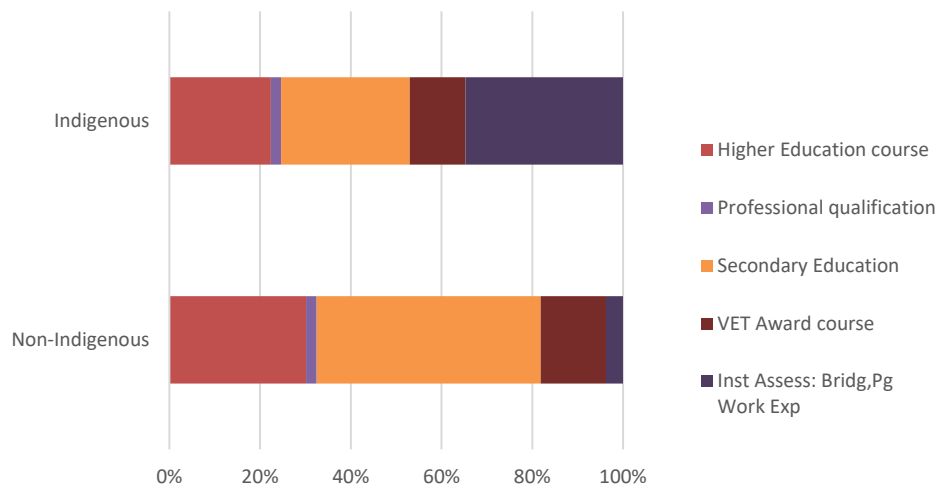


The Faculty of Health had the highest Indigenous EFTSL in 2019 with 137.48 followed by Science and Engineering Faculty (95.52), Creative Industries Faculty (68.13), QUT Business School (64.75), Faculty of Law (64.63) and Faculty of Education (61.99). Indigenous EFTSL enrolled in **University-wide (Double degrees)** accounted for 64.25 in 2019. Table 2.2 and Figure 2.2 shows that Indigenous Australians are more likely than non-Indigenous Australians to access QUT via alternative pathways; and much less likely to access QUT from secondary education.

Table 2.2 Basis of admission for commencing Bachelor degree students, QUT, 2019

Basis for Admission	Non-Indigenous	Indigenous
Higher Education course	30.1%	22.4%
Professional qualification	2.4%	2.3%
Secondary Education	49.4%	28.3%
VET Award course	14.4%	12.3%
Inst Assess: Bridg,Pg Work Exp	3.8%	34.7%

Figure 2.2 Basis of admissions for commencing Bachelor degree students, QUT, 2019



Overall, while there have been incremental year-on-year increases in Indigenous EFTSL from 2015 to 2018, data shows that increments have become smaller and appear to have plateaued in 2019. QUT will continue to focus on improving the Indigenous Australian student experience, retention and success and strengthen its communication and marketing efforts to maintain a strong brand presence and engagement with the Indigenous Australian community, particularly within the Brisbane and south east region.

2.2 STRATEGIES TO IMPROVE ACCESS TO UNIVERSITY

During 2019 QUT continued to implement a suite of initiatives to increase access and enrolment into university for Indigenous Australians. Targeted outreach, recruitment and community engagement activities undertaken by the Oodgeroo Unit play an integral role in building aspirations of Indigenous Australians to attend university. Key strategies undertaken by the Unit in 2019 include:

- continuing to support Indigenous Australians to access university through its Centralised Assessment and Selection Program (CASP) which is a culturally responsive direct entry program (see Box 2.1);
- working with QUT Student Recruitment to attend mainstream Education and Employment exhibitions in areas where there is a high population of Indigenous Australians;
- implementing the sixth annual Indigenous Australian Science and Infrastructure Development School which is a five-day residential immersion experience that aims to increase the access and participation in higher education;
- hosting on-campus Experience Days for Indigenous Australian high school students to come on campus and participate in hands-on activities; a campus tour; interaction with current students; and attendance information sessions about available support and study pathways;
- engaging Indigenous Australian students as Oodgeroo Unit Student Ambassadors to provide role models and assist with the delivery of outreach and recruitment programs particularly at community events, QUT recruitment events and career expos; in-school activities; on-campus activities and residential camps;
- partnering with Beyond the Broncos with their in-school mentoring to improve school attendance, Year 12 attainment rates for Indigenous Australian students across the Greater Brisbane region; and
- working directly with schools and communities to support some 1,300 female students attending the Beyond the Broncos Girls Academy to achieve their full potential from Years 7 to 12 enrolled in 32 state high schools across 7 regions.

BOX 2.1 INCREASING OPPORTUNITIES FOR INDIGENOUS AUSTRALIANS TO REACH THEIR GOALS THROUGH ACCESS TO HIGHER EDUCATION

QUT is committed to providing Indigenous Australians with the opportunity to reach their goals through higher education. The Oodgeroo Unit offers the Centralised Assessment and Selection Program (CASP) to assist Indigenous Australians wanting to study an undergraduate degree at QUT. Indigenous Australians can apply for admission to QUT via this program. The program takes a strengths-based approach to assess whether an applicant would be able to academically progress at a university level with the additional support provided through the Oodgeroo Unit. CASP not only takes into account prior educational history, but a variety of other factors such as community engagement, prior work history, personal development and family commitments. The assessment and selection process involves completion of an application portfolio; a 500 word written assessment; and an interview with an Oodgeroo Unit staff member and faculty academics. In 2019, through the delivery of CASP 80 Indigenous Australians were offered an opportunity to study at QUT with 70 taking up the offer.

In addition to targeted, university-wide activities undertaken by the Oodgeroo Unit, individual QUT faculties also deployed a range of faculty-specific strategies including:

- Faculty of Health, in partnership with the Brisbane Aboriginal and Torres Strait Islander Community Health Services, implemented the Passing the Yarn (PTY) program and engaged with over 30 Indigenous Australian young people from across the greater Brisbane area to explore a range of health and wellbeing matters, as well as education and employment choices;
- Faculty of Health participated in the Murri School Health Expo and delivered workshops to potential students across a range of disciplines including exercise physiology, nursing, nutrition, paramedics, podiatry and biomedical sciences;
- Science and Engineering Faculty partnered with Boeing and the Department of Small Business and Training to deliver STEM based workshops to 612 students from four secondary schools in the Cairns district, of whom 168 were Indigenous Australians;
- Faculty of Education's YuMi Deadly Centre continued to deliver a number of outreach programs to increase participation and achievement of Indigenous Australian secondary school students in mathematics as well as improving teacher capacity to teach in Indigenous Australian contexts;
- Science and Engineering Faculty employed an Indigenous Australian Partnerships Officer to improve participation of Indigenous Australian people in STEM study and enhance opportunities for the faculty to increase engagement;
- the QUT Graduate School of Business, in partnership with the Public Service Commission, offered 12 Diversity scholarships for Indigenous Australian students entering the 2019 Graduate Certificate of Business (Public Sector Management) Program;
- all faculties and institutes were involved in the delivery of mainstream Widening Participation activities (including on-campus days, residential camps and post-school options sessions) that also targeted Indigenous Australian school-age and mature-age people.

Table 2.3 ISSP Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁴	-	-	-	-	-	-	-	-
Undergraduate ⁵	\$542,152.00	133	\$193,192.00	44	-	-	\$735,344.00	177
Post-graduate ⁶	\$46,250.00	11	\$5,000.00	1	-	-	\$51,250.00	12
Other	-	-	-	-	-	-	-	-
Total	\$588,402.00	144	\$198,192.00	45	-	-	\$786,594.00	189

3. PROGRESSION (ACCESS AND OUTCOMES)

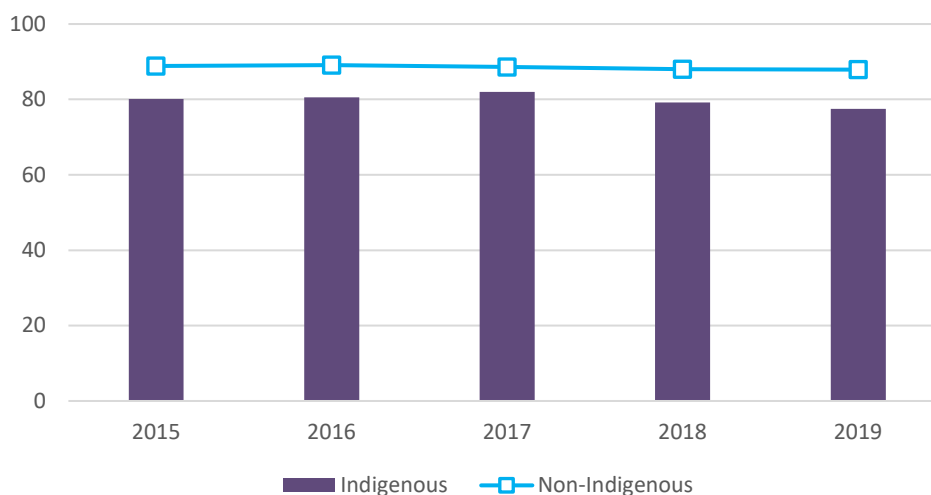
3.1 THE RISE OR FALL OF SUCCESS/ PROGRESSION RATES

The success rate is the EFTSL of units passed by students as a percentage of the EFTSL of all units attempted by students. In 2019, the success rate for Indigenous Australian students was 77.5 per cent. Figure 3.1 below shows that from 2015 to 2019 success rates for Indigenous Australian students at QUT have remained relatively stable fluctuating from between 77 to 81 per cent. Available data demonstrates Indigenous Australian student success rates at QUT, have been consistently higher than average Indigenous Australian success rates for Queensland and Australia (Table 3.1).

Table 3.1 Indigenous Australian student success rates, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous	80.12	80.56	81.99	79.16	77.5
Non-Indigenous	88.9	89.1	88.6	88.0	87.9
Queensland	73.11	72.37	72.93	73.11	na
Australia	73.72	73.65	73.62	74.1	na

Figure 3.1 Indigenous Australian student success rates, QUT, 2015-2019

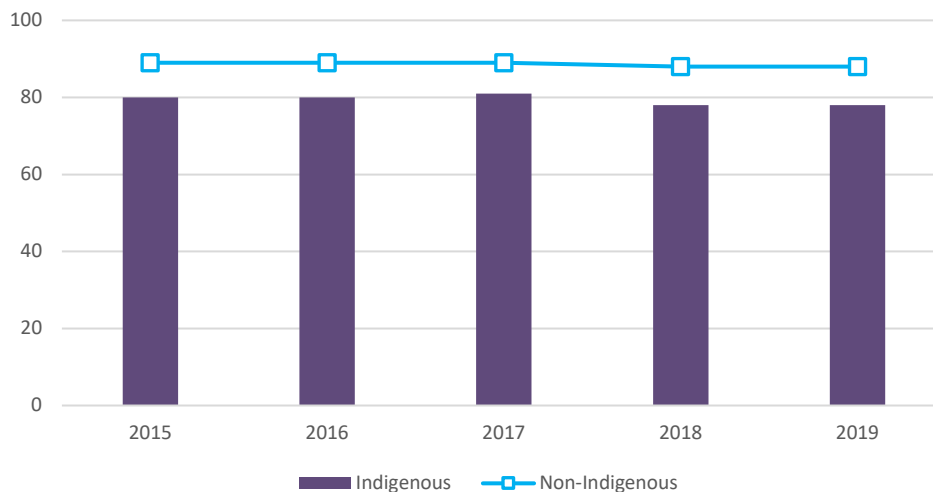


The progression rate for Indigenous Australian students in 2019 was 78 per cent. By comparison, the progression rate for non-Indigenous students in 2019 was 88 per cent. Progression rates for Indigenous Australian students have remained relatively steady at between 78-81 per cent during the 2015 to 2019 period (Table 3.2).

Table 3.2 Indigenous Australian student progression rates, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous	80	80	81	78	78
Non-Indigenous	89	89	89	88	88

Figure 3.2 Indigenous Australian student progression rates, QUT, 2015-2019



3.2 STRATEGIES TO IMPROVE UNIT SUCCESS RATES AND RETENTION

QUT's Oodgeroo Unit implements a range of targeted university-wide strategies to ensure Indigenous Australian students have the support they need to achieve success and enhance their progression through university. These include:

- organising the Pre-Orientation Program (POP) for commencing students during the week before QUT's Orientation Week to ensure they make a great start to their university study by implementing a mix of academic, personal, social and cultural activities (see Box 3.1);
- providing undergraduate and postgraduate students with access to tutorial and study support through the Keystones of Success: Supporting our Future Leaders program;
- delivery of support services by the Learning Support Team within the Oodgeroo Unit. The 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;
- providing students with access to 24-hour dedicated computer laboratories, small tutorial rooms, and common room facilities;
- encouraging students to maintain contact with Oodgeroo Unit staff about any academic or cultural concerns they may have while undertaking their studies at QUT;
- assigning each student an academic advisor to monitor and follow student's progress;
- organising social events at the start of each semester to encourage students to network with Oodgeroo Unit staff and other students
- implementing a laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups;
- working in collaboration with faculties to promote scholarships and selection of recipients (see Box 3.2);
- providing access to academic resources, including a range of reference books and learning assistance materials;
- promoting 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; and
- commissioning an external review to identify and distil drivers of Indigenous Australian student success at QUT and the supports that most contribute to student participation and success.

BOX 3.1 SUPPORTING INDIGENOUS AUSTRALIAN STUDENTS TO MAKE A GREAT START TO THEIR UNIVERSITY STUDY

QUT is committed to ensuring Indigenous Australians make the best possible start to their university study. Pre-Orientation Program (POP) Week is a multi-dimensional blend of academic, personal, social and cultural activities designed to familiarise students with university life and assist commencing Indigenous Australian students successfully transition into studies at QUT. Held during the week before Orientation Week, POP Week helps with preparing students for university by assisting them with organising their enrolment, timetable and student ID Card. Students are also provided with information about how to apply for scholarships, access to support services at QUT, and hear from QUT Student Ambassadors on handy tips to get inspired. Importantly POP week provides an opportunity for students to start developing their support networks by connecting and building relationships with other students, staff from the Oodgeroo unit and other staff from across QUT. The week concludes with a day trip to North Stradbroke Island to learn about the Oodgeroo Unit's namesake, Oodgeroo Noonuccal. In 2019, seventy-five (75) Indigenous Australian students attended POP Week.

The Indigenous Research and Engagement Unit based at QUT implemented specific strategies aimed at supporting achievement, retention and completion of Indigenous Australian postgraduate and Higher Degree Research (HDR) students. These included:

- funding the continuation of a full-time Postgraduate Programs Officer dedicated to the provision of targeted mentoring and pastoral care;
- providing access to a dedicated study space and computer labs for Indigenous Australian HDR students;
- giving priority access and support for Indigenous Australian postgraduate students to attend the ARC special research initiative funded National Indigenous Research and Knowledges Network annual research conference and capacity building programs;
- the Office Pro Vice-Chancellor (Indigenous Strategy) funding four (4) postgraduate students to attend the Native American and Indigenous Studies conference in New Zealand and two (2) postgraduate students to attend GARMA (both university-funded);
- promoting and delivering a series of capacity building activities for Indigenous Australian postgraduate students such as convening regular postgraduate student morning/ afternoon teas to further deepen relationships and mentoring to completion.

BOX 3.2 PROVISION OF SCHOLARSHIP OPPORTUNITIES TO ENHANCE STUDENT ACCESS, PARTICIPATION AND SUCCESS

Scholarships and financial support are critical contributors to enhancing access and participation, as well as ongoing student success. QUT offers a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous Australian scholarships, ensuring that each Indigenous Australian applicant with a degree of financial hardship receives the scholarship package most beneficial to them. Scholarships and their relevant study areas include:

- | | |
|---|--|
| ▪ Arcadia Landscape Architecture Indigenous Scholarship (Creative practice, communication and design) | ▪ Equity Bursaries (All study areas) |
| ▪ Argent Indigenous Nursing Scholarship (Nursing) | ▪ Laurie Cowled Indigenous Scholarship for Business Students (Business) |
| ▪ Arrow Engery Go Further Indigenous Tertiary Scholarship (All study areas) | ▪ Oodgeroo Noonuccal Undergraduate and Postgraduate Scholarship (All study areas) |
| ▪ BDO Indigenous Cadetship (Business) | ▪ QAS Jamie Jackway Paramedic Scholarship (Health and Community) |
| ▪ Getting Started in Business Scholarship (Business) | ▪ QAS Tertiary Scholarship (All study areas) |
| ▪ Indigenous Commonwealth Scholarships (All study areas) | ▪ QIC Indigenous Tertiary Scholarship (All study areas) |
| ▪ Indigenous Student Continuing Studies Scholarship (Science and Engineering) | ▪ R. N. Hammon Scholarships (Building and Planning, Engineering, Health and Community) |
| | ▪ Wilson Security Indigenous Scholarship (All study areas) |

QUT faculties also provided a range of faculty-specific strategies to ensure sustainable support for Indigenous Australian student engagement and success. They include:

- Faculties of Education and Health both funded and supported participation of Indigenous Australian undergraduate students in Vacation Research Experience Scheme (VRES) as an important steppingstone to a HDR pathway;
- Faculty of Health co-developed the Health Fusion Team Challenge with the Indigenous Allied Health Association (IAHA) and co-funded 13 students to attend the IAHA Conference and Health Fusion Team Challenge, in partnership with the Oodgeroo Unit, IAHA, Congress of Aboriginal and Torres Strait Islander Nurses and Midwives and the Pharmacy Guild;
- Faculties of Law and Education both offered specialised orientation programs at the beginning of the year to assist commencing Indigenous Australian students with the transition into their faculties and study;
- Faculties of Law and Science and Engineering employed Indigenous Australian officers to develop and implement faculty-wide strategies aimed at supporting the participation, engagement and success of Indigenous Australian students within their respective faculties;
- Faculty of Health has two directors of Indigenous Health as part of the Faculty Executive team, who develop support systems across the Faculty for Indigenous Australian staff and students
- QUT Business School, Faculty of Health, Faculty of Law, Science and Engineering Faculty and Creative Industries Faculty each provided or supported the provision of faculty-specific scholarships and bursaries for Indigenous Australian students (see Box 3.2);
- Faculty of Law implemented faculty-wide approaches to embed Indigenous Australian knowledges and perspectives into its courses;
- Faculties of Health and Creative Industries both appointed Academic Lead positions to provide faculty-wide leadership in the recruitment and success of Indigenous Australian students within their faculties;
- Faculties of Health and Law each sponsored Indigenous Australian students within their respective faculties to attend key conferences relevant to their study areas; and
- QUT Business School and Faculty of Law have put in place practical measures to support students with purchase of textbooks, printing and photocopying.

Table 3.3 Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁷	Expenditure ⁸ (\$)
Enabling	-	-	-
Undergraduate/ Postgraduate	497	19,110	\$863,580.90
Other	-	-	-
Total	497	19,110	\$863,530.90

Table 3.4 Indigenous Support Activities provided in 2019⁹

Activity ^{10 11}	Number of student participants	Expenditure (\$)
Learning Lounges – workshops and seminars targeted at students in specific areas	50	\$1500
Drop-in tutoring sessions for units that have students that have failed multiple time – run by current Keystones of Success Tutors (Data Analysis and Business, Law & Ethics)	10	\$2000
BlackCard Cultural Competency training for all Keystones of Success Tutors	50	\$8,200

3.3 CULTURAL COMPETENCY AND CULTURALLY SAFE ENVIRONMENT

In line with Blueprint 6, QUT is committed to fostering a deeper understanding and recognition of Australia's First Nations People as part of its identity as the 'university for the real world'. QUT acknowledges that it stands on Aboriginal lands, the Country of the Turrbal and Yagara people. QUT implements a range of initiatives to improve the cultural competency of staff and students and ensure the university offers a culturally safe and enriching environment. These include:

- Office of the PVC (Indigenous Strategy) and Division of Resources commenced development of a 'Campus to Country' strategy to acknowledge Aboriginal occupation and presence within QUT's built environment in a way that will grow relationships and benefit the whole QUT community;
- appointment of QUT's first Elder-in-Residence to provide an important link and knowledge base for Indigenous and non-Indigenous Australian staff and students at QUT;
- development of institutional capacity to embed Indigenous Australian Perspectives in our teaching and learning by recognising non-Indigenous staff who teach or support learning and have demonstrated an emerging engagement with Indigenous Australian Perspectives in teaching and learning (see Box 3.3)
- members of the university executive attended the 2019 GARMA Festival as part of a cultural awareness program along with a select group of Indigenous Australian staff and students;
- university-wide events and activities were organised to provide staff and students with opportunities to engage with and learn about Indigenous Australian cultures and histories, and promote an inclusive campus culture (e.g. National Reconciliation Week Quiz Night);
- Faculty of Health developed an engagement plan that aims to increase the partnerships with Indigenous Australian communities and organisations (e.g. Institute for Urban Indigenous Health) and put in place formal arrangements to ensure representation by Indigenous Australian, students, staff and stakeholders in Faculty committees;
- Equity Services department continued to deliver Cultural Competence Workshops to staff from across the university in collaboration with an Indigenous Australian cultural competency educator and a QUT staff member;
- the Oodgeroo Unit commissioned The Black Card to provide cultural awareness to all current Keystones of Success tutors;
- Faculty of Education provided three forums, as part of Research and Publication Week activities, for staff, researchers and students to meet with Scott Avery, a descendant from the Worimi people and the Research and Policy Director at the First Peoples Disability Network (Australia);
- Faculty of Health's Cultural Safety and Indigenous Perspectives of Health and Wellbeing (CSI) Working Group developed a community of practice for implementation of cultural safety and Indigenous Australian health curricula in 2020;
- CSI also developed a cultural safety curriculum framework and an Indigenous Australian perspective of health and wellbeing model, which will be applied to the cultural safety curriculum framework and progressively implemented to all faculty staff;
- Indigenous Australian professionals are appointed as external members of both the School of Law and School of Justice.

BOX 3.3 WORLD-FIRST SPECIALIST AWARD: ASSOCIATE FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY (INDIGENOUS)

QUT Academy of Learning and Teaching (QALT) have received accreditation for a world-first specialist award in 2020 - Associate Fellowship of the HEA (Indigenous). This pathway was developed through a partnership between QALT and the Carumba Institute (formerly the Indigenous Research and Engagement Unit) which was a key element to QALT gaining accreditation. HEA Fellowship is an international indicator of quality in learning and teaching by benchmarking practice against Advance HE's globally-recognised standards framework. Fellowship enables educators at all career-stages to reflect on their learning and teaching effectiveness, consolidate their professional development, achieve recognition, and become part of a global community of almost 120,000 fellows. Associate Fellow of the HEA (Indigenous) will recognise non-Indigenous staff who teach or support learning and have demonstrated an emerging engagement with Indigenous Australian Perspectives in teaching and learning. Staff members may hold two categories of fellowship at the same time e.g. Senior Fellow of the HEA and AFHEA (Indigenous). QUT's pilot of the AFHEA (Indigenous) is designed to develop our institutional capacity to embed Indigenous Australian Perspectives in our teaching and learning. Participants will have an opportunity to learn more about

Indigenous Australian perspectives in teaching and learning through an online module, before applying for recognition as AFHEA (Indigenous), with Indigenous Australian Fellows joining each assessment panel.

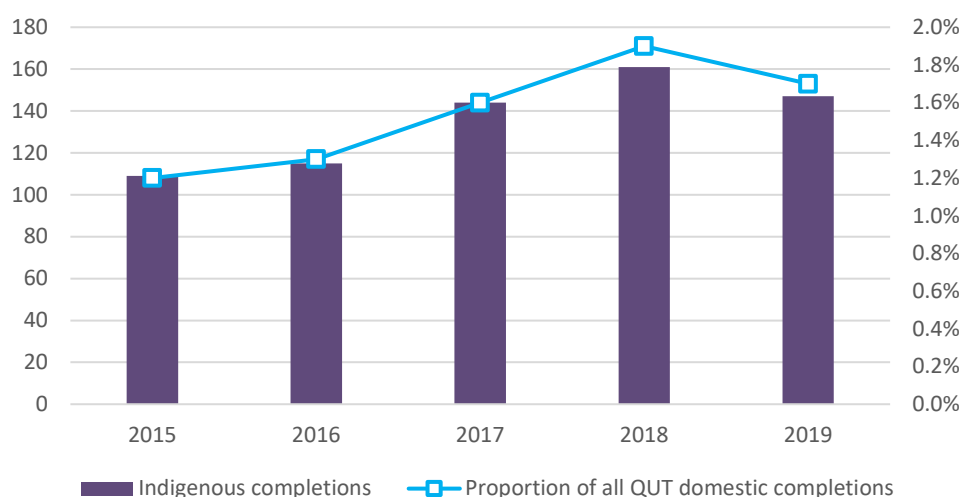
4. COMPLETIONS (OUTCOMES)

QUT is committed to ensuring Indigenous Australian students are supported to achieve their full potential, and successfully complete their university course. QUT is performing well in increasing award course completions for Indigenous Australian students and is presently the third and second ranked university in Australia and Queensland respectively. Since 2015 award course completions for Indigenous Australian students at QUT have continued to increase year-on-year. Indigenous Australian students completing their course of study and graduating, increased from 109 in 2015 to 147 in 2019 (Table 4.1).

Table 4.1 Indigenous Australian student award course completions, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous completions	109	115	144	161	147
% of all QUT domestic completions	1.2%	1.3%	1.6%	1.9%	1.7%

Figure 4.1 Indigenous Australian student award course completions, QUT, 2015-2019



4.1 STRATEGIES TO IMPROVE COMPLETIONS AND GRADUATE OUTCOMES

During 2019, QUT implemented a range of resources, services and strategies to support Indigenous Australian students to complete their university and assist Indigenous Australian graduates post-university including:

- offering a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous Australian scholarships, ensuring that each Indigenous Australian applicant with a degree of financial hardship receives the scholarship package most beneficial to them. Scholarships and financial support such as these are critical contributors to ongoing student success (see Box 3.2);
- delivery of support services by Learning Support Team within the Oodgeroo Unit 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;
- continuing to engage CareerTrackers to create private sector internship opportunities for Indigenous Australian students (see Box 4.1);

- provision of tuition and study support to eligible students through the Keystones of Success: Supporting our futures leaders program including access to specialised academic extension activities; academic skills programs; one-to-one academic advising; and contextualised discipline-specific guidance through faculty liaison support;
- engaging with business and industry partners to enhance opportunities for Indigenous Australian students to undertake paid internships and receive training, mentoring, coaching and peer support to increase future career success (e.g. Deloitte Indigenous Internship program and WSP Sustainability Internship);
- establishing a supportive network of QUT Indigenous Australian alumni, students and staff of QUT and promote employment opportunities;
- continuing to promote Indigenous Australian student participation 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);
- the Faculty of Health facilitated networking and peer support opportunities with the aim of enhancing supports and positive engagement by Indigenous Australian students in their university experience;
- approximately 40 Business School students were engaged with the Career Trackers internship initiative, with at least four graduating students securing a position with employers such as GHD, Bank of Queensland, Thiess, and Aurizon (see Box 4.1);
- Faculty of Law's Indigenous Australian Project Officer regularly connects and liaises with industry partners who have targeted opportunities and communicates them to Indigenous Australian students;
- Faculty of Law engages with faculty alumni to assist with supporting students through a range of activities including consulting with students participating in the 2019 Indigenous Australian Mooting Competition; hosting students at workplace visits; and speaking to commencing students during the Indigenous Australian Pre-Law and Justice Program;
- pre-Grad dinner/ gala held to celebrate 141 Indigenous Australian students graduating from QUT in 2019;
- Faculty of Education held its annual 'Stepping Out Conference' for graduating Bachelor of Education students which featured presentations on a range of emerging issues and topics including how to work with families and carers, crafting a teaching career, enabling establishing routines, and cyber safety for students.

BOX 4.1 PARTNERSHIP WITH CAREER TRACKERS

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 Australian university students. CareerTrackers supports pre-professional Indigenous Australian university students and links them with private sector employers to participate in paid multi-year internships. Students perform their internship with a sponsoring company to convert from an intern into full-time employment upon completion of their university degree. In 2019, QUT had 84 interns, including 15 new for 2019, 27 graduating interns in 2019 and 62 Alumni.

5. REGIONAL AND REMOTE STUDENTS

5.1 THE RISE OR FALL OF INDIGENOUS EFTSL – REGIONAL AND REMOTE

The number of Indigenous EFTSL from regional and remote area in 2019 was 74.94 which is a slight decrease from 2018 of 3.5 (Table 5.1). Participation of regional and remote Indigenous Australian students remains a challenge for QUT as all campuses are situated in the Brisbane metropolitan area. University data indicates that most Indigenous Australian students (77 per cent) enrolled in QUT are from within the Brisbane region, with 18 per cent from other regions in Queensland and a further 5 per cent coming from interstate (Table 5.2). QUT remains committed to increasing access and participation of Indigenous Australian students from regional and remote communities.

Table 5.1: Indigenous EFTSL – Regional and remote, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous EFTSL – Regional and Remote	80.06	65.72	84.84	78.44	74.94

Figure 5.1: Indigenous EFTSL – Regional and remote, QUT, 2015-2019

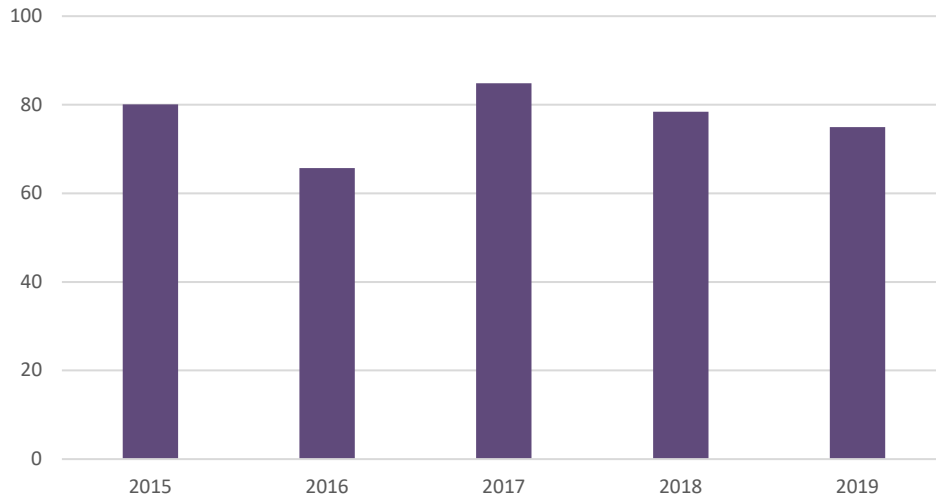
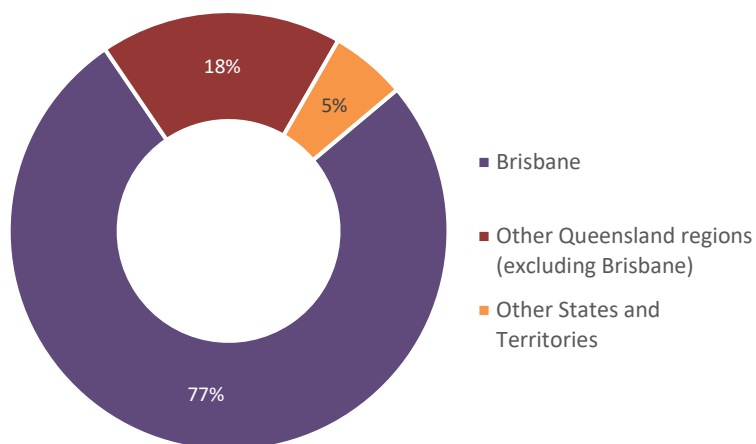


Table 5.2: Indigenous Australian enrolments by home region, QUT, 2019

Home region	2019
Brisbane	76.5%
Other Queensland regions (excluding Brisbane)	17.8%
Other states and Territories	5.6%

Figure 5.2: Indigenous Australian enrolments by home region, QUT, 2019



5.2 STRATEGIES TO IMPROVE ACCESS TO UNIVERSITY AND SUPPORT FOR REGIONAL AND REMOTE STUDENTS

QUT implemented a range of strategies to improve access to university and provide support for Indigenous Australian students from regional and remote areas. Some of these include:

- Faculty of Health undertook outreach to potential students through the Murgon State High School NAIDOC event, Cherbourg Indigenous Knowledge Centre event and Cherbourg Fun Run Event (all in South Burnett region)
- Faculty of Health delivered the Bachelor of Human Services degree to six Indigenous Australian students in the South Burnett Region, who were enrolled on a part time basis and supported by tutors and Unit Coordinators
- All faculties continued to be active participants in the Widening Participation programs for school-age Indigenous Australian participants run by Oodgeroo Unit and Equity Services Department.
- Faculty of Law's textbook loan scheme has been extended to include students studying externally and textbooks are couriered to students who do not live in Brisbane.
- Travel bursaries are offered to students who live outside of Brisbane and who wish to attend the Faculty of Law's Indigenous Australian Pre-Law and Justice Program
- provision of tuition and study support to eligible students through the Keystones of Success: Supporting our futures leaders program including access to specialised academic extension activities; academic skills programs; one-to-one academic advising; and contextualised discipline-specific guidance through faculty liaison support
- Oodgeroo Unit hosted on-campus Experience Days for Indigenous Australian high school students from rural and remote areas such as Torres Strait Islands, Northern Peninsula Area in Cape York, Nhulunbuy in the Gove Peninsula of the Northern Territory and Cloncurry in the North West of Queensland;
- Every two years the Oodgeroo unit undertakes a visit to Thursday Island to attend the Tagai State College Career markets and conducts a roadshow trip with the Student Recruitment Team to regional and remote communities in southwest Queensland (St George, Roma, Cunnamulla, Charleville)
- IndigiSo is an Indigenous Australian student social group led by elected students and student members which organise social activities such as sports, trivia, fundraising and support to each other
- Student Success Officer position supports students with learning lounges, one-on-one sessions, advice, support letters, connects students to internal and external support services
- Existing equity and counselling support services provide avenues for students to discuss issues with separation from home and staying connected
- Oodgeroo Unit hosted an awards ceremony for QATSIF (Queensland Aboriginal and Torres Strait Islander Foundation), an independent not-for-profit trust, who provides scholarships to advance the education of Indigenous Australian students including students from regional and remote communities.
- Oodgeroo hosted campus tours for AIEF (Australian Indigenous Education Foundation) Schools which include Indigenous Australian students from regional and remote communities who board locally in Brisbane schools

Table 5.3: Scholarship data for remote and regional students^{12 13}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) ¹⁴	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$237,006.00	54.5	\$283,697.50	55	-	-	\$520,703.50	109.5
B. 2019 Offers +continuing commitments ¹⁵	\$273,520.00	59	\$244,104.00	43	-	-	\$517,624.00	102
C. Percentage ¹⁶ (C=B/A*100)					-	-	99.4%	
2019 Payments	\$255,429.50	53	\$198,192.00	39	-	-	\$453,621.50	92

6. WORKING WITH VULNERABLE PEOPLE REQUIREMENT¹⁷

QUT ensures, as part of the funded grant activities, that any staff engaging with vulnerable people, including children, are compliant with state legislation. QUT is committed to the management of its compliance obligations as an integral and embedded part of all its activities. The QUT compliance risk management program applies to all QUT activities to which external compliance obligations are relevant. QUT's Compliance policy can be accessed from

http://www.mopp.qut.edu.au/A/A_01_03.jsp.

- | | |
|---|-----|
| • Has the provider completed a risk assessment? | Yes |
| • Have staff involved in ISSP activity received training? | Yes |
| • Does the provider have a compliance process in place? | Yes |

7. ELIGIBILITY REQUIREMENTS

7.1 INDIGENOUS EDUCATION STRATEGY

A copy of the QUT's 2019 Indigenous Education Strategy is published at:

http://www2.qut.edu.au/jobs/docs/DOC_IndigenousAustraliansEmploymentStrategy.pdf.

The Strategy articulates the University's goals and priorities in respect of Indigenous Australian teaching and learning, research, employment and cultural sustainability. The goals and actions outlined in the strategy align with:

- The Commonwealth's Indigenous Student Assistance Grants Guidelines
- Universities Australia (UA) Indigenous Strategy
- QUT Aboriginal and Torres Islander Research Strategy and Implementation Plan
- QUT Blueprint 5
- QUT Indigenous Australians Employment Strategy
- The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples
- The National Indigenous Higher Education Workforce Strategy (2011).

QUT recognises that a whole of University approach is essential to Indigenous Australian education success. In order to ensure that the Indigenous Education Strategy has tangible outcomes for Indigenous Australian staff, students and their communities it must be an integral part of the University's strategic directions. Locating the Indigenous Education Strategy and its implementation within an executive portfolio elevates the importance of Indigenous Australian education to a central position within university business and enables a concerted strategic approach to embed it across the institution. The Indigenous Education Strategy allows for the integration of QUT's Indigenous Australian education portfolio.

The goals and targets of the Indigenous Education Strategy will be monitored and progress reports made to: the Vice-President (Administration) and University Registrar; Provost; and Vice-Chancellor and President; the University's Executive Committee; the Indigenous Australian Advisory Committee; the University Research and Innovation Committee; the University Learning and Teaching Committee; University Academic Board; and QUT Council. The Office of the Pro Vice-Chancellor (PVC) (Indigenous Strategy), which sits within the Chancellery and reports to the Vice-Chancellor and President, has responsibility for implementing the Indigenous Education Strategy in concert other members of the University Executive. The Director, Indigenous Research and Engagement Unit and Director, Oodgeroo Unit report quarterly, about their respective areas of the education strategy and responsibility, to the PVC (Indigenous Strategy). QUT's senior staff: the Executive Deans of faculties, the Executive Director, Human Resources and the Vice Presidents (Resources) and Chief Financial Officer, will provide a quarterly progress report to the PVC (Indigenous Strategy) on implementation of key performance indicators of the Indigenous Education Strategy and associated feeder policy documents.

The following table details how QUT met its requirements under section 13 of the ISSP Guidelines in its 2019 Indigenous Education Strategy.

Table 7.1: ISSP Guideline requirements for QUT's Indigenous Education Strategy

ISSP Guidelines Section	Comments
13 (a) include key performance indicators	The Indigenous Education Strategy specifies key performance indicators in relation to the respective priorities and goals of the strategy. They are used to provide quarterly progress report on strategy implementation. These key performance indicators also supplement KPIs in the university's Blueprint 5 strategic plan which includes indicators related to Indigenous Australian student participation and employment. The Indigenous Education Strategy also includes QUT's responsibilities and obligations with respect to KPIs within the UA Indigenous Strategy.
13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards	<p>The Indigenous Education Strategy also includes prioritisation of Indigenous Australian students' access, participation, progression and completion through its strategic focus on:</p> <ul style="list-style-type: none"> • increasing the number of Indigenous Australian higher degree research students # • enabling Indigenous Australian people to participate fully in tertiary study by developing and implementing an Indigenous Student Success Plan that incorporates actions and targets • building student leadership capacity to actively contribute to and participate on working groups, reference groups and committees • recruiting and providing opportunities for Indigenous Australian students to access a wide range of academic programs, and provide academic, social and cultural support services • actively promoting QUT's commitment to increasing Indigenous Australian participation
13 (c) facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices	<p>This requirement is specifically addressed within the Teaching and Learning priorities of the Strategy and aligns with the university's obligation within the UA Indigenous Strategy.</p> <p>The Indigenous Education Strategy prioritises this requirement through its focus on ensuring the university establishes processes that ensure all students will encounter and engage with Indigenous Australian cultural content as integral parts of their course of study by 2020 and augmenting the development and inclusion of Indigenous Australian knowledges within the curriculum.</p> <p>The Strategy also specifies a KPI to monitor this requirement by measuring the number of courses that faculties and departments have implemented incorporating Indigenous Australian Knowledges into their curriculum through the course renewal and accreditation cycle by 2020.</p>
13 (d) include activities for students and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia	<p>In addition to curriculum provisions outlined above in 13(c), the Indigenous Education Strategy includes activities promoting cultural competency for both students and staff such as:</p> <ul style="list-style-type: none"> • Acknowledging the Traditional Owners of the land on which the University is located, in ways deemed appropriate by the original people, after consultation with the Traditional Owners and Indigenous Australian staff. Recognition will include QUT ceremonies, promotional material in print, electronic and virtual media, and in a plaque or other visible monument on each campus. • promote activities to increase staff and student awareness and appreciation of Indigenous Australian histories and cultures and to foster communication and collaboration between Indigenous Australian and non-Indigenous staff and students. • Counter racism by promoting and implementing the University's policies on cultural diversity and racial discrimination and harassment, paying particular attention to Indigenous Australian peoples' experiences • creating a University environment that acknowledges Indigenous Australian peoples rights and interests by ensuring participation of Indigenous Australian peoples in appropriate planning and decision-making including appropriate accommodations in organisational practices. <p>Additional activities to build cultural competence include increasing employment of Indigenous Australian staff as well as community engagement. These are also two key focus areas addressed in the Strategy.</p>

Examples of key achievements in 2019 against goals and priorities outlined in the 2019 QUT Indigenous Education Strategy include:

- new institute for Indigenous Australian research and education resourced and implemented from 2020 (see Box 7.1);
- Elder-in-residence program developed resourced and implemented (see Box 7.2);
- Aboriginal and Torres Strait Islander Research Strategy resourced and implemented;
- Indigenous Australian Workforce Strategy completed and implemented (refer section 7.2);
- Memorandums of Understanding negotiated and signed with Brisbane Aboriginal and Torres Strait Islander Community Health Service (ATSICHS), and the Queensland Aboriginal and Torres Strait Islander Legal Service, and a new partnership commenced with 4AAA (98.9FM);
- contract negotiated and signed with Queensland Ambulance Service to deliver a new range of scholarships targeting Indigenous Australian students enrolled in a Bachelor of Paramedic Science or the Bachelor of Nursing/ Bachelor of Paramedic Science at QUT;
- new Charter and Terms of Reference established for the Indigenous Australian Advisory Committee;
- regular Indigenous Australian Staff lunches convened in collaboration with Human Resources to cultivate internal collaboration and networks.
- pre-Grad dinner/ gala held to celebrate 141 Indigenous Australian students graduating from QUT in 2019;
- changes to QUT's Acknowledgment of Country developed and implemented in consultation with Indigenous Australian staff to specifically recognise the Traditional Owners of the lands on which QUT campuses are situated;
- development of a 'Campus to Country' strategy commenced to acknowledge Aboriginal occupation and presence within QUT's built environment;
- five (5) Indigenous Australian staff recognised for their outstanding contribution to QUT in the Vice-Chancellor's Awards for Excellence;
- Distinguished Professor Aileen Moreton-Robinson was awarded the titled Distinguished Professor Emeritus and Aunty Mary Martin was awarded with an Honorary Doctorate.

BOX 7.1

ESTABLISHMENT OF A NEW INSTITUTE FOR INDIGENOUS AUSTRALIAN RESEARCH AND EDUCATION

In December 2019, QUT Council approved the establishment of the Carumba Institute as a central component of the University's commitment to Indigenous Australians. Strategically aligned with Blueprint6, the Institute will unify and empower QUT efforts to build a world-class Indigenous Australian research and education environment that draws on deep community engagement, transdisciplinary practice, supervisory excellence and enhanced engagement of Indigenous Australian postgraduate students in academic career preparation. The high-level objectives of the Institute are to transform Indigenous Australian research; transform Indigenous Australian education; and achieve national leadership in innovative Indigenous-led research, education and community engagement. Central to the core functions of the Institute – Research and Education – will be training and employment-enhancing initiatives and fostering engagement and partnerships that matter to Indigenous Australian people and communities. Whole-of-University engagement with the Institute's objectives and strategies will be facilitated by QUT's new integrative academic planning framework in which collaboration across all foundational, Faculty and Institute plan sponsors is required. The existing QUT Indigenous Research and Engagement Unit (IREU) forms the core of the Institute, which commenced operations in January 2020.

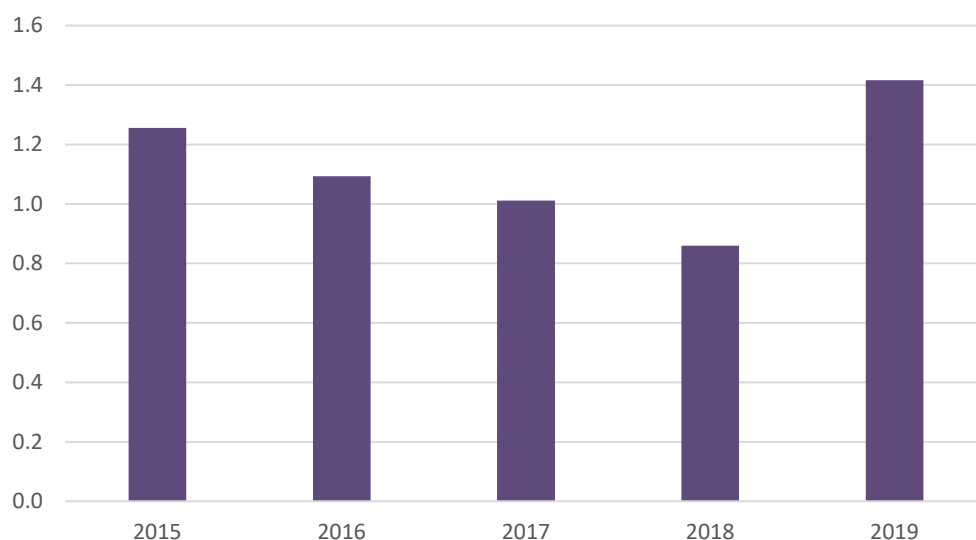
7.2 INDIGENOUS WORKFORCE STRATEGY

QUT is committed to increasing employment rates of Indigenous Australian staff at the university. The university aspires to increase the workforce participation of Indigenous Australian people to 3 per cent. QUT's Indigenous Australians Employment Strategy outlines the university's approach to achieve this commitment through its strategic focus on recruitment, retention, development and workplace culture. University data indicates that 1.4 per cent of staff identify as Indigenous Australian people in 2019. This is up from 0.86 per cent in 2018 but below the stipulated 3 per cent target.

Table 7.2: Number and proportion of Indigenous Australian staff, QUT, 2015-2019

	2015	2016	2017	2018	2019
Indigenous staff	61	52	47	40	70
Total staff	4856	4759	4645	4654	4942
% Indigenous	1.26	1.09	1.01	0.86	1.42

Figure 7.1 Proportion of Indigenous Australian staff, QUT, 2015-2019



In 2019, Queensland University of Technology (QUT) met its requirements under section 12 of the ISSP Guidelines through the inclusion of the following targets in its Indigenous Australians Employment Strategy:

- an increase of the number of employees engaged by QUT who are Indigenous Australians to at least 3 per cent of all employees of QUT; and
- provision for the employment of at least one Indigenous Australian person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.

The Strategy also includes key performance indicators and prioritisation of the following matters:

- increasing the number of academic employees engaged by QUT who are Indigenous Australians; and
- the professional development and career advancement of academic employees engaged by QUT who are Indigenous Australians.

A copy of the university's 2018-2021 Indigenous Australians Employment Strategy is published at:

http://www2.qut.edu.au/jobs/docs/DOC_IndigenousAustraliansEmploymentStrategy.pdf.

Progress of the implementation of Strategy is reported to the Vice-Chancellor and President's Indigenous Australian Advisory Committee. It is also discussed at the Indigenous Australian Staff Committee (Staff Committee). Implementation of the Strategy was supported through the Indigenous Employment Coordinator and other members of the Human Resources (HR) Department. Each faculty, institute and division across the university has an internal target that is monitored and reported on as detailed in QUT's quarterly Corporate Performance Reports. A fulsome review of the Indigenous Australians Employment Strategy is anticipated to commence in the latter half of 2020. This work will be led by HR in partnership with the Office of the Pro-Vice Chancellor (Indigenous Strategy). The review will seek to align the Strategy with QUT's broader Indigenous Australian strategies discussed in Blueprint 6.

Examples of key achievements in 2019 against objectives outlined in the strategy include:

- Following an extensive national search, Ms Angela Barney-Leitch commenced as Pro Vice-Chancellor (Indigenous Strategy) in February and is responsible for providing leadership in the strategic direction of the University pertaining to Indigenous Australian matters.
- Appointment of Uncle Cheg (Gregory Egert) as part of the commencement of QUT's inaugural Elder in Residence program which provides an important link and knowledge base for Indigenous and non-Indigenous Australian staff and students (see Box 7.2)
- HR in partnership with the Office of the PVC (Indigenous Strategy) commenced consultations with academic staff on the development of a framework to attract, retain and grow Indigenous Australian academic talent at QUT that is anticipated for release in 2020.
- HR is developing a graduate/ traineeship program proposal for submission in the 2020 budget round (for the 2021 calendar year).
- Four (4) Indigenous Australian staff lunches were hosted by HR and the Office of the PVC (Indigenous Strategy) with average participation reaching over 35 staff members.
- Resume Writing and Selection Criteria Workshops for prospective staff, current staff, final year students, HDR students and community members were facilitated by HR throughout 2019 aimed at supporting Indigenous Australian people to apply for QUT vacancies.
- Members of the university executive attended the GARMA Festival as part of a cultural awareness program with Indigenous Australian staff and students.
- 62 staff participated in Cultural Competence Workshops and a further 40 HR staff participated in Black Card Training program, building upon prior staff participation numbers of approximately 3,600 to build a culturally and inclusive workforce

BOX 7.2 ENGAGEMENT OF QUT'S FIRST ELDER-IN-RESIDENCE INCREASES FOCUS ON CONNECTIONS WITH THE LAND AND COMMUNITY

In September 2019, QUT appointed Mr Gregory Egert, known to the community as Uncle Cheg as its Elder-in-Residence. Uncle Cheg is an Aboriginal man from both Yugara and Gorenpul country with considerable experience in the education sector and strong engagement with several Indigenous Australian community organisations. His appointment is the first of its kind in the history of QUT and is recognition by QUT that it stands on the lands of the Turrbal and Yugara people. As an Elder-in-Residence at QUT, Uncle Cheg will provide an important link and knowledge base for Indigenous and non-Indigenous Australian staff and students at QUT. Since his appointment, Uncle Cheg has delivered several significant Welcomes to Country and participated in selected committees, school engagement and cultural mentoring. The role was developed by a Working Group of key stakeholders from across the university, in partnership with the Pro-Vice Chancellor (Indigenous Strategy) and Human Resources. It was also informed by National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC) recommendations. This initiative acknowledges the role and status of Elders within Indigenous Australian communities. It is also one of key actions identified in the university's Indigenous Australians Employment Strategy, to help create a culturally safe and inclusive working environment for Indigenous Australians.

In 2020, the Indigenous Employment Coordinator and HR (Business) Partners will continue to work with faculty, institute and division leaders regarding the development and implementation of workforce planning strategies. This work includes developing strategies for recruiting, developing and retaining Indigenous Australian staff (both academic and professional) to achieve individual faculty/institute/division targets.

The 2020 intensive review of the Indigenous Australians Employment Strategy will include broad stakeholder input. It will also align the Strategy with other university strategies; including Blueprint 6 (released 26 November 2019), Indigenous Australians Foundational Plan (to be released) and STEMM and SAGE Athena SWAN Program. Proposed focus areas to increase the rate of progress being achieved include increasing cultural awareness and support, increasing leadership accountability and visibility, establishing a multi-layered development approach to support staff at all stages of their career, reviewing governance and reporting, establishing clear pathways for HDR students for academic careers, developing graduate/trainee (entry-level) programs and setting aspirational workforce targets.

Table 7.3 Indigenous Australian workforce data (2019 breakdown)^{18 19 20 21}

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Professional staff				
HEW2	-	0	-	8
HEW3	-	1	-	0
HEW4	-	4	-	4
HEW5	-	13	-	8
HEW6	-	2	-	5
HEW7	-	3	-	6
HEW8	-	2	-	2
HEW9	-	1	-	3
HEW10	-	1	-	1
Total professional staff	-	27	-	37
Academic staff				
Level A	-	-	-	-
Level B	4	-	3	-
Level C	-	-	-	-
Level D	2	-	-	-
Level E	-	-	1	-
Sessional academic	-	-	3	-
UEP* educator	1	-	-	-
Total academic staff	7	-	7	-
Senior staff				
Senior staff			1	4

NOTES:

* UEP – University Entry Program

Data is taken as a snapshot as at 31 December 2019. Headcount data in Table 6.2 represents all staff employed in each of the employment categories. As some staff are employed in multiple positions, they are included in each of the relevant employment categories represented in the table. Note however, for the staff total at the university level, they are counted only once.

7.3 INDIGENOUS GOVERNANCE MECHANISM

The Indigenous Australian Advisory Committee provides advice to the University on Indigenous Australian policy and strategy and monitors specific Indigenous Australian education, research and employment programs. The Committee also facilitates and develops strategic relationships with Indigenous Australian communities and local groups.

Chaired by the PVC (Indigenous Strategy), the Indigenous Australian Advisory Committee is a management committee accountable to the Vice- Chancellor and President for fulfilling its responsibilities. These include:

- Provides advice, through the Vice-Chancellor and President, the Provost, the Director, Oodgeroo Unit, the Director, Indigenous Research and Engagement Unit 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 Indigenous Australian students
- Recruitment, retention and support of Indigenous Australian staff
- Indigenous Australian research and engagement involving government, university and industry impacting on Indigenous Australians
- Relevant public and higher education policy matters before the University; and
- Any other matter affecting Indigenous Australian peoples at QUT.
- Makes recommendations to the Vice-Chancellor and President on:
 - Indigenous Australian 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 Australian Employment Strategy.
- Monitors and reports on the implementation of the QUT Aboriginal and Torres Strait Islander Action Plan and policy.
- Monitors implementation of QUT's Indigenous Australian strategies.
- Reviews, monitors and recommends to the Vice-Chancellor and President on the distribution of the Indigenous Students Success Program in Higher Education (ISSP) funding to QUT's Indigenous Australian student support areas including but not limited to the Oodgeroo Unit, the Indigenous Research and Engagement Unit and Equity Services.
- Facilitates and develops strategic relationships with Indigenous Australian communities and local groups.

STATEMENT BY THE INDIGENOUS GOVERNANCE MECHANISM

The Indigenous Australian Education, Research and Employment Committee is pleased to endorse the submission of QUT's 2019 ISSP Acquittal. The Committee acknowledges the work across the institution in contributing to the Commonwealth's vision for Indigenous Australian persons to enrol, progress and complete higher education at the same rate as, or a better rate than, non-Indigenous Australian persons. The Committee thanks the areas who contributed to the administration of the ISSP grant and to the compilation of this performance report and acquittal including the Office of the PVC (Indigenous Strategy), Indigenous Research and Engagement Unit, Human Resources Department, Equity Services Department, Division of Resources, Oodgeroo Unit and faculties.

ADDITIONAL INFORMATION FOR COMPLETING THE TEMPLATE

¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ Include payments to all enabling students, including remote and regional students.

⁵ Include payments to all undergraduate students, including remote and regional students.

⁶ Include payments to all postgraduate students, including remote and regional students.

⁷ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁸ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁹ Add more rows if necessary.

¹⁰ Include a brief description of the activity.

¹¹ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken.

Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹² Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹³ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁴ This figures in this column should be the sum of the relevant row.

¹⁵ Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.

¹⁶ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁷ This section confirms that the provider complies with Section 35A of the Guidelines.

¹⁸ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

¹⁹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²⁰ The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²¹ There is no longer a requirement to break up these by faculty. Please group together results by level.

Indigenous Student Success Program

2019 Financial Acquittal

Organisation

Queensland University of Technology

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	3,082,028
ISSP Grant 2019 for preserved scholarships	133,641
Subtotal ISSP Grant	3,215,669
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	195,000
Interest earned/royalties from ISSP funding	-
Sale of ISSP assets	-
Subtotal other ISSP related income	195,000
Grand total	3,410,669

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	-
Other Commonwealth Government funding	1,360,678
Funds derived from external sources ⁴	58,204
Total of other non-ISSP funds	1,418,882

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships	109,094	-	109,094
"New" scholarships from flexible ISSP funding	697,664	6,712	704,376
Teaching and learning ⁹		-	-
Salaries for staff working on ISSP activities ^{10 11 12}	1,887,364	1,140,106	3,027,470
Administration for staff working on ISSP activities ¹³	274,353	126,549	400,902
Travel – domestic (airfares, accommodation & meals)	47,833	96,422	144,255
Travel – international (airfares)		27,227	27,227
Travel – international (accommodation and meals)	-	-	-
Conference fees and related costs ¹⁴	17,310	20,581	37,891
ISSP Asset purchases made during 2019 ¹⁵	-	-	-
Other	352,504	28,126	380,630
A. Total Expenditure 2019	\$3,386,122	1,445,723	4,831,845
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	-		
2019 ISSP funding committed (A + B)	3,386,122		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&C¹⁶</i>	-		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&C</i>	24,547		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ¹⁷ (\$) (B)	Excess to be returned to the Department ¹⁸ (C) (C = A – B)
2018 funds rolled over into 2019	195,000	195,000	-
2019 funds agreed for rollover into 2020	-	-	

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

- 2018 Rollover funds was used to conduct a review of Aboriginal and Torres Strait Islander student success factors at QUT.

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019¹⁹

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰	\$ -
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹	\$ -
Amount remitted: \$ - Date remitted: / /	Amount remitted: \$ - Date remitted: / /
	Amount remitted: \$ - Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²²

Asset Description/ category	Adjustable Value	ISSP contribution
Motor Vehicle 708TOK (27/2/14)	8,944.14	-
Motor Vehicle 709TOK (4/2/14)	8,944.14	-
MFD Fuji Xerox serial number 732750 (18/2/15)	353.97	-
MFD Fuji Xerox serial number 733230 (16/4/15)	653.14	-
MFD Fuji Xerox serial number 733669 (28/4/15)	623.66	-
Total	19,519.05	-

Table 4b ISSP Assets - acquisitions and disposals during 2019

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

5. Endorsement of the Financial Acquittal²³

Financial Acquittal supported and initialled by:

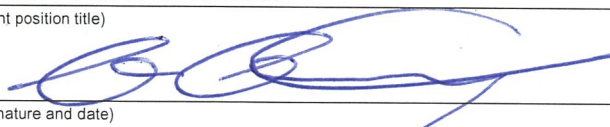
Carl Cartwright

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

 19/3/2020

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