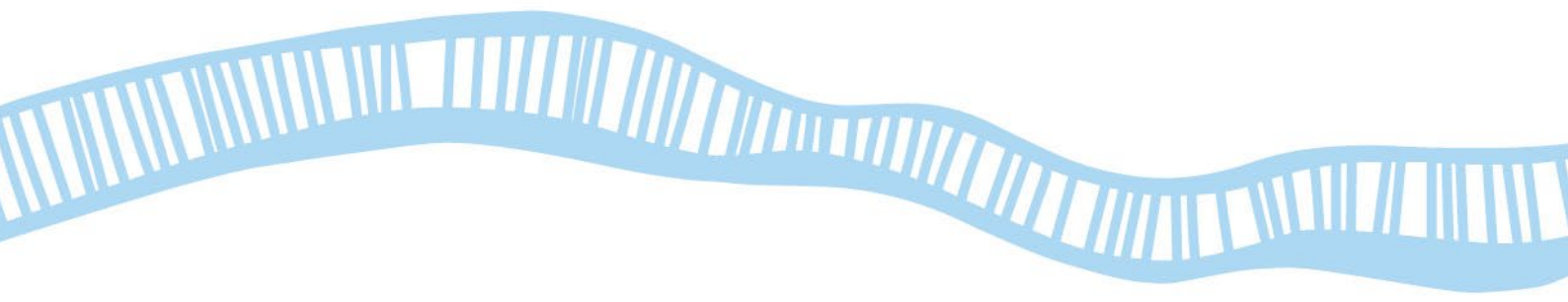


Indigenous Student Success Program

2022 Performance Report



Acknowledgement of Country

The Queensland University of Technology 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.

About QUT

Queensland University of Technology (QUT) is a major Australian university with a global outlook and a real-world focus.

With more than 50,000 students and just under 5,000 staff, QUT offers academic programs in fields spanning business, creative industries, education, engineering, health, law, science and social justice. Our learning, education and research is delivered across five faculties including Faculty of Business and Law; Faculty of Creative Industries, Education and Social Justice; Faculty of Engineering; Faculty of Health; Faculty of Science, as well as the QUT College and the Carumba Institute.

The university has two inner-city campuses in Brisbane – Gardens Point and Kelvin Grove campuses. The area inhabited by the Gardens Point campus was originally covered in thick scrub and known by the Turrbal and Yugara people as Meanjin. Traditionally a favoured area for hunting, gathering, and fishing, the campus is bordered by the serpentine river. The river and surrounding Meanjin is the life blood of Turrbal and Yugara people and has a very important and sacred role in their spiritual connection to the land. Likewise, the rich natural landscape where Kelvin Grove campus stands once supported a large Aboriginal community. Many tribes were attracted to the large swamp area which provided an abundance of water, food and resources. The area known as Barrambin, meaning 'windy place', was used by the Turrbal and Yugara people as a place for gathering for ceremonies, corroborees and battles.

Both campuses are located within the heart of Brisbane City which is central to one of the most populous Indigenous Australian regions in both Queensland and Australia – the Brisbane Indigenous Region. This diverse geographical region spans north to Noosa (Kabi Kabi Country), south to the Gold Coast (Yuigambah/ Kombumerri Country), west to Gatton (Yuggera Ugarapul Country) and east to Minjerrabah (North Stradbroke Island) (Quandamooka Country). The region is home to over 84,000 Indigenous Australians but comprises only 2.5 per cent of the region's total population. The vast majority of the QUT's Indigenous Australian enrolments come from communities within this catchment area.

QUT has one of the highest Indigenous Australian student populations in the country, with more than 900 enrolments in 2022. Our Aboriginal and Torres Strait Islander student support centre—the Oodgeroo Unit—plays a vital role in supporting Indigenous Australian student success. We also have our own Indigenous Australian research institute—the Carumba Institute—where emerging Indigenous Australian researchers can access world-class facilities and resources they need to flourish.

QUT is making significant gains across access, participation, success and completion for Indigenous Australian students and staff. However, despite these achievements, we know there is much more the university can do. These successes provide a solid foundation for achieving our vision.

2022 QUT Indigenous Australian data – at a glance*

QUT is making significant gains across access, participation, success and completion for Indigenous Australian students and staff.



Enrolments



Indigenous Australian students enrolled at QUT in 2022.

Participation



of QUT's domestic student population were Indigenous Australian in 2022.

Access



Indigenous Australian student commencements at QUT in 2022.

Completion



Indigenous Australians award course completion in 2022.

Higher Degree (Research)



Indigenous Australian students enrolled in Higher Degree Research at QUT in 2022.

Participation by field of study in 2022 and % change from 2021:



Society and Culture
201 ↓ 9.9%



Management and Commerce
188 ↓ 8.7%



Health
126 ↓ 5.3%



Education
113 ↓ 14.4%



Creative Arts
83 ↓ 16.2%



Natural and Physical Sciences
59 ↑ 7.3%



Engineering and Related Technologies
57 ↓ 0.4%



Architecture and Building
50 – 0.0%



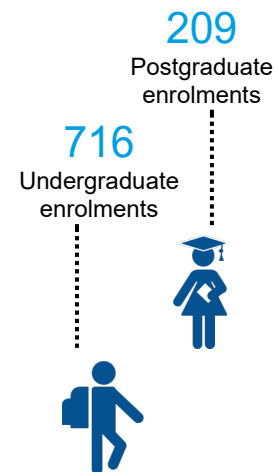
Information Technology
48 ↓ 22.6%

Participation by home region



of Indigenous Australian students enrolled at QUT come from the Brisbane region.

Participation by course level



Employment



Indigenous Australian staff employed in the university – comprising 2.09% of all staff at QUT.

* Source: Internal QUT data

2022 QUT Indigenous Australian highlights and achievements

QUT has achieved many highlights during 2022 that contribute to realising our vision.

APRIL

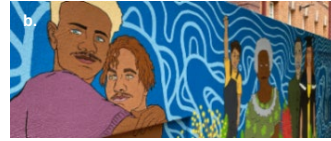
- ▶ QUT presents and hosts Black Cockatoo event an artistic collaboration between iconic Australian writer Geoffrey Atherden and QUT Indigenous Australian Chair for Creative Industries, Wesley Enoch AM.
- ▶ QUT collaborates with Brisbane Powerhouse to establish the Wandima Fellowship which provides an outstanding Indigenous Australian creative practitioner with a supported program of professional development, work experience and mentoring.

MARCH

- ▶ Indigenous Australian Advisory Committee (IAAC) meeting held.
- ▶ QUT Art Museum hosts 'Looking Glass' – an exhibition that brings together two of Australia's most acclaimed contemporary Indigenous Australian artists—Judy Watson and Yhonnie Scarce.
- ▶ Quarterly Aboriginal and Torres Strait Islander staff meeting held.

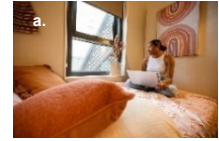
FEBRUARY

- ▶ Embedding Indigenous Perspectives 2022 Small Grants Scheme opens.
- ▶ Completion of Artisan's Retreat Indigenous Australian Street Art installation initiated as part of QUT's Campus to Country strategy (b).



JANUARY

- ▶ Pilot of QUT Indigenous Australian Accommodation Program officially commences to support Indigenous Australian commencing students from regional, remote and interstate locations to access safe and affordable accommodation in Brisbane city (a).



MAY

- ▶ IAAC meeting held.
- ▶ QUT introduces new academic pathway for Indigenous Australians through the development of the PhD/ Professional Doctorate to Postdoctoral Fellowship (P2P) program.
- ▶ QUT achieves 100th Associate Fellow (Indigenous) recipient.
- ▶ DVC (IA) Coffee and Yarn session at GP and KG campuses.

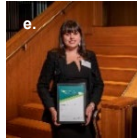


JUNE

- ▶ Launch of QUT's new Indigenous Australian Research Strategy.
- ▶ Completion of new state of the art outdoor area at Gardens Point campus which is known as "Duhgub-Ba" meaning "The Gathering Place" in Yugura language (c).
- ▶ QUT hosts 2022 Indigenous Nationals a week-long multisport competition for Indigenous students from universities across Australia (d).
- ▶ QUT Campus to Country Strategy awarded Minister's Award for Urban Design.
- ▶ QUT welcomes renown Indigenous Australian journalist, writer, and researcher Amy Maguire who has taken up a Postdoctoral Fellowship in the School of Communication.
- ▶ QUT hosts the National Indigenous Business Summer School – the first Queensland university to do so.
- ▶ QUT sponsors Murri Netball and Junior Touch Football Carnivals in collaboration with Institute for Urban Indigenous Health.

JULY

- ▶ Inaugural Meanjin Oration delivered by Distinguished Professor Marcia Langton.
- ▶ QUT PhD student and P2P participant Ms Katrina Wruck is awarded the 2022 Queensland Women in STEM Prize (e).
- ▶ Indigenous Australian artist Ms Nicole Reilly announced as successful candidate of the inaugural Wandima Fellowship.
- ▶ New outdoor space known as 'The Elder's Garden' completed as part of QUT's Campus to Country strategy (f).
- ▶ DVC (IA) Coffee and Yarn session at KG campus.



AUGUST

- ▶ Quarterly Aboriginal and Torres Strait Islander staff meeting held.
- ▶ Faculty of Science releases its Indigenous Australian Research Training Scheme to support undergraduate students doing research in Science, Mathematics, and Information Technology.
- ▶ DVC (IA) Coffee and Yarn session held at GP campus.
- ▶ QUT Indigenous Australian student Cameron Downey wins First Nations Student Award at Qld Law Society's Excellence in Law Awards Gala (g).



DECEMBER

- ▶ End of year Quarterly Aboriginal and Torres Strait Islander staff meeting.
- ▶ Annual QUT Pre-Graduation Ceremony held to commemorate and celebrate the excellence and success of Indigenous Australian graduands.
- ▶ QUT sponsors Brisbane Blacks Live Music Festival in association with Indigenous media organisation Triple A.



NOVEMBER

- ▶ IAAC meeting held.
- ▶ Capital works completed to co-locate the Carumba Institute, Oodgeroo Unit and new Elders spaces on Gardens Point campus.
- ▶ DVC (IA) Coffee and Yarn session at KG campus.
- ▶ Unveiling of Elder-in-Residence portrait in honour of contributions to QUT which will grace level 2 lobby of the Chancellery.
- ▶ Four (4) Indigenous Australian HDR students from Faculty of Creative Industries, Education and Social Justice conferred to graduate in 2022.

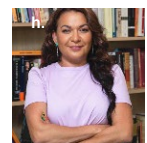
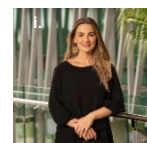


OCTOBER

- ▶ Quarterly Aboriginal and Torres Strait Islander staff meeting held.
- ▶ Associate Professor Debbie Duthie leads multi-disciplinary team of researchers in securing a \$829k ARC Discover Grant to co-design a food sovereignty model with Indigenous communities (i).
- ▶ Founder and executive director of Gilimbaa creative agency, and renown didgeridoo performer David Williams awarded QUT 2022 Outstanding Indigenous Alumnus (k).
- ▶ CEO of Triple A, a community-run First Nations not-for-profit organisation, Jai Lawton, awarded the QUT 2022 Outstanding Young Alumnus (l).
- ▶ QUT alumna, artist and founder of Indigenous youth arts organisation Digi Youth Arts, Dr Alethea Beetson, awarded Sidney Myer Creative Fellowship in recognition of her extensive work to advance First Nations artists.

SEPTEMBER

- ▶ Professor Chelsea Watego awarded the People's Choice Queensland Book of the Year Award in the 2022 Queensland Literary Awards for her book Another Day in the Colony (h).
- ▶ Dr Jessa Rogers, from QUT's Digital Media Research Centre awarded \$436k in ARC Discovery Early Career Researcher Award (j).
- ▶ DVC (IA) Coffee and Yarn session at KG campus.
- ▶ QUT sponsors Queensland Murri Rugby League Carnival in collaboration with The Arthur Beetson Foundation.



1. Enrolments (Access)

As a university with one of the highest Indigenous Australian enrolments in the country, QUT aspires to be a university of choice for Indigenous Australians.

Enrolments

#4 in
Australia



QUT is ranked 4th in Australia and 2nd in Queensland for both Indigenous Australian headcount and EFTSL enrolments.

(Source: Selected Higher Education Statistics – 2021 Student data, Aust Govt)

QUT is performing well in increasing Indigenous Australian enrolments. During 2022, the university recorded a headcount enrolment of 931 Indigenous Australians which is down from the 1,022 enrolments reported in 2021. QUT's Indigenous Australian commencements were also down from the 423 reported in 2021 to 328 in 2022. QUT has experienced a decline in all domestic student enrolments in 2022. The easing of COVID restrictions, an aggressive employment market and the opening of international borders are attributed to impacting domestic enrolments both ongoing and commencing students.

The Oodgeroo Unit continues to effectively engage with schools, industry and community and works strategically with a range of partners to raise the profile of higher education to prospective students by providing information around opportunities demystifying higher education and knowledge about alternative pathways. The unit analyses enrolment patterns trends and work strategically with partners to promote and inspire prospective students to undertake a higher education path. Authentic engagement and valued partnerships are at the core of the Oodgeroo Unit service offerings. This supports the development of service offerings and enhances opportunities and experiences for Indigenous Australian students and focuses the Unit service offering to meet the need and provide targeted effort.

Activities, strategies and programs undertaken in 2022 to support and improve access to university for Indigenous Australian students included:

- The Oodgeroo Unit delivered a wide variety of community and school engagement activities to prospective students both locally and in regional areas across Queensland and New South Wales. Activities included on-campus events, in-school presentations, and regional careers expos. The unit worked closely with schools to target programs and information sessions with students.
- The university continues to implement the Centralised Assessment and Selection Program (CASP) which is administered by the Oodgeroo Unit in partnerships with faculties to deliver a culturally responsive, holistic and strengths-based entry pathway for prospective Indigenous Australian students. In 2022, 84 Indigenous Australian students entered QUT through this program.
- Due to COVID -19 restrictions the Pre-Orientation Program (POP) week was conducted entirely online. Over 100 individual students registered to attend sessions throughout the week. The program was co-designed and supported by various internal, external and community partners that offered information on a range of additional services and supports available to students. As well as the fun connection, engagement activities and key information sessions, several workshops were focused on introducing students to academic writing. Feedback from students, staff, and partners indicated strong engagement, and the program was positively received.
- Collaborating with Metro North Health Service on the Deadly Start program which is aimed at giving school students a head start in healthcare by training up Indigenous Australian nurses, allied health and dental professionals of the future. The program provides students the opportunity to explore university, hear from health professionals from within the health sector, explore possible career pathways, and be inspired and encouraged by current students through hearing their first-hand experiences. Twenty-four (24) Indigenous Australian school-based trainees attended the program with very positive feedback received about the program.
- Faculty of Health partnered with the Oodgeroo Unit to attend Murri School Health Expo and Murri School Open Day. This involved demonstrations and tours of facilities and workshops for the students.

- QUT hosted the week-long inaugural Queensland National Indigenous Business Summer School involving 15 Indigenous Australian Year 11 and 12 students from regional areas of Queensland.
- Faculty of Health (School of Exercise and Nutrition Sciences, School of Nursing and School of Optometry) partnered with Institute for Urban Indigenous Health (IUIH) to provide IUIH trainees nutrition and exercise physiology, exercise science, nursing and optometry activities as part of the QUT-IUIH on-campus day.

Developing an ecology of student leadership

Inspiring the next generation of Indigenous Australian leaders is central to the Oodgeroo Unit’s offerings. The Oodgeroo Unit has been a strong advocate for engaging with Indigenous Australian students as Oodgeroo Unit Student Ambassadors to assist with the delivery of outreach and recruitment programs and provide role models to prospective students.

This program has continually been enhanced over recent years with a focus on developing an ecology of student leadership within the Student Ambassador group. Oodgeroo Unit Student Ambassadors represent a broad cross section of our student cohort with diversity in their gender, age group, life stories, pathways to university, year of study and course discipline areas. They bring energy, their stories, diverse experiences and, most importantly, a valued student voice to the Oodgeroo Unit’s outreach and recruitment activities.

Ms Julie Cook, Director of the Oodgeroo Unit said the Oodgeroo Unit Student Ambassador program employs 50-plus students to represent and assist in delivering recruitment and community engagement programs with schools and communities. “It is exciting to see how their leadership, professionalism, and knowledge, continues to strengthen QUT while further enriching their own student journey with and for our community.



Images (L-R): Oodgeroo Indigenous Australian student ambassadors delivering outreach and recruitment at various locations.

Considerable activity, strategies and programs was specifically undertaken in 2022 to attract more Indigenous Australians into STEM including:

- Delivering the Deadly Coders Program for Indigenous Australian students in Years 9 – 10 in partnership with Junior Engineers, the Faculty of Engineering and the Oodgeroo Unit. This free 2-day STEM workshop uses technology to inspire students to consider STEM fields as possible career pathways. During the program students built a hand-held game console. Twelve (12) students from the Murri School and Ipswich State High School attended the program.
- Extending CASP, for the first time, to include Start QUT applicants to provide an admission pathway for Indigenous Australian high school students into the Start QUT (STEM Intensive) Program. Four students applied and were successfully admitted. Two (2) were enrolled in SEB104 Grand Challenge in Science (Space Exploration), one (1) in IFB112 Design of Computer Systems and one (1) in EGB101 Engineering Design and Professional Practice.
- Four (4) hands-on STEM workshops have been designed, developed and delivered to years 7 – 10 to build enthusiasm for STEM, expose students to STEM industries and careers, and create links between Indigenous Australians, our past, our future, and STEM. Workshop activities included Deadly Mini Drones, Sphero NRL, Lighting Technologies, and Real-World Maths.

STEM enrolments



QUT is #1 ranked university in Australia and Queensland for enrolments in STEM-related fields of Natural and Physical Sciences, Engineering and Related Technologies and IT.

(Source: Selected Higher Education Statistics – 2021 Student data, Aust Govt)

- Faculty of Science delivered outreach activities to schools in the form of Making Workshops using BBC Microbits. These workshops, designed in collaboration with the Oodgeroo unit and Program Lead (Embedding Indigenous Australian Perspectives), were jointly run by Oodgeroo Unit Student Ambassadors and staff from the School of Computer Science.
- In collaboration with Kelvin Grove State College, the Faculty of Science and the Oodgeroo Unit provided an Advanced Manufacturing campus tour to thirteen (13) Year 10 – 12 Indigenous Australian students. College students were provided the opportunity to hear first-hand student life experiences from two Oodgeroo Unit student ambassadors who are studying a Bachelor of Science and Bachelor of Engineering.
- The Faculty of Engineering has significantly expanded its partnership with the Mabel Park State High School: Applied STEM Projects for Immersive Real-world Experience (ASPIRE). This program engages with students from Indigenous Australian and/ or low SES backgrounds in this catchment who are not typically targeted by University STEM programs. This is 3-year (Year 10 – 12) program for students includes regular on-campus touchpoints and individual STEM mentorship by academic staff. The faculty implemented a scholarship scheme of \$3k over 2 years, for any participant who completes ASPIRE and is accepted into a faculty course offering.
- Considerable activity with pre-tertiary school-age and mature-age Indigenous Australians was coordinated by Equity, with Student Ambassadors – including Indigenous Australian ambassadors - taking a prominent role. Activities included in-school career and pathways planning and post-school options sessions, on-campus visits, and in-school and community-based curriculum-related enrichment STEMM activities.

Teenagers warm up winter at National Indigenous Business Summer School

Teenagers from the Gold Coast to Cairns spent their winter holidays coming up with hot ideas and networking with industry during the National Indigenous Business Summer School (NIBSS) held at QUT in Brisbane. The NIBSS is an initiative of the Australian Business Deans Council, with summer schools held each year at universities around Australia.

Fifteen First Nations students in Year 11 and 12 were selected for the event, coming from Mt Isa, Innisfail, Townsville, Cairns, Banana, Mission Beach, Rockhampton, Mackay, Caboolture, and the Gold Coast. During the week-long event, students took part in a business case competition at QUT's Gardens Point campus, where they worked in teams to come up with ideas for a project or service that could be activated by Indigenous communities in the lead-up to the 2032 Olympic Games. The students also visited Griffith University and UQ; and went on field trips to the ABC studios at South Bank, the Fujitsu data centre at Eight Mile Plains, and BDO, PwC, and Chartered Accountants Australia and New Zealand in the Brisbane CBD.

Associate Professor Leesa Watego from the QUT Business School co-developed the program with business school colleague Bianca Hill-Jarro and said the week, which included field trips to work sites, had been a great success. "It was a fantastic week – the students got a taste test of what Brisbane life was like, and what university life was like ... but it wasn't all social fun, they worked really hard," she said.



Images (L-R): NIBSS students at QUT's Gardens Point campus; Students during their visit to the ABC studios at South Bank

2. Progression (outcomes)

QUT is committed to ensuring Indigenous Australians have the support they need to achieve success and enhance their progression through university.

While increasing access to university is an important goal, it is just as vital that we ensure Indigenous Australians have an outstanding educational experience while at QUT. Indigenous Australian student engagement and success at university is influenced by a range of personal, cultural, social, educational and financial factors.

QUT's Oodgeroo Unit is an important source of support for Indigenous Australians at QUT – both academically, socially and culturally. The unit provides a sense of belonging and a touch-point for community connections for students away from their daily interactions in lectures and classes. Faculties also play equally integral roles in ensuring Indigenous Australians enrolled in their disciplines feel welcomed and supported to confidently engage, so too do mainstream support services.

Key activities and strategies implemented across the university in 2022 to support success and progression for Indigenous Australians included:

- The Learning Success Team within the Oodgeroo Unit continues to provide student centric support services to Indigenous Australian students by working with internal and external partners to develop a range of comprehensive service offerings to support academic success within a culturally responsive environment.
- QUT's equity-based scholarships offer financial assistance to commencing and continuing Indigenous Australian students at QUT across all levels and disciplines of study.
- Faculty of Business and Law distributed \$50 Woolworths vouchers to all enrolled Indigenous Australian students as well as students from low SES and regional backgrounds studying within the faculty, recognising the financial stresses many of students experience. 154 students received these vouchers in 2022.

Success rates 
#3 in
Queensland

QUT is 3rd ranked university in Queensland for Indigenous Australian success rates behind Bond University and University of Queensland.

(Source: Selected Higher Education Statistics – 2021 Student data, Aust Govt)

Engagement with Oodgeroo Unit paves path to success and empowerment

An Indigenous Australian nursing student who commenced their first year of university study in 2021 was struggling with a combination of issues including coping with a full-time (4 subject per semester) course load, understanding course content and academic writing skills. After the first semester of university in 2021, the student sought assistance from Learning Success staff within the Oodgeroo Unit. Following an initial consultation, the student was assigned one-on-one tutorial assistance through the Keystones of Success program with an appropriately qualified and skilled tutor. In addition to tutorial support, Oodgeroo Unit staff facilitated connections and relationships with faculty academics and worked closely with the student and the faculty to review their case load and develop and adjust their learning plan. A key outcome of this process was to reduce the students' course load from four to three subjects per semester to provide sufficient time and space for the student to focus on each unit.

As a result of the learning support and advice received from the Oodgeroo Unit and relationships developed with faculty staff, the student's overall self-confidence and proficiency in their academic abilities and performance improved. Through regular, ongoing contact within the Oodgeroo Unit the student was also able to form relationships with other Nursing students, as an additional source of advice, support, and encouragement. The student said that "These resources have empowered my ability to learn and enhance my skills to succeed at university". An academic from the School of Nursing who also noticed the significant, sustained improvement in the student's recent semesters since seeking assistance also said "It has also increased the student's confidence in other aspects of her professional life. Asking for help and guidance from her tutors and lecturers and being active in applying for other industry-related jobs, scholarships and opportunities".



Image: Oodgeroo Unit Learning Success Officer and student

- The Carumba Institute ran a 'Welcome to higher degree by research workshop' for Indigenous HDR students (pre-confirmation). This workshop is offered twice a year to assist new HDR students to understand what is expected during their candidature and covers topics including dissertation examination, project management, introduction to ethics, academic librarians and writing support.
- Faculty of Health facilitated and supported WIL experiences for students in organisations that provide specialised health services to Indigenous Australian communities with 122 placements and 17,312 placement hours. These placements also featured as culturally safe educational experiences for students.
- QUT continues to provide academic support to Indigenous Australian students by implementing the Keystones of Success tutoring program. Demand for this program continues to grow with QUT's increasing number of Indigenous Australian student cohorts.

New spaces provide students with access to culturally supportive and safe learning environments

QUT has completed capital works to refurbish spaces on Level 3, B Block on Gardens Point campus to co-locate the Carumba Institute, Oodgeroo Unit and new Indigenous Elders spaces. An initiative of university's award-winning Campus to Country Strategy, the completion of the purpose-built and designed spaces provide additional spaces for the delivery of holistic support and shared services to Indigenous Australian students.

The co-located spaces allow Indigenous Australian students to access culturally supportive and safe learning spaces, as well as increase visibility of pathways from undergraduate to postgraduate research opportunities. It also includes a new office space for QUT's Elder-in-Residence and a new outdoor space situated outside B Block known as 'The Elder's Garden' which will be used to host Elder events. This new outdoor area, is surrounded by native plants and Indigenous Australian street artwork that communicates a visual connectivity to Country; truth-telling about local Aboriginal history; as well as an expression of diversity that promotes a positive sense of self to all Indigenous Australians.



Images (L-R): New Oodgeroo Unit and student study spaces, Elders Garden and Indigenous Australian campus artwork, QUT's Campus to Country Strategy

- Faculty of Business and Law invites Indigenous Australian alumni to support current students through a range of activities, including speaking engagements and provision of mentoring.
- The Faculty of Science introduced its Indigenous Australian Research Training Scheme (IARTS) which offers paid research experiences to 1st, 2nd and 3rd year Indigenous students enrolled in Faculty of Science undergraduate degrees. The scheme offers honours and masters research scholarships to build pipeline into QUT's P2P program. Two students have commenced the program, one from first year, and one from second year.

- Faculty of Business and Law continues to employ an Indigenous Australian Project Officer to provide targeted student support services to Indigenous Australian business and law students, as well as monitor their academic progression on a semesterly basis to offer targeted student support services as required. This support covers academic, cultural, social, and administrative issues which might impact on a student's capacity to study and is offered to all undergraduate students at all stages of their degree programs.
- The Carumba Institute supported the development of research capacity of Indigenous Australian HDR students by hosting and running Critical Reading Groups, Writing Retreats and 'Planning and presenting your perfect pitch' workshops.
- Ongoing regular reporting consultations between Carumba Institute with GRE+D focussed on HDR student milestones and support requirements was implemented to avoid any Indigenous Australian students not meeting their candidature requirements.
- The Faculty of Science is committed to including Indigenous specific course learning outcomes (CLOs) in all our undergraduate degrees. To date, new CLOs have been made to our Bachelor of Science and our Bachelor of Games and Interactive Environments as a part of our reaccreditation process. These Course Learning Outcomes will be in place for 2024 offerings of these two degrees.
- The Carumba Institute in collaboration with the QUT Academy for Teaching and Learning (QALT) continued to roll out the Indigenous Perspectives in Learning and Teaching (IPLT) in addition to the Associate Fellow Higher Education Academy (Indigenous).
- Ongoing regular reporting consultations between Carumba Institute with GRE+D focussed on HDR student milestones and support requirements was implemented to avoid any Indigenous Australian students not meeting their candidature requirements.
- The Faculty of Science is committed to including Indigenous specific course learning outcomes (CLOs) in all our undergraduate degrees. To date, new CLOs have been made to our Bachelor of Science and our Bachelor of Games and Interactive Environments as a part of our reaccreditation process. These Course Learning Outcomes will be in place for 2024 offerings of these two degrees.

Cultural capability

800+



Staff have completed the IPLT module and 145 have been awarded AFHEA (Indigenous) which requires evidence that Indigenous perspectives have successfully been integrated into teaching practice.

(Source: Internal QUT data)

3. Completions (outcomes)

Completions



#5 in
Australia

QUT is ranked #5 in Australia and #2 in Queensland for Indigenous Australian award course completions.

(Source: Selected Higher Education Statistics – 2021 Student data, Aust Govt)

QUT is committed to ensuring Indigenous Australian students are supported to achieve their full potential, and successfully complete their university course.

For the first time, the new National Closing the Gap Agreement includes a higher education target to ensure Indigenous Australians are supported to participate and succeed in higher education. The higher education target is for 70 per cent of Indigenous Australians between 25 and 34 years of age to have a tertiary qualification by 2031. The completion rates of Indigenous students within the university sector (and VET) will have important impact on the achievement of this target.

QUT's levels of completions for Indigenous Australian students compared to other Australian universities provide evidence of our success as a university. QUT is presently ranked fifth in Australia and second in Queensland for Indigenous Australian student award course completions. Over the last decade QUT has realised over 1,000 award course completions for Indigenous Australians. Our Indigenous Australian alumni are a collective of excellence achieving real-world success and paving the way for the next generation of Indigenous Australian leaders. Among our Indigenous Australian alumni are trailblazers who are making outstanding contributions and achievements at the highest levels in various fields.

In 2022, QUT recorded 158 Indigenous Australian completions which is slightly less than the 161 completions reported in 2021. The completions in 2021 were increased slightly because some students who were on track to finish in 2020 but were not able to as their Work Integrated Learning (WIL) placements due to COVID-19. Considering this, completion rates for 2022 are strong.

Key activities and strategies implemented across the university in 2022 to improve completions and graduate outcomes for Indigenous Australians include:

- Faculty of Health partnered with Metro North and Metro South to offer cadetships and internships to Indigenous Australian QUT students and graduates, leading to employment (nursing and allied health).
- The Indigenous Australian Project Officer, within the Faculty of Business and Law, maintains ongoing connections with Indigenous Australian faculty graduates via social media platforms including LinkedIn to stay informed about graduate pathways.
- The Oodgeroo Unit collaborating with Student Success Group to:
 - codesign a mentoring platform (set to go live in 2023) to specifically focus on addressing the career mentoring needs of Indigenous Australian students;
 - take a student centric approach and engage with students who were at risk or on LOA's to look at how their needs could be met;
 - promote Studiosity which is a new online service that provides live, on-demand, core skills support and same-day formative, English-writing feedback. The initial take-up has been well received, with most Indigenous Australian students extremely satisfied with their experiences using the online service.
- Ongoing regular reporting consultations occur between the Carumba Institute and Graduate Research Education and Development (GRE+D) around HDR student milestones and support requirements to avoid any students not meeting their candidature requirements.
- The Aboriginal and Torres Strait Islander Law Students 'Meet the Profession' event was held in September, hosted by QUT in partnership with UQ, Griffith University and Bond University Law Schools. Indigenous Australian law students attending this event were given opportunity to hear firsthand from law professionals about their education and career journeys.

Alumni



2,000+

More than 2,000 Indigenous Australian alumni have successfully graduated from QUT.

- The Oodgeroo Unit met with the Department of Agriculture Water and Environment (DAWE), working towards developing a formal partnership with this leading government agency and key Industry partner with a focus on student experience and enhancing graduate employability to the Department.
- The Oodgeroo Unit hosted a careers session with the Commonwealth Bank (CBA) which provided an opportunity for students to learn how working within their organisation can combine their passions for social justice issues and a career with CBA. The session involved, among others, CBA's Manager of Financial Crime and Regulatory Compliance, CBA's Group Auditor and former Aboriginal and Torres Strait Islander Social Justice Commissioner, Mr Mick Gooda, who is also on the CBA's Reconciliation Action Plan (RAP) board.

Indigenous excellence recognised at Outstanding Alumni Awards

Two leaders in Indigenous Australian music, arts and media were recognised at QUT's recent 2022 Outstanding Alumni Awards. Wakka Wakka man, internationally-renown musician and executive director of Gilimbaa creative agency, Mr David Williams (Bachelor of Music graduate, 2005) was named the university's Outstanding Indigenous Alumnus of 2022. While Bidjara man and Chief Executive Officer of Triple A, a community-run First Nations not-for-profit organisation, Mr Jyi Lawton (Bachelor of Justice graduate, 2014) was awarded the QUT 2022 Outstanding Young Alumnus.



Images (L-R): Jyi Lawton and David Williams

4. Regional and remote students

QUT is committed to enhancing access and participation of Indigenous Australian students from regional and remote communities.

Participation of regional and remote Indigenous Australian students remains a challenge for QUT. As QUT campuses are located mainly within the Brisbane metropolitan area, the vast majority of QUT's Indigenous Australian enrolments are from within the Brisbane and surrounding regions. However, it is estimated that approximately 25 per cent of Indigenous Australians attending QUT come from regional and remote locations, both from within Queensland and interstate. Leaving family and community and relocating to attend university in a large metropolitan location can be incredibly daunting and challenging experience for this cohort of students.

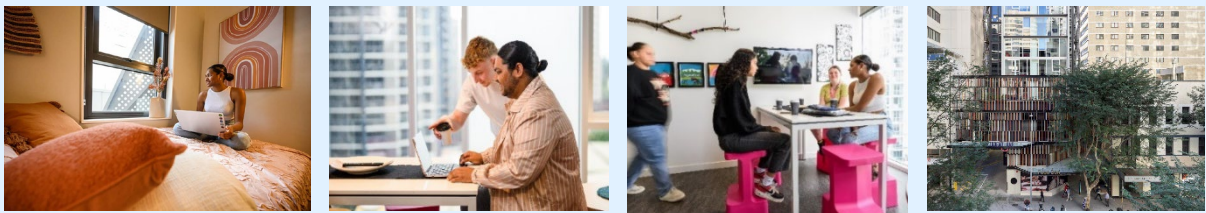
Key activities and strategies implemented across the university in 2022 to improve access to university and support for Indigenous Australians from regional and remote areas include:

- QUT's Indigenous Australian Accommodation Program (IAAP) officially commenced in 2022 with forty-one (41) students participating in the program in 2022. This included a few students being supported in emergency accommodation after the Jan 2022 floods.
- QUT's Widening Participation program operates as a member of the Queensland Widening Tertiary Participation Consortium. The Consortium takes a collaborative approach to improving the participation of low SES, regional and remote and Aboriginal and Torres Strait Islander learners in tertiary education. Membership includes representatives from the Aboriginal and Torres Strait Islander units at all Queensland public universities, including the Oodgeroo Unit.
- QUT has expanded its widening participation activities in regional and remote areas, working collaboratively with regional University partners. In 2022, activities were delivered to schools in the following areas: Beaudesert, Biloela, Bribie Island, Bundaberg, Chinchilla, Emerald, Gladstone, Gympie, Hervey Bay, Kilcoy, Murgon, the Sunshine Coast, and Woodford. Activities focused on careers and pathways planning sessions and on-campus visits with Year 10 – 12 students and STEM activities with Year 8 – 10 students. Over 4,300 regional students engaged in these activities. Of these approximately 13% were Indigenous Australians.

Supporting Indigenous Australian students to relocate to pursue their dreams at QUT

The Indigenous Australian Accommodation Program (IAAP) is a twelve-month transition support program available to Indigenous Australian students who are relocating from regional, remote, or interstate to QUT for their first year of study. The IAAP is located in Student One on Elizabeth Street in the heart of Brisbane city and just 700m walk to QUT Gardens Point campus. Two entire floors of the 23-story building are devoted to the Indigenous Australian Accommodation Program and there are 14 apartments available in the residence ranging from multi-share apartments to private students.

The program provides subsidised accommodation as well as a culturally supportive environment with a pastoral carer (Oodgeroo Unit's Indigenous Program Coordinator) who journeys with program participants throughout the year delivering life skills workshops, social and cultural events and activities. Forty-one students participated in the program in 2022. Bwgcolman woman and Bachelor of Nursing students from Great Palm Island is beyond grateful for the opportunity to be part of the IAAP. She said "It was very hard to find accommodation in Brisbane and a little scary doing it alone and without the program I would not be attending university in Brisbane."



Images (L-R): IAAP program participants and Student One on Elizabeth Street

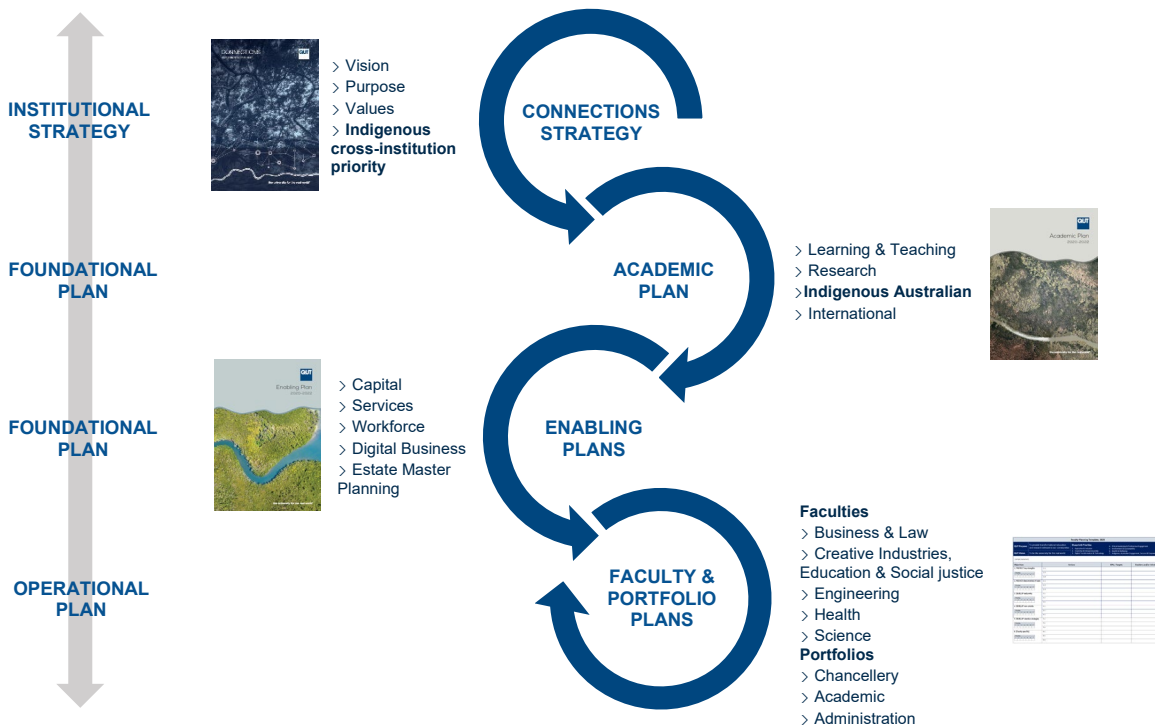
5. Eligibility requirements

5.1 Indigenous Education Strategy

QUT is committed to making Indigenous Australian higher education a core part of the operations of the whole university by embedding it as a cross-institution priority at QUT.

QUT addresses obligations of section 13 of the ISSP Guidelines through the university's integrated planning framework and the range of mechanisms developed to activate the framework.

Figure 5.1: QUT Integrated Planning Framework

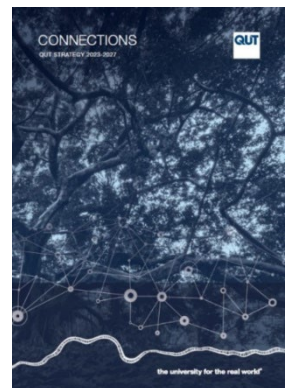


Connections QUT Strategy 2023 - 2027

Connections – the QUT Strategy 2023 to 2027 – is the university's new institutional strategic plan for the next five years from 2023-2027. It articulates our shared vision for the future of QUT – the university for the real world and informs our renewed purpose – to provide transformative education, student experiences and research relevant to our communities. The strategy provides a framework and strategies to enable QUT to realise our vision to be the university for the real world and identifies the following priorities:

- Creativity and entrepreneurship;
- Health and wellbeing;
- Inclusion and social justice;
- Recognising and fostering Indigenous Australian excellence; and
- Sustainability and the environment.

Connection strengthens the commitment to Indigenous Australian Excellence as outlined in our most recent Blueprint 6 strategy. The Blueprint had a strong focus on ensuring Aboriginal and Torres Strait Islander voices are heard, through increasing the Indigenous Australian staff and research focus and further developing Indigenous Australian researchers. It is also committed to increasing our Indigenous Australian student intake and providing dedicated support to Indigenous students.



Connections include clear targets that commits the university to doubling Indigenous Australian enrolments over the next five years. The long-term ambition for QUT is for the university to “be a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally”.

Indigenous Australian cross-institution priority

Recognising and fostering Indigenous Australian excellence

QUT is committed to ‘building, sustaining and celebrating a culture of excellence in Indigenous Australian education, research and engagement’ which has been embedded within the *Connections*: QUT Strategy 2023-2027 making it a core part of the operations of the whole university.

Indigenous Australians make substantial contributions to QUT as leaders, researchers, innovators, educators, learners, collaborators and creators. As the oldest continuing culture in the world, Indigenous Australians bring a wealth of knowledge, skills, expertise, perspectives and insights to the university.

In addition to this university-wide priority the QUT strategy articulates a series of objectives demonstrating QUT’s commitment to building, sustaining and celebrating a culture of excellence in Indigenous Australian education research and engagement. They include:

- Expanding pathways for Indigenous Australians students to engage in higher education and achieve their full potential. (Connecting aspiration to opportunity)
- By building and supporting Indigenous Australian research, excellence and innovation. (Connecting knowledge and discovery)
- To create an organisational culture and environment that fosters and promotes Indigenous Australian excellence. (Connecting with the real world)
- To work through a genuine partnership approach with Indigenous Australian people. (Connecting through technology)
- To connect our campuses and people with place, Indigenous Australian history and culture.

Our strong connections to the Indigenous Australian community play a critical role in assisting us to achieve Indigenous Australian excellence and success. We have developed sustainable and mutually beneficial partnerships with several peak Indigenous Australian community organisations in south-east Queensland that seek to address the needs of Indigenous Australians and deliver societal benefits.

We are also embedding Indigenous Australian culture into everything we do by building the capacity of our staff to integrate Indigenous Australians’ perspectives into their practices and transforming the physical environments of both campuses, guided by our award-winning *Campus to Country: Positioning Strategy*. Many non-Indigenous staff lack confidence or are under-prepared to meet the challenge of addressing the UA’s commitment to “have Indigenous content in curricula that is meaningful, appropriately developed and appropriately resourced.” To address this, QUT’s Carumba Institute and the Learning and Teaching Unit initiated a deep partnership to develop a rights and recognition-based initiative consisting of a professional development module for staff (Indigenous Perspectives in Learning and Teaching) and a world-first accredited Associate Fellow (Indigenous) of the Higher Education Academy. This module and recognition program are led and reviewed by both Indigenous and non-Indigenous staff, modelling respectful partnerships. Indigenous Perspectives in Learning and Teaching addresses key principles underpinning the sovereignty of Aboriginal and Torres Strait Islander Peoples in Australia and reflects on the importance of integrating Indigenous perspectives throughout the curriculum to improve the student learning experience and support both student and staff cultural competency.

QUT is now able to support staff to develop meaningful and appropriate embedding of Indigenous perspectives in their contexts. Since its launch in late 2020 more than 800 staff members have completed the Indigenous Perspectives in Learning and Teaching module and 145 have been awarded Associate Fellow (Indigenous) of the HEA. Units listed as having the “Aboriginal and Torres Strait Islander perspectives” Real World Learning Design feature are growing each year (from 37 in 2020 to 267 in 2022).

To be awarded this specialist Associate Fellow category, applicants must present evidence that Indigenous perspectives have successfully been integrated into teaching practice. Positive feedback from Indigenous and non-Indigenous students shows they are appreciative of the Indigenous perspectives included in their curriculum. A non-Indigenous Creative Industries student described the impact of a redesigned unit “...we were inspired by Indigenous history and literature and were very careful to be respectful and sensitive. I felt safe to do so under the instruction of [lecturer], as she encouraged us to draw inspiration from these concepts, rather than imitate them”. While an Indigenous Australian student from the Faculty of Business commented that the unit’s content and assessment was a “celebration of the importance of Aboriginal and Torres Strait Islander experience and viewpoints”. This ultimately supports QUT’s aim and UA’s commitment to “ensure students graduate with an awareness of Indigenous values and knowledges.”

In 2021, the initiative received an Australasian Academic Development Good Practice Award from the Council of Australian University Leaders in Learning and Teaching (CAULLT). In 2022, the initiative was nominated for an Australian Awards for University Teaching Citation (outcome to be announced February 2023) and is now offered to staff members from other universities through QUTeX, with participants from 20 Australian institutions in the last six months.

5.2 Indigenous Workforce Strategy

QUT is committed to increasing employment rates of Indigenous Australian staff at the university to be three per cent of the total workforce.

In 2022, QUT met its requirements under section 12 of the ISSP Guidelines through the inclusion of the following targets within its Indigenous Australian Employment Strategy (2023-2025): Indigenous Australian staff represent 3.6% of staff population and increase the number of Indigenous Australians academics by 50%. The Strategy also includes key performance indicators and prioritisation of the following matters: (i) increasing the number of academic employees engaged by QUT who are Indigenous persons; and (ii) the professional development and career advancement of academic employees engaged by QUT who are Indigenous Australian persons. Additionally, QUT continues to meet the requirements of section 12 (b.iii) with the appointment of the Pro Vice-Chancellor (Indigenous Strategy) in 2019. In 2022 this position was retitled to Deputy Vice-Chancellor (Indigenous Australians).

QUT’s commitment to advancing employment and development of Indigenous Australians is strongly embedded within the university’s strategic framework which in turn, flows down through the university’s integrated planning framework within the Academic Plan, Divisional Enabling Plans and Faculty plans. At a university-wide level, QUT Council has endorsed the employment of Indigenous Australian staff as a key performance indicator for the university. Additionally, targets are set at faculty and divisional levels. As part of corporate performance reporting, the university monitors its progress against this key performance indicator and prepares quarterly reports to various university committees.

Progress of the practical implementation of QUT’s Indigenous Australians Employment Strategy is reported to the Vice-Chancellor and President’s Indigenous Australians Advisory Committee (IAAC), and the Aboriginal and Torres Strait Islander Staff Committee (Staff Committee). The implementation of the Strategy is supported by the Office of the Deputy Vice-Chancellor (Indigenous Australians), the Human Resources Department, the Indigenous Australian Employment Coordinator, and other key stakeholders from across the University community. Evaluation of progress against targets and milestones outlined in the IAES is reported below.

Over the course of QUT’s previous Indigenous Australian Employment Strategy (2018-2021), the University has made demonstrable achievements and success that provide a solid foundation for the future. In 2021, the University commenced a significant review of the previous strategy, to understand how we can learn to build on these successes. As a result, the drafting of the [new Indigenous Australian Employment Strategy \(2023-2025\)](#) was the focus of 2022, with significant input and consultation from key stakeholders, Indigenous Australian staff members and community, to ensure we continue our momentum.



Indigenous Australian staff represent 2.09% of QUT staff – up from 1.89% in 2021.

(Source: Internal QUT data)

The new Strategy has three measures of success and underpinned by five focus areas which are comprised of specific strategies to ensure we achieve our vision. The focus areas include Workplace culture and environment; Wellbeing and engagement; Attraction and recruitment; Development and support; and Strategy and leadership. The new Strategy will be published in early 2023, and we have applied the new Strategy's measures of success to QUT's actions and activities in the 2022 academic year.

Key successes and milestones achieved against the objectives of the strategy during 2022 include:

- An extensive review and consultation process of the Indigenous Australians Employment Strategy (IAES) was undertaken by Huma Resources in partnership with the Deputy Vice-Chancellor (Indigenous Australians).
- Each faculty and division across the university has an internal target that is monitored and reported on as detailed in QUT's quarterly Corporate Performance Reports.
- Human Resources commissioned the production of employer branding materials to support the attraction of Indigenous Australian applicants to vacancies at QUT. During 2022, a recruitment video was developed and produced which highlights Indigenous Australian staff and the career opportunities available at QUT. This video will be launched in early 2023 for use in recruitment activities across the university.
- Upgrades to QUT's LinkedIn talent acquisition tools have provided additional opportunities and resources for the Indigenous Australian Employment Coordinator to talent pool and directly engage with prospective Indigenous Australian employees on the platform.
- Recruitment and selection processes were enhanced to ensure the inclusion of Indigenous Australian staff representation with recruitment processes involving Indigenous Australians.
- QUT provided up to two (2) Indigenous Australian Selection Panel Member Workshops per quarter in 2022. These workshops were offered in March, June, September, and November and facilitated by the Indigenous Australian Employment Coordinator.
- QUT's HR (Business) Partners and the Indigenous Australian Employment Coordinator actively promoted Aboriginal and Torres Strait Islander employment in Professional roles as part of recruitment discussions and through information sessions with management groups.
- QUT's HR (Business) Partners actively promoted Aboriginal and Torres Strait Islander employment as part of academic recruitment discussions.
- Introduced in 2021, the P2P program seeks to address the underrepresentation of Indigenous Australians in HDR programs, and academic and research positions within QUT. The program provides a pathway to a doctoral higher degree by research (PhD or Professional Doctorate) followed by a pathway to academia for Indigenous Australians. In 2022, the P2P program had 3 scholarship participants, with one P2P application under consideration by the Faculty of Creative Industries, Education and Social Justice. The P2P program is a joint initiative between the Research Portfolio and the Office of the Deputy Vice-Chancellor, Indigenous Australians in collaboration with faculties.
- As part of the 2022 negotiations for the proposed new QUT Enterprise Agreements, the following entitlements reached in-principle agreement: (i) Aboriginal and/or Torres Strait Islander Cultural and Ceremonial Leave provision to be increased from three (3) to five (5) days leave per year; and (ii) new subclauses have been added to the effect that the workloads of staff members who have recognised and required cultural and ceremonial commitments with the University's strategic objectives are taken into account within the relevant workload allocations.
- The University recognises the cultural load of Indigenous Australian staff in their duties related to their participation on committees, selection panels, working parties and other related activities particularly where they are representing an Indigenous Australian perspective. In response, academic leaders are advised to acknowledge this contribution by Indigenous staff within workload allocation models.



QUT is ranked #5 in Australian and #2 in Queensland for the total number of Indigenous Australian staff employed.

(Source: Selected Higher Education Statistics – 2021 Staff data, Aust Govt)

- Furthermore, QUT Indigenous staff can access Aboriginal and/or Torres Strait Islander cultural and ceremonial leave (MOPP B/6.7) to fulfil cultural or ceremonial obligations in accordance with traditional customs and laws. Awareness of the Cultural and Ceremonial leave provision for Indigenous Australian employees is regularly promoted through various channels to new and existing Indigenous Australian staff.
- Indigenous Australian staff connection, support and community was promoted through a range of activities implemented by the Deputy Vice-Chancellor (Indigenous Australians):
 - Hosted quarterly networking meetings for Indigenous Australian staff
 - Distribution of monthly Message Stick e-newsletter to Indigenous Australian staff
 - Provided opportunities for staff to engage with Indigenous Australian celebrations and events both on campus and in community.
- Support for Indigenous Australian staff to influence and contribute to University decision-making processes is provided through the Aboriginal and Torres Strait Islander Staff Committee. The Aboriginal and Torres Strait Islander Staff Committee met quarterly in 2022 to provide a representative voice for the University's Indigenous Australian staff and made recommendations to the Indigenous Australian Advisory Committee for consideration.
- Celebration and recognition of Indigenous Australian excellence and success through the University's annual reward and recognition program, the Vice-Chancellor's Awards for Excellence (VCAE). In 2022, there were two (2) recipients of the Aboriginal and Torres Strait Islander Excellence award. This category awards Indigenous Australian staff members who have empowered and supported Aboriginal and Torres Strait Islander peoples through their work. Additionally, the exceptional achievements of Indigenous Australian staff were recognised across multiple VCAE categories in 2022, including: Inclusion and Diversity Excellence; Leadership Excellence; Partnership and Engagement Excellence; and Service Excellence.

5.3 Indigenous Governance Mechanism

Indigenous Australian Advisory Committee provides advice to the University on Indigenous policy and strategy and monitors specific Indigenous education, research and employment programs including Indigenous priorities as outlined in the QUT Strategy. The Committee also supports the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

Indigenous Australian Advisory Committee is a management committee accountable to the Vice-Chancellor and President for fulfilling its responsibilities. The [Indigenous Australian Advisory Committee charter](#) is publicly available from the QUT Manual of Policies and Procedures (MOPP A/8.2). The Charter provides details on the purpose of the Committee; its core responsibilities related to (i) advisory (ii) monitoring and review and (iii) community engagement; membership; frequency of meetings, reporting and communication; and procedures.

The Indigenous Australian Advisory Committee met four times in 2022: 22 March, 10 May, 26 July and 1 November and considered an out-of-session item in April 2022. The main business items and activities actioned by/through the Indigenous Australian Advisory Committee in 2022 included:

- Aboriginal and Torres Strait Islander Enrolments
- Oodgeroo Unit Report (to each meeting)
- Indigenous Australian Employment Update (to each meeting)
- Aboriginal and Torres Strait Islander Centralised Assessment and Selection Program (CASP) Reports
- QUT Indigenous Strategic Planning / Implementation of the QUT Indigenous Australian 10 Year Plan
- Indigenous Scholarships updates
- Indigenous Australian student alignment and support review
- Endorsement of the 2021 Indigenous Student Support Program Performance Report and Financial Acquittal.

Membership on the Indigenous Australian Advisory Committee includes:

| Category | Member |
|--|---|
| Deputy Vice-Chancellor (Indigenous Australians) as Chair [ex officio] | Ms Angela Barney-Leitch (commenced 10/1/20) |
| Vice-Chancellor and President [ex officio] | Prof Margaret Sheil AO (commenced 10/1/20) |
| Nominee from the Research or Education Portfolio nominated by Head of Division | Prof Kerrie Wilson (commenced 15/2/21) |
| Vice-President (Administration) and University Registrar or nominee | Ms Gillian Bromley (commenced 10/1/20) |
| Deputy Vice-Chancellor and Vice-President (Academic) [ex officio] | Prof Robina Xavier (commenced 26/2/20) |
| Executive Director, Carumba Institute [ex officio] | Prof Peter Anderson (commenced 10/1/20, member until 19/8/22) Vacant from 19/8/22 |
| One dean, nominated by the Provost and/or Senior Deputy Vice-Chancellor | Prof Peta Wyeth (commenced 10/8/21) |
| Director, Oodgeroo Unit [ex officio] | Ms Julie Cook (commenced 10/1/20) |
| Elder-in-Residence [ex officio] | Mr Gregory Egert (commenced 10/1/20) |
| Two representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Mr Dennis Conlon (commenced 11/3/20) Mr Graham White (commenced 22/7/22) |
| One Aboriginal and/or Torres Strait Islander student nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Mr Tyrrell Blackman (commenced 19/9/22) |
| Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Dr Craig Cowled (commenced 11/3/20) Vacant |
| Secretary | Mrs Lisa Anderson |

Statement by the Indigenous Governance Mechanism

The Indigenous Australian Advisory Committee is pleased to endorse the submission of the QUT 2022 ISSP Acquittal. The Committee acknowledges the work across the institution in contributing to the vision of the Commonwealth 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 the 2022 acquittal including the Carumba Institute, Human Resources Department, Student Services and Wellbeing Department, Finance Business Solutions, Oodgeroo Unit and faculties.

6. 2022 ISSP Performance Report tables

Table 1: ISSP Scholarships - breakdown of 2022 paymentsⁱ

| | Education Costs | | Accommodation | | Reward | | Total ⁱⁱ | |
|-----------------------------|---------------------|-----------|---------------------|-----------|----------|----------|---------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁱⁱⁱ | - | - | - | - | - | - | - | - |
| Undergraduate ^{iv} | \$338,250.00 | 76 | \$102,500.00 | 25 | - | - | \$440,750.00 | 101 |
| Post-graduate ^v | \$36,500.00 | 8 | \$5,000.00 | 1 | - | - | \$41,500.00 | 9 |
| Other | - | - | - | - | - | - | - | - |
| Total | \$374,750.00 | 84 | \$107,500.00 | 26 | - | - | \$482,250.00 | 110 |

Table 2: Tutorial assistance provided in 2022.

| Level of study | Number of unique students assisted ^{vi} | Total number of tutorial sessions attended ^{vii} | Total hours of assistance ^{viii} | Expenditure ^{ix} (\$) |
|----------------|--|---|---|--------------------------------|
| Enabling | - | - | - | - |
| Undergraduate | 153 | na | 6,264 | \$300,421.00 |
| Post graduate | 14 | na | 840 | \$48,140.00 |
| Other | - | na | - | \$86,787.00 |
| Total | 167 | - | 7,104 | \$435,348.00 |

Table 4 ISSP Scholarship data for remote and regional students^x

| | Education Costs | | Accommodation | | Reward | | Total | |
|---|---------------------|-----------|---------------------|-----------|----------|----------|---------------------|-----------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2021 Payments | \$185,750.00 | 41 | \$155,000.00 | 35 | - | - | \$340,750.00 | 76 |
| B. 2022 Offers ^{xi} | \$177,500.00 | 39 | \$152,500.00 | 34 | - | - | \$330,000.00 | 73 |
| C. Percentage ^{xii} (C=B/A*100) | | | | | | | 96.8% | |
| 2022 Payments | \$150,500.00 | 36 | \$107,500.00 | 26 | - | - | \$258,000.00 | 62 |

Table 5 Indigenous workforce data (2021 breakdown) xiii

| Level/position | Permanent | | Casual/ contract /fixed-term | |
|---------------------------------|-----------------------|-----------------------|------------------------------|-----------------------|
| | Academic | Non-academic | Academic | Non-academic |
| HEWA2 | | | | 6 |
| HEWA3 | | | | 4 |
| HEWA4 | | 6 | | 1 |
| HEWA5 | | 13 | | 4 |
| HEWA6 | | 15 | | 10 |
| HEWA7 | | 7 | | 2 |
| HEWA8 | | 9 | | 4 |
| HEWA9 | | 4 | | 1 |
| HEWA10 | | 5 | | 1 |
| Total professional staff | | 48[^] | | 27[^] |
| International College Educators | 1 | | | |
| LEVA | | | 2 | |
| LEVB | | | 5 | |
| LEVC | 4 | | 2 | |
| LEVD | 2 | | | |
| LEVE | 1 | | 1 | |
| Sessional Academic | | | 4 | |
| Total Academic staff | 7[^] | | 14 | |
| Senior Staff | | | 1 | 2 |
| QUT Totals | 7[^] | 48[^] | 14[^] | 30[^] |
| | 55 | | 42[^] | |
| | 95[^] | | | |

Additional information for completing the template

-
- ⁱ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should 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.
- ⁱⁱ These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.
- ⁱⁱⁱ Include payments to all enabling students, including remote and regional students.
- ^{iv} Include payments to all undergraduate students, including remote and regional students.
- ^v Include payments to all postgraduate students, including remote and regional students.
- ^{vi} Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).
- ^{vii} Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).
- ^{viii} Record only hours of instruction received by the students (do not include staff planning or organising time).
- ^{ix} Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ^x Only record amounts which would/did require payment during the 2021 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.
- ^{xi} Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ^{xii} This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ^{xiii} While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

Indigenous Student Success Program 2022 Financial Acquittal

Organisation

Queensland University of Technology

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST)¹

| Item | (\$) |
|--|------------------------|
| A. ISSP Grant 2022 ² | 2,787,892.75 |
| B. Other ISSP Related income | |
| Interest earned/royalties from ISSP funding ³ | 10,867.90 |
| <i>if no interest has been earned briefly state why</i> | |
| Sale of ISSP assets | - |
| 2022 ISSP Grant Income (excluding rollovers) | \$ 2,798,760.65 |

Table 1b Other funding available to support Indigenous students in 2022 (excluding GST)⁴

| Item | (\$) |
|--|------------------------|
| A. Other non-ISSP funds ⁵ | |
| Other funding provided under HESA ⁶ | 2,527,615.95 |
| Other Commonwealth Government funding | - |
| Funds derived from external sources ⁷ | 4,000.00 |
| Total of other non-ISSP funds for 2022 | \$ 2,531,615.95 |

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST)⁸

| Item ⁹ | Actual ISSP (\$) ¹⁰ |
|---|--------------------------------|
| Scholarships from flexible ISSP funding | 508,850.00 |
| Salaries for staff working on ISSP activities ¹¹ | 1,664,919.63 |
| Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components) | 547,603.71 |
| Travel – domestic (airfares, accommodation & meals) | 77,913.31 |
| Travel – international (airfares) | - |
| Travel – international (accommodation and meals) | - |
| Conference fees and related costs ¹² | - |
| ISSP Asset purchases made during 2022 ¹³ | - |
| A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022) | \$ 2,799,286.65 |
| B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year ¹⁴ | - |
| C. Unexpended 2022 ISSP funding to be returned to the NIAA | - |
| 2022 ISSP funding committed (A + B + C +D)¹⁵ | 2,799,286.65 |

2022 Financial Acquittal

initials

Attachment B1

2. Rollovers

Table 2 Rollovers ¹⁶

| <i>The two options below should total unspent funds for that line</i> | | | | |
|---|--------------------------------|---|--|--|
| | Project Funds Rolled over (\$) | Project Funds Expended/committed ¹⁷ (\$) | Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$) | Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$) |
| 2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds | - | - | - | - |
| 2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds | 145,526 | 526 | 145,000 | - |
| Unexpended 2022 Funds (From Table 1c, Rows B and C) | | | - | - |
| Total funds approved for rollover into 2023 or to be returned ²⁰ | | | | - |

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2022²¹

| | |
|--|---|
| 1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the Higher Education Support Act 2003 ²² | \$ - |
| 2. 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: / / |
| | Amount remitted: \$ - Date remitted: / / |

4. ISSP Assets

Table 4a ISSP Assets inventory²³

| Asset Description/ category | Adjustable Value ²⁴ | ISSP contribution ²⁵ |
|---------------------------------|--------------------------------|---------------------------------|
| Motor Vehicle 708TOK (27/02/14) | 2,164.33 | Nil |
| Motor Vehicle 709TOK (04/02/14) | 2,164.33 | Nil |

Table 4b ISSP Assets - purchases during 2022²⁶

| Asset Description/ category | Purchase Value | ISSP contribution |
|-----------------------------|----------------|-------------------|
| N/A | | |
| | | |

Table 4c ISSP Assets - disposals during 2022

| Asset Description/ category | Adjustable value | Disaposals/ Sale Price ²⁷ | ISSP component ²⁸ | Disposals Age ²⁹ |
|-----------------------------|------------------|--------------------------------------|------------------------------|-----------------------------|
| N/A | | | | |
| | | | | |

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:

Title:

Phone: Email:

Signed: Date: