

INDIGENOUS EDUCATION STATEMENT

Queensland University of Technology

Indigenous Education Unit: Oodgeroo Unit

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Your response to this goal needs to answer, but is not limited to the following questions:

- What is your approach to improve higher education outcomes for Indigenous Australians, and how is this being implemented?
- How are Indigenous perspectives embedded in your strategic plan and/or other key institutional documents?

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

QUT Reconciliation Statement

Queensland University of Technology's (QUT) objectives for improving education outcomes for Aboriginal and Torres Strait Islander people are detailed in the QUT Reconciliation Statement, which was adopted by QUT Council as University policy in February 2001 and is included in the QUT Manual of Policies and Procedures <http://www.mopp.qut.edu.au/>. The QUT Reconciliation Statement is the principal strategic statement that underpins QUT's aspirations for current and future endeavours to improve outcomes for Indigenous Australians. The Statement commits QUT to sustainable reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous people and recognises the particular responsibility of educational institutions to redress disadvantage and overcome prejudice.

QUT Council endorsed an Implementation Strategy for the Reconciliation Statement which enunciates the University's current and future approach to implementation of the commitments articulated in the Statement and their relationship with the University's Strategic Plan and key performance indicators in 2005. Progress reports have been submitted to Council annually since then and QUT remains committed to the promotion of reconciliation for Australia's Aboriginal and Torres Strait Islander people.

QUT's vision for reconciliation is that – individually and, therefore, collectively – we:

- Recognise Aboriginal and Torres Strait Islander people as the first Australians and as the Indigenous Australian peoples of Australia;
- Support the right of Aboriginal and Torres Strait Islander peoples to express their cultures and participate on an equal footing in all aspects of Australian life;
- Accept the Aboriginal and Torres Strait Islander peoples connection between country, community, culture and well being;
- Develop a greater understanding of how our different pasts and cultures are part of our shared history and shared future;
- Acknowledge that Aboriginal and Torres Strait Islander and Western knowledge systems have much to learn from one another;
- Commit to a respectful partnership whereby Aboriginal and Torres Strait Islander and non-Indigenous Australians tackle disadvantages together;
- Participate in the healing process of the traumas experienced by Aboriginal and Torres Strait Islander peoples;
- Actively address racism within ourselves, our families, friends, workplaces and communities;

- Support all initiatives in our personal and professional lives that improve the lived experiences of Aboriginal and Torres Strait Islander peoples; and
- Take pride in the relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

QUT's Reconciliation Action Plan

QUT's Reconciliation Action Plan (2012-2014) (RAP) will be launched in 2012. Through the plan QUT acknowledges the significance of reconciliation between Aboriginal and Torres Strait Islander people and non-Indigenous people. The plan focuses on advancing reconciliation by further promoting an understanding of Aboriginal and Torres Strait Islander cultures and history; implementing strategies to effect the increased participation of Aboriginal and Torres Strait Islander students and staff, and continuing a commitment to fostering partnerships in Aboriginal and Torres Strait Islander learning and teaching and research and development.

QUT's vision *and process* for reconciliation is for QUT to be a place of learning that respects Aboriginal and Torres Strait Islander cultures and diversity and a place where Aboriginal and Torres Strait Islander and non-Indigenous people come together to learn their chosen discipline contextualised within Aboriginal and Torres Strait Islander culture and history.

In the development of the RAP, a Working Party was established within the University to consult and comment on the proposed actions to be included. The RAP was also presented to QUT's Aboriginal and Torres Strait Islander staff for their comments and feedback. During this consultation phase, actions and targets were discussed, and suggestions for future updates of the RAP were made. As part of this process, many individuals and areas elaborated on what reconciliation means to them, and these ideas formed the basis for "Our Vision for Reconciliation."

In seeking to build on its commitment to reconciliation, QUT's RAP has been developed with measurable objectives, actions and targets. The University will hold itself accountable for the achievement of the targets it sets. Annual reports on the RAP will be posted on the Reconciliation Australia website for public access.

The Oodgeroo Unit will play a key role in supporting and facilitating QUT's efforts to achieve these objectives.

QUT Blueprint³ (2011-2016)

The QUT Blueprint³ (2011-2016) reaffirms and refocuses our commitments to reconciliation first set out in 2001. We endeavour to:

- Ensure all students have the opportunity to learn about Indigenous perspectives in their course
- Increase the numbers of Indigenous Australian researchers and academic staff
- Ensure all staff have sufficient understanding and knowledge of Indigenous Australian perspectives to contribute to reconciliation in the undertaking of their duties
- Significantly increase the University's community engagement with Indigenous Australian peoples and their involvement in decision making.

Primary objectives of Blueprint³ in terms of Aboriginal and Torres Strait Islander education are to intensify recruitment of Aboriginal and Torres Strait Islander students, aiming for a 1.5% share of domestic undergraduate enrolments, and for Aboriginal and Torres Strait Islander staff to be 1.5% of the workforce by 2016.

Aboriginal Education Strategy (below) is located at http://www.mopp.qut.edu.au/A/A_08_01.jsp. The strategy establishes the University's overall commitment to Indigenous Australian education through the following objectives:

- ensuring effective Aboriginal and Torres Strait Islander participation in planning and decision making in all relevant facets of University operations
- increasing access, participation and successful outcomes for Aboriginal and Torres Strait Islander students and staff, and developing Aboriginal and Torres Strait Islander resources, facilities, staffing and curricula
- fostering, supporting and developing research community activities relating to Aboriginal and Torres Strait Islander studies and issues.

Accordingly, QUT aims to ensure effective Aboriginal and Torres Strait Islander involvement in planning, consultation and decision-making in all relevant facets of University operations through:

- the Aboriginal and Torres Strait Islander Committee as the principal adviser to the Vice-Chancellor through the Deputy Vice-Chancellor (Academic)
- promotion and maintenance of the activities of the Oodgeroo Unit
- employment of Aboriginal and Torres Strait Islander people and the provision of appropriate staff development opportunities and career pathways
- development, implementation, dissemination and monitoring of QUT's Aboriginal Education Strategy.

The Oodgeroo Unit prepares the Aboriginal Education Strategy in consultation with faculties, university divisions and members of the *Indigenous Education and Employment Committee* (formerly the Aboriginal and Torres Strait Islander Committee). As part of the University's planning process, the Aboriginal Education Strategy, together with QUT's Equity Plan, is circulated to faculties to assist them in the development of strategies for improving access for Aboriginal and Torres Strait Islander staff and students.

Graduate Capabilities

(http://www.ltu.qut.edu.au/curriculum/documents/protocols_gradcaps.pdf) outlines QUT's commitment to developing graduates who can contribute effectively as citizens, leaders in the wider community, and competent professionals within their chosen discipline. Particular reference is made to Aboriginal and Torres Strait Islanders:

- **social and ethical responsibility and an understanding of Indigenous and international perspectives encompassing:**
 - active contribution to intellectual, social and cultural activities
 - understanding and appreciation of Indigenous perspectives
 - recognition and appreciation of gender, culture and customs in personal and community relations
 - valuing and promoting truth, accuracy, honesty, accountability and the code of practice relevant to the discipline or professional area

Units of Study

QUT encourages all students to develop their knowledge of Indigenous history, culture and current issues. The Oodgeroo Unit offers units of study:

- Indigenous Australian Cultural Studies (EDB038)
- Indigenous Politics and Political Culture (EDB039)
- Indigenous Knowledge: Research Ethics and Protocols (EDB040)
- Indigenous Australia: Country Kin and Culture (EDB041)

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2011 AND PLANS FOR FUTURE YEARS

Section 2 must include information that demonstrates the following conditions of eligibility for ISP funding:

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and;
- Have an Indigenous employment strategy

AEP Goal criteria should be addressed under the following headings:

- **2.1** Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making
- **2.2** Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions
- **2.3** Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- **2.4** Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of other Australians.
- **2.5** Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians
- **2.6** To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

Please provide evidence of:

- strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

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

Your response to this goal needs to answer, but is not limited to the following questions:

- How many Aboriginal and Torres Strait Islanders are involved in institutional decision making processes? What is the nature of their involvement?
- If there are no Aboriginal and Torres Strait Islander members involved in key decision making bodies, why is this so?
- What are the roles and responsibilities of Aboriginal and Torres Strait Islander Australian leaders in your institution?
- What is the role of the Aboriginal and Torres Strait Islander Education Unit in decision making processes?

Institutional Decision Making

As part of the Blueprint³ strategy and the Reconciliation Action Plan (2012-2014), the University re-constituted its *Indigenous Education and Employment Committee* in 2011 as an advisory committee to the Vice-Chancellor. The Committee:

- advises management, through the Vice-Chancellor, the DVC (Academic), the Director, Oodgeroo Unit or through committees such as University Learning and

Teaching Committee, the University Research and Innovation Committee, and the Indigenous Employment Working Party on:

- implementation of the QUT Reconciliation Action Plan (2012-2014);
 - QUT's Indigenous policy and the Indigenous Education Strategy (MOPP A/8.1);
 - inclusion of Indigenous perspectives in curriculum;
 - the development of pathways for the recruitment of Indigenous students;
 - implementation of the National Indigenous Higher Education Workforce Strategy;
 - appropriate support mechanisms for Indigenous students and staff and strategies to improve retention of Indigenous students and staff;
 - research involving, and impacting on, Indigenous people; and
 - any other matter affecting Indigenous people at QUT.
- facilitates development of strategic relationships with Indigenous communities and local groups.

QUT expects all faculties, institutes and divisions to give effect to the University's *Equal Opportunity and Diversity Policy*. In particular, special attention is required to be paid to:

- active engagement in the employment of Aboriginal and Torres Strait Islander people;
- accommodating the special needs of Aboriginal and Torres Strait Islander people by way of mentoring, training and appropriate association with the Oodgeroo Unit; and by providing them with the opportunity to contribute at all levels across the University;
- providing career paths for Aboriginal and Torres Strait Islander people which are flexible and sympathetic to individual circumstances and needs at particular times; and
- participating in relevant Australian and State Government programs that encourage increased Aboriginal and Torres Strait Islander employment.

QUT endeavours to ensure that Aboriginal and Torres Strait Islander perspectives and knowledges are considered in governance, policies, and teaching and research, and so seeks to ensure involvement of Aboriginal and Torres Strait Islander people in decision-making. Particular arrangements include:

- The Oodgeroo Unit Director has been a member of the University's senior academic decision-making body, University Academic Board, since 2011;
- The University's Human Research Ethics Committee has Aboriginal and Torres Strait Islander representation;
- The University Promotion Committee, which considers applications for promotion to Professor and Associate Professor, mandates an external Aboriginal and Torres Strait Islander member when an application is received from an Aboriginal and Torres Strait Islander staff member;
- An Indigenous Knowledges academic appointment is being recruited. The position will be a co-opted member of the University Learning and Teaching Committee; and
- The Deputy Vice-Chancellor (Academic), who has executive responsibility for implementation of the Reconciliation Statement and Reconciliation Action Plan (2012-2014) works closely with the Director of the Oodgeroo Unit, and aims to ensure that there is appropriate consultation with Aboriginal and Torres Strait Islander people on relevant matters as these arise.

Roles and responsibilities of Indigenous leaders and of the Oodgeroo Unit at QUT

Within QUT, there are three major areas of activity in relation to the advancement of Aboriginal and Torres Strait Islander education. Each is led by an Aboriginal staff member.

1. The Director of the Oodgeroo Unit, QUT's Aboriginal and Torres Strait Islander Education Unit, reports directly to the Deputy Vice-Chancellor (Learning and Teaching). The Director, Associate Professor Anita Lee Hong, commenced her appointment in July 2010. The Director is responsible for the overall management and leadership of the Oodgeroo Unit and its staff. The Director's duties include:

- Leading, monitoring and contributing to Aboriginal and Torres Strait Islander student recruitment and support programs;
- Preparing and managing the Unit's budget, including recurrent and tutorial assistance scheme funds, in the context of QUT's planning and resources arrangements;
- Co-ordinating a network of academic staff in cooperation with the leadership of each of the six faculties and QUT's Caboolture campus;
- Providing strategic and operational advice on Aboriginal and Torres Strait Islander curriculum and research matters;
- Managing the Unit's staff and implementing University policy on probation, staff development, and performance planning and review;
- Acting as an adviser and liaising within the University on issues and policies relating to Aboriginal and Torres Strait Islander higher education;
- Advising and liaising on behalf of the University with government and higher education agencies and Aboriginal and Torres Strait Islander and other community organisations; and
- Reporting on progress in respect of these strategies and plans within and outside the University.

The Oodgeroo Unit takes a leadership role across the University in the promotion of social justice for Aboriginal and Torres Strait Islander people and is an agent for institutional change. Staff from the Oodgeroo Unit conduct professional development programs for faculty-based colleagues, and in this way the Oodgeroo Unit aspires to support faculty staff in ownership of programs that address QUT's Reconciliation Statement and Reconciliation Action Plan (2012-2014).

2. The Stronger Smarter Institute (Institute) within QUT's Faculty of Education is based at both Kelvin Grove and Caboolture campuses. The Institute was established in 2005 as a partnership between QUT, Queensland's Department of Education, Training and Employment (DETE), and Department of Innovation, Industry, Science and Research (DIISR). Its Executive Director is Dr Chris Sarra. The Institute:

- delivers leadership programs for school leaders to enhance the teaching of Aboriginal and Torres Strait Islander school students;
- develops and facilitates innovative research projects;
- works in partnership with governments, schools, and universities engaged in Aboriginal and Torres Strait Islander education;
- supports the development of Aboriginal and Torres Strait Islander leadership in communities;
- is the hub of a growing network of schools and individuals who *are* engaged in creating "stronger smarter" realities for Aboriginal and Torres Strait Islander children; and
- is a partner with researchers in the QUT Faculty of Education in a major action research project funded by the Commonwealth that is aimed at producing a scientifically defensible yet culturally appropriate and value-adding evaluation of the Institute's Stronger Smarter Learning Communities Project.

3. The third area of activity is the Aboriginal and Torres Strait Islander postgraduate capacity-building program led by Professor Aileen Moreton-Robinson, QUT's inaugural Professor of Indigenous Studies. This program is at the centre of the Indigenous Studies

Research Network (ISRN) and its activities include seminars, master-classes, the publication of an on-line journal, an Aboriginal and Torres Strait Islander studies research resource website, and the building of a distinctive Aboriginal and Torres Strait Islander postgraduate students' network across QUT. Professor Moreton-Robinson is an internationally-recognised scholar in the field of Indigenous Studies whose published work is included in curricula in Australia and abroad. Professor Moreton-Robinson supervises higher degree by research students and participates in a range of activities that profile the University, including her appointment as Deputy Chair of the Commonwealth Government's Indigenous Higher Education Advisory Council (IHEAC).

Since 2009, the University has provided funding to Professor Moreton-Robinson in support of the ISRN. The ISRN has dedicated space on the Kelvin Grove campus and the program of activities and facilities includes:

- a postgraduate open day and a postgraduate capacity-building program;
- a Masterclass workshop and the ISRN Critical Reading Group;
- a symposium and seminar series;
- a travel fund scheme for Aboriginal and Torres Strait Islander postgraduate students; and
- research assistance, publications support, and computer and printing facilities.

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

Your response to this goal needs to answer, but is not limited to the following questions:

- Please outline your active Aboriginal and Torres Strait Islander Employment Strategy – How was it authored? When was it last updated? Is it publicly accessible on the internet?
- What are your strategies for increasing the number of Aboriginal and Torres Strait Islander Australians employed at your university? When was it last updated? (Please provide a link to your current employment statement).
- How many Aboriginal and Torres Strait Islander identified positions are there at your university? (Please detail by occupation and level)
- How many **Aboriginal and Torres Strait Islander staff** are currently employed at your institution? What is their spread across the university? (Please note this includes both academic and general staff by level)
- What is the role of the Aboriginal and Torres Strait Islander Education Unit or Support Centre in improving Aboriginal and Torres Strait Islander employment at your institution?

Indigenous Employment Strategy (IES)

In 2002, QUT implemented an Indigenous Australian Employment and Career Development Strategy (Indigenous Employment Strategy) (IES)), to support the advancement of Aboriginal and Torres Strait Islanders by fostering and increasing the employment, career development and participation of Aboriginal and Torres Strait Islander staff in all levels of work activity. The IES at QUT was developed by staff members in the Human Resources Department in collaboration with the Indigenous Employment Steering Committee (now the Indigenous Employment Reference Group) and Aboriginal and Torres Strait Islander staff. The IES has been successful in developing and strengthening partnerships with Aboriginal and Torres Strait Islander people, community based organisations, and other external organisations. The IES is currently under review following the appointment, in 2011, of an Indigenous Employment / Senior HR Advisor who is responsible for the implementation and coordination of the IES.

Particular strategies to increase the number of Aboriginal and Torres Strait Islander people employed at QUT include:

- Marketing and promoting the Indigenous Employment Strategy at a national level;
- Promoting QUT employment opportunities within Aboriginal and Torres Strait Islander media and dedicated on-line job board as well across informal Aboriginal and Torres Strait Islander networks;
- Presenting information sessions on the Indigenous Employment Strategy to Aboriginal and Torres Strait Islander organisations within the South East Queensland region;
- Presenting the indigenous Employment Strategy across all levels of the organisation including senior staff and staffing officers to heighten awareness of the Strategy;
- Attendance and participation in QUT's annual events to celebrate Reconciliation Week;
- Promoting the Indigenous Employment Strategy to the wider Aboriginal and Torres Strait Islander community during NAIDOC week and other cultural events;
- Encouraging Aboriginal and Torres Strait Islander staff participation in activities across QUT;
- QUT's bi-annual "Aboriginal and Torres Strait Islander Staff and Student Recruitment Workshop";
- Encouraging Aboriginal and Torres Strait Islander people registered with the Indigenous Employment Strategy to also register and identify on an eRecruitment talent pool;
- Working with the Oodgeroo Unit to promote employment opportunities to Aboriginal and Torres Strait Islander graduates;
- Supporting current Aboriginal and Torres Strait Islander staff in a variety of ways in the workplace to ensure a high retention rate amongst Aboriginal and Torres Strait Islander staff;
- Mentoring junior staff who are enrolled in a Certificate Level III in Business Administration as part of their position requirements at QUT; and
- Assisting in the delivery of activities aimed at developing deeper knowledge, and broader awareness and understanding of cultural issues that are more commonly experienced by Aboriginal and Torres Strait Islanders, both past and present.

The Indigenous Employment Strategy 2007-2010 is available for public access at <http://www.hrd.qut.edu.au/jobs/indigenous/>

Strategies for increasing the number of Aboriginal and Torres Strait Islander Australians employed at QUT.

Increase employment of Aboriginal and Torres Strait Islander staff:

- Recognise Aboriginal and Torres Strait Islander knowledge, skills and cultures in the development of position descriptions, recruitment techniques and selection documentation;
- Review and amend University's Recruitment Selection and Appointment Policy where necessary;
- Promote higher level tertiary study to all Aboriginal and Torres Strait Islander staff at QUT;
- Promote academic employment at QUT to current Aboriginal and Torres Strait Islander HDR students;
- Promote and strengthen current relationships and establish new avenues as a process for circulating vacant positions and career opportunities to the community and Aboriginal and Torres Strait Islander media associations;
- Identify positions and programs that require specific Aboriginal and Torres Strait

Islander knowledges for current and future employment;

- Identify areas where research outcomes are best achieved by giving Aboriginal and Torres Strait Islander people the opportunity to apply their cultural history and knowledge;
- Where appropriate advertise “Identified positions” in accordance with Section 14 of the Queensland Anti-Discrimination Act 1991; and
- Increase representation of Aboriginal and Torres Strait Islander staff on interview panels, particularly where an Aboriginal and Torres Strait Islander person is in the applicant pool.

Promote support of Aboriginal and Torres Strait Islander people to enhance employment and retention rates at QUT:

- Facilitate and contribute toward the delivery of cultural awareness training for staff and its inclusion in other training programs;
- Assist supervisors to expand knowledge and understanding of Indigenous issues that may impact on the employment and retention of staff;
- Encourage supervisors and managers to develop their knowledge base of Aboriginal and Torres Strait Islander people to assist with their supervisory responsibilities;
- Assist supervisors and managers to identify projects and other employment opportunities for Aboriginal and Torres Strait Islander people;
- Invite non-Indigenous staff to attend important events on the Aboriginal and Torres Strait Islander calendar, in particular the activities of the annual NAIDOC celebrations;
- Implement mentoring/coaching and other strategies for existing and new Aboriginal and Torres Strait Islander staff to prevent workplace isolation and to provide support on work related and cultural matters;
- Promote opportunities for Aboriginal and Torres Strait Islander staff to have informal gatherings and come together as a group;
- Assist Aboriginal and Torres Strait Islander staff to increase knowledge and understanding of University policy and matters associated with University operations; and
- Promote flexible working practices in response to the changing needs of staff to accommodate family and community responsibilities.

Facilitate and enhance Aboriginal and Torres Strait Islander staff career development:

- Assist selection panels to understand the importance of Aboriginal and Torres Strait Islander knowledges;
- Facilitate direct involvement of Aboriginal and Torres Strait Islander employees to determine their own career strategies, goals and objectives linked with Personal Performance Reviews and avenues;
- Monitor Aboriginal and Torres Strait Islander staff access to relevant training programs to benefit their existing role and to enhance career development;
- Identify specific needs and where appropriate make available customised learning programs;
- Encourage work exchanges and secondments within and outside the University to assist with skill and knowledge development;
- Establish mentoring / coaching mechanisms for the provision of professional and cultural support; and
- promote Aboriginal and Torres Strait Islander staff representation on various committees and working groups

Establish strategic partnerships across University, Government and community-based organisations to maximise employment outcomes and participation at all levels of work activity:

- Build on the established links with Aboriginal and Torres Strait Islander people and organisations to continue to increase the number of Aboriginal and Torres Strait Islander staff;
- Continue to explore possible partnerships with local and national Aboriginal and Torres Strait Islander organisations and other relevant industries;
- Increase Aboriginal and Torres Strait Islander representation on relevant external boards, working party committees and community reference groups;
- Maintain a close relationship with University Indigenous Employment Coordinators employed across a number of University's Australia wide; and
- Maintain ongoing contact with Government and private recruitment agencies.

The QUT Enterprise Agreement

http://www.hrd.qut.edu.au/staff/agreements/documents/AS_EnterpriseAgreement_30_09_10.pdf outlines QUT's Indigenous employment strategy based on the principle of a commitment to increasing employment and development opportunities for Indigenous Australians consistent with and building upon the QUT Indigenous Australian Employment and Career Development Strategy. The Strategy is based on the Reconciliation Statement.

Aboriginal and Torres Strait Islander identified positions at QUT

Oodgeroo Unit	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
HEWA4			1		1		2
HEWA5					3		3
HEWA7					4		4
SSGA					1		1
LEVC					1		1
LEVB					1		1

Faculty of Law	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
LEV A					1 (currently vacant)		1

Equity	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
HEWA5			1				1
HEWA6			1				1
HEWA7			1				1

Education	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
HEWA7			1				1
HEW8							
LEVE					1		1

DAS	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
HEWA7					1		1
HEWA8			1				1

Health	Casual Academic	Casual Professional	F/Term F/Time	F/Term P/Time	Ongoing F/Time	Ongoing P/Time	TOTALS
LEVB					1		1

The Role of the Oodgeroo Unit in improving Aboriginal and Torres Strait Islander employment at QUT

QUT Indigenous Employment and Career Development Reference Group (IERG) has representation by two Oodgeroo Unit staff members along with representatives of Aboriginal and Torres Strait Islander staff from the University's faculties and divisions, the Deputy Vice-Chancellor (Academic) and Equity Services Department and Human Resources Department staff. The IERG meets quarterly and the group is currently revising the Terms of Reference (TOR) (attachment i) to include various changes in membership. One such change was to ensure that the position of Chairperson was held by an Aboriginal and Torres Strait Islander member. This change was made in July when the role transferred from the Deputy Vice-Chancellor (Academic) to the Director, Oodgeroo Unit. There are 11 membership positions agreed to in the IERG TOR and a minimum of five membership positions are designated for Aboriginal and Torres Strait Islander members either by election or determined by their position of employment.

Indigenous Employment Advisor / Senior HR Advisor meets with Aboriginal and Torres Strait Islander University staff at regular intervals to discuss the progress and impact of the IES.

The Oodgeroo Unit continues to promote the University's Indigenous Employment Strategy at its Courses and Careers Exhibitions and other community events.

Aboriginal and Torres Strait Islander staff currently employed at QUT

Continuing and Fixed term positions

Faculty/Institute/Section	Staff	Academic	Professional
Education	4	1	3
Cultural and Language Studies in Education	1	1	-
Stronger Smarter Institute	7	-	7
EDUCATION TOTAL	12	2	10
Health	1	-	1
Nursing	1	-	1
HEALTH TOTAL	2	-	2
Faculty Office – Law	1	-	1
Law School	1	1	-
LAW TOTAL	2	1	1
Management	1	-	1
BUSINESS TOTAL	1	-	1
CIF Academic Programs	2	-	2
CREATIVE INDUSTRIES TOTAL	2	-	2
Oodgeroo Unit	12	1	11
CHANCELLERY TOTAL	12	1	11

Library	1	-	1
Learning Environments and Technology Services	2	-	2
TILS TOTAL	3	-	3
International College	2	-	2
I&D TOTAL	2	-	2
Student Support Services	1	-	1
HR Department	1	-	1
Division of Admin Services TOTAL	2	-	2
Totals	38	4	34

Table 2 - Casual positions

Faculty/Institute/Section	Staff	Academic	Professional
Stronger Smarter Institute	1	-	1
EDUCATION TOTAL	1	-	1
Law School	1	1	-
LAW TOTAL	1	1	-
Totals	2	1	1

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

Your response to this goal needs to answer, but is not limited to the following questions:

- How many commencing Aboriginal and Torres Strait Islander students were there for 2011 as compared to 2010? (Please provide an all student comparison.)
- What programs were implemented, to improve access of Aboriginal and Torres Strait Islander students to your institution?
- What outreach activities did you undertake, and how successful were they in attracting Aboriginal and Torres Strait Islander students?
- What Aboriginal and Torres Strait Islander specific scholarships are offered by your university?
- How are Aboriginal and Torres Strait Islander scholarships promoted? What are the take up rates? If any, what reasons are there for low take-up?
- What role has your Aboriginal and Torres Strait Islander unit played in seeking to improve Aboriginal and Torres Strait Islander access to your institution?

Programs to improve access

QUT continues its program of marketing and recruitment activities in order to increase the access, retention, and participation rate of Aboriginal and Torres Strait Islander students at QUT. Collaborative links with the TAFENET sector were consolidated with the Oodgeroo Unit continuing its activities in the Northern Corridor (Caboolture region). Cross-sector planning with Southbank Institute of Technology (SBIT) and Brisbane North Institute of TAFE (BNIT) continued, supporting the development of strategies for the implementation of the widening participation and closing the gap programs. This is consistent with QUT's strategic presence in Caboolture and its offering of degree level courses and articulation with these TAFE institutions, particularly in Law and Justice, Education, Nursing, and the Creative Industries.

Centralised Selection Program (CASP)

Aboriginal and Torres Strait Islander students seeking entry to undergraduate courses at QUT are eligible for admission through the University's Alternative Entry Scheme. The Centralised Selection Program is an alternate pathway for Aboriginal and Torres Strait Islander people wishing to pursue higher education and is designed to redress educational

disadvantage through recognition of prior learning and other personal achievements. Rather than relying on a single academic indicator, the CASP aims to recognise an individual's commitment to tertiary study, and their previous study, work and community experiences. Applicants attend an interview with an academic staff member from the Oodgeroo Unit and from the faculty of their chosen degree program. Oodgeroo Unit staff members assist students with the application process, manage the interview process to determine eligibility for alternative entry, and follow up after offers are made to ensure students are correctly enrolled.

The CASP operates in June (for Semester Two entry) and November (for Semester One entry). The Oodgeroo Unit coordinates the CASP and all Aboriginal and Torres Strait Islander people who have applied for university entry via the Queensland Tertiary Admissions Centre (QTAC) are invited to participate. The Oodgeroo Unit staff liaise with QUT's Student Business Services to ensure that applicants who are successful are given a forced offer into a QUT degree program as approved by the interview panel. Staff members discuss options with applicants regarding degree program choice and, where necessary, the various pathways that allow applicants to improve their literacy and numeracy skills prior to their undertaking higher education studies. Advice is provided about access to the VET and TAFE sector also.

As well as the interview, the CASP included a range of assessment tools e.g. a piece of writing under examination-like conditions, assessment of computing skills and a student support self-identification survey. The completion of an Applicant Portfolio that is provided to the interview panel prior to the interview is a key assessment tool. The Portfolio includes details of previous secondary and TAFE study along with work, community and volunteer experience. Applicants are also provided with the opportunity to prepare a written piece discussing their interest in their chosen field of study. The Portfolio provides panel members with a consistent and concise format for assessing the applicant's experience and desire to study. It also allows applicants to promote their various successes, especially important for those who are reluctant to share their experiences or may not have seen them as relevant to their application for entry into higher education.

The Program is used as an informal induction to university. The interview panel outlines the academic support available to successful applicants e.g. the Indigenous Tutorial Assistance Program, and student support staff encourage applicants, especially those from rural and remote areas, to consider their accommodation, transport and financial support options as well as the promotion of Equity, Commonwealth and discipline based scholarships.

Pre-Law Bridging Program

The QUT Faculty of Law runs a two and half day bridging program for the commencing Aboriginal and Torres Strait Islander students. The Faculty of Law consists of both the Law School and Justice School. Students who have been offered a place in either a single or double degree program are invited to participate in the Bridging Program for the Commencing Indigenous Law and Justice Students. The program runs in the week prior to QUT's Orientation Week and parallel to the Oodgeroo Unit's Pre-Orientation Program. The program offers students a brief taste of the university experience and aims to give students a head start with their transition to university. The program includes structured teaching sessions where formal material and skills sessions are conducted as well as less structured sessions which include visits to courts and discussions with current and past students. The program also employs current students as peer mentors to assist with the facilitation of the program.

Australian Indigenous Mentoring Experience (AIME)

AIME provides a dynamic educational Program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. AIME has proven to dramatically improve the chances of Indigenous students finishing school. AIME also connects students with post Year 12 opportunities, including further education and employment.

AIME believes that **Indigenous = success** and expect all students in our Program to succeed.

At each site, AIME operates a Core Program and an Outreach Program. The Core Program targets local Indigenous Aboriginal and Torres Strait Islander high school students located within **30 minutes** drive of a participating university campus. The Outreach Program extends the AIME experience to Aboriginal and Torres Strait Islander high school students within two to three hours of a participating university campus. The following is a snapshot of what the students receive:

- **Year 9 and Year 10 Programs:** 15 x 1 hour mentoring sessions at the local university campus from May to November. The Year 9 Interactive Program covers topics such as Art, Drama, Respect and Pathways to Success. The Year 10 Leadership Program includes sessions on Racism, Year 11 and 12 Subject Selection, Résumé Building and Writing your First Speech as Prime Minister.
- **Year 11 and 12 Leadership and Development Program (new in 2012):** Three high impact, full-day sessions delivered at the university campus over Terms Two and Three. The focus is Year 12 completion and transition to the next chapter.
 - **AIME Tutor Squads (new in 2012) and AIME Learning Centres (ALCs):** Access to free tutoring at local ALCs or via squads of university students who will travel to schools during the 15-week program period. Each site may host up to five squads of five university students, giving 25-30 Indigenous students access to one-to-one academic support.
 - **AIME Outreach Program (new in 2012):** AIME will open its doors to students in Years 9 to 12 from schools beyond the 30-minute radius of our Core Program. They will have the chance to participate in nine AIME sessions spread across three one-day visits to the university campus.

AIME's goals for all Aboriginal and Torres Strait Islander students involved in the Program are to:

- Increase Year 10 progression rates
- Increase Year 12 progression rates
- Increase university admission rates

The Oodgeroo Unit

The Oodgeroo Unit has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda. There is an opportunity for QUT, through the work of the Oodgeroo Unit and other QUT Aboriginal and Torres Strait Islander programs (i.e., the Stronger Smarter Institute (SSI) and the ISRN), to be at the forefront of the Aboriginal and Torres Strait Islander education agenda, particularly in the context of Commonwealth priorities, sector reforms identified through reviews such as the Bradley Review, the introduction of mission-based compacts and performance funding, and through the work of the IHEAC. Strategies to ensure equitable access include:

- The Oodgeroo Unit's Marketing and Communications team has significantly increased our visual presence in the Aboriginal and Torres Strait Islander community by attending numerous Aboriginal and Torres Strait Islander specific Careers Fairs for both School students as well as the mature age community;
- By working with external Aboriginal and Torres Strait Islander community organisations, the Oodgeroo Unit has raised its profile in the local community which has in turn advised, encouraged and promoted opportunities available at QUT; and
- Working in partnership with both faculty and industry, the Oodgeroo Unit is creating avenues for scholarships, cadetship and graduate opportunities with a variety of industries for an expanding diverse range of disciplines.

The Oodgeroo Unit continues its support for Aboriginal and Torres Strait Islander students across QUT campuses. It provides dedicated support staff, and student facilities (including a student computer laboratories) and promotes higher education opportunities to Aboriginal and Torres Strait Islanders in a variety of activities that address the closing the gap agenda. These include:

- the Pre-orientation Program (POP) which complements faculty-based orientation programs;
- school visits (with local Aboriginal and Torres Strait Islander education workers) by Oodgeroo Unit marketing and academic staff and SBIT and BNIT staff;
- a Careers Expo organised collaboratively with the same parties, and held on the BNIT QUT campus, that attracts students and teachers from local state high schools;
- information sessions for prospective students on course selection, QTAC application, and university entry and enrolment. These are conducted on-campus, or where appropriate, in community;
- educational networking with school administrations, local Aboriginal and Torres Strait Islander Community Advisory Committees, and organisational units and faculties within QUT;
- working closely with the Aboriginal and Torres Strait Islander Community Education Counsellors (CECs) and guidance officers where no CECs are employed in high schools in promoting the benefits of a tertiary qualification;
- building stronger relationships and connections with a wide range of individuals and agencies involved in educational pathways for Aboriginal and Torres Strait Islander students;
- and hosting and providing support for the Metro North Elders Yarning Circle; North Regional Murri Network; Brisbane North Elders Yarning Circle; and
- the Moreton Bay and Caboolture Shire Aboriginal and Torres Strait Islander Education Focus Group, and the Southbank Institute of Technology Indigenous Community Advisory Committee.

The Oodgeroo Unit continues to build links with high schools stretching from the Torres Strait Islands to Ipswich in South East Queensland in order to improve access, success, aspiration and retention. This is consistent with the links that QUT has with high schools through educational pathway programs such as Start QUT and Q-Step.

In partnership with high schools, the Oodgeroo Unit hosts the Aboriginal and Torres Strait Islander Student Careers Day at the Caboolture Campus annually. Aboriginal and Torres Strait Islander students from the following schools participated in the activity: Caboolture State High School, Pine Rivers State High School, Tullawong State High School, Bribie Island State High School, Dakabin State High School, Clontarf Beach State High School, Beerwah State High School, St Columban's College and Redcliffe State High School.

Outreach activities

QUT has a range of outreach activities designed to attract Aboriginal and Torres Strait Islander students to QUT. Most of these activities are driven by the Oodgeroo Unit, however, Equity Services and Student Recruitment work collaboratively to provide information in mainstream avenues of marketing, recruitment and outreach. This includes:

- partnerships with high schools and primary schools with high enrolments of Aboriginal and Torres Strait Islander students;
- On-campus events, school visits and residential camps with Aboriginal and Torres Strait Islander-friendly content, information and staffing; and
- Targeting publications for Aboriginal and Torres Strait Islander students

Noted outcomes of the Outreach activities include:

- raising the profile of the Oodgeroo Unit and QUT Caboolture Campus within the Local Aboriginal and Torres Strait Islander Community;
- creating partnership opportunities with local government and non-government organisations;
- engaging with large numbers of Aboriginal and Torres Strait Islander Community members and secondary school students;
- the opportunity to liaise with other universities and training organisations to develop effective professional partnerships;
- building tertiary aspiration among Aboriginal and Torres Strait Islander persons within the Caboolture and surrounding regions; and
- improving access to University level study for Aboriginal and Torres Strait Islander persons.

The Oodgeroo Unit participates in Aboriginal and Torres Strait Islander careers markets, including in the Torres Strait, Townsville, South East Queensland, and Brisbane regions. The Oodgeroo Unit promotes higher education access and participation at Aboriginal and Torres Strait Islander community events such as Reconciliation activities, NAIDOC week, and other community gatherings.

The Oodgeroo Unit has a high level of engagement with Indigenous community groups, and uses its networks to develop partnerships to raise awareness of QUT, the facilities and programs available to support Aboriginal and Torres Strait Islander students, and the University's commitment to providing pathways for students to enter tertiary study. In collaboration with government and non-government agencies, the Unit hosts regular community engagement meetings to bring together Aboriginal and Torres Strait Islander community groups in the Northern corridor of South-East Queensland. The Northside Elders group continues to meet at the Oodgeroo Unit, Kelvin Grove Campus.

The Yumi Deadly Centre (YMD) in the Faculty of Education emerged from the research and service undertaken by Faculty staff in rural and remote Aboriginal and Torres Strait Islander communities. The YMD staff continue their work (supported by an Australian Research Council Linkage grant) in mathematics education and in research and service in other pedagogies in order to enhance Aboriginal and Torres Strait Islander students' learning outcomes.

Aboriginal and Torres Strait Islander specific scholarships offered by QUT

Undergraduate Scholarships

Indigenous Commonwealth Scholarships

Scholarships for current and future undergraduate students studying in any faculty

Indigenous Student Continuing Studies Scholarship – Business

A scholarship for continuing Indigenous Australian undergraduate business school students

Indigenous Student Intern Scholarship

A scholarship for future undergraduate students studying in the QUT Business School

Laurie Cowled Indigenous Scholarship for Continuing Business Students

A scholarship for continuing undergraduate students studying in the QUT Business School

The McCullough Robertson Scholarships

A scholarship for undergraduate students studying law

Oodgeroo Noonuccal Undergraduate and Postgraduate Scholarships

Supporting the education of Indigenous Australian people in any of the fields which relate to the life and works of Oodgeroo Noonuccal. This might include literature, education, history, cultural studies, law, justice studies and race relations

Paperbark Aboriginal and Torres Strait Islander Scholarship

A scholarship to help support an Aboriginal/Torres Strait Islander student who demonstrates a strong desire to complete their course in Faculty of Education

Pearl Duncan Teaching Scholarships

To assist aspiring teachers to complete an approved pre-service teacher education program

Penny Tripcony Aboriginal and Torres Strait Islander Scholarship

A scholarship for Indigenous Australian students commencing an education degree

Puggy Hunter Memorial Scholarship

Aimed at increasing the number of Aboriginal and Torres Strait Islander people with professional health qualifications

Senator Susan Boyce – Indigenous Student Accommodation Scholarship

This scholarship will support a first year Indigenous Australian female student at QUT from a rural or regional background to make the transition to university life in Brisbane easier

School of Psychology and Counselling Undergraduate Scholarship for Indigenous Students

A scholarship for Indigenous Australian students commencing the Bachelor of Behavioural Science (Psychology)

A scholarship for undergraduate students studying science, information technology or mathematics.

Postgraduate Scholarships

Creative Industries Faculty Indigenous Scholarship

A scholarship for future postgraduate research students in Creative Industries

Indigenous Postgraduate Research Award (IPRA)

Scholarship for future and current postgraduate research

All scholarships are promoted on the University's scholarship website <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>, on the Oodgeroo Unit's BlackBoard website, displaying of advertising materials in student common areas and one-on-one approaches to eligible students.

Each year there is a competitive process for awarding of each of the scholarships, with all scholarships awarded.

All areas of the university include specific reference to Aboriginal and Torres Strait Islander-specific scholarships in publications and all Aboriginal and Torres Strait Islander-specific scholarships are included on QUT's website at <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>. Aboriginal and Torres Strait Islander students who enter QUT via the Oodgeroo Unit are guaranteed a \$1000 bursary to assist them and access to additional bursaries and scholarships through targeted applications processes e.g. mail-outs, emails, one-to-one discussions with enrolling students (at both selection process and during Orientation week we aim to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT).

Name of scholarship	Purpose	Number of students assisted	Duration	Annual financial value
Indigenous Access Scholarship (IAS) (\$4321)	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course	93	1 year	\$401,853
Indigenous Commonwealth Education Costs Scholarship (ICECS) (\$2290)	Assists Indigenous students from low-income backgrounds with their study costs	45	For up to 4 years	\$95,035
Indigenous Commonwealth Accommodation Scholarship (ICAS) (4580)	Assists Indigenous students from low-income backgrounds who have relocated to study from a regional or remote area of Australia	18	For up to 4 years	\$70,990
QUT Equity Scholarship (\$5000)	Assists QUT low SES students with their study costs	1	1 year	\$5,000
QUT Equity Scholarship (\$2500)	Assists QUT low SES students with their study costs	23	1 year	\$57,500
QUT Equity Scholarship (\$1250)	Assists QUT low SES students with their study costs	3	1 semester	\$3,750
QUT Equity Bursary (\$1000)	Assists QUT low SES students with their study costs	21	1 year	\$21,000
QUT Equity Starter Bursary (\$500)	Assists QUT low SES students currently on commonwealth scholarships (i.e. CECS, ICECS, NPS) with their study costs at the start of semester 1	67	1 year	\$33,500
QUT Emergency Bursary (\$300)	Assists QUT low SES students who are experiencing difficulty due to an unanticipated financial situation	7	1 semester	\$2,100

Commencing Aboriginal and Torres Strait Islander Students

	2010	2011
Aboriginal and Torres Strait Islander students	137	186
Non Aboriginal and Torres Strait Islander students	12634	13267

Note: Non Aboriginal and Torres Strait Islander students figure is exclusive of International Students

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

Your response to this goal needs to answer, but is not limited to the following questions:

- What is the total number of Aboriginal and Torres Strait Islander student enrolments for 2011 as compared to 2010? (Please provide an all student comparison.)
- What strategies have been implemented by your institution to address Aboriginal and Torres Strait Islander student participation?
- What role has your Aboriginal and Torres Strait Islander unit played in seeking to improve Aboriginal and Torres Strait Islander participation in your institution?

The Oodgeroo Unit maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting students, and ensuring they successfully complete and graduate from their studies. The Oodgeroo Unit, in conjunction with the other QUT Aboriginal and Torres Strait Islander programs, has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda.

The Oodgeroo Unit currently forms part of the Chancellery, reporting directly to the Deputy Vice-Chancellor (Learning and Teaching). Its major functions are conducted from the Kelvin Grove and Gardens Point campuses; however, the Oodgeroo Unit has facilities and staff at Caboolture also. The Oodgeroo Unit is led by a Director (appointed in 2010) and comprises three academic staff and nine professional staff. Academic staff are primarily responsible for learning and teaching, research, and community service activities, including managing the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT), part of the Commonwealth Government's Indigenous Education Direct Assistance program. Professional staff are responsible for the conduct of day-to-day administrative activities of the Oodgeroo Unit, providing support to Aboriginal and Torres Strait Islander students, and for supporting academic staff operations. The Oodgeroo Unit has a number of core business functions, which primarily focus on recruiting, retaining and graduating students.

The University continues its coordination of activities to help ensure retention of the University's Aboriginal and Torres Strait Islander students with a holistic framework for both recruitment and student support strategies which focuses on the entire Student Success and Retention of Aboriginal and Torres Strait Islander students which begins with the Centralised Assessment Selection Process (CASP) in November.

Pre Orientation Program and First Year Experience Program

The Program's activities have academic, social and cultural dimensions and are guided by QUT's well-established First Year Experience Program (FYE). Students are encouraged to include their immediate and extended families in their university experience and to get to know other first year and continuing students enrolled in their degree or faculty. To encourage the social and cultural connection amongst students, staff, and community, a family BBQ is held at the beginning of POP Week. This gives family members the opportunity to familiarise themselves with the university environment. An introduction to the

University faculties is included that allows students to become familiar with their Oodgeroo Unit Academic Advisor and their faculty's location, processes, and academic and professional staff. The students are encouraged to participate in the University's Orientation activities and the faculty-specific programs held in the following week.

During POP Week, a day trip to North Stradbroke Island allows first-year students to meet and bond with Oodgeroo Unit support staff and to establish an informal network and social connections with their peers. Students are introduced to the history and legacy of Oodgeroo Noonuccal (Kath Walker) [1920-1993]; a great advocate who encouraged education as a pathway to better choices and futures for Aboriginal and Torres Strait Islander people.

As part of its support for QUT's Aboriginal and Torres Strait Islander students, the Oodgeroo Unit provides assistance and funding for a variety of activities and groups. This support enables Aboriginal and Torres Strait Islander students to participate in a range of activities which promote their academic, sporting and cultural development.

Student Support Services

The Oodgeroo Unit provides support for students on all campuses and Aboriginal and Torres Strait Islander students have access to dedicated computer laboratories, small tutorial rooms, and common room facilities. Students are encouraged to contact Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT. Each student has an assigned academic advisor who monitors and follows that student's progress. At the commencement of each semester a social event is held to encourage students to mix with Oodgeroo Unit staff and other students.

The Unit has an online system, using Blackboard, for the management of the ITAS-TT program. The secure Wiki Blackboard site allows students to apply for assignment of an ITAS Tutor. The tutors use this format to complete their tutor work programs and progress reports. These detail the learning skills and capabilities that individual Aboriginal and Torres Strait Islander students will need in order to succeed in their chosen degree course at QUT.

Academic Probation and Exclusion Program

The Probation and Exclusion Program provides support to Aboriginal and Torres Strait Islander students who appear on the University's academic probation and exclusion list. When Aboriginal and Torres Strait Islander students are excluded, they are contacted and offered assistance, including a letter of support and assistance in completing paperwork and other requirements to enable them to challenge the exclusion. At risk students are encouraged to seek withdrawal without academic penalty from units where they qualified for this consideration. Students are also encouraged to access support programs such as ITAS, academic skills workshops, one-on-one meetings with their academic skills advisor, and to review their workload and enrolment details.

Support Schemes

The University's Equity Services Department coordinates a financial support scheme which provides scholarships, bursaries, and gives computers to low-income students and is accessed by many Aboriginal and Torres Strait Islander students. Special consideration is given to Aboriginal and Torres Strait Islander applicants to ensure they are well represented in the recipient pool, and Oodgeroo Unit staff assist students in accessing the scheme. At the pre-enrolment interviews, students are encouraged to make on-the-spot applications, and support continues through Orientation and the FYE program with students supported in their applications for Commonwealth and QUT financial support.

Enrolments of Aboriginal and Torres Strait Islander Students

	2010	2011
Aboriginal and Torres Strait Islander students	385	428
Non Aboriginal and Torres Strait Islander students	34798	35207

Note: Non Aboriginal and Torres Strait Islander students figure is exclusive of International Students

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

Your response to this goal needs to answer, but is not limited to the following questions:

- What is the total number of Aboriginal and Torres Strait Islander completions at a Bachelor level and above in 2011, as compared to 2010? (please provide an all student comparison)
- What strategies have been implemented by your institution to improve Aboriginal and Torres Strait Islander student graduation rates?

QUT supports its students from commencement to graduation, Support strategies include: Pre-Orientation Program (POP) offers new Aboriginal and Torres Strait Islander students the opportunity to become familiar with the Oodgeroo Unit, the University's campuses, the University's student services as well as a variety of other services available. It offers a culturally safe space before QUT's orientation week for new students to mix with new and continuing students and staff. The Oodgeroo Unit administers the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT) for students requiring academic tutorial assistance for up to 2 hours per week per subject.

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

QUT continues to work to ensure the academic achievement of its Aboriginal and Torres Strait Islander students through the provision of:

- academic support where students are assigned an academic advisor to assist with academic, enrolment and related matters;
- 24-hour access to dedicated computing laboratories;
- a laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups;
- access to academic resources, including a range of reference books and learning assistance materials;
- assistance with web searching and other on-line resources. Staff are available to assist students, on an individual basis, with on-line and other computing tasks; and
- access to an interactive website that permits students to post information and discussion items, access information on employment, cultural, and sporting events, and a general bulletin board.

The Oodgeroo Unit staff continue to meet with Student Business Services each semester at Oodgeroo Unit General Staff meetings to discuss Aboriginal and Torres Strait Islander student's enrolments and to review enrolment procedures relating specifically to this student cohort. Other strategies include:

Learning Support Team meeting with Equity Services, Counselling Services, Scholarships Office and other student support areas to build relationships to support Aboriginal and Torres Strait Islander students.

Academic with Learning Support Staff provide supporting letters for students applying for exemption from academic and financial penalties.

Student Support and Community Engagement officer with QUT Caboolture student services to identify and assist students at risk.

Oodgeroo Unit Academic Advisors have view of all disciplines to assist students who require advice and assistance on matters relating to study progress.

Completions of Aboriginal and Torres Strait Islander Students

	2010	2011
Aboriginal and Torres Strait Islander students	50	48
Non Aboriginal and Torres Strait Islander students	7608	7563

Note: Non Aboriginal and Torres Strait Islander students figure is exclusive of International Students

2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

Your response to this goal needs to answer, but is not limited to the following questions:

- How, and to what extent are Indigenous perspectives reflected in your institution's curriculum?
- How does the University address the cultural competency of its staff and students?
- What is the University's involvement with Indigenous community members in working toward this goal?
- What is the role of your Aboriginal and Torres Strait Islander unit in enhancing the status of Indigenous Knowledges and overseeing cultural competency at your institution?
- What is the role of your Aboriginal and Torres Strait Islander Unit in Aboriginal and Torres Strait Islander community involvement?

The incorporation of Aboriginal and Torres Strait Islander content and perspectives, as appropriate, into the University's curriculum and teaching practices is a commitment of the QUT Reconciliation Statement and Reconciliation Action Plan (2012-2014). QUT aims to make the curriculum more inclusive for Aboriginal and Torres Strait Islander students and to increase the understanding and respect for Aboriginal and Torres Strait Islander culture of non-Indigenous students.

The University has advertised for the appointment of an Associate Director, Academic – Indigenous Knowledges which is expected to be filled in 2012. The position, located in the Learning and Teaching Unit within Chancellery, reports to the Deputy Vice-Chancellor (Learning and Teaching). The position will provide academic leadership to achieve the University Blueprint³ objectives: to ensure that all students have the opportunity to learn about Aboriginal and Torres Strait Islander knowledges in their course; and to contribute to the development of academic staff to ensure they have sufficient understanding of Aboriginal and Torres Strait Islander knowledges to contribute to reconciliation in the undertaking of their duties. Once appointed the position will work collaboratively across key areas of the Learning and Teaching Unit (including curriculum design and accreditation, staff capability development, evaluation, and student success and retention) and the Oodgeroo Unit. Important collaborative relationships will be developed with the Equity Services Department, the Indigenous Employment Advisor, Assistant Deans Learning and Teaching, and the Office of the Deputy Vice-Chancellor (Academic) to contribute to the University's curriculum goals as articulated in Blueprint³ and the reconciliation action plan.

Academic staff from the Oodgeroo Unit evaluate courses and learning environments as part of their work on Aboriginal and Torres Strait Islander Studies and Aboriginal and Torres Strait Islander Knowledges, equity considerations, and curriculum innovation. The latter

includes a focus on embedding Aboriginal and Torres Strait Islander perspectives across the University curriculum. Through partnership with the faculties, the curriculum is audited for appropriate Aboriginal and Torres Strait Islander content and pedagogy.

The Oodgeroo Unit continues to sponsor guest lectures by external speakers, many of whom are distinguished Aboriginal and Torres Strait Islanders actively involved in education and social justice issues. These lectures are widely promoted to QUT staff and students, external community organisations and government agencies.

The incorporation of Aboriginal and Torres Strait Islander content and perspectives into the University's curriculum and teaching practices has been in place since 2011 as part of QUT's plan to strengthen intercultural competence as stated in Blueprint³.

QUT has a number of policies and strategies in place to promote respect for Aboriginal and Torres Strait Islander perspectives, Reconciliation, and anti-racism.

Policies and codes

Codes of conduct require that staff and students comply with relevant QUT policies and legislation, in particular in relation to discrimination and harassment. Key policies include:

- Reconciliation Statement http://www.mopp.qut.edu.au/A/A_08_03.jsp
- Equal opportunity and diversity policy http://www.mopp.qut.edu.au/A/A_08_04.jsp
- Cultural diversity and anti-racism policy http://www.mopp.qut.edu.au/A/A_08_07.jsp

Oodgeroo Unit staff are involved in cross-disciplinary learning and teaching activities through negotiated service-teaching arrangements and through the delivery of specialist lectures in undergraduate and postgraduate units across QUT's faculties. These staff members are involved also in the supervision of Aboriginal and Torres Strait Islander and non-Indigenous students undertaking higher degree studies, and provide advice to non-Indigenous Australian students completing assessment items that have an Aboriginal and Torres Strait Islander component. Staff of the Oodgeroo Unit work with Equity Services staff in the delivery of programs to enhance the cultural competency of staff and students.

The Oodgeroo Unit regularly visits communities promoting the Unit and the university, presenting information sessions to visiting students as well as in schools, staff represent the Oodgeroo Unit on external community organisations

The Oodgeroo Unit has had an increased attendance at NAIDOC events in Brisbane and the Moreton Bay region (2012 saw attendance at Inala, Ipswich, Musgrave Park, Deception Bay, Redcliffe and Caboolture).

Other Indigenous community events attended included Stylin' Up, Former Origin Greats Indigenous Employment and Career Expos, Vibe Alive festival, and Murri Rugby League Carnival. The Marketing and Communications team attended these events in the capacity of information stalls. The Oodgeroo Unit also engaged with schools in the Caboolture Catchment area through Murri Pathways, an initiative that presented to year 10, 11 and 12 Indigenous students about career pathways post secondary school

In addition, the Oodgeroo Unit had a visible presence at career events such as the Regional Careers Markets, TSXPO, and QUT Open Days which are not Indigenous-specific events.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2011. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2011 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003* – Other Grants Guidelines (Education) 2012.

Use the following format (or similar), expanding to provide details on items where appropriate.

Financials available on request.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous education statement, including name(s), position title, phone number and email address.

Where your IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

University Officer

Name: Michaela Deen

Position Title: Executive Officer to Deputy Vice-Chancellor (Learning And Teaching)

Phone Number: 07 3138 6869

Email: m.deen@qut.edu.au

Indigenous Education Unit Officer

Name: Anita Lee Hong

Position Title: Associate Professor, Director

Phone Number: 07 3138 3721

Email: anita.leehong@qut.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

Providers may publish the Indigenous Education Statements on their website and on publication, provide the Department of Innovation with a link to the statement.

Indigenous Employment Reference Group (IERG) TERMS OF REFERENCE

The Indigenous Employment Reference Group (IERG) is established in accordance with Council Procedure 1 - Committees . The IERG is based on the *QUT Enterprise Agreement (Professional Staff) 2010 – 2012, Section 41.2.3, and the QUT Enterprise Agreement (Academic Staff) 2010-2012, Section 39.2.3*. The IERG is accountable to the Chairperson to progress recommended strategies and actions through the relevant University Committees and for fulfilling the following terms of reference:

Terms of Reference

The IERG is responsible for the development and oversight of the QUT Indigenous Employment Strategy (IES).

To achieve this, IERG will:

1. Provide strategic advice and guidance on the implementation of the IES to support the achievement of the Strategy's objectives. In particular:
 - Identify and recommend strategies to improve the recruitment of Indigenous Australians to QUT across all positions.
 - Identify and recommend strategies to promote QUT to Indigenous Australians as a preferred employer.
 - Consider and assist the Indigenous Employment Advisor in the implementation of measures to improve the retention of and support for Indigenous staff members.
 - Identify and recommend specific strategies to support the career development of Indigenous staff members.
2. Provide strategic advice and guidance on the strategies and actions in the Reconciliation Action Plan(RAP) including:
 - Increasing the numbers of Indigenous researchers and academic staff,
 - Ensuring all staff have sufficient understanding and knowledge of Indigenous perspectives to contribute to reconciliation in the undertaking of their duties,
 - Significantly increase the University's community engagement with Indigenous peoples and their involvement in decision making.
3. Actively promote the role and activities of the IERG within and outside QUT to assist in promoting the IES and to increase the understanding of Indigenous cultures.
4. Identify and establish partnerships across the University, government and community organisations to maximise employment outcomes for Indigenous Australians at QUT.
5. Perform its role in a consultative manner, providing the opportunity for consultation with all University staff.
6. Monitor on an ongoing basis implementation of the strategy to ensure its efficiency and effectiveness.

Membership

The Reference group will be chaired by an Indigenous member, by agreement of the IERG.

The *QUT Enterprise Agreement for Professional Staff 2010 – 2012*, and the *QUT Enterprise Agreement for Academic Staff 2010-2012* states the reference group will include:

- The Deputy Vice-Chancellor (Academic) *ex officio*,
- A total of one nominee from the NTEU,
- One nominee from the Unions covered by the *QUT Enterprise Agreement for Professional Staff 2010-2012*,
- A University Senior Manager (nominated by Deputy Vice Chancellor (Academic),
- The Human Resources Director *ex officio*,
- The Oodgeroo Unit Director *ex officio*,
- The Indigenous Employment Advisor *ex officio*,
- An Indigenous staff member (Oodgeroo Unit) elected by Indigenous Oodgeroo staff,
- An Indigenous Staff member (non-Oodgeroo Unit) elected by Indigenous staff outside the Oodgeroo Unit.

In addition to this membership the IERG will include:

- A senior staff member from a Division, nominated by the IERG,
- An Indigenous Staff member (Indigenous Studies Research Network -ISRN) elected by the Indigenous staff from the ISRN,

Tenure and frequency of meetings

Tenure for all voted and nominated positions is two years. The IERG is expected to meet at least 4 times per year.

Reporting

The IERG will liaise as appropriate with the Indigenous Education and Employment Committee and will provide six monthly reports to the staff consultative committees.