

QUEENSLAND UNIVERSITY OF TECHNOLOGY

2010 INDIGENOUS EDUCATION STATEMENT

REPORTING ON THE 2009 YEAR

4. INDIGENOUS EDUCATION STATEMENT

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

- Your approach to improving higher education outcomes for Indigenous Australians and how this is being implemented
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

The University's objectives for Indigenous Australians 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/A/A_08_03.jsp). The Reconciliation Statement is the principal strategic statement that underpins QUT's aspirations for current and future endeavours to improve outcomes for Indigenous Australians. The Reconciliation Statement commits QUT to sustainable reconciliation between Indigenous (Aboriginal and Torres Strait Islander peoples) and non-Indigenous Australian people. The Statement recognises the particular responsibility of educational institutions to redress disadvantage and to overcome prejudice.

In June 2005, 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. Progress reports are submitted to Council annually and QUT remains committed to the promotion of reconciliation for Australia's Indigenous people.

The *QUT Blueprint* (the University's institutional plan which is being revised at present) details the University's priorities and sets the overall theme for the inter-connected top-level plans that cover Learning and Teaching, Research and Innovation, People and Culture, and Finance and Infrastructure. These top-level plans include a number of objectives and targets relating to QUT's Reconciliation Statement and provide the framework for faculty, division and institute strategic plans.

Two of the primary objectives of the University's top-level plans in terms of Indigenous education are to increase Indigenous commencing students to 1.5 per cent by 2013, and for Indigenous staff to be 1.5 per cent of the workforce by 2013 (*People and Culture Plan 2009-2013*). These two goals form the foundations of two University key performance indicators relating to Indigenous commencing students and Indigenous staff, which are cascaded to faculties and divisions and reported within the University on a quarterly basis.

An aim of the *2009-2013 QUT Learning and Teaching Plan* is to explore ways to develop intercultural competence through internationalisation of the curriculum and actions that address the Reconciliation Statement in respect of Indigenous issues. This Plan specifically refers to auditing and evaluating current curricula for appropriate Indigenous knowledges, content and pedagogy; and developing quality assurance indicators that relate to embedding Indigenous perspectives and knowledges.

QUT's 2009-2013 *Research and Innovation Plan* aims to achieve international leadership in disciplines and domains in which Queensland and Australia have a natural competitive advantage, including Indigenous issues. The Plan also refers to continued growth in Indigenous research capacity.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

SECTION 2.1

Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

QUT endeavours to ensure that Indigenous perspectives and knowledges are considered in governance, policies, and teaching and research, and so seeks to ensure **involvement of Indigenous people in decision-making**.

The University's governing body, QUT Council has an Indigenous Australian member and there are specific membership categories for Indigenous representatives on the University Equity Board and the University Human Research Ethics Committee. The Curriculum Working Party of University Teaching and Learning Committee includes the Manager of the Oodgeroo Unit or nominee in its membership. The University Promotion Committee that considers applications for promotion to Professor and Associate Professor mandates an external Indigenous member when an application is received from an Indigenous Australian staff member.

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 Indigenous education. Each is led by an Indigenous Australian staff member.

The **Manager of the Oodgeroo Unit**, which is QUT's Indigenous student support unit, reports directly to the Deputy Vice-Chancellor (Academic). (The new Manager, Associate Professor Anita Lee Hong takes up her appointment in July 2010.) The Manager is responsible for the overall management and leadership of the Oodgeroo Unit and its staff. The Manager's duties include:

- Leading, monitoring and contributing to Indigenous 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;
- Coordinating a network of academic staff in cooperation with the leadership of each of the seven faculties and QUT Caboolture;
- Providing strategic and operational advice on Indigenous curriculum and research matters;
- Managing the Unit's human resources 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 Indigenous and other community organisations;
- Preparing, advocating and implementing the QUT Indigenous Education Strategy and relevant aspects of the QUT Equity Plan; and
- Reporting 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 Australia's Indigenous peoples and is an agent for institutional change. By conducting faculty- based professional development programs, the Oodgeroo Unit aspires to support faculty staff in ownership of programs that address QUT's Reconciliation Statement and commitments.

The **Stronger Smarter Institute** is part of QUT's Education Faculty and is based at Kelvin Grove and Caboolture. The Institute is an innovative partnership between QUT, Education Queensland and DEEWR which began in 2005 and its **Executive Director is Dr Chris Sarra**. The Institute:

- delivers quality leadership programs for school leaders to enhance the teaching of Indigenous school students;
- develops and facilitates innovative research projects;
- works in partnership with governments, schools, and universities engaged in Indigenous education;
- supports the development of Indigenous leadership in communities; and
- is a hub of a growing network of schools and individuals who are engaged in creating "stronger smarter" realities for Indigenous children.

The third area is the **Indigenous postgraduate capacity building program led by Professor Aileen Moreton-Robinson**, inaugural QUT Professor of Indigenous Studies. The program is at the centre of the Indigenous Research Network activities and includes seminars, master-classes, the publication of an online journal, an Indigenous studies research resource website, and the building of a distinctive Indigenous postgraduate students' network across QUT. Professor Moreton-Robinson is an internationally-recognised leading scholar in the field of Indigenous Studies whose published work is on the curriculum in Australia and abroad. She 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. She is regularly invited to present keynote addresses and master classes in the field of Indigenous Studies both in Australia and abroad.

In 2009, the University provided additional funding to Professor Moreton-Robinson in support of the Indigenous Studies Research Network (ISRN). The Network has dedicated space on the Kelvin Grove campus and the program of activities and facilities for 2009 included:

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

SECTION 2.2

Increase the number of Indigenous people employed, as academic and non-academic staff, in higher education institutions.

QUT's Indigenous Employment Strategy

In 2002, QUT implemented an Indigenous Australian Employment and Career Development Strategy, the Indigenous Employment Strategy (IES), to support the advancement of Indigenous Australians by fostering and increasing the employment, career development and participation of Indigenous staff in all levels of work activity. The Indigenous Employment Strategy at QUT was developed by staff members in the Human Resources Department in collaboration with an Indigenous Employment Steering Committee. The Indigenous Employment Strategy has been successful in developing and strengthening partnerships with Aboriginal and Torres Strait Islander people, community based organisations, and other external organisations. The Indigenous Employment Strategy was reviewed in 2007 and remains current until 31 December 2010. 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 Indigenous Australians employed at QUT

QUT employs an Indigenous Employment Coordinator to oversee the implementation and coordination of the Indigenous Employment Strategy. There are a number of strategies in place that have been successful in increasing the number of Indigenous people employed at QUT. These are:

- Marketing and promoting the Indigenous Employment Strategy at a National level;
- 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 at a number of Equity Meetings across QUT to heighten QUT staff members' 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 Indigenous staff participation in activities across QUT
- Speaking at QUT's bi-annual "Indigenous Staff and Student Recruitment Workshop";
- Building an electronic database of Indigenous clients registered with the Indigenous Employment Strategy;
- Working with the Oodgeroo Unit to promote employment opportunities to Indigenous graduates;
- Supporting current Indigenous staff in a variety of ways in the workplace to ensure a high retention rate amongst Indigenous staff;
- Co-ordinating Certificate Level IV Training across Administration and Management for Indigenous staff wishing to participate in further study;
- 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 Indigenous Australians, both past and present.

Indigenous-specific positions at QUT, detailed by occupation and level
A = Academic / P = Professional

Employment Status	Casual	Fixed-Term Full-Time	Fixed-Term Part Time	Ongoing Full-Time	Ongoing Part-Time
Senior Staff		1 (A)		1 (A)	
CATRE	1 (A)				
SSG1					
LVL A				3 (A)	
LVL B				1 (A)	
LVL C		1(A)		1 (A)	
HEWA9				1 (P)	
HEWA7		1 (P)	1 (P)	1 (P)	1 (P)
HEWA5		3 (P)	1 (P)	3 (P)	
HEWA4		1 (P)	1 (P)	1 (P)	
HEWA3		2 (P)	4 (P)	1 (P)	

The number of Indigenous staff at QUT and their spread across the University (including numbers in academic and non-academic roles, and by level)

Faculty/School, Classification VS Employment Status	Casual Academic	Casual General	Fixed Term Full Time	Fixed Term Part Time	Ongoing Full Time	Ongoing Part Time	TOTALS
HEWA3			1				1
11800 - Faculty of Business			1				1
HEWA4			1				1
11803 - Advertising, Marketing Public Relations			1				1
118 - Faculty of Business			2				2
CAAAR	1						1
CAMGP	1						1
CATRE	1						1
CATRF	1						1
12300 - Caboolture	1						1
123 - Caboolture	1						1
01072			1				1
CATRE	1						1
HEWA3			1	1	1		3
HEWA4			1		1		2
HEWA5			1	1	3		5
LEVA					2		2
LEVB					1		1
SSG1			1				1
16103 - Oodgeroo Unit	1		5	2	8		15
161 - Chancellery	1		5	2	8		15

HEWA4			1		1		2
16701 - Student Business Services			1		1		2
HEWA4		1					1
16703 - Student Support Services		1					1
HEWA3					1		1
HWA10				1			1
16706 - Facilities				1	1		2
HEWA4			1				1
HEWA7						1	1
16707 - Human Resources Department			1			1	2
HEWA4					1		1
16708 - Marketing Communication Department					1		1
167 - Administrative Services		1	2	1	3	1	8
HEWA4		1					1
HEWA5			1				1
LEVE					1		1
11300 - Faculty of Education		1	1		1		3
CALRA	1						1
CAMGP	3						3
CATRE	2						2
LEVA					1		1
LEVC					1		1
11309 - Cultural and Language Studies in Education	4				2		6
HEWA3				1			1
LEVC			1				1
11311 - Indigenous Education Learning Institute			1	1			2
113 - Faculty of Education	4	1	2	1	3		11
CALRA	1						1
CATRE	1						1
CATRF	1						1
11610 - FIT Academia	1						1
116 - Faculty of Info Tech	1						1
LEVB					1		1
11500 - Faculty of Health					1		1
CALRA	1						1
CATRE	1						1
HEWA3		1					1
11501 - Social Work and Human Services	1	1					1
HEWA4			1				1
11505 - Nursing			1				1
CATRF	1						1
11508 - Public Health	1						1
115 - Faculty of Health	2	1	1		1		4

LEVA			1				1
11704 - Law School			1				1
CAAAR	1						1
CALRA	1						1
CATRE	1						1
11708 - School of Justice	1						1
117 - Faculty of Law	1		1				2
HEWA3				1			1
11907 - Mathematical Sciences				1			1
119 - Faculty of Science and Technology				1			1
QUT WIDE	8	3	13	6	20	2	50

The role played by the Oodgeroo Unit in improving Indigenous employment at QUT

The QUT Indigenous Employment Reference Group is comprised of representatives of Indigenous staff from the Oodgeroo Unit and the University's faculties and divisions, the DVC (Academic) who chairs the Reference Group, and Equity Services Department and Human Resources Department staff. The Reference Group meets quarterly and the Indigenous Employment Coordinator meets with staff of the Oodgeroo Unit at regular intervals to discuss the progress and impact of the Indigenous Employment Strategy.

The Indigenous Employment Strategy is moving towards offering development for QUT's postgraduate students in order to encourage them to consider an academic career path and the Coordinator continues to liaise with staff of the Oodgeroo Unit regarding this prospect. The Oodgeroo Unit promotes the Indigenous Employment Strategy at its Courses and Careers Exhibitions and other community events.

SECTION 2.3

Ensure equitable access of Indigenous students to higher education.

Commencing Indigenous students for 2009 (access rate) compared to prior years

	2007	2008	2009
QUT commencing Indigenous students	145	144	130
Total QUT commencing students	13268	11831	12817
Indigenous % of total commencing	1.09%	1.22%	1.01%

During 2009, the Oodgeroo Unit continued to strengthen its marketing and recruitment activities via a *Student Support Recruitment Strategic and Evaluation Plan* to increase the access, retention and participation rate of Indigenous students at QUT. The Plan is aligned to the findings and articulation of student and parent needs as identified in workshops conducted as part of the *Parent School Partnership Initiative (PSPI)*.

The PSPI initiative, focussed on the northern corridor of Brisbane, continues to strengthen the capacity of parents and the community to work with schools in order to improve educational outcomes and objectives for Indigenous students. Community engagement, student participation, and capacity building in relation to Indigenous perspectives and school-community relationships are activities that sustain this promotion of educational opportunities within the higher education sector.

The schools and community organisations involved are:

- Aboriginal and Torres Strait Islander Education Focus Group of the Caboolture Shire
- Bray Park State High School
- Caboolture State High School
- Clontarf Beach State High School
- Dakabin State High School
- North Regional Murri Network

The Parents for Success (P4S) strategy formulated in 2009 broadened this approach of engaging Indigenous students in secondary schooling to other regions within QUT's primary catchment.

During 2009, collaborative links with the TAFE/VET sector were formed and the Oodgeroo Unit continues to expand its activities in the Northern Corridor (Caboolture region). In 2009, cross-sector planning with Southbank Institute of Technology and Brisbane North Institute of TAFE supported 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 offering degree level courses and articulation with these TAFE institutions, particularly in Law and Justice, Education, Nursing, and the Creative Industries.

The Oodgeroo Unit continued its support for Indigenous students across QUT campuses in 2009, through the provision of dedicated staff, and student support facilities (including a student computer laboratory). It promoted higher education opportunities to Indigenous people in a variety of activities that addressed the *closing the gap agenda* and supported QUT's Reconciliation Statement commitments. These include:

- the Pre-orientation Program (POP), held in February 2009 and July 2009, which complemented faculty-based resources and systems;
- school visits (with local Indigenous education workers) by Oodgeroo Unit marketing and academic staff and Southbank Institute of Technology (SBIT) and Brisbane North Institute of TAFE (BNIT) staff;
- a 2009 Careers Expo organised collaboratively with the same parties, and held on the BNIT / QUT campus, that attracted students and teachers from local state high schools;
- information sessions for prospective students on course selection, QTAC application, and university entry and enrolment. These were conducted on-campus, or where appropriate, in-community;
- educational networking with school administrations, local Indigenous Community Advisory Committees, and organisational units and faculties within QUT;
- working closely with the Aboriginal and Torres Strait Islander Community Education Counsellors 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 Indigenous students; and
- hosting and providing support for the Metro Elders Yarning Circle; North Regional Murri Network; the Moreton Bay and Caboolture Shire Aboriginal and Torres Strait Islander Education Focus Group, and the Southbank Institute of Technology Indigenous Community Advisory Committee.

In 2009, the Oodgeroo Unit pursued effective links with high schools stretching from The Torres Strait to Ipswich in South East Queensland. The Unit seeks to strengthen its links to high school students and their parents with a view to improving 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 Unit hosted the Aboriginal and Torres Strait Islander Student Careers Day at the Caboolture Campus in 2009. Indigenous students from the following schools participated in the activity:

- Caboolture State High School
- Morayfield State High School
- Tallawong State High School
- Bribie Island State High School
- Kilcoy State High School
- Deception Bay High School
- Redcliffe State High School

Centralised Selection Program (CASP) 2009

Indigenous students seeking entry to undergraduate courses at QUT are eligible for admission through the University's Alternative Entry Scheme. The Centralised Selection Program (CASP) 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 Program 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.

In 2009, the CASP operated during two intake periods: in June (for 2009 mid-year entry) and November (for 2010 entry). The Oodgeroo Unit coordinated the Program and all Aboriginal and Torres Strait Islander people who had applied for university entry via the Queensland Tertiary Admissions Centre (QTAC) were invited to participate. The Unit staff liaised with QUT's Student Business Services to ensure that applicants who were successful through the CASP program were given a forced offer into a QUT degree program as approved by the interview panel. A small number of applicants were identified as not suitable for a forced offer in their chosen degree program. Panel members discussed 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.

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.

In 2009, the CASP was again used as an informal induction to university. The interview panel outlined the academic support available to successful applicants e.g. the Indigenous Tutorial Assistance Program, and student support staff encouraged applicants, especially those from rural and remote areas, to consider their accommodation, transport and financial support options. Staff from the Equity Services Department assisted and supported all applicants in applying for the Commonwealth Education Scholarship, the Commonwealth Accommodation Scholarship, and the Indigenous Access Scholarship via the QTAC website.

Outreach activities

In 2009, the Oodgeroo Unit participated in Indigenous careers markets, including in the Torres Strait, Townsville, South East Queensland, and Brisbane regions. Staff members from the Unit were involved also in mentoring young Indigenous people from Far North Queensland in a Youth Retreat at Stradbroke Island in partnership with the Queensland Association for Healthy Communities (QAHC). The Unit also promoted, higher education access and participation at Indigenous 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 and its capacity to develop partnerships to raise awareness of QUT, the facilities and programs available to support Indigenous students, and the University's commitment to providing pathways for students to enter tertiary study. In collaboration with government and non-government Indigenous agencies, the Unit hosts regular community engagement meetings to bring together Indigenous community groups in the Northern corridor of South-East Queensland. In 2009 the Northside Elders group met once a month at the Oodgeroo Unit, Kelvin Grove Campus. The Community Education Counsellor meetings were also held there. These meetings work towards empowering community agencies to engage in policy discussions, develop business plans and funding applications, and to identify appropriate action in response to community issues, including access to training and educational opportunities, and are consistent with the QUT Community Engagement Framework (which is available at http://www.mopp.qut.edu.au/I/I_01_02.jsp)

The *Yumi Deadly Centre* (YMD) in the Faculty of Education emerged from the research and service undertaken by Faculty staff in rural and remote Indigenous communities. In 2009, the Centre staff continued its work (supported by an ARC Linkage grant) in mathematics education and in research and service in other pedagogies in order to enhance Indigenous students' learning outcomes. The Centre's new premises were officially opened in March 2010 at Kelvin Grove.

Scholarships

In 2009, the University continued to offer a range of postgraduate research scholarships for Aboriginal and Torres Strait Islander students:

- the Creative Industries Indigenous Scholarship detailed at: <http://www.creativeindustries.qut.edu.au/research/future-student/indigenous.jsp>
- the Faculty of Science and Technology offers a postgraduate scholarship detailed at: <http://www.oodgeroo.qut.edu.au/students/scholarships.jsp>
- three Indigenous scholarships offered each year through the annual scholarship round for both PhD and Masters by research studies
- the Oodgeroo Noonuccal Scholarships awarded for the third time in 2009. These Scholarships aim to promote the pursuit of Indigenous rights and justice through supporting the education of Indigenous people in any of the following fields: literature, education, history, cultural studies, law, justice, and race relations. The scholarships provide one postgraduate scholarship, to be offered every two or three years for either a research Doctorate or Masters by research (\$28,000 stipend); one honours scholarship offered annually to an Indigenous candidate (\$7,000); and one annual scholarship in the School of Justice offered to an outstanding first year undergraduate (\$5,000). Two scholarships were awarded in 2009.

The McCullough Robertson Support Fund for Indigenous Law Students is a partnership between McCullough Robertson and the QUT Faculty of Law. This was implemented in 2009. The sponsorship by McCullough Robertson is used to finance a combination of large and small projects and schemes. The suite of sponsorship opportunities ensures that financial assistance is not limited solely to larger scholarships for the benefit of only one or two students. \$20,000 is available annually for a variety of schemes including:

- A \$5,000 scholarship for a commencing Indigenous Law student;
- A \$5,000 scholarship for a continuing Indigenous Law student;
- Start-up bursaries of \$500 for all Indigenous commencing Law students in the form of cash and/or book vouchers and printing cards;
- Travel bursaries for external Indigenous Law students to attend compulsory classes;
- Conference attendance;
- Assistance with graduation costs;
- Assistance with travel and living expenses for selected internships with community organisations; and
- Work experience with McCullough Robertson for Indigenous students.

Undergraduate and postgraduate coursework scholarships are also provided for Indigenous students, such as the Faculty of Education's Paperbark Aboriginal and Torres Strait Islander Scholarship (for the Bachelor of Education); and the Penny Tripcony Aboriginal and Torres Strait Islander Scholarship for postgraduate studies.

SECTION 2.4

Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

Total number of Indigenous student enrolments for 2009 (participation rate) compared to prior years

	2007	2008	2009
QUT Indigenous students	396	386	375
Total QUT students	33618	32900	33864
Indigenous % of total	1.18%	1.17%	1.11%

Performance Indicators (as defined by DEEWR in the 2009 Institution Assessment Framework Portfolio) for Indigenous students at QUT

	QUT					Queensland				Sector			
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2005	2006	2007	2008
Access%	1.02	1.10	1.15	1.23	0.99	1.43	1.53	1.51	1.94	1.49	1.49	1.51	1.58
Participation%	1.17	1.20	1.26	1.20	1.10	1.38	1.41	1.50	1.64	1.20	1.25	1.29	1.29
Success Ratio	0.80	0.85	0.80	0.81	0.80	0.81	0.81	0.81	0.83	0.79	0.77	0.79	0.79
Retention Ratio	0.94	0.92	0.96	0.89	0.88	0.82	0.85	0.88	0.84	0.78	0.81	0.82	0.79

Sources:

QUT IAF Portfolio 2009, DEEWR

^ 2009 full-year QUT data using Equipac

QUT's performance in terms of retention rates for Indigenous students exceeds the state and sector average. QUT remains vigilant about these indicators and mindful of its longer term goal of achieving parity in success and retention rates with non-Indigenous students.

There was a continued focus in 2009 on the enhanced coordination of activities to help ensure retention of the University's Indigenous students. A holistic framework for both recruitment and student support strategies was implemented fully. The focus was on the entire *First Year Experience* (FYE) of Indigenous students (beginning with the Centralised Assessment Selection Process (CASP) in November 2009).

Pre-Orientation Program and First Year Experience Program

The Oodgeroo Unit coordinates a Pre-Orientation Program (POP), held in the week before QUT's orientation week, to help orient Indigenous students to university life. Aboriginal and Torres Strait Islander students who are entering either an undergraduate or a postgraduate program are invited to participate in the program. In 2009, the Program for commencing students included faculty-based sessions, an introduction to QUT computing and information technology systems such as Blackboard, QUT Virtual and the website, advice on enrolment procedures, information on fees, the Indigenous Tutorial Assistance Scheme (ITAS) and Preparing for University Study workshops. These were coordinated by the Unit with support from faculty staff across the University.

The Program's activities have academic, social and cultural dimensions and in 2009, these were guided by QUT's well-established First Year Experience Program. Students were 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 the Unit held a family BBQ at the beginning of POP Week. This provided family members with the opportunity to familiarise themselves with the university environment. An introduction to the faculty was included that

allowed students to become familiar with their Oodgeroo Unit Academic advisor, and the faculty's location, processes, and academic and professional staff. The students were encouraged also to attend the University's Orientation and the faculty-specific programs held in the following week.

During POP Week a day trip to North Stradbroke Island allowed 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 were introduced to the history and legacy of Oodgeroo Noonuccal (Kath Walker) [1920 - 1993] a great advocate, encouraging education as a pathway to better choices and futures for Indigenous people.

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

Student support services

The Unit provides support for students across all campuses and allows Aboriginal and Torres Strait Islander students to access 24-hour dedicated computer laboratories, small tutorial rooms, and common room facilities. Students are encouraged to contact the Oodgeroo Unit about academic or cultural concerns they may have whilst undertaking their studies at QUT. Each student has an assigned academic advisor within the Unit who monitors and follows a 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.

In late 2008, the Unit's staff developed an online system using Blackboard for the management of the Indigenous Tutorial Assistance Scheme (Tertiary Tuition) (ITAS - TT) program. This initiative was implemented in 2009. The secured Wiki Blackboard site allows students to apply for assignment of an ITAS academic advisor and to complete their educational assessment online in order to secure tutorial support. The tutors use this format to complete their tutor work program and tutor progress report. This details the learning skills and capabilities that individual Indigenous students will need in order to succeed in their chosen degree course at QUT.

The Wiki tool enables group editing of the appropriate pages, with secure log-ins and restricted viewing by log-in. This function enables QUT staff to create a site which only the student, their subject tutor (if they have multiple tutors for different subjects, the tutors can only view pages that relate to their own appointment), their academic adviser, and ITAS administrative support personnel can view and edit. This is a live site which can be augmented but which retains the original assessment plan.

Academic Probation and Exclusion Program

In 2009 the Probation and Exclusion Program continued, providing support to students who appeared on the University's academic probation and exclusion list. A small number of Indigenous students were excluded. They were 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 were encouraged to seek withdrawal without academic penalty from units where they qualified for this consideration. Students were 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.

Support schemes

The University's Equity Services Department coordinates a financial support scheme which provides scholarships, bursaries, and free computers to low-income students, and it is accessed by many Indigenous students. Special consideration is given to Indigenous applicants to ensure they are well represented in the recipient pool, and the Oodgeroo Unit plays a key part in assisting students to access the scheme. This role begins at the pre-enrolment interviews of students, where they are encouraged to make on-the-spot applications, and continues through orientation and FYE programs, wherein students are supported to apply for Commonwealth and QUT financial support.

In the 2009 round, 99 Indigenous students received a Commonwealth or QUT scholarship or bursary. This included 66 Indigenous Access Scholarships. Commencing Indigenous students, who applied via the Oodgeroo Unit, were also awarded a \$500 Starter Bursary to assist with university start-up costs, as well as a guaranteed \$1000 Equity Bursary (if they did not apply for the Equity Scholarships Scheme or were unsuccessful.)

The QUT Equity Scholarships Scheme won an ALTC Program award in 2009 in the category of Services Supporting Student Learning. One of the team members was from the Oodgeroo Unit, reflecting the integral part it plays in scholarship provision at QUT.

SECTION 2.5

Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Total number of Indigenous completions at Bachelor level and above in 2009, 2008, and 2007

	2007	2008	2009
QUT Indigenous completions at Bachelor level and above	55	62	65
Total QUT completions at Bachelor level and above	7327	7241	7391
Indigenous % of total	0.75%	0.86%	0.88%

The support programs provided to students by the Oodgeroo Unit are detailed in the sections above.

In addition, QUT faculties and schools provide local support within the course and discipline areas, particularly where there are significant numbers of Indigenous students.

In 2009, QUT continued to work to ensure the academic achievement of Indigenous 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.

SECTION 2.6

Provide all Australian students with an understanding of, and respect for, Indigenous traditional and contemporary cultures.

Indigenous perspectives in the curriculum

The incorporation of Indigenous content and perspectives, as appropriate, into the University's curriculum and teaching practices is a commitment of the QUT Reconciliation Statement. QUT aims to make the curriculum more inclusive for Indigenous students and to increase the understanding and respect for Indigenous culture of non-Indigenous students.

Academic staff from the Oodgeroo Unit evaluate courses and learning environments as part of their work on Indigenous Studies and Indigenous Knowledges, equity considerations, and curriculum innovation. The latter includes a focus on embedding Indigenous perspectives across the University curriculum. Through partnership with the faculties, the curriculum is audited for appropriate Indigenous content and pedagogy.

In 2009, the Oodgeroo Unit sponsored guest lectures by external speakers, many of whom are distinguished Indigenous Australians who are actively involved in education and social justice issues. These lectures are widely promoted to QUT staff and students, external community organisations and government agencies.

Role of the Oodgeroo Unit

Oodgeroo Unit staff are involved in cross-disciplinary teaching and learning 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 Indigenous and non-Indigenous students undertaking higher degree studies, and provide advice to non-Indigenous students completing assessment items that have an Indigenous component.

With the recruitment of a new Manager in July 2010, it is anticipated that an extensive review of the study units offered to QUT students by the Oodgeroo Unit will be undertaken along with renewed alignment with graduate capabilities across faculties, and the refining of pedagogical and assessment approaches. This work will inform a proposal to introduce a university-wide undergraduate offering in Indigenous Studies.

Strategies to address the cultural competency of QUT staff and students

The promotion of activities to increase staff and student awareness and appreciation of Indigenous histories and cultures and to foster communication and collaboration between Indigenous and non-Indigenous staff and students is a commitment of the QUT Reconciliation Statement.

Reconciliation Week has been held annually at QUT since 2005. In 2009, activities were held on all campuses and these aimed at lifting student awareness and engagement. Speakers, stalls, and resource materials such as Indigenous language maps of Australia, were included in the activities.

In first and second semester each year, the Equity Services Department at QUT facilitates:

- an awareness-raising session on the “Recruitment and support of Indigenous staff and students” (in partnership with staff of the Oodgeroo Unit) ; and
- an awareness-raising session on cross-cultural communication, “Introduction to Cultural Diversity”.

In addition, the staff of the University have access to an on-line training program specifically aimed at eliminating discrimination and harassment in the tertiary sector, “EO Online: fair play on campus”, and staff are regularly reminded of its availability. The Equity Services Department facilitates regular sessions to enable staff without reasonable access to a computer or dedicated time to complete this program (2 modules).

Other awareness-raising events aimed at students take place throughout the year, during Reconciliation Week (mentioned above) and Harmony Day in particular. Invited speakers for forums, displays, cultural celebrations, and information stalls are common features of QUT’s campus life, and are often organised by the Equity Services Department with advice from the Oodgeroo Unit.

The University has, since 2008, run a Cultural Diversity and Anti-Racism Project which is aimed at further embedding good practice as outlined in QUT’s *Cultural Diversity and Anti-Racism Policy (MOPP A/8.7)*. This project is overseen by a steering committee which includes the Manager of the Oodgeroo Unit, and the action plan includes research projects, a speakers’ series, awareness-raising for staff and students, and training for staff at all levels to improve cultural competency and management of diversity at QUT.

Activities in 2009 included workshops for staff on “*Striving for inclusion: understanding and Identifying Racism in a University Context*”; and forums where the particular role of universities in promoting human rights, cultural diversity, anti-racism and inclusive practices was discussed. All included nationally renowned academics and speakers.

In addition, a pilot program for engaging students was undertaken and developed into an orientation program for delivery in 2010: “*Understanding Difference – a beginner’s guide to cultural diversity on campus*”.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$ 1,657,000.00
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ 294,746.00
3	TOTAL ISP income for 2009	\$ 1,951,746.00
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** Internal transfer for staff related costs - Co-ordinator Salary \$95,833.70 Service teaching recoveries from faculties \$63,181.57	\$ 159,015.27
5	Total Indigenous higher education income for 2009	\$ 2,110,761.27
6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$ 1,314,650.81
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$ 42,664.12
6c	Higher education provider overheads.	n/a
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Student Prize \$13,950.87 Advertising, Marketing and Promotional Activities \$18,789.04 Catering for Oodgeroo events, seminars, lectures \$17,378.51 Staff dev. & travel costs inc. conference attendance \$35,745.15 Student travel support \$3,940.29 Contractor Fees for guest lecturers and speakers \$10,168.99	\$ 99,972.85
6e	Total Indigenous higher education expenditure for 2009	\$ 1,457,287.78
7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** Co-ordinator salary expenses \$95,833.70 Teaching staff salaries \$63,181.57	\$ 159,015.27
7b	Total Indigenous higher education expenditure for 2009	\$ 1,616,303.05

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Contact officers for all policy and operational matters regarding the IES, including contact details of the relevant IEU staff member.

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SECTION 5 PUBLICATION OF THE STATEMENT

The QUT Indigenous Education Statement will be published on the Planning and Budget Website and DEEWR will be provided with a link to the Statement.