

**UNIVERSITY OF SOUTHERN QUEENSLAND**  
**INDIGENOUS EDUCATION STATEMENT**

**SECTION 1**

**OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

The University of Southern Queensland's (USQ) approach to improving higher education outcomes for Indigenous Australians begins with reaching out to prospective students, sometimes involving work with local high schools, through the IHEPP program; retaining students through the active involvement of student support officers and mentors within the Centre for Australian Indigenous Knowledges; embedding Indigenous perspectives in the curricula of the academic programs; enhancing and extending the opportunities for studying Indigenous cultures through an Indigenous Studies major; increasing and enhancing the career employment opportunities of Indigenous Australians at USQ.

Indigenous perspectives are embedded in the following key institutional documents:

Objective 1 of the USQ Learning and Teaching Plan prescribes that Indigenous perspectives will be embedded in USQ courses and programs (*USQ Strategic Plan 2009-2013 p.11*).

Goal 7 (Social Justice, Equity and Inclusion) of USQ's Priority Objectives acknowledges the need to continue to improve participation by Indigenous Australians (*USQ Strategic Plan 2009-2013 p.23*).

Objective 2 (Equity embedded into all aspects of operations and practice at USQ) of Goal 7 requires that Indigenous Studies be promoted across the institution and that Indigenous perspectives be embedded in the curriculum (*USQ Strategic Plan 2009-2013 p.23*).

Objective 3 (Improved access, transition and support for groups from educationally disadvantaged backgrounds) of Goal 7 acknowledges the need to develop a comprehensive Indigenous Education Strategy (*USQ Strategic Plan 2009-2013 p.23*).

At this time, a draft USQ Indigenous Education Strategy is being distributed to members of the USQ Indigenous Affairs Committee for comment before wider dissemination within the University and subsequent approval within the Office of the Pro Vice-Chancellor (Social Justice).

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

<b>The AEP goals (paraphrased) relating to higher education are to:</b>	
1	<p>Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.</p> <p style="padding-left: 40px;">Indigenous staff represented the IEU on a variety of Committees, as follows:</p> <p style="padding-left: 80px;">Director – Chair Indigenous Affairs Committee; Ex Officio member USQ Social Justice Committee; USQ Human Research Ethics Committee; USQ Staff Planning &amp; Policy Committee; Faculty of Arts (FoA) Faculty Board; Dean’s Advisory Group FoA; Centre for Rural and Remote Area Health Board.</p> <p style="padding-left: 80px;">Indigenous academics: USQ Learning and Teaching Committee; FoA Learning and Teaching Committee; Academic Board; Student Equity Community of Practice; FoA Research Committee; FoA Academic Program Committee.</p> <p style="padding-left: 40px;">The Director Indigenous Education (DIE) position is characterised as the only Indigenous leadership position at USQ. The DIE is responsible for leadership on Indigenous education and Indigenous affairs at USQ, reporting to the Dean FoA on the former and the Pro Vice-Chancellor (Social Justice) on the latter.</p> <p style="padding-left: 40px;">The IEU at USQ is titled the Centre for Australian Indigenous Knowledges (CAIK). CAIK has two functional streams: Indigenous student support services and teaching and scholarship associated with Australian Indigenous Studies. As a ‘school equivalent’ in the Faculty of Arts, operational decision-making is generally vested in the DIE acting in accordance with organisational delegations regarding administration, finance and human resources. Academic matters are generally determined through faculty academic committee processes facilitated by the Dean FoA.</p>
2	<p>Increase the number of Indigenous peoples employed, as academic and non-academic staff, in higher education institutions.</p> <p style="padding-left: 40px;">The USQ Indigenous Career Development and Employment Strategy was approved by USQ Council in late 2006. Responsibility for implementation resides with the Executive Director, Human Resources. The Strategy can be accessed via the following link:</p> <p style="padding-left: 80px;"><a href="http://www.usq.edu.au/resources/indigenousemploymentstrategy.pdf">http://www.usq.edu.au/resources/indigenousemploymentstrategy.pdf</a>.</p> <p style="padding-left: 40px;">A key action is the early implementation of the University’s Indigenous Career Development and Employment Strategy. This will in due course form a sub-area of a fully-developed Indigenous Strategy which is currently being developed with the oversight of the University’s Social Justice office.</p>

	<p>At this time, the University has not sought dispensation from the Queensland Anti-Discrimination Commission for the establishment of 'Identified' Indigenous positions</p> <p>Currently, there are fifteen (15) Indigenous staff employed at USQ.</p> <p>Six (6) staff are employed as academics: 4 within CAIK (Assoc Professor; 1 x Level B; 2 x Level A) and 1 Level C and 2 x 0.5 Level B in the Department of Nursing and Midwifery, Faculty of Sciences.</p> <p>Nine (9) staff are employed as general staff: 7 within CAIK (1 x Level 8; 2 x Level 5; 4 x Level 4, 1 x Trainee) and 1 x Level 7/8 in USQ Marketing and Public Relations.</p> <p>CAIK has no real involvement in "improving Indigenous employment" at USQ, other than continuing to negotiate short-term roll-over contracts for 6 of the 9 general staff to maintain existing staffing levels.</p>
3	<p>Ensure equitable access of Indigenous students to higher education.</p> <p>CAIK maintains responsibility for the conduct of a pre-enrolment 'enabling' program titled the Indigenous Higher Education Pathways Program (IHEPP). This Program derives from a USQ mainstream enabling program titled the Tertiary Preparation Program (conducted through the USQ Open Access College), and has now been operating for two years as IHEPP. The Program is subject to re-accreditation, due to be completed by the end of 2010.</p> <p>Outreach activities undertaken by the IHEPP Coordinator, Student Support Officers at Fraser Coast and Springfield campuses, together with the (new) Indigenous Marketing and Outreach Officer have resulted in 50 new enrolments in IHEPP for S1 and S2 2009. The Indigenous Nursing Coordinator in the Faculty of Sciences has achieved considerable success in recruiting Enrolled Indigenous Nurses into the Bachelor of Nursing program as well as increasing the retention and completion rates for that cohort.</p> <p>All enrolled Indigenous students are able to apply for one of USQ's Equity Scholarships comprising either \$3,000, a new laptop computer or a \$750 Book Bursary. All Scholarships are managed through the University's Scholarship Office.</p> <p>USQ offers three Scholarships a year to the value of \$2,000 each for Indigenous students commencing full-time study at either the Toowoomba, Fraser Coast or Springfield campuses.</p> <p>The <i>Faculty of Engineering and Surveying</i> offers one scholarship (\$8,000) to a full-time on-campus Indigenous student enrolling in any undergraduate degree program offered by the Faculty.</p>

USQ offers two *John Ross Clancy Indigenous Student Book Bursaries* (\$750 each) for Indigenous students commencing full-time, on-campus study at Toowoomba campus.

USQ offers one Bursary (\$750) for an Indigenous student who is enrolled in the Bachelor of Sciences (Psychology), Bachelor of Psychology (Honours), Bachelor of Sciences (Honours) in Psychology, or Graduate Diploma of Psychological Studies.

All enrolled and commencing students are advised by CAIK Student Relationship Officers at the beginning of each semester of available scholarships. Apart from the Faculty of Engineering & Surveying Scholarship, all USQ scholarships were taken up.

CAIK, in concert with the Indigenous Marketing and Outreach Officer, has developed a range of initiatives and activities aimed at three target groups: years 9-12 school age Indigenous students; school leavers and mature age Indigenous men and women. These include Uni-Tasters, school visits, marketing events; Careers Days and Expos, and in-situ student support (for school students studying 1 IHEPP course).

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

**Table 1.0 Total Domestic Student Enrolments (All levels of Program)**

Enrolments		
Indigenous Australian	2008	2009
Indigenous Australian	283	336
Not Indigenous Australian	17236	18580
Grand Total	17519	18916

Enrolments			
Commencement Status	Indigenous Australian	2008	2009
		Commencing	Indigenous Australian
	Not Indigenous Australian	5727	6516
Commencing Total		5819	6630
Continuing	Indigenous Australian	191	222
	Not Indigenous Australian	11509	12064
Continuing Total		11700	12286
Grand Total		17519	18916

	2008	2009
Access rate	1.6%	1.7%
Participation rate	1.6%	1.8%

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

**Table 2.0 Total Domestic Bachelor level Graduations**

<b>Graduations</b>		
<b>Indigenous Australian</b>	<b>2008</b>	<b>2009</b>
Indigenous Australian	17	19
Not Indigenous Australian	1336	1379
Grand Total	1353	1398

There are a variety of dedicated Indigenous student support mechanisms at USQ however the most significant is the CAIK administered Individual Tailored Student Support Program (ITSSP), now in its third year of operation.

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

This is currently a 'work in progress', as per the reference in Section 1, regarding Objective 1 of the USQ Learning & Teaching Plan. On a smaller scale, CAIK currently offers 5 undergraduate courses in Australian Indigenous Studies that can be taken as electives in four of the five Faculties, and a Graduate Certificate in Indigenous Mental Health and Wellbeing for non-Indigenous health practitioners.

There is no existing mechanism within USQ to evaluate 'cultural competencies' for staff or students. This said, two CAIK staff members are accredited in the delivery of a Queensland Department of Education 'Cultural Competency' workshop program. One staff member has delivered the program at Springfield campus and within the Learning Teaching Support Unit and the Faculty of Education at Toowoomba; the other has delivered the program externally.

The Butchulla 'On-Country' learning program for International full-fee paying students enrolled in a BA will commence 21 June 2010. Many of the same group involved in teaching in the 'On-Country Learning Course' are active members of the Fraser Coast Campus Education Advisory Committee established under the auspices of CAIK and reporting directly to the Provost at Fraser Coast.

The Jarowair and Giabul Traditional Owners for the country in which the Toowoomba campus is situated provide a 'Welcome to Country' at significant USQ events and assist interested students and staff in understanding the traditional history of the Toowoomba region.

### SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 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) 2008 (DEEWR)*.

#### Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$680,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$Nil
3	<b>TOTAL ISP income for 2009</b>	<b>\$ 680,000</b>
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	
	USQ Contributions	\$426,612
	Miscellaneous External Income	\$3,358
5	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 1,109,970</b>
EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2009 grant only		
6a	Operating costs, including salaries, for Indigenous support services	
	Salaries	\$604,538
	Other Operating Costs	\$38,442
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$24,021
6c	Higher education provider overheads – facilities costs	\$8,000
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$4,999
6e	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 680,000</b>

<b>7</b>	<b>EXPENDITURE of Other Funds in 2009</b>	
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).**	\$429,970
7b	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 1,109,970</b>

#### **SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

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#### **SECTION 5 PUBLICATION OF THE STATEMENT**

Providers are to publish Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.