

INDIGENOUS EDUCATION STATEMENT: JAMES COOK UNIVERSITY

SECTION 1: OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

James Cook University's approach to improve higher education outcomes for Indigenous Australians and how this is being implemented

James Cook University (JCU) has an international reputation for quality leadership in education, research and teaching that serves a tropical and remote region. Since its establishment, JCU has expanded into a multi-campus institution with the largest campuses in Townsville and Cairns, and smaller study centres in Mount Isa, Thursday Island, Mackay, Brisbane and Singapore. The third most populous state, Queensland in 2003-04 attained a growth rate above the average Australian rate for the eighth consecutive year. As the majority of the Indigenous population for Queensland are located in regional areas around Townsville and Cairns in North and Far North Queensland, JCU is accessible with flexible learning options for Indigenous students to enrol in many of the disciplines areas in the University.

James Cook University has adopted a hybridised approach to improving higher education outcomes for Indigenous Australians through its blend of a centralised articulation of *Strategic Intent* and value statements, its establishment and support of the School of Indigenous Australian Studies (SIAS) as a dedicated organisational unit promoting Indigenous cultural knowledge and cultural competencies, and a distributed leadership model wherein Indigenous leaders and support staff are dispersed across the Faculties and within Schools offering guidance and support at the local interface with staff and student bodies.

The approach is supported through:

- the appointment of an Indigenous Advisor to the Vice Chancellor who, along with the Indigenous Australian Reference Committee, makes recommendations on Indigenous issues to the Vice Chancellor;

- an Indigenous Head of the School of Indigenous Australian Studies who leads and manages the organisational unit and plays a key role within the wider university context and beyond;
- a Chair of Indigenous Australian Studies who researches and teaches in the field of Indigenous studies;
- an Indigenous Director of the Indigenous Health Unit, and Indigenous academics who teach in a limited number of discipline areas and support officers who work with Indigenous students in Schools; and
- an Indigenous Employment Coordinator who operates within the Human Resource Management Directorate overseeing, and advising on, the Indigenous Employment strategy.

JCU has set key performance targets for Indigenous staff employment and for student access and participation to ensure that Faculties understand the importance of bridging the gap in Indigenous education opportunities and their opportunities to engage in decision-making in the tertiary sector.

How Indigenous perspectives are embedded in the whole of University strategic plan and other key institutional documents

JCU's Statement of **Strategic Intent** (located at: <http://www.jcu.edu.au/about/strategic-intent/index.htm>), the key institutional document that makes explicit the shared values and beliefs underpinning our action, states as follows:

"We are committed to working towards the achievement of genuine and sustainable reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community."

This key document also explains that our -

"students come from many backgrounds, promoting a rich cultural and experiential diversity on campus. The university embraces the principles of equity, access and inclusion. These also underpin groundbreaking programs including in education, medicine and nursing - for Aboriginal and Torres Strait Islanders and people in rural and remote regions. The University is particularly proud of the achievements of its Indigenous students."

The **University Plan** focuses Faculties' attention on academic objectives, strategies and key performance indicators including, but not restricted to, offering 'a socially inclusive learning environment' with key performance indicators for increasing Indigenous Participation, Retention and Completions; and delivering 'research that has impact', focusing on 'increased engagement with rural,

remote and Indigenous communities'. With respect to planning around People and Culture, the University Plan focuses on increasing 'the proportion of students from indigenous and from diverse backgrounds through targeted recruitment programs supported by an expanded range of University scholarships'. Amongst other references, the plan also foregrounds strategies to 'Implement the University Indigenous Employment strategy for staff supported by identification of designated Indigenous positions, targeted advertising and marketing, and direct input from indigenous communities'.

The **University Plan** is then reflected in each **Faculty's Triennium Planning** process and documentation, through which the Council-endorsed objectives, and key performance indicator's are pursued.

The University has also committed to a **Reconciliation Statement** (located at: http://www.jcu.edu.au/vc/idc/groups/public/documents/overview/jcuprd_031975.pdf), against which Faculties are asked to report annually. Through this *Statement* James Cook University has made a commitment to working towards achieving genuine and sustainable reconciliation between the wider community and Aboriginal and Torres Strait Islander people. More specifically, the university has committed to:

- *"Creating a university environment where Aboriginal and Torres Strait Islander people and members of the wider campus community, work, study and live together with mutual respect and understanding.*
- *Fostering an environment where all students and staff feel safe and valued, regardless of their background.*
- *Recognising and valuing cultural diversity as an asset which enriches the life of the university community.*
- *Incorporating Aboriginal and Torres Strait Islander art and cultures within the physical structures and spaces of the University.*
- *Addressing racism and prejudice by highlighting university policies, providing an accessible complaints process, and by educating all students and staff about issues of racism, equity and equal opportunity.*

- *Integrating Aboriginal and Torres Strait Islander knowledge, perspectives and experience across the curriculum through consultation with Aboriginal and Torres Strait Islander students and staff.”*

JCU also has in place, an **Indigenous Employment Strategy** (located at:

http://www.jcu.edu.au/policy/idc/groups/public/documents/recruitment_appointment/jcuprd_047469.pdf). The two main objectives of this *Strategy* are that:

- JCU’s Aboriginal and Torres Strait Islander workforce represent at least 5% of total JCU employee numbers by 2012; and
- Indigenous staff are to be proportionately represented in continuing positions across the University.

This *Strategy* is discussed further below.

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

Goal 1: Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

The number of Indigenous Australians involved in institutional decision making processes and the nature of their involvement, i.e. memberships on boards, committees etc.

JCU is committed to ensuring that Aboriginal and Torres Strait Islander academics and professional staff are effectively and appropriately engaged in the decision-making processes of the University. As Indigenous academics engaged in leadership positions in their respective Faculties, the SIAS Head of School and the Director of the Indigenous Health Unit (IHU) participate in Faculty Executive Committees. The Deputy Head of School of SIAS is also a member of the University’s Education Committee and the Chair of Indigenous Studies is a member of the University’s Research Committee. In addition, there is a Torres Strait Islander representative on the University Council and there is an Indigenous representative on the JCU Human Ethics Committee. Indigenous representatives are also included in the University’s Torres Strait Island Health Sciences Consultative Committee; the Mount

Isa Centre for Rural and Remote Health, Centre Advisory Committee and the School of Medicine and Dentistry Student Selection Committee.

The School of Indigenous Australian Studies, as a School in its own right, has representation on the Faculty of Arts, Education and Social Sciences Teaching and Learning Committee, Board of Studies and Research Committee.

Roles and responsibilities of Indigenous leaders at JCU

Key roles have been established within JCU to provide Indigenous leadership. These include the following:

- Special Advisor to the Vice Chancellor
- SIAS Head of School
- SIAS Chair of Indigenous Studies
- Director, Indigenous Health Unit
- Coordinator Indigenous Health, Mount Isa Centre for Rural and Remote Health
- Indigenous Student Support Officers (ISSOs) in the School of Nursing, the School of Arts & Social Sciences, the School of Education and the Faculty of Law Business and Creative Arts. The Faculty of Science & Engineering is currently undergoing a recruitment process for this position within the Faculty.

The role played by SIAS in decision-making processes

The School of Indigenous Australian Studies (SIAS) has a lead role in Indigenous matters at JCU. The School has been involved in many of the decisions that have arisen across the University that impact on Aboriginal and Torres Strait Islander staff, students and communities, and has been instrumental in establishing strong practices in relation to the support for Aboriginal and Torres Strait Islander research ethics and principles. SIAS provides the secretariat services for the Vice-Chancellors Indigenous Australian Reference Group, which has representation of Indigenous service and community stakeholders from across the region.

A recent external review of *Indigenous Education and Support*, initiated by the University, foregrounded the role of SIAS in the institution's decision-making processes. The response from the

University has been to clarify that SIAS, as a dedicated Indigenous organisational unit, must play a 'key' role in decision-making about Indigenous issues.

Goal 2: Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions

An outline of our active Indigenous Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet

JCU has an ***Indigenous Employment Strategy***, which was endorsed by the University in May 2009. The Strategy was drafted by University's Indigenous Employment Coordinator in consultation with staff and the Unions. An Indigenous Employment Working Party has been established to ensure direct input from Aboriginal and Torres Strait Islander Staff. JCU's Indigenous Australian Reference Committee (IARC), which has representatives from the University, DEEWR and the local Aboriginal and Torres Strait Islander community, provides strategic direction and works to facilitate the objectives of the Indigenous Employment Strategy in partnership with relevant Unions along with the Staff Consultative Committee, the Remuneration and Human Resources Committee and the Vice Chancellor's Advisory Committee. The strategy is promoted at regional career fairs and job expos. The strategy is made available to staff, students and the wider public on JCU website at http://www.jcu.edu.au/policy/idc/groups/public/documents/recruitment_appointment/jcuprd_047469.pdf

Information on our strategies for increasing numbers of Indigenous Australians employed at our university

The ***Indigenous Employment Strategy*** incorporates recruitment and retention strategies for both Academic and Professional/Technical staff. The operational plan supports the University's Strategic Intent, the University Plan and the Reconciliation Statement. The two main objectives of the *Strategy* are for our Aboriginal and Torres Strait Islander workforce within JCU to represent at least 5% of the total JCU employee numbers by 2012; and for Indigenous staff to be proportionately represented in continuing positions across the University.

The strategy focuses on key areas of:

- Marketing and promotion of JCU employment to the Aboriginal and Torres Strait Islander community.

- Community engagement, building relationships and creating awareness of employment opportunities through community engagement.
- Employment, increasing the number of Indigenous staff at all levels and positions across JCU.
- Career development, supporting and encouraging career development and progress of Indigenous employees at JCU.
- Retention, implementing a framework which maximises the appropriate retention of Indigenous staff.
- Monitoring and reporting, through appropriate governance arrangements and oversight of the Indigenous Employment Strategy implementation and ongoing relevancy.

The number of Indigenous-specific positions at our university, detailed by occupation and level

JCU has an ongoing commitment to the Aboriginal and Torres Strait Islander communities in our region and issues relevant to those communities. The University has developed a strong position in relation to the appointment to key leadership positions which are Indigenous. Academic and Professional/Technical staff appointments strengthen the engagement of Aboriginal and Torres Strait Islander people in our endeavours. Some of the key appointments that have been made embrace specific expertise which is available only through Indigenous appointments. These appointments include:

Position	Level	Key Responsibilities
<i>Indigenous Advisor to the Vice Chancellor</i>	Associate Professor	Assist the Vice Chancellor in relation to <ul style="list-style-type: none"> - Indigenous issues and with the implementation of the University's Reconciliation Statement commitments; - Working towards achieving the goal of making JCU one of the most unique universities in Australia and the world in bridging the gap and empowering Indigenous students; - Furthering, the University's involvement in Indigenous issues.

<p><i>Head of School, School of Indigenous Australian Studies</i></p>	<p>Professor or Associate Professor</p>	<ul style="list-style-type: none"> - Provide academic leadership in guiding and developing the identity of the School in research, teaching and community service; - Lead the development of, manage and deliver upon agreed School plans and targets; - Prepare, manage and be accountable for transparent and effective financial management of the School's budget and resources; - Ensure business risks are identified and managed through effective risk management; - As part of the Faculty's senior leadership, work with the Pro Vice-Chancellor in positioning the Faculty for the future; - Manage the ongoing development and performance of staff in the School; - Implement University and Faculty Policies in relation to staff, students, and resources; - Drive the development of a high quality, innovative curriculum; - Ensure the quality and appropriateness of courses and subjects; - Develop and mentor research, including relationships with Cairns Institute; - Ensure robust and productive research outcomes and the development of high quality research training practices; - Represent the School in the Faculty, University and external communities; - Achieve specific goals established in consultation with the Pro Vice-Chancellor.
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<p><i>Chair of Indigenous Studies, School of Indigenous Australian Studies</i></p>	<p>Professor</p>	<ul style="list-style-type: none"> - Provide leadership and commitment to the advancement of Indigenous people in higher education and research; - Lead and personally achieve advancement in higher education and research in Indigenous Australian Studies; - Conduct research and foster the research of others within the School, University and broader community; - Participate in and provide leadership and advice in local and national forums on issues of relevance to Indigenous people in the university, the community, the professions and industry sectors, as appropriate; - Supervise honours and postgraduate research students; - Make a distinguished personal contribution to teaching; - Play an active role in setting and maintaining academic standards and in developing educational policy and curriculum; - Contribute to the development and implementation of policy and the administration of the School and the University.
<p><i>Director, Indigenous Health Unit</i></p>	<p>Associate Professor</p>	<ul style="list-style-type: none"> - Provide academic leadership in guiding and developing the Faculty in its efforts around Indigenous research, teaching and community service; - Lead the development of, manage and deliver upon agreed Indigenous Health Unit plans and

		<p>targets;</p> <ul style="list-style-type: none"> - Prepare, manage and be accountable for transparent and effective financial management of the Unit's budget and resources; - Promote and represent the Faculty and its Schools to the Indigenous communities of north Queensland, and beyond.
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The current number of Indigenous staff at JCU and their spread across the university (including numbers in academic and non-academic roles, and by level).

There are currently 39 Indigenous staff appointed across the University (see table below). It is a requirement of the JCU Designated Indigenous Positions policy to ensure that the most efficient and effective person is selected to undertake and develop the delivery of programs affecting Indigenous people.

Indigenous Staff (Academic, Professional & Technical) by Gender:

	2007			2008			2009			% change 08-09
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
Academic	1	9	10	3	16	19	5	14	19	0%
Professional & Technical	3	8	11	5	13	18	6	14	20	11%
Total	4	17	21	8	21	37	11	28	39	5%

The employment basis, and the disproportionately low ratio of Indigenous staff in comparison to the relatively high number of Indigenous students (see the table below), is a matter of concern. In conjunction with the goals of the National Aboriginal and Torres Strait Islander Education Policy

(AEP), DEEWR has a particular focus on outcomes achieved in the areas of Indigenous employment and Indigenous involvement in decision-making process. As articulated earlier, the University continues to have Indigenous representation on the University Council, University and Faculty Committees, Faculty Executive committees and the Human Ethics Sub Committee. Representation in these management forums is important in contributing to decisions regarding planning, delivery and evaluation of education services.

The role played by SIAS in improving Indigenous Employment at JCU

Whilst coordination of indigenous employment strategies is the role of the Indigenous Employment Coordinator within Human Resources, SIAS plays a mentoring and support role for Indigenous staff by facilitating both formal and informal networking activities. SIAS endeavours to encourage collaboration across the University in order to support Indigenous staff and student recruitment and retention.

Goal 3: Ensure equitable access of Indigenous students to higher education

Commencing Indigenous student numbers for 2009 as compared to 2008. Please provide an all student comparison

Commencing Indigenous student numbers

	2007	2008	2009	% change 08-09
Number of Commencing Indigenous Students	138	180	218	21%
% of Total Domestic Commencing Students	3.8%	4.2%	4.6%	10%

Programs run through SIAS or University to improve access of Indigenous students

Since the late 1990s SIAS has run a successful special entry program, the *Tertiary Access Course* (TAC) for Indigenous students. Incoming students are selected through an internal selection process. Indigenous representatives are members of the selection panel for this process.

The TAC requires a commitment of six months full-time study or one year of part-time study. The TAC aims to:

- provide students with the academic skills and formal prerequisite subjects to enter their preferred choice of undergraduate course;
- introduce students to a variety of university subjects;
- equip students with the appropriate literacy and computer skills for their chosen degree.

The Faculty of Medicine, Health and Molecular Sciences operates the *Indigenous Health Careers Access Program* (IHCAP) through the *Indigenous Health Unit (IHU)*. This program is designed to increase Aboriginal and Torres Strait Islander student success in pursuing a health career and is the only one of its kind in Australia. The program includes a free one month orientation course held at the University's Townsville campus in January of each year. During that time, students complete the subject *English for Academic Purposes* in an intensive format. The program provides students who subsequently enrol in a health degree with the necessary practical skills and knowledge to better cope with demands of university study. The program focuses on:

- Learning and study skills
- Support networks
- Skills in coping with the demands of study, family and community
- Budgeting and planning life around University study.

Details on outreach activities and their success in including and attracting Indigenous students

JCU has a committed presence on Thursday Island and in Mount Isa where Aboriginal and Torres Strait Islander people are enrolled in several of our programs and degrees. In particular, the School of Nursing and Midwifery and the School of Education champion their programs in Indigenous communities. In addition, preparatory programs including UNIPrep and ASPIRE, offered by the University's Student Equity Office are delivered throughout North Queensland as a mechanisms for building the confidence of individuals who want to study a university program.

Across the University, staff and students are actively involved in outreach activities to engage the interest of Aboriginal and Torres Strait Islander people in our programs. The IHU delivers an annual Indigenous Health Careers Road-Show targeting senior high school students in north Queensland from

Rockhampton, to Mossman, and out west to Mt Isa. Most of our Indigenous staff members are involved in the careers expos that target Indigenous people in our region including annual events such as:

- Former Origin Greats (FOGS) Indigenous Career Expos
- Abergowrie College Career Expos
- Palm Island Career Expo
- TI and Bamaga Career Expo
- Townsville and Cairns Career Expos
- Promotion stands at NAIDOC in Cairns and Townsville

Details of Indigenous-specific and other scholarship offered by JCU

Currently the Faculty of Law, Business and Creative Arts (FLBCA), and the Faculty of Medicine, Health and Molecular Sciences (FMHMS) offer scholarships to Aboriginal and Torres Strait Islander students studying in their programs. The FLBCA has established a scholarship program for Indigenous students enrolled in some of their programs, whilst the FMHMS offers all Indigenous students enrolled in the School of Medicine a scholarship. This scholarship was originally seeded by a donation from News Limited, which ceased in 2006.

Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up

Information relating to scholarships which are available to Aboriginal and Torres Strait Islander students in the University's programs are regularly sent to relevant students from the disciplines being targeted. In addition, many of our Indigenous staff are actively involved in helping Indigenous students find partner employers to enable them to take up the National Indigenous Cadetship Program opportunities.

The role played by SIAS in seeking to improve Indigenous access to JCU

SIAS is active in its promotion of the University across the north Queensland Indigenous communities. Through participation in Careers days, NAIDOC activities, and other community events SIAS aims to promote access for the Aboriginal and Torres Strait Islander people in our region. Other JCU Indigenous leaders and program areas join SIAS in representing the university in these efforts. In

addition, JCU Marketing has developed web-based profiles featuring Aboriginal and Torres Strait Islander students enrolled in JCU programs.

Goal 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, compared with 2008. Provide data on all student comparison

Over the past three years there has been an increase in enrolments of Indigenous students (see table below) with completion rates of **2007** 39 students; **2008** 32 students; and **2009** 54 students completing at Bachelor level or above. These statistics support the current ratio of student per Indigenous staff full-time equivalent and role.

Total Indigenous student enrolments

	2007	2008	2009	% change 08-09
Total Number of Indigenous Students	403	417	463	11%
% of Total Domestic Students	3.4%	3.6%	3.8%	6%

The following Indigenous students graduated with a Ph D at the 2010 graduation ceremony: Felecia Watkin-Lui, Tyson Yunkaporta, Roxanne Bainbridge.

In addition, Ernie Grant of the Jirrbalngan tribe was awarded an Honorary Doctor of Letters for outstanding service to the North Queensland community at the 2010 Cairns graduation ceremony.

Details of JCU's strategies to address Indigenous participation, including the involvement of SIAS

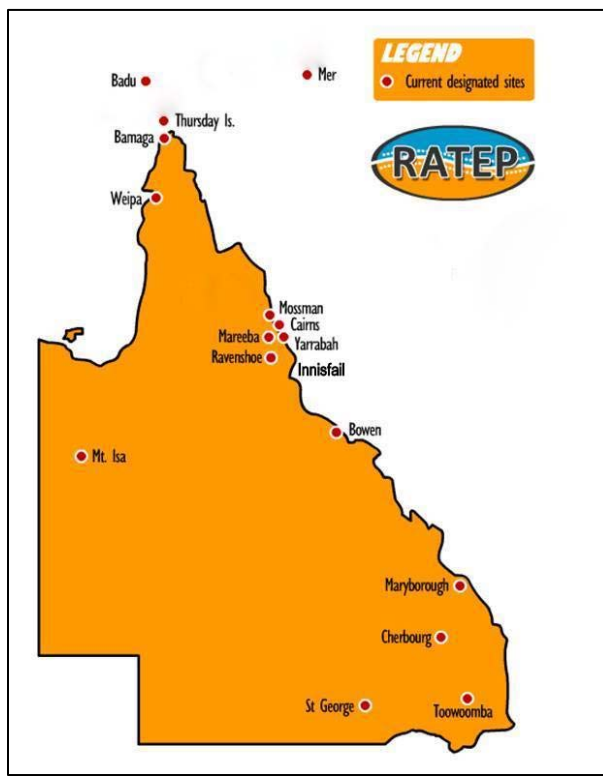
SIAS supports the retention of Indigenous students in Cairns, Townsville and externally through the provision of dedicated staff and programs aimed at enhancing the capacity of Aboriginal and Torres Strait Islander students to succeed in their university endeavours. SIAS administers and coordinates the Indigenous Tutorial Assistance Scheme (ITAS), provides Indigenous student facilities such as the

common room in Townsville, and the Computer labs in Cairns and Townsville. The staff of SIAS are committed to liaise and collaborate with other Faculties, and to network with community organisations in Townsville and regional areas in their efforts to support Aboriginal and Torres Strait Islander students across any program area of the University. The staff are often called upon by students who require assistance with the understanding and negotiation of the University's academic rules, regulations and processes. SIAS also runs an active postgraduate program with 12 Indigenous students enrolled in their Masters and PhD level programs.

The Indigenous Health Unit (IHU) provides coordination and leadership in supporting Indigenous students on Thursday Island as well as in Cairns, Mt Isa, and Townsville. The IHU provides a focus for Indigenous health issues and strategies across the Faculty of Medicine, Health and Molecular Sciences, including:

- Recruiting Indigenous students to the programs in the faculty, particularly Indigenous people from NQ communities.
- Improving Indigenous student retention, through specifically designed student support programs such as the Indigenous Health Careers Access Program (IHCAP).
- Raising the profile of health professional degrees & the work of the Faculty throughout the local NQ Indigenous communities.
- Strengthening the capacity of all the Faculty programs to develop and maintain appropriate and effective Indigenous health content in curricula.
- Building capacity across the faculty to engage in positive and partnered Indigenous health research activities.

Remote Area Teacher Education Program (RATEP) is a community based Aboriginal and Torres Strait Islander Teacher Education Program. It is a joint partnership between the Department of Education and Training, Tropical North Queensland Technical and Further Education (TNQ TAFE) and James Cook University. RATEP has been successful in providing access to higher education where people live and work. It has also been



successful in increasing the number of qualified Aboriginal and Torres Strait Islander teachers eligible to teach in Queensland state schools.

The program aims to deliver teacher education courses to Aboriginal and Torres Strait Islander students (based primarily in remote communities) through a variety of unique features and educational innovations, which include:

- basing tertiary education facilities in remote Aboriginal and Torres Strait Islander communities;
- using computer technology to present courseware on CD ROM and online as a method of course delivery;
- using a diverse range of technology (computers, television, videos, facsimile, telephones and electronic mail) and written media (texts, workbooks, teacher coordinator guides and study guides) as integrated components of the course materials;
- using course content which is designed to be culturally appropriate; and
- using on site teacher coordinators (who are qualified teachers) as a means of providing academic and administrative support for students.

It is intended that graduates of the program will bring with them to the schools in which they work, an in-depth knowledge of the cultural, linguistic and family backgrounds of the children they and their colleagues will be teaching. Since the commencement of RATEP in 1990, there have been 127 graduates with teachers placed throughout Queensland. In 2009, there were 50 students studying towards their Bachelor of Education at JCU, and approximately 105 students enrolled through Tropical North Queensland TAFE.

In 2009 the University's Counselling, Careers and Employment Service on the Cairns campus offered a range of social functions and networking opportunities for Indigenous students. These opportunities have resulted in the establishment, by a core group of students, of an Indigenous Students Support Group which meets on a regular basis.

In May 2009, a 5 day Indigenous Writer's Retreat was held at Mission Beach for 10 Indigenous researchers (9 postgraduate and 1 undergraduate). This Retreat resulted in commencement, preparation and submission of a number of manuscripts.

As outlined above, Indigenous Student Support Officers have been appointed in some areas. These staff provide necessary support and guidance to assist Indigenous students with their University study. By way of example, the Faculty of Law, Business and Creative Arts employs 2 support officers (one on each main campus) to assist with the recruitment and retention of Indigenous students and to provide support to those students once enrolled.

Goal 5: Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

The total number of Indigenous completions at Bachelor level and above in 2009, compared with 2008. Provide all student comparison.

Indigenous completions are measured using the University’s planning and performance measurement framework, which is set on an annual basis. The engagement of Indigenous academic and support staff provides ongoing and quality support to Indigenous students.

	2007	2008	2009	% change 08-09
Number of Indigenous Completions	39	32	54	69%
% of Total Domestic Completions	1.8%	2.2%	2.3%	5%

Support mechanisms we have in place for Indigenous students, including the role of SIAS and Indigenous community involvement

SIAS, the IHU, the RATEP program, and ISSOs across the university are instrumental in providing support to the Aboriginal and Torres Strait Islander students who are enrolled in our programs. The Indigenous staff members who are tasked with this responsibility are all experienced Indigenous people, and collectively have extensive Indigenous student support and recruitment experience working within the university and education sectors.

Goal 6: To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

Details of how and to what extent Indigenous perspectives are reflected in curriculum at JCU

Increasing efforts have been established across the university to improve the representation of Aboriginal and Torres Strait Islander perspectives within the curriculum. JCU, like many other Australian universities, is currently in the process of refreshing its curriculum. The University received funding from the Department of Education, Employment and Workplace Relations through its Diversity and Structural Adjustment fund for this purpose. The University's revised Strategic Intent of a 'brighter future for life in the tropics worldwide' through 'graduates and discoveries that make a difference' and the four pillars of Tropical Ecosystems, Conservation and Climate Change; Industries and Economies in the Tropics; Peoples and Societies in the Tropics; and Tropical Health, Medicine and Biosecurity provide a framework for the Refresh. The relevant key themes for the project, which are drawn from the University Plan, include access pathways for equity groups; courses which support passion for learning and which foster intellectual curiosity; and curriculum that integrates Aboriginal and Torres Strait Islander knowledge, perspectives and experience through consultation with Aboriginal and Torres Strait Islander students and staff. There are several Faculty and School based projects currently underway which are specifically addressing Indigenous education issues. These include:

- Review and strengthen Tertiary Access Course as a pathway to JCU degree courses for Aboriginal and Torres Strait Islander Students
- Embedding the School of Education's Commitment to Indigenous Education
- Walking Forward Together: Design and Implementation of Reconciliation Principles within the Faculty of Law, Business and Creative Arts

In addition, within the Faculty of Medicine, Health and Molecular Sciences there has been effort for many years to embed Indigenous knowledge and understanding in curricular, which has paid dividends in producing national leaders in Indigenous health. Likewise, the Faculty of Arts, Education and Social Sciences recommends that all students study at least one subject focussing on Indigenous history and culture and the School of Education has written into its programs four core subjects aimed at closing the gap in learning outcomes between Indigenous and non-Indigenous students through better understanding of and respect for Indigenous traditional and contemporary cultures.

How we address cultural competency of staff and students

SIAS provides an ongoing Cultural Awareness program and Indigenous Research Protocols workshops for JCU staff and the wider community. Many schools encourage their staff to undertake the Cultural Awareness program, and in addition SIAS Academics have developed a workshop targeting the supervisors of Aboriginal and Torres Strait Islander PhD students. Through “Curriculum Refresh”, both the Faculty of Law, Business and Creative Arts, and the School of Education have undertaken projects under the guidance of ‘Reference Groups’ and a ‘Yarning Circle’ which bring Indigenous staff across JCU together to identify issues and determine strategies which could improve the cultural competency of staff and students. In 2009, Universities Australia (UA) established an Indigenous Cultural Competency project in partnership with IHEAC; the stated objective of the project is to provide Australian universities with the tools to embed cultural competency at the institutional level so that they are encouraging and supportive environments for Indigenous students and staff, and so that they produce well-rounded graduates with the skills necessary for providing genuinely competent services to the Australian Indigenous community. JCU will be an active consumer of the tools and resources developed out of the project.

Involvement with Indigenous community members in working toward this goal

JCU is committed to involving Aboriginal and Torres Strait Islander people in endeavours of the University in relation to fulfilling our commitment against the *Reconciliation Statement* and the *Strategic Intent*. Some of the key mechanisms for doing this include:

- The Vice-Chancellor’s Indigenous Australian Reference Committee
- The appointment by the Vice-Chancellor of an Indigenous Advisor
- The Department of Social Work Indigenous Reference Group
- The JCU Torres Strait Island Health Sciences Consultative Committee
- The JCU Torres Strait Island Education Consultative Committee
- Broad ranging consultations with Aboriginal and Torres Strait Islander community in Cairns and Townsville undertaken by the School of Education.

The role of JCU in enhancing the status of Indigenous knowledges and overseeing cultural competency at JCU

The Strategic Intent, University Plan and Reconciliation Statement encourage the development and delivery, in consultation with Indigenous staff, students and members of the community, of curriculum that incorporates Indigenous knowledge, perspectives and experience. Schools and Units across the University offer a range of Indigenous subjects and content material. By way of illustration, SIAS provides a comprehensive range of undergraduate and postgraduate level subjects and programs in Indigenous Studies. The School of Education is committed to core subjects relating to Indigenous education across every year of the four-year degree. Similarly, the School of Medicine requires students to engage with and have experience in subjects and placements in remote Indigenous communities throughout the course of their studies.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	\$1,790,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ 365,000
3	TOTAL ISP income for 2009	\$2,155,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	\$2,268,386
5	Total Indigenous higher education income for 2009	\$4,423,386

6	EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$1,022,589
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).	\$ -
6c	Higher education provider overheads.	\$ 800,257
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). <ul style="list-style-type: none"> - Thursday Island – Nursing and Education \$406,358 - Indigenous Support Person – School of Education \$78,019 - Indigenous Pathways Program \$50,927 - Indigenous Staff & Student Support Program \$42,842 - 'Towards Critical Mass' – Social Work & Community Welfare \$39,629 	\$ 645,192
6e	Total Indigenous higher education expenditure for 2009	\$2,468,037

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).**	\$1,464,027
7b	Total Indigenous higher education income for 2009	\$1,464,027

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

	Name & Title	Phone	Email
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SECTION 5 PUBLICATION OF THE STATEMENT

This statement will be published on the University website.