

# The University of Queensland

## Indigenous Education Statement – 2009

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### SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The University of Queensland has endorsed a number of policy directions to set a University-wide framework for improving higher education outcomes for Indigenous Australians. This is evidenced by the following key documents:

#### 1. The University of Queensland Strategic Plan 2008 – 2011

The commitment to improving educational outcomes for Indigenous Australians is encapsulated in The University of Queensland Strategic Plan 2008-2011 through its commitments to inclusion, diversity, innovation, and community engagement.

The Plan highlights a core strategic direction for the 2008-2011 period as:

*We will enhance the existing supportive and socially-inclusive environment provided for students and staff and intend to distinguish the University among its peers by the strength of the UQ experience we offer.*

Three strategic objectives are identified in the Plan-**Learning, Discovery, and Engagement**. Of these:

The **Learning Objective** includes a commitment to:

*Attract and retain the most able undergraduate and postgraduate students and act to achieve social inclusion and diversity in the student population.*

*Build an understanding of and commitment to the distinctive features of the UQ student experience, the 'UQ Advantage', and support initiatives to enrich this experience, including the benefits that derive from the University's diversity, its research reputation and capacity, its international links and its strong links with industry and the professions.*

*Promote and support innovative teaching practices that actively engage students, enhance the quality and rigour of assessment practices, and improve retention rates.*

The **Engagement Objective** includes a commitment to:

*Exemplify the role of education and research in underpinning the economic and social well-being of local, state, national and international communities.*

*Foster and reward the application of expertise and knowledge to community issues and build up an infrastructure to support engagement.*

#### 2. Teaching and Learning Enhancement Plan 2008 – 2011

In 2008 The University of Queensland implemented a new three-year Teaching and Learning Enhancement Plan. The TLEP contributes to the UQ Strategic goal to:

*Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience.*

The TLEP provides a framework to promote and support opportunities for students to develop inclusive perspectives. It specifically outlines a target to:

*Develop action plan to promulgate UQ's education principles on Indigenous Australian matters and encourage student enrolment in courses offered by the Aboriginal and Torres Strait Islander Studies Unit (ATSIU).*

# The University of Queensland

## Indigenous Education Statement – 2009

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### 3. Equity and Diversity Plan 2007 – 2009

The Equity and Diversity Plan 2007-2009 outlines the University's aspiration to:

- Embed equity and diversity in UQ's culture and operations and ensure it is an attribute valued by staff, students and graduates;
- Include pedagogies which take advantage of diversity;
- Demonstrate staff and student profiles that are representative of the wider community – especially Indigenous Australians;
- Integrate Indigenous cultures into the development of a more inclusive institutional culture;
- Reflect culturally-responsive work places;
- Ensure access and retention rates equivalent to or above State and National levels;
- Improve representation in professional courses;
- Improve staff representation at all levels.

The Strategic Priorities of the Equity and Diversity Plan 2007-2009 include:

- Improve the recruitment of students from low SES backgrounds and Indigenous Australian students.

The experience of the last two years shows that successful recruitment of students from low SES backgrounds will depend on building aspiration. Strategies to improve recruitment of Indigenous students are outlined below.

- Increase the number of Indigenous Australian staff in academic and general positions.

An Indigenous Employment Strategy was endorsed by the University Executive early in 2006. The University has recognised the urgency of implementing all aspects of the Indigenous Employment Strategy.

### 4. Education Principles on Indigenous Australian Matters (EPIAM)

The University of Queensland has articulated the foundation of its approach to Indigenous Education. The Education Principles on Indigenous Australian Matters (EPIAM) provides a basis to develop policy and strategies to improve the understanding of students and staff of Indigenous issues and to recognise the importance and contribution of Indigenous Knowledge as an emerging discipline.

Through these Principles there is acknowledgement of the significant value of Indigenous Knowledge in enriching the University community and the contribution of Indigenous staff and students in educating others about Indigenous Knowledge and ways of learning. The aim is to embed into the University's curriculum Indigenous Knowledge so that it is considered and incorporated into new courses and programs alongside traditional discipline content. The University has a responsibility to develop students as civil citizens who understand not only their disciplinary and professional knowledge and requirements but also the societal context in which they will perform their professional duties.

The University recognises that Indigenous peoples live in discrete communities as well as throughout the general community, and our education and research practices should be cognisant of this. The University aims to develop students' understanding of Indigenous issues and give recognition to Indigenous intellectual traditions.

# The University of Queensland

## Indigenous Education Statement – 2009

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### 5. Statement on Reconciliation

The University of Queensland's Statement on Reconciliation outlines the institutional commitment to building understanding of traditional cultures and to valuing Australia's Indigenous inhabitants.

The Statement on Reconciliation is reproduced below.

#### STATEMENT ON RECONCILIATION

- 1.1 The University of Queensland values difference. The University encourages, and is proud of, the diversity of ethnicities, cultures, languages, values and beliefs amongst its staff and students. Such diversity is an integral part of the University's role in encouraging tolerance in education and in our society.
- 1.2 In particular, the University is committed to the process of national reconciliation with its Indigenous peoples. We acknowledge the traditional owners of the lands on which the University now operates.
- 1.3 As an institution involved in teaching, learning and research we seek to further the understanding, both amongst students and the wider community, of traditional cultures and values and the history of Australia's original inhabitants. We seek also to further the trust and respect between Indigenous and non-Indigenous staff and students.
- 1.4 This we do through teaching programs on Aboriginal and Torres Strait Islander Studies and Indigenous issues, involving Indigenous and non-Indigenous staff in collaboration. These programs are accessible to all our students, from both Australia and overseas. We will further encourage the incorporation of Indigenous perspectives in our curriculum.
- 1.5 We express our pride in the achievements of our Indigenous staff and graduates. We seek to expand the education in all disciplines of students from Indigenous backgrounds, to attract more Indigenous students, to ensure their smooth entry to university life, success in their studies and a steady path to their chosen careers. We seek to encourage in our students recognition of the contribution that they in turn can make to their communities and to the nation.
- 1.6 In seeking to assist the process of reconciliation, the University recognises that there is yet much to be done, but that it is necessary for all Australians to work together towards a united Australia that respects our land and the heritage of the Aboriginal and Torres Strait Islander peoples, and provides justice and equity for all.

### 6. Indigenous Education strategy

The University of Queensland has developed an Indigenous Education Strategy which is contained in **Appendix 1**.

# The University of Queensland

## Indigenous Education Statement – 2009

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

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

Indigenous people are represented at the highest level of the university administration. The University's 22 member Senate, which is the University's governing body, has appointed an Indigenous woman, Ms Isabel Tarrago, who is principal advisor for Cultural Heritage with the Indigenous Cultural Heritage Coordination Unit, of the Department of Natural Resources, Mines and Water.

The Director of the Aboriginal and Torres Strait Studies Unit represents Aboriginal and Torres Strait perspectives on the following University decision making bodies:

- Academic Board;
- Standing Committee for Equity, Diversity and the Status of Women;
- Cultural and Linguistic Diversity and Indigenous Australians (Subcommittee of the Senate Standing Committee for Equity, Diversity and the Status of Women);
- Behavioural and Social Science Ethical Review Committee;
- Faculty Boards;
- Bachelor of Arts Board of Studies.

In addition the Director of the Aboriginal and Torres Strait Islander Studies Unit chairs the Aboriginal and Torres Strait Islander Employment Strategy Committee (see more details below).

The Aboriginal and Torres Strait Islander Studies Unit plays a pivotal role in the University of Queensland. It reports directly to the Senior Deputy Vice-Chancellor, Professor Michael Keniger, and therefore has a direct relationship to the University Executive – the key leadership group of the University.

The Unit is involved in many issues in the University, tertiary education, Aboriginal and Torres Strait Islander communities and the broader community. The University has a strong commitment to reconciliation and has adopted a statement of Education Principles on Indigenous Australian Matters (EPIAM) to provide a basis to develop policy and strategies to improve the understanding of students and staff of Indigenous issues and to recognise the importance and contribution of Indigenous Knowledge as an emerging discipline. The Unit is regarded as a centre of excellence and expert opinion on teaching, research and consultation in Aboriginal and Torres Strait Islander cultures. It represents the Indigenous viewpoint on key decision-making bodies and spans University administration, student support, teaching and research.

The Unit drives the effort:

- to incorporate understanding of the worldviews and intellectual traditions of Aboriginal and Torres Strait Islander peoples in the University's academic and administrative policies, programs and procedures;
- to include particular attention to the protocols and ethical considerations for working with Indigenous peoples and communities;
- to nurture and promote the expansion of Indigenous Knowledge as an academic discipline based on the worldviews and intellectual traditions of Indigenous peoples;
- to secure and maintain the pivotal role of Indigenous Knowledge in teaching and research concerning Indigenous cultures and broader fields of knowledge, and encourage this recognition by local, national and international communities;
- to position UQ as a leader in Indigenous education by structuring coursework in political, social and cultural contexts and through focused research.

## The University of Queensland Indigenous Education Statement – 2009

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Senior Indigenous staff at the Unit are respected as elders and leaders in local and national Indigenous communities and their relationships with community are key factors in locating the Indigenous Education Strategy of University of Queensland within a sound community engagement framework. Promotion of higher education and awareness-raising at the community level is a crucial component of the University's strategy to improve Indigenous access to higher education. The Indigenous leaders at the University of Queensland have considerable responsibilities on key state and national bodies (e.g. University of the Sunshine Coast Council, the Aboriginal and Torres Strait Islander Advisory Committee to the Queensland Studies Authority, the Australian Institute of Aboriginal and Torres Strait Islander Studies, Reconciliation Australia, the Telstra Foundation), where they bring national recognition to themselves and the University's programs.

The University continues to build and formalise links with Indigenous communities. Considerable progress has been made in building awareness about the importance of links with community when undertaking teaching and research. While students and staff of the Unit and the Centre for Indigenous Health conduct research in accordance with strict guidelines of the University's Ethics Committee, Indigenous participation is ensured by involving the Aboriginal and Torres Strait Island community through both the planning of and participation in that research. The Indigenous leadership is able to guide that connection across the University.

### **2. Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.**

A copy of the University of Queensland Indigenous Employment Strategy is contained in **Appendix 2**.

The University of Queensland's Aboriginal and Torres Strait Islander Employment Strategy was written in 2009 and builds upon the University's:

- Aboriginal and Torres Strait Islander Employment Policy;
- Equity and Diversity Plan 2007-2009;
- Education Principles on Indigenous Australian Matters;
- Recruitment and Selection manual;
- UQ People Strategy 2008;
- Reconciliation Action Plan.

The day-to-day responsibility for the implementation of the Employment Strategy rests with a dedicated Aboriginal and Torres Strait Islander Recruitment Coordinator, based in the University's Human Resources Division.

The Strategy has a dual function to both recruit and retain Aboriginal and Torres Strait Islander staff across all Faculties, Institutes and Divisions.

The key objective of the Employment Strategy is to recruit Aboriginal and Torres Strait Islander people to the University, across all positions and in all types of employment (both academic and non-academic). The stated aim of the Employment Strategy is to achieve a target of 2.8% of the University's workforce, equivalent to the numbers of Indigenous people in the general Australian community.

The Strategy and the outcomes sought are underpinned by culturally-sensitive recruitment practices.

When fixed-term and continuing employment vacancies occur in the University the Aboriginal and Torres Strait Islander Recruitment Coordinator contacts suitable applicants registered with the Program. Notification of suitable vacancies is also made more broadly to the Aboriginal and Torres Strait Islander community. From the written applications received candidates are then recommended by the Aboriginal and Torres Strait Islander Recruitment Coordinator with advice and support provided to applicants through the interview process and beyond.

## The University of Queensland Indigenous Education Statement – 2009

In addition, Aboriginal and Torres Strait Islander people may be recruited into the University through the University of Queensland Temporary (“UQ Temps”) Staff Service. UQ Temps assists all organizational units in maintaining full productivity in times of need, such as leave replacement and unforeseen circumstances. This service has a close relationship with the Aboriginal and Torres Strait Islander Employment Program. By way of example, over 40% of available Aboriginal and Torres Strait Islander people registered with the service have been placed into temporary positions. In some cases this has led to ongoing appointments. Since implementation there has been an Aboriginal and Torres Strait Islander person each month recruited into employment within the University.

From time to time, there are specific requests for the recruitment of Aboriginal and Torres Strait Islander specified positions. When this occurs the recruitment process is developed and implemented with the relevant Faculty, Institute or Division Manager by the Aboriginal and Torres Strait Islander Recruitment Coordinator in accordance with the Employment Strategy.

Details of Indigenous staff employed at the University of Queensland in 2009 are as follows:

**Table 1: Continuing and Fixed term positions**

Faculty/Institute/Section	Staff	Academic	Professional
Advancement Office	1		1
ATSIS Unit	6		6
Faculty of Eng/Architecture/Info Tech	1		1
Faculty of Health Sciences	13	7	6
Faculty of Science	2		2
Faculty of Social/Behavioural Sciences	1		1
Finance & Business Services	1		1
Human Resources	2		2
Institute for Molecular Bioscience	1		1
Office of PVC	1		1
P&F	2		2
Sustainable Minerals Institute	1		1
Uni of Qld Press	1		1
University Library	2		2
UQ Biological Resources	2		2
UQ International	2		2
<b>Totals</b>	<b>39</b>	<b>7</b>	<b>32</b>

**Table 2: Casual positions**

Faculty/Institute/Section	Staff	Academic	Professional
ATSIS Unit	6		6
Faculty of Arts	1		1
Faculty of Business/Economics/Law	1		1
Faculty of Eng/Architecture/Info Tech	3		3
Faculty of Health Sciences	1		1
Faculty of Science	2	2	
Faculty of Social/Behavioural Sciences	2		2
Institute of Continuing and TESOL Education	1		1
P&F	1		1
	<b>1</b>	<b>2</b>	<b>16</b>

## The University of Queensland Indigenous Education Statement – 2009

At the end of 2009 there were 57 Aboriginal and Torres Strait Islander staff within the University. These staff were spread across the entire institution. The breakdown was 9 Aboriginal and Torres Strait Islander staff in academic positions and 48 Aboriginal and Torres Strait Islander staff in professional positions. This represents a slight decrease in the numbers of Indigenous staff employed at the University Queensland in 2008. Sixty five Aboriginal and Torres Strait Islander staff were employed in 2008.

The current numbers of Aboriginal and Torres Strait Islander staff are low, but the University has experienced delays in fully endorsing and implementing the Indigenous Employment Strategy. It is expected that this will be redressed in 2010.

The Aboriginal and Torres Strait Islander Employment Strategy Committee oversee the development and implementation of the strategy. It is co-chaired by the Director of the Aboriginal and Torres Strait Islander Studies Unit and the Senior Deputy Vice Chancellor, and includes:

- Aboriginal and Torres Strait Islander Employment community members;
- The Director of the ATSI Unit;
- Aboriginal and Torres Strait Islander general staff;
- UQ Human Resources Director;
- UQ Equity Office Director;
- Chair of the Senate Standing Committee on Equity, Diversity and the Status of Women;
- Staff representative observer;
- Aboriginal and Torres Strait Islander Recruitment Coordinator.

The Aboriginal and Torres Strait Islander Studies Unit plays an increasingly important role in improving Indigenous employment at the University through acting as a key interface between the University and Aboriginal and Torres Strait Islander communities. Contact and consultation between the University and Aboriginal and Torres Strait Islander individuals and groups concerning Aboriginal and Torres Strait Islander employment is often conducted with the support, advice and guidance of members of the Aboriginal and Torres Strait Islander Studies Unit.

The Director of the Aboriginal and Torres Strait Islander Studies Unit is the Co-Chairperson of the Aboriginal and Torres Strait Islander Employment Strategy Committee and provides key leadership and management to the Strategy. He works closely with the Aboriginal and Torres Strait Islander Recruitment Coordinator.

### 1. Ensure equitable access of Indigenous students to higher education.

The numbers of Indigenous students for 2009 are as follows:

**Table 3: Commencing Indigenous students\***

	2008	2009
Indigenous students	78	89
Non Indigenous students	13523	15036

(\*Numbers are actual head count rather than Equivalent Full time Student Load)

One of the main issues identified by the Unit is the need for Aboriginal and Torres Strait Islander Unit staff to develop personal relationships with future students and their families. Strategies to ensure equitable access of Indigenous students to higher education have been designed with this in mind. Programs and outreach activities to increase access include the following:

#### i) Student Mentors Program

The project was developed to expand recruitment of Aboriginal and Torres Strait Islander people in Queensland and from interstate and to respond to increasing requests for mentors at secondary school events. It supports building aspirations and access to higher education for Aboriginal and Torres Strait Islander students

## The University of Queensland Indigenous Education Statement – 2009

The project engages trained mentors to accompany student support staff of the Aboriginal and Torres Strait Islander Studies Unit on school and community visits. Mentors support Aboriginal and Torres Strait Islander Studies Unit staff with information sessions on University life to secondary school students and community members when on campus visits. Visits in 2009 have included the following:

**Table 4: Visits in 2009**

Event	Place
Northern Peninsular Career Markets	Thursday Island & Bamaga
St. Peter's Lutheran School Cultural Day	Indooroopilly
UQ Open Day	St. Lucia
UQ Open Day	Ipswich
UQ Open Day	Gatton
Mabel Park SHS Cultural Day	Mabel Park
QIMR Campus Visit	St. Lucia (Engineering)
Corinda SHS	Corinda
Deadly Days Festival	Kingscliff
Deadly Days Festival	Grafton
Victoria State High School	Victoria Point

### ii) Year 9, 10, 11 & 12 Outreach Camp

The aim of the Year 9, 10, 11 and 12 Outreach Camp is to give Indigenous students in their high school years an opportunity to spend some time at a university campus, to learn about pathways and UQ programs and experience a small taste of University life. They also meet young Indigenous university students and graduates who share with them their experiences, ambitions and dreams. Students from Queensland schools are invited to participate in motivational and self-esteem workshops run by students, staff and community members.

These camps are designed to inform students of career pathways and highlight support mechanisms for Aboriginal and Torres Strait Islander students at the University of Queensland. While at the camp, students participate in various activities aimed at building communication skills, enhancing self-confidence, building self esteem, encouraging pride in identity and raising aspirations in pursuit of tertiary education as a future option against other school-leaving alternatives.

### iii) Tutoring and mentoring assistance

The tutoring and mentoring assistance program of the Aboriginal and Torres Strait Islander Studies Unit currently operates in Ipswich at the Boilerhouse and is known at the Homework Centre. It provides tutoring and homework assistance for Indigenous students (Grade 7 to 12). It also provides career guidance and advice about building health and well being. The program is will be delivered in partnership with other community organizations in 2010 – Milperra Without Borders and the PCYC.

### iv) Improving recruitment

The aim of this project is to ensure that a member of the Aboriginal and Torres Strait Islander Studies Unit student support staff is present at significant Aboriginal and Torres Strait Islander education and career events in Queensland. It is hoped that the personal contact element of this outreach project and relevant and appropriate promotional aids will influence students to choose the University of Queensland as the site for their studies.



## The University of Queensland Indigenous Education Statement – 2009

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To this end the Unit has implemented the following strategies on an ongoing basis:

- Indigenous Mentors going out with Student Support staff on showcase and recruitment drives
- Maintaining networks with School career staff and key community organizations to identify potential Indigenous students for UQ entry
- Maintaining contact with prospective students and facilitating Aboriginal and Torres Strait Islander student entry to UQ.
- Establishing promotional booths at cultural events such as NAIDOC and the Deadly Days in metropolitan and regional QLD.
- Developing a student information booth to be present at Indigenous career fairs throughout the State.
- Developing promotional materials that can be presented by Aboriginal and Torres Strait Islander Studies Unit staff at primary/secondary Schools and TAFE colleges.
- Liaise with UQ Schools, Faculties and academic units to coordinate the delivery of appropriate and current student information to metropolitan and regional outreach sites.
- Promote the activities of the Unit at appropriate UQ functions including the new staff orientation days.
- Hosting community visits such as the visit from Elders and community members from Doomadgee where community links were strengthened and issues such as Alternative Entry were presented to the community.

The Aboriginal and Torres Strait Islander Studies Unit (IEU) coordinates the strategy to increase recruitment of Indigenous students and coordinates the outreach programs to communities across the University of Queensland. Additionally the Unit provides advice and support to Faculties and Schools and University administration and works in partnership with other units within the University to deliver this outcome.

### **v) Other initiatives**

In 2009 the Faculty of Engineering Architecture and Information Technology employed an Indigenous Liaison officer. This position was able to coordinate the following:

- Engineering camps:
  - The Aboriginal and Torres Strait Islander Studies Unit presented to 20 Year 12 Indigenous students who attended an Indigenous engineering camp at UQ organised by the EAIT Faculty. This initiative increased enrolments in engineering courses. Students who were on track to completing the necessary prerequisites were invited to attend the camps thus ensuring the relevance of the information being presented. These camps were made possible with the support of industry (Thiess, The Queensland Minerals and Energy Academy.)
  - The Engineering Links Group has conducted a three-day camp for approximately 100 students to introduce them to all aspects of engineering. In 2009, the EAIT Faculty paid for registration of Indigenous students to attend these camps and tagged 2 days on either side of the camp to address issues specific to Indigenous students.
- Spotlighting Careers in Indigenous Health and Science:
  - The Queensland Institute of Medical Research continued its program called Spotlighting Careers in Indigenous Health and Science. The Aboriginal and Torres Strait Islander Studies Unit presented information to the students regarding university entry and opportunities including scholarships. This program is a collaborative program between QIMR, Education Queensland and the University of Queensland and QUT. Its aim is to encourage students to pursue a career in the fields of health or science, to provide hands on work experience and to promote understanding of Indigenous cultures.
- The Institute for Molecular Science hosted a camp for Indigenous students in Charleville.
- ICT Workshops were held to give Indigenous students a taste for working in Information Technology.
- The Faculty of Science offered Indigenous students a tour of the Integrated Legume Research Facility.
- Science workshops in schools with significant numbers of Indigenous students including:
  - Murri School;

## The University of Queensland Indigenous Education Statement – 2009

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- Glenala State High School;
- Murgon State High School;
- Forest Lake College;
- Weipa State High School;
- Tagai College (Thursday Island);
- Yarabah.

In 2009 the Faculty of Health Sciences and the School of Medicine created and resourced staff positions to recruit and support indigenous students in the Faculty and in the School.

### **vi) Scholarships**

The University of Queensland offers a number of Indigenous specific and other scholarships. Details of these scholarships including comments on take up rates are included in Appendix 3. Additionally, the Aboriginal and Torres Strait Islander Studies Unit ensures that scholarships available to Indigenous students are promoted through the Unit web sites and other media. Examples of this include the Commonwealth Learning Scholarships site on Aboriginal and Torres Strait Islander Studies Unit website <http://www.uq.edu.au/atsis/index.html?page=41655> / and Birra News - <http://www.atsis.uq.edu.au/birranews/index.html?page=88991>.

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

The total number of Indigenous enrolments for 2008 and 2009 is as follows:

**Table 5: Indigenous enrolments \***

	<b>2008</b>	<b>2009</b>
Indigenous students	187	217
Non Indigenous students	37,863	40,366

(\*Numbers are actual head count rather than Equivalent Full Time Student load.)

### **i) Alternative Entry**

The Aboriginal and Torres Strait Islander Studies Unit works with UQ Admissions and QTAC to provide every potential student the opportunity to study at UQ. Alternative entry applications are sent out to every student who puts UQ as a preference on the QTAC form. Students are advised of Commonwealth Scholarships when the Alternative Entry applications are sent out.

The Ipswich campus is located in an area with a large Indigenous population and Indigenous students are enrolling in increasing numbers at that campus as its programs and personnel become better known in the local community. Flexible delivery modes are a feature of some Ipswich degrees that may be attractive to Aboriginal and Torres Strait Island people, particularly in remote areas.

### **ii) Pre-O Week Orientation Camps**

The Aboriginal and Torres Strait Islander Studies Unit has an Orientation Camp at the start of 1st Semester each year. This encourages smoother transition to university. The Pre-O Week program gives students some initial academic and study skills preparation, to which most educationally disadvantaged students would not have had prior access. Students are introduced to their mentor, are given the opportunity to develop social networks and support bases and to become familiar with the UQ environment and new cultural setting.

### **iii) Student Support**

The Aboriginal and Torres Strait Islander Studies Unit continues to promote university study generally and recruitment to the University of Queensland specifically. The team concentrates on all aspects of student affairs and is collaborating effectively with Faculties and Schools as they build their capacity to attract and retain

## The University of Queensland Indigenous Education Statement – 2009

Indigenous students. Staff in the Unit assist students with academic matters such as choosing subjects, accessing literature, computer and other resources. Staff also assist with personal matters that impact upon students' studies. It is a primary objective of Unit staff to encourage students to develop successful, independent learning habits.

The Aboriginal and Torres Strait Islander Studies Unit annual selection of Indigenous students continues to operate effectively. Applicants are contacted by telephone shortly after their applications are lodged with the Queensland Tertiary Admissions Centre (QTAC). Unit staff continue their dialogue with applicants over several telephone calls and arrange for portfolios to be submitted by applicants and scrutinised by Unit and Faculty staff. This strategy is well received by applicants and across the University. Early interaction with applicants and their family members enhances the selection process. The inclusion of family members in the educational aspirations of students is positive for both the student and the family and develops a relationship with the University that should attract further students. The success of this process provides an encouraging format for developing further strategies to attract a larger number of adult-entry students.

The School of Medicine has also developed a Student Support team to provide support to students enrolled in the MBBS degree.

### iv) Projects

- Two projects have been undertaken across the University of Queensland using HEESP funding to achieve participation of Indigenous students in specific Schools.

**Table 6: HEESP Funded projects in 2009**

<p><b>Promoting Indigenous Student's Transition Into the Study of Psychology at UQ</b></p>	<p>This project aims to remove the barriers of access for Aboriginal and Torres Strait Islander students into the School of Psychology (SoP). The project aims to improve both recruitment into undergraduate courses and retention of undergraduates into post-graduate training. Recruitment will be improved by developing resources/materials that present psychology as a potential area of study that can be displayed/presented to high School students. Retention will be improved by developing procedures to mentor undergraduate students and highlight potential career paths in applied psychology fields and their relevance to Indigenous people/communities.</p>	<p>In 2009 the project team was active designing events and in identifying Schools with a large Indigenous student population and that will be targeted in 2010. An Indigenous postgraduate student has completed drafts of a brochure that will be printed for distribution in 2010. A half page newspaper advertisement was placed in a special Education issue of the National Indigenous Times. This advertisement highlighted that by studying psychology Indigenous students can make an impact in their communities and featured an Indigenous clinical student. Dedicated pages for prospective and current Indigenous students have been requested for a redeveloped School of Psychology website. A mentoring program for undergraduate Indigenous students will be undertaken in 2010. It is anticipated that the brochures will finalised and distributed to high Schools in the second half of 2010</p>
<p><b>Faculty of Natural Resources, Agriculture</b></p>	<p>To conduct a Strategic Planning process to reconsider and revitalise NRAVS student equity efforts in the context of university and national</p>	<p>The process of devising a new NRAVS Equity and Diversity Plan has been thorough. This project has raised awareness of the key issues among all</p>

## The University of Queensland Indigenous Education Statement – 2009

<b>and Veterinary Science (NRAVS) Strategic Planning for Student Equity</b>	change. This will enable NRAVS to update its strategic and operational plans to include new directions arising from the review of the Equity Office.	NRAVS staff. This planning initiative has been highly valuable in engaging new participants in equity matters and in heightening consciousness.
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### 3. Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

The total number of graduations at Bachelor level and above in 2008 and 2009 are as follows:

**Table 7: Graduations of Indigenous students**

	2008	2009
Indigenous students	31	31
Non Indigenous students	8772	8759

#### v) ITAS

The Unit's Student Support team offers the Indigenous Tutorial Assistance Scheme (ITAS) to help students with essay writing, study skills, research skills and exam preparation thus contributing to providing support to indigenous students to complete their studies. It is a primary objective of Unit staff to encourage students to develop successful, independent learning habits.

In 2009, 38 students were provided with ITAS support (one post graduate student and 37 undergraduate students.) Six of these students graduated in 2009.

#### vi) Projects

One project has been undertaken using HEESP funding to enable Indigenous students to attain the same graduation rates as other Australians.

**Table 8: HEESP Funded projects in 2009**

<b>Facilitating and supporting Indigenous students in the transition from undergraduate to postgraduate study</b>	This new initiative will help remove barriers in the transition from undergraduate to postgraduate study for Indigenous Australian students. The study will explore ways in which UQ can encourage more Indigenous students to embark on postgraduate study and identify mechanisms to improve their retention and graduation rates. The project outcome is a UQ-hosted website for existing and prospective Indigenous postgraduates and a written report on the findings. The website will offer direction and resources for Indigenous students and help establish peer mentoring between current and completed postgraduates that can be deployed across UQ and at other universities for the long-term sustainability of Indigenous postgraduate enrolments.	Key themes to emerge are : a lack of cultural support from postgraduate supervisors; lack of networking amongst Indigenous postgraduate students; feelings of isolation and that many are the first in family to undertake postgraduate studies; financial stress; postgraduate research expectations, especially how overwhelming things are initially with the 'need to hit the ground running' frequently mentioned; difficulties transitioning from undergraduate to postgraduate study, with the vast majority having a break in between and accessing support. The project will develop a
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## The University of Queensland Indigenous Education Statement – 2009

		<p>UQ-hosted website to offer direction and resources for Indigenous students with postgraduate information, Indigenous student networking online support, scholarships and help establishing peer mentoring.</p>
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The Undergraduate Library implemented the Ask Me Tell Me initiative to develop the confidence of Indigenous students in using the Library resources and in approaching at UQ Librarian for assistance with research projects.

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

##### **vii) Teaching**

The University of Queensland offers two major programs of study in Aboriginal and Torres Strait Islander Studies: (1) a *Major* in Aboriginal and Torres Strait Islander Studies as part of the Bachelor of Arts degree and (2) a *Major* in Indigenous Health as part of the Bachelor of Health Sciences degree.

The Aboriginal and Torres Strait Islander Studies Unit is responsible for coordinating the interdisciplinary Aboriginal and Torres Strait Islander Studies major offered in the Faculty of Arts. The Unit teaches courses within that Major, including an independent research course, a course on ethics and protocol in research with Indigenous peoples, another concerning Aboriginal and Torres Strait Island Women and a course entirely devoted to Torres Strait Island Studies. Unit staff are completely responsible for teaching a course in Anthropology, another in Music and a course in Black Australian Literature.

These courses, along with an explicit focus on the delivery of Aboriginal and Torres Strait Island perspectives, development of Indigenous Knowledge paradigms and an active exploration of Aboriginal and Torres Strait Island pedagogical practices provide Aboriginal and Torres Strait Island students with a substantial opportunity to gain a broad insight into their own cultures and subsequently assist in the strengthening of their identity. This process is also of great benefit to non-Indigenous students and contributes to the University's cross-cultural awareness program. This sustained development of best practice in teaching of Aboriginal and Torres Strait Island Studies is also being included in the Unit's ongoing promotion of the Indigenous Education Strategy as it collaborates with Faculties and Schools. This provides greater flexibility and choice for students and improves their chances for success.

##### **Courses coordinated by Unit staff in 2009**

ABTS1000 Aboriginal & Torres Strait Island Perspectives	ABTS2000 Torres Strait Island Studies
ABTS2080 Independent Project in Aboriginal and Torres Strait Islander Studies I	ABTS2010 Aboriginal Women
ABTS2090 Independent Project in Aboriginal and Torres Strait Islander Studies II	ABTS2020 Aboriginal and Torres Strait Islander Approaches to Knowledge
ABTS3000 Aboriginal Politics and Political Issues	ABTS2050 Black Australian Literature B
ABTS7000 Major Themes in Aboriginal and Torres Strait Islander Studies (PG)	ABTS2102 Aboriginal Music: Performing Place, Power and Identity

## The University of Queensland Indigenous Education Statement – 2009

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The Indigenous community is heavily involved through meetings with the Unit, which provide opportunities for Indigenous Community members to provide their perspective on what remains important for inclusion in curricula - especially where it pertains to key social issues. Indigenous community members are also heavily involved in course delivery through guest lectures and cultural presentations in these courses.

The Unit has prepared a course - Indigenous Knowledge and Education - offered in the School of Education. This course prepares teachers to implement the Partnerships for Success program at the classroom level in Queensland Schools. The course engages student teachers with projects that present them with the background knowledge, pedagogic principles and political skills necessary to become instigators of these Partnerships in their teaching programs. Indigenous Knowledge is employed as a methodological core in this creative, critical and experiential approach to the 'problem' of Aboriginal education. Two Way Learning approaches challenge the fundamental intent of mainstream education with the aim of preparing student teachers to engage fully with Aboriginal Communities at a personal level. The approach presented in this program represents a major initiative in Indigenous Education.

The BAppHSc (IPHC) degree course evolved as a result of direct approaches from Aboriginal and Torres Strait Islander communities across Queensland to the Tropical Health Program and as a response to recent policy initiatives in Aboriginal and Torres Strait Islander health. Curricula specific to health worker education and training needs were identified and approved by the Board of Faculty of Medicine.

The Indigenous Health major provides in-depth knowledge and skills related to key aspects of public health practice in Indigenous populations: health promotion; policy and services. Units of study are devoted to some of the specific health issues that are important to Aboriginal and Torres Strait Islander communities. The Indigenous Health major equips a graduate to work with Indigenous organizations, and also in a range of mainstream settings where their motivation and awareness of issues and practice will promote improved engagement of Aboriginal and Torres Strait Islander people.

### **viii) Research and Publications**

The Aboriginal and Torres Strait Islander Learning and Discovery Groups are also responsible for developing the Unit's academic profile through research, teaching, and publishing.

The Unit publishes the leading education journal in the field of Indigenous education, *The Australian Journal of Indigenous Education* (formerly *The Aboriginal Child at School*), *Ngulaig*, an occasional monograph series, and the *Aboriginal and Torres Strait Islander Studies Unit Research Report Series* which reports results of major research programs on Indigenous issues conducted by University of Queensland staff.

The Unit has conducted numerous major research projects, including surveys of past and present Indigenous Australian students at the University, and a review of Indigenous Australian content in the curriculum at the University. The Unit is also continuing major externally-funded Indigenous cultural heritage projects with communities throughout Australia and the Pacific Basin.

The research profile of the Unit enables it to inform and enrich the teaching and learning programs.

### **ix) Cultural Competence**

- The Director and Deputy Directors of the Aboriginal and Torres Strait Islander Studies Unit have significant public roles within the University and in the community which contribute to building the cultural competence of the staff and students at the University of Queensland.
- Staff at the Unit conduct cultural competence training on a regular basis
- The pedagogical function of the Unit has an overt aim to build cultural competence amongst students
- Research into the development of cultural competence is a core feature of Dr Liz Mackinlay's UQ Teaching and Learning Strategic Grant - "*Teaching, learning and enacting the Education Principles on Indigenous Australian Matters (EPIAM) at the University of Queensland.*" This

**The University of Queensland  
Indigenous Education Statement – 2009**

project the Problem Based Learning (PBL) approach – an approach to learning which has strong resonance with the autonomous, embodies and experiential nature of teaching and learning in Indigenous culture.

**x) Projects**

Three projects have been undertaken across the University of Queensland using HEESP funding to provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary culture.

**Table 9: HEESP Funded projects in 2009**

<p><b>Embedding Indigenous knowledge across the School of English, Media Studies and Art History</b></p>	<p>This pilot initiative, developed in partnership with the Director, Aboriginal and Torres Strait Islander Studies Unity (ATSIS) Unit and the Equity Office, aims implement University Policy 1.70.9, Education Principles on Indigenous Australian Matters (EPIAM) across the School of English, Media Studies and Art History (EMSAH). A Project Officer will evaluate the extent to which Indigenous Knowledge is currently embedded across research and teaching, identify and develop new opportunities for embedding Indigenous Knowledge, significantly developing the School's capacity to attract and retain Indigenous staff and students.</p>	<p>The School of English, Media Studies and Art History (EMSAH) staff and students routinely engage with the intellectual and creative contribution of Indigenous Australians as artists, authors, film-makers and other media producers, authors and curators. This existing engagement strongly positions the School to pilot the embedding of Indigenous Knowledge in creative, interdisciplinary ways. A background report was compiled based a review of the Education Queensland <i>Embedding Aboriginal and Torres Strait Islander Perspective in Schools report</i>, interviews with Michael Williams, EMSAH staff members who teach courses with Indigenous content and key staff from QUT and Griffith University. A key finding of this report was that the School cannot assume any knowledge or even awareness of Aboriginal and Torres Strait Islander peoples among first year students. Concerns of EMSAH staff about appropriate protocols and terminology when teaching about Aboriginal and Torres Strait Islander cultural production and experiences were also highlighted. One of the challenges of embedding Indigenous Knowledge is that some EMSAH staff consider Indigenous Knowledge primarily relevant to those with special</p>
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**The University of Queensland  
Indigenous Education Statement – 2009**

		<p>research interests in the field. The three measures for embedding Indigenous Knowledge that had broad support among the staff interviewed were; 1) Formalising an Acknowledgment of Traditional Owner’s protocol in the School, 2) Referencing the Nation, language group and geographic location of the Aborigines and Torres Strait Islanders who appear in course content, and 3) Formulating a terminology guide to ensure appropriate and consistent use of key terms needed to teach Aboriginal and Torres Strait Islander content.</p>
<p><b>Indigenous Voice</b></p>	<p>An exploration of the UQ School of Journalism and Communication’s Aboriginal and Torres Strait Islander cross cultural awareness and adherence to the Statement of Education Principle in Indigenous Australian Matters (EPIAM) policy. Identification of barriers experiences by Aboriginal and Torres Strait Islander students in the School. In collaboration with the National Indigenous Radio Network and the UQ Aboriginal and Torres Strait Islander Studies Unit enhance equity within the School with a view of increasing Aboriginal and Torres Strait Islander student enrolments.</p>	<p>The overall aims of raising journalism students’ awareness of some of the issues involved in reporting Indigenous affairs and of creating an environment enabling students to interact and work with personnel from the Brisbane Indigenous media community were accomplished with two intensives: 1) <b>The NAIDOC Project.</b> A five day intensive held at UQ and culminating in a live NAIDOC Day broadcast from Musgrave Park and a 14 minutes feature on SBS Radio. Fifty percent of the participating students were Indigenous students and four students seeking enrolment in 2010. 2) <b>The Cherbourg Project.</b> A six week pilot in which UQ Masters level students covered content from Cherbourg, Warwick, BCC’s Black History Month and the EKKA culminating in the publication of Australia’s first Aboriginal and Torres Strait Islander Magazine, <i>GNA-BOW</i>. In their video diaries and reflections many students indicated that “the stereotypes surrounding the</p>



**The University of Queensland  
Indigenous Education Statement – 2009**

		<p>Indigenous population that they believed to be true up until recently” were quickly broken down. Both intensives played a significant role in raising students’ cultural awareness and significantly improved their skill in dealing with Indigenous sources and issues.</p> <p>Connections were established with personnel from 98.9 FM the National Indigenous Radio Service, SBS and the ABC as well as with other tertiary institutions, and government agencies. A number of students (from both intensives) have ongoing work placements. Finally, the online domain <a href="http://www.Indigenousvoice.com.au">www.Indigenousvoice.com.au</a> was created as a direct result of this project.</p>
<p><b>Indigenous Cultural Heritage Outreach Program (ICH)</b></p>	<p>The ICH program aims to foster participation in tertiary education by Aboriginal and Torres Strait Islander communities in Cultural Heritage Management (CHM), opening professional career options for Indigenous people. The program will provide a link between high School and university. The project outcome will be a free, on-line-accessible, fully assessed teaching unit targeting Indigenous high School students and high School graduates working in CHM who currently lack qualifications.</p>	<p>The project proceeded largely as planned. During semester 1 the Project Officer compiled the education materials for the proposed 5 module online ICH course. An Indigenous reference group improved valuable insights that greatly improved the content and focus of the modules and named the website “Keeping Country”. After consultation with a website designer, the site is operational. Difficulties arose in obtaining a website thus UTS, but has now been rectified. The website will be tried at Eucumbene Museum and with the traditional owners of Uluru who are translating the site into</p>

**The University of Queensland  
Indigenous Education Statement – 2009**

		<p>their language. A final revision will occur in early 2010 with an anticipated launch date of Feb. 2010. It is clear that this resource is awaited with a great deal of anticipation by Indigenous groups. Once up and running the website will be formally assessed via an online survey. This project was co-funded by two archaeological consultancies. A poster of the project will be presented at the Australian Archaeological Association's annual conference. An attempt to align the course to the national training framework is being considered.</p>
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Additionally Dr Liz Mackinlay was awarded an ALTC Priority Project to undertake the project "Exploring Problem-Based Learning Pedagogy as Transformative Education in Indigenous Australian Studies" which has contributed to providing Australian students with an understanding of and respect for Indigenous traditional and contemporary culture. This will be conducted in 2010.

**xi) Other contribution**

In 2009 Professor Paul Memmott was awarded the Australian Teaching and Learning Council Neville Bonner award for Indigenous Education. Professor Memmott was recognised for teaching innovation which fosters learning exchanges between non-Indigenous and Indigenous people by incorporating and employing Indigenous staff, and by facilitating coursework projects and postgraduate placements in Indigenous communities. The Aboriginal Environments Research Centre (AERC), is a national and international point of reference for resources on Indigenous housing, architecture and related socio-cultural problems.

**Conclusion/constraints**

The University of Queensland fulfils the six goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) in 2009 through the operation of the Aboriginal and Torres Strait Islander Studies Unit and the Faculty of Health Sciences Centre for Indigenous Health. The specific activities of the Unit and the Centre for Indigenous Health have as their core objectives the improved access to, participation in and graduation from tertiary education of Aboriginal and Torres Strait Island peoples.

## **The University of Queensland Indigenous Education Statement – 2009**

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The Aboriginal and Torres Strait Islander Studies Unit is responsible for the broader aspects of the University of Queensland's Indigenous education strategy and works across the University to ensure that strategic objectives in Aboriginal and Torres Strait Island education are achieved. The Unit promotes the view within the University that while the major responsibility for Aboriginal and Torres Strait Island education rests with the Unit, the entire University must share this responsibility across all levels of its academic and administrative programs with the Unit providing links as necessary. The Statement of Educational Principles in Indigenous Australian Matters (EPIAM) is helping to embed this ethic in the University's policy and procedural framework.

The attention to creating wider awareness through the work of the Unit and the development of the EPIAM and Indigenous Employment Strategy has borne results within the University, with initiatives in student recruitment programs being developed in collaboration with the Unit. Where Faculties have been able to resource Indigenous specific liaison/coordination positions there have been significant outcomes in terms of Indigenous recruitment and retention as evidenced by developments in 2009 in the Engineering, Architecture and Information Technology (EAIT) and in the Health Sciences Faculties. Progress has been constrained however where Faculties have not been able to resource or maintain resources to create an Indigenous focus position.

The University of Queensland has made placed the realisation of the AEP goals a priority of its administration. Recently Professor Mick McManus has taken on the role of Dean, Academic Programs, reporting to the Deputy Vice-Chancellor (Academic). In this new leadership role, Professor McManus will also work closely with the Deputy Vice-Chancellor (International), Associate Deans (Academic), Director, Office of Undergraduate Education, and the Senior Deputy Vice-Chancellor to strengthen and develop UQ's academic profile in a range of areas including embedding Indigenous perspectives into the curricula.

## The University of Queensland Indigenous Education Statement – 2009

### SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

The Indigenous Support Program Grant to the University of Queensland for 2009 was \$802,000. In addition, the Aboriginal and Torres Strait Islander Studies Unit receives further income, including from the University, Government funding for the Indigenous Tutorial Assistance Scheme, HEESP, NICP Cadetship Scheme, as well as funding towards scholarships from government and external sources. The funding supports the activities that enhance the profile of the Unit as a provider of both academic programs and student support. The funding allows the Unit to carry out its various functions, all of which contribute to support for Indigenous students and help fulfil the goals of the National Aboriginal and Torres Strait Islander Education Policy.

The student support team have utilised HEESP funding for outreach and recruitment over the last three years. We have targeted major Indigenous venues such as NAIDOC, Indigenous career markets and expos, schools with high percentages of Indigenous students and events. We also attended Career markets with the student recruitment team in areas that were suggested as having high percentages of Indigenous students such as Cairns, Torres Straits, Mt Isa, Townsville and Northern NSW.

There were a number of schools and community organisations that brought Indigenous students to UQ for visits and the ATSISELC held a camp at the Gatton campus at the end 2009. We also held a camp for year 11 & 12 students from various schools in the West Moreton region at the Gatton Campus.

These initiatives have provided us with a good knowledge of which venues and schools to target for recruitment of students, while still maintaining outreach to our community during events such as NAIDOC. The QTAC application form identifies the schools and suburbs that UQ's school leaver applicants come from. The application data confirms that students are applying from areas that we target in our recruitment and outreach.

<b>INCOME for Indigenous higher education purposes</b>		
<b>1</b>	ISP 2009 grant only	\$802,000.00
<b>2</b>	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
<b>3</b>	<b>TOTAL ISP income for 2009</b>	<b>\$802,000.00</b>
<b>4</b>	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).  Indigenous Tutorial Assistance Scheme (ITAS) – income – 2009 Higher Education Equity Support Program (HEESP) Scholarships (funded by government and external sources)	  \$241,130.56 \$49,970.00 \$ 113,035.49
<b>5</b>	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 1,206,136.05</b>

# The University of Queensland

## Indigenous Education Statement – 2009

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### APPENDIX 1 INDIGENOUS EDUCATION STRATEGY

The University's institutional objectives for Indigenous education include the following:

- to approach Indigenous education from a standpoint of equality of regard;
- to promote understanding between Aboriginal and Torres Strait Islander Australians and other Australians;
- to facilitate international understanding between and about Indigenous peoples on the basis of the highest levels of scholarship in teaching and research concerning Indigenous peoples and cultures;
- to incorporate understanding of the worldviews and intellectual traditions of Aboriginal and Torres Strait Islander peoples in the University's academic and administrative policies, programs and procedures;
- to include particular attention to the protocols and ethical considerations for working with Indigenous peoples and communities;
- to nurture and promote the expansion of Indigenous Knowledge as an academic discipline based on the worldviews and intellectual traditions of Indigenous peoples;
- to secure and maintain the pivotal role of Indigenous Knowledge in teaching and research concerning Indigenous cultures and broader fields of knowledge, and encourage this recognition by local, national and international communities;
- to position UQ as a leader in Indigenous education by structuring coursework in political, social and cultural contexts and through focused research.

### Educational Principles

#### Recognition of:

- Aborigines and Torres Strait Islanders as 'First Nations' peoples of Australia who hold a particular place of importance in this country that should be reflected in the academic life of the University through development of a meaningful partnership with Indigenous Australian community members;
- the fact that Indigenous Knowledge is recognised as a specific and valued field of knowledge, there is a growing recognition of the extensive and deep intellectual tradition within Indigenous communities that goes beyond this into broader fields of knowledge;
- the knowledge, worldviews and intellectual traditions held by senior people in Indigenous communities and how their knowledge, views and traditions inform education and pedagogy;
- the importance of the contribution made by qualified Aboriginal and Torres Strait Islander graduates to their communities and the support that the University can provide in this;
- the primary importance of community and family cultural obligations in the lives of Indigenous Australian staff and students;
- the contribution that Indigenous staff and students can make to the learning, including cultural experiences, of non-Indigenous students and staff of the University and that many Indigenous students may have considerable standing in their own community and should be accorded the respect commensurate with this;
- the intellectual and cultural resources that are available in the Aboriginal and Torres Strait Islander Studies Unit and the leading contribution that Unit members make to the teaching, research and outreach objectives of the University.

## The University of Queensland Indigenous Education Statement – 2009

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### **Acknowledgement that:**

- the University of Queensland, as a comprehensive, research-based institution with a sound record in high-quality teaching and learning, will offer and promote learning and research opportunities that will attract Indigenous staff and students to the institution;
- the Aboriginal and Torres Strait Islander Studies Unit will provide personal and academic support for Aboriginal and Torres Strait Islander students studying at the University of Queensland;
- the Aboriginal and Torres Strait Islander Studies Unit will make a significant contribution to teaching, research, postgraduate supervision and community service at the University of Queensland;
- the University will develop strategies to incorporate Indigenous Knowledge in curricula in order to provide graduates with relevant knowledge and understandings for the workplace;
- the University will develop and conduct staff workshops to foster a shared understanding of the concept of Indigenous Knowledge and its place within the life of the University;
- the University of Queensland has a capacity to offer a unique student experience for its domestic and international students informed by the contributions of Indigenous Australians to the academic life of the University.

### **Expectation that:**

- at the institution, Faculty, School and individual levels, the University of Queensland community will recognise and act upon its responsibility to facilitate understanding between and about Indigenous peoples on the basis of the highest levels of scholarship in teaching and research concerning Indigenous peoples and cultures;
- the University will facilitate the engagement of academic staff in discussions of how Indigenous Knowledge might be incorporated in learning, teaching and research priorities;
- academic staff will actively collaborate with colleagues in the Aboriginal and Torres Strait Islander Studies Unit on the incorporation in curricula of Indigenous Knowledge alongside traditional discipline content;
- at the University of Queensland all students will be given the opportunity to further develop, maintain and respect an understanding and awareness of Indigenous Australian issues through inclusive curricula;
- the University will utilise the strategic role that alumni could take in fostering these Principles;
- academic staff will actively collaborate with colleagues in the ATSI Unit to develop protocols for the effective supervision of Indigenous research students and for appropriate guidance of non-Indigenous students conducting research involving Indigenous Australian communities;
- research protocols will be developed, disseminated and embedded through staff development for research in:
  - Clearly identifiable Indigenous Australian communities
  - Communities that have a significant Indigenous Australian population but may not be so readily recognised by non-Indigenous researchers;
- researchers will be made aware of the different protocols that may be required in different locations in response to local sensitivities;
- University staff will be made aware that research undertaken by Aboriginal or Torres Strait Islander researchers is likely to involve:
  - Relationships with community elders and obligations to seek and take guidance from them
  - Community and family responsibilities and obligations
  - Issues related to access and management of knowledge, including restricted knowledge.

APPENDIX 2



ABORIGINAL AND TORRES STRAIT ISLANDER  
EMPLOYMENT STRATEGY

2008 – 2011

# The University of Queensland

## Indigenous Education Statement – 2009

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### Context

The University of Queensland is one of Australia's premier Learning and Research Institutions. It's the oldest University in Queensland and has produced generations of graduates who have become leaders in all areas of society and industry. The University is a founding member of the national Group of Eight, an alliance of research-strong "sandstone" universities committed to higher education institutions which are genuinely world class.

The University of Queensland recognises and values the knowledge, skills and experiences that Aboriginal and Torres Strait Islander peoples bring to the University as part of an abiding commitment to honour its responsibilities both to its own community and to the wider communities with which we interact.

The University of Queensland is committed to the positive and authentic inclusion of Aboriginal and Torres Strait Islander people in the life of the University and recognises the value and significance of Aboriginal and Torres Strait Islander peoples in achieving and maintaining a diverse, principled and ethical scholarly community.

The University's Aboriginal and Torres Strait Islander Employment Steering Committee has responsibility to advise on and monitor the Aboriginal and Torres Strait Islander Employment Strategy. The Group meets quarterly to monitor progress of the initiatives and provide advice in relation to implementation and engagement with community. The committee has representation from the Aboriginal and Torres Strait Islander community and University Management.

### Aboriginal and Torres Strait Islander Employment Objectives and Strategies

#### Objective 1 – Recruitment

The University will proactively seek to recruit Aboriginal and Torres Strait Islander people for employment in all areas of the University, and in all levels and types of employment. The University has an aspirational target of 2.8% of Aboriginal and Torres Strait Islander employment across the University.

In addition to encouraging suitably qualified Aboriginal and Torres Strait Islander people to apply for vacancies, the University will identify relevant and appropriate areas within UQ organizational units, (Centres, Schools, Faculties and Institutes), where entry-level Aboriginal and Torres Strait Islander general staff and academic positions may be developed.

#### Identified and Designated positions

As an aspect of this strategy, the University will nominate "identified" positions that are available only to Aboriginal and Torres Strait Islander applicants. An Identified Position is a position in which Aboriginal and/or Torres Strait Islander people are the major group affected by the work of the occupant. These positions mainly involve working within a position which requires the development of policies or programs which impact on Aboriginal and Torres Strait Islander people and their communities. Identified positions have the essential requirement that the applicant is of Australian Aboriginal or Torres Strait Islander descent, identifies as an Australian Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives or has lived.

These positions require documentary proof of identity usually provided by an incorporated Aboriginal or Torres Strait Islander community organization.

The University will also nominate "designated" positions that are available to Aboriginal and Torres Strait Islander applicants. These positions usually involve working with and/or providing services to Aboriginal and Torres Strait Islander people. In this instance applicants must provide evidence in the selection process that they have an ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander peoples and that they possess relevant and appropriate knowledge and understanding of contemporary Aboriginal and Torres Strait Islander culture and society.



# The University of Queensland

## Indigenous Education Statement – 2009

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### Marketing, Promotions and Networking

Marketing the University's commitment to Aboriginal and Torres Strait Islander employment is an essential part of the Strategy.

The University of Queensland will:

1. Advance UQ as an Employer of Choice for Aboriginal and Torres Strait Islander people through ensuring a presence at:
  - o Employment and Training Expos;
  - o Indigenous Employment and Training Conferences;
  - o National Aboriginal and Islander Day Observance Committee (NAIDOC);
  - o Reconciliation events.
2. Build partnerships with service providers to attract Aboriginal and Torres Strait Islander people to the University.
3. Endorse Aboriginal and Torres Strait Islander identified traineeships and apprenticeships to the community.
4. Encourage supportive communication of the Strategy and the actions taken to achieve the Strategy across UQ and the broader tertiary sector.
5. Support and encourage Aboriginal and Torres Strait Islander graduates to apply for the UQ Graduate Program.
6. Implement the National Indigenous Cadetship Program (NICP) for current UQ Aboriginal and Torres Strait Islander students.
7. Endorse Aboriginal and Torres Strait Islander apprentices and trainees in the technical and services areas and support ongoing employment for these staff members on the completion of their workplace training programs.
8. Conduct exit interviews with Aboriginal and Torres Strait Islander people leaving employment with UQ.
9. Support the inception and maintenance of an Aboriginal and Torres Strait Islander Alumni.
10. Develop a specific UQ website for Aboriginal and Torres Strait Islander employment, containing information about the strategy, employment conditions, available positions and the recruitment process.

### Recruitment and retention monitoring

The University will monitor and record:

- Aboriginal and Torres Strait Islander employment data across the University, showing employment category, level and location.
- Retention rates of Aboriginal and Torres Strait Islander staff.

### Objective 2 – Retention

The University is committed to developing and retaining its Aboriginal and Torres Strait Islander employees.

The University will:

1. Implement culturally appropriate and socially relevant staff induction and training programs for Aboriginal and Torres Strait Islander employees and their supervisors.

## The University of Queensland Indigenous Education Statement – 2009

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2. Endorse all Aboriginal and Torres Strait Islander general and academic staff members are provided with appropriate and relevant mentoring support. Aboriginal and Torres Strait Islander staff will have access to a mentor register of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander people, both internal and external to the University.
3. Where necessary, offer employment contracts to Aboriginal and Torres Strait Islander staff with consideration provided for cultural and community obligations.
4. Endorse Aboriginal and Torres Strait Islander representation on selection panels for employment positions targeting Aboriginal and Torres Strait Islander candidates.
5. Endorse appropriate cultural training with selection panel members.
6. Support and implement a professional development fund for new Aboriginal and Torres Strait Islander staff.
7. Endorse and encourage Aboriginal and Torres Strait Islander participation in women and leadership development opportunities.
8. Collaborate with the organizational learning and development team to respond to the training needs of Aboriginal and Torres Strait Islander staff.
9. Encourage and support opportunities for Aboriginal and Torres Strait Islander staff to access internal and external career planning advice and support.
10. Encourage and support opportunities for Aboriginal and Torres Strait Islander staff to work across different sites of the University including opportunities for secondments and higher duties.

### **Culturally Safe and Inclusive Work Environment**

The University will provide:

- A cross cultural awareness training for non-Aboriginal and Torres Strait Islander staff that incorporates the history of Aboriginal and Torres Strait Islander people, their knowledge and unique culture.
- Support for Aboriginal and Torres Strait Islander staff to connect with and support each other through regular meetings and social networking opportunities for the Aboriginal and Torres Strait Islander Networking Group.
- Support to Aboriginal and Torres Strait Islander staff to apply for and be granted cultural leave in appropriate circumstances, including leave for community obligations.

**The University of Queensland  
Indigenous Education Statement – 2009**

**APPENDIX 3**

**INDIGENOUS SPECIFIC AND OTHER SCHOLARSHIPS OFFERED BY THE UNIVERSITY OF QUEENSLAND**

<b>Name of scholarship</b>	<b>Description of the scholarship/award</b> (include target student group i.e. undergraduate or postgraduate)	<b>Quota offered</b>	<b>Cash value</b>	<b>Comments</b>
Indigenous Access Scholarships (IAS)	Available primarily to undergraduate Indigenous students commencing study at UQ. IAS recipients are also guaranteed a CECS (and CAS where eligible)	18	one-off payment of \$4253	all awarded
Indigenous CAS	Available to IAS recipients who have to relocate in order to attend university	3	\$4508 p.a. For 4 years	all awarded
Indigenous CECS	Available to IAS recipients to assist with costs of attending university	2	\$2254 p.a. For 4 years	all awarded
Claude & Kate Delpratt Memorial Scholarship	available to Indigenous students enrolling into the MBBS program	1	\$7,400	s'hip is awarded at Uni of W.A and UQ alternately as tenure becomes vacant - will not be awarded at UQ again until 2015
R N Hammon Scholarship	To assist Aboriginal and Torres Strait Islander students who have successfully completed at least one year of an undergraduate or postgraduate program and are enrolling on a full-time basis for a subsequent year of that program, or for a further program at a participating institution.	variable	\$3,000	all awarded
E O H Handy Memorial Scholarship	For Indigenous students undertaking post secondary study; social and economic need may also be taken into account.	2	\$500 each	all awarded
Siggins Miller Scholarship	for Indigenous students enrolling into 1st year MBBS; also based on financial need	1	approx \$1700	awarded in 2009.
UQ Economics Scholarships for current Year 12 students	For academically outstanding Year 12 students seeking admission into the Bachelor of Economics. Two scholarships	1	\$25,000 over 3 years	administered by School of Economics

**The University of Queensland  
Indigenous Education Statement – 2009**

	available, one for Indigenous students			
Aboriginal and Torres Strait Islander Pharmacy Scholarship Scheme	Aboriginal and Torres Strait Islander students who have been granted a place in a pharmacy undergraduate degree at any Australian University that has entered into an agreement with the Pharmacy Guild of Australia	3	valued at \$15,000	Not a UQ Scholarship but advertised on UQ S'ship website
Indigenous Science Scholarship	for Indigenous students enrolling into a science-based undergraduate program	1	up to \$20,000	unable to be awarded since established due to overly strict eligibility criteria imposed by donors
Indigenous Youth Leadership Programme Tertiary Scholarships	Scholarships are available for young Indigenous people between the age of 17-25 from a remote area undertaking full-time undergraduate tertiary studies at a university within Australia		\$6,000 per year for 2 years	Not a UQ Scholarship but advertised on UQ S'ship website
Nurse Scholarship Program: Rural and Remote Undergraduate Scheme	10 are designated for Aboriginal and Torres Strait Islander applicants	10	Up to \$10,000 per year	Not a UQ Scholarship but advertised on UQ S'ship website
The RSL Captain Reg Saunders and Aboriginal Ex-Service Men and Women Memorial Scholarship	This annual scholarship is open to Aboriginal and Torres Strait Islander men and women who are eligible to commence a relevant program at an Australian tertiary institution, either full-time, part-time or external	Does not indicate a quota	\$3000 cash grant, payable in each year of satisfactory progress	Not a UQ Scholarship but advertised on UQ S'ship website
Minerals Council Scholarship Program	Scholarships up to \$5,000 to Aboriginal and Torres Strait Islander students up to 25 years old.	up to 25 years old.	up to \$5,000	Not a UQ Scholarship but advertised on UQ S'ship website
University of Queensland College Accommodation Scholarships	Assist Indigenous students with payment of the caution Money (Security Bond) for that accommodation	20	valued at \$400	administered through Residential Colleges
Pearl Duncan Teaching Scholarships	up to 15 teaching scholarships to applicants of Aboriginal and Torres Strait Islander descent who aspire	15	up to \$20,000 each (before tax)	Not a UQ Scholarship but advertised on UQ S'ship website

**The University of Queensland  
Indigenous Education Statement – 2009**

	to be state School teachers.			
Puggy Hunter Memorial Scholarship Scheme	Aboriginal and Torres Strait Islander people who are undertaking study or are intending to undertake study at an undergraduate in a health related course	50	up to \$7,500 per annum for part-time study and up to \$15,000 per annum for full-time study	Not a UQ Scholarship but advertised on UQ S'ship website
The Neville Bonner Memorial Scholarship	The Neville Bonner Memorial Scholarship is Australia's most prestigious scholarship for Indigenous Australians to study Honours in Political Science or related subjects at any Australian university.	1	Australian Postgraduate Award plus HECS (paid up front).	Not a UQ Scholarship

In addition the **Wotif Young Achievers Program** has been established to help raise the tertiary aspirations of School students who may not otherwise have considered university study as an option. The program is aimed at students attending State high Schools in the Moreton, Toowoomba and Darling Downs regions. \$6000 per year is provided to ease the transition to University. Indigenous applications are one of the identified focus of the scheme.