

## **SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

### **General Information**

The University supports multiple pathways and entry and exit points. School leavers are able to commence undergraduate studies while still at secondary school as part of the Start Uni Now (SUN) program or via the traditional QTAC entry system. Undergraduate enrolment is also possible using 'Recognition of Prior Learning' (RPL) processes or after successful completion of one of our enabling programs which includes the Aboriginal and Torres Strait Islander Tertiary Entry Program (TEP).

We encourage graduates to progress to postgraduate coursework or research, and given appropriate experience also support RPL entry into postgraduate coursework. For students who are unable to complete their studies we may suggest that they revert from undergraduate to TEP to strengthen necessary skills before continuing in their original program. Where an early exit award is available we also canvass this as a viable option. Other enabling programs are also available, e.g. STEPS.

We specialise in supporting students in correctional centres. Indigenous males have a disproportionate representation in such facilities and form the majority of our correctional centre cohort. We have adopted a flexible approach to assessment submission for these students which recognises the difficult circumstances under which they study and the many factors which impinge on their studies.

CQUniversity has Indigenous content in a variety of subject areas including health, education, social work, and the humanities. The Aboriginal and Torres Strait Islander Tertiary Entry Program (TEP) is comprised of a suite of 13 courses all of which address Indigenous issues from a subject specific context. For example, Indigenous involvement in politics, law, and university culture. Not all courses were offered in 2011.

At the undergraduate level the University offers an Aboriginal Torres Strait Islander study plan as a specialisation within the Bachelor of Arts program. For example, Introductory Aboriginal and Islander History, Foundations of Indigenous Learning, Aboriginal Cultures and Country, Political Philosophy and Indigenous Perspectives, Indigenous Australians and Popular Culture, and Contemporary Indigenous issues.

We support Indigenous students to achieve at all levels of higher education. We promote and administer the Indigenous Tutorial Assistance Scheme. All our students are studying externally and come from all over Australia (including within correctional centres). Every student has the opportunity to access and participate in the Indigenous Tutorial Support (ITAS) program. We offer learning assistance on a face to face, group and incidental needs basis.

The University has established a centre which coordinates many of the courses, programs and activities in the University targeting access, participation and success for Aboriginal and Torres Strait Islander students. Nulloo Yumbah is the university's Indigenous Learning, Spirituality & Research Centre. The centre celebrated 25 years of service to students in 2010.

Nulloo Yumbah is committed to the provision of personalised services to ensure improved higher educational outcomes for Indigenous Australians. We operate a dedicated computer lab at Rockhampton and Bundaberg. Moreover, we try our best to case manage all our students, provide a 1800 number for convenient access, advocacy on study related issues working with faculty, divisions and referrals on a need basis.

## **Embedding Indigenous Perspectives**

Our Strategic Plan 2011-2014 outlined broad principles and values relevant to Aboriginal and Torres Strait Islander students. The academic focus of the University plan is on learning, teaching, research and scholarship to benefit all students. The teaching and learning strategies are student-centred with the needs of each student being paramount. The University is striving for cultural competence for both students and staff. The University believes that in a multicultural university it should be evident in all aspects of university life.

The University's Strategic Plan is explicit in its intention towards Aboriginal and Torres Strait Islander students, staff and communities. There is support clearly stated in the Strategy for Aboriginal and Torres Strait Islander access, participation and success at CQUniversity.

Statements from the strategy include:

- We recognise the traditional owners of the land on which all of our campuses are located and we acknowledge and honour that the land is spiritually significant to our Indigenous communities.
- In Engaged Teaching and Learning: Incorporate international, intercultural and Indigenous perspectives and inclusive pedagogy into academic offerings.
- In four years we will..... Increase our equity access rate for Low SES, Remote/Regional, NESB and Indigenous students  
Increase our equity participation rate for Low SES, Remote/Regional, NESB and Indigenous students
- Build staff awareness of their own local and Indigenous cultures; cultures of other communities; of intercultural differences; and to develop a capacity to engage with language and cultural difference.

CQUniversity has drafted an Aboriginal and Torres Strait Islander Strategy. Further consultation will be undertaken in 2012 to finalise the Strategy. The Strategy will address all 6 goals.

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

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

CQUniversity confirms that it complies with the conditions for funding by:

- Having strategies for improving the access, participation, retention and success of Indigenous Australians students in higher education;
- including Indigenous people in our decision making processes; and
- having a current, functioning Indigenous employment strategy.

Moreover, CQUniversity can demonstrate that it addresses the AEP goals relating to higher education outlined below and the Indigenous Employment Reference Group (IERG):

CQUniversity has drafted an Aboriginal and Torres Strait Islander Strategy. Further consultation

will be undertaken in 2012 to finalise the Strategy. The Strategy will address all 6 goals.

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

Indigenous Australians involved in decision-making at CQUniversity include:

- Member of CQUniversity Council
- Director of Nulloo Yumbah
  - Vice Chancellor's Advisory Committee (VCAC).
  - Research Committee of Academic Board (with full rights of audience and debate)
  - Academic Board (attendee)
  - Human Research Ethics Committee
  - Indigenous Employment Reference Group (IERG)
- Representatives are included on:
  - Institute of Sustainable Development Board
  - Centre for Environmental Management
  - Engineering Undergraduate Programs Industry, Schools and Community Advisory Network (ISCAN)
  - Learning, Teaching and Education Research Centre (LTERC)
  - Queensland Centre for Domestic and Family Violence
  - Indigenous Employment Reference Group (IERG)
  - Staff selection committees
  - Advisors and or Reference group members for Nulloo Yumbah and faculty teaching and learning programs, portfolios and associated activities.

Nuloo Yumbah also has representation on other committee and structures throughout the university, but this may not include an Aboriginal and / or Torres Strait Islander person.

The Director of Nulloo Yumbah, is an Aboriginal man who holds the position of Associate Professor. He reports directly to the Deputy Vice-Chancellor (Academic and Research) thus offering direct contact to the Senior Executive. The role of Director Nulloo Yumbah is overall management of Nulloo Yumbah and strategic direction of Indigenous education within Nulloo Yumbah and the broader CQ community along with establishing and maintaining working relationships with Faculties and Divisions, Indigenous community and industry.

There are Indigenous staff working in leaderships roles such as: recruitment and enrolment, community liaison and networking, managing work areas, and academic learning advice.

### Constraints on CQUniversity's ability to achieve this goal in 2011

- Sourcing community members across a diversity of regional campuses with relevant knowledge, skills, disciplinary expertise and time to be involved in reference group/committee decision making in faculties and divisions. Seeking appropriate remuneration for community members is also problematic.
- Acceptance by university management of the knowledge and expertise held by Aboriginal and Torres Strait Islander people who do not have tertiary qualifications.
- The role that stereotypes play in hindering authentic relationships and partnerships within and between university personnel and Aboriginal and Torres Strait Islander people.
- Training is required in cultural competency to improve effective engagement with Aboriginal and Torres Strait Islander people and issues.

Plans for future improvements

- The establishment and expansion of relevant reference groups involving Aboriginal and Torres Strait Islander people that are flexible in nature and focused on the core business of university activity.
- Design a 'university cultural competency course' for the university personnel.
- Provision of appropriate spaces on regional campuses for Aboriginal and Torres Strait Islander meetings and training purposes including cultural competency training.

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

<b>The total number of Aboriginal and Torres Strait Islander staff employed across CQUniversity in 2011</b>	<b>Number</b>
Level D	1
Level B	3
Non-aligned academic	2
HEW 9	1
HEW 8	1
HEW 7	1
HEW 6	2
HEW 5	4
HEW 4	1
HEW 3	1
HEW 2	1
<b>Total</b>	<b>18</b>

**Continuing and Fixed term positions**

<b>Faculty/Institute/Section</b>	<b>Staff</b>	<b>Academic</b>	<b>Professional</b>
Level D, Nulloo Yumbah	1	1	
Level B, Nulloo Yumbah	1	1	
Level B, Faculty	2	2	
HEW 9, Administration	1		1
HEW 8, Administration	1		1
HEW 7, Nulloo Yumbah	1		1
HEW 6, Technology Support	2		2
HEW 5, Nulloo Yumbah	3		3
HEW 5, Technician	1		1
HEW 4, Finance	1		1
<b>Totals</b>	<b>14</b>	<b>4</b>	<b>10</b>

**Table 2 – Casual positions**

Faculty/Institute/Section	Staff	Academic	Professional
HEW 2, Security	1		1
HEW 3, Trainee, Nulloo Yumbah	1		1
Academic duties (varied) (Nulloo Yumbah)	2	2	
<b>Totals</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>OVERALL TOTAL</b>	<b>18</b>	<b>6</b>	<b>12</b>

Nulloo Yumbah Staff	Staff	Indigenous	Non-Indigenous
Level D	1	1	
Level B	5	1	4
HEW 7	1	1	
Academic Duties (varied)	2	2	
HEW 6	1		1
HEW 5	3	3	0
HEW 3	1	1	0
<b>Totals</b>	<b>14</b>	<b>9</b>	<b>5</b>

Of the 18 Aboriginal and Torres Strait Islander staff employed at CQUniversity, 9 work in Nulloo Yumbah. CQUniversity does not have Aboriginal and Torres Strait Islander identified positions. The University attempted to designate positions as identified during 2011, without success.

CQUniversity has an Aboriginal and Torres Strait Islander Employment and Career Development Strategy 2009 – 2012. The Strategy is available on the CQUniversity website and is free to download. The Aboriginal and Torres Strait Islander Employment Coordinator left the position in 2010 and he was not replaced in 2011.

CQUniversity has an Indigenous Employment Reference Group (IERG). In 2010, the IERG established a target of 34 Aboriginal and Torres Strait Islander staff by the end of 2012. In 2011, an initiative established 5 Indigenous traineeships. As at December 2011, only one trainee remained. The IERG and Nulloo Yumbah also worked with the university to develop a Pro Vice-Chancellor (Indigenous Engagement) position. This was advertised in November 2011 and the selection completed by December 2011.

For positions which are going to be filled via an external advertising process, Nulloo Yumbah additionally advertises these vacancies also via Indigenous networks.

#### Constraints on CQUniversity's ability to achieve this goal in 2011

- During 2011 CQUniversity continued its organisational restructure, and the total number of staff employed was further reduced. This impacted on the ability of CQUniversity to increase the number of Aboriginal and Torres Strait Islander peoples employed.
- The short term nature of some project funding is an issue with regards to continuity of employment for Aboriginal and Torres Strait Islander staff.
- Within Central Queensland there has been a dramatic increase in opportunities for well paying positions in both the public and private sectors, and in the mining sector.

- Staff database requires self-identification and not all Aboriginal and Torres Strait Islander staff members identify.
- An Equity Officer (Indigenous) with core responsibilities for increasing Aboriginal and Torres Strait Islander employment across CQUniversity resigned and was not replaced due to funding.

#### Plans for future improvements

- Work with Schools to increase the number of Aboriginal and Torres Strait Islander people working across the university.
- Increase participation and success rates of Aboriginal and Torres Strait Islander academic and general staff in promotion rounds.
- Design a 'university cultural competency' training program in partnership with People and Culture for CQUniversity personnel.
- Encourage self-identification within the staff population during other times of personal information checking, e.g. group certificate time.
- In partnership with People and Culture, develop and deliver a 'How to Get a Job at CQUniversity' workshop specifically for Aboriginal and Torres Strait Islander people.
- Work with People and Culture (Human Resources) to generate a pool of suitable applicants for short term vacancies and longer term employment options.

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

Nulloo Yumbah offers the Tertiary Entry Program (TEP) for Indigenous Australians aspiring to tertiary education. The program is delivered by distance with two residential schools per term being incorporated into the teaching schedule. This model of delivery allows those students with personal, family or work commitments to undertake the program within their own community. The residential components allow for ease of access to staff, computers, tutors, and each other as fellow students. Indigenous students are able to access ABSTUDY for their travel, meals and accommodation.

TEP is also delivered into correctional centres in every state and the Northern Territory. TEP is a free program and can be delivered completely externally making it ideal for inmates in correctional facilities. TEP has been delivered in the Etna Creek Capricornia Correctional Centre with new enrolments at the Goulburn, Sydney, Cessnock, Kempsey, Townsville, Woodford & Maryborough Correctional Centres as well as Western Australian, Northern Territory, South Australia and Victoria.

TEP was reviewed in 2011 and a plan for improvements developed and implemented. This will result in a more responsive program.

Indigenous students also have the option of enrolling in STEPS (Skills for Tertiary Education Preparatory Studies).

#### **CQUniversity Strategies and Outcomes 2011**

<b>Commencing Indigenous student numbers for 2011 (access rate)</b>			
<b>Commencing 2011</b>			<b>Total</b>
<b>Female</b>		<b>Male</b>	
Total Indigenous	134	66	200
Total Non-Indigenous	3673	1509	5182
Grand Total	3807	1575	5382
<b>Full Year</b>			

Commencing 2010		Total	
Female		Male	
Total Indigenous	132	77	209
Total Non-Indigenous	3673	1558	5231
Grand Total	3805	1635	5440

The University supports multiple pathways and entry and exit points. Indigenous students in years 10 – 12 are able to commence undergraduate studies while still at secondary school as part of the Start Uni Now (SUN) program. On completion of four courses students can obtain their Queensland Certificate of Education and may also be accredited to further university studies.

CQUniversity's promotion and recruitment activities are borderless activities and are run in collaboration with Nulloo Yumbah. Recruitment and promotion activities cover major centres as well as rural and remote areas including the Torres Strait Islands, outback QLD, country NSW and inner-Sydney. Promotion uses all forms of regional media including Murri radio networks. Aboriginal and Torres Strait Islander Students are seen as resources for promotion; student packs for promotion in their own communities and a recruitment incentive scheme have been approved.

Undergraduate enrolment is also possible using 'Recognition of Prior Learning' (RPL) processes or after successful completion of one of our enabling programs which includes the Aboriginal and Torres Strait Islander Tertiary Entry Program (TEP).

Nulloo Yumbah actively supports programs such as the Aboriginal and Torres Strait Islander Tertiary Aspirations Program, the Indigenous Youth Sports Program, Reconciliation Carnival and Former Origin Greats (FOGs) events. We see this as enabling equitable access to tertiary education for Aboriginal and Torres Strait Islander people.

CQUniversity offers the full range of Federal Government scholarships for Indigenous and non-Indigenous students. This includes the Indigenous Enabling, Indigenous Access, Commonwealth Accommodation, and Commonwealth Education Scholarships. In addition, Indigenous postgraduates have the opportunity to apply for the CQUniversity Indigenous Australian Postgraduate Research Award which is awarded through the Office of Research. A full list of scholarships can be found at <http://content.cqu.edu.au/Core/scholarships.do>

The take up rate of the Accommodation Scholarships is very low at CQUniversity. The increasing move to all courses being on-line is a concern for some Indigenous students and some Indigenous communities. Not all Aboriginal and Torres Strait Islander people live in areas where computer access is available or internet connections are available. In some regions internet is unreliable and sporadic. This coupled with difficulties accessing extra resources and tutors, makes undertaking education on line extremely difficult.

A debt repayment process has been negotiated that will allow progression of students.

#### Constraints on CQUniversity's ability to achieve this goal in 2011

- Increasing emphasis by the higher education sector that 'education be on-line'. While the evidence suggests that there are increasing numbers of Aboriginal and Torres Strait Islander people utilising computers, it is still at much lower rates than the Australian population. Moreover, there are numerous regions in Australia, where internet access is sporadic or unreliable. This includes areas even half an hour outside of Rockhampton and other regional centres where large populations of Aboriginal and Torres Strait Islander people reside.
- There has been increased uptake of TAFE options by Aboriginal and Torres Strait Islander people in the Central Queensland region.
- School staff, guidance officers/counsellors and others, whose perception is that university is

not attainable or appropriate for Aboriginal and Torres Strait Islander students and refer Aboriginal and Torres Strait Islander people to TAFE. This was noted at the Queensland Indigenous Higher Education Network (QIHEN) Meeting (May 2012) and discussed with the Queensland Widening Participation Committee.

- The cycle of debt experienced by Aboriginal and Torres Strait Islander students (both HECS and other debt) is problematic and a deterrent to completing. Marketing demands to conform to the corporate logo and colours and difficulty incorporating Aboriginal and Torres Strait Islander imagery.

#### Plans for future improvements

- Intensive promotion of Indigenous Access and related Commonwealth Scholarships
- Post-Graduate enabling program for both coursework and research degrees.
- Modify the TEP Program in line of the review and make it more responsive to Aboriginal and Torres Strait Islander people. Increase access to the TEP program by flexible delivery and in correctional centres in Queensland and beyond.
- Target large urban Aboriginal and Torres Strait Islander populations.
- As part of the CQUniversity becoming a great university, promote CQUniversity nationally for Aboriginal and Torres Strait Islander enrolments.
- Corporate CQUniversity promotional material to feature Aboriginal and Torres Strait Islander faces and testimonials.
- CQUniversity utilising Aboriginal and Torres Strait Islander media to promote CQUniversity.

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

CQUniversity offers the full range of Federal Government scholarships for Indigenous and non-Indigenous students. This includes the Indigenous Enabling, Indigenous Access, Commonwealth Accommodation, and Commonwealth Education Scholarships. In addition, Indigenous postgraduates have the opportunity to apply for the CQUniversity Indigenous Australian Postgraduate Research Award which is awarded through the Office of Research. A full list of scholarships can be found at <http://content.cqu.edu.au/Core/scholarships.do>

There is a close working relationship with student services and some activities are offered in partnership. Students who are identified as at-risk are referred to appropriate services early in their studies. The First Year Experience (FYE) is a major focus for all of CQUniversity students, including Aboriginal and Torres Strait Islander students. Nulloo Yumbah staff participate in the FYE activities.

The employment of a Recruitment and Retention Officer in Nulloo Yumbah has increased support for students. Nulloo Yumbah actively supports programs such as the Aboriginal and Torres Strait Islander Tertiary Aspirations Program, the Indigenous Youth Sports Program, Reconciliation Carnival and Former Origin Greats (FOGs) events. We see this as enabling equitable access to tertiary education for Aboriginal and Torres Strait Islander people. It also fosters participation.

#### **CQUniversity Strategies and Outcomes 2011**

<b>The total number of Indigenous student enrolments for 2011, compared to 2010</b>			
<b>Enrolments 2011</b>			<b>Total</b>
<b>Female</b>		<b>Male</b>	
Total Indigenous	253	121	374
Total Non-Indigenous	7216	3405	10621

Grand Total	7469	3526	10995
<b>Full Year</b>			
<b>Enrolments 2010</b>			<b>Total</b>
<b>Female</b>		<b>Male</b>	
Total Indigenous	233	119	352
Total Non-Indigenous	6923	3450	10373
Grand Total	7156	3569	10725

Aboriginal and Torres Strait Islander student achievers are encouraged and given appropriate recognition, including awards funded by Nulloo Yumbah. Successful Aboriginal and Torres Strait Islander third year students have been employed as Nulloo Yumbah Student guides and mentors for retention activities. Nulloo Yumbah graduates are recognised by sashing ceremonies to encourage ongoing achievement and wider recognition. Nulloo Yumbah ensures this applies to TEP, undergraduate and postgraduate and research students.

All Aboriginal and Torres Strait Islander higher degree research students are given a Research Training Scheme funded place. One CQUniversity Postgraduate Aboriginal and Torres Strait Islander Scholarship is offered.

All CQUniversity staff inductions now include training in policies and procedures and the university Code of Conduct which addresses non-racist, harassment and bullying behaviours. Zero-Tolerance training for all supervisors.

#### Constraints on CQUniversity's ability to achieve this goal in 2011

- CQUniversity like all universities is governed by a market-driven curriculum and efficiency, which impacts on what study options are offered by the university. CQUniversity cannot provide all the options for which Aboriginal and Torres Strait Islander people contact Nulloo Yumbah.
- The requirement for a student to be on three-quarter load minimum to be eligible for Abstudy at times encourages students to enrol in more than they can handle so that they can gain full Abstudy for living purposes. This increases indebtedness whilst reducing student retention and progress.
- The current increase of well paying and challenging jobs available in both the private and public sectors along with mining in Central Queensland, has meant that some successful students are being offered positions in the community and some are deferring university study.
- Some academic programs do not allow Aboriginal and Torres Strait Islander specific elective courses to be utilised due to academic or time constraints due to requirements for professional endorsement or registration.
- Interstate students enrolled into TEP are not covered by ABSTUDY to cover their travel, accommodation & meal costs.

#### Plans for future improvements

- Work through QIHEN and NATSIHEC with the Government to consider full Abstudy payments for half load across the year (eg 4 courses in total for the three CQUniversity Terms – not just Terms 1 and Term 2).
- Implement a phased approach to Indigenisation of the curriculum across CQUniversity.

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

**CQUniversity Strategies and Outcomes 2011**

<b>The total number of Indigenous completions at Bachelor level and above in 2011, compared to 2010 Completions by Gender by Career by Indigenous/ Non-Indigenous</b>			
<b>2011 Full Year</b>			
<b>Female</b>	<b>Male</b>		<b>Grand Total</b>
Total Indigenous	17	7	24
Total Non-Indigenous	857	467	1324
<b>Grand Total</b>	<b>874</b>	<b>474</b>	<b>1348</b>
<b>2010 Full Year</b>			
<b>Female</b>	<b>Male</b>		<b>Grand Total</b>
Total Indigenous	15	4	19
Total Non-Indigenous	876	416	1292
<b>Grand Total</b>	<b>891</b>	<b>420</b>	<b>1311</b>

There is a close working relationship with student services and some activities are offered in partnership. Students who are identified as at-risk are referred to appropriate services early in their studies. Aboriginal and Torres Strait Islander students have full access to all services that are available to the general student population. This includes counselling, careers and employment advice, the first year experience, disability and financial support. The First Year Experience (FYE) is a major focus for all of CQUniversity students, including Aboriginal and Torres Strait Islander students. Nulloo Yumbah staff where possible, participate in the FYE activities.

Nulloo Yumbah also refers students to Aboriginal and Torres Strait Islander specific services and community organisations. For example, crisis or emergency housing support, emergency relief, and support for family or domestic violence. Promotional material is available from many community based agencies at Nulloo Yumbah.

The Indigenous Tutorial Assistance Support (ITAS) Program is available to all eligible students. This is available and administered through Nulloo Yumbah. While all students are encouraged to access ITAS, not all students take up this opportunity. Nulloo Yumbah will continue to review the administration of ITAS to try and improve the uptake of ITAS.

CQUniversity has offered postgraduate scholarships since 2003. Cadetships have also proven to be successful in supporting students to successfully complete their studies. Moreover, the employment of an Incidental Learning Advisor in Nulloo Yumbah servicing all those distant education students at both Rockhampton and Gladstone has also proven successful.

Nulloo Yumbah continues to operate a 24/7 lab with broadband capability on both the Rockhampton and Bundaberg campuses.

**Constraints on CQUniversity's ability to achieve this goal in 2011**

- The current increase of well paying and challenging jobs available in both the private and public sectors along with mining in Central Queensland, has meant that some successful students are being offered positions in the community and some are deferring university study. At times some students need to enter the workforce sooner rather than later due to financial pressures.
- Compulsory residential schools in some undergraduate courses.
- Isolation and loneliness of the distant education student.
- The dependency on technology to deliver the learning packages to students. For students in correctional centres this is problematic. Many correctional centres do not have internet access or email. Nulloo Yumbah modifies its delivery for inmates in order for them to be able to enrol in TEP or undergraduate courses. It is also problematic in some families and communities due to resource issues and sporadic internet access.

#### Plans for future improvements

- Continue the exploration of the use of 'foundation' courses to enrich the first year experiences of university students.
- ITAS training to be reviewed and increased use of web training options.
- The First Year Experience (FYE) manual is to be developed, circulated and expanded.
- Graduate sashing ceremonies to be introduced on metropolitan campuses.

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

Nulloo Yumbah offers the Tertiary Entry Program (TEP) for Indigenous Australians aspiring to tertiary education. This program requires the successful completion of 8 individual courses from a selection of 13. There is a substantial amount of Indigenous content in 6 of the courses that focus on academic skills, study habits, politics and history. The program is delivered by distance with two residential schools per term being incorporated into the teaching schedule. This model of delivery allows those students with personal, family or work commitments to undertake the program within their own community. The residential components allow for ease of access to staff, computers, tutors, and each other as fellow students. Indigenous students are able to access ABSTUDY for their travel, meals and accommodation.

There are courses across the whole university that contain significant Aboriginal and Torres Strait Islander content. They include courses in the Arts, Health, Social Work, Welfare Studies, Education and pre-tertiary programs (TEP as already discussed). CQUniversity teaches within the field of Indigenous Studies in a way that draws upon an array of disciplines including history, literature, anthropology, politics, education and sociology. It has been designed to develop an understanding of the past and contemporary issues.

The Aboriginal and Torres Strait Islander Plan within the Bachelor of Arts has now been offered in 2010 and 2011. The changes have improved the presence of Indigenous perspectives within the CQUniversity curriculum. The Aboriginal and Torres Strait Islander plan courses were moved across and being taught by Indigenous academic staff. As noted in the 2010 report, the impact of Indigenous staff teaching these courses resulted in three times the number of students enrolling and competing the *Contemporary Indigenous Issues* and *Foundations of Indigenous Learning*. The Aboriginal and Torres Strait Islander Plan is now completely owned by Nulloo Yumbah.

Staff from Nulloo Yumbah continue to offer incidental lectures across CQUniversity. Courses run by Nulloo Yumbah and hosted by Faculties continued to attract domestic and international students. Other courses such as *Introduction to Aboriginal and Torres Strait Islander History* is a compulsory course in the History Plan of the Bachelor of Arts program. While *Reconciliation in the Workplace and Community* was approved by Academic Board as a compulsory course in the

Bachelor of Social Work degree was delivered in term two and is also an elective across the university. The development of new Aboriginal and Torres Strait Islander focused courses (subjects) for future academic years: *Family History & Australian Identity* progressed through to the Vice Chancellor's Advisory Committee. Nulloo Yumbah's conversational series offered access to discussion on Indigenous issues.

There were also activities such as those found on many other university campuses. For example, NAIDOC activities, Acknowledgement and Welcome to Country statements, symbolic activities such as smoking ceremonies for cleansing or opening of a new area, the display of flags and other activities.

The audit of 'cultural competencies' took place and the findings were discussed.

#### Plans for future improvements.

- Increase the number of Aboriginal and Torres Strait Islander focused seminars which are additionally open to the public.
- Explore postgraduate program and course design targeting Aboriginal and Torres Strait Islander students.
- Conduct a workshop for local Aboriginal and Torres Strait Islander people who may be used as guest speakers in faculty courses.
- The Reconciliation Statement 2002 is to be developed into a Reconciliation Action Plan (RAP). CQUniversity is aiming to develop their RAP and launch it in Reconciliation Week 2013.
- CQUniversity has made a commitment towards Indigenisation of the curriculum. All new and reviewed courses in the university that need approval the Faculty will need to provide evidence of Indigenisation of the curriculum.
- Increase Aboriginal and Torres Strait Islander presence on each campus.

### **SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

Enquiries regarding this section should be directed to Professor Bronwyn Fredericks, Pro Vice-Chancellor (Indigenous Engagement), CQUniversity Australia.

Phone Number: 07 4923 2045  
Email: b.fredericks@cqu.edu.au

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

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

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

#### **University Officer**

Name: Prof Hilary Winchester  
Position Title: Deputy Vice-Chancellor  
(Academic & Research)  
Phone Number: 07 49 306 731  
Email: h.winchester@cqu.edu.au

#### **Indigenous Education Unit Officer**

Name: Prof Bronwyn Fredericks  
Position Title: Pro Vice-Chancellor  
(Indigenous Engagement)  
Phone Number: 07 49 232 045  
Email: b.fredericks@cqu.edu.au

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

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