

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education. These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DIICCSRTE that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

It is recommended that the format for the Indigenous Education Statement noted below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

The Indigenous education statement is due by 31 May 2013.

Please try to limit your answers to the template for each question.

Please submit electronic documents by email at itpt@innovation.gov.au

DIICCSRTE contact officer:

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst it is recommended that this format is followed to ensure providers report against all relevant criteria, providers are invited to comment on a wider range of matters.

CQUniversity Australia

Office of Indigenous Engagement (formerly known as Nulloo Yumbah)

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

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

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

General Information

For over 20 years, CQUniversity has delivered specific support services to Aboriginal and Torres Strait Islander people through its Indigenous support unit (formerly known as Nulloo Yumbah).

In 2012, CQUniversity took significant steps in improving outcomes for Aboriginal and Torres Strait Islander people. In March 2012, CQUniversity created the Office of Indigenous Engagement and its first Pro Vice-Chancellor (Indigenous Engagement) commenced. The Pro Vice-Chancellor (Indigenous Engagement) provides leadership and advice to the Vice-Chancellor and President on strategies to advance CQUniversity's Indigenous engagement agenda and improve educational outcomes for CQUniversity's Aboriginal and Torres Strait Islander student cohort past, present and future.

The Pro Vice-Chancellor (Indigenous Engagement) was also responsible for the work undertaken by Nulloo Yumbah staff.

A review of service delivery undertaken by Nulloo Yumbah was conducted and it was evident that it was not meeting the high standards that CQUniversity expects or resulting in the best possible outcomes for Aboriginal and Torres Strait Islander peoples. In November 2012, a change proposal in relation to staffing and structure was finalised and implementation of new processes and practices commenced. CQUniversity drew from the recommendations found in the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) In developing these new processes and practices.

With this came a renewed vision and expectation regarding the provision of high quality services to Aboriginal and Torres Strait Islander students and communities. Additionally, a culture of continual improvement is being forged and this will continue to enhance service delivery to Aboriginal and Torres Strait Islander people.

It is expected that these changes will have a significant impact on the recruitment, retention and completion rates for Aboriginal and Torres Strait Islander students at CQUniversity.

In addition to changes to its own processes and practices, Office of Indigenous Engagement staff work with:

- Aboriginal and Torres Strait Islander communities to identify ways to build their capacity in education, employment and general equality of opportunity, and then assist them to achieve this.
- Schools and Directorates within CQUniversity to build their capacity to provide high quality services to Aboriginal and Torres Strait Islander people.
- Internal and external stakeholders including other universities to ensure that CQUniversity is provide relevant quality services to assist in improving outcomes for Aboriginal and Torres Strait Islander people.

All staff in the Indigenous support unit at CQUniversity work in the Office of Indigenous Engagement. The place where the student support staff are based in Rockhampton is called Nulloo Yumbah. Throughout 2013 and 2014, the Office of Indigenous Engagement will work with the relevant Aboriginal and Torres Strait Islander communities to ensure that they are recognised at their local CQUniversity campus.

Embedding Indigenous Perspectives

CQUniversity's Strategic Plan 2011-2014 outlines 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.

In addition to this, CQUniversity has drafted an Aboriginal and Torres Strait Islander Strategy. In 2013, further consultation will be held with Aboriginal and Torres Strait Islander

communities to further develop this strategy and to develop a Reconciliation Action Plan.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

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.

As detailed in this report, CQUniversity demonstrates that it addresses the AEP goals relating to higher education. In addition to this, CQUniversity has drafted an Aboriginal and Torres Strait Islander Strategy. In 2013, further consultation will be held with Aboriginal and Torres Strait Islander communities to further develop this strategy and to develop a Reconciliation Action Plan.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander Australians involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

Aboriginal and Torres Strait Islander peoples involvement in decision-making at CQUniversity includes:

- Chair of Academic Board (and hence all sub-committees of Academic Board)
- Member of CQUniversity Council
- Vice Chancellor's Advisory Committee (VCAC)
- Research Committee of Academic Board (with full rights of audience and debate)
- Human Research Ethics Committee
- Indigenous Employment Reference Group (IERG)

In addition to this, Aboriginal and Torres Strait Islander staff are active participants in a range of other decision making activities at CQUniversity including:

- The Executive Officer's Network
- Representation on Scholarship panels
- Representation on selection panels

Aboriginal and Torres Strait Islander perspectives are increasingly being embedded in processes and structures at CQUniversity through the inclusion of Office of Indigenous Engagement staff in a wide range of committees and forums. Participating Office of Indigenous Engagement staff may be non-Indigenous but have demonstrated an excellent understanding of issues affecting Aboriginal and Torres Strait Islander people and have the ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people.

The Director of Nulloo Yumbah, is an Aboriginal man who holds the position of Associate Professor. The role of Director, Nulloo Yumbah is overall management of Nulloo Yumbah and strategic direction of Indigenous education within Nulloo Yumbah and the broader central Queensland community along with establishing and maintaining working relationships with Schools and Divisions, Indigenous community and industry. He reports to the Pro Vice-Chancellor (Indigenous Engagement).

The Pro Vice-Chancellor (Indigenous Engagement) is an Aboriginal woman who hold the position of Professor, is Chair of Academic Board and has well developed relationships with central Queensland Indigenous and wider communities. The Pro Vice-Chancellor (Indigenous Engagement) reports to the Deputy Vice-Chancellor (Academic and Research) and is part of the senior management team at CQUniversity.

Aboriginal and Torres Strait Islander staff are leaderships roles including recruitment and enrolment, equity and partnerships, managing work areas, and academic learning advice.

Constraints on CQUniversity's ability to achieve this goal in 2012

- Engaging appropriately qualified Aboriginal and Torres Strait Islander people to fill academic roles. This has limited the number of academic roles filled by Aboriginal or Torres Strait Islander people and therefore limits participation in committees, etc...
- 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.
- Increasing flexible and innovative ways to engage Aboriginal and Torres Strait Islander people in academic roles (eg short term appointments, development plans, flexibility, part-time arrangements which allow suitable and qualified Indigenous people to still carry out their own activities, businesses or consultancies etc..).
- Continued work across the university in regard to developing cultural understanding and competence.
- Provision of appropriate spaces on regional campuses for Aboriginal and Torres Strait Islander meetings and training purposes including cultural competency training.

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

Your response to this goal needs to address but is not limited to the following points:

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their spread across the university (including numbers in academic and non-academic roles, and by level).

• Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Number of staff	Role
Higher Education Division - Arts, Business, Informatics & Education	Non - Academic	1	Manager, Administrative Services
Financial Services Division - Finance Directorate	Non - Academic	1	Revenue & Payments Officer
International and Services Division - Information Technology Directorate	Non - Academic	1	Senior Technology Support Officer
International and Services Division - Marketing Directorate	Non - Academic	1	Administration Officer
Academic & Research Division – Office of Indigenous Engagement	Academic	1	Director, Nulloo Yumbah
Academic & Research Division - Office of Indigenous Engagement	Non - Academic	1	Executive Assistant
Academic & Research Division - Office of Indigenous Engagement	Non - Academic	1	Executive Officer
Academic & Research Division - Office of Indigenous Engagement	Non - Academic	3	Indigenous Engagement Officer
Academic & Research Division - Office of Indigenous Engagement	Non - Academic	1	Recruitment & Retention Officer
Academic & Research Division - Office of Learning & Teaching	Non - Academic	1	Executive Officer
Higher Education Division - School of Business and Law	Academic	1	Lecturer
Higher Education Division - School of Medical & Applied Sciences	Non - Academic	1	Technical Officer(Science)
Higher Education Division - School of Medical & Applied Sciences	Non - Academic	1	Work Integrated Learning Officer
Totals		15	

• Table 2 - Casual positions*

Faculty/Institute/Section	Academic / Non-Academic	Number of staff	Role
Academic & Research Division - Office of Indigenous Engagement	Academic	3	Learning Advisor
International and Services Division - Facilities Management Directorate	Non - Academic	1	Security Officer
Academic & Research Division - Office of Indigenous Engagement	Academic	1	Pro Vice Chancellor (Indigenous Engagement)
Academic & Research Division - Office of Indigenous Engagement	Non - Academic	1	Administration Assistant - Indigenous Services
Corporate Governance Division - Academic Registrar Directorate - Student Centres	Non - Academic	2	Indigenous Widening Participation Officer
Totals		8	

* Please note that positions listed in this section also include those positions that are fixed term appointments.

Of the 23 Aboriginal and Torres Strait Islander staff employed at CQUniversity, 12 work in the Office of Indigenous Engagement. CQUniversity does not have Aboriginal and Torres Strait Islander identified positions.

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.

CQUniversity has an Indigenous Employment Reference Group (IERG). The IERG and Nulloo Yumbah also worked with the university to develop a Pro Vice-Chancellor (Indigenous Engagement) position. The incumbent commenced employment at CQUniversity in March 2012.

The Office of Indigenous Engagement advertise all vacancies in in mainstream and Indigenous media and in addition to this, use local Indigenous networks to ensure that information is provided to prospective employees.

Constraints on CQUniversity's ability to achieve this goal in 2012

- As detailed at the beginning of this report, CQUniversity undertook significant changes in relation to it's service delivery to Aboriginal and Torres Strait Islander students and communities. Reviewing and revising its service delivery and practice during this time have limited its proactive work in the area of employing Aboriginal and Torres Strait Islander staff.
- 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 employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector.
- Aboriginal and Torres Strait Islander people employed at CQUniversity need to self-identify to be included in the data collection in relation to this goal. This is not a requirement of

employment.

- 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.
- Increasing flexible and innovative ways to engage Aboriginal and Torres Strait Islander people in academic roles (eg short term appointments, development plans, etc..).
- Continued work across the university in regard to developing cultural understanding and competence.
- 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.
- Review and revise the Aboriginal and Torres Strait Islander Employment and Career Development Strategy 2009 – 2012.

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2012 (access rate) as compared to 2011 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table).
- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

	2011	2012
Aboriginal and Torres Strait Islander students	167	204
Non Aboriginal and Torres Strait Islander students	4465	4843

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
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Tertiary Entry Program (TEP)

- Targeting Aboriginal and Torres Strait Islander people
- The Tertiary Entry Program (TEP) is an enabling program which is delivered by the Office of Indigenous Engagement to Aboriginal and Torres Strait Islander students to assist them to gain the skills, knowledge and confidence to undertake university study.
- Courses include: Culture & Learning, Independent Learning, Academic Communication, Numeracy Concepts and Applications, Intro Computing Skills and Indigenous Australians & Politics
- On completion of TEP, entry is given to CQUniversity Australia's diploma or degree programs through the CQUniversity direct entry process for those programs where direct entry is available.

STEPS (Skills for Tertiary Education Preparatory Studies)

- Mainstream enabling program
- The Skills for Tertiary Education Preparatory Studies (STEPS) program is suitable for those of you who want to undertake tertiary study and may be:
 - returning to work after some time away
 - keen to meet prerequisite subjects for your desired degree
 - need some additional support to gain the confidence and skills to successfully enter and undertake university study.
- Courses include: Preparation Skills for University, Essay Writing for University, Technical Writing for University, Fundamental Mathematics for University, Intermediate Mathematics for University, Technical Mathematics for University, Computing Skills for

University, Positive Learning for University, Introductory Physics, Introductory Biology, Introductory Chemistry and Foundation Science.

- STEPS can be completed in one term (12 weeks) or over an extended period of up to six terms (2 years). This will depend on your own personal career aspirations and the number of courses required. On completion of STEPS, entry is given to CQUniversity Australia's diploma or degree programs through the CQUniversity direct entry process for those programs where direct entry is available.

The University supports multiple pathways and entry and exit points Aboriginal and Torres Strait Islander 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.

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).

The Office of Indigenous Engagement has been engaging with Aboriginal and Torres Strait Islander communities across CQUniversity's footprint. In addition to this, it has developed and maintained a high media profile locally and nationally to ensure that CQUniversity is promoted as an accessible and supportive environment for prospective Aboriginal and Torres Strait Islander students.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
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CQUniversity's promotion and recruitment activities are borderless activities and are run in collaboration with the Office of Indigenous Engagement. 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 national, state and regional media including ABC Regional Radio, community radio stations, and Indigenous radio networks (e.g. National Indigenous Radio), newspapers including Indigenous specific education supplements. Aboriginal and Torres Strait Islander specific marketing resources are developed and used to promote various programs and services at CQUniversity.

The Office of Indigenous Engagement 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. This is imperative in supporting and promoting equitable access to tertiary education for Aboriginal and Torres Strait Islander people.

Scholarships details

Scholarship details	Government/Private/University	No. Allocated	Cost	No. Awarded	Comments
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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:

www.cqu.edu.au/study/scholarships/search?LevelVar=&ProgressVar=&CitizenshipVar=&StatusVar=Active

The take up rate of the Accommodation Scholarships is very low at CQUniversity due to many courses being delivered online. This may impact on enrolment in these courses by students in some Aboriginal and Torres Strait Islander communities. Not all Aboriginal and Torres Strait Islander people live in areas where computer access and 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.

Constraints on CQUniversity's ability to achieve this goal in 2012

- Increasing emphasis by the higher education sector that education is delivered in flexible modes including online. 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 30 minutes from the Rockhampton campus 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.
- The increased employability of Aboriginal and Torres Strait Islander people who have completed at least one year of their degree. This is particularly of concern in geographical locations such as central Queensland where there is increased employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector.

Plans for future improvements

- Intensive promotion of Commonwealth and other scholarships
- Developing and implementing a 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 where CQUniversity has opened up its metropolitan campuses to domestic students.
- 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.
- Utilising Aboriginal and Torres Strait Islander media to promote CQUniversity.

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

Your response to this goal needs to address but is not limited to the following points:

- The total number of Aboriginal and Torres Strait Islander student enrolments for 2012, compared to 2011 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

- The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	357	395
Non Aboriginal and Torres Strait Islander students:	10638	11446

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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CQUniversity offers Indigenous specific and general scholarships from the Commonwealth government and other donors. Additionally, Aboriginal and Torres Strait Islander postgraduate students 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: www.cqu.edu.au/study/scholarships/search?LevelVar=&ProgressVar=&CitizenshipVar=&StatusVar=Active

There is a close working relationship with Student Services Centre 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. Office of Indigenous Engagement staff participate in FYE activities.

The Office of Indigenous Engagement 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.

Aboriginal and Torres Strait Islander student achievers are encouraged and given appropriate recognition, including awards funded by the Office of Indigenous Engagement. Successful Aboriginal and Torres Strait Islander third year students have been employed as Nulloo Yumbah Student guides and mentors for retention activities. Graduates who identify as Aboriginal or Torres Strait Islander are recognised with the presentation of a cultural sash. This is presented at a sashing ceremony prior to the main graduation or mailed to the graduand. Cultural sashes are presented to all TEP, undergraduate and postgraduate students who identify as Aboriginal or Torres Strait Islander.

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.

Constraints on CQUniversity's ability to achieve this goal in 2012

- CQUniversity like all universities is governed by a market-driven curriculum and this impacts on the range of programs that are offered by the university. There may be programs that interest Aboriginal and Torres Strait Islander students that CQUniversity does not provide.
- 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.
- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector in Central Queensland has had impacts on students deferring university to take up employment.
- Interstate students enrolled in 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 flexible study loads for Abstudy payments (eg a minimum of 6 courses in total across the three CQUniversity terms – not just Term 1 and Term 2).
- Contact students who have completed the TEP program and not gone onto university studies and encourage them to return to study.
- Contact students who have deferred their study program to encourage them to continue their studies.
- Work on identifying the pathways of access from secondary school/ community to TAFE / Registered Training Organisation through to CQUniversity.
- The Office of Indigenous Engagement should be proactive in communicating the support and opportunities available to students at CQUniversity.
- Greater working relationship with the Student Support Centre to ensure Aboriginal and Torres Strait Islander students are aware of, and are encouraged to take up, services available to all CQUniversity students.
- Promotion of students who are taking up studies in areas where there has been little opportunity for Indigenous peoples in the past and which assist in meeting community needs and priorities, e.g. Allied Health, Science, Engineering and specific areas in disciplines e.g. land management in Environmental Science and corporate governance within Business.

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

Your response to this goal needs to address but is not limited to the following points:

- The total number of Aboriginal and Torres Strait Islander completions at Bachelor level and above in 2012, compared to 2011 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education Unit's role.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	49	32
Aboriginal and Torres Strait Islander students: (Other postgraduate)	3	7
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	2604	2018
Aboriginal and Torres Strait Islander students: (Bachelor degree)	22	19
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2211	2223

Note: Please use student numbers that you reported to HEIMS.

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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The Office of Indigenous Engagement has developed a close working relationship with Student Services Centre 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 CQUniversity students. Office of Indigenous Engagement staff participate in FYE activities.

The Office of Indigenous Engagement also refer 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 the Office of Indigenous Engagement.

The Indigenous Tutorial Assistance Support (ITAS) Program is available to all eligible students. This is available and administered through the Office of Indigenous Engagement. All eligible students are encouraged to access ITAS. Continual promotion of this service is needed to ensure that students are aware of this support. Additionally, the engagement of an Incidental Learning Advisor in the Office of Indigenous Engagement has proved to be successful in assisting students who require ad hoc or one off tutoring or those who cannot be matched with a suitable tutor (eg due to geographical location).

The Office of Indigenous Engagement continues to operate a 24/7 lab with broadband capability on both the Rockhampton and Bundaberg campuses. CQUniversity has offered postgraduate

scholarships since 2003. Cadetships have also proven to be successful in supporting students to successfully complete their studies.

Constraints on CQUniversity's ability to achieve this goal in 2012

- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector in Central Queensland has had impacts on students deferring university to take up employment.
- Compulsory residential schools in some undergraduate courses can cause difficulties for students.
- Isolation and loneliness experienced by distant education students.
- 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. The Office of Indigenous Engagement 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

- Contact students who have deferred to encourage them to continue their studies.
- The Office of Indigenous Engagement should be proactive in communicating the support and opportunities available to students at CQUniversity.
- Greater working relationship with the Student Support Centre to ensure Aboriginal and Torres Strait Islander students are aware of, and are encouraged to take up, services available to all CQUniversity students.

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

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
- How the University addresses the cultural competency of its staff and students.
- The **Universities involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education Unit's role.**

The Tertiary Entry Program (TEP) is an enabling program which is delivered by the Office of Indigenous Engagement to Aboriginal and Torres Strait Islander students to assist them to gain the skills, knowledge and confidence to undertake university study. TEP's content and delivery has been developed for Aboriginal and Torres Strait Islander students as the intended users.

CQUniversity delivers courses in the Arts, Health, Allied Health and Education program areas that contain Aboriginal and Torres Strait Islander content. CQUniversity teachings in the field of Indigenous Studies draw upon an array of disciplines including history, literature, anthropology, politics, education and sociology. It has been designed to develop an understanding of past and contemporary issues.

The Aboriginal and Torres Strait Islander Plan within the Bachelor of Arts has now been offered since 2010. Aboriginal and Torres Strait Islander plan courses are developed and delivered by Office of Indigenous Engagement staff.

Staff from the Office of Indigenous Engagement continue to offer incidental lectures across CQUniversity. Courses run by the Office of Indigenous Engagement and hosted by Schools continue to attract domestic and international students. Other courses such as the *Introduction to Aboriginal and Torres Strait Islander History* are a compulsory component in the History Plan of the Bachelor of Arts program. *Reconciliation in the Workplace and Community* is a compulsory course in the Bachelor of Social Work.

In 2012, the Office of Indigenous Engagement organised a number of seminars, delivered by Aboriginal and Torres Strait Islander researchers. Theses were open to all university staff and community members and were video linked to CQUniversity campuses across Australia. These were also recorded to allow for greater access.

the Office of Indigenous Engagement and the Office of Indigenous Engagement lead and participated in a range of other activities to raise cultural awareness including attending and organising NAIDOC activities, developing Acknowledgement to Country statements and coordinating smoking ceremonies for cleansing or opening of a new area.

Plans for future improvements.

- Increase the number of Aboriginal and Torres Strait Islander research seminars.
- Explore postgraduate program and course design targeting Aboriginal and Torres Strait Islander students.
- The Reconciliation Statement 2002 is to be developed into a Reconciliation Action Plan (RAP). CQUniversity is hoping to have this completed by late 2013.
- CQUniversity has made a commitment towards Indigenisation of the curriculum. All new and reviewed courses in the university that seek approval will need to provide evidence of

Indigenisation of the curriculum.

- Increase the recognition of Aboriginal and Torres Strait Islander people and communities on all campuses.

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

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

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: DVC (Academic & Research)
Phone Number: 0 7 4930 9369
Email: h.winchester@cqu.edu.au

Indigenous Education Unit Officer

Name: Prof Bronwyn Fredericks
Position Title: PVC (Indigenous Engagement)
Phone Number: 07 4923 2405
Email: b.fredericks@cqu.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

Following approval of the IES by DIICCSRTE, providers **are to publish** the current and two previous IES on their website, provide DIICCSRTE with a link to the statement for the DIICCSRTE website.