CQUniversity
AUSTRALIA

Office of Indigenous Engagement

The Indigenous Leadership and Engagement Strategy (ILES) 2020-2022

Acknowledgement of Country

We respectfully acknowledge the traditional custodians of the lands on which we work and learn. We pay respect to the First Nations Peoples and their Elders, past, present and emerging for they hold the memories, the traditions, the culture and hopes of Indigenous Australians. Aboriginal and Torres Strait Islander people and communities are also respectfully referred to within this strategy as Indigenous Australians, First Australians and First Nations.

Balarinji Artwork Story - Billabong Camp

Billabong Camp depicts time-worn tracks that lead to a shady place of water, Clans gather under paperbark trees after a long, hot journey. The design places people at its centre – referencing students, researchers, people and community. Tracks, a place by water and paperbark trees symbolise the energising, holistic values of the learning journey. The motifs depict people, tracks and meeting places, a story which relates to each individual, a journey which holds limitless pathways of learning, growth, and connection.

The Indigenous Leadership and Engagement Strategy 2020-2022

The Indigenous Engagement and Leadership Strategy (ILES) is a socially innovative, whole-of-university approach to education, training and research, focused on Indigenous Australians. The CQUniversity vision and core values of inclusiveness, engagement and socially innovative change, provide fundamental drivers for the University in delivering education and engaging with communities. The ILES informs the University's strategic vision in the commitment to inclusiveness and engagement with First Nations people, by emphasising the need for leadership in engagement, and further, to instill leadership engagement values across the organisation's internal and external communities.

As a founding initiative of the Office of Indigenous Engagement (OIE), the ILES offers processes and possibilities for undertaking change maker research; expanding the University's presence and reach in communities; driving sustainable and responsive changes in training; leading excellence in higher education and driving change as a positive disruption to currently held sector ideology.

The ILES supports social innovation and entrepreneurship in current education practices and offers improved pathways to better serve contemporary community structures and influence positive action and outcomes. It does this through leading projects that establish education and entrepreneurship hubs in Indigenous Australian communities and outlines a plan for First Nations involvement with the University governance and decision-making practice. Further, the ILES develops and promotes innovative educational opportunities for Indigenous Australian students.

The ILES structure is based on six separate action plans. This strategy document provides an overview of these action plans and details activities, performance measures and targets, while identifying the most suitable division for taking responsibility for strategy delivery. Each of the six [action plans] will be developed further in consultation with leadership from its identified division; to outline processes and measure strategic success.

ILES Policy Structure

Aligned with the University's strategic pillars, Our Students, Our Research, Our People and Our Communities, the following individual strategies listed below are embedded into the ILES to provide clear direction for the key performance indicators.

Our Future Is You 2019-2023	ILES 2020-2022
Our Students	1. First Nations Education Strategy
Our Research	2. a) First Nations Engagement Framework
	b) Centre for Indigenous Health and Equity Research
	c) First Nations RHD Academy
Our People	3. First Nations Workforce Strategy
Our Communities	4. a) First Nations Cultural Competency Framework
	b) First Nations Community Hub Model & Framework
	c) First Nations Council of Elders and Leaders

A communication plan will eventually accompany this strategy to guide the ILES consultation and implementation stages. The communication plan will direct the delivery of the ILES by providing mechanisms for engaging and communicating with internal and external stakeholders and underpinning the performance indicators of the strategy.

Strategic Pillars and Activities

1. STUDENTS
First Nations Education Strategy

1.1 Develop and implement an First Nations Education Strategy as part of CQU Renew to increase access, commencement, retention and completion rates.

1.2 Develop a student-focussed support approach for Indigenous students

1.3 Work collaboratively with relevant divisions to advise on the development and implementation of Indigenisation of the Curriculum through course and professional development

1.4, develop and promote educational and career pathways for Indigenous students to transition from VET to higher education courses at CQUni through CQU Renew.

1.5 Develop an international Indigenous students exchange, study abroad, study tours and visiting fellows program

2. RESEARCH
First Nations Engagement Framework

2.1 Develop an industry engagement framework with Indigenous organisations and partners to align research priority areas with CQUni's research strengths

2.2 Develop an Indigenous RHD cohort program and academy

2.3 Build capacity for supervisors of Indigenous RHD students.

2.4 Engage with organisations, communities and government agencies to explore MOUs / partnership agreements to develop education, enterprise and research opportunities with Indigenous people

3. PEOPLE
First Nations Workforce Strategy

3.1 Develop and implement the First Nations Workforce Strategy

3.2 Engage government and non-government organisations and industry to explore and share Indigenous employment strategies

4. COMMUNITIES
a) First Nations Cultural Competency Framework

4.1 Develop and implement an Indigenous cultural competency framework

4.2 Expose international students to Indigenous experiences as part of the learning and teaching experiences

b) First Nations Community Hub Model and Framework

4.3 Seek opportunities for the establishment of Indigenous community led education, and enterprise and research hubs

4.4 Engage with organisations, communities and government agencies to explore MOU's/partnership agreements to develop education, enterprise and research opportunities with Indigenous people

c) First Nations Council of Elders and Leaders

4.5 Collaborate with Australian First Nations People to strengthen our relationships with the custodians of the lands hosting the communities we serve

Indigenous Leadership and Engagement Strategy 2020-2022

1. Our Students – First Nations Education Strategy

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need
1.1 Develop and implement an First Nations Education Strategy as part of CQU Renew to increase access, commencement, retention and completion rates	a) Continue to support AIME in schools to promote and build aspirations for further education b) Continue to support and promote CQUni initiatives CQUniConnect, STEPS, TEP, SUN programs to Indigenous students c) Work with Schools and Departments to implement a strategy to identify, engage and support Indigenous students who are studying under-graduate and post-graduate programs d) Explore and develop pathways for Indigenous students to enter post-graduate coursework and research programs	- Increase in commencing Indigenous students studying at CQUni to a target negotiated with Deans - Increase in completion rates of Indigenous students studying at CQUni to a target negotiated with Deans - Increase in transition rates of Indigenous students into post graduate coursework and research programs to a target negotiated with Deans.	- Office of the VP Academic - Office of PVC VET - Office of Students and Corporate Services	- Collaboration across multiple divisions of the university
1.2 Develop a student-focussed support approach for Indigenous students	a) Establish a program for new Indigenous students to maximise access and retention outcomes b) Work with Schools to identify and engage Indigenous students who are at risk of not completing to provide early advice and support c) Identify medium to high achieving Indigenous students and promote continuing education and pathways to employment	- Increase to a target negotiated with Deans for Indigenous students studying in a broad range of disciplines - Increase to a target negotiated with Deans for Indigenous student's transitioning to and completing post graduate coursework programs - Increase to a target negotiated with Deans for Indigenous students transitioning into education and training programs (including non-award)	- Office of Students and Corporate Services - Office of Indigenous Engagement	- Collaboratively working between the Office of Student Life and Well-being and the Office of Indigenous Engagement through the ISSP Governance committee
1.3 Collaboratively work with relevant divisions to advise on the development and implementation of Indigenisation of the Curriculum through course and professional development	a) Support the development of post graduate qualifications in this area. b) Deliver cultural competency workshops to academics as pre-requisite in undertaking Indigenisation of the curriculum c) Develop an Indigenous Graduate Attribute and Professional Development Matrix document for reference by teaching staff	- Two teaching citations, publications, research projects or awards that demonstrate CQUni national and international leadership in producing culturally competent graduates	- Office of the VP Academic - Office of Indigenous Engagement	– Convene a panel of experts made up of members from internal and external networks to guide the framework and course development, that will serve as an accrediting board

				reporting to the Education Committee
				– Adopt and implement Universities Australia Good Practice Guidelines for Course Accreditation and Review of Indigenous Curriculum
				– Involvement of the CoP for the Indigenisation of the Curriculum
				–
1.4 Through CQU Renew, develop and promote educational and career pathways for Indigenous students to transition from VET to higher education courses at CQUni	a) Develop articulation pathways between relevant VET courses and HE courses b) Externally engage schools and communities to promote pathways to VET and HE c) Explore and recommend a community specific funding model to support the delivery of VET courses and to address thin market spreads d) Identify community specific training strategies to support students to progress into higher level qualifications	- Increase commencing undergraduate target negotiated with Deans - Increase number admitted based on VET results to be target negotiated with Deans - Increase number admitted based on enabling courses results to be target negotiated with Deans - Increase number admitted based on secondary school results to be target negotiated with Deans - Improve undergraduate Indigenous student success to be target negotiated with Deans - Improve success rate of students admitted to HE courses to be negotiated with Deans - Improve undergraduate Indigenous student retention rates to be target negotiated with Deans - Improve undergraduate Indigenous student course completion rates to be target negotiated with Deans	- Office of the VP Academic - Office of PVC VET - Office of Students and Corporate Services	- Collaboration across multiple offices - The development of an Indigenous VET transition plan to coordinate activities between leading offices
1.5 Develop an international Indigenous students exchange, study abroad, study tours and visiting fellows program	a) Develop an international Indigenous education exchange plan with existing (or new) partner institutions including Pacific Island nations b) Develop a sustainable relationship with international partners to support the education plan c) Develop and implement a sustainable business model	- Five Indigenous students (domestic and international) participate in the international Indigenous education exchange program. - Five Indigenous Australian students complete a program of study internationally - Maintain current three (3) partner institutions engaged and supporting the international Indigenous education plan	- Office of the VP Global Development - Office of Indigenous Engagement - Office of Students and Corporate Services	- Establish MOUs with international higher education institutions - Seek funding options for domestic students to participate in the program - Ensure this program complies with international student visa, study regulations and policies

2. Our Research – First Nations Engagement Framework

Our strategy is to …	We will achieve this by …		We will be measured by …	This will be led by …	To achieve this initiative, we will need
2.1 Develop an industry engagement framework with Indigenous organisations and partners to align research priority areas with CQUni's research strengths	a) b) c)	Host an annual industry engagement research symposium with Indigenous industry and NGO leaders and key CQUni researchers Identify and pursue collaborative opportunities from the symposium, seek MOU/ agreement options and identify and pursue research funding Collaborate with the Office of VP Research and research centres to build capacity, access networks with Indigenous communities and organisations that lead and seek research collaborations	- Five Indigenous-led organisations that are partners or collaborators on research projects and programs - Ten submitted and successful research or tender applications	- Office of Indigenous Engagement - Office of VP Research - Research centres	- Shared cost between offices and research centres to host the symposium - Seek external funding - Seek industry and NGO resources and support
2.2 Develop an First Nations RHD cohort program and RHD and postgraduate academy	a) b) c) d)	Develop a cohort program approach to conceptualise, develop and implement a comprehensive training and skills development program for current and prospective Indigenous students Develop innovative ways to recruit, retain and support Indigenous RHD and postgraduate research students Develop a supportive network that shares resources between members, staff and supervisors. Develop tailored support for Indigenous post-graduate coursework students and promote continuing education and pathways to employment	- The establishment of an Indigenous research RHD cohort program with a minimum of five students - Three workshops targeting the skills development of Indigenous research scholars - Constructive evaluation and positive feedback from students and supervisors about workshops - Five collaborative research projects, grant applications or initiatives - Five commencing and continuing RHD enrolments by 2020 and ten by 2021 - Five RHD completions by 2021	- Office of VP Research - Office of Indigenous Engagement - School of Graduate Research - Research Centres - Office of Students and Corporate Services	- ISSP to fund a designated staff member for Indigenous research scholar support - Ensure development of a whole of university Indigenous research cohort program and strategy

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need
2.3 Build capacity for supervisors of Indigenous RHD students.	a) Host bi-annual supervisory workshops to build and deepen understanding of the specific needs of Indigenous research students b) Invite external expertise to assist in workshops c) Promote workshops as performance and promotional measures for staff development and progression	- Number of supervisors participating in workshops* - Number of Indigenous research students being supervised - Number of completions of Indigenous research students * - Number of research outputs from Indigenous research students with their supervisors * - Number of external experts involved in workshops * - Use evaluation and feedback from supervisors about the impact of workshops to build supervisory capacity for Indigenous RHD students *	- Office of VP Research - School of Graduate Research - Research Centres	- ISSP to fund a designated staff member for Indigenous research scholar support
2.4 Engage with organisations, communities and government agencies to explore MOUs / partnership agreements to develop education, enterprise and research opportunities with Indigenous people	a) Engage and continue to progress current MOUs/partnership agreements with organisations, businesses, communities and government agencies to explore MOUs/ partnership agreements* b) Review MOU's/ partnership agreements with Indigenous organisations, businesses, communities and government agencies to determine viability of the agreement c) Explore new MOUs/ partnership agreements with Indigenous organisations, businesses, communities and government agencies d) Develop research leadership in partnership with industry and community	- Five new RHD or postgraduate student enrolments and involvement in research projects resulting from MOUs/ partnership agreements * - Qualitative case studies which measure the value of the outcomes generated by the MOUs/partnership agreements* - Attracting & training & retaining community members to become students and staff (community rangers become community researchers) - Training & employing community members in research techniques	- Office of Indigenous Engagement	- Develop an Indigenous Engagement Strategy to support MOU/ partnership agreements

*These numbers will be identified in consultation with the Office of Research

3. Our People: First Nations Workforce Strategy

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need
3.1 Develop and implement the First Nations Workforce Strategy	a) Collaboratively work with PAC on policy and procedure measures to target recruitment, retention and development of Indigenous staff of CQUni b) Collaboratively work with all departments and schools to implement inclusive	- Three percent increase of Indigenous staff permanently employed in all sections of the University - Grow the number of Indigenous staff permanently employed in identified positions by five annually	- Office of VC and President - Office of Students and Corporate Services - Office of the VP Academic	- Collaboration and commitment from all departments and sectors of the University

	strategies to target recruitment retention and development of CQUni Indigenous staff	- Identify one and a half percent of apprenticeships and traineeships for Indigenous applicants.	- Office of Indigenous Engagement
3.2 Engage government and non-government organisations and industry to explore and share Indigenous employment strategies	a) Engage with partners to meet the First Nations Workforce Strategy outcomes to achieve best practice standards b) Build staff capacity to undertake effective recruitment, retention and supervision of Indigenous staff.	- Five partnerships developed - Five best practice outcomes achieved - Develop a professional development program for staff and supervisors focussed on the recruitment and supervision of Indigenous staff - One panel member on each recruitment panel who has undertaken the training program	- Office of the VC and President - Office of VP Global Development - Office of Students and Corporate Services - Office of VP Academic − Office of Indigenous Engagement

4. Our Communities (4a): Cultural Competency Framework

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need

4.1 Develop and implement an First Nations cultural competency framework	a) Establish a working party to:
	  i. develop an Indigenous cultural competency framework comprised of three levels (i) online module (ii) face-to-face workshops (iii) community experience and immersion
	  ii. explore the development of certification options (Certificate III/IV and Graduate Certificate levels) and professional development course
	  iii. identify internal and external markets (including international) for courses
	b) Deliver Indigenous cultural competency training to staff
	c) Develop a virtual Indigenous community platform
		- Develop a program evaluation that includes qualitative and quantitative measures for all aspects of the framework
		- One hundred percent of staff completing online cultural competency training
		- Sixty percent of staff complete face-to-face cultural competency training
		- All staff who engage or research with Indigenous communities complete On Country cultural training.
			- Office of VP Academic
			- Office of Indigenous Engagement
				- A panel of internal and external experts to guide the framework and course development

4.2 Exposing international students to Indigenous experiences as part of the learning and teaching experiences	a) Develop a sustainable cultural competency framework with Indigenous communities and organisations to co-develop and deliver training to international students and visiting scholars [Refer 4.4]	- Twenty five percent of international students completing cultural competency training - Qualitative and quantitative evaluation from all involved in the training progress	– Office of VP Global Development – Office of Indigenous Engagement	– MOUs with Indigenous community organisations that deliver cross-cultural immersion programs – Seek funding options for international student involvement – Ensure this program complies with international student visa, study regulations and policies

Our Communities (4b): First Nations Community Hub Model and Framework

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need
4.3 Seek opportunities for the establishment of Indigenous community led education, and enterprise and research hubs.	a) Collaborate with Indigenous communities that are motivated & committed people to develop community-based education, enterprise and research hubs or activities b) Invite key CQUni staff to be involved in developing community-based education, enterprise and research hubs or activities c) Support CQUni staff to build personal capacity to engage with Indigenous organisations and communities in order to understand community education enterprise, research needs and expectations. d) Identify and respond to training requirements by delivering sustainable and viable courses in Indigenous communities	- The development of a best practice hub model and framework of establishing education, enterprise and research hubs in Indigenous communities - A matrix of indicators that measures community and organisational success - The number of Indigenous communities with education, enterprise and research hubs grows annually by one	- Office of Indigenous Engagement	- Collaboration and commitment across the university - Engage with Indigenous communities seeking to establish education, enterprise and research hubs - Financial and in-kind support provided by the University, partners and local government representing the Indigenous communities
4.4 Engage with organisations, communities and government agencies to explore MOU's / partnership agreements to develop education, enterprise and research opportunities with Indigenous people	a) Continue to progress and review current MOUs/ partnership agreements with Indigenous organisations, businesses, communities and government agencies b) Explore possibilities for new MOUs/partnership agreements with Indigenous organisations, businesses, communities and government agencies c) Develop research leadership in partnership with industry and community	- The number of organisations, businesses, communities and government agencies to explore MOUs/partnership agreements to increase hubs by one annually. - Three new research projects resulting from MOUs / partnership agreements - Measured through qualitative case studies which demonstrate the value of the outcomes generated by MOUs/ partnership agreements	- Office of Indigenous Engagement	- Develop an Indigenous Engagement Strategy to support MOUs/partnership agreements - Community Hubs Engagement Strategy

Our Communities (4c): First Nations Council of Elders and Leaders

Our strategy is to …	We will achieve this by …	We will be measured by …	This will be led by …	To achieve this initiative, we will need
4.5 Collaborate with Australian First Nations People to strengthen our relationships with the custodians of the lands hosting the communities we serve	a) Increase CQUni's engagement with Indigenous communities in partnership with community Elders and leaders a) Undertake consultations on the development of a First Nations Council of Elders and Leaders (FNCEL) b) Implement regional FNCELs	- Develop two Indigenous community FNCELs as a pilot program - Develop a research project to measure the outcomes of FNCEL pilot program - Develop a framework or model based on the research of pilot program - Promote and establish 1-2 FNCEL's in other CQUni campuses	- Office of Indigenous Engagement	- Collaboration and commitment between campuses and Indigenous communities - Financial support for establishing and ongoing implementation of FNCEL

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