



CQUniversity Australia

Office of Indigenous Engagement

Indigenous Student Success Programme – 2017 Performance Report

1. Enrolments (Access)

1.1 EFTSL and Regional and Remote Aboriginal and Torres Strait Islander data

CQUniversity has a focus on excellence, engagement and equity. It is proud to have one of the highest ratios of students from low socio-economic, mature age, Aboriginal and Torres Strait Islander, and first-in-family backgrounds. Indigenous EFTSL, remote, and regional EFTSL rates have progressively increased each year from 2013 to 2016, as a result of the strategies that have been put into place to increase the number of Aboriginal and Torres Strait Islander students.

1.2 Strategies to improve access to university for Aboriginal and Torres Strait Islander students.

CQUniversity employs the following strategies to maximise access to university for Aboriginal and Torres Strait Islander students:

Tertiary Entry Program (TEP)

The Tertiary Entry Program (TEP) is classified as an enabling course of study and is delivered by the School of Access Education to Aboriginal and Torres Strait Islander students assisting them to gain the skills, knowledge and confidence to undertake university study.

TEP Courses offered in 2017 include Culture & Learning, Independent Learning, Indigenous Australians and Education, Indigenous Australians and Health, Indigenous Australians: Business & Economy, Indigenous Australians: The Arts, Humanities & Social Sciences and Introduction to Law in Australia. TEP is undertaken through distance education, with three TEP residential schools held throughout the year. TEP is delivered to Aboriginal and Torres Strait Islander students who reside in correctional centres around Australia, as well.

In 2017, 53 students were enrolled in TEP, in comparison to enrolments of 75 students in 2016. The decrease in 2017 student numbers in the TEP program reflects the number of students exiting the program who no longer study, students preferring to enrol in STEPS where face to face teaching is provided and an increase in Aboriginal and Torres Strait Islander students graduating from year 12 and going straight into an undergraduate course. However, without STEPS and TEP, these students may not have enrolled in University studies.

Skills for Tertiary Education Preparatory Studies (STEPS)

STEPS is an enabling course provided by the School of Access Education. STEPS provides a pathway for people wishing to gain entry to and excel at university. In 2017, 55 Indigenous students enrolled in the

STEPS program. It is suitable for people who may be returning to work after some time away; required to meet prerequisite subjects for a desired diploma or degree; or desiring additional support to gain the knowledge skills and confidence to successfully enter and undertake further 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 requires one to six terms to complete, with two terms the average timeframe. Each term is approximately four months in duration. Completion time depends on the results of the student's diagnostic testing (rating literacy, numeracy and computing competence), the time available for study, and the requirements of the diploma or degree in which the student wishes to enrol. Often Indigenous students will enrol in TEP and cross-enrol in some STEPS units that match individual needs and career aspirations.

The Indigenous Assistance Scheme (IAS)

IAS is offered to students enrolled in specific TEP and STEPS enabling courses, that develop the students' academic subject knowledge to the level required for admission to undergraduate programs. The delivery of these programs has resulted in an increase in student confidence, as well as retention and graduation rates.

TEP and STEPS both have a guaranteed entry arrangement with undergraduate Schools for articulation of successfully completing students. This facilitated pathway is advertised to potential students in both the brochures.

Career support

Unit coordinators and lecturers in STEPS and TEP have close ties with the Careers Team. The team's collaborative approach and their on-going commitment ensures that students undertaking enabling courses receive the best career guidance. The Clever Career Planning module, developed by the Careers Team, is customised to meet student needs and is an important part of a core unit in the STEPS course. The module encourages students to adopt a proactive, informed approach to their study and career planning. As part of the delivery of this material, one of the careers advisors regularly presents an ISL lecture. The team also monitors the relevant discussion forum on the PSU Moodle site. Students benefit from direct access to the counsellors who are reassuring and respectful in their approach.

The Yarrabah Education, Business and Innovation Hub

The scoping of the Yarrabah Education, Business and Innovation Hub is progressing. In 2017, a needs analysis was undertaken that included interviews with members of the Yarrabah community, management staff of service providers, as well as members of the Yarrabah Leadership Forum group, to identify the community's educational and business needs and opportunities. The hub is considered an integral part of the Yarrabah Aboriginal Shire Council (YASC) and the Yarrabah Leadership Forum Group (YLG) overarching plan to provide needed access to higher education and training to secure the community's wellbeing and future economic independence and prosperity.

Partnerships

CQUniversity Mackay and Rockhampton campuses recently hosted the Year 12 graduate recipients of Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Scholarships. Between the two locations, 20 State, Catholic and independent schools were represented, at which 103 Year 12 Aboriginal and Torres Strait Islander QATSIF Scholarship recipients were awarded scholarships.

TEP, the Indigenous Assistance scheme and work undertaken in the Yarrabah community and with external partners are ISSP funded.

1.3 Scholarships, bridging/enabling support and outreach activities;

Outreach activities

CQUniversity received grant funding through the Higher Education Participation and Partnerships Program (HEPPP), ensuring Australians from low socio-economic status (SES) backgrounds, who have the ability to study at university, have the opportunity to do so. In 2017, CQUniversity used HEPPP funding to implement 13 projects across the University; most of these projects impacted Indigenous students positively.

The following programs specifically focus on Indigenous students:

The Community Aspirations Program in Education (CAP-ED)

CAP-ED aims to increase low socio-economic status (SES) Aboriginal and Torres Strait Islander peoples' participation in tertiary education. The program is delivered through outreach that aims to share knowledge and information regarding study pathways for mature age prospective students.

The program consists of a series of three-day community workshops, information sessions and network functions. High profile speakers, often residents of the local community, present their learning journey, encouraging discussions and study aspirations. CAP-ED staff also attend events such as NAIDOC and careers expos to network and share information.

In 2017, the CAP-ED program was active in Rockhampton, Woorabinda, Gladstone, Biloela, Mackay, Cairns, Townsville, Charters Towers, Palm Island, Yarrabah, Coen, Hopevale and Lockhart River.

As a result, 746 Indigenous people engaged with the program; seven Aboriginal and Torres Strait Islander people enrolled into CQUni Vocational Education and Training (VET), STEPS/TEP and/or undergraduate programs.

The CAP-ED program coordinated the delivery of the Certificate I in Vocational Pathways in Yarrabah. This course, designed to support mature aged people from low SES backgrounds, improves numeracy and literacy skills with the aim of assisting participants to transition into higher education. Of the nine students enrolled in Yarrabah, three successfully completed the course.

The Australian Indigenous Mentoring Experience (AIME)

AIME is a successful national outreach program managed within the Office of Indigenous Engagement. AIME assists Aboriginal and Torres Strait Islander students to progress to higher education. The program builds self-confidence and pride in being Indigenous, and develops student aspirations to graduate from Year 12 and continue to further education or employment. AIME engages with high school students in years 7–12 in Rockhampton, Yeppoon, Gladstone and Mackay. Students learn about higher education and career opportunities and access free mentoring support. The project engages university students trained as program mentors. Mentors receive focussed leadership, cultural training, and have a unique opportunity to engage with Aboriginal and Torres Strait Islander students. In 2017, more than 672 Aboriginal and Torres Strait Islander year 7 to 12 students from 17 schools participated in workshops and mentoring sessions held on five AIME days at the three campuses.

In the same time-period, 68 mentors actively participated in the program, donating in total 1705.5 volunteered hours, to AIME. Mentors include Indigenous and non-Indigenous people who are committed and support the goals of AIME. The mentors worked with the students on program days and helped run the homework program at two schools.

Additional external philanthropic funding enabled 20 Woorabinda High School students to attend a two-day session, split between Woorabinda and the CQUniversity Rockhampton North Campus.

AIME staff attended NAIDOC marches, expos, career days, on campus open days, student orientation events, the CQUni Staff Conference and gave program pitches at 17 lectures on campuses in Mackay, Rockhampton and Gladstone, in an effort to recruit mentors. In addition, AIME staff and mentors participated in many Office of Indigenous Engagement and broader CQUniversity events to raise awareness of AIME and its activities within the University and broader community.

In 2017, a research project funded by HEPPP titled *'The positive impacts of AIME on Indigenous education outcomes: a case study of Indigenous student retention and transition in Central Queensland'* was published.

Fredericks, B., Daniels, C., Kinnear, S. and Mikecz, M. 2017. *The positive impacts of AIME on Indigenous education outcomes: a case study of Indigenous student retention and transition in Central Queensland*. Central Queensland University: Rockhampton. ISBN: 978-1-921047-32-9 (70 pages).

Access at: [Impacts of AIME](#)

The research undertaken demonstrates that AIME makes a positive difference to Aboriginal and Torres Strait Islander students within Central Queensland staying in school and completing Year 12.

Student Life and Well-being Centre; Student Experience Directorate

The Student Life and Well-being Centre provides the following suite of programs aimed at improving access to University by Aboriginal and Torres Strait Islander students. These programmes are managed collectively through the CQUni Connect team.

Start Uni Now (SUN)

The University enables participation via multiple student pathways. High performing 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 SUN program. SUN units are available by distance or via mixed mode, and are supported by a dedicated SUN Project Officer and student support services that includes the Indigenous Student Support team. Students may be eligible to apply for direct entry into undergraduate study at CQUniversity by gaining a pass (or higher) in at least one SUN unit from the undergraduate degree to which they apply. Additionally, they are required to meet all the prerequisites of the undergraduate degree for which they apply, and show evidence of Year 12 completion (QCE or equivalent in other states). The SUN program had 7% of students identify as Aboriginal and/or Torres Strait Islander.

VET in Schools (VETiS)

The VET in Schools enables students in years 11 – 12 to commence vocational education studies as part of their senior schooling education. Students are able to study VETiS courses on-campus, by distance or as part of a partnered school arrangement. Students are supported by a VETiS team dedicated to ensuring the best student experience through the application process and while studying. Students who complete VETiS courses have a pathway into tertiary education and are encouraged to use their studies as credit towards a diploma or an undergraduate degree. The VETiS program had 4% Aboriginal and/or Torres Strait Islander student participation.

Aboriginal and Torres Strait Islander Self-Awareness Program (ATSISAP)

ATSISAP is customised to suit Aboriginal and Torres Strait Islander students in years 5 – 12. The program is delivered in schools and engages students through cultural conversations about the value of Indigenous identity; the relevance of cultural knowledge in today's world; and matters relating to

cultural identity and the effects of negative perceptions on education pathways. In 2017, there were 630 primary and high student participants from 13 schools.

BROLGA Program – (Believe, Respect, Openness, Learn, Grow, Achieve)

In 2017, the BROLGA program was built upon the highly successful Indigenous Youth Sport Program (IYSP) and relatively new Indigenous Land and Sea Education Program (ILSEP). It brought together 160 students aged 10 – 18 years, for a five-day program held during the September school holidays on campus in Rockhampton. The 2017 BROLGA program was conducted on Darumbal country (Traditional Owners of the program area), and saw community partnerships between CQUniversity and a host of partner organisations which included Darumbal cultural advisors, the Rockhampton Rugby League Referees Association, Central Queensland CAPRAS, Australian Electoral Commission, Great Barrier Reef Marine Park Authority, Department of Environment and Science, the Indigenous Youth Mobility Pathways Project, and local artist Bill Gannon.

Students participated in a variety of activities aimed at building familiarity with university life and raising aspirations through experiential activities with an aim of strengthening their belief that university is an option for them into the future. Donor partners Aurizon, Stanwell and Central Queensland Indigenous Development sponsored this program. Participants and community partners provided anecdotal and survey feedback aimed at improving the 2018 student experience. It was found that the program's success is due to a cultural approach in which students hear and learn from people in their communities.

1a Scholarships

(2017 offers summary including new offers and expected continuations of preserved scholarships)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate	\$295,344	124	\$81,778	16	\$102,000	68	\$479,122	169
From Regional/ Remote - postgraduate	0	0	0	0	0	0	0	0
Undergraduate (non- regional/remote students)	\$18,459	7	0	0	\$25,500	17	\$43,959	22
Post-graduate (non- regional/remote students)	0	0	0	0	0	0	0	0
Other								
Total	\$313,803	131	\$81,778	16	\$127,500	85	\$523,081	191

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$330,088.00 (IAS excluded)
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$479,122

The value of 2016 Indigenous Access Scholarships awarded is not included in the above calculations, as CQUni discontinued this scholarship in 2017. It was discontinued to ensure that a fair comparison between 2016 and 2017 Education Costs and Accommodation Scholarships is illustrated.

The calculations above are based on the total 2017 value of all scholarships expected to be continued/paid in 2017 and new offers made. A large percentage of students became ineligible for scholarships after accepting a Centrelink Student Start-Up Loan/Scholarship. These loans are paid earlier in the year than CQUni Scholarships. This situation has a significant impact on student scholarship eligibility, due to the need for money for study costs early in the school year. Other mitigating circumstances are, unsatisfactory academic progress or the choice to study part time for reasons other than health/disability. In 2018, under new funding rules, students are able to receive part scholarship payments if switching to part time study is supported by legitimate reasons. This change will affect students positively, as it provides easier circumstances around access to study.

Actual payments made to students totalled, \$295,339.75. A number of students received half or quarter scholarships as pro-rata payments due to approved part-time study, disability, medical or health, reasons justified through the presentation of a medical certificate or registration with the Inclusion and Accessibility Service.

All Education Cost Scholarships paid to metropolitan students were continuing scholarships on preserved funds. Seven of 13 preserved scholarship students from metro areas received scholarship payments in 2017; the remainder were withdrawn. This was due to the students becoming ineligible to receive the scholarship or deferring from studies. New applicants for ISSP Scholarships from metropolitan areas transferred to HEPPP funded equity scholarships in 2017 while the new 95% rule was under clarification procedures.

The amount of \$183,782.25 remained unspent due to student non-acceptance of ISSP scholarship offers, receipt of partial payments, or the deferring or withdrawal of scholarships due to eligibility issues. The requirement that students complete applications in order to retain their scholarships for the next year, and submit proof of income, has created a challenge. Scholarship staff work closely with the Indigenous Student Support Team to encourage students to submit the necessary paperwork.

For a list of scholarships visit: [List of current scholarships](#)

2. Progression (access and outcomes)

2.1 Success and Progression rates

Success and progression rates have increased slightly, with improvement by one position from 2013 to 2016. The following strategies put into place positively affected this outcome.

2.2 Indigenous support units

Whilst structurally CQUni does not have an Indigenous support unit (as the result of the 2016 Office of Indigenous Engagement Change Proposal), the student support process is the responsibility of several units across the University.

The following work units provide forms of support, assistance, advocacy and direction in relation to Indigenous students and matters.

The Office of Indigenous Engagement (OIE)

OIE consists of five staff members and casual researchers and is located in the Engagement and Campuses Division, with staff based on the Rockhampton North and Cairns campuses. The OIE purpose is the provision of strategic direction, research and engagement in local, national and international context, and to manage the HEPPP funded Australian Indigenous Mentoring Experience Program (AIME).

OIE staff work with Aboriginal and Torres Strait Islander communities to identify ways to build their capacity in education, employment and research. OIE staff also help to build capacity of Schools and Directorates within CQUniversity, enabling the provision of high quality services to Aboriginal and Torres Strait Islander students, communities and their stakeholders. Staff work with external stakeholders, including other universities, to ensure that CQUniversity provides relevant quality services to improve outcomes for Aboriginal and Torres Strait Islander people.

The Indigenous Student Support Team

The Indigenous Student Support Team functions within the Student Experience Directorate and provides a direct link between the provision of general student support services and Indigenous-specific support services. The team, comprising seven staff members, provides support to Aboriginal and Torres Strait Islander students in all Schools at CQUniversity. The team members provide advice regarding the services available to Aboriginal and Torres Strait Islander students, including the Indigenous Advancement Strategy (IAS), tutoring support, scholarships, cadetships and basic program information. The staff members participate in open days and events such as NAIDOC week, and are members of recruitment and scholarship panels. Each Indigenous Student Support Officer is aligned with a specific School within the University, and has built a close relationship with academics in order to build their capacity to support Indigenous students.

All staff based on CQUniversity Rockhampton City and North, Mackay and Cairns campuses are responsible to provide support to Aboriginal and Torres Strait Islander students.

2.2 Student support and strategies aimed at student retention and success

Undergraduate students

The Indigenous Student Support Team manage the IAS Tutoring Program. There were 61 Casual Learning Advisors employed and matched to 741 students in 2017. All IAS Learning Advisors (tutors) have an undergraduate degree. More than half the Learning Advisors have completed postgraduate programs. Where possible, students are matched with a Learning Advisor from their specific field of study.

The Indigenous Student Support Team operates a 24/7 lab with broadband capability on the Rockhampton and Bundaberg campuses. Indigenous students utilise the facilities available to all students and participate as members of the CQUniversity community, at all CQUniversity Campuses.

CQUni staff directly contact students through the *Personalising the Student Experience to Improve Retention and Success Project*. The names of students, identified as requiring additional support, and expressing a desire for contact, are forwarded to the Indigenous Student Support Team. Additional student support provided by Academic Liaison Officers from each of the schools, enables early student support intervention through their respective study programs, to facilitate retention and success. The Student Life and Wellbeing Centre refers students to external service providers in the community, when required. This includes crisis or emergency housing support, emergency relief, and support for

family and domestic violence. Promotional material is available from community-based agencies at the Student Participation and Wellbeing Centre.

To assist with studies, a one-off payment was provided to 31 Indigenous students who incurred study costs such as placements, vaccinations or the purchase of work-ready clothing.

As an additional means of study support, dongles that provided a fixed amount of Internet access time were provided to all commencing Indigenous students.

In 2017 the Indigenous Commonwealth Academic Excellence Award to the amount of \$1500 was awarded to 85 students who achieved a GPA of six and higher. This was a one-off award for the year, in recognition of commitment to study.

Indigenous students are encouraged to participate in the CQUGlobal Outbound program. In 2017, two students who identified as Aboriginal and Torres Strait Islander participated in a faculty-led study tour to Cambodia and one student went on exchange for one term to the University of Bradford in the UK.

All undergraduate and post-graduate students undertaking study at CQUniversity, who identify as Aboriginal or Torres Strait Islander, receive regular emails from the Pro Vice-Chancellor (Indigenous Engagement) and Indigenous Students Support Officers throughout study term. These emails provide information regarding the following:

- Available scholarships, cadetships, and international student exchanges
- How and where to access academic and personal support at CQUniversity
- Meet and greet opportunities (provided at some campuses).
- Welcome to term letters

Strategies directly funded by ISSP include all programs and support provided by the Office of Indigenous Engagement and the Indigenous Student Support team as described above.

Additionally students who identified as Aboriginal or Torres Strait Islander, and register as having a disability, receive disability support at CQUniversity. Each student receives the assistance of a disability adviser, who consults about reasonable accommodations to match the student's needs, and to develop an individualised accessibility plan outlining any required adjustments.

These students have regular contact with a disability adviser who is able to liaise on their behalf with relevant university stakeholders, including academic staff and the examination team. University resources fund this support.

Post Graduate students

All Aboriginal and Torres Strait Islander higher degree research students receive a funded study place under the Research Training Scheme. CQUniversity is a partner organisation in the National Indigenous Research and Knowledge Network (NIRAKN). The University encourages all Indigenous higher degree students to attend NIRAKN events specifically focused on building capacity for Indigenous research. It is important to note that NIRAKN events are not a replacement for the training provided through the University or School where the student is enrolled, but is in addition to and complements other opportunities. The Office of Indigenous Engagement has financially supported students to attend NIRAKN workshops and other events by organising travel, accommodation and meals in the case where NIRAKN is unable to provide such support and where the student/s are experiencing difficulty in seeking funds. For example, several students attended the AIATSIS National Research Conference in Canberra, financed through CQUniversity funding.

This support is in addition to the assistance provided by the School in which the student's research is based. All Aboriginal and Torres Strait Islander higher degree research students are notified of all specific Indigenous research capacity building or research-specific Indigenous events by the Pro Vice-Chancellor (Indigenous Engagement) and through the Office of Indigenous Engagement.

The CQUniversity membership to the Lowitja Institute and partnership to the National Indigenous Research and Knowledges Network (NIRAKN) ensures research opportunities with other universities. For example, 2017 saw the development of several successful applications submitted by CQUniversity researchers from Schools, Directorates and community organisation partners in the fields of student mentoring, education and youth social and emotional wellbeing.

In 2017, the Research Division made available one Indigenous specific RHD Scholarship comprising of \$35,000 living stipend per annum. An Indigenous Summer Scholarship was on offer.

The research division developed a RHD Load Strategy that sets out the growth agenda from 2017 to 2021, with an Indigenous target minimum of 10 new Indigenous enrolments identified.

Aboriginal and Torres Strait Islander postgraduate students were offered the opportunity to apply for the CQUniversity, Office of Research Indigenous Australian Postgraduate Research Award.

2.3 Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment.

Indigenisation of the Curriculum

Indigenisation of the Curriculum is a policy and project aimed to create change within the tertiary education landscape by embedding Aboriginal and Torres Strait Islander knowledge, issues and perspectives into existing curriculum and teaching practices. This enables Indigenous students to develop an understanding that Indigenous cultural knowledge systems are valued and give direct relevance to university education.

In 2016, *the Great Guide to Indigenisation of the Curriculum* was launched. The document, as it appears below, is available online via the CQUniversity Intranet to increase accessibility and encourage uptake.

Al-Natour, R, Fredericks, B, Bargallie, D, Marrie, H and Bond, C. 2016. *Great Guide to Indigenisation of the Curriculum*. Office of Indigenous Engagement, CQUniversity: Rockhampton, Australia.

Access at: [Great Guide to Indigenisation](#)

Indigenous Content

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, developed to build an understanding of past and contemporary issues affecting Aboriginal and Torres Strait Islander people. The Aboriginal and Torres Strait Islander Plan within the Bachelor of Arts was initially on offer in 2010.

Engagement

CQUniversity is committed for all areas across the University to build capacity to meet the needs of Aboriginal and Torres Strait Islander students. Activities undertaken to achieve this include:

- Participating in Open Days and Orientation Week by the Student Support team and CQUni Connect staff
- Inviting staff from across the University to participate in scholarship panels for Indigenous students
- Inviting staff from across the University and community members to participate in recruitment and selection panels.
- Providing advice to other sections of the University about engagement with Aboriginal and Torres Strait Islander communities
- Providing advice regarding Welcome to Country, Acknowledgement of Country and cultural ceremonies to university staff
- Working with community organisations and University staff to build long-term partnerships in relation to a variety of activities such as work-integrated learning, attendance at conferences, research projects, etc.

Policies and Procedures

All CQUniversity staff inductions include training in policies and procedures. The University Code of Conduct addresses non-racist, harassment and bullying behaviours. Words that enable staff to deliver an Acknowledgement of Country at University events and meetings were developed. Printed on palm cards distributed to staff, the Acknowledgment of Country is also available for download on mobile phones.

Cultural Responsiveness Program

The School of Education and the Arts in consultation with the Office of Indigenous Engagement, developed a Cultural Responsiveness Program that comprises three modules. The one hour module titled *Indigenous Cultural Competency*, focuses on raising awareness and understanding about Indigenous cultures and strategies in achieving reconciliation in the workplace, and is aligned with the CQUniversity's *Innovate Reconciliation Action Plan*. The third module, divided into three sections entitled awareness, understanding and responsiveness. It is noted that not all people, including Indigenous people, support the use of the word responsiveness and that the sector utilises a range of terms to describe this type of training. CQUniversity staff will undertake this mandated training as part of the induction process, which will become available in 2018. In the near future, the module will be adapted for students as a non-accredited course.

Public events

The Office of Indigenous Engagement partner with various campuses to bring inspirational guest speakers to CQUni, with events held in Cairns, Townsville and Bundaberg. In 2017, the Office of Indigenous Engagement organised a number of seminars, delivered by Aboriginal and Torres Strait Islander researchers. These seminars shared knowledge with Indigenous academics from other Australian and overseas universities. These were open to all University staff, students and community members and video linked to CQUniversity campuses across Australia. In order to provide unmitigated access to these sessions, the events were recorded and the link to the recording was emailed to interested people and stakeholder groups outside the University community.

A few examples of our public events include:

- National Sorry Day celebration held at the Cairns campus with Associate Professor Henrietta Marrie giving a short presentation on the history of the stolen generation, particularly in the Cairns region.
- NAIDOC panel student discussion held on the Cairns campus with guest speaker Michael Mansell and host far north ABC radio presenter Sharon Molloy
- OIE coordinated a Townsville NAIDOC event with activist Michael Mansell speaking about the aims, political framework, methods and intended outcomes of a national treaty for Aboriginal and Torres Strait Islander peoples.
- OIE staff member, Associate Professor Henrietta Marrie and the First Nations patron to the Cairns Indigenous Arts Fair presented the CQUniversity Artist Forum focussing on respect and protocols, in regards to the work of artists.
- Visiting Canadian Associate Professor, University of Manitoba, Dr Brian Rice presented his work to staff and students at the Cairns campus, titled '*A Personal Journey of Healing Recovery as Part of Land Based Research*'
- Professor Fredericks and law student Cherissma Blackman co-hosted a half hour Q and A session on ABC Capricornia radio. The show content broadcasted a discussion on government response to constitutional recognition/treaty/response to the Uluru Statement.

Cultural sashes

Graduates who identify as Aboriginal or Torres Strait Islander receive recognition through the presentation of a cultural sash at the graduation ceremony. All TEP, undergraduate and postgraduate students who identify as Aboriginal or Torres Strait Islander receive a sash at an Indigenous sashing ceremony prior to the main Rockhampton, Bundaberg and Mackay graduations. Students receive their sash as they cross the stage at all other graduation ceremonies. If students cannot attend the ceremony, a sash is posted by mail to the graduate. Family (including children), and friends of the graduate are invited to attend the ceremony. Graduates are encouraged to participate in promotional activities (i.e. media articles, testimonials etc.) to highlight their achievements.

Public space

Initiated by the Office of the Vice-Chancellor and President, the Campus Canvass Project has resulted in the creation of over 30 art works painted on buildings on the Rockhampton North campus. A number of these reflect Indigenous themes. One of the murals, which has attracted plenty of community interest and pride, depicts Aunty Ollie Donald, custodian of the Darumbal people; and Malcolm Mann, a Darumbal Traditional Owner, CQUni Connect Officer and an alumnus of the University. Cairns, Townsville, Brisbane and Perth campuses have signage that incorporates local Indigenous languages. The CQUni signage manual was updated through a working partnership between several areas of the University, including the Office of Indigenous Engagement and Facilities and provides a guide for staff and contractors on the process of creating dual language signs.

All campuses have either flagpoles where Aboriginal and Torres Strait Islander flags are flown, or Aboriginal and Torres Strait Islander flag banners permanently displayed in campus reception areas.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	109	3200	83,973
	Post graduate	1	4	
	Enabling	23	196	49,635
	<i>total</i>	133	3400	133,608
Indigenous Support Unit or other Indigenous student support activities	Student support, average based on 4 hours per day @\$39/hr between 6 ISSO's	741	960	37,440
	<i>total</i>	874	4360	171,048

The Student Support Team delivered 3400 hours of tutorial assistance to 133 Aboriginal and Torres Strait Islander students. Additionally, the team provided 960 hours of support to Aboriginal and Torres Strait Islander students.

3. Completions (outcome)**3.1 Completion rates**

Completion rates have improved over the period 2013 to 2016, because of strategies and support provided to Aboriginal and Torres Strait Islander students. Professional and academic staff in support and teaching roles have received professional development to provide culturally safe and appropriate support. In 2018, it is an aspiration to deliver a greater focus on student success, progression and graduation resulting in improvements.

3.2 Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

As previously outlined, strategies include the provision of scholarships; tutoring through the Indigenous Assistance program; support from Indigenous Support Officers and the Office of Indigenous Engagement; provision of opportunities to participate in cadetships and international student exchanges, and provision of a culturally safe learning environment.

The Pro Vice-Chancellor (Indigenous Engagement) supervises four Indigenous HDR students (three PhD and one Masters candidate) at CQUniversity and is a critical friend and mentor to others. She has additionally supervised Indigenous students at other universities through cooperative partnerships, which benefits CQUniversity and the other universities. Researchers from the Centre for Indigenous Health Equity Research (CIHER) supervised nine Indigenous HDR students (five PhD and four Master candidates). Indigenous RHD students receive mentoring from Indigenous academics who are able to provide Indigenous research capacity building.

ISSP funds partially subsidise salaries of OIE and Indigenous Support staff, fund scholarships and the tutorial assistance program.

3.3 Strategies to assist graduates and connect graduates to employment

In 2017 *Alumni Connect; The Indigenous Edition* was launched. Two e-newsletters were sent to more than 270 Indigenous CQUni alumni which contained information including the launch of the CQUni Innovate Reconciliation Action Plan (RAP); some current job vacancies; a spotlight on a CQUni alumnus; scholarship opportunities; and scholarship award winners. The newsletters were received well, with great interest shown in job vacancies, scholarship availability and alumni profiles. Profiles created in 2017 are publically available through [Indigenous Alumni](#)

The newsletter will be distributed on a quarterly basis in 2018. [Alumni Newsletter](#)

The Alumni Relations Team collaborates with the CQUni Careers Team to offer and promote a range of free employment support services to graduates.

Services include:

- Assistance with writing cover letters and resumes, and addressing selection criteria,
- Access to career professionals to help with individual situations,
- Access to the careers hub employment portal and GoingGlobal and Internship support portal.

The Alumni Mentoring program focuses on connecting current students and graduates with experienced alumni who provide career support, industry information and professional networking. Currently the program has 210 mentors with a small number identifying as Aboriginal and Torres Strait Islander. Indigenous alumni were guest speakers in the CAP-ED program and the secondary school based Academic and Talent Aspirations program (ATAP), supported by Education Queensland.

The Great Alumni Banners are an initiative of the Alumni Program, designed to promote high achieving alumni in order to contribute to University reputation and profile, increase education aspiration in our students, and generally build knowledge of the achievements and impact of CQU alumni. The Indigenous alumni featured on the banners include Professor Bronwyn Fredericks, Tanya Orman, Wayne Denning, and Dr Wayne Blair.

The Alumni Relations team also offer an assortment of other benefits including the following:

- Discounted membership to the Australian Institute of Management
- Free library access
- Free e-database access
- Free Mahara access (so graduates can continue to access their student portfolio)
- A variety of continuing professional development courses
- A CQUniversity alumni LinkedIn Group to facilitate professional network
- An E-newsletter that shares news and opportunities specific to Aboriginal and Torres Strait Islander alumni, with content including promotion of job vacancies, relevant news, profiling successful alumni and current students, and outlines opportunities for involvement with the University.

3.4 Strategies to monitor student outcomes after graduation:

A key Alumni Relations Team responsibility is to retain and manage contact details for graduates, and encourage an ongoing connection to the University. The team maintains this information in an official University record-keeping system -SugarCRM. The following information is recorded:

- Post graduation enquiries about further study, enrolments and completions
- Current employment data
- LinkedIn profiles
- Media coverage
- Interests and associations including community leadership roles
- Involvement with the University

Tracking of alumni data enables CQUni to develop communications of specific interest to various alumni groups; to deliver invitations to events, opportunities and volunteer activities to cohorts who are actively interested in, or to whom the event has specific relevance.

ISSP monies partially fund OIE staff to work with the Alumni Relations Team to provide content for the newsletter and engage with Indigenous alumni.

4. Indigenous Education Strategy

4.1 Section 13 of the ISSP Guidelines; Indigenous Education Strategy

CQUni does not presently have an Indigenous Education Strategy document and this is in line with the Department's formal advice in relation to the ISSP Guidelines. In moving forward, CQUniversity is committed to developing this strategy in 2018. The University meets its requirements under section 13 of the ISSP Guidelines through the following documents and strategies. Progress measured against targets and milestones is outlined:

The CQUniversity Innovate Reconciliation Action Plan

The following sections of the CQUniversity *Innovate Reconciliation Action Plan* are relevant to the Indigenous Education Strategy Goals:

Prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards

RAP Action 3.2 Ongoing Student Support

- Provide on-going support to Aboriginal and Torres Strait Islander students to optimise success and retention in education. As previously discussed on pp 8 & 9, Indigenous student support is provided through the provision of the Tertiary Entry Program, Tutorial Assistance, and the employment of Indigenous Student Support Officers and Indigenous scholarships.

RAP Action 3.3 Higher Degree Research

- Create opportunities to increase numbers of Aboriginal and Torres Strait Islander students undertaking HDR studies. The RHD load strategy setting targets for increases in new enrolments for Aboriginal and Torres Strait Islander RHD students supports this aim.

RAP Action 3.6 Linking with Education Providers.

- Improve linkages with schools, TAFE/VET providers to encourage more Aboriginal and Torres Strait Islander peoples to enrol at CQUniversity. This is evidenced by attendance at Indigenous careers expos, university open days and the CQUni Connect team, CAP-ED and AIME programmes as outlined on pp 5 & 6.

Facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices:

Great Guide to Indigenisation of the Curriculum

As previously discussed on p.10, the *Great Guide to Indigenisation of the Curriculum* provides guidance to Academics on how to embed Aboriginal and Torres Strait Islander knowledge, issues and perspectives into the curriculum and teaching practices.

[Great Guide to Indigenisation](#)

Any new unit proposals are presented to the Education Committee and then to Academic Board. Staff are required to address the following question in terms of their learning and teaching strategy “How will Indigenisation be addressed in this unit?” In 2018, the Office of Learning and Teaching will conduct a curriculum refresh of all courses, and this process will include reviewing the Indigenous content of courses and resources used.

The use of *Inclusive Language Guidelines* contains a section on Language and Aboriginal and Torres Strait Islander Peoples that provides guidelines on how to avoid discriminatory terms used to describe Indigenous Australians. [Inclusive Language Guidelines](#)

Indigenous Graduate Attributes

CQUni has developed a Core Graduate Attributes document that organises student attributes into three levels of achievement: Introductory (end of Year 1); Intermediate (at the end of Year 2 or 3); and Graduate (end of final year). In 2018, Indigenous Graduate attributes will be developed and incorporated into this document.

RAP Action 2.3 Inclusive Indigenous Curriculum

- Embed Aboriginal and Torres Strait Islander content into CQUniversity across curriculum to encourage a broader understanding and methodology of Aboriginal and Torres Strait Islander cultural perspectives. This is being undertaken through the Indigenisation of the Curriculum program and the Community of Practice (CoP) *Indigenising the Curriculum*. The intent of this CoP that will begin meeting in 2018 is to share ideas and practices, discuss issues, and provide support for each other.

Include activities for students and employees that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

RAP Action 2.1 Cultural Protocols

- Engage CQUni students and staff in understanding Aboriginal and Torres Strait Islander cultural protocols around Welcome to Country and Acknowledgement to Country. Acknowledgement to Country palm cards were distributed at the launch of the CQUniversity Innovate RAP. A protocol document is in draft form and will be adopted in 2018. Many formal campus events commence with a Welcome to Country by Traditional Owners and staff are now confident in giving an Acknowledgment to Country.

RAP Action 2.2 Cultural Competency

- Engage employees in cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander people’s cultural perspectives. The First Nations Peoples module of the Cultural Responsiveness program that will be rolled out in 2018 embodies this work.

RAP Action 2.4 NAIDOC week

- Celebrate and participate in NAIDOC week. Many staff participated in NAIDOC week celebrations in Townsville, Cairns, Noosa, Rockhampton, Bundaberg, Mackay and Gladstone, with staff hosting a film night and trivia night. The OIE hosted Michael Mansell who gave keynote speeches at the Cairns and Townsville campuses.

RAP Action 2.6 Symbolise Aboriginal and Torres Strait Islander Peoples Cultures

- Create spaces across CQUniversity campuses symbolising and embracing Aboriginal and Torres Strait Islander cultural significance. Signs were erected in English and the language of the Traditional Owners on the Cairns, Townsville, Brisbane and Perth campuses. Procedures to incorporate dual language signage were incorporated into the signage manual.

RAP Action 2.7 Exhibition of Aboriginal and Torres Strait Islander Peoples Art.

- Display Aboriginal and Torres Strait Islander peoples' artworks across all CQUniversity campuses, study hubs and study centres that includes artworks from the local areas where those campuses are situated. Aboriginal and Torres Strait Islander artwork that has been acquired and displayed across CQUni campuses, were labelled with wall plaques acknowledging the artist and providing a story or interpretive information for the artwork.

4.2 The practical implementation and evaluation of the Indigenous Education Strategy

CQUniversity regularly reviews and reports on progress against RAP targets. The Office of Learning and Teaching has tracked the number of courses with Indigenised content. This will be closely monitored in 2018 to determine the depth and quality of the content. The development of an Indigenous Education Strategy in 2018 will facilitate a more focused implementation and evaluation of ISSP guideline requirements.

5. Indigenous Workforce Strategy

5.1 Section 12 of the ISSP Guidelines; Indigenous Workforce Strategy

CQUni does not have an Indigenous Workforce Strategy document, however meets its requirements under section 13 of the ISSP Guidelines through the following documents and strategies. Progress against targets and milestones is noted.

The Indigenous Employment Reference Group (IERG)

The IERG meets quarterly to provide reports and/or advice to the Vice Chancellor and President through the Vice Chancellor's Advisory Committee. The group meets on matters of Indigenous employment at the University, including the attraction, retention and career development of Indigenous staff.

The following documents are publically available:

Indigenous Employment Reference Group (IERG) [IERG Reference Group](#)

Terms of Reference: [Terms of Reference document](#)

CQUniversity Aboriginal and Torres Strait Islander Employment and Career Development Strategy

In 2011, CQUniversity developed an Aboriginal and Torres Strait Islander Employment and Career Development Strategy. It has been reviewed and amended in 2015 and is currently under review to ensure compliance with Section 13 of the guidelines. Once these changes have been adopted, implementing and evaluating the strategy will be much easier. The strategy aims to provide opportunities for Aboriginal and Torres Strait Islander employment across all CQUniversity campuses. The University is committed to short, medium and long-term employment strategies to develop career programs for current future and present Aboriginal and Torres Strait Islander employees across all staffing levels.

The strategy has a five-point plan to enact a culture of acceptance and commitment to Indigenous staff, students and communities:

1. Provision of an Indigenous friendly workplace
2. Cross cultural training
3. Promotion of CQUniversity as an Employer of Choice
4. Identification of specific positions for Indigenous Australian staff, students and communities.
5. Social innovation and engagement

The strategy is publically available

[CQUniversity Aboriginal and Torres Strait Islander Employment and Career Development Strategy](#)

The Central Queensland University Enterprise Agreement 2017, Section 44 Indigenous Employment.

This section of the Enterprise Agreement confirms the University's commitment to the responsibilities outlined in the CQUniversity Reconciliation Action Plan, the Aboriginal and Torres Strait Islander Employment and Career Development Strategy, the Indigenous Employment Reference Group (IERG) and the Indigenisation of the curriculum. The University commits to taking active measures over the life of the Agreement in order to achieve University Australia targets for employment of Indigenous staff. This is accomplished by utilising the strategies outlined in the Aboriginal and Torres Strait Islander Employment and Career Development Strategy.

The CQUniversity Agreement was ratified in the Fair Work Commission in March 2018 and is publically available. [The Central Queensland University Enterprise Agreement 2017](#)

CQUni Innovate Reconciliation Action Plan 2016 – 2018

On 9 June 2017, Reconciliation Australia endorsed the CQU Reconciliation Action Plan (RAP) and on 9 August; subsequently it was launched across all campuses. The RAP Working Group is comprised of 17 staff, student and community representatives. Professor Bronwyn Fredericks was nominated as the Chair and Vice-Chancellor Scot Bowman as the role of RAP Champion. The key tasks of the group are to regularly liaise with staff and stakeholders; review and report on the progress of identified actions to Council and Reconciliation Australia; and to reflect on key learnings in the development of a new RAP.

The RAP contains 92 Actions that fall into four defined sections: Relationships, Respect, Opportunities, and Tracking Progress and Reporting. More than half of the actions identified under the RAP have been completed or are in progress. Achievements are: the endorsement by Reconciliation Australia and a successful launch event; an active RAP committee engaged in meeting outcomes; the

development and distribution of palm sized cards for Acknowledgement to Country to all staff; development of Acknowledgement of Country in staff email signature blocks; review of the signage policy with an added 'Use of Inclusive Language Guideline' that gives direction in how to develop dual language signs; Indigenous representation on all CQUniversity Region Engagement Committees; and review of procurement policy and procedure to increase procurement agreements with Aboriginal and Torres Strait Islander businesses and suppliers. The research division has developed a plan to provide scholarship opportunities for Indigenous research students by making available one Indigenous specified RHD Scholarship annually.

The following sections of the CQUniversity Innovate Reconciliation Action Plan are relevant to the Indigenous Workforce Strategy Goals:

RAP Action 3.1 Employment Opportunities

Investigate opportunities to increase Aboriginal and Torres Strait Islander employment opportunities within CQUniversity.

- In 2017, the Recruitment and Selection procedure was updated to include a special measures clause, in order to meet the University's goal of increasing employment for Aboriginal and Torres Strait Islander people. When special measures are taken, under s.105 of the Anti-Discrimination Act 1991 (Qld) a position will be open only to Aboriginal and Torres Strait Islander Applicants/ Female Applicants. Such strategies may continue until such time that the employment of people from these designated groups is equivalent to the general population within our regions. Following approval of the Enterprise Agreement in March 2018, the strategy will be submitted to a University committee for approval.

RAP Action 3.3 Higher degree research

Create opportunities to increase numbers of Aboriginal and Torres Strait Islander students undertaking HDR studies.

- The Research Division has developed a RHD load strategy that sets out the growth agenda from 2017 to 2021. An Indigenous target of a minimum of 10 new Indigenous enrolments has been set.

RAP Action 3.4 Leadership

Encourage Aboriginal and Torres Strait Islander students and staff to participate in leadership and mentoring programs

- An Indigenous student and staff conference focussed on the themes of leadership and mentoring for 2018 is in the planning stages.

RAP Action 3.5 Further Education and Employment Opportunities

Develop study and career opportunities for Aboriginal and Torres Strait Islander students.

- Aboriginal and Torres Strait Islander students are encouraged to apply for scholarships, cadetships and international exchange opportunities. Higher degree research students are recruited as research assistants to gain research experience.

The CQUniversity Innovate Reconciliation Action Plan is publically available on the link below: [RAP 2016-2018](#)

In order to reflect true Aboriginal and Torres Strait Islander staff numbers, the Pro-Vice Chancellor created a short video requesting staff who identified as Indigenous to self-identify. This clip was incorporated into the on-line staff induction.

CQUniversity regularly reviews and reports on progress against RAP targets to University committees. The IERG reports to the Joint Consultative Committee and in 2018 will be able to report on key performance indicators that will be determined in the CQUniversity Aboriginal and Torres Strait Islander Employment and Career Development Strategy.

5a Indigenous workforce data (2017 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
Facilities Management Directorate	Facilities Assistant HEW Level 2		Professional		
Finance and Planning Division	Processing Officer - Purchasing and Payables HEW Level 4		Professional		
Finance and Planning Division	Processing Officer - Treasury HEW Level 4		Professional		
Marketing Directorate	Executive Assistant HEW Level 7		Professional		
Office of Indigenous Engagement	Assoc. Prof (Indigenous Engagement) Academic Level D	Academic			
School of Access Education	Associate Lecturer Academic Level A	Academic			
School of Access Education	Lecturer Academic Level B	Academic			
School of Access Education	Teacher - Learning, Literacy & Numeracy Teacher (With approved Teaching Qual.)	Educational Teacher (VET)			

School of Education and the Arts	Lecturer Academic Level B	Academic			
School of Education and the Arts	Lecturer Academic Level B	Academic			
School of Education and the Arts	Casual Academic			Academic	
School of Education and the Arts	Resource Officer - Hospitality HEW Level 2		Professional		
School of Education and the Arts	Administration Officer - Projects and Support HEW Level 4		Professional		
School of Education and the Arts	Childcare Teacher	Teacher (VET)			
School of Engineering and Technology	Casual Academic			Academic	
School of Engineering and Technology	Discipline Manager – Construction HEW Level 9		Professional		
School of Health, Medical and Applied Sciences	Assoc Lect. - Clinical Science (Anatomy & Physiology) Academic Level A	Academic			
School of Health, Medical and Applied Sciences	Administration Assistant HEW Level 3		Professional		
School of Health, Medical and Applied Sciences	School Administration Officer HEW Level 5		Professional		
School of Health, Medical and Applied Sciences	Lab Sup./Instruct (Allied Health/Science)		Professional		

	HEW Level 6				
School of Health, Medical and Applied Sciences	School Administration Team Leader HEW Level 6		Professional		
School of Health, Medical and Applied Sciences	Work Integrated Learning Officer HEW Level 6		Professional		
School of Health, Medical and Applied Sciences	Teacher - Beauty	Teacher			
School of Health, Medical and Applied Sciences	Teacher - Paramedic Science	Teacher			
School of Nursing, Midwifery & Social Sciences	Lecturer – Nursing Academic Level B	Academic			
Student Experience Directorate	Student Adviser HEW Level 4		Professional		
Student Experience Directorate	Student Success Adviser HEW Level 4		Professional		
Student Experience Directorate	Indigenous Student Support Officer		Professional		
Student Experience Directorate	Indigenous Student Support Officer HEW Level 5		Professional		
Student Experience Directorate	Indigenous Student Support Team Leader HEW Level 6		Professional		
Student Experience Directorate	Coordinator - Student Admissions HEW Level 7		Professional		
Vice-Chancellor & President Office	Student Representative Council Assistant		Professional		

	HEW Level 5				
--	-------------	--	--	--	--

Totals:

In 2017, CQUniversity employed 47 Indigenous staff. Their employment can be broken down into the following categories:

	Academic	Professional	Teachers (VET)	Total
Permanent >1 year	7	19	4	30
Casual < 1 year	2	0	0	2
Permanent < 1 year	0	0	0	0
Casual > 1 year	3	2	1	6
Fixed Term > 1 year	2	5	1	8
Fixed Term < 1 year	0	1	0	1
Total				47

There has been an increase by two staff in comparison to the 2016 Indigenous employment statistics. In 2018, a greater focus will be placed on the employment of permanent academic and professional Indigenous staff.

6. Indigenous involvement in decision-making

6.1 Indigenous Governance mechanism

CQUniversity's Indigenous governance mechanism consists of an appropriately qualified senior academic employee of the provider who is an Indigenous person.

Professor Bronwyn Fredericks is the Pro Vice-Chancellor (Indigenous Engagement) and is an Aboriginal woman from South-East Queensland, who has resided in the Central Queensland region off and on for more than 25 years. In 2012, she was appointed as the CQUniversity Chair of Academic Board and as a member of CQUniversity Council. On taking up the appointment as Chair of Academic Board, she became the first Indigenous Australian to be appointed as the Chair of an Academic Board or Academic Senate in an Australian university. This is a reflection on the gains made at CQUniversity.

The Pro Vice-Chancellor (Indigenous Engagement) reports to the Deputy Vice-Chancellor Engagement and Campuses Division. This Division includes all Associate Vice-Chancellors (AVC) along with the Engagement and the Social Innovation Engagement team. This enables broader engagement across CQUniversity's national footprint. The Pro Vice-Chancellor is part of the senior management team at CQUniversity that includes the representation of the University at key events for both non-Indigenous and Indigenous-specific matters.

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 to improve educational outcomes for CQUniversity's Aboriginal and Torres Strait Islander student cohort, past, present and future. The Pro Vice-Chancellor (Indigenous Engagement) and Office of Indigenous Engagement staff work with Indigenous communities to identify ways to build capacity in education, employment and in the general equality of opportunity, and assist in achieving this aim.

6.2 The Indigenous Governance Mechanism role in advising on the use of ISSP resources

Meetings were held with the PVC (Indigenous Engagement), the Deputy Director Student Life and Well-being, the Director Student Experience, and the Management, Director People and Culture the OIE Executive Officer and Management Accountant Support Officer. Main agenda items included:

- ISSP funding requirements for 2017 and progress towards compliance
- ISSP– programs and positions to be funded
- ISSP funding expenditure
- Use of surplus funds
- Scholarships – number applied for and taken up
- Indigenous student attraction, retention and graduation
- Indigenous staff attraction and retention

Indigenous Governance Mechanism

A charter that outlines the criteria for appointment; roles and responsibilities; and decision-making processes has been drafted and will be adopted in 2018.

6.3 Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.

Aboriginal and Torres Strait Islander peoples are involved in a range of decision-making processes at CQUniversity. The PVC (Indigenous Engagement) currently holds the following roles:

- Chair of Academic Board (and hence all sub-committees of Academic Board)
- Member of the CQUniversity Council
- Member of the Vice-Chancellor’s Advisory Committee (VCAC)
- Member of the Research Committee of Academic Board (with full rights of audience and debate)
- Member of the Indigenous Employment Reference Group (IERG)
- Chair of the Commonwealth Indigenous Scholarships panel
- Chair of the BMA Community and Indigenous Scholarships
- Member of the Cairns Regional Engagement Committee
- Representation and lead role in CQUniversity’s Centre for Tourism and Regional Opportunity (CTRO)
- Representation and lead role in CQUniversity’s Centre for Learning, Education, Access and Participation (LEAP)
- Representation in lead roles in the CQUniversity’s Centre for Indigenous Health Equity Research Centre (CIHER)

Additionally, Aboriginal and Torres Strait Islander staff from throughout the University are active participants in a range of other decision making activities at CQUniversity including:

- Member of the Human Research Ethics Committee (HREC)
- Representation in lead roles in the CQUniversity’s Centre for Indigenous Health Equity Research Centre (CIHER)
- Representation on scholarship panels
- Representation on recruitment selection panels across the University
- Support for activities associated with representation within the National Tertiary Education Union (NTEU)
- Campus Life Committees for several CQUniversity campuses
- Member of the Townsville Regional Engagement Committee (REC)
- Member of the Joint Consultative Committee (JCC)

CQUniversity has established twelve Region Engagement Committees (REC) comprising industry, business, government, community and university members, for the purpose of advancing community identified opportunities and working with stakeholders to support the development of sustainable regions. Committee members contribute to the University's annual review of its strategic plan and provide input into the University's strategic directions, as these directly relate to communities within the region. Each committee has a minimum of one Indigenous representative whose role it is to represent the diverse interests and views of the region's Aboriginal and Torres Strait Islander people.

CQUniversity continues to focus effort on embedding Aboriginal and Torres Strait Islander peoples' perspectives and considerations into University processes and structures through the inclusion of Indigenous staff and reviews of policies and procedures. This is demonstrated in a wide range of committees, forums and formalised University documents.

These actions assist to increase the number of CQUniversity staff who improve their understanding of issues affecting Aboriginal and Torres Strait Islander people and their ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people. This results in a greater number of non-Indigenous staff members honing skills in considering Indigenous issues when participating in committees and forums, and advocating on behalf of Aboriginal and Torres Strait Islander peoples. This is in line with a broader strengths-based Aboriginal and Torres Strait Islander education agenda.

Indigenous Research Centres

One of the ways CQUniversity is attempting to foster Indigenous research is through the following research centres:

Indigenous Health Equity Research Centre

An extension for the Centre for Indigenous Health Equity Research Centre (CIHER) was planned for 2017. The Centre conducts engaged research to inform better decisions for Aboriginal and Torres Strait Islander health and wellbeing. Directed by renowned Gungarri researcher, Associate Professor Roxanne Bainbridge, CIHER boasts an impressive membership with a local, national and extended international focus through networks with research groups, communities, services, government and industry. CIHER is the first dedicated Indigenous Health Research Centre in Northern Queensland that combines expertise in health equity, health economics, public health and impact assessment with policy and governance experience.

The five key integrated areas of research strength are:

1. The social and cultural determinants of Indigenous health across the lifespan
2. The social, health and economic impacts of Indigenous health programs and services
3. Research capacity strengthening
4. Reviews for synthesis of evidence of equity in Indigenous health
5. Research translation, implementation and advocacy for change

First people's Think Tank and Research Centre

In 2017, the CQUniversity Cairns Community Impact Plan was launched. The proposed First Peoples' Think Tank and Research Centre to be led by Associate Professor Henrietta Marrie, a Yidinji Traditional Owner, formed part of the proposal. The CQUniversity First Peoples' Think Tank and Research Centre will explore opportunities while bringing together like-minded people to discuss and debate policies and their impacts on the lives of First Peoples. It will focus on the advancement of a big-picture approach and long-term commitments to social justice, economic independence, innovation and

identification of opportunities. The Think Tank will enable the University to become a dominant player in Indigenous policy affairs for the Northern Australia Region and a global leader on issues that influence First Peoples across the globe.

6a. Statement by the Indigenous Governance Mechanism

CQUniversity is committed to providing excellent educational and employment pathways to Aboriginal and Torres Strait Islander staff and students. The University values the important on-going support to Aboriginal and Torres Strait Islander students to optimise access, success and retention in education. This is reflected in the continuation of effective programs such as the Tertiary Entry Program (TEP), student scholarships and the Indigenous Assistance Support program (IAS). The success of strategies to attract, retain and provide Aboriginal and Torres Strait Islander staff with professional development and career opportunities is demonstrated in the growing numbers of Indigenous staff.

Additionally, the CQUniversity Innovate RAP 2016 – 2018 provides the vehicle by which the formalisation the University's commitment to reconciliation and its implementation of new and innovative initiatives is achieved. The development of an Indigenised curriculum and an Engaging and Communicating with Aboriginal and Torres Strait Islander people protocol, and the installation of multilingual signs at several campuses are several examples of the University's success in providing a culturally safe and inclusive place to work and study.

As Pro Vice-Chancellor (Indigenous Engagement), I have taken on the Indigenous Governance Mechanism role. This has enabled me to provide advice and support to staff who are responsible for driving Aboriginal and Torres Strait Islander strategies and programs and offer guidance on the use of the ISSP grant. This has resulted in an increasingly coordinated University-wide approach in achieving outcomes for Indigenous students, staff and the communities where CQUniversity campuses are located. While much has been achieved in 2017, I look forward to seeing the development of an Indigenous Governance Committee in 2018 that will help achieve the goals and outcomes to which CQUniversity can aspire!

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

Central Queensland University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	1,540,225.48	0.00	1,540,225.48
CSP – Preserved	129,225.00	0.00	129,225.00
Rollover of funds from previous years	0.00	0.00	0.00
Interest earned/ royalties	1,554.05	0.00	1,554.05
Sale of assets	0.00	0.00	0.00
HEPPP – AIME and Indigenous VET Student Support to Transition to Higher Ed	0.00	205,535.63	205,535.63
CQUniversity funds	0.00	197,395.43	197,395.43
A. Total Income 2017	\$1,671,004.53	\$402,931.06	\$2,073,935.59

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,290,315.70	48,912.62	1,339,228.32
Administration	650.91	90,856.52	91,507.43
Travel – domestic	0.00	57,090.43	57,090.43
CSP – Preserved – Return of grant	40,876.50	0.00	40,876.50
Conference fees and related costs	0.00	26,071.49	26,071.49
Scholarship payments	295,620.75	0.00	295,620.75
Student placement costs	13,172.67	0.00	13,172.67
WiFi devices for students	16,560.00	0.00	16,560.00
Merchandise	13,808.00	0.00	13,808.00
AIME	0.00	180,000.00	180,000.00
B. Total Expenditure 2017	\$1,671,004.53	\$402,931.06	\$2,073,935.59
<i>C. Unexpended funds PM&C agreed to rollover</i>	<i>0.00</i>		
<i>D. Unexpended Funds to be returned to PM&C</i>	<i>0.00</i>		
E. TOTAL ISSP Funding use (B+C+D)	\$1,671,004.53		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the Higher Education Support Act 2003. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$0.00
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$0.00
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialled by:

Narelle Pearse

(Print name of relevant officer)

DVC – Finance and Planning

(Print position title)



(Signature and date)

Telephone contact: **(07) 4930 6452** E-mail: **n.pearse@cqu.edu.au**

Note:

- If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

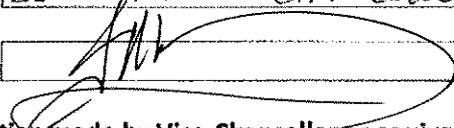
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

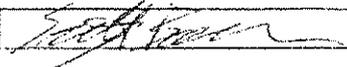
I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance:

Name: PROFESSOR PIERRE VILJOEN
Title: DEPUTY VICE CHANCELLOR (ENGAGEMENT + CAMPUSES)
Signed:  Date: 31.05.18

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Scott Bowman
Title: Vice-Chancellor & President
Signed:  Date: 30-5-18

