



**UNIVERSITY  
OF SOUTHERN  
QUEENSLAND**

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Innovation, Climate Change, Science,  
Research and Tertiary Education

June 2013

## **INDIGENOUS EDUCATION STATEMENT**

# UNIVERSITY OF SOUTHERN QUEENSLAND (USQ)

## Centre for Australian Indigenous Knowledges (CAIK)

### SECTION 1: OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

USQ remains committed to a comprehensive approach to improving higher education and employment outcomes for Indigenous Australians. This commitment involves:

- USQ is recognised as a strong performer in the area of Indigenous education, rating in the top 10 for the sector for Indigenous student access and participation as assessed in the IPP process and noted in particular for its contributions to Indigenous Nursing. The University has publicly expressed its strong support for the recommendations of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* and is using these recommendations to support forward planning, and has in place an Aboriginal and Torres Strait Islander Career Development and Employment Strategy informed by the *National Indigenous Higher Education Workforce Strategy (NIHEWS)* and the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*.
- USQ is in the process of developing a comprehensive Aboriginal and Torres Strait Islander Strategy, to be in place by the end of 2013; as well as a complementary Reconciliation Action Plan. Forward planning is building on programs and approaches with proven success.
- reaching out to prospective students, including through outreach with local high schools, through the provision of enabling/preparatory programs, including through the culturally-appropriate Indigenous Higher Education Preparatory Program (IHEPP);
- retaining students through the active involvement of Student Relationship Officers explicitly within CAIK and targeted activity within faculties along with USQ's general comprehensive approach to student support;
- embedding Indigenous perspectives in the curricula of the academic programs;
- enhancing and extending the opportunities for studying Indigenous cultures through an Indigenous Studies major; and
- increasing and enhancing the career and employment opportunities of Indigenous Australians at USQ.

USQ's approach to Indigenous education is reflected in the following:

- The USQ Strategic Plan 2013-2015 ([www.usq.edu.au/about-usq/about-us/plans-reports](http://www.usq.edu.au/about-usq/about-us/plans-reports)) provides the following promise with regard to personalised learning:

*"We promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage in life."*

USQ serves one of the most diverse student constituencies in the Australian higher education sector and *"seeks to accommodate individual learning styles and to provide students with personalised adaptive learning support."*

*"USQ remains the best place for students to complete their first qualification and we have built our reputation as 'the university for a lifetime.' USQ develops lifelong relationships with its students."*

(USQ Strategic Plan 2013-2015, p. 6)

- **Overall approach:** USQ supports the recommendations of the Behrendt Report concerning the need for Indigenous students to be the responsibility of faculties and mainstream support services, with the support of a strong, appropriately resourced and respected Indigenous Education Unit. USQ's approach to increased Aboriginal and

Torres Strait Islander participation in higher education involves both targeted and mainstream strategies, and the optimal involvement of USQ's Centre for Australian Indigenous Knowledges (CAIK). Targeted strategies are multi-pronged, involving provision of:

- programs that promote awareness of higher education and career options and instil pride in Indigenous culture and heritage – including a suite of schools extensions programs, programs that link school students with community leaders and mentors, and Indigenous cultural events
- promotion and pathways that encourage and facilitate access – including the Indigenous Higher Education Pathways Preparatory Program (IHEPP), scholarships and transition programs involving dedicated Student Relationship Officers;
- support and services that help sustain participation – with the *Helping Hands Indigenous Nursing Student Support Model* considered an exemplar of its type; and
- encouraging (and empowering) more students to self-identify as Aboriginal or Torres Strait Islander.

USQ's Indigenous students also benefit from mainstream strategies including USQ's extensive support network of Student Relationship Officers (SROs); the encouragement of interaction with teaching staff and students enrolled in the same course; as well as access to discussion boards within the Student Learning Management System (USQ StudyDesk), USQ's Student Personalised Academic Road to Success (SPARS), and USQ's full range of personalised learning strategies.

- **Success in Indigenous education is also dependant on sound strategies with regard to Indigenous employment.** USQ aims to achieve level parity in Indigenous employment (2.5%) by 2016. To date, the following strategies have been implemented to increase the representation of Aboriginal and Torres Strait Islander staff at USQ:
    - the operation of the USQ Aboriginal and Torres Strait Islander Career Development and Employment Strategy Committee to oversee and drive developments in this area;
    - the Aboriginal and Torres Strait Islander Traineeship Pilot Program launched in 2012 which provides full-time 12 month fixed-term appointments at a nationally recognised Certificate III level (five positions in 2012 and five positions in 2013); and
    - the implementation and delivery of a series of Aboriginal and Torres Strait Islander Cross-Cultural Awareness sessions during 2012 and 2013 for academic and professional staff at all three USQ campuses.
  - **USQ is also supporting research that is both culturally appropriate and of benefit to Indigenous communities.** In particular, USQ is building a focus on applied, high impact research into Indigenous Health both as a topic in itself as well as projects within other focus areas such as Mental Health.
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## **SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS**

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

During this reporting period, Indigenous staff were represented on a variety of Committees:

Director, CAIK (= Director IEU; Academic Level D)

- Ex officio Chair, Indigenous Affairs Committee;
- Ex officio member, USQ Social Justice Committee;
- Member, USQ Staff Planning & Policy Committee;
- Member, Faculty Board; Faculty of Arts;
- Member, Dean's Advisory Group, Faculty of Arts.

In addition:

- An Indigenous academic staff member (Lecturer, Faculty of Education) is a member of Academic Board (the membership of Academic Board includes an Indigenous Australian staff member category);
- An Indigenous academic staff member (Lecturer, CAIK) is a member of the USQ Learning and Teaching Committee;
- An Indigenous academic staff member (Lecturer, CAIK) is a member of the Faculty of Arts Academic Program Committee;
- An Indigenous professional staff member (Executive Officer Indigenous Development, Fraser Coast) coordinates the Fraser Coast Campus Community Education Advisory Committee;
- Indigenous community representatives from the Toowoomba campus and Fraser Coast campus are members of the Indigenous Affairs Committee (IAC).

Note: The IAC did not meet in 2012 as it was anticipated that a proposed Elders and Valued Persons Advisory Committee, replacing the IAC, would be established that year.

The IEU at USQ is titled the Centre for Australian Indigenous Knowledges (CAIK: [www.usq.edu.au/caik](http://www.usq.edu.au/caik)). During the reporting period, the Director CAIK reported to the Dean, Faculty of Arts on academic processes and the Deputy Vice Chancellor (Students & Communities) on Indigenous affairs. (Following an executive restructure in late 2012, the reporting line of the Director moved to the Senior Deputy Vice-Chancellor. At the conclusion of a restructure of the Academic Division in 2013, the Director will report directly to the SDVC.)

CAIK has two contiguous operating environments:

- The provision of Indigenous student support services and delivery of a pre-enrolment enabling program titled the Indigenous Higher Education Pathways Program (IHEPP). Indigenous student support services and IHEPP are managed by the Director, CAIK. Indigenous affairs across the University are managed by the Deputy Vice-Chancellor (Students and Communities).
- Teaching associated with the delivery of a core compulsory Australian Indigenous Studies course in the Faculty of Education's Pre-Service Teacher Education undergraduate program, a minor in Indigenous Studies in Education, Arts, Business and Sciences, and a Graduate Certificate in Indigenous Mental Health and Wellbeing in the Faculty of Arts. Apart from the core compulsory Education course, all undergraduate and postgraduate degree level academic matters are managed through faculty academic committee processes, under the auspices of the Dean Faculty of Arts. CAIK does not have a capacity to accredit/reaccredit Indigenous studies courses in its own right.

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

USQ's commitment to increase the educational, employment, training and career development opportunities for Aboriginal and Torres Strait Islander people is conveyed through the USQ Enterprise Agreement 2010-2013, the employment strategy and the Aboriginal and Torres Strait Islander Career Development and Employment Strategy Steering Committee.

As an outcome of enterprise bargaining negotiations in 2005, the Vice-Chancellor announced the establishment of a Representative Steering Committee to oversee the development and implementation of an Indigenous Employment Strategy. The committee includes representatives from University senior management, academic and professional employees, staff within the Indigenous Education Unit, the NTEU and Human Resources. The USQ Aboriginal and Torres Strait Islander Career Development and Employment Strategy was approved for implementation by USQ Council in November 2005. The 2006 strategy document is located within the USQ [Indigenous Employment Policy](#).

The constraint for USQ in initially achieving this strategy had been the challenge of recruiting an Indigenous Employment Strategy Coordinator (IESC). However, in March 2011, Human Resources appointed an IESC which is now established in Staff Equity and Diversity, Human Resources.

The employment strategy was revised in 2011 to incorporate the status of the 2006 strategies, [USQ's Enterprise Bargaining Agreement 2010 – 2013 principles](#), to include operational strategies that the IESC would be responsible for and to address content inaccuracies. This document is continually evolving as USQ continues to align the employment strategy to the Guiding Principles for developing Indigenous Cultural Competencies in Australian Universities (Best Practice Framework), the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report September 2012), the National Indigenous Higher Education Workforce Strategy and USQ's Strategic Plan.

In late 2012, the IESC developed a draft '3-year HR recruitment Strategy' that was tabled with the Aboriginal and Torres Strait Islander Career Development and Employment Strategy Steering Committee in early 2013. This draft strategy provides an overview of the career and development initiatives that USQ is aiming to implement over 2013-2015 to increase the number of Aboriginal and Torres Strait Islander employees at USQ.

During 2012, the Indigenous Employment Strategy Coordinator (IESC) continued to build public awareness of USQ's Employment strategies through networking, communication and collaborative strategies such as presenting at the Indigenous Connections event (March 2012), promoting USQ activities at the Toowoomba and Brisbane FOGs expos and attending local Indigenous community meetings.

Since the appointment of the IESC in 2011, USQ has advanced a number of strategies for increasing the numbers of Aboriginal and Torres Strait Islander Australians employed at USQ. These have included:

- Implementation of the pilot Aboriginal and Torres Strait Islander traineeship program – five (5) trainees appointed in May 2012 for a 12 month fixed term appointment to enable them to obtain a formal qualification (Certificate 111). The traineeship program was jointly funded by DEEDI (now named Department of Employment, Economic Development and Innovation) and USQ.
- Implementation of the pilot 2012 Aboriginal and Torres Strait Islander Cultural Awareness program aimed at increasing USQ employee (academic and professional) awareness of history, culture, protocols and communication styles to develop individual and organisational culture awareness and inclusive practices.
- Review of HR policy and procedure review, recruitment practices for identified and specified positions resulting in standard HR statements and practices.

- The review, development and implementation strategies to promote the Aboriginal and Torres Strait Islander career development and employment strategies (eg HR website updated, promotional brochures and pamphlets developed, attendance at employment Expos, community meetings, USQ news articles and executive invites to launch events).
- Assigned funding for the continuation of the Traineeship Program for 3 years (2013-2015).
- Allocated funding for the continuation of the Cultural Awareness program for 2013 – which will also include 2 on-country workshops in the Toowoomba region for employees.
- Allocated funding for the pilot student internship program for 2013 – to commence June/July 2013.
- Development of a 3-year HR recruitment strategy outlining the key operational strategies and indicative timing for implementation for 2013 – 2015.

Further Information is located on the [USQ Aboriginal and Torres Strait Islander Employment website](#).

There are currently (18) Aboriginal and Torres Strait Islander identified positions at USQ. Details are provided in Table 1 below:

**Table 1 – Aboriginal and Torres Strait Islander specific positions**

Faculty/Division	Occupation	Level
Centre for Australian Indigenous Knowledges	Director	Academic Level D
Centre for Australian Indigenous Knowledges	Associate Director	Academic Level C
Centre for Australian Indigenous Knowledges	Indigenous Research Fellow	Academic Level A
Students and Communities	Indigenous Marketing Officer	HEW 7
Students and Communities	Widening Participation (Indigenous Community Engagement)	HEW 7
Centre for Australian Indigenous Knowledges	Student Relationship Officer/s (3 positions)	HEW 5
Human Resources	Indigenous Employment Strategy Coordinator	HEW 5
Centre for Australian Indigenous Knowledges	Student Relationship Officer	HEW 4
Centre for Australian Indigenous Knowledges	Indigenous Student Advocate	HEW 4
Human Resources	Business/Business Administration Trainee/s (4 positions)	Trainee
Queensland College of Wine Tourism	Wine Industry Trainee/s (2 positions)	Trainee

*Note: USQ has advertised at least 3 positions during 2012 as identified positions. The applicant pools have not provided candidates that had the qualifications or experience to perform the duties of the positions advertised or no applicants had applied. As a result, the recruitment process and position requirements had to be changed to open continuing positions to non-Indigenous applicants to enable USQ to appoint to the position and be able to progress the work required by these positions.*

*USQ acknowledges that the pool of Aboriginal and/or Torres Strait Islander applicants is not high for some academic and professional positions, and will continue to make every effort to establish and recruit to identified positions.*

The number of Aboriginal and Torres Strait Islander employees within USQ (as at 31 December 2012) is provided in the Tables below:

**Table 2 – Continuing and Fixed term positions**

Faculty/Division	Total Employees	Academic	Professional
Campus Services	1		1
Centre for Australian Indigenous Knowledges	15	4	11
Faculty of Arts	1	1	
Faculty of Education	1	1	
Faculty of Sciences	2	2	
Human Resources	1		1
Students and Communities Division	3		3
Sustainable Business Management and Improvement	1		1
<b>Totals:</b>	<b>25</b>	<b>8</b>	<b>17</b>

**Table 3 – Traineeships (full time fixed-term)**

Faculty/Division	Total Employees	Academic	Professional
Human Resources	4		4
<b>Totals:</b>	<b>4</b>		<b>4</b>

**Table 4 – Casual positions**

Faculty/Division	Total Employees	Academic	Professional
Centre for Australian Indigenous Knowledges	2	1	1
Faculty of Education	2	2	
<b>Totals:</b>	<b>4</b>	<b>3</b>	<b>1</b>

Note: The Indigenous Education Unit (IEU) does not have a direct role in improving Aboriginal and Torres Strait Islander employment at USQ.

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

#### **Commencing Aboriginal and Torres Strait Islander students\***

	<b>2011</b>	<b>2012</b>
Aboriginal and Torres Strait Islander students	179	218
Non Aboriginal and Torres Strait Islander students	10,830	10,782

**Programs to improve access, including programs to promote Indigenous culture and raise awareness and community pride in youth**

Program Name	Target Audience	Outline of Program	Outcome
Indigenous Higher Education Pathways Program (IHEPP)	Aboriginal and Torres Strait Islander young people who did not matriculate and mature age people who have been absent from the education system for many years	IHEPP is a 12 month mixed mode delivery "foundation" program with three compulsory Residential Schools each semester. Supplementary DIIRTE Away From Base funding provides for expenses associated with students' attendance and participation at the on-campus Residential Schools. The Program is administered and delivered by CAIK. Students engage in academic writing skills, maths, and study skills courses at pre-enrolment enabling level. Successful completion of four IHEPP courses normally permits the student to enrol in an undergraduate program of choice at USQ (enrolment in Engineering and some Sciences programs require additional assessments to be completed).	CAIK enrolls approximately 30-40 students each semester in the Program. For a variety of reasons associated with student choice, the completion rate is historically low. Conversely, there is a high progression rate into undergraduate study for those students who successfully complete the Program.
Open Access College's TPP	Young people and adults who require a bridging pathway into higher study	USQ's Open Access College offers a fully by-distance Tertiary Preparation Program (TPP). This is undertaken by some Indigenous students who are unable to attend the on-campus component of IHEPP. TPP also conducts a significant offenders-in-custody program that enables access to study by Indigenous offenders in custody.	Alternative bridging pathway based exclusively on distance study. Program.
Dream, Aspire, Reach & Experience (DARE) Program	Indigenous Australian students in Years 9-12 from LSES secondary schools located in the catchment areas of the University's Fraser Coast and Toowoomba campuses.	DARE is a mentoring program that involves Indigenous Australian students in Years 9-12. The program has been designed to help Indigenous students overcome the challenges associated with participating in higher education. It focuses on developing the aspiration of students through face-to-face mentoring and engagement with parents, teachers and the Indigenous community and also includes an Indigenous Games Day. The program involves: <ul style="list-style-type: none"> <li>• cross cultural awareness training for mentors;</li> <li>• on-campus activities and tours;</li> <li>• a three day camp focusing on leadership, Aboriginal and Torres Strait Islander cultures, career guidance and planning; and</li> <li>• an award ceremony with guest speakers.</li> </ul>	Improve awareness and inspire Indigenous students to higher study and a professional career. Assist prospective students to overcome the challenges associated with participating in higher education.
USQ Indigenous Connections	Young Indigenous people in rural and remote communities	The Indigenous Connections Project, developed by USQ, is aimed at assisting young Indigenous people in rural and	Greater awareness and knowledge of opportunities available in higher



	in southern Queensland	remote communities in southern Queensland to have greater knowledge and understanding of opportunities available to them at universities. The Project also aims to encourage, support and motivate young Indigenous people to take up and sustain tertiary study. The project is targeted at Indigenous and non-Indigenous people working to improve education outcomes for Indigenous young people in regional communities in southern Queensland. In 2011 some 50 teachers, teacher aides and CECs in south-east Queensland participated in workshops on cross cultural training and Indigenous project development, including grant application writing and mentoring.	study and careers. Motivational and inspirational.
Deadly Motivators	Indigenous and non-Indigenous people who are working to improve education outcomes for young Indigenous people in regional, rural and remote communities in southern Queensland including Cunnamulla, Charleville, Roma, St George and Goondiwindi.	This program is conducted as part of the Indigenous Connections events and is targeted at Indigenous and non-Indigenous people who are working to improve education outcomes for young Indigenous people in regional, rural and remote communities in southern Queensland. The program provides school staff with information relevant to working with Indigenous students, their families and communities to enable them to increase their ability to motivate and encourage Indigenous young people to take up and maintain university study.	Empowered champions for promoting Indigenous aspirations in education.
Campus Student Experience Days (USQ Fraser Coast)	Year 10 Indigenous students from the Fraser Coast region.	The Fraser Coast campus conducts an Indigenous Student Experience Day that aims to give Year 10 Indigenous students from the local region a positive and fulfilling university experience that raises their aspirations to complete their high school education and consider further and higher education thereafter.	In 2012, around 40 school students engaged with current USQ students, experienced a tutorial and lecture, and received information on careers and University services.
Birrnam Burunga Gambay Project	Schools in the Fraser Coast region	The project, conducted at the Fraser Coast campus in 2011 and 2012 and still growing, has received resounding endorsement from the Fraser Coast schools, Federal and State government departments, and the Butchulla people and the indigenous community of the Fraser Coast.	Real and lasting inclusion, sustained engagement, respect and a true understanding of working cross-culturally with sensitivity and awareness are the basis of these accolades. The project was awarded the 2012 USQ Vice-Chancellor's Award for Community Engagement.
Indigenous Marketing Officer	Indigenous students in schools in USQ's catchments	USQ conducts an extensive schools outreach program through Marketing and Student Attraction in the Students	Continued close cooperation with the local communities in pursuing

Cherbourg Project in the Creative Arts	Indigenous youth in the Cherbourg region	<p>and Communities and Communities Division. The section has a dedicated Indigenous Marketing Officer position to conduct specific programs targeting Indigenous school students in our catchment regions.</p> <p>CAIK, in concert with an Indigenous Marketing Officer, has developed a range of outreach initiatives and activities aimed at three target groups: years 9-12 school age Indigenous students; school leavers and mature age Indigenous men and women. These include: Uni-Tasters; School visits; Marketing Events; Careers Days and Expos. At the USQ Springfield campus there is also the unique opportunity to develop a special relationship with the new Greater Springfield Hymba Yumba Community Hub in the World Knowledge Centre adjacent to the campus. The development boasts a crèche, vocational education services, accommodation and specialised curriculum including cultural lessons from Indigenous elders (<a href="http://www.hymbayumba.qld.edu.au/">http://www.hymbayumba.qld.edu.au/</a>).</p> <p>These activities are supported by specifically developed materials. For example:</p> <ul style="list-style-type: none"> <li>- CAIK has published The Indigenous Family Guide to USQ which provides information about studying at university, the student experience and support services available at USQ – recognising the important role that the family and supporters play in assisting Indigenous students through study (<a href="http://www.usq.edu.au/newsevents/news/2007/indigenousfamguide">www.usq.edu.au/newsevents/news/2007/indigenousfamguide</a>);</li> <li>The Faculty of Sciences has developed a DVD that encourages the participation of people from diverse backgrounds into the profession of nursing, with particular emphasis on Indigenous Australians and males. The DVD features a successful USQ Indigenous Nursing graduate;</li> <li>The Department of Nursing and Midwifery has used a specifically designed brochure for use with Indigenous student recruitment since 2006.</li> </ul> <p>An Equity Incentives Grant initiated through the Stage Management Studio (Theatre Discipline) and Queensland TAFE provides a variety of creative arts workshops in purpose-built theatre and art-workshop spaces at TAFE in</p>	improved educational outcomes.
			Encouragement for Indigenous students to pursue study and career in the Creative Arts.

			Cherbourg, Queensland. This project links creative arts aspects of Southern Queensland Institute of TAFE, Toowoomba's Empire Theatre and the USQ School of Creative Arts in a unique tertiary education partnership that aims to improve access, completion and retention of Indigenous participants in creative arts initiatives.	
Identified Indigenous Schools program	Pre-service teaching students		The USQ Faculty of Education collaborates with the Senior Recruitment Officer (Education Queensland) for Identified Indigenous Schools to secure placements in the Torres Strait, North Queensland and Indigenous communities.	Placement of pre-service teaching students in remote Indigenous communities.
Indigenous Art Exhibition – promoting Indigenous culture	The Darling Downs community		Programs are held at USQ Toowoomba every two years. In 2012, the Undiluted Exhibition, curated by Jason Castro Dooley, featured Indigenous artists: Vernon Ah Kee, Jennifer Herd, Laurie Nilsen and Chris Mills-Kelly. The Undiluted project also included two free workshops, led by an Indigenous educator, for local Indigenous artists and Indigenous high school students. ( <a href="http://www.usq.edu.au/news-events/events/2012/08/undiluted-exhibition">www.usq.edu.au/news-events/events/2012/08/undiluted-exhibition</a> )	Promotion of Indigenous culture and the raising of pride and identity in Indigenous youth.
Community Engagement	Local communities.		CAIK has a continuing commitment to and involvement in, the Indigenous communities of the region.	Continued close cooperation with the local communities in pursuing improved educational outcomes.
Sponsorship of community activities and events	The Toowoomba communities.		USQ is sponsoring the Young Indigenous Leadership Day, held in Toowoomba in May 2012 and the 2012 Senior Education (over 18) NAIDOC Award for the Toowoomba community. This award acknowledges a local Indigenous person who has achieved outstanding results in any post-secondary study between June 2011 and June 2012.	Pride in Indigenous identity and achievements; and acknowledgement and broader understanding of Indigenous cultures.

### Scholarships details

Scholarship Details	Government / Private / University	Number Allocated	Cost	Number Awarded	Comments
John Ross Clancy Book Bursary	Private	2011 - 2 2012 - 2	\$750 each	2011 - 1 2012 - 2	
Faculty of Education - Dean's Bursary for Aboriginal and Torres Strait Islander Students	USQ funded	2011 - 0 2012 - 1	\$2,500 each	2012 - 1	New for 2012
Faculty of Engineering and Surveying Indigenous Student Scholarship	USQ funded	2011 - 1 2012 - 1	\$10,000 each	2011 - 1 2012 - 1	
Bursary for Indigenous Psychology Students	Private	2011 - 1 2012 - 1	\$750 each	2011 - 1 2012 - 1	
USQ Indigenous Student Scholarship	USQ funded	2011 - 3 2012 - 3	\$6,000 each	2011 - 3 2012 - 1	
Indigenous Access Scholarship	Commonwealth	2011 - 35 2012 - 42	2011 - \$4,321 each (\$146,914 spent in 2011) 2012 - \$4,485 each (\$179,400 spent in 2012)	2011 - 34 2012 - 40	
Indigenous Commonwealth Education Costs Scholarship	Commonwealth	2011 - 26 2012 - 22	2011 - \$1,145/semester (\$42,365 spent in 2011) 2012 - \$1,188.50/semester (\$34,466.50 spent in 2012)	2011 - 21 students (7 new, 14 continuing) or 37 individual payments. 2012 - 20 students (14 new, 6 continuing) or 29 individual payments.	
Indigenous Commonwealth Accommodation Scholarship	Commonwealth	2011 - 7 2012 - 7	2011 - \$2,290/semester (\$38,930 spent in 2011) 2012 - \$2,377/semester (\$42,786 spent in 2012)	2011 - 9 students (7 new, 2 continuing) or 17 individual payments. 2012 - 11 students (7 new, 4 continuing) or 18 individual payments.	
Indigenous Enabling Commonwealth Education Costs Scholarship	Commonwealth	2011 - 30 2012 - 35	2011 - \$1,145/semester (\$41,220 spent in 2011) 2012 - \$1,188.50/semester (\$47,450 spent in 2012)	2011 - 32 students (27 new, 5 continuing) or 36 individual payments. 2012 - 30 students (28 new, 2 continuing) or 40 individual payments.	
Indigenous Enabling Commonwealth Accommodation Scholarship	Commonwealth	2011 - 2 2012 - 3	2011 - Nil 2012 - Nil	2011 - 0 2012 - 0	No eligible students enrolled in 2011 or 2012.

## Scholarships *(continued)*

The following activities are undertaken to promote Scholarships at USQ to both current and prospective students:

- Scholarship campaign button – this is placed on the USQ Home page approximately 4 weeks prior to each closing date;
- Announcements are made on UConnect – USQ’s student login screen, approximately 6 weeks prior to the closing dates;
- Direct emails to students. The first email is a general email to students 4 weeks prior to closing date. The second email is a directed to those students in targeted students for specific scholarship categories;
- Promotion through each Faculty;
- Promotion through USQ Residential Colleges;
- Posters are pinned up around the campuses.

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

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

	<b>2011</b>	<b>2012</b>
Aboriginal and Torres Strait Islander students	419	467
Non Aboriginal and Torres Strait Islander students	25,476	26,237

### **Strategies to improve participation and attainment**

<b>Program Name</b>	<b>Outline of Program</b>
Helping Hands	The program provides a conversion pathway for Indigenous health workers and an articulation pathway for those already qualified as Enrolled Nurses. There is a comprehensive culturally appropriate approach to supporting the Indigenous students in nursing. Given its demonstrated success, USQ is exploring the expansion of programs in which this approach can be applied. The initial focus is in Psychology where there has already been some Aboriginal and Torres Strait Islander student interest.
The Indigenous Curriculum Content (ICC) project	The goal of ICC is to expand and enhance the embedding of Indigenous perspectives into curricula as well as in learning & teaching, and to identify systematic professional development that encourages and supports academic staff to embed such perspectives. The current plan is for the project to focus on up to 10 of USQ’s main undergraduate awards and identify how Indigenous perspectives are (and could be) embedded into them. This is to yield a set of supported approaches that then can be applied to other awards. A particular emphasis is on the embedding of Indigenous perspectives into a planned expansion of the academic portfolio at USQ Springfield in areas such as Indigenous aspects of health, sport and games, creative arts and education – in anticipation of the growth in Indigenous student numbers at that campus.
Personalised learning strategies at USQ	USQ’s Indigenous students also benefit from mainstream strategies including USQ’s extensive support network of Student Relationship Officers (SROs); the encouragement of Interaction with teaching staff and students enrolled in the same course; as well as access to discussion boards within the Student Learning Management System (USQ StudyDesk), USQ’s Student Personalised Academic Road to Success (SPARS), and USQ’s full range of personalised learning strategies.

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

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

### Number of award course completions by:

Category	2011	2012
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	8	8
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	1,321	1,328
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	5	11
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	718	822
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	22	32
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	1,937	2,239

Note: student numbers as reported to HEIMS.

### Support mechanisms

Support mechanisms	Description	Constraints	Outcome
CAIK Indigenous Student Support Fund	Allocation of funds for emergency purposes (funeral travel, rent assistance, food) and financial hardship.		Over \$21,000 allocated from CAIK's Operating Budget
Indigenous Tutorial Assistance Scheme	A DIISRTE program providing supplementary funding to the IEU for tutorial assistance to enrolled undergraduate students	Low take up rate. Cannot be used for enabling level programs	

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

CAIK currently offers five undergraduate courses in Australian Indigenous Studies that can be taken as electives in four of the five faculties and a Graduate Certificate in Indigenous Mental Health and Wellbeing for non-Indigenous health practitioners. CAIK also delivers EDC2200 Indigenous Perspectives ([www.usq.edu.au/course/synopses/2011/EDC2200.html](http://www.usq.edu.au/course/synopses/2011/EDC2200.html)); a core course for all pre-service teaching students.

USQ's Department of Nursing and Midwifery has had an Indigenous nursing academic lecturing position within the nursing program on a continuing basis for over a decade. In addition to lecturing, this position encompasses a support role to provide academic and cultural support for Indigenous nursing students enrolled in the nursing programs. The lecturing component of this position is to teach an Indigenous Health & Cross Cultural Care Course for all undergraduate nursing students enrolled in the Bachelor of Nursing program at USQ.

The Faculty of Education collaborates with the Senior Recruitment Officer (Education Queensland) to support pre-service teachers to secure placements at Identified Indigenous Schools in the Torres Strait, North Queensland and Indigenous communities. These opportunities require a commitment for seeking employment in Indigenous communities as this placement process involves expensive airfares and the availability of accommodation.

The School of Creative Arts supports CAIK in the conduct an Indigenous Art Exhibition every two years to promote Indigenous cultures and support Indigenous youth taking pride in their

rich cultural heritage. Programs are held at USQ Toowoomba every two years. In 2012, the Undiluted Exhibition, curated by Jason Castro Dooley, featured Indigenous artists: Vernon Ah Kee, Jennifer Herd, Laurie Nilsen and Chris Mills-Kelly. The Undiluted project also included two free workshops, led by an Indigenous educator, for local Indigenous artists and Indigenous high school students.

There is no existing mechanism within USQ to evaluate 'cultural competencies' for staff or students. USQ has been awaiting the recommendations from the IHEAC administered pilot projects regarding 'cultural competencies' in the higher education sector. However, steps are taken to ensure that the importance and uniqueness of Indigenous Australian culture is promoted. For example:

- USQ employs a range of strategies to engage with the local Indigenous communities: (Refer to [www.usq.edu.au/caik/community/](http://www.usq.edu.au/caik/community/) ) In particular:
    - As noted above, USQ is making considerable progress in embedding Indigenous perspectives into the curriculum.
    - Indigenous perspectives are also promoted through the course (subject) Indigenous Perspectives, which is compulsory in the Bachelor of Education and the Bachelor of Arts, and a permitted elective in a number of other programs.
    - The Faculty of Arts Butchulla 'On-Country' learning program for International full-fee paying students enrolled in a Bachelor of Arts commenced in June 2010. Many of the same group involved in teaching in the 'On-Country Learning Course' are active members of the Fraser Coast Campus Education Advisory Committee which reports directly to the Provost at Fraser Coast with additional input from Aboriginal community members from that region. Unfortunately, there were insufficient enrolments from Study Abroad students to offer the program this year and it is supposed that the stronger Australian dollar made the program too expensive for the target cohort of mainly North American students.
    - The Jarowair and Giabul Traditional owners of the country in which the Toowoomba campus is situated provide a 'Welcome to Country' at significant USQ events and assist interested students and staff in understanding the traditional history of the Toowoomba region. This is supplemented by CAIK's attempts to engage with historical elders in the Toowoomba region and the establishment of an Elders Room at CAIK.
    - The traditional elders and custodians for the Springfield campus region are significant participants in all campus events and outreach engagement activities with elders is a continuing focus for Springfield based CAIK Student Relationship Officers.
  - Acknowledgement of country is practised routinely at the opening of events.
  - USQ's communities celebrate NAIDOC Week each year.
  - At the Toowoomba campus the Aboriginal flag and the Torres Strait Islander flag are flown every day in the University's central quadrangle.
  - USQ is building a bush tucker and medicine garden at a prominent location on its Toowoomba campus. The Gumbi-Gumbi Gardens Project aims to promote, amongst other things, an improved understanding of Indigenous women and health issues.
  - The Fraser Coast Campus hosts Indigenous Corporate Breakfasts in the Wide Bay-Burnett region designed to alert the community to the barriers Indigenous Australians face regarding education and employment and to encourage strategies to overcome these barriers.
  - USQ's own Art collection, which is maintained for socio-cultural, educative and aesthetic functions, is well represented for significant Indigenous artworks (<http://policy.usq.edu.au/portal/default/detail/university-art-collection/University%20Art%20Collection.pdf>).
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### **SECTION 3: EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

#### **Indigenous Higher Education Expenditure 2012**

Enquiries regarding this section should be directed to the Office of the Senior Deputy Vice-Chancellor, Professor Janet Verbyla, via [Toni.Bryon@usq.edu.au](mailto:Toni.Bryon@usq.edu.au).

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

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

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

#### **University Officer**

Name: Professor Janet Verbyla  
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#### **Indigenous Education Unit Officer**

Name: Dr John Williams-Mozley  
Position Title: Director, CAIK  
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### **SECTION 5: PUBLICATION OF THE STATEMENT**

Following approval of the IES by DIICCSRTE, USQ will publish this statement at: [www.usq.edu.au/about-usq/about-us/plans-reports](http://www.usq.edu.au/about-usq/about-us/plans-reports).

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