

Indigenous Student Success Programme

2018 Performance Report



1. Enrolments (Access)

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 2015 to 2018, as a result of the strategies that have been put into place to increase the number of Aboriginal and Torres Strait Islander student enrolments.

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

1.1.1. Tertiary Entry Program (TEP)

The Tertiary Entry Program (TEP) is an enabling course and is delivered by the School of Access Education to Aboriginal and Torres Strait Islander students. TEP assists students to gain the skills, knowledge and confidence to undertake university study and provides a pathway for entry into University.

TEP Courses offered in 2018 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. The program is also delivered to students who reside in correctional centres around Australia.

In 2018, 87 students were enrolled in TEP, an increase on the 53 students enrolled in 2017 with eight (8) students graduating. The TEP staff worked in a collaborative partnership with the Indigenous Student Support Team, to promote TEP and tutorial and pastoral support in the wider CQUniversity footprint.

1.1.2. 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 succeed at university. In 2018, 139 Indigenous students enrolled in the STEPS course. This number equates to 6.7% of all STEPS students. The split between online and on campus study for Aboriginal or Torres Strait Islander students is slightly skewed towards on campus study, with 74 students enrolling on campus and 65 studying online.

STEPS 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. Units 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 and Introductory Chemistry.

STEPS requires between one to six terms to complete, with two terms the average timeframe. Each term is approximately four months in duration.

Completion time for both TEP and STEPS students also depend 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. These programs are university funded.

1.1.3. The Indigenous Assistance Scheme (IAS)

The ISSP funded IAS is offered to students enrolled in specific TEP and STEPS enabling units that develop the students' knowledge, skills and confidence to undertake undergraduate level study. The delivery of these courses has resulted in an increase retention and graduation rates. On completion of TEP and STEPS, students are eligible for direct entry into their chosen undergraduate course (for those courses where direct entry is available). This facilitated pathway is advertised to potential students in the brochures for TEP and STEPS courses.

1.1.4. Career support

Unit coordinators and lecturers in STEPS have close ties with the Careers Team. The team's collaborative approach and their on-going commitment ensures that students undertaking enabling courses receive appropriate career guidance. The Clever Career Planning module, developed by the Careers Team, is customised to meet students' needs and is an important part of a core unit in the STEPS course, SKIL40025 Preparation Skills for University. 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 SKIL40025 unit Moodle site Moodle site. Students benefit from direct access to the counsellors who are reassuring and respectful in their approach. This program is university funded.

1.1.5. The Woorabinda Education, Enterprise and Research Hubs

The scoping of the Woorabinda Education, Enterprise and Research Hubs is progressing well. The concept for a Woorabinda education/social innovation business and research hub began in July 2016 when a research relationship was established between the community and the Office of Indigenous Engagement. Findings from the research projects, and Woorabinda Aboriginal Shire Council corporate documents affirmed Woorabinda resident's desire for a hub within their community. This year meetings have been held with key Woorabinda stakeholders and CQUniversity staff to advance the planning stages. A business plan will be developed to include the business model, strategies and the financial and risk management plans. The Woorabinda project is funded through a combination of University and research funding.

1.1.6. Partnerships - BHP and CQUniversity

The BHP and CQUniversity Partnerships was launched to celebrate a 5 year, strategic community partnership between CQUniversity and BHP.

This partnership will address key challenges being faced by these communities through the funding of four key complementary programs, these include, BHP Indigenous and BHP Community Scholarships, a BHP Chair in Indigenous Engagement, delivery of the AIME program and Central Queensland Indigenous community focussed research.

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. Over 230 students, parents, teachers and community members attended across the two campuses. Work undertaken with external partners are partially ISSP and university funded.

1.2 Scholarships, bridging/enabling support and outreach activities

1.2.1. 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 2018, CQUniversity used HEPPP funding to implement and continue delivering a number of projects across the University; most of these projects impacted Indigenous students positively. The following programs specifically focus on Indigenous students:

a) 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 information and drop-in sessions. CAP-ED staff also attend and participate in cultural events such as NAIDOC, interagency meetings and careers expos to network and share information. The program assists prospective students in the preparation of Queensland Tertiary Admissions Centre (QTAC) applications. This has resulted in six prospective students from the Woorabinda community applied to study the Diploma of Nursing.

In 2018, 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, 720 Indigenous people engaged with the program; nine 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 face to face delivery of the Certificate I in Vocational Pathways in Coen. 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.

b) 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 on-line and are supported by a dedicated SUN Project Officer and student support services, which includes the Indigenous Student Support team. Students may be eligible to apply for direct entry into undergraduate study at CQUniversity. The SUN program had 8 students identify as Aboriginal and/or Torres Strait Islander. The SUN team have conducted targeted outreach programs in partnership with Catholic Education Diocese of Rockhampton as part of their Indigenous careers program for students in Year 10 – 12. The team has also engaged with students at careers expos, subject selection nights and school information sessions.

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 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 120 Aboriginal and/or Torres Strait Islander student participation. Targeted programs to provide opportunities to disengaged Aboriginal and/or Torres Strait Islander students to attain qualifications including Certificate II in Hospitality, Certificate II in Automotive Vocational Work Preparation and Certificate II in Engineering Pathways were also successfully delivered.

Yarning Circle Program

The Aboriginal and Torres Strait Islander Self-Awareness Program underwent a redevelopment with a name change to the Yarning Circle Program, aligning it as a preparatory program for BROLGA and better incorporating Indigenous ways of thinking. The Yarning Circle program is delivered in schools and engages Aboriginal and Torres Strait Islander students in years 5 – 12 through cultural conversations about the value of Indigenous identity; the relevance of cultural knowledge in today's world; matters relating to cultural identity and the effects of negative perceptions on education pathways. In 2018, 600 primary and high students participated from 10 schools.

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

In 2018, the BROLGA program entered its eighth year. It brought together 160 students aged 10 – 18 years, for a five-day program held during the September school holidays on campus in Rockhampton. In 2018, the BROLGA program grew with the BROLGA philosophy being utilised to not only deliver the traditional event in Rockhampton but also included a Mackay BROLGA day and a BROLGA program for St Brendan's College, Yeppoon.

Major partners included Central Queensland Indigenous Development, Darumbal Community Youth Services Inc, and the Fitzroy Basin Association. 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. CQUni Indigenous Student Support Staff provided mentorship to the students. Participants and community partners provided anecdotal and survey feedback aimed at improving the 2019 student experience. The growth and success of the program is due to the adoption of an Indigenous way of thinking for our Indigenous students.

c) The Australian Indigenous Mentoring Experience (AIME)

AIME is a successful national outreach program managed within the Office of Indigenous Engagement, which assists Aboriginal and Torres Strait Islander students to progress to higher education. The program builds self-confidence and pride in being Indigenous in students from years 7 - 12, and develops student aspirations to graduate from Year 12 and continue to further education or employment. Students learn about higher education and career opportunities and access free mentoring support. The project also 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.

911 students from 22 secondary schools located in the Rockhampton, Gladstone, Woorabinda and Mackay regions have participated in the AIME program this year. Students from Woorabinda enjoyed participating in the outreach program. The AIME team were ably assisted by 58 university student and community mentors who worked with the students on program days and helped run the homework program.

2018 saw an expansion of the programme to the Townsville and Cairns regions, with 51 year 7 and 8 students from 4 schools enjoying an experience day. The full programme will be rolled out in these regions, with an outreach day to the Yarrabah and Palm Island Communities and Emerald in 2019.

AIME has received a much appreciated 5 year sponsorship from BHP, which has enabled the program not only to continue serving the Rockhampton, Gladstone and Mackay regions, but also to expand its footprint into Far North Queensland and out west to Emerald.

AIME continues to support the year 12 graduates for six months to assist them to enter positive pathways such as university, further education and training or employment. AIME staff attended NAIDOC marches, expos, career days, on campus open days, student orientation events, the CQUni Staff Conference and gave program pitches at 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.

Table 1a Scholarships (2018 breakdown)

Student Category	Educational Costs		Accommodation		Reward		Total/Students Assisted	
	\$	#	\$	#	\$	#	\$	#
From Regional/Remote	\$123,096.00	71	\$25,436.25	6	\$0.00	0	\$148,532.25	77
Undergraduate	\$121,758.00	70	\$20,081.25	5	\$0.00	0	\$141,839.25	75
Post-graduate	\$2,676.00	1	\$5,355.00	1	\$0.00	0	\$8,031.00	2
Other (Metro)	\$16,056.00	8	\$2,677.50	1	\$0.00	0	\$18,733.50	9
Total	139,152.00	79	\$28,113.75	7	\$0.00	0	\$167,265.75	86
Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21 (3) in the Guidelines refers)								\$479,122.00
Value of Scholarships offered by the university to remote or regional students in 2018 academic year (Section 21(3) in the Guidelines refers)								\$493,079.71

The 'other' row of the table above, reports on students not from regional/remote areas who received scholarships. There were seven students currently residing in metropolitan areas who were awarded an ICEC scholarship in 2018, in addition to three who are supported through preserved scholarships. Five of these scholarships are supporting students studying Nursing (National Priority Area), Paramedic Science and Social Work that have significant costs associated with the course. Expenses include travel to regional areas for residential schools, immunisations and pre-placement checks and qualifications, uniforms and PPE, as well as weeks of unpaid placements that may require students to travel to regional areas away from home. The scholarships have supported these low income students, thereby mitigating significant hardship or risk of withdrawal from study.

One Chiropractic student studying a postgraduate course required for qualification and registration within the Chiropractic profession has been supported through both an ICECS and ICAS.

There was a significant reduction in scholarships offered in 2018 compared to 2017 due to the decision not to offer 'reward' scholarships in 2018. In 2017, \$127,500 was allocated to reward scholarships for high achieving students, however due to the criteria preventing these types of scholarships being offered in such a way that they can be anticipated, the decision was made not to offer them in 2018.

The value of scholarships offered in 2018 includes all scholarships that were expected to be paid or continued and new offers made. Many of these were not paid, due to students becoming ineligible, either through exhausting deferral periods, accepting Centrelink Student Start Up Loans, unsatisfactory academic progress or withdrawing from study.

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

In 2018, 23 Aboriginal and Torres Strait Islander students were in receipt of scholarships that are funded by industry, private trusts, government departments and CQUni.

2. Progression (access and outcomes)

2.1. Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

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.

Undergraduate students

The Indigenous Student Support Team manage the IAS Tutoring Program. In 2018 61 Casual Learning Advisors were employed and matched to 206 students. 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 also 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.

Another initiative, has been the creation of an ISSP funded Scholarship Officer position which has enabled a greater focus upon access to scholarships by Indigenous students and support to scholarship recipients. Students have also benefited from bookshop vouchers, reimbursement of professional registration and placement bursaries to cover costs such as vaccinations or the purchase of work-ready clothing. The role was instrumental in the development, adoption and implementation of the Commonwealth Scholarship Selection Policy. This policy was introduced to provide governance of the administration of all CQUniversity Indigenous Commonwealth Scholarships, requiring Indigenous recipients to provide evidence of their Indigenous heritage. This incorporates procedures such as the Confirmation of Identity documents, record keeping, and providing advice and referrals in the event the student is not able to provide this evidence. The appointed Scholarships Officer identifies and is recognised as an Indigenous person (Darumbal) and regularly consults with local Darumbal Elders and Board Members of local Aboriginal organisations. Further the Officer provides support and advice on Indigenous perspectives to the Scholarships team, seeks ongoing advice regarding student needs from the Indigenous Student Support team, consults with Research Officers in the Office of Indigenous Engagement and builds relationships with staff members who play key roles in the advancement of Indigenous objectives and outcomes.

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 required adjustments. In 2018, 7 Indigenous and Torres Strait Islander students identified as having a disability. The Indigenous Student Support team work closely with the Inclusion and Accessibility Support team. Permission is sought from the student to share information with the Learning Advisors who are then able to incorporate any needs. Inclusion and Access support is HEPPP funded.

Indigenous students are encouraged to participate in the CQUGlobal Outbound program. In 2018, 10 Indigenous students studying Education, Nursing and Midwifery and Allied Health, participated in faculty-led New Colombo Plan scholarship study tours to North America and Asia. One Indigenous student was awarded an Ashoka U, Global Voices scholarship and attended the summit.

Post graduate students

All Aboriginal and Torres Strait Islander higher degree research students receive a funded study place under the Commonwealth's Research Training Program. The School of Graduate Research, provides direct support for project costs (\$6,000 for PhD students and \$4,000 for masters students) and for conference support (\$4500 for PhD students and \$3000 for masters students).

In 2018, the Research Division made available one Indigenous specific Research Higher Degree Scholarship comprising of \$35,000 living stipend per annum. An Indigenous Summer Scholarship was also on offer, being \$6000 (\$4000 in stipend over 8 weeks and a \$2,000 project support grant). A half-day Indigenous-specific workshop session was also convened with guest speaker Dr Maria Raciti of the University of the Sunshine Coast.

The School of Graduate Research 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. A focus item on developing an Indigenous RHD Strategy was considered in late 2018 via the University's RHD governance committee.

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) through the Office of Indigenous Engagement.

Seven (7) research students attended an ISSP funded 2 day Indigenous research students' writers retreat. Issues such as ways of recruiting Indigenous students into research and what does cultural safety look like were also discussed. A working group aimed at supporting Indigenous RHD students has been formed and will commence meeting in 2019. As a result of this positive experience, we are now exploring the development of an Indigenous RHD Cohort Program to attract and support Indigenous research students through their chosen degrees.

2.2. The rise or fall of success/progression rates

Success and progression rates have increased slightly, with improvement by one position from 2015 to 2018. The following strategies outlined below, have positively affected this outcome.

2.3. The number and level of UG/PG of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2018

Table 2a Tutorial and other assistance provided (2018 breakdown)

Assistance Type	Level of Study	Number of Students Assisted	Hours of Assistance	Value \$
Tutorial Assistance	Undergraduate	155	3,797	18,1138
	Post Graduate	8	74	3,768
	Enabling	40	307	13,998
	Total	203	4,178	198,904
Indigenous Support Unit or other Indigenous student support activities.	Student Support average based on 4 hours per day @ \$40/hr between 4 ISSO's	203	4 hours by 4 ISSO's per week of 5 days at 13 weeks support per Term x 3 terms	\$40/hr by 4 workers = \$160 per day or \$800/wk x13 week Terms x 3 terms.
	Total	203	3120	\$31200

2.4. The Indigenous Support Unit and other Indigenous student support activities

Indigenous student support 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.

Office of Indigenous Engagement (OIE)

The OIE Team

The Office of Indigenous Engagement team consists of five staff members and casual researchers and is located in the Engagement and Campuses Division, with staff based on the Rockhampton North, Townsville and Cairns campuses. The team is headed by Prof Adrian Miller, Pro Vice Chancellor Indigenous Engagement and BHP Chair in Indigenous Engagement.

Prof Miller's multi-skilled small team holds considerable experience in the areas of governance and administration, communication, community engagement, research and strategic policy and program initiation and maintenance.

The CQUniversity Office of Indigenous Engagement (OIE) plays the pivotal role at CQUniversity in providing leadership to improve higher education outcomes for Indigenous Australians. The Office drives informed policy development to influence the way in which the University provides higher education, training, research opportunities and engagement and to manage the HEPPP funded Australian Indigenous Mentoring Experience Program (AIME).

The OIE role is focused on manifesting leadership values and instilling these values across CQUniversity's internal and external communities. OIE staff work with the conviction that authentic communication and strategic engagement are key practices for the success of involving University staff, students and external stakeholders. It calls these groups to action to express leadership ideals and demonstrate leadership values.

OIE is committed to challenging current dialogues and activities. It supports social innovation on current practices to better serve contemporary community structures and influence pathways to positive action and outcomes for Indigenous Australians.

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 ten staff members provides advice regarding the services available to Aboriginal and Torres Strait Islander students, including the Indigenous Advancement Strategy (IAS), tutoring support, scholarships, cadetships, basic program information, advocacy, pastoral care, and referrals. The referrals are internal to the counselling and inclusion and accessibility teams for those requiring additional support with studies.

Support is provided to students in all Schools at CQUniversity, with each Indigenous Student Support Officer aligned to a specific School. Close relationships with academics have been developed, building their capacity to support Indigenous students.

The staff members participate in open days and events such as NAIDOC week, and are members of recruitment and scholarship panels. Staff are based on CQUniversity Rockhampton City and North, Mackay and Cairns campuses.

ISSP funds partially subsidise salaries of OIE and Indigenous Student Support staff and pay for the scholarships and the tutorial assistance program.

2.5. The strategies to improve cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment;

Indigenous Well-being Officer

The newly created, ISSP funded Indigenous Wellbeing Officer position, has been well received by students and staff across the footprint of the university. The position has enabled the drafting of a 10 year Wellbeing Strategy, which will build on the universities current Mental Health Plan – Mind Waves. The strategy is aimed at improving the well-being of Aboriginal and Torres Strait Islander staff and students at CQUniversity, as well as the implementation of culturally safe places on campuses and hubs. These developments have occurred in consultation with Indigenous staff, non-Indigenous staff working in the Indigenous space, Traditional Custodians and community members. Outcomes have included the planning of a Yarning Circle on the Rockhampton campus and identification of culturally safe spaces on other campuses. Connections to support networks, both internally and within the wider community have been developed for Indigenous students.

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.

The 2016 the Great Guide to Indigenisation of the Curriculum, is available online via the CQUniversity Intranet, webpage and Moodle 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](#)

Indigenising the Curriculum Community of Practice

An Indigenising the Curriculum Community of Practice commenced in 2018 to share best practice for Indigenising the curriculum and to increase awareness of the reasons for, and the value of Indigenising the curriculum. In 2018, 11 meetings were held with 317 staff attending. This is the largest number of attendees at any of the Communities of Practice held at CQUniversity in 2018. In addition, the Indigenising the Curriculum group hosted three guest speakers:

1. Professor Juanita Sherwood, University of Sydney: “Australia has a Black history: Indigenous education is everybody’s business”;
2. Associate Professor Karen Martin, University of Queensland: “Is it embedding or is it incorporating? Is it Indigenous studies, Indigenous knowledge or Indigenous perspectives? Why do I need to know any of this?”; and
3. Annette Gainsford, Charles Sturt University: “Embedding Indigenous Cultural Competency and Place-based Learning in Higher Education Curriculum”.

Each presenter hosted a one-hour lecture and a two-hour workshop to give an overview of embedding Indigenous Cultural Competency into the Curriculum. These presentations and workshops were attended by 210 participants.

A repository of Resources for Indigenising the Curriculum has been collated on the Learning and Teaching Services StaffNet site.

In February 2018, 42 staff travelled to North Keppel Island to attend the Woppaburra Cultural Training session. This training session provided an immersive cultural trip for staff and was funded by Learning and Teaching Services.

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.

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 Indigenous Student Support team, CAP-ED, AIME and CQUni Connect staff
- Inviting staff from across the University to participate in scholarship panels for Indigenous students and 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.

Public events

CQUni has hosted a number of events at various campuses for staff, students and community members. A few examples of our public events include:

- NAIDOC film screenings and trivia nights. In celebration of NAIDOC Week and the Cairns local community, Cairns Associate Vice Chancellor, Jodie Duignan-George and Community Development Officer Sonja Anderson, arranged the hanging of an historical restored and framed photo of Cairns Square, presented to the University by the Watkins family. The photo depicts the location of the Cairns campus building as it appeared in 1941. Members of the Watkins family are in the foreground of the photo, and attended the celebratory morning tea. One of the family members is a CQUniversity alumnus.
- A Q&A panel was held on the Rockhampton campus comprising of Darumbal Elders, Traditional owners, staff and students discussing 'What does Reconciliation mean to me?'
- The Office of Indigenous Engagement sponsored Aboriginal author and this year's Stella Award recipient, Alexis Wright to attend the Cairns Tropical Writer's Festival. Wright's newest book Tracker, a biographical account of Leigh Bruce (Tracker) Tilmouth, was the subject of an interview with the author on the main stage in the Hilton Hotel, Cairns.
- The CQUni sponsored play titled 'Buka!' was premiered at the Cairns Jute Theatre as part of the Dare to Dream project. The play brought to wider community the life story of Assoc. Professor Henrietta Marrie.
- BHP Partnership Launch in Mackay, October 2018
- Reconciliation Queensland with support from OIE, hosted an event at the Cairns campus 'Yarnin Together Reconciliation Forum'. The event consisted of a panel discussion posing the question 'What does reconciliation mean to you?'
- To encourage University staff to host events promoting Aboriginal and Torres Strait Islander knowledges and culture, the 2018 Calendar of Significant Indigenous Dates was made available to all staff.
- Emerald campus hosted a Reconciliation morning tea featuring Patrice Harold talking about Cultural Awareness.
- Cairns campus Reconciliation Week Morning Tea, featuring an explanation of what the RAP 2016-2018 means for staff and a talk on reconciliation by Assoc Prof Henrietta Marrie and Traditional Owner Brenden Pearson.
- CQU Creates Art competition and exhibition with an Indigenous Art category attracted increased entries in 2018.
- The new [CQUni Yarning](#) Facebook page was created and promotes CQUniversity's Aboriginal and Torres Strait Islander related activities, research and events.

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. The Acknowledgement wording is available on printed palm cards distributed to staff, readily accessible from StaffNet and is also available for download on mobile phones.

In 2018, policies titled '[Engaging and Communicating with Aboriginal and Torres Strait Islander people](#)' and the '[Commonwealth Scholarship Selection Policy](#)' were developed.

Cultural Sashes

Undergraduates and post graduates who identify as Aboriginal or Torres Strait Islander can opt to receive recognition through the presentation of a cultural sash as they cross the stage at all graduation ceremonies. Family 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, Rockhampton, Brisbane and Perth campuses have signage that incorporates local Indigenous languages. The CQUni signage manual 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.
- Bundaberg campus created an accessible Yarning Circle featuring native plants and wheelchair access.
- The Community of Practice and other initiatives listed above are University funded.

RAP Barometer Survey

More than three hundred CQUniversity staff took part in the RAP Barometer Survey in September. The survey was seen as an integral part of the RAP review process and helped inform the University as to the direction of the nation-wide reconciliation movement going forward and provided CQUniversity staff specific feedback on the impact of the RAP.

3. Completions

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

Completion rates have improved over the period 2015 to 2018, because of strategies and support provided to Aboriginal and Torres Strait Islander students as outlined above. Of the 52 conferments, 6 students graduated with a distinction. This year also saw 6 Post Graduate conferments, including one PhD graduate.

3.2. The rise or fall of completions

Completion rates

As previously outlined, strategies to support the completion rate, 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. Professional and academic staff in support and teaching roles have received professional development to provide culturally safe and appropriate support.

3.3. Strategies connecting graduates with employment (both within and outside of the institution);

Indigenous-specific employment opportunities are shared via the Indigenous Affinity e-newsletter and electronic direct mail to Indigenous graduates through the Development and Alumni Relations Directorate. Social media is also used to support relevant opportunities.

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,
- All graduates have free, unlimited access to the CareerHub employment resource hub and jobs board – this is promoted in both general and indigenous-specific alumni publications throughout the year, and is advertised on student and alumni web pages.

3.4. Strategies to assist graduates

The University offers a range of benefits to graduates, designed to support career success and life-long learning. Benefits are outlined on our web site at: <https://www.cqu.edu.au/student-life/graduates-and-alumni/benefits>

CQU Connect Mentoring Program

CQUniversity maintains an online fast-mentoring platform that enables students and graduates to connect with experienced alumni to receive careers advice, and practical feedback when preparing for job applications or interviews. The mentoring platforms also provides access to free webinars on a range of career preparation topics, which graduates can access on-demand. The mentoring platform has a small identified group of Indigenous mentors, enabling students seeking an Indigenous mentor to easily connect. The platform has over 200 mentors available to support students and graduates. Indigenous mentors include both male and female alumni, and represent both undergraduate and post-graduate study levels.

Alumni Connect; Indigenous Edition e-newsletter

These newsletters are sent to more than 600 Indigenous CQUni alumni twice per year. Content includes any of the following: job vacancies; CQUni Indigenous alumnus profile; scholarship opportunities; scholarship award winners, Indigenisation of the curriculum, alumni benefits information, and promotion of opportunities for Indigenous alumni. In 2018 two newsletters, plus a special communication about the staff changes were created and can be found here: <https://staffnet.cqu.edu.au/our-uni/departments/dev-alumni/Pages/Alumni-Newsletters.aspx>.

Profiling Indigenous Alumni

In 2018 Indigenous alumnus Ms Tanya Orman was the CQUniversity Alumnus of the Year for Industry Achievement. As part of her award win, Tanya was a guest speaker at a Graduation Ceremony, and was profiled in all graduation programs and University news.

CQUni's collection of Alumni Banners featuring several high profile Indigenous alumni, including Dr Bronwyn Fredericks, Wayne Blair, Wayne Denning and Tanya Orman continued to fly on the main road within the Rockhampton campus and additional alumni are profiled on the University's alumni [webpage](#) and social media.

3.5. 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 media stories profiling the achievements of our alumni, 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.

3.6. Strategies directly or partly funded by ISSP or other university resources.

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

4. Indigenous Education Strategy

4.1. How CQUniversity has met its requirements under section 13 of the ISSP guidelines

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. During 2018, the newly appointed Pro Vice-Chancellor presented to University Council a new vision for Indigenous education. This involved the development of a new strategy to replace the RAP which concluded in September. The new strategy entitled *Indigenous Leadership and Engagement Strategy (ILES)* aims to provide guidance for a whole-of-university approach to Indigenous training, higher education and research. The focus of the ILES is developing leadership in student success. The ILES will undergo consultations and approvals in the first half of 2019. However, until the ILES is approved, the University meets its requirements under section 13 of the ISSP Guidelines through the following documents and strategies. The CQUni Innovate RAP 2016 - 2018 expired in September 2018. To complement the ILES a refreshed RAP will be developed in 2019. 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 pages 8 to 9, Indigenous student support is provided through the provision of the Tertiary Entry Program, Tutorial Assistance, and the employment of Indigenous Student Support Officers, the Project Officer – Indigenous Wellbeing and the Indigenous Scholarships Officer.

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 pages 3-5.

4.1.1. 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.9, 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.

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

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 met regularly in 2018, is to share ideas and practices, discuss issues, and provide support for each other.
- From early 2017, it has been a requirement for all new courses and units to reflect on how it satisfies the requirements of the Indigenous Education strategy. This is achieved through the normal submission process in the Academic Information Management System (AIMS) and is monitored for compliance by the Education Committee. Further compliance is monitored by the appropriate Course Committees, Heads of Course and Deputy Deans: Learning and Teaching. The aim is for all units and courses to satisfy this requirement. There are a number of units and courses in particularly the Schools of Education and the Arts and Health, Medical and Applied Sciences where this practice is comprehensively fulfilled. An investigative report is required to determine detailed status and is planned for late in 2019.
- Courses should include formal recognition of the Indigenous knowledges and sources drawn upon. From mid-2017, all Learning Management System sites (Moodle) have the appropriate attribution and recognition in place. Those courses in the Schools of Access Education and Education of the Arts that have been reviewed by Learning and Teaching Services as part of a quality audit, are now compliant with this guideline. Not all units and course will have a requirement for this guideline to be fulfilled due to disciplinary or technical barriers. This will be particularly the case in the School of Engineering and Technology.
- Where Indigenous knowledges and understandings are set out in the learning outcomes, each of these are formally assessed. This is achieved through the normal submission process in AIMS and is monitored for compliance by the Education Committee. Each learning outcome has to be assessed formally by at least one assessment item / strategy.

Indigenous Graduate Attributes

In 2018, the Office of Indigenous Engagement and Learning and Teaching Services partnered to develop Indigenous Graduate Attributes. These Graduate Attributes aims to have every student graduating from CQUniversity recognise and respect the values, traditions and languages of Aboriginal and Torres Strait Islander people and will contribute to the workplace in a culturally respectful manner. The Indigenous Graduate Attributes have been drafted and are undergoing a period of consultation before implementation in 2019.

Support Videos

Learning and Teaching Services have worked with the Indigenous Student Support Team to create a series of videos for Aboriginal and Torres Strait Islander students including information such as scholarships and Inclusion and Accessibility Services.

<https://cloudstor.aarnet.edu.au/plus/s/YyIhRz3YSdbjE4A>

4.2. 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 and at every Staff Conference since 2017. A protocol document was 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. Senior staff have attended Black Card training and academic and professional staff have undertaken the Woppaburra Cultural Competency Tour. Staff are encouraged to undertake appropriate localised Cultural Competency training as part of their professional development and opportunities are circulated to relevant campus email lists as they arise.

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.

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. Murals have been painted on Rockhampton North campus buildings and a Yarning Circle have been created on the Bundaberg campus.

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.

4.3. The practical implementation and evaluation of Indigenous Education Strategy.

All new courses and units are monitored for components of Indigenous Education Strategy and this process is ongoing. The depth and quality of the content of the units are still under review and will continue to be reviewed as part of our continuous business improvement under the CIA2020 (Coordinated Institutional Approach plan).

4.4. Progress against targets and milestones outlined in the strategy.

All RAP targets have been completed or deemed to be in progress. The RAP committee structure enabled the regular and formalised monitoring and reporting of targets and milestones. The RAP expired at the end of 2018 and will be refreshed in 2019. An Indigenous Education Strategy is planned for next year and this will help inform the next RAP.

5. Indigenous Workforce Strategy

5.1. How CQUniversity has met its requirements under section 12 of the ISSP guidelines?

CQUni does not have an Indigenous Workforce Strategy document, however meets its requirements under section 12 of the ISSP Guidelines through the following documents and strategies.

The Indigenous Employment Reference Group (IERG)

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

The IERG is currently under the auspice of the Office of Indigenous Engagement which is undertaking a review of the reference group.

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 which was reviewed in 2015. To ensure compliance with Section 12 of the guidelines, an Indigenous Leadership and Engagement Strategy (ILES) was drafted to replace the Employment and Career Development Strategy and will be adopted in 2019. The ILES will also form a large part of the 2019 RAP objectives and targets. Once these changes have been adopted, implementing and evaluating the strategy will be much easier.

The ILES has four pillars:

- Research
- Community Engagement
- VET
- Learning and Teaching

The ILES aims to undertake change maker research; expanding the University's presence and reach in communities; driving sustainable and responsive changes in training; leading excellence in higher education and driving change as a positive disruption to currently held sector ideology.

The 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 publicly available. [CQU Enterprise Agreement](#)

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. Pro Vice-Chancellor Professor Adrian Miller 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. All actions identified under the RAP have been completed or are in progress. Achievements for 2018 included: an active RAP committee that met 4 times and was engaged in meeting outcomes; the inaugural Dare to be Deadly Indigenous staff conference, an Indigenous research by higher degree writers workshop, partnership with the Woorabinda Aboriginal Shire Council to commence development of an education, social enterprise and research hub, continued participation in NAIDOC, Reconciliation Week and other local Indigenous events, Indigenous Cultural Competency training held on-Country, the Indigenising the Curriculum Community of Practice and the creation of three identified positions.

The following section 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.

Special measures (Aboriginal and Torres Strait Islanders, women in science and research)

This section of the [Recruitment and Selection Procedure](#) supports and promotes the University's goal and commitment to increasing employment for under-represented groups, such as Aboriginal and Torres Strait Islander people in accordance with the [Aboriginal and Torres Strait Islander Employment and Career Development Strategy](#) and the CQUniversity 2016-2018 Reconciliation Action Plan. The application of these special/equal opportunity measures has resulted in the identification of 3 positions since April 2018.

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.

Dare 2 Be Deadly Indigenous Leadership Forum

In October, Aboriginal and Torres Strait Islander staff from across the CQUni footprint came together for the ***Dare to be Deadly – Leading in a New Way, Leadership Forum***. Staff engaged in the initial stage of 'Engoori' a three-phase strength-based approach which originated from the 'Tjimpa' of the Mithaka people of South West Queensland. This approach encouraged conversations with structure and purpose. Four key actions were

made around moving forward as leaders within the roles at CQUniversity. The forum provided a culturally safe place to yarn about how we can work more collaboratively to strengthen student experiences in the future. The forum was facilitated by an external consultant.

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: [2016-2018 Innovate Reconciliation Action Plan](#)

CQUniversity regularly reviews and reports on progress against RAP targets to University committees.

The practical implementation and evaluation of the Indigenous Workforce strategy

CQUni meets it's ISSP guidelines through the Enterprise Agreement, the RAP and a number of University policies and strategies. Targets and outcomes are regularly monitored and progress reports are submitted to University committees. Upon expiry of the CQUni Innovate RAP in September 2018, the Indigenous Leadership and Engagement Strategy has been drafted. This strategy will inform a refreshed RAP in 2019 and an Indigenous Workforce Strategy will be drafted.

Table 5a Indigenous workforce data (2018)

Faculty	Level/position	Perm/>1 year		Casual/<1yr	
		Academic	Non-academic	Academic	Non-Academic
Engagement & campuses (OIE)	Academic D	1			
Access Education	Academic A	2			
	Academic B	1			
Education and the Arts	Academic B	1			
Health, Medical and Applied Sciences	Academic B	1			
Midwifery & Social Sciences	Academic B	1			
Campus Operations	HEW 3		1		
Facilities Management	HEW2		1		
Finance & Planning	HEW3		1		
	HEW4		2		
Information & Technology	HEW 4		1		
Marketing	HEW 5		1		
People & Culture	HEW 5		1		
Education & the Arts	HEW 2		1		
Health, Medical and Applied Sciences	HEW 4		1		
	HEW 6		3		
Student Experience	HEW 4		1		
	HEW 5		3		
	HEW 6		2		
	HEW 8		1		
Information & Technology	HEW 2				1
Total	28	7	20	0	1

Additionally:

	Academics:	Professionals	Total
Casuals > 1 Year	4	3	7
fixed Term > 1 year	2	8	10
Fixed term < 1 year	1	1	2
Permanent <1 Year	0	1	1
Total	7	13	20

A slight increase in the number of Indigenous staff has occurred from 2017 to 2018, however a 3% target has not been met. A draft Indigenous Leadership and Engagement Strategy, that is informed by ISSP funding requirements and the Universities Australia Indigenous Strategy, and sets clear KPI's and the development of an Indigenous Workforce Strategy in 2019, will focus actions to achieve targets.

6. Indigenous involvement in decision-making

6.1. The university's Indigenous Governance mechanism (including how the requirements of section 11 of the ISSP guidelines have been met)

The Indigenous Student Success Program (ISSP) Governance Committee is a formal committee of the University. Its functions and responsibilities are to:

- Provide advice on, review, make recommendations and monitor the use of ISSP grants.
- Provide input into the annual ISSP Performance Report.
- Advise the Vice-Chancellor and President on matters in respect to ISSP.
- Report annually on ISSP grant outcomes to Vice-Chancellor and President through the Vice-Chancellor's Advisory Committee.
- Recommend resource and funding requirements to the relevant Deputy Vice-Chancellor.

The Committee is chaired by Professor Adrian Miller, Pro Vice-Chancellor (Indigenous Engagement) and comprises of 6 members, the majority of which are Aboriginal and Torres Strait Islander.

The Committee's Terms of reference are publically available [here](#).

6.2. The names, positions and duration of service of staff that are part of the Indigenous Student Success Program Committee.

The committee comprises of the following staff:

Committee Role	Position at CQUniversity	Commenced Service
Chair	Prof. Adrian Miller, Pro Vice-Chancellor (Indigenous Engagement)	June 2018
Co-Chair	Ms Melinda Mann, Deputy Director – Student Life and Wellbeing	2011
Members	Mr Chris Veraa, Director Student Experience	2011
	Ms Leonie Taylor: Coordinator Indigenous Student Support	April 2018

	Ms Bron Mcfarlane: TEP Head of Course/TEP Coordinator. School of Access Education	2013
	Marina Mikecz: Executive Officer, Office of Indigenous Engagement	2013
Secretary	Ms Sophie Coleman, Administration Officer, Student Experience	July 2018
Attendees	Ms Tansy Manning: Management Accountant Support Officer	2001

6.3. The Indigenous governance mechanism.

The ISSP committee met four times in 2018, discussing the following agenda items:

- Budget – use of ISSP funds, salaries and non-salaries
- Indigenous Assistance Support
- Scholarships and hardship grants, bookstore vouchers
- Confirmation of identity
- Cultural sashing ceremony
- Indigenous staff workshop – Dare to be Deadly (D2BD)
- Indigenous RHD student writers retreat
- Health and Wellbeing plan – yarning circles, dual language on campus
- Indigenous Education and Leadership Strategy
- Indigenous Education strategy
- Indigenous graduate attributes
- Indigenous Employment strategy
- Working with Vulnerable people requirements

6.4. Activities that involve Aboriginal and Torres Strait Islander people in 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:

- Member of the CQUniversity Council
- Member of Academic Board
- Member of Research Committee
- Member of Research Higher Degree Committee
- Member of the Vice-Chancellor’s Advisory Committee (VCAC)
- Member of the Research Committee of Academic Board (with full rights of audience and debate)
- Chair of the Indigenous Employment Reference Group (IERG)
- Chair of the Commonwealth Indigenous Scholarships panel
- Chair of the BMA Community and Indigenous Scholarships panel
- Representation in lead roles in the CQUniversity’s First people’s Think Tank and Research Centre.

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 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
- Indigenous Membership on all Regional Engagement Committees (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:

The Centre for Indigenous Health Equity Research

The Centre for Indigenous Health Equity Research (CIHER) 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, from the School of Health, Medical and Applied Sciences at CQUniversity, 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

[CIHER webpage](#)

The First people's Think Tank and Research Centre

The First Peoples' Think Tank (FPTT) secured University Council support and seed funding to commence implementation. Conceived by Associate Professor Henrietta Marrie, the FPTT will play a key role in moving towards a positive and proactive approach to Reconciliation in Australia through activities like translational research, response to policy, training and development, and local, state, national and international collaborations. With plans to become a fully self-funded philanthropic and research enterprise over a number of years, a critical thinkers meeting was convened in Brisbane in October to explore research and funding opportunities. MOUs are being negotiated with a number of leading organisations to support the work of the FPTT, and it is anticipated that it will be fully active from 2019.

6.5. Statement by the Indigenous Governance Mechanism

The Indigenous Student Success Program Governance Committee has successfully managed the ISSP grant. Through the formation of a committee, a strategic approach to support and develop Indigenous staff and students has been implemented. Representation from areas across the university has resulted in a collaborative approach that has developed initiatives targeted at providing culturally safe workplaces, developing Indigenous leadership, increasing access and equity and embedding Indigenous knowledges into the curriculum.

Improved Indigenous student outcomes reflected in the data are a consequence of these strategies and programs that the University has implemented.

The program committee is looking forward to another successful year in 2019 and implementing new strategies and policies.