

UNIVERSITY OF SOUTHERN QUEENSLAND
Institution Assessment Framework Information Collection
INDIGENOUS EDUCATION STATEMENT 2006

PART 1

OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Support for Indigenous higher education at the University of Southern Queensland (USQ) is embedded in its Mission, Vision and Values Statements, and Strategic Plan as follows:

"The University serves its multicultural community by preparing global citizens for lifelong learning in a diverse and changing world". (Extract from USQ Mission)
<http://www.usq.edu.au/resources/1-1.pdf>

"The University of Southern Queensland is a learner-focussed and community-oriented university It will continue to improve learning and increase access through innovative pedagogy and the creative use of technology." (Extract from USQ Vision)
<http://www.usq.edu.au/resources/1-1.1.pdf>

"In pursuit of its Mission, the USQ commits to the following values:

- *Ensuring participatory and inclusive decision-making; ...*
- *Supporting social justice and multiculturalism and appreciating the value of difference and diversity;*
- *Caring for the individual through approaches that are fair, inclusive and equitable;*

...
(Extract from USQ Values) <http://www.usq.edu.au/resources/1-2.pdf>

USQ's Equity & Multiculturalism Goal: *"To have a student body that closely reflects the make-up of the broader society, to build an environment which fosters successful participation by people from diverse backgrounds, and to develop graduates who are culturally sensitive in order to contribute to creating a society that values diversity and difference"* noting that *"A particular emphasis is given to supporting the aspirations of Indigenous Australians."* (Extract from USQ Strategic Plan 2005-2009, p. 14)
<http://www.usq.edu.au/planstats/Planning/>

PART 2

ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2005

(A) Achievements in 2005

AEP Goal	USQ Achievements, effectiveness, outcomes for 2005
<p>1. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making</p>	<p>Indigenous staff, students and community members serve on a range of USQ policy, management, program, research and advisory bodies, including:</p> <ul style="list-style-type: none"> • USQ Council (appointed Community member) http://www.usq.edu.au/corporateservices/council/default.htm • USQ Vice-Chancellor's Committee (Director KNL – ex officio). http://www.usq.edu.au/resources/34.pdf • USQ Indigenous Affairs Committee (Director KNL Chair, 3 x community members; 2 x Indigenous students; 4 x Indigenous staff from the Toowoomba and Wide Bay campus regions). http://www.usq.edu.au/resources/3592.pdf • USQ Academic Board (KNL Indigenous academic). http://www.usq.edu.au/corporateservices/acboard/default.htm • USQ Social Justice Committee (Director KNL – ex officio) http://www.usq.edu.au/resources/359.pdf • USQ Student Equity Network (KNL staff member and BJB staff member). http://www.usq.edu.au/resources/3594.pdf • USQ Human Ethics Research Committee (Director KNL – ex officio) http://www.usq.edu.au/resources/3353.pdf • Learning and Teaching Enhancement Committee & Working Groups (Director and KNL academic staff member on Committee and KNL academic on Working Group) http://www.usq.edu.au/resources/353.pdf • Faculty of Education Post-Graduate Advisory Group (nominated KNL/BJB academic) • A KNL staff member participates in the Toowoomba Indigenous Community Capacity Building Committee. • The BJB Community Educational Advisory Committee (CEAC) continues to provide an Indigenous consultative mechanism for the Wide Bay campus region.
<p>2. To increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training</p>	<p>Currently, KNL employs 6 academic and 6 general staff. Of these, 4 academic staff and 5 general staff are Indigenous. In addition, an Indigenous Academic Level B is employed in the Faculty of Science and a further Level B is employed in the Office of Preparatory & Academic Support (OPACS). In August a continuing Indigenous student commenced a 6 months contract at KNL as a Project Officer to facilitate a cultural mapping project in the St George and Dirrimbandi regions. An Indigenous academic supports Indigenous students through BJB at the University's Wide Bay campus.</p> <p>An agreed upon process for development and implementation of an Indigenous Employment & Career Development Strategy is set out at Clause 19 of the USQ EBA (2005-2008).</p> <p>Indigenous staff participated in a range of general and academic staff professional development programs offered by USQ</p>

<p>3. To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services</p>	<p>The University's enabling program for Indigenous students (IHEPP) experienced a decline in enrolments in semester 1, 2005. The Program was reviewed and now includes provisions for RPL for Maths and Computing and also in situ workplace assessments for applicants.</p> <p>A USQ funded research project commenced in August to establish the need and a proposed process for instituting a Special Entry Program for mature age Indigenous people.</p>
<p>4. To ensure participation of Aboriginal and Torres Strait Islander students in education and training</p>	<p>The Indigenous Tutorial Assistance Scheme (ITAS) continues to be administered by KNL in the provision of academic support to Toowoomba and Wide Bay campus students.</p> <p>The Student Support Officer KNL and Coordinator BJB advise students of the range of national, state based and University specific scholarships available, including at Wide Bay, the Foley and Wondunna Family Scholarships and Olga Miller Memorial Bursary.</p>
<p>5. To ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students</p>	<p>Three of the four core courses in IHEPP have had significant failure rates over the year. The mode of assessment, teaching methods and also selection procedures for the program are being reviewed.</p> <p>USQ Student Services has successfully implemented career education seminars for high schools students and IHEPP students and have visited regional schools to present information to Indigenous students and families. Student Services is also producing a user friendly guide to higher education for Indigenous Australians who may not have considered university as an educational pathway.</p>
<p>6. To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students</p>	<p>The KNL & BJB Centres continue to teach a core Indigenous studies course over each (3) Semester to undergraduate Primary and Secondary Teacher Education students. The course was also introduced as a core in the Diploma and Certificate of Community Welfare and Development (DCWD) at Wide Bay in 2004.</p> <p>A Working Group of KNL and external mental health practitioners was established to develop a Graduate Certificate in Indigenous Mental Health and Well being.</p> <p>A suite of Indigenous Studies elective courses developed by the Centre continue to experience small enrolments. The courses (3) are on offer through three of the five Faculties; however, Indigenous students continue to account for the majority of enrolments to date.</p> <p>KNL commenced work on a cultural mapping project on behalf of the St. George and Dirrimbandi communities. Anticipated completion date December 2006.</p>

(B) Future

AEP Goal	Strategies for 2006 - 2008
1. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making	<p>As in Part A, 1 above.</p> <p>KNL is currently consulting with the Jagera people of the Springfield campus region west of Brisbane to establish community representation for the USQ Indigenous Affairs Committee and USQ Indigenous community engagement activities. These consultations arise in response to the opening of the new USQ campus.</p>
2. To increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training	<p>The Indigenous Employment Steering Committee last met on 9 May 2006 to discuss a draft Options Paper and agreed on achieving an employment target of 2.5% by 2010. This translates to an increase of approximately 34 positions on current Indigenous staff numbers. The Director KNL contacted DEST on 16 May to advise the Employment Strategy will be in place by October this year. USQ will inform DEST at that time of the Strategy's operationalisation.</p> <p>Between May and August 2006, the Indigenous Employment Steering Committee will identify positions, locations and programs for increasing Indigenous staff representation within, and external to, Indigenous Support areas.</p> <p>BJB will promote the Head Start program to year 11 & 12 school students as a means of providing early contact between Indigenous students in Senior High School and University programs.</p> <p>From July 2006, KNL will offer the compulsory Residential School component of the Indigenous Higher Education Pathways Program (IHEPP) from the Wide Bay campus at the end of the first semester each year.</p>
3. To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services	<p>An Indigenous Education Outreach Consultant position (Academic Level B) has been established in the University's Learning & Teaching Support Unit (LTSU) to develop and implement an Indigenous specific student recruitment, marketing and promotional strategy for Queensland regional locations. An existing KNL Indigenous staff member was successful at interview and commences a two year secondment in the position on 19 June 2006.</p> <p>A Toowoomba based Indigenous community survey has been conducted with the view to instituting a Special Entry program for mature age Indigenous people. A process for selection, testing and assessment will be developed in consultation with Deans of Faculty for introduction of the program in Semester 2, 2006.</p> <p>BJB and Springfield will continue collaboration with the TAFE's and Schools in their respective regional locations in the planning and delivery of educational opportunities for transition to tertiary study.</p>

<p>4. To ensure participation of Aboriginal and Torres Strait Islander students in education and training</p>	<p>A workshop to facilitate the inclusion of the “What Works” program into the Faculty of Education’s teacher education program’s compulsory Indigenous Studies course will be conducted by Curriculum Australia’s What Works Higher Education Team at KNL on 8 and 9 June 2006.</p> <p>A continuing Indigenous student has been contracted as a Project Officer to conduct a cultural mapping project under the University’s Equity Incentives Fund. It is anticipated the student will be further engaged at the end of this year for another year to continue a cultural mapping project through funds allocated from the Commonwealth Cultural Heritage department to traditional owners in the Dirrimbandi area.</p> <p>A survey will be conducted on student use of ITAS and student outcomes for users/non-users to establish efficiencies in delivery.</p> <p>KNL has been invited by the Indigenous Higher Education Centres at CSU and CQU into a collaborative research project to develop a Professional Development Program for ITAS Tutors during the 2nd Semester 2005.</p> <p>KNL, BJB and Springfield campus to continue to promote on campus and regional activities promoting cultural harmony, reconciliation, NAIDOC and Sorry Day.</p> <p>Students will be informed of the range of Commonwealth, State and USQ aspecific scholarships, including the Commonwealth Learning and Accommodation scholarships.</p>
<p>5. To ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students</p>	<p>KNL is examining the student support role with the view to establishing discrete academic support and student services roles. The student support role and student administration role are elements of a proposed restructure to Indigenous education at USQ as highlighted in 6 below.</p> <p>KNL will introduce two discrete consultation/support processes: one for monitoring ‘students at risk’ and another to monitor external students’ progress. KNL is investigating the LTSU’s ‘Aware’ program for its applicability in assessing/monitoring Indigenous students at risk.</p> <p>KNL academic staff will consult with USQ Instructional Designers to introduce greater flexibility in course delivery through on-line and multi-media CD ROM/DVD technology.</p> <p>A process will be implemented for student evaluation of teaching, student evaluation of course in connection with an identified increase in failure rates in three of the four enabling program courses. These processes are linked to the mentioned review/revitalisation of IHEPP at Part A 5.</p>

6. To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies.

KNL is currently developing a proposal for a restructure of Indigenous education and Indigenous affairs at USQ. The proposal seeks the establishment of a Directorate of Indigenous Education (DIE) in which the existing (and separate) campus structures for Indigenous student support (at Toowoomba, Wide Bay and Springfield campuses) are managed centrally through the Indigenous Student Support Centre (ISSP). It is proposed that the Directorate will report to the Deputy Vice-Chancellor (Scholarship), rather than the current arrangement where KNL reports to the General Manager, University Services, BJB to the Provost, Wide Bay and (as yet unnamed support unit) at Springfield, to the Director, Springfield.

KNL has sought accreditation for a Graduate Certificate in Indigenous Mental Health and Well being for introduction in the external mode in S1 2007. The Graduate Certificate is aimed at non-Indigenous mental health practitioners and is offered in the external mode with a compulsory Residential component in which student learning will be facilitated by visiting Indigenous mental health and allied health practitioners.

An Academic Sub-Committee of the Indigenous Affairs Committee has been established to provide advice and oversee the development of Indigenous curriculum, research and community engagement initiatives. The current chair is a senior Academic from the Faculty of Arts and the Deputy Chair a senior academic from the Faculty of Business. Both will develop arrangements for support and mentoring of Indigenous academics in the proposed School of Indigenous Studies.

KNL is pursuing the accreditation of a Diploma in Arts (Indigenous Studies) for introduction in on-campus/external modes in S2 2007.

KNL will develop a Bachelor level degree in Indigenous Studies for introduction in 2008. The degree will provide for majors in specialist streams including Indigenous health, governance and community administration and education.

KNL courses (KNL1001, 1002, KNL 2001, 3001 & EDU1141) are to be included as an Indigenous Studies Minor in the Bachelor of Social Sciences and the Bachelor Human Services being offered from the Wide Bay campus from S1 2007.

A Master's degree in Indigenous Studies is being developed for introduction in 2008. The degree program will be offered in the external mode and is aimed at providing Indigenous people with a post-graduate qualification in a range of professional practice areas.

KNL has been contracted by Queensland Education to employ a teacher trained Indigenous academic in a project aimed at the inclusion of Indigenous perspectives across the school curriculum in 5 Toowoomba based primary schools.

KNL will introduce a bi-monthly Indigenous Guest Speaker program to commence 2nd Semester 2006 as a means of disseminating Indigenous knowledge within the University.

KNL will develop an external cross cultural awareness professional development program for introduction in 2nd Semester 2006.

PART 3

EXPENDITURE OF INDIGENOUS SUPPORT PROGRAMME GRANT

INCOME for Indigenous higher education purposes	
Indigenous Support Programme 2005 grant	\$486,000
Other funds committed to Indigenous higher education in 2005 (please list major sources)	\$191,000
USQ funded, student load	\$ 50,000
Misc Income	\$ 49,972
Total INCOME	\$776,972
Amount of Indigenous Support Programme grant provided to the Indigenous support/education centre (where one exists)	\$486,000
EXPENDITURE of Indigenous Support Programme 2005 grant	
Operating costs, including salaries, for Indigenous support services	\$697,939
Other	\$ 44,196
Other Indigenous Support Programme expenditure (Travel)	\$ 9,152
(Equipment)	\$ 1,085
Expenditure of other funds committed to Indigenous higher education in 2005 (Assets >5,000)	\$ 24,600
Total EXPENDITURE	\$776,972

PART 4

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