



# **USQ Aboriginal and Torres Strait Islander Peoples' Education Strategy 2019-2020**





## Foreword

At the University of Southern Queensland (USQ) we acknowledge and pay respect to Aboriginal and Torres Strait Islander, both past, present, and of all the lands of which USQ is located.

The generic terms of Indigenous and Aboriginal and Torres Strait Islander are insufficient descriptors to be able to be respectful to all. This document also uses First Nations People as a unified term. Where known, non-First Nations peoples should use the language name identifiers provided by First Nations people, eg Giabal, Jarowair peoples; Jagera, Yuggera and Ugarapul peoples; Kambuwal peoples; or Gadigal peoples of the Eora nation.

In reading the Strategy it is noted that the Strategy understands the term – Aboriginal and Torres Strait Islander Education is inclusive of, but not limited to:

1. The education of First Nations peoples at the University through pathway, undergraduate and postgraduate programs;
2. The education about First Nations peoples, histories, cultures and societies for all at the University;
3. Teaching and learning which draws on First Nations knowledge systems for competent future engagements with First Nations peoples and communities;
4. Research undertaken and led by First Nations peoples and research undertaken in conjunction with First Nations peoples and communities;
5. Engagement with First Nations Peoples as Traditional Owners, Elders, other community members, students and staff for realising Aboriginal and Torres Strait Islander education, self-determination, and sovereignty;
6. Employment of First Nations Peoples by the University to lead and contribute to Aboriginal and Torres Strait Islander education.

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**WARNING:** Aboriginal and Torres Strait Islander readers are warned that the following document may contain images and names of deceased persons.

Digital Indigenous artwork was designed in partnership between USQ's Centre for Indigenous Studies, Education and Research (CISER) led by Professor Tracey Bunda and the University's Media and Design team illustrating USQ's three campus locations as well as our online presence supporting student success.

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## Acknowledgement

USQ acknowledges the Giabal, Jarowair languages and peoples of the Toowoomba area, the Jagera, Yuggera and Ugarapul languages and peoples of Ipswich and Springfield, the Kambuwal language and peoples of Stanthorpe and the Gadigal language and peoples of the Eora nation, Sydney as the Traditional Custodians where the USQ campuses and hubs have been built, and whose cultures and customs continue to nurture this land.

Further, we acknowledge the cultural diversity of Aboriginal and Torres Strait Islander peoples and pay respect to Elders past, present and emerging.

We celebrate the continuous living cultures of First Australians and acknowledge the important role played by Aboriginal and Torres Strait Islander peoples in Australian society.

The University respects and acknowledges our Aboriginal and Torres Strait Islander students, employees, Elders and visitors who come from many nations across Australia, and international Indigenous visitors.

## Message from the Vice-Chancellor

The University's first Aboriginal and Torres Strait Islander Education Strategy provides a framework which the University will use to continue to improve the engagement, participation and success in higher education of Aboriginal and Torres Strait Islander peoples.

The Strategy encompasses the key areas of cultural competency, teaching and learning, research and innovation, leadership and people and relationships, and results from a maturation of USQ's commitment to building on our record in Indigenous education. By growing our relationships with Aboriginal and Torres Strait Islander students, staff, traditional owners and elders, communities, and other individuals and groups, we strengthen our shared knowledge and our collective focus on using this knowledge to inform our future directions.

This Strategy sets progressive and sustainable courses of action that will continue to assist in the evolution of our learning and teaching, workforce management, research and scholarship and service to community. It is an overarching strategy that encompasses other documents relevant to First Peoples, including our Aboriginal and Torres Strait Islander Research Strategy, Aboriginal and Torres Strait Islander Peoples Workforce Strategy, Reconciliation Action Plan, Social Justice Strategic Plan and Cultural Competency Framework.

The University is committed to graduating Aboriginal and Torres Strait Islander students who can become leaders in our communities, and enabling all students to participate as culturally competent individuals in modern society. I thank all those involved in its development, and share the anticipation of all staff and students across our University as we seek to explore and enact the philosophical and practical aspects of this Aboriginal and Torres Strait Islander Education Strategy.



Professor Geraldine Mackenzie  
Vice-Chancellor



**Professor Geraldine Mackenzie**  
Vice-Chancellor

# Executive Summary

USQ's *Aboriginal and Torres Strait Islander Peoples' Education Strategy* will be the blueprint for which the university aims to address Aboriginal and Torres Strait Islander peoples' engagement with, participation and success at the University.

The Strategy frames and aligns existing University strategies and policies that support Aboriginal and Torres Strait Islander education in the following key areas:

- Cultural Competence
- Teaching and Learning
- Research and Innovation
- Leadership
- People and Relationships

USQ's values of respect, integrity and excellence underpin the Strategy and are situated with touchstone Aboriginal and Torres Strait Islander practices that speak to country, culture and connection to centre Aboriginal and Torres Strait Islander Education as core business for the University.



## Our Vision

Our vision is to be a leading university for Aboriginal and Torres Strait Islander education. This vision is met through the leadership of the university championing this strategy. This will mean drawing on and continually working to develop deep respect for Aboriginal and Torres Strait Islander countries, knowledge systems and peoples to foster engagement and belonging. In genuine partnership, the University will work towards meeting the education, socio-economic and wellbeing needs of Aboriginal and Torres Strait Islander Peoples and communities. It is envisaged that USQ will act as an exemplar for others, particularly in rural and regional contexts.



# Strategic Alignment

USQ's *Aboriginal and Torres Strait Islander Peoples' Education Strategy* will be the lead document to inform the University in its approach to Aboriginal and Torres Strait Islander peoples' education.

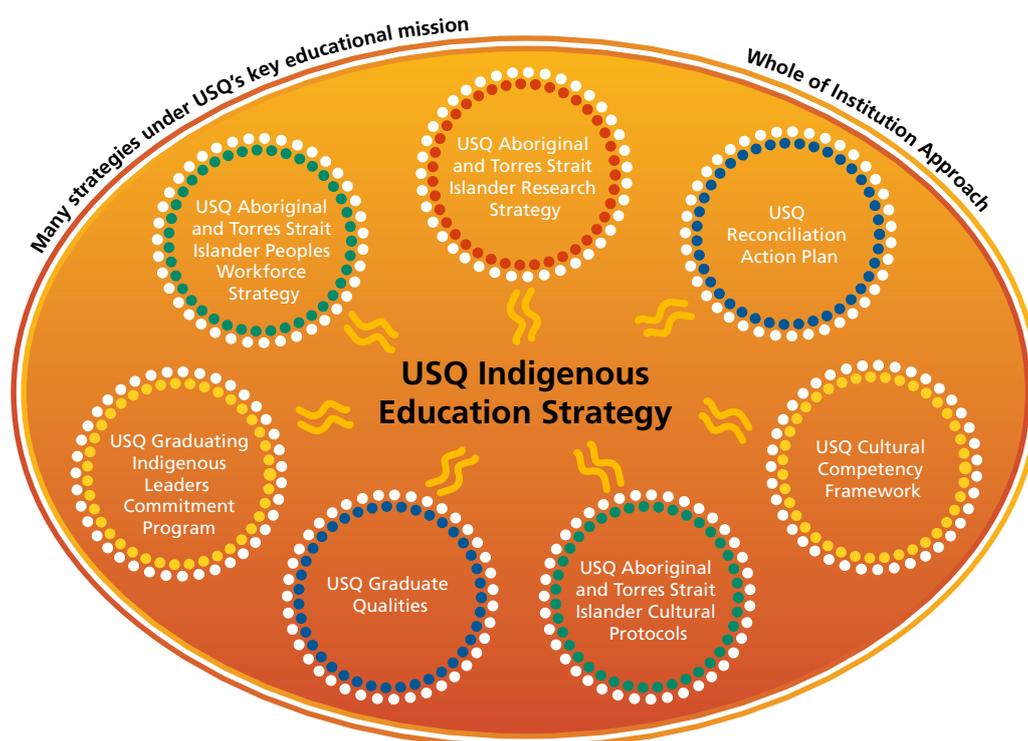
USQ's values of respect, integrity and excellence (*USQ Strategic Plan 2016-2020*) will drive a whole-of-University approach to Aboriginal and Torres Strait Islander peoples' education. Consultation and negotiation with Aboriginal and Torres Strait Islander leaders, inclusive of students, staff and community is critical to this approach.

This Strategy aligns with other strategic initiatives for Aboriginal and Torres Strait Islander peoples at the University. The diagram below illustrates USQ's documents which articulate strategies for working with Aboriginal and Torres Strait Islander peoples, including:

- USQ Aboriginal and Torres Strait Islander Research Strategy
- USQ Reconciliation Action Plan
- USQ Cultural Competency Framework
- USQ Aboriginal and Torres Strait Islander Cultural Protocols
- USQ Graduate Qualities: Aboriginal and Torres Strait Islander cultural competency for all students
- USQ Graduating Indigenous Leaders Commitment
- USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy

This strategy also aligns with external higher education sector and government plans, strategies, and guidance, including:

- Universities Australia Indigenous Strategy 2017-2020.
- Universities Australia Policy Principles.
- National Regional, Rural and Remote Education Strategy.
- Recommendations of the National Centre for Student Equity in Higher Education.
- The Federal Government's Closing the Gap agenda – particularly in respect of health, community, and employment, as each intersects with education for the holistic wellbeing of First Nations peoples.



The Strategy further aligns with foundational Aboriginal and Torres Strait Islander practices that speak to **country, culture** and **connection**. In turn these foundational practices align to the University values of **respect, integrity, and excellence**.

**Country** – is a generic term used by Aboriginal and Torres Strait Islander peoples to explain the physical, social, material and spiritual relationship to tracts of land and waters defined through kinship. The University acknowledges that a touchstone of this tradition and practice of connecting to country/ies is respect. Country is a living entity and presence on Aboriginal and Torres Strait Islander lands and waters holds responsibilities that have implications for research and innovation, teaching and learning, and engagement and service.

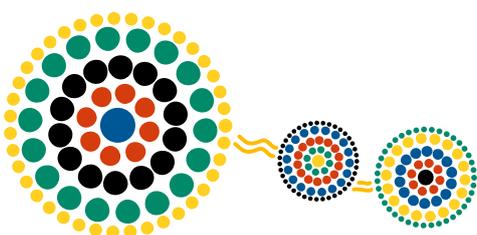
The foundational practice of country is an ancient practice that embodies the value of excellence used to centre this Strategy.

**Culture** – Aboriginal and Torres Strait Islander peoples have diverse cultures, traditions and practices. This diversity is reflected by Aboriginal and Torres Strait Islander peoples who engage with the University as staff, students, Elders and other members of Aboriginal and Torres Strait Islander communities. The University acknowledges that a touchstone of this tradition and practice is the principle of reciprocity. Through the practice of reciprocity, the University is enriched and strengthened by creating space for Aboriginal and Torres Strait Islander cultures to be welcomed and respected, celebrated and ethically treated.

The foundational practice of culture is an ancient practice that embodies the value of respect used to centre this Strategy.

**Connection** – Aboriginal and Torres Strait Islander peoples have a lived connection to country/ies through systems of kinship. These systems inform connections to other Aboriginal and Torres Strait Islander peoples and provide the appropriate protocols and behaviours for living and maintaining the connections. The University acknowledges that a touchstone of this tradition and practice is relationships. Respectful and sustained connections with Aboriginal and Torres Strait Islander countries, knowledges and peoples makes for richer practices in research and innovation, teaching and learning, and engagement and service.

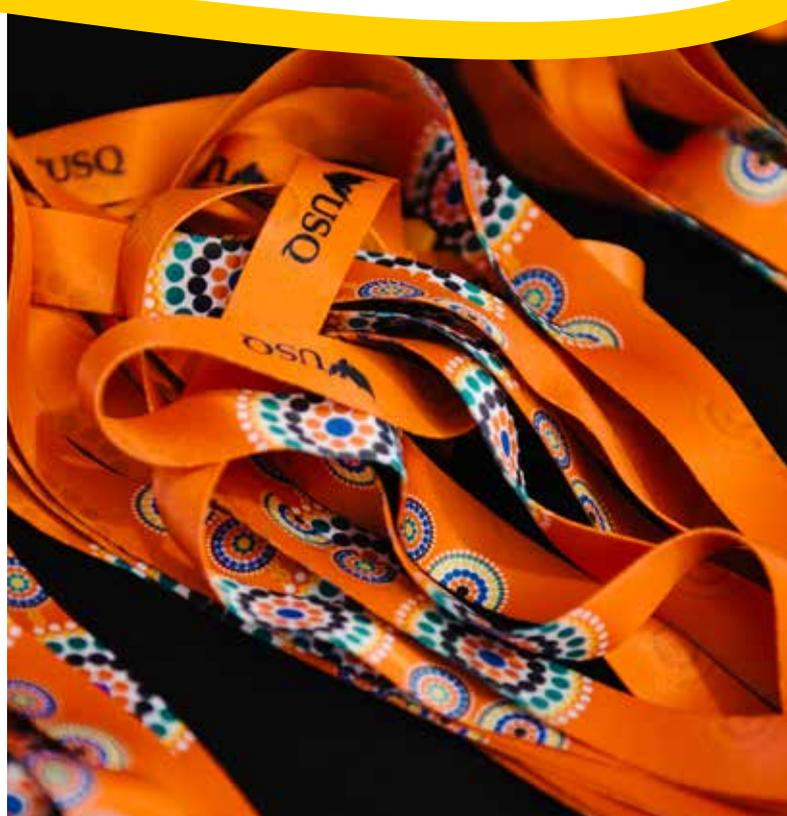
The foundational practice of connection is an ancient practice that embodies the value of integrity used to centre this Strategy.



## Guiding Principles

A whole-of-University approach, for all aspects of Aboriginal and Torres Strait Islander education, has at its foundation a number of guiding principles:

- It is recognised that Aboriginal and Torres Strait Islander peoples are the oldest living culture in the world. Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia.
- It is recognised that Aboriginal and Torres Strait Islander peoples are two distinct groups within Australia, within the definition of Aboriginal and Torres Strait Islander peoples, and within the diversity of the cultures of Aboriginal and Torres Strait Islander peoples as a whole.
- The diverse Aboriginal and Torres Strait Islander cultures, identities, heritages, languages, laws, social and spiritual systems practiced by Aboriginal and Torres Strait Islander peoples are respected and recognised. Aboriginal and Torres Strait Islander knowledges are recognised as a significant contribution to all other bodies of knowledge, and the scholarship and expertise that First Nations peoples bring to the University is acknowledged. The capacity to engage with Aboriginal and Torres Strait Islander communities, staff and students is enhanced through Aboriginal and Torres Strait Islander knowledge.
- The provision of education for Aboriginal and Torres Strait Islander peoples is a whole-of-University responsibility and this acknowledges there is shared accountability for the Strategy by all members of USQ. The success of Aboriginal and Torres Strait Islander students is acknowledged as an important element in the success of the University.
- A critical part of this strategy is that Aboriginal and Torres Strait Islander peoples will actively participate in governance, decision-making, planning, delivery and evaluation across education, research and innovation, teaching and learning, and service and engagement.
- The provision of an educational environment that puts cultural sensitivity, safety and inclusion at the forefront and which understands, values and respects Aboriginal and Torres Strait Islander peoples and cultures is a necessary factor for success.
- It is acknowledged and accepted that participation of Aboriginal and Torres Strait Islander peoples in cultural, community and related activities enhances education and therefore participation in ceremonial, community and cultural activities is of direct benefit to the University.



# Objectives

## CULTURAL COMPETENCY

1. Provide a culturally safe, sensitive and inclusive environment.
2. Develop a unique University culture that incorporates and acknowledges the contribution and importance of Aboriginal and Torres Strait Islander peoples, cultures, knowledges, histories and societies.

## TEACHING AND LEARNING

3. Significantly improve the attraction, participation, retention and success of Aboriginal and Torres Strait Islander students and improve completion rates annually.
4. Embed Aboriginal and Torres Strait Islander perspectives and encourage incorporation of Aboriginal and Torres Strait Islander pedagogies across the University curriculum.

## RESEARCH AND INNOVATION

5. Expand Aboriginal and Torres Strait Islander research capacity and performance.
6. Strengthen Aboriginal and Torres Strait Islander peoples' research careers and postgraduate opportunities through strategic development.

## LEADERSHIP

7. Deepen the engagement between the University and Aboriginal and Torres Strait Islander communities, for long-term journeying together.
8. Become a nationally recognised regional university leader in Aboriginal and Torres Strait Islander education through the development and uptake of innovative techniques and strategies.

## PEOPLE AND RELATIONSHIPS

9. Enrich the University's understanding of Aboriginal and Torres Strait Islander rights, cultures, knowledges, and aspirations through respectful dialogues in all fora, recognising that such conversations will, at times, be complex and difficult.
10. Harness the capabilities, potential and aspirations of Aboriginal and Torres Strait Islander peoples and optimise collective and individual contributions to the university community.

# Cultural Competency

*Higher Education providers should ensure that the institutional culture, the cultural competence of staff and the nature of the curriculum recognises and supports the participation of Indigenous students.*

– Bradley Report, 2008, p.32 <sup>1</sup>

Cultural competence requires an organisational culture which is committed to social justice, human rights and the process of reconciliation through valuing and supporting Aboriginal and Torres Strait Islander knowledges, cultures and peoples as integral to the core business of the institution.

USQ is committed to working towards being a culturally competent organisation.

Aim	We Will	Key Performance Indicators
1. Provide a culturally safe, sensitive and inclusive environment.	1.1 Continually improve the University's physical, digital and spiritual environment so it embraces First Nations peoples in a way that is culturally sensitive, safe and welcoming.	I. Survey of USQ Aboriginal and Torres Strait Islander Employee Network members shows 100% improvement from 2019 to 2020. II. Embed cultural safety and sensitivity in the USQ Campus Masterplan. III. Survey of USQ Aboriginal and Torres Strait Islander students to develop understandings of students sense of belonging and sense of community within the University.
2. Develop a unique University culture that incorporates and acknowledges the contribution and importance of Aboriginal and Torres Strait Islander peoples, culture, knowledges, histories and societies.	2.1 Commit to and drive cultural competency across the whole of the university, through Staff Development, policy development, instilling graduate qualities, program design and service delivery.	I. Two annual university-wide conversations about Indigenous affairs in semesters 1 & 2 2020. II. <i>By 2020 the graduate attributes/ qualities to include:</i> Culturally competent individuals, whose self-awareness and respect for equity, diversity, multiculturalism and different knowledge systems are underpinned by cross-cultural competency as well as Australian Aboriginal and Torres Strait Islander cultural competency.

## OVERALL SUCCESS WILL BE MEASURED AFTER TWO YEARS THROUGH:

- Audit of actions conducted over time.
- Improvements in applicable external (e.g. RAP Barometer) and internal survey questions over time.
- A qualitative assessment in partnership with senior executives and Aboriginal and Torres Strait Islander stakeholders.

<sup>1</sup> Review of Australian Higher Education, *Final report*, (Professor Bradley, Chairperson), Department of Education, Employment and Workplace Relations, Canberra, December 2008, viewed 14 May 2009, <http://www.deewr.gov.au/HigherEducation/Review/Pages/ReviewofAustralianHigherEducationReport.aspx>.

# Teaching and Learning

*Addressing access, participation, retention and success for Indigenous students is a matter of the highest priority. Aboriginal and Torres Strait Islander peoples suffer high levels of social exclusion. Higher education is one way of allowing them to realise their full potential. To do this, higher education providers must not only address their learning needs but also recognise and act on issues such as the culture of the institution, the cultural competence of all staff – academic and professional – and the nature of the curriculum.*

– Bradley Report 2008, p. 32

Appropriate content and pedagogy may mean the difference between success and failure, especially for Aboriginal and Torres Strait Islander students. USQ is committed to ensuring that the teaching being delivered to our students is of the highest quality and that Aboriginal and Torres Strait Islander knowledges are represented and embedded throughout the curriculum.

USQ is committed to achieving equitable outcomes for Aboriginal and Torres Strait Islander students and works to empower Aboriginal and Torres Strait Islander students for successful academic progression and completion.

Aim	We Will	Key Performance Indicators
3. Significantly improve the attraction, participation, retention and success of Aboriginal and Torres Strait Islander students and improve completion rates annually.	3.1 Measure Aboriginal and Torres Strait Islander student data against Regional University Network members.	I. Rank in the top third of comparable universities for the access, participation, retention, success and completion rates of Aboriginal and Torres Strait Islander students at all levels.
	3.2 Deliver support strategies that account for diverse student circumstances including scholarships, outreach, mentoring, tutoring, and other advice and support mechanisms.	I. 10% increase in Scholarship funding over time (identified or general). II. 10% increase in Tutoring funding over time (ITAS or general funding).
4. Embed Aboriginal and Torres Strait Islander perspectives and encourage incorporation of Aboriginal and Torres Strait Islander pedagogies across the University curriculum.	4.1 Encourage active school representatives in the: Indigenous Support to Success Network, community of practice.	I. By 2020, 50% of Schools support the implementation of curriculum and teaching practice development.

## OVERALL SUCCESS WILL BE MEASURED AFTER TWO YEARS THROUGH:

- Audit of actions conducted over time.
- Analysis of student performance data: regular activity tasked to the GILC Program Management Board, plus annual Equity data reported to the Department of Education.
- Analysis of Aboriginal and Torres Strait Islander perspectives and pedagogical practices in the curricula.
- A qualitative assessment in a partnership between Deputy Vice-Chancellor (Academic) and Aboriginal and Torres Strait Islander stakeholders.

# Research and Innovation

*Universities Australia believes that enlarging the Aboriginal and Torres Strait Islander research community will have enormous benefits across university achievement at all levels, including undergraduate and staffing.*

– Universities Australia, 2017, p. 27<sup>2</sup>

Providing resources and support for Aboriginal and Torres Strait Islander-led research at USQ will have long lasting and ongoing benefits for the University, community and the region.

USQ is well positioned to lead in the development and coordination of high quality Aboriginal and Torres Strait Islander research which is of practical benefit to Aboriginal and Torres Strait Islander countries, peoples and communities and assists in the achievement of social justice, both nationally and within the geographical footprint of USQ.

The *USQ Aboriginal and Torres Strait Islander Research Strategy 2017-2020* was developed to support the implementation of a strategic approach to Aboriginal and Torres Strait Islander Research at USQ. It has three key objectives: build pathways into academic careers for Aboriginal and Torres Strait Islander people; undertake research of relevance to Aboriginal and Torres Strait Islander peoples and communities; and, ensure sound and appropriate research practices.

Aim	We Will	Key Performance Indicators
5. Expand Aboriginal and Torres Strait Islander research capacity and performance.	5.1 Enact the USQ Aboriginal and Torres Strait Islander Research Strategy.	I. Establish mentoring support for Aboriginal and Torres Strait Islander researchers, including 4 x \$5,000 grants for presenting at conferences.
6. Strengthen Aboriginal and Torres Strait Islander research careers and postgraduate opportunities through strategic development.	6.1 Enact the USQ Aboriginal and Torres Strait Islander Research Strategy.	I. Two annual research scholarships for Aboriginal and Torres Strait Islander HDR students.

## OVERALL SUCCESS WILL BE MEASURED AFTER TWO YEARS THROUGH:

- Audit of actions conducted over time, including those of the USQ Aboriginal and Torres Strait Islander Research Strategy.
- Growth in research partnerships with Aboriginal and Torres Strait Islander communities; postgraduate student access, participation, and completion; and resources to support postgraduate students.
- A qualitative assessment in partnership between Deputy Vice-Chancellor (Research and Innovation), USQ Human Research Ethics Committee, and Aboriginal and Torres Strait Islander stakeholders.

<sup>2</sup> Universities Australia, 2017, *Indigenous Strategy 2017-2020*, Universities Australia, Canberra.

# Leadership

*Integrity, strength and fairness. Integrity is an important quality for leaders to have. We need leaders we can respect and who are able to lead by example...*

*– Nicole Kilgour, 'The Leadership Challenge for Young Indigenous Women, Indigenous Governance – Challenges, Opportunities and Outcomes Seminar Series, 6 July 2005*

Providing leadership in Aboriginal and Torres Strait Islander education is critical for the success of the University. The leadership of the University both champions this strategy and is committed to sharing the responsibility and accountability for Aboriginal and Torres Strait Islander education. Aboriginal and Torres Strait Islander leadership of the University is acknowledged as being pivotal to this educational process. Success of Aboriginal and Torres Strait Islander Peoples contributes to the economic, social and cultural wellbeing of our local communities.

Aim	We Will	Key Performance Indicators
7. Deepen the engagement between the University and Aboriginal and Torres Strait Islander communities for long-term journeying together.	7.1. Increase its engagement with Aboriginal and Torres Strait Islander students, staff and community.  <i>NB: per deliverables within Actions: 1, 4, 5 and 10 of the USQ Reconciliation Action Plan.</i>	I. 1 new Memorandum of Understanding completed with a community-focused Indigenous Organisation annually.
8. To be a nationally recognised regional university leader in Aboriginal and Torres Strait Islander education through the development and uptake of innovative techniques and strategies.	8.1 Developing and sharing best practice in education and research, promoting Aboriginal and Torres Strait Islander research findings and outcomes, publicly supporting and advocating for the self-determined objectives of Aboriginal and Torres Strait Islander communities.  <i>NB: per deliverables within Actions 3 of the USQ Reconciliation Action Plan.</i>	I. Provide opportunities for Aboriginal and Torres Strait Islander education and affairs to feature in high level discussions and debates; through having this as a dedicated agenda item in all strategy and planning sessions.  II. In 2020 implement a comprehensive system where all current and new executives and all new senior employees complete appropriate cultural sensitivity, safety and inclusion training programs.

## OVERALL SUCCESS WILL BE MEASURED AFTER TWO YEARS THROUGH:

- Audit of actions conducted over time including record of support for Indigenous communities.
- Increase in the number of community engagement events and activities run by, or significantly contributed towards by the University.
- Publications and promotions of pedagogy, research and praxis.
- Number of Aboriginal and Torres Strait Islander staff in leadership positions.
- A qualitative assessment by senior University executives in partnership with Aboriginal and Torres Strait Islander stakeholders.

## People and Relationships

*Respect: all Australians have a role to play by talking to, and learning from, people from all walks of life. Actively listening to Aboriginal and Torres Strait Islander peoples, developing proposals that have their support, and making positive contributions to a national conversation around unity, and reconciliation more generally, are all positive steps.*

– Reconciliation Australia, 2017, p.30<sup>3</sup>

The best organisations place people at the centre of their business. USQ is committed to growing the number of Aboriginal and Torres Strait Islander staff at all levels. The USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy includes key elements to attract and retain, engage and support, and develop and advance staff.

Key documents such as the *USQ Reconciliation Action Plan* and *USQ Aboriginal and Torres Strait Islander Research Strategy* commit the University to securing improved and strengthened relationships with First Nations Peoples which is fundamental to the success of this strategy.

Aim	We Will	Key Performance Indicators
9. Enrich the University's understanding of Aboriginal and Torres Strait Islander rights, cultures, knowledges, languages, lore and aspirations through respectful dialogues in all fora, recognising that such conversations will, at times, be complex and difficult.	9.1 Increase the number of programs, activities that create opportunities for Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff, students, community and alumni to come together. The university will do this through learning from each other, in celebration or ceremony, in active citizenship, or any other occasion with respect and meaning.	I. 1 Public lecture, and 1 Cultural event with 50% Indigenous participants. II. 10% increase over time in number of external Aboriginal and Torres Strait Islander speakers and visitors.
10. Harness the capabilities, potential and aspirations of Aboriginal and Torres Strait Islander peoples and optimise collective and individual contributions to the university community.	10.1 Enact the USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy.	I. By 2020 3% of USQ's total workforce is comprised of Aboriginal and Torres Strait Islander staff.
	10.2 Enhance learning design so graduates can confidently engage, collaborate and offer support and solutions, within communities, workplaces and in other pursuits.	I. Maintain USQ's standards of QILT GOS respondents in Overall Employment.

### OVERALL SUCCESS WILL BE MEASURED AFTER TWO YEARS, THROUGH:

- Audit of actions conducted over time including those of the USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy with a focus on: growth in staff numbers, promotions, and professional development opportunities.
- A qualitative assessment by senior University executives in partnership with Aboriginal and Torres Strait Islander stakeholders.

<sup>3</sup> State of Reconciliation Discussion Guide, *Final Version*, Reconciliation Australia, 2017, Canberra, viewed 24 January 2019, [https://www.reconciliation.org.au/wp-content/uploads/2018/02/ra\\_online-discussion-guide\\_2017\\_finalversion.pdf](https://www.reconciliation.org.au/wp-content/uploads/2018/02/ra_online-discussion-guide_2017_finalversion.pdf).

## Governance

The USQ Indigenous Student Success Program Committee has responsibility for decision making and monitoring in the implementation of this Strategy – as a requirement of the Federal Government’s *Indigenous Student Success Program*. It is comprised of qualified individuals inclusive of Indigenous peoples, University leadership and other appropriate representatives who act as stewards for this strategy and is led and informed by contributions from Aboriginal and/or Torres Strait Islander peoples. This group will provide regular and annual reports to the Vice Chancellor’s Executive.

## CISER

The College for Indigenous Studies, Education and Research (CISER) is a key site for Aboriginal and Torres Strait Islander education at USQ. The College delivers courses in Aboriginal and Torres Strait Islander Studies and Education, and the Indigenous Higher Education Pathways Program. Support for and the provision of appropriate services to First Nation’s Peoples (students, staff or community) is a defining objective for the College. Additionally, CISER undertakes research and consultancy to address issues determined by Aboriginal and Torres Strait Islander communities. The College operates with a deep commitment to Aboriginal and Torres Strait Islander education.

### FOR MORE INFORMATION

**Phone:** +61 07 4631 2133

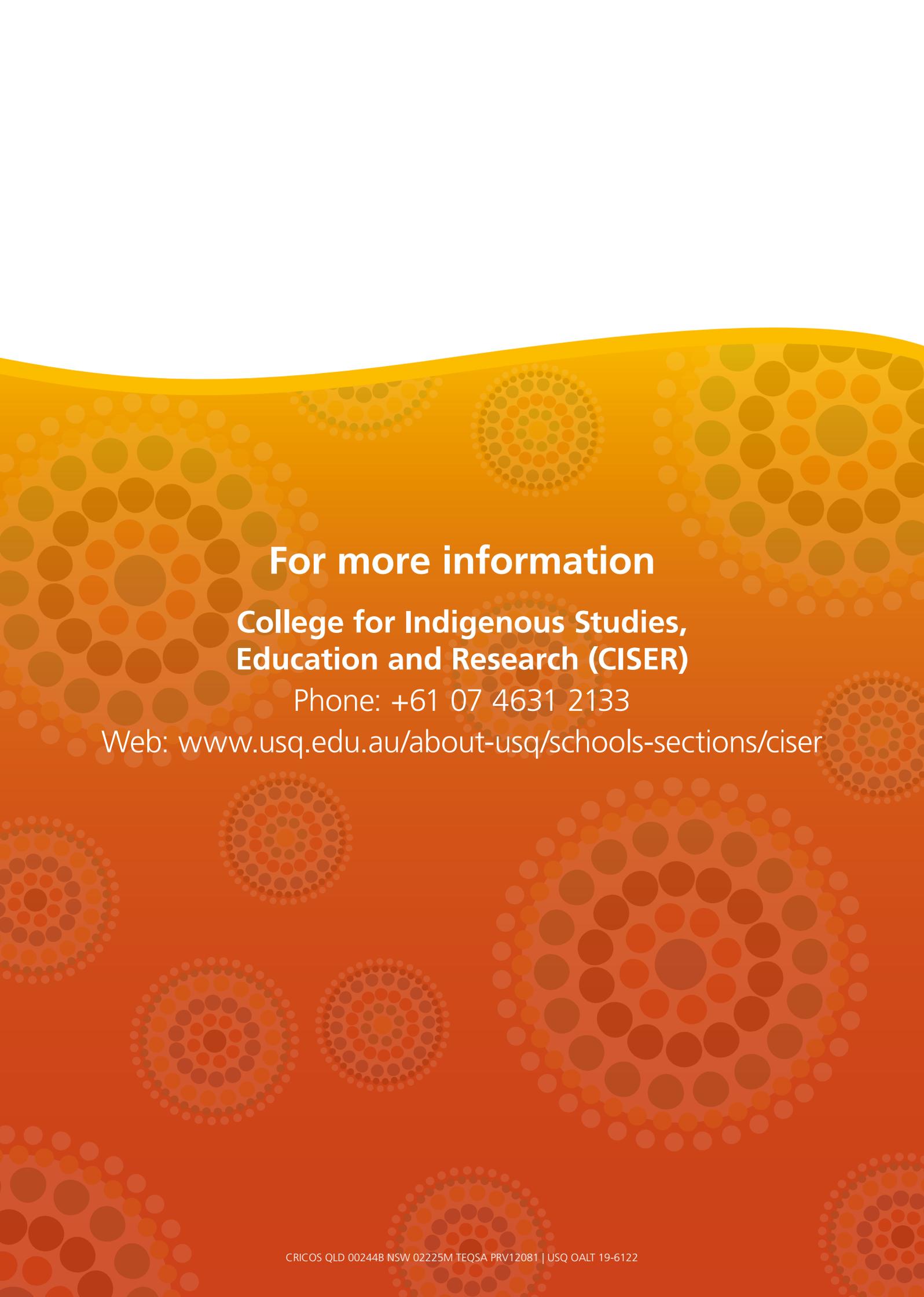
**Web:** [www.usq.edu.au/about-usq/schools-sections/ciser](http://www.usq.edu.au/about-usq/schools-sections/ciser)



## Addendum 1: Summary of Key Performance Indicators

Aim	We Will	Key Performance Indicators
1. Provide a culturally safe, sensitive and inclusive environment.	1.1 Continually improve the University's physical, digital and spiritual environment so it embraces First Nations peoples in a way that is culturally sensitive, safe and welcoming.	I. Survey of USQ Aboriginal and Torres Strait Islander Employee Network members shows 100% improvement from 2019 to 2020. II. Embed cultural safety and sensitivity in the USQ Campus Masterplan.
2. Develop a unique University culture that incorporates and acknowledges the contribution and importance of Aboriginal and Torres Strait Islander peoples, culture, knowledges, histories and societies.	2.1 Commit to and drive cultural competency across the whole of the university, through Staff Development, policy development, instilling graduate qualities, program design and service delivery.	I. Two annual university-wide conversations about Indigenous affairs in semesters 1 & 2 2020. II. <i>By 2020 the graduate attributes/ qualities to include:</i> Culturally competent individuals, whose self-awareness and respect for equity, diversity, multiculturalism and different knowledge systems are underpinned by cross-cultural competency as well as Australian Aboriginal and Torres Strait Islander cultural competency.
3. Significantly improve the attraction, participation, retention and success of Aboriginal and Torres Strait Islander students and improve completion rates annually.	3.1 Measure Aboriginal and Torres Strait Islander student data against Regional University Network members.	I. Rank in the top third of comparable universities for the access, participation, retention, success and completion rates of Aboriginal and Torres Strait Islander students at all levels.
	3.2 Deliver support strategies that account for diverse student circumstances including scholarships, outreach, mentoring, tutoring, and other advice and support mechanisms.	I. 10% increase in Scholarship funding over time (identified or general). II. 10% increase in Tutoring funding over time (ITAS or general funding).
4. Embed Aboriginal and Torres Strait Islander perspectives and encourage incorporation of Aboriginal and Torres Strait Islander pedagogies across the University curriculum.	4.1 Encourage active school representatives in the: Indigenous Support to Success Network, community of practice.	I. By 2020, 50% of Schools support the implementation of curriculum and teaching practice development.
5. Expand Aboriginal and Torres Strait Islander research capacity and performance.	5.1 Enact the USQ Aboriginal and Torres Strait Islander Research Strategy.	I. Establish mentoring support for Aboriginal and Torres Strait Islander researchers, including 4 x \$5,000 grants for presenting at conferences.
6. Strengthen Aboriginal and Torres Strait Islander research careers and postgraduate opportunities through strategic development.	6.1 Enact the USQ Aboriginal and Torres Strait Islander Research Strategy.	I. Two annual research scholarships for Aboriginal and Torres Strait Islander HDR students.

Aim	We Will	Key Performance Indicators
7. Deepen the engagement between the University and Aboriginal and Torres Strait Islander communities for long-term journeying together.	7.1. Increase its engagement with Aboriginal and Torres Strait Islander students, staff and community. <i>NB: per deliverables within Actions: 1, 4, 5 and 10 of the USQ Reconciliation Action Plan.</i>	I. 1 new Memorandum of Understanding completed with a community-focused Indigenous Organisation annually.
8. To be a nationally recognised regional university leader in Aboriginal and Torres Strait Islander education through the development and uptake of innovative techniques and strategies.	8.1 Developing and sharing best practice in education and research, promoting Aboriginal and Torres Strait Islander research findings and outcomes, publicly supporting and advocating for the self-determined objectives of Aboriginal and Torres Strait Islander communities. <i>NB: per deliverables within Actions 3 of the USQ Reconciliation Action Plan.</i>	I. Provide opportunities for Aboriginal and Torres Strait Islander education and affairs to feature in high level discussions and debates; through having this as a dedicated agenda item in all strategy and planning sessions. II. In 2020 implement a comprehensive system where all current and new executives and all new senior employees complete appropriate cultural sensitivity, safety and inclusion training programs.
9. Enrich the University's understanding of Aboriginal and Torres Strait Islander rights, cultures, knowledges, languages, lore and aspirations through respectful dialogues in all fora, recognising that such conversations will, at times, be complex and difficult.	9.1 Increase the number of programs, activities that create opportunities for Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff, students, community and alumni to come together. The university will do this through learning from each other, in celebration or ceremony, in active citizenship, or any other occasion with respect and meaning.	I. 1 Public lecture, and 1 Cultural event with 50% Indigenous participants. II. 10% increase over time in number of external Aboriginal and Torres Strait Islander speakers and visitors.
10. Harness the capabilities, potential and aspirations of Aboriginal and Torres Strait Islander peoples and optimise collective and individual contributions to the university community.	10.1 Enact the USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy.	I. By 2020 3% of USQ's total workforce is comprised of Aboriginal and Torres Strait Islander staff.
	10.2 Enhance learning design so graduates can confidently engage, collaborate and offer support and solutions, within communities, workplaces and in other pursuits.	I. Increase of 5% over time of QILT GOS respondents in Overall Employment.



## **For more information**

**College for Indigenous Studies,  
Education and Research (CISER)**

Phone: +61 07 4631 2133

Web: [www.usq.edu.au/about-usq/schools-sections/ciser](http://www.usq.edu.au/about-usq/schools-sections/ciser)