

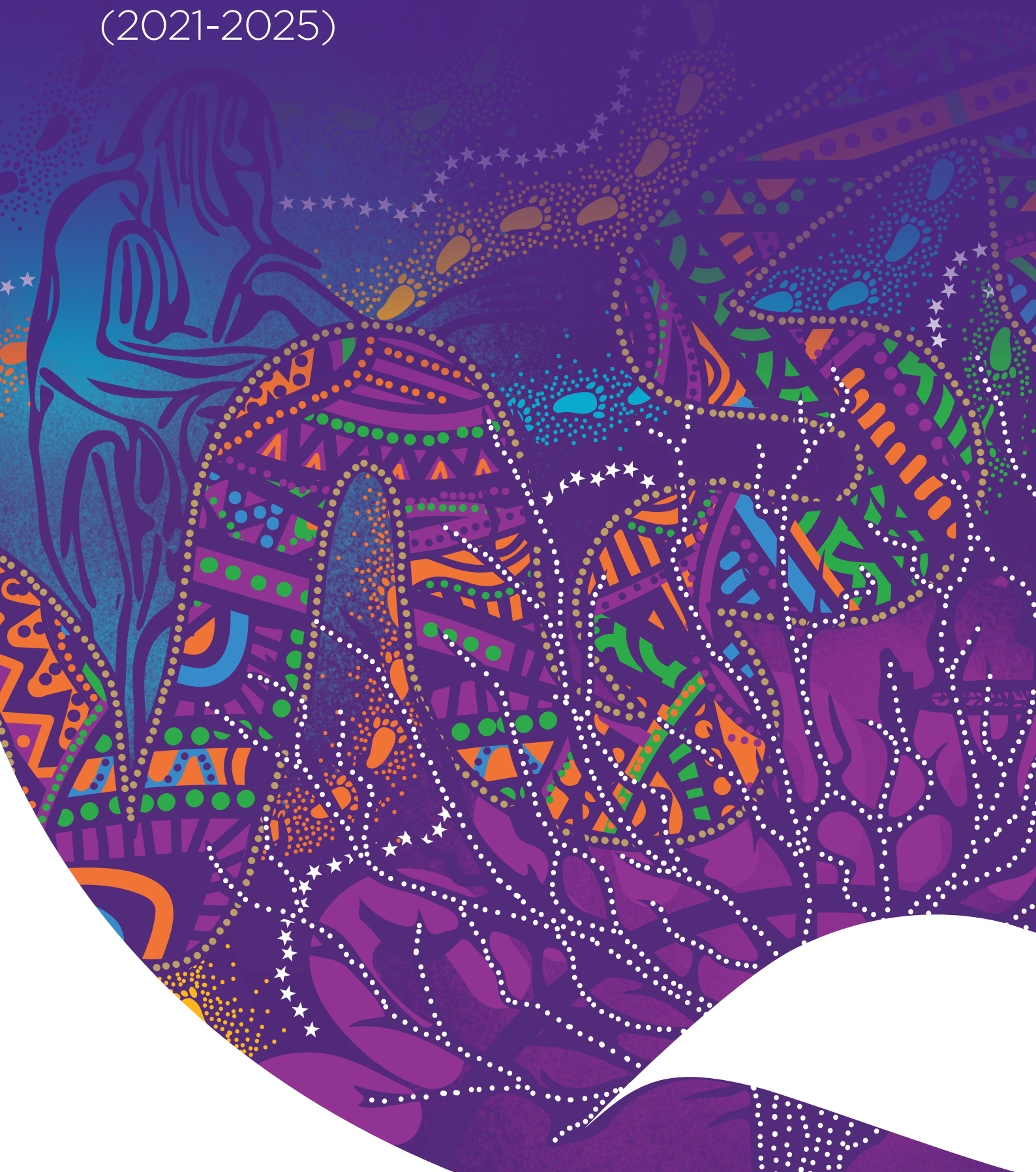


THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

School of Public Health

Aboriginal and Torres Strait Islander Impact and Excellence Strategy (2021-2025)



“Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from ‘time immemorial’, and according to science more than 60,000 years ago.”

Uluru Statement from the Heart, 2017

Acknowledgement of Country

The School of Public Health acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Opening Statement

We are delighted to present the School of Public Health's (SPH's) Aboriginal and Torres Strait Islander Impact and Excellence Strategy (2021 – 2025). The Strategy aims to position SPH as a leading School within the University and nationally for Aboriginal and Torres Strait Islander public health. Underpinned by our core values and principles, the Strategy will facilitate a journey of truth-telling, reconciliation, discovery and learning, placing priority on self-determination, cultural safety, collaboration and accountability.

The Strategy was developed through broad consultation with the School community, members of the broader University and peak Aboriginal and Torres Strait Islander health organisations. With a shared vision of working together to achieve health equity for Aboriginal and Torres Strait Islander peoples, the Strategy adopts a whole-of-school and strengths-based approach across four main areas: (i) culture, (ii) teaching and learning, (iii) research and research training and (iv) community engagement. The Strategy will be guided by a monitoring and evaluation framework and a Governance Committee to oversee progress and actions of the Strategy.

Committing to the Strategy, the School has the imperative to be an exemplar in both impact and excellence in advancing Aboriginal and Torres Strait Islander peoples' health.

To this end the School has adopted the National Aboriginal Community Controlled Health Organisation's (NACCHO's) definition of health, which goes beyond the physical well-being of an individual to include the social, emotional and cultural well-being of the whole community in which each individual is able to achieve their full potential. The Strategy reflects an ambitious vision, designed to improve inequities faced by Aboriginal and Torres Strait Islander peoples through applying a different approach, one of ongoing learning, unlearning and innovation.

We would like to thank every member of the UQ community who has contributed to the development of this Strategy. In particular, we wish to express our deepest gratitude to the local community organisations who have been instrumental in shaping our vision for Aboriginal and Torres Strait Islander public health impact and excellence. We look forward to working alongside you all to pursue the vision through the Strategy outlined herein.

Associate Professor Maree Toombs
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Director Indigenous Health
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The Impact and Excellence Strategy is underpinned by the following core values and principles:

Values

- **Self-determination.** We acknowledge that achieving health equity for Aboriginal and Torres Strait Islander peoples needs to be led by Aboriginal and Torres Strait Islander peoples. We respect and privilege Aboriginal and Torres Strait Islander peoples knowledges.
- **Connection and Accountability.** To effect positive change we must connect with Aboriginal and Torres Strait Islander communities and be held accountable to Aboriginal and Torres Strait Islander peoples, both in the local community and to Aboriginal and Torres Strait staff and students within the School.
- **Reciprocity and Trust.** We recognise that the creation of genuine, trusted and mutually beneficial relationships underpins the success of delivering on this Strategy. We acknowledge that trust is earned.
- **Respect.** We respect, value and celebrate diversity in culture and experiences. We acknowledge that everyone is on a different journey and that a culturally safe space is required for Aboriginal and Torres Strait Islander and non-Indigenous peoples to navigate current inequities in public health domains.
- **Bold and Innovative.** We acknowledge that efforts to date have been meaningful, but more needs to be done. This will require bold and innovative approaches.

These values reflect and align with the UQ corporate values: Pursuit of excellence; Creativity and independent thinking; Honesty and accountability; Mutual respect and diversity; and Supporting our people.

Vision

To impact and excel in Aboriginal and Torres Strait Islander health, through research, teaching and learning, community engagement and culture.

The vision is to position the School of Public Health as a leader, both nationally and internationally, for:

- Aboriginal and Torres Strait Islander peoples interested in studying and/or undertaking research and teaching and learning in the field of Aboriginal and Torres Strait Islander public health;
- Non-Indigenous peoples to undertake quality research and participate in teaching and learning using best practices and methodologies;
- The broader community, including community organisations, governments, health services and philanthropists interested in achieving health equity for Aboriginal and Torres Strait Islander peoples.

Strategic Alignment

The Impact and Excellence Strategy aligns with and positions the School to deliver on:

- UQ Strategic Plan (2018 – 2021)
- UQ Reconciliation Action Plan (2019 – 2022)
- UQ Aboriginal and Torres Strait Islander Employment Plan (2019 – 2022)
- UQ Aboriginal and Torres Strait Islander Research and Innovation Strategy (2021 – 2025)
- Faculty of Medicine’s Strategic Intent Plan (2019 – 2021).

Strategic Imperatives

1. Culture

We are committed to developing a culture of commitment across the School to impact and excel on Aboriginal and Torres Strait Islander health.

Goals:

- To be recognised as a culturally safe School by current and future Aboriginal and Torres Strait Islander staff and students
- Develop a shared commitment across the School to positively impact and excel in Aboriginal and Torres Strait Islander health
- Increase the number of Aboriginal and Torres Strait Islander staff (academic and professional) and students within the School
- Celebrate Aboriginal and Torres Strait Islander culture and advocate for addressing health inequalities
- Advance racial justice and equity through our actions and behaviours

2. Community Engagement

We are committed to becoming a School trusted by Aboriginal and Torres Strait Islander communities and aspire to achieve this through a shared understanding and awareness of best-practice engagement with Aboriginal and Torres Strait Islander individuals, communities and organisations.

Goals:

- Engage communities to understand the key challenges identified by community and identify areas where SPH can contribute
- Actively support community engagement activities to enhance Aboriginal and Torres Strait Islander teaching and research endeavours
- Prioritise time and resources to build meaningful and reciprocal partnerships with community members/ organisations

- Develop a coordinated engagement approach for the School, such that it considers the multiple touch points across the University to not overburden community members/groups.

3. Teaching and Learning

We graduate future ambassadors equipped with the cultural knowledge, ways and understanding required to make a demonstrable impact on Aboriginal and Torres Strait Islander health, and are recognised for our best practice pedagogical approaches in Aboriginal and Torres Strait Islander public health.

Goals:

- SPH graduates who:
 - o Use Aboriginal and Torres Strait Islander histories and knowledge to develop and expand their understanding of their discipline
 - o Communicate and engage with Aboriginal and Torres Strait Islander peoples in ethical and culturally respectful ways
 - o Apply their knowledge to working with Aboriginal and Torres Strait Islander peoples in socially just ways
- All content involving Aboriginal and Torres Strait Islander peoples is co-designed and co-delivered by Aboriginal and Torres Strait Islander staff or community members who are remunerated appropriately
- Support the development of Aboriginal and Torres Strait Islander teaching staff
- Our teaching and learning spaces are culturally safe spaces where racism is not tolerated
- Provide students with opportunities to deepen their learning through working with community organisations that service Aboriginal and Torres Strait Islander communities
- Explore alternative pathways into SPH programs for Aboriginal and Torres Strait Islander peoples.

4. Research and Research Training

We are recognised for our high quality and impactful research and research training opportunities for Aboriginal and Torres Strait Islander students and staff.

Goals:

- Develop a community of practice in Aboriginal and Torres Strait Islander health within the School
- Ensure SPH researchers apply best-practice methodologies and principles for research involving Aboriginal and Torres Strait Islander peoples

- Ensure all research involving Aboriginal and Torres Strait Islander peoples is (i) led or co-designed with Aboriginal and Torres Strait Islander peoples and (ii) answers an unmet need or health issue as identified by Aboriginal and Torres Strait Islander peoples
- Attract and retain Aboriginal and Torres Strait Islander higher degree research students and early career researchers working in the field of Aboriginal and Torres Strait Islander public health research
- Foster the next generation of Aboriginal and Torres Strait Islander research leaders
- Support all researchers working in Aboriginal and Torres Strait Islander health research.

The Strategy is underpinned by:

- **A dedicated Strategy Governance Committee** responsible for the implementation of the Strategy and monitoring and evaluating progress against the actions of the Strategy. This will be an internal school committee that will report to an external remunerated Faculty of Medicine Indigenous Advisory Committee.
- **A specific Monitoring and Evaluation Framework** focused on evaluation of reciprocal and trusted relationships with community members/organisations using qualitative surveys and interviews (2021 and 2022) and development of a feedback loop to communities (2023 – 2025).

Artwork on cover and inside page:

A Guidance Through Time

Artists: Casey Coolwell and Kyra Mancktelow

Casey Coolwell

Born 1989. Lives and works in Brisbane, Queensland, Australia. Quandamooka, Nunukul woman of Minjerribah (North Stradbroke Island), with links to the Mardigan people of Cunnamulla and South Sea Islanders.

Kyra Mancktelow

Born 1997. Lives and works in Brisbane, Queensland, Australia. Quandamooka woman with links to the Mardigan people of Cunnamulla and South Sea Islanders.

Quandamooka artists Casey Coolwell and Kyra Mancktelow have produced A Guidance Through Time to inspire Aboriginal, Torres Strait Islander and non-Indigenous students, staff and communities to realise commitments made in UQ's Innovate RAP. The Artwork recognises The University of Queensland's three major campuses and champions creating a strong sense of belonging and truth-telling about Aboriginal and Torres Strait Islander histories, and ongoing connections with Country, knowledges, culture and kin.

The artwork can be read in three sections, starting with the blue/greys of the Herston campus, purple of St Lucia and orange/golds of Gatton. Elements overlaying the campus colours symbolise UQ values. The Brisbane River and its pattern represent UQ's Pursuit of excellence. Within the River are tools used by Aboriginal and Torres Strait Islander peoples to teach, gather, hunt and protect.

Creativity and independent thinking is depicted through Spirit Guardian and Jarjum ('child' in Yugambeh language) and the kangaroo.

The jacaranda tree, Bora Ring, animal prints, footprints and stars collectively represent the values of Honesty and accountability, Mutual respect and diversity and Supporting our people.



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