



Blueprint 6



The QUT community acknowledges that our university stands on Aboriginal lands, the country of the Turrbal and Yugara people, lands that were never ceded.

We pay our respects to their elders—past, present and emerging—and thank them for their wisdom, forbearance and spirit of sharing. We respectfully recognise the role that Aboriginal and Torres Strait Islander people play within the university and in the wider community. We celebrate that the lands on which we study and work have always been places of learning, research and engagement.

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An introduction from the Vice-Chancellor and President

Vision

QUT—the university for the real world.

Purpose

To provide transformative education and research relevant to our communities.

QUT published its first Blueprint in 2004 to formalise its ambitions and declare its strong sense of purpose as a university for the real world. That engaged and grounded approach has continued to inform everything we do, and has become highly valued and trusted by students, employers, government and business. It is further strengthened here in *Blueprint 6*.

We are proud of the benefits this practical attitude—all enabled by the proceeds of very sound financial management—has delivered:

- great student experiences and positive employment outcomes, through hands-on tuition and work-integrated learning
- a rapid rise to become a leading research-intensive university, especially in strategic fundamental research
- outstanding student spaces and facilities for learning and research
- consistently high demand and high student satisfaction
- a strong institutional culture and rich working environment
- a reputation for addressing real-world problems across a broad range of fields
- global leadership in data analysis and open access.

However, we are not resting on our laurels. We know we have more work to do.

As a thought leader in the wider Australian community, we know it is beyond time to properly attend to the Indigenous Australian context. We must address fundamental questions of sovereignty and the legitimate assertion of Aboriginal and Torres Strait Islander peoples' rights of governance, create spaces for their voices to be heard, and help connect Indigenous people internationally. We need to increase our Indigenous Australian staff and research focus, further develop Indigenous Australian researchers, and attend to the needs of Indigenous Australian students.

QUT is a prominent citizen of Brisbane and of the broader Queensland knowledge ecosystem, and we embrace our role in helping Queensland play to its strengths and realise its latent potential. We are committed to serving our wider community—by building aspiration and pathways to success in higher education for all whose circumstances have made it difficult for them to share in the benefits of university education.

We know our students lead complex lives and need more flexible, relevant and engaging educational experiences. They expect to be able to engage with their education anywhere and at any time. They want to start businesses, work overseas, acquire advanced technical skills, apply their capabilities in new fields, and create new endeavours to transform society.

We must advance diversity and cultivate success, extend our online offerings, and provide lifelong learning and professional development. We need to foster resilience in our students and our staff, helping equip them to thrive in a world beyond current imagining.

We must transform our practices to enhance our institutional resilience, creating hedges against the effects of government policy changes, international events and external economic shocks, becoming more efficient in planning and agile in response—all while staying true to our purpose, and our enduring commitment to engagement with the real world.

The real world asks us to look like it looks, to think like it thinks, to address its problems on its own terms and to work fluidly and responsively. The real world also asks us to lead it where our discoveries take us, to guide it towards collective benefit, and to help create new knowledge for it to adopt and develop.

The real world:

- relies increasingly on digital and data-driven approaches
- requires flexible and dynamic modes of ongoing learning
- needs graduates equipped to operate in diverse global societies and workforces
- insists that this starts at home, with understanding of Australia's First Nations Peoples
- expects the university to lead the recognition of the contribution of Indigenous Australians and foster a deeper understanding of the world's oldest continuing culture
- seeks new, advanced, multivalent approaches to health and wellbeing

- acknowledges the threats of climate change, resource scarcity and reduced biodiversity
- demands clean energy, sustainable and just food supply and distribution, and responsible environmental stewardship
- craves trust in institutions and leadership
- requires openness of thought with respectful dialogue based on evidence
- expects science and scholarship to advance knowledge with integrity and courage
- seeks balance between security and freedom of movement, between privacy and openness
- insists that education foregrounds social justice, cohesion and environmental sustainability
- operates across diverse domains of knowledge, requiring approaches that harness all the relevant expertise that problems demand.

We acknowledge our responsibility to the communities that sustain us: to focus on industry-engaged education and research with practical benefit, driving positive change across the nation and around the world.

Blueprint 6 provides a framework and strategies for QUT to strengthen and build upon our achievements, to inform our purpose to provide education and research relevant to our communities, and to realise our vision to be the university for the real world.



Professor Margaret Sheil AO
Vice-Chancellor and President

Our history

The Brisbane campuses of QUT are situated on the land of the Turrbal and Yugara people. Land never ceded.

While Aboriginal peoples' connection to the land where QUT stands is immemorial, the concurrent QUT and Aboriginal history is only around 170 years old.

QUT is proud of its achievements in education, research and community benefit, but we acknowledge that this success was built on the continuing dispossession of Turrbal and Yugara people, and Indigenous Australians more widely.

The summary overleaf describes the concurrent QUT and Aboriginal history, and this journey of imbalance.

QUT is working hard to address this.

We commit ourselves through *Blueprint 6* and our future actions to supporting Aboriginal and Torres Strait Islander peoples: through professional accountability and leadership, curriculum, community engagement, employment, research and the physical environment.

The School of Arts ran classes, public lectures and a members' lending library. In 1882 it created Brisbane Technical College, providing vocational and professional education for working-class tradesmen and for women. Renamed the Central Technical College, it moved to Gardens Point in 1915.

In November 1849, the inaugural Brisbane School of Arts and Sciences lecture on 'The Connection between Science and Commerce' was delivered by journalist and administrator, William Augustine Duncan. That lecture initiated Queensland's oldest continuous western higher educational lineage, setting a tone for the institution that became QUT.

A British penal colony was established in 1825 on the site today occupied by the Brisbane CBD. British free settlers were allowed from 1838.

Prior to colonisation, the Brisbane area was home to a vibrant and active Aboriginal community with at least 100 camps located within well-defined living, ceremonial, burial and public spaces. The community hosted ceremonies with tribes from surrounding areas where music, dance, songs and knowledge were shared.

Brisbane Aboriginal people had defined systems of kinship, governance, knowledge and education. Bora rings and corroboree sites existed in numerous areas across Brisbane including Nudgee, Keperra, Woolloongabba, Samford and Enoggera. The land on which QUT and Brisbane City now sits is called Meanjin.

Colonisation was cataclysmic for the Turrbal and Yugara people. Many were forcibly removed, or died in massacres or fighting to maintain their land and families.

Aboriginal resistance to colonisation continued into the late 1800s and early 1900s. Despite frequent raids of their camps and the burning of their homes, Turrbal and Yugara people continued to live in the Brisbane area.

The Aboriginal community in Brisbane was reduced to about six camps. A camp near the Kelvin Grove campus known as 'Barrambin' was maintained until the 1950s as a gathering site for families.

Despite dispossession of their land, the Brisbane Aboriginal community continued their strong resistance through undertaking protest marches and other political activities.

A number of teacher training colleges opened during the early twentieth century, sharing a practical orientation and an emphasis on sport, the arts and social activities. Many staff contributed tuppence per day to purchase the first works of what is now the QUT Art Collection. A series of mergers ultimately formed the Brisbane College of Advanced Education (CAE), with a significant presence in Kelvin Grove.

In 1965 Central Technical College became the Queensland Institute of Technology (QIT), expanding beyond the six original departments of chemistry, engineering, general studies, business studies, architecture and building. The College of Nursing (Queensland) joined in 1978, and postgraduate, part-time and cross-institutional options proliferated.

In 1991, QUT established an Aboriginal and Torres Strait Islander student support unit called 'The Oodgeroo Unit' in honour of the poet, activist and educator, Oodgeroo Noonuccal.

Aboriginal and Torres Strait Islander people are beginning to play a prominent role in QUT. In 2008 QUT established the Indigenous Studies Research Network. In 2016 the university appointed its first Dean of the Indigenous Research and Engagement Unit, and then in 2019 its first Indigenous Pro Vice-Chancellor. In 2019 QUT has approximately 800 Aboriginal and Torres Strait Islander students.

Between 1998 and 2015, the Turrbal and Yugara people lodged native title claims over areas of Brisbane including the lands where the Gardens Point and Kelvin Grove campuses stand. Their claims and an appeal were rejected, maintaining and reinforcing their dispossession.

QIT became QUT on 1 January 1989 under the *Queensland University of Technology Act*, and Brisbane CAE joined the following year. QUT was *The Australian Good University Guide's* inaugural Australian University of the Year in 1993.

QUT's Learning Potential Fund (LPF) was established in 1998 to expand access for talented students at financial disadvantage. Still the largest equity scholarship program of its kind in Australia, the LPF has distributed more than 25,000 scholarships and bursaries since its inception.

While much has changed since William Duncan first addressed the science-business nexus, the QUT of today is built on this storied history of access, innovation and inspiration, and we honour that legacy in pursuing our ambitions for the future.

QUT priorities

The *Blueprint 6* strategy will manifest a series of priorities that integrate and align our different plans and activities, focus and express our aspirations, state and reinforce our values, exploit our distinctiveness, and reflect our refreshed vision as the university for the real world.

Aspiration and Inclusion

QUT encourages ambition and supports achievement in order to help our students and staff craft their best lives and careers. QUT is committed to providing opportunities for staff and students to realise their full potential—to transform the intellectual, economic and social capital of communities and the nation.

QUT will do this by:

- conducting recruitment aimed at building aspiration
- embracing ethnic and cultural diversity
- creating accessible physical and social environments
- improving access to learning and professional development at all career stages
- providing support on campus and online in order to facilitate success
- reducing and ultimately eliminating barriers to participation
- working to become the most gender-equitable university in Australia.

QUT recognises the life-changing role that inspiring teachers can play, and will build on our recent investments in facilities and support for outstanding teacher education and educational research.

Creativity and Entrepreneurship

QUT supports students and staff to experiment, to identify creative opportunities and to turn ideas into action. Students and staff are encouraged to develop mindsets and capabilities that enable them to explore their creativity and leverage it for career development, entrepreneurship and innovation—creating value for organisations and the community.

QUT will:

- ensure all students and staff are enriched by creative opportunities and have access to creative precincts and environments
- continue to lead in providing a vibrant and supportive entrepreneurial ecosystem to help launch careers, businesses and new fields of endeavour
- develop leading artists and practitioners in creative industries through the provision of distinctive creative education in industry-leading facilities.

Digital Transformation and Technology

QUT embraces digital transformation as being fundamental to all our endeavours.

QUT will:

- employ technology in our operations, enhance our digital learning environments and invest in online learning, so as to create additional flexibility for our students and to extend access to a real-world education
- continue to advance our scientific understanding and engagement with technology at its cutting edge, including finding novel applications and scaling up trials to commercial viability, exploring the social, legal, commercial and ethical ramifications, and putting it to work creatively
- enhance our research strengths in scientific and creative fields that enable digital transformation including mathematics, IT, robotics, statistics and data analytics
- generate applications addressing interdisciplinary problems in health, law, business, the economy, society and the environment.

Health and Wellbeing

QUT seeks to create inclusive environments that empower a strong, supportive and diverse community of staff and students, and to embed principles of health and wellbeing in our curricula.

QUT will:

- support our staff and students to build resilience in order to thrive in a volatile and rapidly evolving world
- continue to develop our expertise in a wide range of areas of health research and provision, ranging from novel surgical methods and technologies to health economics and service delivery research to derive better outcomes for each health dollar
- build a health and wellness precinct that is an exemplar for interprofessional teaching, transdisciplinary research, and industry partnerships, especially in medical technology
- ensure that our staff and our students thrive in a safe and healthy environment.

Indigenous Australian Engagement, Success and Empowerment

QUT acknowledges its occupation of Aboriginal land, and recognises its obligations to the traditional owners, Aboriginal and Torres Strait Islander students, staff, visitors and communities.

QUT will live up to these responsibilities by:

- being guided by Indigenous Australians in core policy and by embedding Indigenous knowledges and perspectives into curricula
- instituting strategies of tailored student recruitment and support, and through staff employment and professional development
- undertaking partnerships and research with Aboriginal and Torres Strait Islander communities and organisations
- ensuring Indigenous Australians are a visible component of all QUT priorities.

By working with Aboriginal and Torres Strait Islander people, QUT will address challenges faced not only by Indigenous Australians but also by all Australians.

Professional Engagement and Ethical Leadership

QUT educates, inspires and partners with students to develop their self-knowledge, professional integrity and ethical leadership to enable them to become truly global citizens who create positive social change and robust public, private and social institutions.

QUT will:

- help staff to model and promote ethical behaviour and integrity in teaching and research
- continue to ensure that all students experience practical and relevant learning and assessment
- pursue partnerships with industry and engagement with community to enable courses to draw upon current real-world practice and innovation
- advance its leadership in open science and open scholarship.

Sustainability and the Environment

QUT is committed to living lightly upon the earth and reducing our impact on the environment, while improving our institutional resilience.

QUT will demonstrate this commitment by:

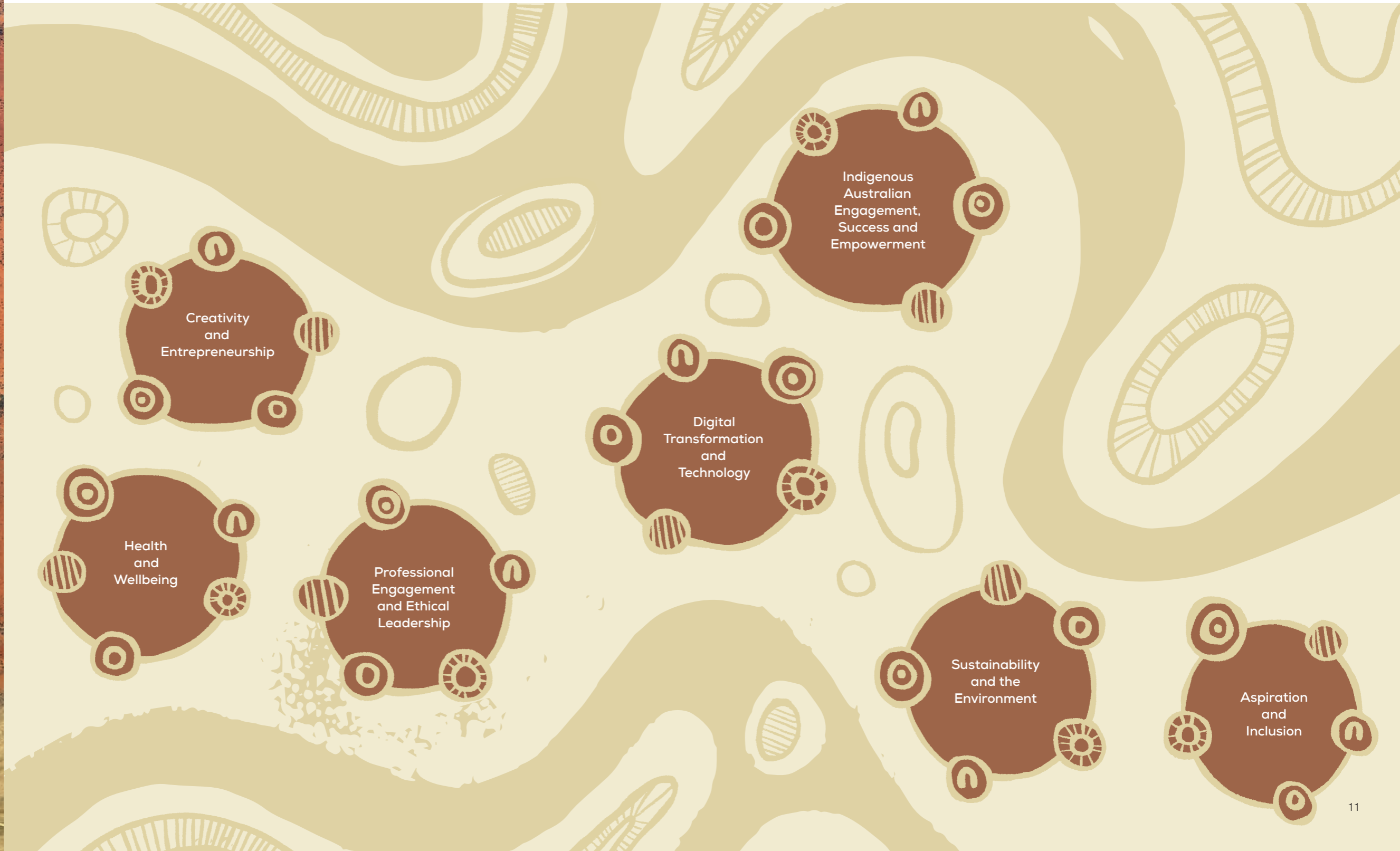
- enhancing research aimed at mitigating and adapting to the impact of climate change
- extending the public understanding of environmental challenges, including climate change
- partnering with industry to develop new ways of lighting, feeding and moving the world
- embedding sustainability into our curricula and our practices
- measuring and seeking to reduce the environmental impact of operating the university.

At the same time, we will continuously improve our planning processes to ensure we maintain our strong financial position and can take advantage of opportunities and respond to challenges as they arise.

Our priorities and spheres of activity

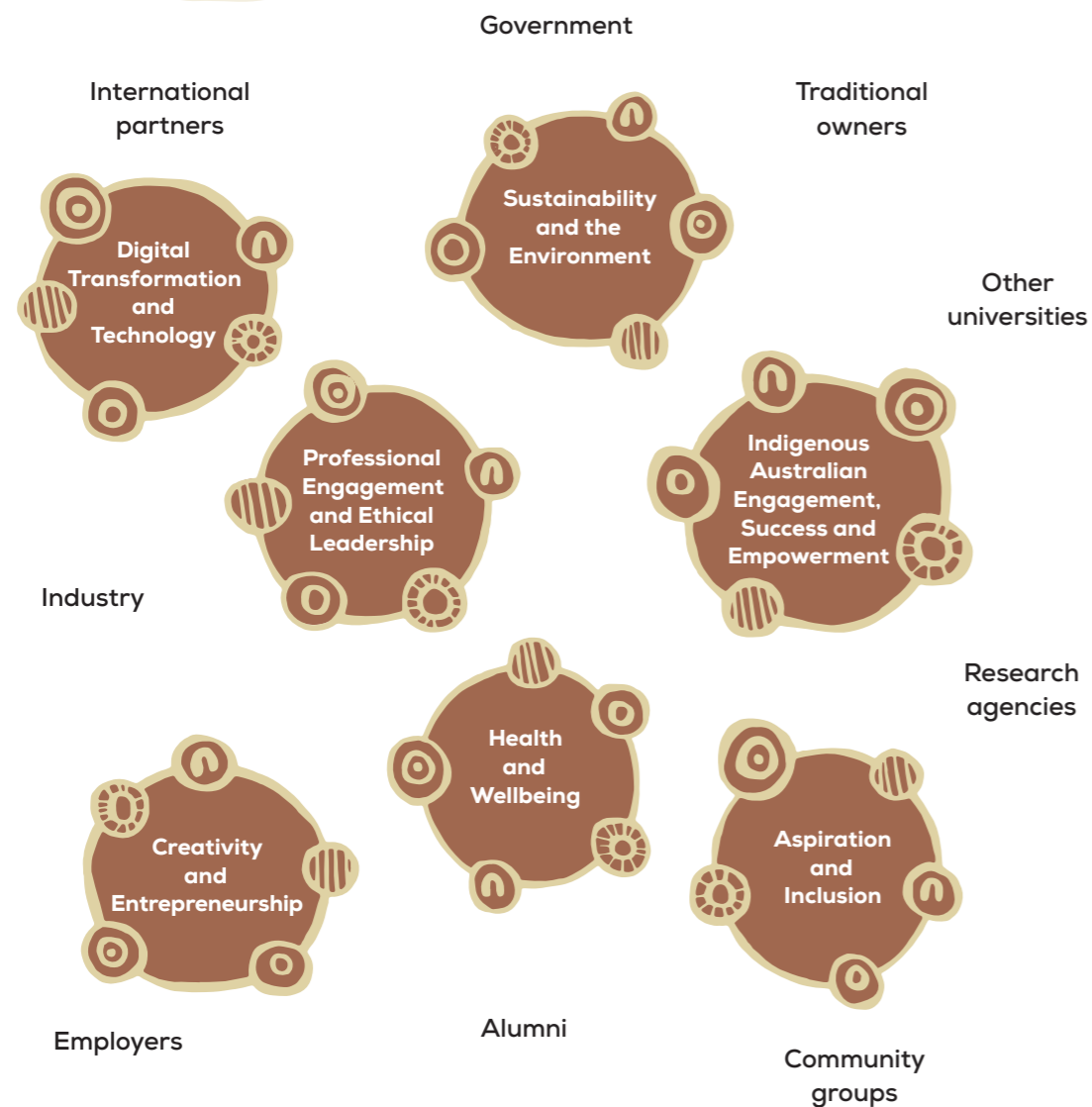
We will pursue our priorities across our broad spheres of activity: the student lifecycle; innovative, practical and engaging learning and teaching; high-quality, relevant research; co-designed Indigenous Australian teaching, research and learning; and organisational practices and culture.

- Learning and Teaching
- Indigenous Australian
- Organisation
- Students
- Research



The university for the real world

To activate our priorities across all our spheres of activity, we will infuse our practices with a deliberate strategy of collaboration and engagement through a wide variety of partnerships—including with alumni, industry, government, universities, the research sector, employers, Indigenous communities, local and special interest community groups, and international partners.



Performance areas

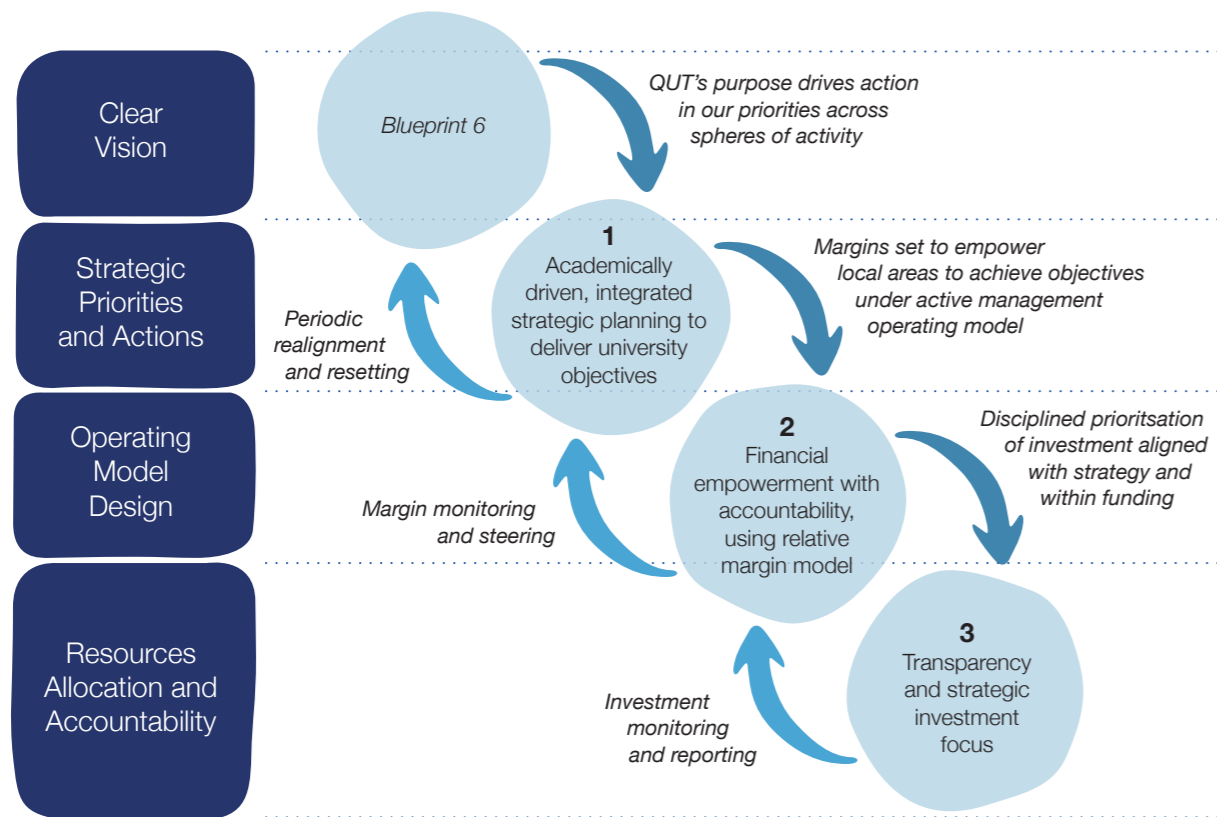
We will determine our success at implementing our strategy by means of key performance indicators that measure how well we:

- attract students of quality and diversity to QUT
- progress our major projects—on time and on budget
- achieve a positive student experience, foster student success
- provide real-world learning experiences and enable positive graduate outcomes
- attract research income and achieve recognition for research quality and disciplinary standing
- maintain our strong financial performance
- improve our employment rates for Indigenous Australian staff and our participation and success rates for Indigenous Australian students
- foster entrepreneurship activity and generate commercialisation income
- attract philanthropic support and provide life-changing scholarships
- provide engaging, wholly online learning and flexible course offerings
- produce benefit from transformation of curriculum content and delivery
- improve diversity and inclusion among students and staff
- foster mentoring and leadership among students and staff
- generate industry and community benefit through partnerships and engagement.

Realising *Blueprint 6*

The *Blueprint 6* strategy will be articulated in an integrated planning framework, in which an academic plan will inform faculty, institute and enabling plans, with accountability for budget and investment decisions.

QUT strategic and operational alignment



The artwork featured in *Blueprint 6* is by Keisha Thomason—an Aboriginal graphic designer and artist. Keisha is a proud Waanyi and Kalkadoon (Mount Isa, Queensland) and Chinese woman. Her artwork style is contemporary, influenced by her culture, identity and the modern world.

'The Country tells a story of history and place. The stories of the Country link and flow, from the past to the present, creating a blueprint of history. QUT and Aboriginal people share the same land with different stories, being told in conjunction to each other, coming together now to create a better future together.' Keisha Thomason



All references at qut.edu.au/blueprint6

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