

INDIGENOUS EDUCATION STATEMENT

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The University of Adelaide sees educational quality and equity of access for all equity groups, and Indigenous Australians in particular, as being interdependent. A commitment to Aboriginal and Torres Strait Islander (ATSI) education is embedded in the values of the University of Adelaide Strategic Plan 2008 – 2012 (http://www.adelaide.edu.au/sp/documents/USP/USP_2008-2012.pdf). Underpinning the University's mission is its dedication to the principals of social justice, equal opportunity and cultural diversity. The University of Adelaide has reaffirmed its commitment to a vision for a united Australia, expressed in the July 2003 Statement of Reconciliation (<http://www.adelaide.edu.au/reconciliation/>).

In particular, the University of Adelaide commits itself to the following:

1. Promoting an understanding of Indigenous issues, culture and history in programs and courses.
2. Directing strategies toward the increased participation of Indigenous peoples as students and staff in the full range of University activities.
3. Contributing to the process of reconciliation by educating the Australian community about the cultures, languages, history and contemporary experiences of Australia's Indigenous peoples.
4. Implementing a University wide Indigenous Employment Strategy and the appointment of an Indigenous Employment Officer.

Complementing the University of Adelaide Strategic Plan is the Indigenous Education Strategic Plan (http://www.adelaide.edu.au/wilto_yerlo/about/strategic.html) and the Aboriginal and Torres Strait Islander Employment Strategy 2006–2009, launched in 2006 (<http://www.adelaide.edu.au/hr/atsies/>).

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

1. To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

1.1 *Strategies that focus on achievement of this goal:*

- Establishment of the University of Adelaide's Aboriginal and Torres Strait Islander Working Party to make recommendations on strategies to improve outcomes for Aboriginal and Torres Strait Islander services and programs across the University. To also include strategies for improving effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision making.
- The title of the Senior Academic position be retitled to Dean, Aboriginal and Torres Strait Islander Education: Wilto Yerlo.
- The University of Adelaide, Aboriginal Education and Torres Strait Islander: Wilto Yerlo be restructured to report to the Deputy Vice-Chancellor (Academic).
- The appointment of Indigenous representation to various educational decision making bodies, including the Academic Board, the University Learning and Teaching Committee, the University Gender Equity and Diversity Committee, the University Research Committee and the Faculty of Humanities and Social Sciences Executive. In addition, the Dean, Aboriginal and Torres Strait Islander Education: Wilto Yerlo, attends the Vice-Chancellor's Committee to report on Indigenous matters.
- Aboriginal and Torres Strait Islander representation on various reference groups involved in course development and marketing strategies across the University.
- Aboriginal and Torres Strait Islander Staff from both Wilto Yerlo and from across the University are represented on, and have responsibility for, various University-wide committees including: Assessment of Indigenous Scholarships, Student Support issues and activities, selection committees for appointment of both Professorial and Academic staff.
- All Aboriginal and Torres Strait Islander staff participating in professional development review and professional development activities.
- Representation of Aboriginal and Torres Strait Islander person on various staffing selection committees, particularly senior appointment panels in the University.

1.2 *Evidence to show these are working:*

- An Indigenous person has been appointed to:
 - The Academic Board.
 - The University Learning and Teaching Committee.
 - The Vice-Chancellor's Committee (reporting capacity).
 - Ongoing employment of University of Adelaide Indigenous Employment Officer.
 - Indigenous staff from Wilto Yerlo meet on a regular basis with Education Welfare officers regarding student support agendas.
 - Indigenous staff involved in internal panels for allocation of Student Scholarships across the University.
- Aboriginal and Torres Strait Islander staff from Wilto Yerlo are represented on, and manage, various course development and Indigenous degree topics to be taught across the University.
- Wilto Yerlo reporting to DVC&VP(A) and title of Director now titled Dean, Aboriginal Education and Torres Strait Islander Education: Wilto Yerlo.

1.3 *Future plans for improvement of this goal:*

- Establish an Aboriginal and Torres Strait Islander – Wilto Yerlo Board to provide advice to the Dean, Aboriginal Education on Aboriginal and Torres Strait Islander issues across the University.

2. **To increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training.**

2.1 *Strategies that focus on the achievement of this goal:*

- The implementation of the *Aboriginal and Torres Strait Islander Indigenous Employment Strategy 2006–2009* (<http://www.adelaide.edu.au/hr/atsies>) that includes; affirmative action in recruitment, retention, selection and promotion in both mainstream and designated career paths.
- Review and update the University of Adelaide's Indigenous Employment Strategy in 2010
- The establishment of the University of Adelaide's Indigenous Employment Strategy Fund for the appointment of Aboriginal and Torres Strait Islander Academic and Professional staff.
- The promotion and enhancement of positive Aboriginal and Torres Strait Islander role models to the University.
- The ongoing appointment of Indigenous Employment Officer to implement the Indigenous Employment Strategy.
- The appointment and ongoing support of Indigenous Lecturer Level B positions in three Faculties.
- The provision of postgraduate scholarships to enhance the establishment of a pool of Indigenous academics.
- Appointment of Indigenous staff to Professional position across the University.

2.2 *Evidence to show these are working:*

- Ongoing implementation of the *Aboriginal and Torres Strait Islander Indigenous Employment Strategy 2006–2009*.
- Indigenous Employment Officer ongoing appointment.
- Indigenous Employment Strategy Working Party established.
- Indigenous Lecturer Level B's appointed in the schools of History and Politics, Education and Psychology.
- Placement of 1 Academic Lecturer Level D, and 2 Professional staff across the University in the areas of Health Sciences (Population Health & Clinical Practice) and Corporate Information (Archives)
- Resources allocated and distributed for postgraduate scholarships and cadetships across the University.
- The ongoing funding of the Indigenous Employment Strategy Fund.
- Current Indigenous Employment Situation (March 30 Census 2010):

Professional Placements	Wilto Yerlo	1 x Male 3 x Female	HEO6 HEO4,6,8
	School of Earth & Environmental Sciences	1 x Male	HEO3
	School of Mol & Biomedical Science	1 x Female	HEO6
	Security Services	1 x Male	HEO2
	School of Mathematical Sciences	1 x Female	HEO7
	Student Services (Prospective Students Office)	1 x Female	HEO4
	Research Branch	1 x Female	HEO4

	School of Paediatrics and Reproduction (Obstetrics & Gynaecology)	1 x Female	HEO3
	ITS	1 x Male	HEO5
	Human Resources	1 x Female	HEO4
	School of Humanities (Linguistics)	1 x Female	HEO5
Academic Placements	Wilto Yerlo	1 x Male (Dean) 1 x Female	Level E Level A
	Elder School of Music (CASM)	1 x Male	Level A
	School of Population Health (Yaitya Purrana)	1 x Male 2 x Female	Level B Level D & B
	School of History & Politics	1 x Female	Level B
	School of Psychology	1 x Female	Level B
	School of Education	1 x Male	Level B
	TOTAL INDIGENOUS STAFF by GENDER	8 x Male 15 x Female	
	TOTAL INDIGENOUS STAFF	23	

2.3 *Constraints*

- The major constraints the University has experienced with this goal have been the lack of available resources to expand these initiatives, and a pool of appointable applicants.
- How to match the levels of commitment both through the Reconciliation Statement, Executive Managers and Heads of Schools with appropriate levels of recurrent funding to realistically increase the numbers of Aboriginal and Torres Strait Islander people employed across the University.

2.4 *Future plans for improvement of this goal:*

- Identify funding for the appointment of more Indigenous academics across the University through the ongoing commitment of the University of Adelaide Aboriginal and Torres Strait Islander Strategy Fund.
- Establish a University wide committee to review and update the University of Adelaide's Indigenous Employment Strategy.
- Continue to increase the profile of Aboriginal and Torres Strait Islander cultures and teachings across the University to bring about an increase in the need to employ Aboriginal and Torres Strait Islander people to deliver these programs.
- Provide formal training plans for all Aboriginal and Torres Strait Islander staff employed across the University through the University's Professional Development Review process.
- Fully implement the Indigenous Employment Strategy across the university with an effective monitoring and evaluation process built into the policy achievements.
- Target the appointment of Indigenous Academics across the University outside of dedicated Aboriginal and Torres Strait Islander Centres/Units such as Wilto Yerlo.

3 **To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services.**

3.1 *Strategies that focus on the achievement of this goal.*

- An Aboriginal and Torres Strait Islander Working Party was established to develop an engagement strategy to increase access, participation and successful outcomes for Aboriginal and Torres Strait Islander students and staff at The University of Adelaide.
- Appoint an Indigenous Student Recruitment officer to the Prospective Students Office.
- Ensure the provision of courses and programs which maximise the opportunity for Indigenous students to enter the University. In 2009 the potential number of candidates for enrolment was 171.

- Ensure that Indigenous access and support is of high quality. This includes maintaining a system which supports collaboration between Indigenous access and support, and access to other support services, thus eliminating systemic blocks.
- Consider establishing Foundation programs in Port Lincoln and/or in the Iron Triangle cities of Whyalla and Port Augusta.
- Target 50 new students each year (79 achieved in 2009).
- Maintain a high level of Scholarship offering that are available to Aboriginal and Torres Strait Islander students.
- Revise marketing and recruitment strategies targeting high populated Indigenous communities and schools.
- Establish an Indigenous student mentoring program for first year students in conjunction with the University's SmoothStart mentoring program.
- Through Wilto Yerlo visit all schools across South Australia with Aboriginal and Torres Strait Islander enrolments to market University of Adelaide programs.
- Continue to maintain Indigenous postgraduate student support through the provision of a dedicated study room.
- Total commencing Indigenous student numbers for 2009 (access rate) as compared to 2008.
2008: 85 commencing Indigenous (5,353 all domestic commencing students - persons) (1.6%)
2009: 79 commencing Indigenous (5,897 all domestic commencing students - persons) (1.3%)

3.2 *Evidence to show these are working:*

- Student enrolment and participation rates across the University have been maintained.
- Numbers of Indigenous students accessing non-traditional courses of study such as Medicine, Dentistry, Architecture and Law, Engineering and Commerce is maintained.
- Increased numbers of scholarships offered to Indigenous students across the University.
- The number of Indigenous students with either year 12 or South Australian Certificate of Education (SACE) standard accessing courses of study at the University of Adelaide has increased.
- Review of the Humanities and Social Sciences Foundation Program completed.
- Implementation Strategy developed for commencement in 2010 to include establishment of a University-wide Foundation Program with Science and Maths streams added.
- Position of Indigenous Student Recruitment Officer created in Prospective Students officer for appointment in 2010.

3.3 *Constraints:*

- Marketing resources specifically for Aboriginal and Torres Strait Islander purposes continues to be of concern.
- Proportion of Indigenous students with year 12 and/or SACE remain low compared to the rest of the population.
- Maths/Science based programs continue to remain significantly under represented amongst Indigenous students. The drop-out rates amongst Indigenous students are high in these programs.
- There is no enabling pathway for Indigenous students wishing to study Maths/Science related programs.
- Income levels from ABSTUDY for Indigenous students and the administration of the scheme continues to be an issue.
- Social and personal circumstances of students continue to be of major concern with insufficient resources available to effectively deal with these across the University.

3.4 *Future plans for improvement of this goal:*

- Attract students capable of performing well at the University with increased focus on students with year 12 and SACE.
- Ensure access to all Faculty offerings is available to Indigenous people.
- Increase the numbers of Indigenous academic staff employed across the University.
- Maintain ongoing forums with the School and Vocational Education Training (VET) sectors to develop strategies for improved learning pathways.
- Implement recommendations of the Review of the Humanities Foundation Program with a view to establish similar course for maths/science students.
- Increase collaboration/consultation with the Aboriginal community and agencies with a view to improving education and employment opportunities for graduates. This to be promoted as an incentive strategy for students to complete their studies.
- Encourage students to apply for the new Indigenous Access Scholarship and Enabling Commonwealth Accommodation and Educational Costs Scholarships.
- Establish presence in the Iron Triangle and Port Lincoln.

4 **To ensure participation of Aboriginal and Torres Strait Islander students in education and training.**

4.1 *Strategies that focus on achieving this goal:*

- Develop and implement programs that use culturally appropriate instruction, curriculum material and assessment methods..
- Prepare a proposal for the establishment of a merit-based scholarship for Aboriginal and Torres Strait Islander students who are not eligible for ABSTUDY/AUSTUDY allowances to be funded by donations.
- Ensure the ongoing provision of pastoral care for Indigenous students across the University.
- Provide Indigenous student support services, such as counsellors and tutors, in mainstream University courses.
- Maintain the Indigenous Tutorial Assistance Scheme (ITAS) as an important service available to all Aboriginal and Torres Strait Islander students.
- Total number of Indigenous student enrolments for 2009, compared to 2008.
2008: 167 total Indigenous enrolments (15,460 total domestic enrolments - persons) (1.1%)
2009: 171 total Indigenous enrolments (16,206 total domestic enrolments - persons) (1.1%)

4.2 *Evidence to show these are working:*

- Establish a committee to examine strategies to include Aboriginal and Torres Strait Islander content across University programs.
- The University of Adelaide Reconciliation Statement forms an important part of teaching reference and is given consideration in the development of University policies.
- The increased participation of University staff in various Indigenous and Cultural awareness programs offered through Wilto Yerlo.
- The increased number of Indigenous academic staff employed in the University.
- The increased number of staff completing on-line Equal Opportunity training modules.
- Mainstream staff participating in awareness workshops on Indigenous Student Support issues.
- Indigenous Tutorial Assistance Scheme (ITAS) participation levels maintained.

4.3 *Restraints*

- Income levels from ABSTUDY for Indigenous students and the administration of the scheme continues to be an issue, with over 20 Aboriginal and Torres Strait Islander students enrolled at The University of Adelaide not being eligible for any Commonwealth allowances.
- Marketing resources specifically for Aboriginal and Torres Strait Islander purposes continues to be of concern.
- Social and personal circumstances of students continue to be of major concern with insufficient resources available to effectively deal with them across the University.

4.4 *Future plans for improvement of this goal.*

- Develop strategies to deliver Indigenous programs and courses across Faculty/Schools.
- Continue to deliver Cultural Awareness programs for staff across the University.
- Continue to explore the appointment of Indigenous academic staff across the University.
- Increase public, private and community sponsored scholarships for Indigenous students.
- Increase Indigenous student representation on various University committees that deal with Indigenous agendas eg Indigenous employment.
- Establish merit-based scholarships for Aboriginal and Torres Strait Islander students not eligible for allowances.

5. **To ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.**

5.1 *Strategies that focus on achieving this goal:*

- Develop high quality, culturally appropriate curriculum, teaching delivery and resource materials with significant input from the Aboriginal and Torres Strait Islander community.
- Target the use of resources including counsellors, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve their performance in priority learning areas.
- Commit resources to research and develop performance measures to assess the qualitative provision of support to Indigenous students attending University.
- Support research study of Retention Rate Factor of Aboriginal and Torres Strait Islander students studying Foundation Programs.

5.2 *Evidence to show that these are working:*

- An increase in access, participation and outcomes for Indigenous students.
- Appropriate curriculum development for teaching across student cohorts.
- The number of Indigenous graduates working in Indigenous communities will increase.
- Improvement in the academic achievement levels of Indigenous students.
- Mainstream staff participating in awareness workshops on Indigenous Student Support issues.
- Research survey in progress.
- Total number of Indigenous completions at bachelor level and above for 2009, compared to 2008.
2008: 23 Indigenous completions (3,707 all domestic completions - Bach and above - persons) (0.6%)
2009: 13 Indigenous completions (3,496 all domestic completions - Bach and above - persons) (0.4%)

5.3 *Constraints:*

- Concerns about the drop-out rates for Indigenous students due to personal, family or financial reasons.
- A high level of financial debt incurred by students that can lead to being placed in bad standing in the University, ie prohibited from enrolling or accessing University services.
- Shortage of appropriate, affordable accommodation.

5.4 *Future Plans for Improvement of this goal:*

- Maintain Aboriginal Tutorial Assistance Scheme (ITAS) as a vital resource for Aboriginal and Torres Strait Islander students across the University.
- Continue the Indigenous student mentor program for new students.
- Provide proactive outreach support to students on all University campuses.

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.**

6.1 *Strategies that focus on achieving this goal:*

- Continue to develop appropriate cultural resources (including the use of technology) for all levels of education across the University.
- Create a respect for, and understanding of, the use of Indigenous methods of *passing on* knowledge.
- Research and implement appropriate training for graduates whose field will potentially impact on Indigenous communities.
- Develop guidelines for embedding Aboriginal and Torres Strait Islander perspectives in curriculum across University of Adelaide programs.
- Include Indigenous content into mainstream curriculum material, where appropriate.
- Develop and/or ensure the utilisation of courses in native title, land management and management practices in Aboriginal communities through various Faculties and Schools.
- Increase the number of Indigenous academics employed across the University to teach and carryout research.
- Offer Australian Indigenous History and Politics as a Winter School Program taught by Aboriginal and Torres Strait Islander Academics.

6.2 *Evidence to show that these are working:*

- Quality Indigenous Education Programs being offered to non-Indigenous students.
- Indigenous Studies courses taught across all Facilities of the University.
- Increased number of Aboriginal and Torres Strait Islander academic staff teaching Indigenous Studies in the University's academic programs.
- Winter School program successfully completed.
- Working Party to be established in 2010 to develop strategies for embedding Aboriginal and Torres Strait Islander content in University of Adelaide courses.

6.3 *Constraints:*

- Appropriate levels of resources to develop and deliver Indigenous Studies.
- Attracting appropriately qualified Aboriginal and Torres Strait Islander staff to the University.

6.4 *Future Plans for Improvement of this goal:*

- Continue to appoint Aboriginal and Torres Strait Islander Academics across all Faculty Schools across the University to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages.
- Continue to implement the University's Reconciliation Statement across the University.
- Establish an Aboriginal and Torres Strait Islander advisory body comprising representatives from various community groups and organisations to provide advice on Aboriginal and Torres Strait Islander specific agendas and assist as guest speakers to deliver Indigenous courses.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* (DEEWR).

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$666,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	TOTAL ISP income for 2009	\$ 666,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	
	Church of the Trinity Fund	\$ 2,000
	Small Grant to H&SS Foundation Coordinator	\$7,995
	2009 OCS Round 2 Grant CASM	\$2,934
5	Total Indigenous higher education income for 2009	\$ 678,929

EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services	\$697,888
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$0
6c	Higher education provider overheads.	\$0
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$
6e	Total Indigenous higher education expenditure for 2009	\$ 697,888

7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** Centre for Aboriginal Studies in Music (CASM) foundation & Ass Dip programs Centre for Aboriginal Studies in Music (CASM) /Anangu lecturer exchange program Centre for Aboriginal Studies in Music (CASM) other projects Humanities & Social Sciences Foundation Program Indigenous Employment Strategic Initiatives Indigenous Employment Officer Recruitment of students Orientation & Selection programs Salary paid to support ITAS Coordinator position Student support and awards (Regg Sprigg fund)	\$538,823 \$23,403 \$900 \$217,709 \$353,260 \$96,969 \$21,292 \$13,845 \$29,340 \$9,245
7b	Total Indigenous higher education income for 2009 (total expenditure – other funds)	
		\$ 1,304,786

*** Item 3**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2009 (Item 3) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2009 ISP funds, specifying the purpose the funds will be used for in 2010.

**** Item 4**

- Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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