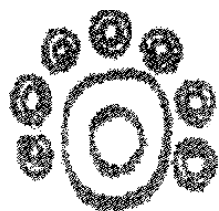


Indigenous Higher Education  
Statement



Riawunna Centre  
2010



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**Name of Institution: UNIVERSITY OF TASMANIA**

<b>SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION</b>
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**UTAS objectives to improve higher education outcomes for Indigenous people:**

- improving access for students from a variety of ethnic and cultural backgrounds;
- providing an open, equitable, responsive and meritocratic educational system;
- pursuing an active policy of equal employment opportunity;
- providing employment opportunities for Aboriginal and Torres Strait Islander people in the University.

These objectives are actioned through the Riawunna Centre, the University of Tasmania Equal Employment Opportunity Policy, the Student Equity Plan, and the Aboriginal Recruitment and Career Development Strategy, as below.

**Equal Opportunity Policy**

<http://www.admin.utas.edu.au/hr/eeo/eeo.html>

**Indigenous Education Strategy The way forward 2008-2010**

[http://www.utas.edu.au/riawunna/2008\\_2010strategy.htm](http://www.utas.edu.au/riawunna/2008_2010strategy.htm)

**Equity plan**

[http://www.admin.utas.edu.au/hr/eeo/Equity\\_Plan\\_BAIC\\_2009-2010.pdf](http://www.admin.utas.edu.au/hr/eeo/Equity_Plan_BAIC_2009-2010.pdf)

**Aboriginal Employment Strategy**

[http://www.human-resources.utas.edu.au/\\_data/assets/pdf\\_file/0003/8175/aes\\_2008-2010.pdf](http://www.human-resources.utas.edu.au/_data/assets/pdf_file/0003/8175/aes_2008-2010.pdf)

<b>SECTION 2    ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS</b>
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**Major achievements during 2009 included:**

**INVOLVEMENT IN DECISION MAKING**

- UTAS Academic Senate endorsed the establishment of the Aboriginal Policy Advisory Committee (APAC) in place of the Riawunna Board as the Aboriginal education advisory body to the University. Membership was confirmed in December 2008 and the Committee met regularly during 2009. The Terms of Reference have been developed for APAC to provide advice more broadly across the University and can be accessed at [http://www.utas.edu.au/riawunna/aboriginal\\_policy\\_advisory\\_committee/termsreference.htm](http://www.utas.edu.au/riawunna/aboriginal_policy_advisory_committee/termsreference.htm)
- Riawunna Information Days were convened on each campus to promote awareness of UTAS programs and opportunities to Aboriginal community members.
- An Aboriginal student body was active on the Launceston campus.
- The Riawunna Director attended all Faculty of Arts Executive meetings and Academic Senate meetings throughout 2009.
- Partnership Agreements between UTAS and Aboriginal community groups in Tasmania were progressed with three groups indicating support.
- Continued implementation of the Riawunna Community Communication Strategy.
- Promoted the register of Indigenous experts to provide guidance to researchers, the Human Ethics Committee and the University.
- Alumni gatherings for past Riawunna graduates were held in Hobart and Launceston to keep members informed of new programs and courses, as well as employment opportunities.

**EMPLOYMENT**

The Aboriginal employment register was maintained and a part-time officer was employed to promote awareness of the Aboriginal Employment Strategy within the community.

Two (2) trainees and one (1) cadet were employed in Riawunna in Hobart and Launceston

- The number of Indigenous-specific positions at UTAS:

<u>Occupation</u>	<u>Level</u>
Director	HEO9
Indigenous Higher Education Officer	HEO6
Administrative Officer	HEO3
Administrative Officer	HEO4
Indigenous Higher Education Officer	Academic A
Aboriginal Studies Lecturer	Academic A

- The current number of Indigenous staff at UTAS:

Currently there is a total of 25 Indigenous staff at UTAS – 4 in academic positions and 21 in general staff positions. A breakdown of Indigenous Staff by classification is provided below.

<b>Classification</b>	<b>Level</b>	<b>No. of Staff</b>
Academic	Level A	2
	Level B	1
	Level C	1
General	Junior	1
	HEO 2	2
	HEO 3	6
	HEO 4	1
	HEO 5	4
	HEO 6	3
	HEO 7	2
	HEO 8 and above	2
<b>Total</b>		<b>25</b>

Indigenous staff are employed in the following areas within UTAS: Accommodation Services, Antarctic Climate & Ecosystems CRC, Architecture & Design, Asset Management Services, Australian Maritime College, Central Science Laboratory, Cradle Coast Campus, Department of Rural Health, Faculty of Arts, Financial Services, Geography & Environmental Studies, Human Resources, International Services, Library, Menzies Research Institute, Psychology, Riawunna, and Sociology & Social Work.

## **ACCESS, PARTICIPATION AND ACHIEVEMENT**

- Awarded six Riawunna Springboard to College bursaries to encourage completion of years 11 & 12.
- Awarded Riawunna Scholarships to support undergraduate and postgraduate students.
- Awarded Riawunna Accommodation Bursaries to assist Aboriginal students to study at the University of Tasmania.
- Awarded Aboriginal Teacher Education scholarships, jointly with the Tasmanian Department of Education.
- Conducted campus visits for school, college and community groups to promote awareness of pathways between schooling and further education and training.
- Delivered Murina program in 1<sup>st</sup> and 2<sup>nd</sup> semester in Launceston.
- Delivered Aboriginal Studies summer school on Hobart campus.
- The 'Partners in Aboriginal Education' (PAE) group continued to meet to improve pathways and support between school and further education and training for Indigenous students.
- Through the pathways program, mentors were trained and matched with year 10-12 students. Campus visits were arranged and regular contact maintained to facilitate improved transition to university study.
- Continued delivery of ITAS program to support success of Indigenous students.
- Awarded Murina prize to a bridging student undertaking undergraduate studies.

- Implemented the revised ITAS Tutor's policy, protocols and procedures.
- Delivered ITAS Tutor Information and Orientation workshops.
- The number of ATSI graduates in 2009 was **34**, with

1 x B. Social Science (Police Studies)	1 x Diploma of Maritime and Logistics Management
1 x B. Arts and B. Laws	1 x Doctor of Philosophy
2 x B. Business	3 x B. Arts
1 x B. Contemporary Arts	1 x B. Fine Arts
1 x B. Health Science	1 x B. Teaching
1 x B. Economics and B. Science	1 x Master of Environmental Planning
3 x B. Education	2 x B Environmental Design
4 x B. Nursing	1 x Master of Architecture
1 x Grad Certificate in Nursing	1 x B. Social Work
1 x Assoc Deg Paramedic Studies	2 x Grad Dip Nursing
1 x B. Engineering (Marine & Offshore Systems) Honours	1 x B. Medicine and B. Surgery with Honours
1 x Diploma of Applied Science (Deck Watchkeeper)	1 x Master of Business Administration

We are pleased with the growing numbers in health-related professions, an area in which we have focused specific effort; also the numbers in Maritime and Science and the PhD completion.

- Commencing Indigenous student numbers for 2009 (access rate) compared to 2007 and 2008

Year	Aboriginal & Torres Strait Islander Commencing Enrolments	All Students Commencing Enrolments	Percentage ATSI Enrolments
2007	152	6,575	2.31%
2008	110	6,583	1.67%
2009	113	7,469	1.51%

- The total number of Indigenous student enrolments for 2009, compared to 2007 and 2008

Year	Aboriginal & Torres Strait Islander Total Enrolments	All Students Total Enrolments	Percentage ATSI Enrolments
2007	290	14,705	1.97%
2008	257	15,215	1.69%
2009	265	16,406	1.62%

- The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2007 and 2008

Year	Aboriginal & Torres Strait Islander Completions	All Students Completions	Percentage ATSI Enrolment
2007	45	3,373	1.33%
2008	43	3,305	1.30%
2009	32	3,200	1.06%

## **ACADEMIC**

- Continued Aboriginal Studies Honours program, three students enrolled in 2009.
- Continued Aboriginal Studies PhD program. Currently 1 student is undertaking an MA, and 8 undertaking a PhD. There were 2 RHD graduations (1 MA and 1 PhD) in 2009.
- The number of students enrolled in Aboriginal Studies (HAB) units in 2009 was 604.
- Continued delivery of Murina program, which supports students to participate in an undergraduate subject as part of their preparation for further studies.
- Continued Aboriginal Studies units cross- listed into other disciplines.
- Delivered Aboriginal specific lectures across a range of schools including Education, Nursing, Social Work, Medicine and Pharmacy.
- Continued UTAS-College option to enable year 11 and 12 students to undertake Aboriginal Studies units.

## **CULTURAL AWARENESS**

- Riawunna staff members continued to deliver a range of cultural awareness activities including workshops and presentations.
- The “Come Walk with Us” cultural safety/awareness program was delivered to the following during 2009:

<b>Date</b>	<b>Group</b>	<b>No. of Participants</b>
22 <sup>nd</sup> April	Medical students	130
14 <sup>th</sup> May	Colony 47 staff	28
7 <sup>th</sup> July	Equity & Diversity Week Launceston	12
14 <sup>th</sup> July	Colony 47 staff	25
23 <sup>rd</sup> July	Department of Health & Human Services	26
15 <sup>th</sup> Sept	Colony 47 staff	8
28 <sup>th</sup> Oct	Baptcare North	10
17 <sup>th</sup> Nov	Baptcare West	4
17 <sup>th</sup> Nov	Colony 47 staff	11
17 <sup>th</sup> Nov	GP North	20
	<b>Total</b>	<b>274</b>

- Hosted visits by :

Associate Professor Stephen Baines - Department of Anthropology, University of Brasília. Associate Professor Baines delivered seminars in both Launceston and Hobart on Ethnogenesis on the Northeast coast of Brazil and the impacts of an international tourist project on the Tremembé.

Emeritus Professor Mary Ann Bin-Sallik, the first Indigenous Australian appointed to an academic post within the Indigenous Higher Education sector, and the first Indigenous Australian to obtain a Doctorate from Harvard University in the USA, conducted three public forums for staff and students promoting an academic career.

Professor Dennis Gray and Associate Professor Ted Wilkes, two eminent health professionals to conduct public forums on Substance misuse in Australia's indigenous communities

- Riawunna HRA's also conducted public seminars.
- The Educating Tourists - deep time map of Tasmania, sales continued to schools and tourism operators.
- Convened Indigenous Literacy Awareness and Closing the Gap events on campus in Hobart and Launceston.
- Launch of Henry Reynolds book held in Hobart.
- Training sessions for Mentors were provided in Launceston and Hobart.

## **RESEARCH**

- The Health Theme Bank resource developed in collaboration with Rural Health was used in Health Science, Medicine and Pharmacy programs to include Indigenous perspectives and knowledges.
- Work continued on Aunty Phyllis Pitchford's collection of writings.
- Riawunna staff member attended the Indigenous Research Workshop.
- Two new Honorary Research Associates were appointed and 5 were re-appointed to increase the range of expertise available in Riawunna and to increase research output.
- Continued appointment of Professor Reynolds as Chair, to increase research.
- The Cultural Environments and Heritage Honours programme offers honours students internships in outstanding cultural institutions including the Port Arthur Historical Site



Management authority, the Queen Victoria Museum and Art Gallery, the State Library of Tasmania, and the Tasmanian Museum and Art Gallery. Successful applicants undertake their honours research under the joint supervision of an academic from their home discipline and a specialist from the cultural institution. Generous scholarships are available. Riawunna negotiated projects with a number of institutions, and in 2009 Riawunna had two students participating.

- Continued support of CAIA, assisted with organising a Winter Symposium at Clarendon House near Evandale.
- Co-convenor of a major CAIA international conference – Oceanic passages – to be held in June 2010.
- Through the Community, Place and Heritage Research Unit, the following projects were progressed during 2009:
  1. History of Land-Settlement of the North West – Plomley Foundation funding for Dr Ian McFarlane to work on Schayer Research based on German archives writings of Adolphus Schayer
  2. Assigned Convicts of the Northern Plains research project.
  3. Dr Graeme Calder's Aboriginal Peoples of South West Tas, research project - Plomley Foundation funding.
  4. Launceston Theatre Project: Playing Launceston [intra-faculty project, secured engagement grant via VPA]
  5. The Young Irelanders Website completed and launched, visit <http://www.youngirelanders.utas.edu.au/>
  6. Funding application to Plomley History & Classics for publication of Musquito research.
  7. CONVERSATION Prince's Square Sesquicentenary Public Debate Milton Hall: Battle of the Flags - Prof Henry Reynolds & Dr Mike Powell in Nov 2009.
  8. Representation on the following:
    - a). Tasmanian Heritage Festival Steering Committee
    - b). Reference Group for Interpretations Australia National Conference Launceston 2010
    - c). IAA 2010 Conference Steering Committee

## **The way forward – strategies for 2008 - 2010**

The following activities planned for 2008-2010 will be monitored by the Aboriginal Policy Advisory Committee:

### **CULTURAL AWARENESS**

#### ***Goal***

Increase awareness of Indigenous Australian people and their culture and history.

#### ***Activity***

- Riawunna will continue to contribute to the University staff development program aimed at increasing staff awareness of the diversity of the student population and issues that affect Indigenous success in higher education.

- Continue to support NAIDOC and Sorry Day activities on campuses including development of a lecture series.
- Riawunna will continue delivery of the Aboriginal Studies major and contribute to the Australian Studies major.
- Progress development of an on-line Aboriginal Studies Resource for use by teachers and students to assist them in preparation and delivery of Aboriginal Perspectives across the Curriculum for years K-12. (Material was trialled during 2009 and delivered as part of summer school in December 2009).

## **PARTICIPATION**

### **Goal**

Increase awareness of Riawunna's programs within the Aboriginal communities in Tasmania and on the mainland, to increase participation of Aboriginal students at the University.

### **Activity**

- Increase Aboriginal participation and raise the profile of Riawunna's programs at University Open Days.
- Participate in Careers Expo activities in Hobart, Launceston and Burnie.
- Convene Info Days, Film nights, BBQs, Literacy days and School visits to promote the University to the Aboriginal community.
- Visit other Indigenous Higher Education centres to investigate collaborative programs and to promote unique study opportunities available in Tasmania.
- Continue supporting ASSETS program to improve Indigenous participation in Science related further education.
- In association with the University's planing section, develop data reporting and analysis systems to enable more accurate understanding of Indigenous students' performance.
- Conduct Health Careers camps for Aboriginal students in years 10-12.
- Continue appointment of staff to provide support to Aboriginal students in the North-West region and assist with delivery of Aboriginal Studies program.
- Maintain two cadetship positions within Riawunna to assist with marketing and promotion.
- Continue Riawunna Pathways Program which has two key components **Mentoring and Campus Visits** to improve retention to year 12 and encourage further study at UTAS.

### **Mentoring:**

Mentoring builds links between university students and Indigenous students in years 11 and 12 to encourage their participation in further education.

Mentoring training sessions are offered in Launceston and Hobart to current Uni students who have successfully completed 1st year.

'Meet your Mentor' sessions are held on both campuses to match students with mentors and commence the meeting process.

Students receiving a Riawunna Springboard to College bursary are matched with a mentor.

**Campus Visits:**

These are promoted as Info Days and held in Launceston and Hobart for Indigenous students in years 9-12. The purpose of these visits is to

- increase students' awareness of future study and career options
- make them aware of accommodation facilities and support mechanisms to assist them
- inform students of costs involved and financial assistance available.

Parents/carers are also invited to come along and join in all activities.

**RESEARCH*****Goal***

Bearing in mind the small number of staff within the Centre, expand Riawunna staff and student participation in research activity, as measured by publications, conference presentations and national competitive grants applications/awards.

***Activity***

- Co-hosting of research seminar series.
- Continue support for the Elder in Residence program 2<sup>nd</sup> Elder in Residence publication.
- Provide workshops for Aboriginal community members to facilitate recording of oral histories.
- Implement recruitment strategies and pathways to increase enrolment in Riawunna Research higher degree programs.
- Upgrade staff research skills through ACSPRI summer and winter schools and EDGE Agenda opportunities as part of their staff development program.
- Inclusion of Faculty research requirement into performance management of all staff.
- Lodge at least two (2) grant applications annually.
- Provide mentoring for early career researchers.
- Support Riawunna researchers to engage in scholarly research and publication, especially on the community and change theme area.
- Appoint Honorary Research Associates to assist Riawunna staff to increase research productivity.
- Progress appointment of a Chair to facilitate research within the Centre. (Professor Henry Reynolds was appointed in 2007 and continued to provide supervisions and public lectures during 2009)
- Progressed proposal to develop a Centre of Excellence (Community, Place and Heritage Research Centre/Unit) which will focus research in the area of Aboriginal Studies and compliment our current RHD programme and support early career academics. (CPHRU was established in 2007 and continued to develop a number of important projects throughout 2009.)
- Two RHD scholarships in the Community, Place and Change theme area in honour of two Elders were advertised in 2008. The Molly Mallet Scholarship was awarded and commenced in 2008 and the Alma Stackhouse Scholarship was awarded and commenced in 2009.

## **ACADEMIC**

### ***Goal 1.***

Maintain and improve good performance in Aboriginal student enrolment, retention and completion.

#### ***1.57% for Access***

The 2007 figures for Access at UTAS indicated 2.38% while 2008 indicates 1.68%, slightly better than the sector average of 1.58%, however indicative over all of the fall in number of student enrolments, as reflected for ATSI performance.

The access rate compares the actual number of commencing Indigenous students to the actual number of commencing domestic students in any one year (i.e. number of Indigenous commencing students divided by number of domestic commencing students, expressed as a percentage).

#### ***1.65% for Participation***

The 2007 figures for Participation at UTAS indicated 2.01% while 2008 indicates 1.70%, slightly better than the sector average of 1.29%, again reflective of the fall in student numbers, while ATSI performance has remained above the sector average.

The participation rate compares the total number of Indigenous students with the total number of domestic students in any one year (i.e. total number of Indigenous students divided by the total number of domestic students, expressed as a percentage).

### ***Goal 2.***

Host a national forum to discuss Aboriginal pedagogical frameworks for teaching Aboriginal Studies.

#### ***Activity***

Convene Indigenous Studies Indigenous Knowledge (ISIK) conference in 2008 at UTAS.

The 2008 Indigenous Studies & Indigenous Knowledge Conference was hosted by the Riawunna Centre at UTAS and held in Hobart between 2 to 4 July. Details of the event were included in the 2008 report. A special edition of the Australian Journal of Indigenous Education featuring papers from the conference was published in 2009.

**Strategies for 2008-2010 have been developed and are available at:**

[http://www.utas.edu.au/riawunna/2008\\_2010strategy.pdf](http://www.utas.edu.au/riawunna/2008_2010strategy.pdf)

**SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

**Indigenous higher education expenditure 2009**

	<b>INCOME for Indigenous higher education purposes</b>	
1	Indigenous Support Program (ISP) 2009 grant	\$ 1,055,000
2	Unspent 2008 ISP funds, carried over to 2009	\$ 385,152
3	<b>TOTAL ISP income for 2009</b>	<b>\$ 1,440,152</b>
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).	
	- Other funds provided to Indigenous Higher Education (non ISP funds) 2009 UTAS total income allocation	\$ 547,777
	- Indigenous Tutorial Assistance Scheme, (ITAS)	\$ 158,186
	- Indigenous Staff Scholarship Program	\$ 34,800
	- ARC Grant (A Study of Walkabout, Australia's Geographic Magazine (1934-74))	\$ 42,850
	- Plomley Foundation (Correspondence of Adolphus Schayer)	\$ 10,000
	- Miscellaneous Income	\$ 1,004
5	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 2,234,769</b>
6	<b>EXPENDITURE for Indigenous Support Program (ISP) for 2009</b>	
	Salaries for Indigenous support services	\$ 928,201
	Other Operating Costs	\$ 132,691
	Hire/Lease of Equipment	\$ 15,747
	Repairs & Maintenance	\$ 19,151
	Travel, Transport & Fuel	\$ 46,270
	Higher Education provider overheads	\$ 98,300
	<b>TOTAL EXPENDITURE for Indigenous Support Program (ISP) for 2009</b>	<b>\$ 1,240,359</b>
7	Unspent 2009 ISP funds	\$ 199,793

#### **SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

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#### **SECTION 5 PUBLICATION OF THE STATEMENT**

The UTAS Indigenous Education Statement for 2009 is available at  
<http://www.utas.edu.au/riawunna/reportsandstrategies.htm>