



University of
South Australia

Indigenous Education Statement 2010

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Education, Employment and Workplace Relations (DEEWR) requires information from higher education providers relating to their 2009 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as defined in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* (DEEWR)¹ which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DEEWR that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DEEWR with a report on the expenditure of the grant amount. The expenditure report for 2009 ISP funds must be included in this Indigenous Education Statement.

It is recommended that the format for the Indigenous Education Statement noted below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

The Indigenous education statement is due on 30 June 2010 as legislated.

Please submit electronic documents by email to: hedip@deewr.gov.au

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30 June, 2010

NAME OF PROVIDER : University of South Australia

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Since its foundation in January 1991, the University of South Australia has remained committed to equity and Indigenous education. This commitment is enshrined in the University Act of Establishment which states that *'the University will provide tertiary education programmes as the University thinks appropriate to meet the needs of Aboriginal people.'*

UniSA's commitment to educational equity is emphasised in the institution's Vision *UniSA will be a leading contributor to Australia having the best higher education system in the world, supporting the world's best educated and most innovative, cohesive and sustainable society* and its Mission *UniSA educates professionals and citizens to the highest standards; creates and disseminates knowledge; and engages with our communities to address the major issues of our time.*

The University's Values include a commitment to *reconciliation with Indigenous Australians that builds social cohesion by achieving equitable educational access and outcomes across our diverse student community.* . . The institutional values of engagement, sustainability and openness give effect to the many relationships UniSA has with Indigenous communities.

Your approach to improving higher education outcomes for Indigenous Australians and how this is being implemented.

The University contributes to the achievement of national reconciliation between Indigenous and non-Indigenous Australians through strategies to improve equality of access, participation and outcomes for Indigenous students. Of particular note, our policies seek to provide the inclusion of Indigenous perspectives in all undergraduate programs by 2010. Likewise, UniSA's research focuses on the 'big issues' of a changing world including improving health and health care for all and building just, resilient and inclusive democratic societies.

Objectives supporting these goals and forming the foundation of this strategy include:

- Extending the quality and range of programs offered across the University to attract and support Aboriginal and Torres Strait Islanders as students and employees
- Ensuring that UniSA's curricula are inclusive of the experience of Indigenous Australians
- Raising retention and completion rates for Aboriginal and Torres Strait Islander students towards University-wide average rates
- Promoting and supporting programs to heighten the research profile of Aboriginal and Torres Strait Islander staff and students within the University
- Promoting and supporting postgraduate and research degrees amongst Indigenous Australians
- Extending the breadth and scope of collaborative research with Indigenous communities.

How Indigenous perspectives are embedded in strategic planning and other key institutional documents.

UniSA's approach to equity incorporates equity planning within the University's Corporate Planning and Review processes. A consideration of equity is reflected in University business at all levels of planning and review, within quality assurance processes, and in teaching and learning, research and research education and resource management. A key element of this planning process is the University Strategic Plan which defines strategies and key result areas for all the University's core areas of business and activity within a single framework.

The six key result areas for Indigenous education are:

- To provide academic programs and student services that meet the needs of Indigenous students;
- To ensure all relevant areas understand and meet their responsibilities for Indigenous student access and success;
- To ensure all relevant areas understand and meet their responsibilities for Indigenous employment and development of Indigenous staff;
- To include in all University undergraduate programs offered onshore, compulsory and assessable components which, in a manner appropriate to the discipline, provide students with understanding of Indigenous culture, history, and its contribution to Australian society;
- To ensure all staff understand that the University's responsibility for Indigenous education is enshrined in its founding Act, and are committed to the University's strategy in Indigenous education and research; and
- To ensure research undertaken by the University which focuses on Indigenous issues supports the development of Indigenous communities.

Responsibility for the development and performance monitoring of Indigenous education lies with the University's Indigenous Education Working Group (IEWG) which is a sub-committee of the University's Equity Working Group. The Indigenous Education Working Group is chaired by the Pro Vice Chancellor: Division of Education, Arts and Social Sciences, and membership comprises: the Dean and Head of School: David Unaipon College of Indigenous Education and Research (DUCIER); the Coordinator: Indigenous Student Services (DUCIER); the Associate Dean Centre for Regional Engagement; the four divisional Deans: Teaching and Learning; and nominees from the University's Learning & Teaching Unit (LTU) and the Library. IEWG reports regularly to the University's Equity Working Group on the status of the University's performance against the key result areas defined above, and through this group to Academic Board.

See Appendix 1 for the full Indigenous Education Section of the University's Strategic Plan

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2008 AND PLANS FOR FUTURE YEARS

The AEP goals (paraphrased) relating to higher education are to:

1. Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

A description of arrangements for the participation of Indigenous peoples in educational decision making for the review period (2009) is provided below. In the next review period however, new governance arrangements implemented by the University to strengthen decision making processes will be provided.

The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement, i.e. memberships on boards, committees etc.

- All senior Indigenous academics and professional staff are members of key University decision making committees including: the University Equity Committee, Indigenous Education Working Group; Student Services Advisory Committee; Pathways Working Group; Domestic Student Recruitment Working Party; Student and Academic Services Committee; University and Division Teaching and Learning Committees and School Boards. As the number of Indigenous academics grow, Indigenous involvement in Program and Course Teams increases resulting in an immediate impact on Indigenous learning, teaching methodologies and curriculum
- The University Council, the Advisory Committee to the David Unaipon College of Indigenous Education and Research and the Indigenous Employment Advisory Committee includes Indigenous academic staff and senior members of the South Australian Indigenous community
- The David Unaipon College Dean and Portfolio Leaders maintain membership on various Division based and University committees.

The roles and responsibilities of Indigenous leaders in your institution.

- Indigenous leaders at UniSA determine the strategic direction for the David Unaipon College within the parameters of the University Strategic and Corporate Plans. They advise the Divisions, Units and Senior Management on matters relating to Indigenous Education, and report on factors impacting on Indigenous access, retention, success and completions. All Indigenous leaders engage in research and publications and maintain an extensive community engagement and / or industry connection.
- Other roles and responsibilities include program development, research development planning and human/financial/resources and strategic management.

The role played by your Indigenous Education Unit (IEU) in decision making processes.

The University Indigenous Student Services area provides advice and guidance on a University wide basis on matters relating to Indigenous education, admissions and recruitment. Within the David Unaipon College, the area contributes to the business of the College Board and Working Parties in Teaching and Learning, Research, as well as ISS matters. An Indigenous Academic Adviser is located on each campus of the University and works closely with each Division in order to assist in the development of Division plans. In 2009 this was expanded to include the appointment of a Project Officer (Equity and Indigenous) to work directly with the Dean of Teaching and Learning in the Division of Health Sciences.

2. Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

An outline of the Indigenous Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.

UniSA has a publicly available triennial Indigenous Employment Strategy, Yaitya Warpulai Tappa (Indigenous Work Path), the last iteration of which was endorsed by UniSA's Senior Management Group in late 2007. At the core of the IES is a target for Indigenous employment of 2% of UniSA's total workforce to be achieved over the life of the strategy. This commitment is mirrored in the University's Corporate Plan 2009-11 and Collective Agreement for Academic and Professional Staff. The target is long standing, based on the proportion of Indigenous people in the South Australian population, and is comparable in scope to Indigenous employment targets set in the State's other universities, its public sector and among some former State enterprises.

Over the past two years, the University has sought to improve the effectiveness and sustainability of its employment strategy by improving the integration of its Indigenous participation, education and employment strategies, by making it clear that Indigenous employment targets are the responsibility of all managers, and by establishing better linkages with other South Australian agencies that are also working to improve Indigenous employment outcomes and life opportunities.

UniSA's senior management group has considered two papers aimed at improving Indigenous employment outcomes. These new directions, along with the existing strategy and supporting resources, are available for public reference at the following site:

<http://www.unisa.edu.au/hrm/equity/cultural.asp>

The development of the strategy has been led by the University's Indigenous Employment Consultant and guided by an Advisory group that included members drawn from the external Indigenous community and from among Indigenous staff within the University.

Strategies for increasing numbers of Indigenous Australians employed at the University of South Australia

Indigenous employment trends have remained in a steady-state over the two years with Indigenous staff, in 2009, forming 1.3% of the institution's total workforce.

	2006	2007	2008	2009
Indigenous employment as a percentage of total staff (headcount)	1.5%	1.4%	1.3%	1.3%

The decline in the proportion of Indigenous staff from 2007 to 2008 prompted a major review of employment strategies, led by a new Indigenous Employment Consultant based in the University's Human Resources Unit. The review acknowledged that, while Government Indigenous employment schemes assisted recruitment in the short term, retention was vital to improving numbers overall and this required a deeper and more sustainable approach to building the Indigenous workforce within the University.

Improving the University's strategy has included a number of key features:

- Establishing stronger links with the State Government's Indigenous Employment Service (IES). This has involved more systematic sharing of job opportunities at UniSA, stronger engagement between the IES and the University's HR staff to assist recruitment, more explicit information sharing on the University's graduating cohort to assist their employment and linking with related initiatives such as the State Government's Indigenous Leadership Initiative
- Improving marketing of the University's employment value proposition for potential Indigenous employees. A new brochure on Indigenous employment was circulated in 2009 highlighting a number of distinctive features of UniSA employment including the availability of a 20% 'top up' to an Indigenous employees total employment cost to fast track individual development. These resources have been used to assist Indigenous staff complete Masters and Doctoral programs, and to speed research outputs and to attend national conferences.
- Establishing an Indigenous 'stream' of the University's Graduate Program to aid in both improving the proportion of Indigenous people in the University's workforce and to provide a structured exposure to work for University graduates. The current program is two years in length and the first cohort of two Indigenous graduates will enter the program in 2011, funded specifically from the Vice Chancellor's development fund. In addition to the graduate program, which is intended to become a flagship element of the University's Indigenous Employment Strategy in the next few years, the first Indigenous PhD completion from the David Unaipon College of Indigenous Education and Research was employed as a sessional academic in the School of Education in 2009.
- Improved work design and culture. In 2009 the University expanded the range of its cultural awareness training activities for staff to better address development of cultural competencies. The first of these programs, supported by the State Government's Department for Education and Children's Services (DECS) was made available to front line HR staff to assist recruitment support for potential Indigenous employees

- Ensuring all managers understand that they are responsible for meeting Indigenous Employment targets. The Senior Management Group (SMG) underlined the important role of all managers in facilitating Indigenous Employment in a series of resolutions endorsed in September 2009. In consequence, as part of the University review processes, all Divisions and Units are now required to report annually on Indigenous Employment strategies.
- Support for line and other managers (consolidating advice and ongoing support). The University continues to employ the services of an Indigenous Employment Consultant and has reviewed its Indigenous governance structures with respect to Indigenous committees and advisory bodies. These developments will be reported on in the next review period
- Building linkages with other agencies with Indigenous Employment Targets in the State. UniSA has worked to develop links with State Government departments and other agencies who are working to improve Indigenous employment with a number of objectives in mind including sharing ideas and programs and providing new employment opportunities for staff. As part of this initiative, DECS has provided some pro bono services to the University and the UniSA has accepted staff from DECS and other agencies into its leadership programs to support State Government staff development objectives.
- Job 'shadowing' and experience building (addressing the need for higher level experience opportunities for Indigenous staff). Strengthened Performance Management processes have shown an increase in the number of flexible arrangements in place, particularly for Professional staff, to enable experience building (for example: a six week mentoring placement negotiated by the University Division of Education, Art and Social Sciences and the David Unaipon College of Indigenous Education and Research in the area of records management). Similarly all new Indigenous staff are required to be linked to an Indigenous academic mentor
- Utilising other Commonwealth programs. The University's Centre for Regional Engagement trialled an Indigenous cadetship in 2009.

Other activity

In line with the University's emphasis on increasing its research profile, particular effort was focussed in 2009 on development and research capacity building of Indigenous staff.

The number of Indigenous-specific positions at UniSA, detailed by occupation and level.

Positions	Area	Level
Dean/Head of School	David Unaipon College of Indigenous Education and Research	Academic staff – E Professor
Portfolio Leader Research and Research Education	David Unaipon College of Indigenous Education and Research	Academic staff – D Associate Professor
Associate Professor in Aboriginal Studies	David Unaipon College of Indigenous Education and Research	Academic staff –D Associate Professor
Co-ordinator: Indigenous Student Services	David Unaipon College of Indigenous Education and Research	Academic staff - C

6 Academic Adviser – 4 metropolitan and 2 country positions	David Unaipon College of Indigenous Education and Research	Academic Level - 2 @ level B 3 @ Level A positions)
Indigenous Project Officer (Equity Indigenous)	Division of Health Sciences	Professional Staff HEO Level 5
Indigenous Project Officer	Division of Business	Professional Staff HEO Level 5
10 Lecturers	David Unaipon College of Indigenous Education and Research	Academic Staff - 2 Level C, 6 level B, 2 Level A
ITAS Co-ordinator/ Administrative Officer	David Unaipon College of Indigenous Education and Research	Professional staff HEO Level 4
Project Officer (Research)	David Unaipon College of Indigenous Education and Research	Professional staff HEO Level 6
College Administrative Officer	David Unaipon College of Indigenous Education and Research	Professional staff HEO Level 3
PA to the Dean and Head of School	David Unaipon College of Indigenous Education and Research	Professional staff HEO Level 4
Clerical Officer	School of Nursing & Midwifery.	Professional staff HEO Level 3
Administrative Trainee.	International Graduate School of Business.	Professional staff Trainee JTA 12
Co-ordinator: Indigenous Unit. Spencer Gulf Rural Health School	Spencer Gulf Rural Health School	Professional staff HEO Level 7
Library Officer.	City East Library	Professional staff HEO Level 4
Information Technology Support Officer.	Human Resources	Professional staff HEO Level 3
Indigenous Employment Consultant	Human Resources	Professional staff HEO Level 7
Secretary	Ian Wark Research Institute	Professional staff HEO Level 4
Technical Officer	Division Office (ITEE)	Professional staff HEO Level 5
Marketing Officer (Future Student Enquiries)	Marketing & Development Unit (0.8)	Professional staff HEO Level 4
Program Support Officer	School of Art, Architecture and Design	Professional staff HEO Level 5
Aboriginal Research Assistant	Spencer Gulf Rural Health School (0.4)	ARA
Research Assistant	Spencer Gulf Rural Health School (0.4)	ARA

The number of Indigenous staff at UniSA and their spread across the University (including numbers in academic and non-academic roles, and by level).

In 2009, 37 Indigenous staff were employed across the University (see above). This figure is dependent on self identification and may not be complete.

The role played by the IEU in improving Indigenous employment at UniSA

- The Dean and Head of School: DUCIER, plays a major role across the University in improving Indigenous employment, and Chairs the Indigenous Employment Advisory Committee. The Dean is also a member of the David Unaipon College Advisory Committee at which senior Executives from a number of key organisations inform, and are informed, about employment related matters. Through the activities of the Dean, high level advocacy and reporting on employment and other Indigenous matters are ensured.
- The Co-ordinator of the Indigenous Student Services Portfolio of the David Unaipon College is a member of the College's Executive, College Board and on the University Indigenous Employment Advisory Committee, which are the main committees where decisions impacting on Indigenous Employment are made.
- Within the Indigenous Student Services area, all Academic Advisers are Indigenous, as is the Indigenous Tutorial Assistance Scheme (ITAS) Co-ordinator, and all are provided with support to engage in further study, research and training. Recruitment of Indigenous ITAS Tutors is a priority, where possible, and this is promoted by the Indigenous Student Services (ISS) Team.
- The outreach and marketing activities of the ISS team also position the unit well to promote UniSA as an employer of choice and have positively impacted on Indigenous employment within other Divisions of the University.
- An Indigenous Project Officer position was appointed to the Division of Health Sciences in 2009, with the Dean of the David Unaipon College participating on the interview panel.
- The Indigenous Employment Consultant (IEC), located in the University Human Resources area, is instrumental in linking with potential Indigenous employees, and as part of the role, regularly engages with the Aboriginal Communities and promotes UniSA as an employer of choice at all opportunities. Internally, the IEC position maintains: the Indigenous staff Networking Group; advocates for Indigenous Employees; co-ordinates the University Cultural Awareness Program and, is Executive Officer to a range of employment related committees.

3. Ensure equitable access of Indigenous students to higher education.

- All Divisions of the University are required to set targets on Indigenous student numbers for specific programs. Target setting involves identification of discipline areas and programs which address particular needs of Indigenous and wider communities, and goes beyond the more traditional areas of study for Indigenous students. These targets are supported by divisional scholarships.
- Additionally, alternative modes of delivery, use of learning technologies and mixed

modes of education have been extended. Developments in the online learning environment overcome many of the disadvantages of remote area learning experienced by Indigenous students who may study at one of seven regional locations. In 2009, the David Unaipon College expanded its flexible modes of delivery by offering Master Class arrangements for two of its Master Level courses.

- Through the combined efforts of Indigenous Student Services and Divisional staff UniSA continued to attract the greatest share of Indigenous first preference applications to the South Australian Universities.

Access Rates (%) Indigenous Commencing Students

(source: IPP 21 February 2010 and 2009 UniSA enrolment statistics)

Group	2005	2006	2007	2008	2009
UniSA	1.43	1.49	1.30	1.38	1.52 p.
State – SA	1.20	1.32	1.33	1.29	n.y.a.
Sector	1.49	1.49	1.51	1.58	n.y.a.

n.y.a = not yet available, p.=preliminary estimate

Access rates improved in 2009 compared with 2008, and while UniSA still has some way to go until it reaches its target of 2% Indigenous students as a percentage of the student population, it is pleasing that UniSA maintains its majority market share (51.9% as per IPP 21 February 2010) of Indigenous students in South Australian Universities.

The total number of Indigenous postgraduate students increased in 2009 (53) compared with 2008 (49). Higher degree by research students increased from 6 in 2008 to 9 in 2009. In 2009, the David Unaipon College identified an academic staff member to support Indigenous post graduate students enrolled in the Graduate Certificate, Graduate Diploma and Masters in Aboriginal Studies.

Programs run, through the IEU or otherwise, to improve access of Indigenous students.

- The Indigenous Employment Consultant engages with Year 12 and other future students throughout the year with the aim of promoting UniSA as a welcoming place of learning and research.
- 2009 saw an expansion of community engagement activities by the Indigenous Student Services area in collaboration with the University's Marketing and Development Unit and the SA Education Department (DEST). These activities included the Power Cup and other local and regional student recruitment.
- The University continues to accept the Indigenous Special Entry Package as an additional pathway for Indigenous students who do not meet the normal entry requirements for admission to some programs.
- The over 20 year old Anangu Tertiary Education Program (AnTEP), based on the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands), is one of the longest running remote Indigenous teacher education programs in Australia. Delivered in cooperation with the Department of Education and Children's Services (DECS).
- A preparation program for potential and commencing students in Health Sciences has been developed by the Division of Health Sciences as a jointly funded program for induction of Indigenous students.

- The UniSA Foundation Studies program continues to articulate with a range of Degree programs.
- Pathway arrangements have been negotiated with TAFE, and the USANET special access scheme awards bonus points to all current students. Changes to the ways in which bonus points were awarded for some UniSA programs occurred in 2009 creating further opportunities for Indigenous students.

Other Programs include:

- UNAP (University and Northern Area Partnerships Program); and
- The Admissions by Portfolio initiative – undertaken in the Unaipon School, enabled students achieving a TER of between 53.00 and 54.99 being provided with the opportunity to be interviewed for a place in the Bachelor of Arts in Aboriginal Studies.

Outreach activities and their success in including and attracting Indigenous students.

- The outreach program “Murras@UniSA” continued in 2009. Planned in conjunction with the University’s Marketing and Development Unit and High School Aboriginal Education Workers (AEW’s), a two day program of activities on campuses was undertaken to encourage Indigenous Year 12 students to study at UniSA. The Health Sciences Division also ran a ‘Studying in the Health Sciences’ compulsory workshop for commencing students in order to ensure that students are fully aware of the University’s expectations once they commence study.
- Academic Advisers routinely undertake School and community visits to promote the benefits of studying at UniSA as an Indigenous student. Academic Advisers are well known in their communities and invest time throughout the year in building partnerships of trust so that study at UniSA is identified with flexibility, support and success.
- Interstate student recruitment continued in 2009 with collaborative tutoring arrangements promoted for students living in areas where access to ITAS tutors may not be readily available.
- At every opportunity Indigenous students are welcomed to UniSA through the Indigenous Student Services Unit. The comprehensive Tertiary Preparation Week activities, which run during the main and mid-year admissions intake, and concludes with a ‘Family and Friends Event’, encourages potential students to the University. In 2009, country students, for example from Kalgoorlie and surrounding areas were welcomed to UniSA by the IEU, further promoting the benefits of study for Indigenous students.
- Indigenous staff are also well represented on a range of community and other related bodies conducting community events on a regular basis.

Indigenous-specific and other scholarships

An extensive list of Indigenous – specific and other scholarships are advertised for Indigenous students, and these are advertised publicly on the University website at:

<http://www.unisa.edu.au/scholarship/>

- Undergraduate scholarships for Indigenous students include:

The Aboriginal and Torres Strait Undergraduate Pharmacy Scholarship Scheme; AusAID Indigenous Scholarships; Australian Government Rural and remote Nurse Scholarships; Commonwealth Scholarships; CRC for Water Quality and Treatment -

Indigenous Student Scholarship Scheme; Division of Business Indigenous Scholarships; Division of Information Technology, Engineering and the Environment Indigenous Scholarships; Gavin Wanganeen Indigenous Scholarship; The Irene and David Davy Scholarship for Advancement of Aboriginal Education; Minerals Council Scholarship Program; National Indigenous Cadetship Project (NICP); Northern Schools Education Scholarships; Puggy Hunter Memorial Scholarships Scheme; Robert Riley Scholarships; Sally White/Diane Barwick Award, Shirley Harper Indigenous Scholarship in Education; South Australian Aboriginal and Torres Strait Islander Peoples' Scholarships Investment Fund; Terry Roberts Memorial Scholarships for Aboriginal South Australians; and UniSA Study and Priority Grants.

- Postgraduate scholarships for Indigenous students include:

Aborigines Advancement League; Reconciliation SA Aboriginal Education Leaders Fund; and The Australian Federation of University Women – South Australia Inc (AFUW-SA Inc) Trust Fund Scholarships for higher degree by research students.

Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up.

- Promotion of scholarships to Indigenous students is an intensive and sustained process between the University Student and Academic Services Division, University Scholarships Office, Indigenous Academic Advisers and staff in the Divisions and Schools.
- Students provide a variety of reasons about difficulties with scholarship applications. These include problems in providing all documentary evidence (eg: Centrelink documentation) to a lack of strategic advertising of Commonwealth scholarships.

A range of strategies to address low Indigenous scholarship uptake were implemented in 2008 (see below) bringing about an increase in applications in 2009. This is a pleasing result for the University.

- The Gladys Elphick Scholarship. This scholarship was available to Indigenous students in the University's School of Health Sciences in 2008 – in which very few Indigenous students were enrolled. In 2009, negotiations with the donors occurred to offer this scholarship as a Division of Health Sciences scholarship which will opened eligibility to Indigenous students enrolled in schools of high Indigenous student enrolment – eg: School of Nursing and Midwifery.
- Low initial uptake up of Commonwealth scholarships in 2008 was attributed to a lack of strategic advertising. In 2009, these scholarships were advertised on the SATAC website which recorded an immediate positive impact (17 scholarships awarded).

Other strategies (implemented in 2009) expecting to maintain application rates included:

- Providing additional support for obtaining and submitting supporting documentation;
- Negotiating changed or flexible eligibility criteria where necessary with donors; and
- Improving awareness of eligibility criteria through media, publications and the University student recruitment strategy.

It has been noted that in 2009 more applications were received for Indigenous scholarships than were available, indicating that intensive promotions by DUCIER, ISS staff and Divisional and School staff in encouraging students to apply were effective in improving uptake.

The role played by the IEU in seeking to improve Indigenous access to your institution.

In 2009, the David Unaipon College worked hard to engage in new partnerships which would result in increasing Indigenous access to the University over time. A more strategic approach to increasing access was undertaken with the David Unaipon College Dean engaging intensively with School Principals Associations and other Indigenous Higher Education Networks. High level academic appointments were secured with the aim of attracting high achieving students. All Indigenous academics are linked more closely with their communities in order to mentor and promote University pathways and University study where possible.

Additionally:

- Improving Indigenous access to UniSA is a whole of University responsibility with each of the Divisions and Units engaging in a range of activities. The University Indigenous Education Working Group (IEWG) chaired by the Division of Education, Arts and Social Sciences Pro Vice Chancellor has representation from all Divisions and monitors the activities and performance of the Divisions in attracting, retaining and completing Indigenous students. This group is responsible for developing the University's three year Indigenous Education Plan which addresses the major priorities in Indigenous education and tying performance to specified outcomes.
- The role of the David Unaipon College of Indigenous Education and Research and its Indigenous Student Services area is integral to the success of the Divisions in improving access by Indigenous students to the University. The College's Office of the Dean and the ISS area work across the University to link, promote and support the Divisions in their specific areas of recruitment. In addition, they maintain an important independent schedule of recruitment, outreach and community engagement (discussed above) which creates the UniSA point of difference for Aboriginal and Torres Strait Islander students.
- Additional strategies are planned for the future including the development of interesting team teaching approaches, strengthening student mentoring processes and working to continually develop new approaches to strategic marketing. These initiatives will be reported in the next review period.

4. Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

Participation Rates (%) Indigenous Students (source: IPP 21 February 2010 and 2009 UniSA enrolment statistics)

Group	2005	2006	2007	2008	2009
UniSA - Indigenous	1.45	1.60	1.58	1.44	1.44 p.
State – SA Indigenous	1.12	1.27	1.28	1.21	n.y.a.
Sector Indigenous	1.20	1.25	1.29	1.29	n.y.a.

n.y.a = not yet available, p.=preliminary estimate

Strategies to address Indigenous participation, including the involvement of the IEU.

- As a key component of ISF expenditure, the David Unaipon College of Indigenous Education and Research employs Academic Advisers whose role is to ensure that Indigenous people gain access to UniSA programs, and are provided with academic and other support that contributes to the improvement of Indigenous people's participation and success rates.
- The Indigenous Tutorial Assistance Scheme (ITAS) is available to Indigenous commencing and continuing students and is promoted on a newly developed Indigenous Student Services website.
- The Tertiary Preparation Program focuses on academic support to new Indigenous students at the commencement of the academic year and again during mid-year admissions.
- Academic Advisers continued to early identify and mentor Indigenous students interested in postgraduate or higher degree studies in 2009. All Indigenous academics contribute to this role with the aim of promoting opportunities for Indigenous students to engage in research activities, including Academic Writing workshops for potential postgraduate Indigenous students.
- The University's Indigenous Graduate Employment Program focussed on collaborating with industry to advertise and link further study with permanent and other employment opportunities. This collaboration included: liaison with Government Departments such as Environment and Heritage; Health and Ageing; and, Education and Children's Services, and, where possible, included access to scholarships.
- The development of the Master Class arrangement, which offers the opportunity for intensive on campus study, proved to be an attractive option for Indigenous students looking for a flexible way to engage in study in 2009. This will be continued in 2010 and will be reported on in the next review period. 2009 Master Class options included: 'Law and Land', 'Aboriginal Health and Wellbeing' and 'Aboriginal Futures'.

The Divisions also contributed to the growth in Indigenous student participation in 2009 through:

- The appointment of an Indigenous Project Officer in the Division of Health Sciences
- Improved application, acceptance and orientation processes for Indigenous Special Entry students in the Division of Health Sciences
- A project undertaken by senior ISS and Division staff entitled: 'Retention and Success of Indigenous Students in University Programs in the Division of Education, Arts and Social Sciences', which included a comprehensive analysis of Indigenous student success and retention rates. It will provide important information about the effectiveness of current strategies, resources and services for Indigenous students, and will make recommendations for the future.

For future plans, additional strategies have been identified to further increase participation of Indigenous students and includes: development of a high achiever program (to be reported in the next review period); increasing the skilled teacher workforce; increasing the number of Indigenous Supported Researchers; and creating opportunities for students to be part of a lively, active research culture.

5. Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Success Rates (%) Indigenous Students (source: IPP 21 February 2010 and 2009 UniSA success statistics)

Group	2005	2006	2007	2008	2009
UniSA - Indigenous	68.69	71.59	76.36	77.19	75.30 p.
State – SA Indigenous	68.01	69.70	72.32	73.90	n.y.a.
Sector Indigenous	69.80	68.55	69.26	70.14	n.y.a.

n.y.a = not yet available, p.=preliminary estimate

Indigenous Student Completions vs Non-Indigenous Completions and percentage changes (source: UniSA onshore Australian student number of completions)

Group	2005	2006	2007	2008	2009	%change 05 to 09
Indigenous	29	45	47	41	46	58.6%
Non-Indigenous	4726	4916	4919	5128	4971	5.2%

n.y.a = not yet available, p.=preliminary estimate

Support mechanisms in place for Indigenous students, including the role of the IEU and Indigenous community involvement.

To ensure that Indigenous student success rates directly impacts on Indigenous student completions, Academic Advisers and Project Officers located in Divisions play a major role in providing the support mechanisms to identify and remedy potential difficulties. The provision of ITAS tutoring is also paramount in this process.

Indigenous student success rates improved from 68.69% in 2005 to 75.30% in 2009. This is a pleasing trend and is attributed to increased awareness by the University of Indigenous student learning needs, and focussed efforts by Academic Advisers and others in providing timely academic support. Retention rates have also increased significantly since 2005.

Retention Rates (%) Indigenous Students (source: IPP 21 February 2010 and 2009 UniSA retention statistics)

Group	2005	2006	2007	2008	2009
UniSA - Indigenous	60.22	67.81	69.52	70.39	72.40 p.
State – SA Indigenous	60.64	68.07	68.58	68.77	n.y.a.
Sector Indigenous	60.68	64.33	65.50	62.82	n.y.a.

n.y.a = not yet available, p.=preliminary estimate

Strategies to support Indigenous students in 2009 included:

- Strengthening the role of Academic Advisers to work with staff across the University on Indigenous student learning issues so that the Divisions were increasingly better equipped to achieve success and increased completion rates;
- Undertaking a number of key research projects to identify, understand and improve outcomes for students at academic risk;
- Promoting uptake and availability of ITAS to all Indigenous students;
- Strengthening links with the University's Teaching and Learning Unit (LTU) to promote an increased range of services for Indigenous students;
- Strengthening the presence of Academic Advisers and Project Officers in the Teaching and Learning environment;
- Providing access to professional development to ensure high quality supervision of higher degree students;
- Disseminating research opportunities and information to final year undergraduate students to increase knowledge and interest in research, and develop a research culture; and
- Developing forums for higher degree students as a way of sharing research ideas and performance, and training in assessing the impact and quality of research.

Further strategies to assist students and increase completion rates will focus on a comprehensive postgraduate strategy to, among other things, develop the skills of Honours and research degree supervisors.

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| 6. To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures. |
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How and to what extent Indigenous perspectives are reflected in curriculum at UniSA.

- The University's Learning and Teaching Unit has developed support documents to assist academic staff to implement an inclusive curriculum including: Inclusive curriculum at the University of South Australia, and Educational strategies for improving inclusivity in curricula, teaching, learning and assessment.
- The University has made impressive headway in implementing the Indigenous Content in Undergraduate Programs Policy (ICUP) ensuring the appropriate inclusion of Indigenous content in UniSA undergraduate programs. This initiative is seen as a significant move forward in Indigenous Education in Australia.
- In 2003 it was estimated that more than 87% of UniSA graduates had not been exposed to any required course with Indigenous content. In 2008, 60% of all UniSA undergraduate programs contained compulsory and assessable Indigenous content, and in 2009 the figure rose to 80%. In 2009, the remaining programs were on track to ensure that by the end of 2010 all UniSA undergraduate programs would contain compulsory and assessable Indigenous content, thereby ensuring that 100% of UniSA graduates are able to demonstrate the Indigenous Indicators contained within the UniSA Graduate Qualities.
- In 2009 an Indigenous Visiting Scholars Program was developed, creating University wide opportunities for staff to engage in curriculum and other development to ensure

quality of courses containing Indigenous content.

How cultural competency of staff and students is addressed.

- The University affirms its commitment to a culturally inclusive environment in its Anti-Racism Policy and reinforces the unacceptability of racism in its Equal Opportunity Policy, recognising the rights of individuals and groups to be free from discrimination and harassment on the grounds of race.
- The University conducts Strategic Indigenous Cultural Awareness Workshops which are offered to all University staff members. The workshops explore the psychology involved in effective cross-cultural communication. Over 400 staff members attend these workshops each year. Increasing the number of skilled culturally competent teachers continues to be a major focus of the Indigenous Employment Strategy.
- In addition to the compulsory and assessable Indigenous component in all undergraduate programs, specific courses also address cultural competency of students preparing for the professions. Examples include: 'Indigenous Australians and the Human Services', 'Social Work in Indigenous Contexts' and 'Cultural Perspectives on Health'. Other examples include a Unaipon School Learning and Teaching Grant awarded in 2009 which will investigate and develop a resource bank of Indigenous Knowledges resources for University staff.
- The ITAS Program has over 200 tutors on its data base and recruits in new and high demand areas throughout the year. As the University records an increase in the number of Indigenous students in the Health Sciences, tutors have been recruited specifically in this area. As a result of the skills gained through tutoring, the David Unaipon College now has a number of young emerging Indigenous academics keen to pursue a career in academia, which is a very positive outcome.

Involvement with Indigenous community members in working toward this goal.

- Involvement of Indigenous community members is an essential element of working towards the goal of ensuring a culturally competent workforce and student population. For example, the role of Indigenous Adjuncts and two respected Aboriginal Elders in the David Unaipon College for example ensure contact with students through guest lecturing, participation in the annual Pitjantjatjara Language course, and through research seminars.
- The community engagement and entrepreneurial role of the David Unaipon College Dean provides a direct link between the Aboriginal community and the teaching and learning and research environment by informing curriculum and driving the development of Indigenous knowledges and thought in the academy. In 2009, Professor Buckskin was awarded a Division Research award for the best community engagement project, and a UNESCO award for services to Indigenous Education.
- UniSA Indigenous Advisory Committees comprise Aboriginal community and industry members providing advice and guidance on a range of issues. This membership has an important role on increasing cultural competency at UniSA. For example, Commissioner Tom Calma - Social Justice Commissioner, has membership on the DUCIER Advisory Committee (as do important agencies and community members including the Aboriginal Legal Rights Movement) and is a guest lecturer in high enrolment courses.
- One of the most powerful influences in working towards a culturally competent staff and student population is the role played by Indigenous staff themselves - particularly

Indigenous Academics, Academic Advisers and Project Officers. Individual networks with Aboriginal communities play an important role in modelling culturally competent behaviour through engagement in activities which are visible and consistent. These include outreach activities where Indigenous students and their families and friends are invited onto campuses. University involvement in, and promotion of, Reconciliation Week, NAIDOC, Journey of Healing, and other activities on campuses, further models cultural competent behaviours.

The role of the IEU in enhancing the status of Indigenous knowledge and overseeing cultural competency at UniSA.

Intellectual, cultural and social diversity are proudly woven into the history and fabric of UniSA. Including Indigenous Knowledges development in the University's curriculum is a critical step in addressing its mission to advance knowledge of the cultures and teachings of our traditional inhabitants. This a University wide responsibility integrally tied to its values and aspirations.

UniSA has a commitment to ensuring that all undergraduate students will complete their program with an understanding of Indigenous culture, history and contemporary experience. This is relevant to all students as educated citizens.

The David Unaipon College and Indigenous Student Services area are essential to the process of enhancing the status of Indigenous Knowledge at the University, providing advice and guidance to the University in policy and planning and practical assistance at Division and School level. Essential work undertaken by Academic Advisers and Project Officers with Program Directors and other academics contributes to an understanding of Aboriginal Knowledges and complements the more strategic planning work undertaken by the IEWG.

Extensive Community engagement activities undertaken by the David Unaipon College has continued to enhance the status of Indigenous Knowledges at UniSA. Visiting speakers and scholars have introduced Indigenous Knowledges to staff and students, and high level respected Indigenous appointments continue to raise awareness of Indigenous matters.

In other areas:

- Service teaching into programs throughout the Divisions by Indigenous academics continued in 2009 and facilitated cross-divisional collaboration, and enhanced understanding of Indigenous content.
- Implementation of the Indigenous Content Policy is well underway to be completed by the end of 2010 (a major celebration of progress undertaken was held in December 2009).
- Through the IEWG, factors impacting on Indigenous Knowledges development and cultural competency are monitored and discussed regularly.

Progress against constraints

The Changing Environment

New levels of collaboration will be needed among all education sectors to bring about an improved school education system for Indigenous students and improve tertiary participation rates. New community and stakeholder partnerships, plans to increase student engagement in the school system from an early age, and strategies to bring about changes to tertiary teacher training, will all feature highly in the changing education environment.

The increasing demand for outstanding PhD graduates with a global outlook will focus Indigenous education on postgraduate study and higher degrees. This, in turn, demands the development of a high achiever and postgraduate student strategy to advance Indigenous education and create a rigorous and productive research culture. This is the focus of activities in 2010.

Indigenous student demographics are difficult to measure and are changing rapidly as Government policy is under constant review. There is great uncertainty about the future evolution and shape of Indigenous education and the funding models that may be needed. Looking at this from a positive viewpoint however, there is room for growth in Aboriginal Studies programs particularly at postgraduate, Masters and PhD level. This will be a defining feature for the future of Indigenous education at UniSA, with the potential to create new and exciting higher education possibilities for Indigenous people.

Demonstrated Conditions of Eligibility for ISP Funding

The University performed well against the objectives of the AEP in 2009 and demonstrated the three conditions of eligibility for continued ISP Funding:

- Implementation of strategies for improving access, participation, retention and success of Indigenous Australian students;
- Increased participation of Indigenous people in the provider's decision-making processes; and
- Active Indigenous employment strategy.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009

	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	\$1,059,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ 228,628
3	TOTAL ISP income for 2009	\$1,287,628
4	Away From Base, Indigenous Tertiary Assistance Scheme tertiary Tuition (ITASTT) 2009, Indigenous Access Scholarships, Other scholarships(non Aust Govt), Strategic Allocation - Dean's Office, AnTEP Remote Area Allowance, Divisional scholarships, UniSA Study & Priority Grants & UniSA Indigenous Research Scholarships, Contribution to ICUP (20% coordinator for 10 courses), Teaching & Learning Framework, Indigenous Employment Strategy plus Consultant: Indigenous Employment and Development salary, Other Contributions - marketing, cultural awareness programs, community support, political engagement, indigenous scholars, support of Reconciliation SA, Finance Support	\$2,299,406
5	Total Indigenous higher education income for 2009	\$3,587,034
6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	
i	Indigenous Student Services Unit*:	
	• Salaries and salary oncosts	\$994,512
	• IT Hardware & Software	\$27,694
	• Travel expenses	\$28,354
	• Other operating expenses	\$134,937
	*Managed by Indigenous Student Services	
	TOTAL	\$1,185,497
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).	\$
6c	Higher education provider overheads.	\$
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). AnTEP program	\$ 102,131
6e	Total Indigenous higher education expenditure for 2009	\$1,287,628
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).**	\$2,299,406
7b	Total Indigenous higher education income for 2009	\$3,587,034

*** 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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David Unaipon College of Indigenous Education and Research
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University of South Australia

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SECTION 5 PUBLICATION OF THE STATEMENT

The Indigenous Education Statement will be published on the David Unaipon College of Indigenous Education and Research website at:

<http://www.unisa.edu.au/DUCIER/>

Indigenous Education

The University will...

provide an environment which encourages Indigenous Australians to access programs in all disciplines and at all levels and which supports their successful study.

All Bachelor degrees will include the study of Indigenous Australian cultures, histories and contemporary experiences, as appropriate to the discipline concerned.

These goals will be supported by the employment of Indigenous staff.

KEY RESULT AREAS

n Provision for the needs of Indigenous students	The University provides academic programs and student services that meet the needs of Indigenous students. <i>Performance dimensions</i> • annual Division targets for access and graduation of Indigenous students • annual Division rates of access, participation, success and graduation of Indigenous students • number of commencing Indigenous students* • Indigenous student satisfaction with programs and services measured by the UniSA Student Experiences Questionnaire
Access and success for Indigenous students	The University ensures that all relevant areas understand and meet their responsibilities for Indigenous student access and success. <i>Performance dimensions</i> • access targets set by each Division • articulation and credit transfer agreements in place with other providers of Indigenous post-secondary education • scholarships to encourage and support study by Indigenous students, particularly in areas, and at levels of study, where Indigenous students are under-represented • student progress and graduation monitored by Division board or executive • rate of access to each service designed to support Indigenous students' successful study • student assessment of the quality of Indigenous support services, compared to national benchmarks
Employment of Indigenous staff	The University ensures that all relevant areas understand and meet their responsibilities for Indigenous employment and development of Indigenous staff. <i>Performance dimensions</i> • Indigenous employment target for the University met, with employment spread across the whole organisation • Indigenous staff undertaking appropriate further study and gaining higher qualifications

**Indigenous perspectives
in undergraduate
programs**

All University undergraduate programs offered in Australia include compulsory and assessable components which, in a manner appropriate to the discipline, provide students with understanding of Indigenous culture, history, and contribution to Australian society.

Performance dimensions

- appropriate Indigenous content in all new programs through collaboration with the David Unaipon College of Indigenous Education and Research (DUCIER)
- Academic Policy and Program Review Committee (APPRC) sign-off on new programs dependent on advice from the Dean: DUCIER
- student satisfaction with the Indigenous content of programs measured by the UniSA Course Evaluation Instrument

**Staff awareness of the
University's commitment
to Indigenous education**

All staff understand that the University's responsibility for Indigenous education is enshrined in its founding Act, and are committed to the University's strategy in Indigenous education and research.

Performance dimensions

- staff induction that incorporates reference to the Indigenous education strategy
- management structures and decision-making processes that support the participation of Indigenous staff
- all staff who have significant responsibilities for, or difficulties with, Indigenous education, required by managers to complete cultural awareness training

**Research on Indigenous
Issues that benefit
Indigenous communities**

Research undertaken by the University which focuses on Indigenous issues supports the development of Indigenous communities.

Performance dimensions

- all research proposals involving Indigenous people and communities approved by the DUCIER
- research in Indigenous communities that assists communities resolve problems rather than further describing the dimensions of the problem

Note

An asterisk (*) next to a performance dimension indicates that it is a corporate Key Performance Indicator.