# Indigenous Student Success Program
## 2020 Performance Report

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Department of Education and Training data provided indicates that EFTSL (overall and regional and remote) and success rate increased 2018 – 2019. Data from UoA's internal reporting is discussed below in relation to 2019 – 2020 performance.

UoA's data indicates an increase of 16% in commencing student numbers (112 to 130) and 15% in EFTSL (*N*=182 to 210) 2019 – 2020. In line with an overall decrease in student numbers across the University in 2020, total Indigenous headcount decreased with 205 Indigenous students enrolled at the university. Despite the decrease, the percentage of Indigenous students studying at the University has increased slightly (0.94% in 2020, compared to 0.85% in 2019) and is the highest proportion of Indigenous students within the overall student body since the introduction of more stringent entry processes in 2017. The higher EFTSL with lower headcount indicates that enrolled students are undertaking a heavier load than in previous years. Pleasingly this higher EFTSL also corresponds with an institutional benchmark for Indigenous Success rate (75.5%, discussed in Section 2).

Access and preparation programs such as the Wirltu Yarlu Access Pathway (University Preparatory Program) and the high school based *Karnkanthi* Scholarship program demonstrated increased participation 2019 - 2020. Since its introduction in 2017, *Karnkanthi* has demonstrated strong growth with 89 students participating in the program in 2020, representing an increase of 27% 2019 – 2020 (*N*=70 to 89).

## 1. Enrolments (Access)

Indigenous access and participation is growing at the University, with internal data indicating a trend away from students entering via preparatory programs and increasingly via direct entry. This corresponds with a trend away from high enrolments in Arts (although Arts still represents the greatest student load) compared to other programs and a corresponding relative increase across other faculties, such as Health and Medical Sciences and Engineering, Computer and Mathematical Sciences.

**Pre-University Preparation**

*Karnkanthi* Indigenous Education Program

*Karnkanthi* (translating to 'lifting up') Indigenous Education Program supports the success of Aboriginal and Torres Strait Islander students in Years 10, 11 and 12/13, as they transition from their senior years at high school into university. Through the program, students have access to one-on-one tutoring via the Wirltu Yarlu Academic Mentoring Program (WYAMP); are invited to a range of workshops including academic, personal, cultural and career development activities; receive a scholarship that can be spent on a range of tools or services including IT hard and software, study aids such as textbooks or equipment, and/or 'life costs' such as driving lessons to facilitate transport; and receive financial support for travel and accommodation if necessary.

Upon completion of Year 12, Wirltu Yarlu staff provide *Karnkanthi* students with a range of support, and ultimately assist with transition into university for those that do so. University entry for these students is increasingly via Australian Tertiary Admission Rank (ATAR), however, if further academic development is required a place within the Wirltu Yarlu Aboriginal & Torres Strait Islander Access Scheme is offered. Once enrolled at the University, *Karnkanthi* graduates are paired with a Student Support Officer from Wirltu Yarlu. Who provides support throughout their entire university transition.

At the beginning of 2020 Wirltu Yarlu accepted a full cohort of 70 students for *Karnkanthi*, however, in response to growing concerns regarding the engagement and success of Indigenous high school students during COVID-19, the program was expanded to a total of 83 students by the end of the year. Unfortunately the majority of face-to-face events including camps, on campus days and leadership sessions that were planned for 2020 had to be cancelled due to the COVID-19. In place of these, a series of youth coaching and development workshops were delivered online in May-June. Whilst the program was deemed successful, staff noted the challenges associated with engaging with students online. In the latter part of 2020, some on-campus events with students and families resumed, allowing students, staff and families to reconnect.

Of the 29 Year 12 *Karnkanthi* participants, 24 went on to tertiary education in 2021, including 16 at The University of Adelaide.

Since 2017, Karnkanthi has consistently filled its maximum places available, supporting a total of 250 students overall.

Spire Youth Coaching and Development – *Karnkanthi* Skills for Success
Spire is an Adelaide-based social enterprise that delivers socially responsible leadership workshops and programs to youth in high schools, universities and youth organisations. Wirltu Yarlu worked with Spire Youth Coaching to tailor their existing Skills for Success program specifically for *Karnkanthi* students during COVID-19 when face-to-face events were not possible.

Delivered online across seven weeks, the *Karnkanthi* Skills for Success program provided modules including School Success, Career and Life Coaching and Peer and Leadership Coaching. Workshop topics included: developing learning goals and identifying potential blockers; strength identification and life and career pathway planning; active listening and communication strategies; SMART action setting and GOAL coaching. Participation details are provided in the table below:

| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Total |
|---|---|---|---|---|---|---|---|---|
| **Theme** | Life coaching | Life coaching | Career Coaching | Career Coaching | Study success | Leadership Coaching | Peer Coaching | |
| **Attendance** | 10 | 4 | 10 | 7 | 6 | 6 | 7 | **50** |

Feedback from the program included:
- *I learnt that anyone can become a leader. This is important for me to know so that I can make positive changes to the world around me.*
- *I learnt that anyone can be a peer coach. This is important because peer coaches can help motivate us. Now I am going to listen more carefully to what my friends, classmates and family say.*
- *I learnt that everyone can be a peer coach, it is important to recognise that so we can all motivate each other. I am going to be more open and willing to listen so I can help others.*

- *I learned that you don't have to be in a position of power to be a leader, and that most people are leaders without knowing they are. This is important because it lets people know that they can be leaders by doing simple things. Now I can use the tips and tricks I've learned to become a better leader for my teammates, peers, and community.*
- *I learnt that peer coaching is a really important form of leadership. It is important because leading from the front isn't always the best option. It is good to lead from in the middle or even the back pushing people forward. Getting peer feedback and coaching can help you boost your peers because you are in the same boat as them and may help them feel better. I want to try peer coaching a little more either in class or my friend groups by helping my friends set and achieve their goals.*
- *What we say is little bits of gold we give to others - we need to be very careful about what we say to others as it can affect their life - I am going to be positive towards other with my words.*

Following the completion of the program two scholarships were offered to participate in a further holiday program (1 x WY sponsored, 1 x Spire sponsored). One of these scholarships was taken up.

**Bridging & Enabling**

South Australian Aboriginal Secondary Training Academy (SAASTA)

The Aboriginal STEM Academy is a collaboration between Wirltu Yarlu and the South Australian Education Department, piloted in 2019 and established in 2020. SAASTA targets Aboriginal students across the state who are interested in STEM via an academy for years 11-12. This collaboration was also significantly impacted by COVID-19 in 2020 as many of the face-to-face workshops and sessions that were planned had to be cancelled.

Wirltu Yarlu Aboriginal and Torres Strait Islander Access Pathway

The Access Pathway provides access to higher education to Aboriginal and Torres Strait Islander students who may not have the required ATAR for university entry.

The Access Pathway allows applicants to gain direct entry into an undergraduate degree or entry into an enabling program (University Preparatory Program/Centre for Aboriginal Studies in Music Foundation Year).

**Outreach & Engagement Activities**

Prior to 2020, Wirltu Yarlu ran an entirely face-to-face outreach program, including high school visits, campus tours and faculty-based activities, with students and families attending education and careers expos all year round. These activities were severely impacted by COVID-19 due to government advice to limit travel and personal contact, in addition to many staff working from home. This has prompted Wirltu Yarlu to start developing a comprehensive online outreach program to be available in addition to face-to-face activities in future.

*Marni Wingku* (Good Breath) – **Not delivered in 2020**

*Marni Wingku* is an immersive on-campus program for Aboriginal and Torres Strait Islander high school students in Years 7 to 12, from across metro Adelaide, regional South Australia and the Northern Territory.

Much like other major events and activities, *Marni Wingku* was cancelled in 2020 due to COVID-19. Cancelling this event significantly impacted on Wirltu Yarlu's student outreach and engagement strategy in 2020 as it is a keystone engagement platform for Indigenous High-School students outside of the *Karnkanthi* program.

**External stakeholders**

Corporate and Community Partnerships

Wirltu Yarlu have strong relationships with communities and community leaders, ensuring their connection to the University. The University hosts events such as talks, community BBQ's and exhibitions that seek to engage both Indigenous and non-Indigenous staff, students and community. Where possible, staff are engaged in external committees, events and projects relating to national and local Indigenous communities and development.

Wirltu Yarlu create programs and partnerships with organisations to increase visibility of higher education for the Aboriginal and Torres Strait Islander Community. Organisations that were engaged in 2020 included Port Adelaide Football Club (PAFC); Women's Aboriginal AFL Academy (WAAA); Aboriginal AFL Academy (AAA); South Australian Aboriginal Sports Academy (SAASTA) and Kaplan. As with school visits, many planned activities had to be cancelled due to COVID-19.

**Scholarships**

Scholarships assist Indigenous students from low socio-economic backgrounds, particularly those from rural and regional areas, with the costs associated with higher education. The Indigenous Commonwealth Education Costs Scholarships (ICECS) and the Indigenous Commonwealth Accommodation Scholarships (ICAS) funded through the Indigenous Student Success Program are offered twice per year and administered by the University's central Coursework Scholarships Office. Table 1 (below) shows a breakdown of 2020 payments.

**Table 1          Scholarships - breakdown of 2020 payments**

|  | Education Costs | | Accommodation | | Reward | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | $ | No. | $ | No. | $ | No. | $ | No. |
| Enabling | $12,000 | 3 | $7,500 | 1 |  |  | **$19,500** | **4** |
| Undergraduate | $124,000 | 65 | $60,000 | 17 |  |  | **$184,000** | **82** |
| Postgraduate | $4,000 | 1 | - | - |  |  | **$4,000** | **1** |
| **Total** | **$140,000** | **69** | **$67,500** | **18** |  |  | **$207,500** | **87** |

**Access Initiative Funding Sources**

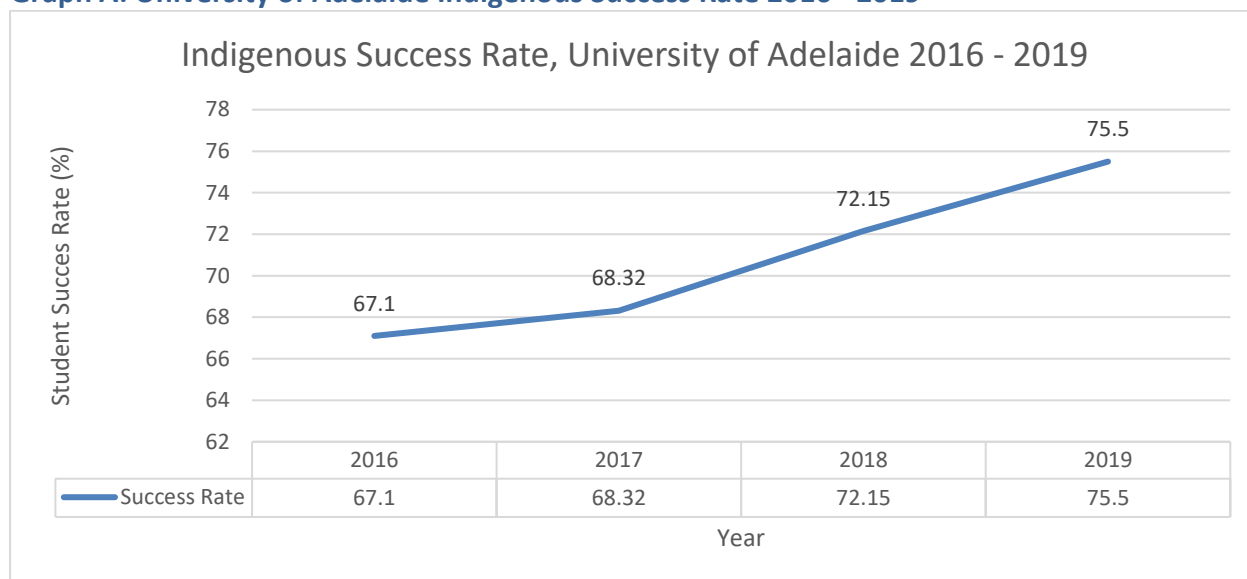| Program/Strategy/Output | Funding Source |
|---|---|
| *Karnkanthi* (Lifting Up) Indigenous Education Program | ISSP, HEPPP, University resources |
| Wirltu Yarlu Indigenous Student Ambassadors | ISSP, University Resources |
| Corporate and Community Partnerships | ISSP, HEPPP, University Resources |
| Staff Salaries | ISSP, University resources |

# 2. Progression (access and outcomes)

The University of Adelaide had been consistently the lowest performer across the Group of Eight for almost all student data indicators, particularly Indigenous success and retention rates. This performance led to an evaluation of academic entry processes within Wirltu Yarlu in 2017, resulting in a revised entry mechanism for Indigenous students in 2018: more rigorous entry to improve student success.

The review led to the design and implementation of a specialised, rigorous and consistent student entry process consisting of self and academic assessments and an entry test. The new process allowed for identification of several students who were not academically ready (who would have previously been accepted) who were then re-directed to preparation courses to ensure they gained the basic

academic skills required for success. DET data indicates that the dip in access/EFTSL corresponds with an increase in success rates at the institutional level 2017 – 2019 (see Graph A, below).

**Graph A: University of Adelaide Indigenous Success Rate 2016 - 2019**

Indigenous Success Rate, University of Adelaide 2016 - 2019

| Year | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| Success Rate | 67.1 | 68.32 | 72.15 | 75.5 |

COVID-19 significantly impacted the normal mode of face-to-face learning, increasing students concern regarding disruption to their studies and academic progress.

On 18 March 2020, the University of Adelaide advised all students that from Monday 23 March all lectures would be delivered online only and that tutorials would be moved online progressively, with all tutorial classes available online by Monday 30 March. At that time students had the choice of attending tutorials face-to-face or online, depending on their personal preference and assessment of attendance at classes was suspended. From Monday 23 March practicals were cancelled, with a view to reconfiguring and rescheduling them in a safer mode as soon as possible.

On 20 March 2020, students were notified that exams would not be going ahead as usual and that alternative assessments would be put in place, or assessments/exams moved online.

During this time the campus remained open for those students that needed to access study space, computers, internet or other equipment.

On 1 April 2020, to ensure that students were not disadvantaged by the COVID-19 pandemic, the University made the following changes to its grading system;
- Non-graded passes (NGP): All students given the option to choose whether to have any passing grade converted into a non-graded pass (NGP). If students choose this option, their NGP will not count towards their grade point average (GPA) calculations.
- Fails converted to Withdraw No Fails (WNF): All Fail grades will be changed to WNF, which will not be counted towards GPA calculations.
- Results Pending (RP): RP can be utilised where components of courses are postponed to subsequent semesters/periods.

Following advice from the Chief Public Health Officer that it was safe to resume face-to-face teaching, the University welcomed many students back to campus in Semester 2. In order to accommodate those unable to return to campus (i.e. those interstate, those with compromised immune systems, vulnerable persons) a number of courses were still offered in a remote mode. Individual students were

able to seek advice about their study plans and course enrolments to best accommodate their personal situation.

In addition to online teaching, all student support services were made available online during Semester 1. In most cases an online option has been maintained in addition to face-to-face services resuming with the easing of restrictions.

Wirltu Yarlu were able to offer contact with Student Support Officers (SSO), scholarship officers and Elders in Residence via Zoom, phone and SMS allowing continuous support, minimal disruption to engagement and the ability for staff and students to remain connected. The student self-assessment and success plans were also able to be continued online allowing SSO's to target student resilience, support, wellbeing, time management and cultural needs.

<u>Wirltu Yarlu Student Survey: Impact of COVID-19</u>
Wirltu Yarlu distributed a survey to students in early April to collect feedback regarding the mode and content of support offered to students. The Survey was distributed via email and text to over 250 students (both tertiary and *Karnkanthi*) with 75 tertiary students and 25 *Karnkanthi* students responding. Survey results indicated that 67% of students felt most concerned regarding their studies; 38% personal health and wellbeing; 18% family wellbeing; 10% of respondents were most concerned with the impact on their personal finances.
- 80% of overall respondents felt that their work studies, personal life and wellbeing were significantly impacted by COVID-19.
- 73% of respondents found that motivation was their biggest concern, followed by quality of education (20%) and having to experience isolation (7%).
- Overall 79% of student responders were satisfied or very satisfied with the support they received from Wirltu Yarlu in the time of COVID-19.
- 80% of respondents were anxious about their ongoing academic support - this led to Wirltu Yarlu's transition to an online mentoring platform for the ITAS/WYAMP program, discussed below.

In response to the survey, Wirltu Yarlu launched the *Warra Tartarta* (message stick) via social media to all current UoA and *Karnkanthi* Indigenous students with a focus on these concerns. *Warra Tartarta* also included information on scholarships and student opportunities as well as tips and discussion regarding nutrition, health & wellbeing and cultural elements.

In addition to the survey, staff also conducted a specifically COVID-related 'Indigenous check-in' project via the University-wide Succeed@Adelaide program. During these calls, students discussed academic support such as technology and learning scholarships with their Student Support Officer, and were provided with information regarding University support such as counselling and career support. The Succeed@Adelaide program is primarily funded through HEPPP, however ISSP funds are utilised by Wirltu Yarlu in staff costs and program support and delivery.

The online survey and 'check-in' described above allowed Wirltu Yarlu to identify and provide support to students requiring technology support for their online study. This resulted in the provision of 6 laptops, internet connections and software to students.

Prior to the pandemic, Wirltu Yarlu were already delivering a number of progressive initiatives, wholly or partially supported by ISSP funds which increased in value as learning and teaching moved online:
- Since 2018 students have 24/7 access to Studiosity online tutoring and assignment feedback for additional academic writing and concept assistance – this is primarily provided via HEPPP funds but supported by ISSP funding.

- In 2019 a pilot program to provide all first year Indigenous students with lifetime, online access to their required first year textbooks via Kortext was established. This pilot successfully continued in 2020, with a view to upscale across all program levels in 2021.
- In March 2020, Wirltu Yarlu became the first Indigenous Support Centre to deliver its ITAS mentoring program via an online platform to: increase student confidence in the availability of face-to-face tutoring at crucial study times, regardless of social distancing requirements/community health prevention orders such as lockdown; and reduced mentor/ student match up time – this is primarily provided via HEPPP funds but supported by ISSP funding.

**Peer to Peer Engagement**

Wirltu Yarlu Indigenous Student Ambassadors

In 2020, Wirltu Yarlu recruited 13 Student Ambassadors including at least one student from each faculty. Throughout the year the Wirltu Yarlu Indigenous Student Ambassadors were involved in over 12 Wirltu Yarlu and University-wide events both online and face-to-face, representing over 200 hours of ambassador engagement. Events included:
- Wirltu Yarlu Selections Program
- Campus tours for schools
- Student welcome lunches
- *Karnkanthi* nights
- University Native Food Market

**Dedicated Student Support**

Student Support Officers and online/e-support

The Student Support Officers (SSOs) engage with all Indigenous students across all year and program levels at the University to provide culturally appropriate assistance and support throughout their higher education journey. The SSO team works across student support, providing guidance and engagement at both the institutional and faculty levels, including referrals to additional supports and accommodation services; and in an advocacy capacity if/when a student requests they do so e.g. applications for extensions or alternative examination arrangements etc. The team organise several academic and social events across the year to facilitate strong links amongst Aboriginal and Torres Strait Islander students, staff and broader community/ies.

Student Success Plans (SSP's)

Following enrolment, Wirltu Yarlu's SSO's engage students to produce a Student Success Plan to determine their individual support needs and identify their goals and aspirations. SSO's then liaise with central services provided by the University such as the Writing Centre, Maths Learning Centre and Faculty Indigenous Student Mentors to ensure faculty-based support is also tailored to the needs of each student.

Online Essay Feedback

Students have 24/7 access to an online assignment feedback platform, Studiosity, for additional academic writing and concept assistance.

E-textbook pilot

A pilot program to provide all first-year Indigenous students with their required textbooks electronically through Kortext was established in 2019. This pilot was successful and prioritised for upscale in 2020, however this was interrupted by COVID-19. Rollout to additional student cohorts was paused in 2020, but is set to resume in 2021.

Indigenous Tutorial Assistance Scheme: Wirltu Yarlu Academic Mentoring Program
The Wirltu Yarlu Academic Mentoring Program (WYAMP) provides students with academic support throughout all study periods. WYAMP is a tailored tutorial program that provides culturally appropriate and course specific mentoring for Aboriginal and Torres Strait students enrolled at the University of Adelaide. Engagement with mentors is flexible, with students able to access this support in person, online or via telephone or virtual platforms.

By accessing the WYAMP program, students are connected with a mentor who supports the establishment of study and research skills; the program was rebranded from 'ITAS' (Indigenous Tutorial Assistance Scheme) to 'WYAMP' in 2018 as students were reporting equal value in their mentors as social connections within the University. Students in their first year of tertiary study are especially encouraged to make use of this service.

WYAMP during COVID-19
Wirltu Yarlu distributed a survey to students within a fortnight of the COVID-19 restrictions in SA to establish student wellbeing and provide baseline data regarding emergency equipment, stipends or grants required to support the Indigenous student body. Apart from a lack of computer hardware for many students, a primary concern was the impact of COVID-19 on the continuation of their studies and their study motivation. As a result, Wirltu Yarlu were able to quickly partner with a third-party provider to establish WYAMP on an online platform that facilitates independent, student driven mentoring session scheduling, and online and face-to-face mentoring sessions. This partnership was established as a pilot from June 2020 – June 2021.

Payment for the online platform project was not via ISSP grant funding, however, Wirltu Yarlu engaged NIAA extensively during the scoping and implementation to ensure compliance with responsibilities and requirements under state level WWVP policy as per ISSP and ITAS requirements.

**Table 2a        Tutorial assistance provided in 2020**

| Level of study | Number of students assisted | Total hours of assistance | Expenditure ($) |
|---|---|---|---|
| Enabling | N/A | N/A |  |
| Undergraduate | 108 | 5,457 |  |
| Post graduate | 10 | 90 |  |
| Other (Karnkanthi) | 47 | 350 | $18, 725 |
| **Total** | 165 | 5,897 | $315, 482 |

**Cultural Competency and Cultural Environment**
Culturally safe spaces
Indigenous student spaces are available within the Wirltu Yarlu offices, including two computer laboratories with printing and photocopying facilities, student kitchen and several spaces for tutoring/mentoring. The Wirltu Yarlu space also includes two 'Yarn Up' spaces for meetings between students and their SSO and/or Elders in Residence. Update and refurbishment of these spaces were disrupted by COVID-19 in 2020 with works planned in 2021 and corresponding rollover of funds.

Kaurna Learning Circle
In 2020 the University undertook an extensive upgrade to one of its main entrances at Victoria Drive. The new entrance, which meets the University footbridge over the River Torrens is is now known as *Karra Wirraparinangku* (from the Red Gum Forest River) and is an acknowledgement and celebration of the Kaurna people, culture and country.

The space incorporates a Kaurna Learning Circle; a meeting place and ceremonial space to be used by all. The outdoor venue includes a steel fire pit for ceremonial use and a steel structure inscribed with a welcome to country: "*Kaurna miyruna wangkanthi marni naa pudni, Kaurna yarta-ana*" ("Kaurna people say good you all came to Kaurna country"). A striking artwork, *Wangu Poles* (seven poles), also features; large aluminium poles, laser cut with thousands of hand-drawn circles to tell an ancient Kaurna story of the relationship between the *Wardlipari* (the milky way) and the *Karrawirra Pari* (River Torrens).

This project was funded by the University, although there was significant input from staff who are funded through ISSP.

Elders in Residence (Cultural Advisors)
The University is fortunate to have the cultural guidance of Kaurna Elders, including a full-time position, available for staff and students. These roles provide cultural and community advice to senior management across the University; Kaurna names and translations for documents and buildings; Welcome/s to Country, including at major events such as orientation and graduation; and academic and pastoral support for students in a safe, culturally appropriate space.

The Elders in Residence program went online during the COVID-19 campus shutdown, with Elders performing Welcome's to Country for over 250 online events or internal meetings, such as University Research Committee and the Vice Chancellor's Executive.

This program is primarily funded through HEPPP and internal funds, but significantly supported in its administration via ISSP based salaries across Wirltu Yarlu.

Cultural Protocols Document
Led by Elders in Residence, with support from student ambassadors and Wirltu Yarlu staff, 2019 saw a major review of Wirltu Yarlu's cultural competency guide. This was scheduled for stakeholder engagement and endorsement in 2020, however COVID-19 has delayed expected delivery to 2021.

Cultural Competency Training
The University of Adelaide includes an online Aboriginal Cultural Awareness course in its induction requirements for all new staff (to be completed in week one of employment). A review of training requirements and provision is being undertaken as part of the RAP and this module underwent redevelopment scoping in 2019/2020. This was paused due to impact of COVID-19, with a bespoke offering planned for 2021.

**Table 2b       Indigenous Support Activities provided in 2020**

| Activity | Number of student participants | Expenditure ($) |
|---|---|---|
| Staff Salaries | N/A | $750, 760 |
| ICECS (Education Costs Scholarships) | 69 | $143, 557 |
| ICAS (Accommodation Scholarships) | 18 | $67, 500 |
| Other | 4 | $12, 776 |

**Progression Initiative Funding Sources**

| Program/Strategy/Output | Funding Source |
|---|---|
| Salaries: Student Services Officers | ISSP; University Funds |
| Studiosity (online essay support) | HEPPP |
| Kortext (e-textbooks) | HEPPP |
| WYAMP (ITAS) & online platform | ISSP; HEPPP; University Funds |

| Cultural spaces | ISSP; University Funds |
|---|---|
| Salaries: Elders in Residence | HEPPP; ISSP |
| Cultural Protocols | ISSP; HEPPP; University Funds |
| Cultural Competency Training | ISSP; University Funds |

# 3. Completions (outcomes)

Students are supported throughout the lifetime of their studies by Wirltu Yarlu's Student Support Officers (SSOs) who aim to build trust and rapport with each student, and to provide strategies to assist students to achieve their goals and successfully complete their studies.

Where possible the University of Adelaide's Indigenous strategies and initiatives (i.e. *Tarrkarri Tirrka* and RAP) operate under a hub and spoke model, whereby departments and faculties are empowered to develop strategies and programs that are suitable for their local context in consultation with our various Indigenous strategies (detailed further in Section 6) and in collaboration with the Pro Vice-Chancellor (Indigenous Engagement) and Wirltu Yarlu.

Internal data indicates that a total of 31 students completed their degree program in 2020, with 26 undergraduate including 4 honours. There were 5 Postgraduate completions including 1 Graduate Diploma, 2 PhD's and 2 Masters. Internal data indicates Indigenous completions were slightly lower overall in 2020 compared with 2019 (*N*=35 to 31), including a lower number of Postgraduate completions in 2020 (5) compared with 2019 (10). Undergraduate completions decreased by one 2019 – 2020 (*N*=27 to 26), however this represents an encouraging number considering the impact of COVID-19. A breakdown is shown in Table A.

**Table A: Indigenous Completions at the University of Adelaide 2020 by Program Level, Faculty.**

| 2020 Indigenous Undergraduate completions by Faculty | |
|---|---|
| **Faculty** | **N** |
| Arts | 6 |
| Sciences | 2 |
| Health and Medical Sciences | 11 |
| Professions | 4 |
| Engineering, Computer and Mathematical Sciences | 3 |
| *Sub Total UG Completions* | *26* |
| *2020 Indigenous Postgraduate completions by Faculty\** | |
| **Faculty** | **N** |
| Arts | 1 |
| Sciences | 0 |
| Health and Medical Sciences | 2 |
| Professions | 1 |
| Engineering, Computer and Mathematical Sciences | 1 |
| *Sub Total PG Completions* | *5* |
| **GRAND TOTAL 2020** | **31** |

*Source: UoA Planning and Analytics: COGNOS, PeopleSoft data warehouse.*

Work-integrated-learning, employment and academic opportunities
Opportunities for internships, cadetships, employment, study tours and other student opportunities are regularly disseminated through WY's Student Newsletter, social media platforms and other targeted mail-outs. These initiatives aim to produce students who are 'work ready', and do this by enriching the student experience to build confidence and sharpen students focus.

Cadetship Program
The Wirltu Yarlu Cadetship Program combines academic learning with targeted work placements, which include mentoring. In 2020, 20 cadets participated in this program. This initiative is funded primarily by the University of Adelaide Aboriginal Employment Program, and in part by NIAA's Tailored Assistance Employment Grants.

Cadetships form a branch of Wirltu Yarlu's postgraduate pipeline, encouraging students to pursue employment within the research sector both during and after their studies.

Indigenous Marketing and Communications Officer
The Indigenous Marketing and Communications Officer actively connects with students via social media, particularly professional platforms. A major component of their messaging is regarding employment opportunities for students and recent graduates, particularly information about programs via government and industry.

Wirltu Yarlu maintain a database of student completions and, where possible, employment outcomes.

**Completions Initiative Funding Sources**

| Program/Strategy/Output | Funding Sources |
| --- | --- |
| Work-integrated-learning, employment and academic opportunities | ISSP, University Funds |
| Cadetship Program | ISSP, Commonwealth Cadetship Program |
| Indigenous Marketing and Communications Officer | ISSP, University Funds |

# 4. Regional and remote students

As online/remote study only became widely available at the University of Adelaide in response to COVID-19, students have historically relocated to the Adelaide area if they are from a regional or remote location. Many students who move from regional/remote areas choose to board at a nearby college on the recommendation of Wirltu Yarlu.

To support students in their transition, Wirltu Yarlu administers the Indigenous Commonwealth Accommodation Scholarship (ICAS). The number of ICAS scholarships awarded in 2020 is documented in the 2020 Scholarships section (Table 1). This number does not represent or encapsulate *all* students from regional/remote areas as some may not have applied for this scholarship, or may have been ineligible for other reasons. Further, it is hard to delineate rural/remote student scholarships specifically as recipient data is not available internally at this level.

Outreach initiatives, including inbound student experiences such as *Marni Wingku* (cancelled in 2020 due to COVID-19), which historically targets and supports participation from rural and interstate student cohorts are described in section 1.

The impact of COVID-19 on remote learning from rural and remote locations will be more easily quantified in 2021 and beyond.

**Table 4        Scholarship data for remote and regional students**

Data for Table 4 is not available.

| | Education Costs | | Accommodation | | Reward | | Total | |
|---|---|---|---|---|---|---|---|---|
| | $ | No. | $ | No. | $ | No. | $ | No. |
| A. 2019 Payments | | | | | | | | |
| B. 2020 Offers | | | | | | | | |
| C. Percentage (C=B/A*100) | | | | | | | | |
| **2020 Payments** | | | | | | | | |

# 5. Working with Vulnerable People Requirement

| | Yes/No |
|---|---|
| Has the university completed a risk assessment? | **Y** |
| Have staff involved in ISSP received training? | **Y** |
| Does the university have a compliance process in place? | **Y** |

# 6. Eligibility requirements

## 6.1. Indigenous Education Strategy

The embedding of Indigenous policy across the University of Adelaide is indicated within the University's Strategic Plan, *Future Making*. This document references the sharing of culture, language and research, increased recruitment of Indigenous staff and increased access for Indigenous students. The University of Adelaide has developed several other documents which indicate strategic priority and Key Performance Indicator (KPI) setting.

Documents which include Indigenous KPIs are:
- Strategic Plan: Future Making 2020-2024
- Indigenous Education: *Tarrkarri Tirrka* (Future Learning)
    o Initially launched November 2013, refreshed 2019
- Indigenous Employment: Aboriginal and Torres Strait Islander Employment Strategy
    o UoA's first Aboriginal and Torres Strait Islander Employment Strategy ran from 1995-1999, update expected 2021
- Indigenous Research: Yuringkarninthi
    o Approved 2020, not yet published
- Reconciliation Action Plan (RAP): Yangadlitya 2019-2021

The development and delivery of Indigenous strategies is primarily undertaken by the Pro Vice-Chancellor (Indigenous Engagement), with support from senior management such as the Deputy Vice-Chancellor and Vice-President (Academic) or (Research). Where appropriate/timely, Indigenous staff across the University of Adelaide are asked provide feedback on draft documents through internal management systems and staff meetings. In some instances, a Working Group is established, with broad membership, to guide the development of the strategy. A foreword from the Vice-Chancellor and President is included in all strategy documents and the strategies are often sponsored by another senior manager such as the Deputy Vice-Chancellor and Vice-President (Academic) or (Research). Strategies are endorsed by Vice Chancellor's Executive and Academic Board or other relevant committees. Where targets, actions or strategies are set, regular reporting is provided through the relevant governance structure.

Implementation and success of Indigenous focussed strategies and KPIs is generally evaluated on a project level by local areas, with regular reporting to relevant committees and/or working groups. Institutional oversight, contribution and evaluation of Indigenous strategies is generally via committees or working groups such as the Indigenous Education and Engagement Committee (IEEC) or Indigenous Student Service, Recruitment, Retention and Outreach Committee (ISSROC) (section 6.3). These committees include wide representation – Indigenous and non-Indigenous – from across the University. Increasingly the perspectives of staff, particularly the Cultural Advisors/Elders in Residence, are foundational to the initial frame of an Indigenous focussed strategy or output.

As mentioned above, these strategies are designed with a hub and spoke approach e.g. responsibility for goals or deliverables within a given strategy will sit with a local area such as Human Resources or Infrastructure and Wirltu Yarlu/Pro Vice Chancellor (Indigenous Engagement) will be listed as key stakeholder/supports. This ensures Indigenous input in the implementation and delivery, yet 'shares the load' to avoid an increased workload for senior Indigenous staff.

Both the *Tarrkarri Tirrka* Indigenous Education Strategy and 'Yangadlitya' Reconciliation Action Plan (RAP) outline ambitious targets to increase Indigenous student numbers across all program levels; improve success and completion rates; and 'develop the pipeline' into postgraduate studies. They facilitate cooperation between faculties and Wirltu Yarlu to ensure that support is accessible, holistic and culturally appropriate. The University of Adelaide's suite of Indigenous strategic documents are available at *https://www.adelaide.edu.au/Indigenous/*.

### *Tarrkarri Tirrka*
https://www.adelaide.edu.au/indigenous/system/files/media/documents/2019-12/5451-1%20Tarrkarri%20Tirrka%20Strategy%20Document%20Final.pdf
Based on an Indigenous empowerment model, the *Tarrkarri Tirrka* contains 21 recommendations and outlines the development of Local Indigenous Action Plans (LIAPs) as the 'local-level' mechanism to achieve institution-level KPIs for growth in student numbers and outcomes across all program levels.

In late 2019 a mid-point update was endorsed to 'refresh' the strategy. COVID-19 disrupted many strategic objectives set out for 2020 delivery and the actions have been carried over into 2021.

### 2020 Targets and KPI's
The *Tarrkarri Tirrka* Mid-Point update provided opportunity for critical thought to the calculation and intent of ongoing Aboriginal and Torres Strait Islander student targets at the University. The overarching goal remains unchanged, aiming for 2% (S.A. state population parity) Indigenous student body representation, with parity in progression and completion indicators for Indigenous student compared to non-Indigenous by 2024.

Although the target remains unchanged, the strategies to achieve these objectives has modified to align with faculty recommendations and reflect real trends in Aboriginal & Torres Strait Islander student data. The target figures are now based on an overall 5% annual rise in undergraduates and postgraduate students, noting that the largest growth occurs in undergraduate.

For enrolments, these figures indicate an ambitious but achievable end target of 331 undergraduate students by 2024, representing a 37% increase from the 2017 baseline. 2020 Targets and Actuals are detailed in Table B, below.

## Table B: 2020 *Tarrkarri Tirrka* Targets: Students

| 2020 Targets | Access (Commencing) | Participation (Enrolments) | Completions |
|---|---|---|---|
| Target | 117 | 271 | 43 |
| Actual | 130 | 205 | 31 |
| Variance | +13 | -66 | -12 |

*Source: University of Adelaide internal data warehouse (COGNOS)*

Indigenous postgraduate growth targets represent an 18% increase to Indigenous postgraduate study overall (PGCW & HDR), and 73% increase in HDR student load across the University from 2017 to 2024.

Local Indigenous Action Plans
To ensure consistent and sustainable progression, stakeholders will work proactively with the Pro Vice-Chancellor (Indigenous Engagement) to develop local-level implementation plans that focus on Indigenous student outcomes and outline strategies, targets, implementation and evaluation plans for both students and staff. Local Indigenous Action Plans (LIAPs) will be informed by key documents including the RAP, *Tarrkarri Tirrka* Mid-Point, Indigenous Employment Strategy (under review 2021), and metrics applied by government and funding agencies. LIAPs focus on achieving impact and improving outcomes, facilitating performance tracking and ensuring accountability to achieve the University's strategic and performance indicator targets

Rather than a standardised 'cookie-cutter' model applied across the University, LIAPs supply necessary agility to address opportunities, shortfalls and/or barriers within each faculty regarding Indigenous outcomes.

Indigenous Curriculum Mapping & Framework Project
Supported by internal funding, the Indigenous Curriculum Framework project was underway in early 2020 to identify discipline specific Indigenous content across the University of Adelaide and ensure it is embedded and accessible to as many students as possible.

The Curriculum Mapping and Framework Project aims to ensure Indigenous perspectives are embedded across as many Faculties, disciplines, courses and units of study as possible within the University of Adelaide; for example, maximising access to and uptake of already established Indigenous focussed courses such as Indigenous Knowledges by making them universally available as an elective (degree program permitting). The mapping project ultimately reinforces the University's 2019 commitment to an Indigenous Graduate Attribute:

> *Australian Aboriginal cultural competency: Graduates have an understanding of, and respect for, Australian Aboriginal values, culture and knowledge.*

A Working Group has been identified, but did not commence due to COVID-19.

**Reconciliation Action Plan**
https://www.adelaide.edu.au/reconciliation/system/files/media/documents/2021-03/uofa-rap.pdf
A 'Whole of University approach' was a founding principle in the development of the University's first Reconciliation Action Plan (RAP). RAPs require a commitment to decentralise reconciliatory efforts across all areas of an organisation, ensuring that a commitment to better outcomes and opportunities for Aboriginal and Torres Strait Islander people is held by a greater number of staff members. The University of Adelaide's RAP has commitments to Aboriginal Australia from a broad range of services across the university, including media, procurement, HR, infrastructure and faculties. In the 12+ months since the launch of the RAP, a number of milestones have been achieved in previously disengaged areas, highlighting the broad uptake of Indigenous focused strategies. For example, the

University now has an Indigenous Procurement Policy embedded in the Procurement Code of Conduct and included the building of a Kaurna Learning Circle in the North Terrace redevelopment.

Reconciliation Action Plan Officer
The RAP Officer position enables and monitors outcomes, communicating progress and challenges towards the RAP goals across the University of Adelaide, Reconciliation Australia and University Leadership.

## 6.2. Indigenous Workforce Strategy

The University of Adelaide has embedded a number of strategies across education, employment and research to ensure staff and student advancement, including identified positions, funding incentives, promotion of positions to Aboriginal and Torres Strait Islander networks, and a cadetship program. The *Tarrkarri Tirrka* Mid-Point Update commits to 3% Indigenous staff by 2024.

The Aboriginal and Torres Strait Islander Employment Strategy aims to increase the participation of First Nations peoples at the University via employment opportunities and cadetships. A guiding principle is equity of access for recruitment, retention, selection and promotion, in both mainstream and designated career pathways. It outlines approaches to foster staff retention and continuity, including mentoring and networking, appropriate cultural considerations and professional development and promotion opportunities.

An independent evaluation and redevelopment of the Aboriginal and Torres Strait Islander Employment Strategy commenced in late 2019, however this was paused in 2020 due to COVID-19 and is anticipated to resume under the incoming Pro Vice-Chancellor (Indigenous Engagement) in 2021.

On 13 February 2020, the University announced the creation of the new senior leadership position of Pro Vice-Chancellor (Indigenous Engagement). The PVC (IE) provides leadership in achieving the University's strategic goals in relation to Aboriginal and Torres Strait Islander engagement, education, research and the enhanced employment of Indigenous people in the University. At that time the PVC (IE) also held the role of Director, Wirltu Yarlu. The role of PVC(IE) supersedes the role of Dean of Indigenous Education and Research Strategy.

As of November 2020 this role has been vacant due to resignation, with recruitment underway (April/May 2021). This role will no longer have responsibility as Director, Wirltu Yarlu as a new role of Manager, Wirltu Yarlu has been established (HEO9, 1.0 FTE). The PVC(IE) role has been advertised as 0.6FTE with the opportunity to pursue research in a relevant School for 0.4 FTE.

Specific Indigenous staff targets are set within the University's Enterprise Agreement 2017-2021 (p.88), Aboriginal and Torres Strait Islander Employment Strategy, and *Tarrkarri Tirrka* Mid-Point Update. The *Tarrkarri Tirrka* Mid-Point targets are most recent, and are presented below in Table C.

## Table C: 2020 *Tarrkarri Tirrka* Targets: Staff

| 2020 Targets | Professional | Academic | Total |
|---|---|---|---|
| Target | 55 | 22 | 77 |
| Actual | 64 | 17 | 81 |
| **Variance** | **+9** | **-5** | **+4** |

*Source: University of Adelaide internal data (PeopleSoft)*

Wirltu Yarlu's WYAMP tutors (casual academic), cadets and students ambassadors (casual professional make a significant contribution to the targets. A breakdown of staff is provided in Table 6.2 below.

**Table 6.2     Indigenous workforce data (2020 breakdown)**

| Level/position | Permanent | | Casual/contract/fixed-term | |
|---|---|---|---|---|
| | Academic | Professional | Academic | Professional |
| ARC Ext-Funded Rsch Fellow (A) | | | 1 | |
| Lecturer | 1 | | | |
| Higher Educ Off 2 (Sec) | | 1 | | |
| Higher Education Officer Lvl 2 | | | | 1 |
| Higher Education Officer Lvl 3 | | 1 | | 1 |
| Higher Education Officer Lvl 4 | | 2 | | 2 |
| Higher Education Officer Lvl 5 | | 5 | | 3 |
| Higher Educ Officer Lvl 5/6 | | 1 | | |
| Higher Education Officer Lvl 6 | | 4 | | 3 |
| Higher Education Officer Lvl 7 | | 1 | | 1 |
| Higher Education Officer Lvl 8 | | | | 1 |
| P/T Tchg Lecturer | | | 10 | |
| Casual Employee (Prof Staff) | | | | 37 |
| Casual Non Tchg/Resch Academic | | | 1 | |
| Associate Lecturer | | | 2 | |
| NHMRC Grant-Funded Researcher E | 1 | | | |
| Senior Lecturer | | | 1 | |
| **Sub Total** | **2** | **15** | **15** | **49** |
| **Total Indigenous Staff as at 31/12/2020** | | | | **81** |

## 6.3.  Indigenous Governance Mechanism

The University of Adelaide's primary Indigenous Governance Mechanism is the Indigenous Education and Engagement Committee (IEEC). A summary of the 2020 IEEC meetings and membership is provided below. IEEC meet up to 6 times per year, although there were no meetings in the final quarter of 2020 due to the Pro Vice-Chancellor (Indigenous Engagement) vacancy.

The Indigenous Student Service, Recruitment, Retention and Outreach Committee is a secondary governance mechanism which brings together central and faculty operational staff in relation to student matters. Additionally the Aboriginal and Torres Strait Islander Employment Advisory and Monitoring Committee meet regularly regarding staff matters.

**Indigenous Education and Engagement Committee (IEEC)**

| Meeting Number/Date | Agenda Items |
|---|---|
| 01/20 (03/03/2020) | ➢ Reconciliation Action Plan<br>➢ New Colombo Plan<br>➢ Research and Employment Strategies |
| 02/20 (12/05/2020) | ➢ Repatriation<br>➢ Vygo<br>➢ Employment Strategy<br>➢ COVID-19 Aboriginal Student Survey<br>➢ Reconciliation Action Plan Progress |
| 03/20 (07/07/2020) | ➢ Update on Aboriginal Heritage Project<br>➢ Reconciliation Action Plan<br>➢ Draft Employment Strategy |
| 04/20 (08/09/2020) | ➢ Reconciliation Action Plan<br>➢ Yuringkarninthi Aboriginal Research Strategy |

Membership

Note that representatives may be nominated annually.

| Position per Terms of Reference | Name | Indigenous (Y/N) | Attended Meeting* | | | |
|---|---|---|---|---|---|---|
| | | | 01/20 | 02/20 | 03/20 | 04/20 |
| Deputy Vice-Chancellor and Vice-President (Academic) (ex officio) or nominee | Ms Alice Cameron (nominee) | N | Y | Y | Y | |
| Pro Vice-Chancellor (Indigenous Engagement) (Convener) | Prof. Shane Hearn | **Y** | Y | Y | Y | Y |
| Deputy Vice-Chancellor and Vice-President (Research) or nominee | Mr Tim Scroop (nominee) | N | Y | | Y | |
| Faculty representative, Arts | Dr Jenni Caruso | **Y** | Y | | Y | Y |
| Faculty representative, Professions | A Prof Duygu Yengin/ Prof Alexander Reilly | N | Y | Y | | |
| Faculty representative, Sciences | A Prof Kapil Chousalkar | N | Y | Y | Y | Y |
| Faculty representative, Health & Medical Sciences | Dr Shona Crabb | N | P | Y | Y | Y |
| Faculty representative, ECMS | A Prof Claudia Szabo | N | P | P | | |
| Chief Operating Officer & Vice-President (Services and Resources) (ex officio) or nominee | Dr Benjamin Grindlay (nominee) | N | Y | | P | P |
| Chair, Gender, Equity & Diversity Committee (ex officio) or nominee | N/A | | | | | |
| Director, Yaitya Purruna (replaced by Director, Centre for Aboriginal Studies) | Prof. Aaron Corn | **Y** | Y | | Y | |
| A currently enrolled undergraduate and/or postgraduate Indigenous student representative | Ms Justine Clark | **Y** | Y | Y | Y | Y |
| Director, Partnerships & Corporate Relations | Ms Leah Grantham | N | | P | Y | |
| Manager Compliance, Legal & Risk | Dr Sandra Lilburn | N | Y | Y | Y | Y |
| Human Resources Representative | N/A | | | | | |
| Manager Performance Reporting | N/A | | | | | |
| Student Services Coordinator, Wirltu Yarlu (or nominee) | Mr Liam Kenna (nominee) | N | Y | Y | Y | Y |
| Associate Director, Student Life | Ms Colleen Lewig | N | | Y | Y | Y |

*Y=Yes, P= Proxy

**Indigenous Student Service, Recruitment, Retention and Outreach Committee**

| Meeting Number/Date | Standing Agenda | Membership |
|---|---|---|
| 01/20 (02/04/2020) | ➢ Student Support Report<br>➢ Outreach and Engagement Report<br>➢ Faculty Indigenous Support Mentor Reports<br>➢ Support Service Reports | 1. Pro Vice-Chancellor (Indigenous Engagement)<br>2. Executive Officer, Wirltu Yarlu<br>3. Outreach and Engagement Manager, Wirltu Yarlu<br>4. Representative from Faculty of Professions<br>5. Representative from Engineering Computer and Mathematical Sciences<br>6. Representative from Health and Medical Sciences<br>7. Representative from Student Care Office<br>8. Representative from Business School<br>9. Representative from School of Physical Sciences<br>10. Representative from Marketing and Recruitment<br>11. Representative from the University of Adelaide's Waite Campus<br>12. Representative from Accommodation Service / Roseworthy Residential Services<br>13. Representative from Student Life<br>14. Representative from Faculty of Arts<br>15. Indigenous Librarian |
| 02/20 (04/06/2020) | | |
| 03/20 (06/08/2020) | | |
| 04/20 (29/10/2020) | | |
| 05/20 (03/12/2020) | | |

**Aboriginal and Torres Strait Islander Employment Advisory and Monitoring Committee**

| Meeting Number/Date | Agenda Items | Membership |
|---|---|---|
| 01/20 (21/04/2020) | • Internships and Cadetships<br>• Reconciliation Action Plan<br>• Tarrkarri Tirrka | 1. Pro Vice-Chancellor (Indigenous Engagement) or representative<br>2. Deputy Vice-Chancellor & Vice-President (Academic)<br>3. Executive Dean, Faculty of Arts<br>4. Aboriginal and Torres Strait Islander Staff Representative x 3 |
| 02/20 (15/06/2020) | • Cancelled | |
| 03/20 (14/09/2020) | • Cancelled | |
| 04/20 (23/11/2020) | • Internships and Cadetships<br>• Reconciliation Action Plan<br>• Tarrkarri Tirrka | |

### 6.3.1.  Statement by the Indigenous Governance Mechanism

On behalf of the Indigenous Education and Engagement Committee (IEEC) and vacant position of Pro Vice-Chancellor (Indigenous Engagement), I can confirm that this performance report is a true and accurate record of the activities conducted by the University of Adelaide, particularly Wirltu Yarlu.

The University of Adelaide has an ongoing commitment to achieving equitable participation and increasing success rates in tertiary education, improving engagement in research, and empowerment and advancement of Aboriginal and Torres Strait Islander staff and students.

The University is grateful to have access to the funding provided through the Indigenous Student Success Program (ISSP) for the provision of activities as specified in the Indigenous Student Assistance Grants Guidelines 2017. In addition to ISSP, the University provides additional (operating) budget to support these activities and also accesses Higher Education Participation and Partnerships Program (HEPPP) funding.

Professor Jennie Shaw
Interim Deputy Vice-Chancellor and Vice-President (Academic)