



THE UNIVERSITY
of ADELAIDE



2013-2023

Tarrkarri Tirrka (Future Learning)

The University of Adelaide Integrated Aboriginal
and Torres Strait Islander Education Strategy



Vice-Chancellor & President Professor Warren Bebbington

Tarrkarri Tirrka is a Kurna word meaning 'Future Learning'.

I gratefully acknowledge the Kurna Warra Pintyandi Committee for permission to use this name for the University of Adelaide's Integrated Aboriginal and Torres Strait Islander Education Strategy 2013-2023.

The University of Adelaide is proud to offer high quality educational opportunities to Aboriginal and Torres Strait Islander peoples, to foster Indigenous representation across all disciplines and to produce graduates of excellence who will build the capacity of the Indigenous workforce.

The *Integrated Aboriginal and Torres Strait Islander Education Strategy* echo the direction set out in the University of Adelaide's Strategic Plan 2013-2023: *Beacon of Enlightenment*. It also aligns with the strategic focus of the Federal Government's national priority of 'Closing the Gap' on Aboriginal and Torres Strait Islander peoples' disadvantage.

In collaboration with the local community, the University of Adelaide has taken great steps in recent years to improve Indigenous participation including the development of *Wilto Yerlo Unit* to recruit and support students. The *2003 Reconciliation Statement* and the *Aboriginal and Torres Strait Islander Employment Strategy* have also supported current and future Indigenous staff and initiatives.

The University is firmly committed to addressing systemic imbalance and inequity as Indigenous participation continues to remain at unacceptably low levels across Australia's higher education sector.

Within a decade, on the eve of its sesquicentenary, the University of Adelaide aims to achieve a 2% Indigenous student participation and staff workforce.

In addition, this Strategy provides the platform to direct our expertise in education and research towards improving Aboriginal and Torres Strait Islander outcomes across the country.

It is with pleasure that I endorse the *Tarrkarri Tirrka Integrated Aboriginal and Torres Strait Islander Education Strategy 2013-2023*.



Dean of Indigenous Education Professor Lester-Irabinna Rigney (PhD)

The University of Adelaide acknowledge the Kurna people, the original custodians of the Adelaide Plains and the land on which the University's main campus is located, and is committed to ensuring that Indigenous knowledges and perspectives are a defining element of the institutions strategic, teaching, research, and community engagement activities.

The vision for the University was founded on the noble ideal of the First Vice-Chancellor, Dr Augustus Short (1802-1883): "to prepare South Australia young leaders shaped by education rather than by birth or wealth". This commitment to equality and diversity is what has and continues to shape the University's identity and story.

The University is consistently ranked in the top 1% of universities worldwide and is among the finest institutions of higher education in Australia. The University has built a legacy of extraordinary achievement and academic excellence in research and teaching. This has not been achieved by the University resting on its laurels, but by continuing to adapt to changing environments toward a bright future built on its founding values.

The diversity of the University's faculty, staff, and students continues to influences its strength, productivity, and intellectual depth and contributes to the richness of the teaching and research environment.

The 2003 Reconciliation Statement set the foundation for how the University would approach Aboriginal and Torres Strait Islander education, research and engagement as core business, and while there has been success the University Indigenous participation rates remain low. To ensure the University's future remains strong and its outreach to society broad "The University of Adelaide Integrated Aboriginal and Torres Strait Islander Education Strategy" has been developed. This strategy sets new benchmarks to improve Indigenous participation and success, and aligns the University with the national agenda for Indigenous Education.

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Aboriginal and Torres Strait Islander people need to be aware that this publication may contain images of and/or references to deceased persons.

Throughout this document ‘Aboriginal and Torres Strait Islander’ and ‘Indigenous’ are used interchangeably.

1. Executive Summary

The University of Adelaide values diversity and inclusive learning and has prioritised Aboriginal and Torres Strait Islander Education.

We are the smallest of the Go8 Universities with a modest Indigenous student enrolment and staff workforce. The University recognises that to 'Close the Gap' and improve Indigenous education outcomes, a more systematic approach is needed. In our commitment to Indigenous Education we aim to be bold, outstanding and transformative. Our approach to Indigenous student enrolment and staff workforce will need to change if we are to achieve state population parity of 2%.

This Integrated Aboriginal and Torres Strait Islander Education Strategy advocates a university – wide approach to the development, implementation and evaluation of recruitment, retention and curricula strategies aimed at increasing the number of Indigenous students and staff, and to raise the cultural competency of staff and students.

The University has already acted upon a number key recommendations and initiatives:

- > Implementation of the Aboriginal and Torres Strait Islander Employment Strategy;
- > Redesignation of a senior Aboriginal leadership role to Dean of Indigenous Education. This role provides strategic leadership in: Indigenousisation of courses; recognition of Indigenous knowledges in teaching and research; engagement with Indigenous communities; and Indigenous staff employment.
- > Utilised our internationally recognised research capacity in partnership with Indigenous communities to address major challenges in climate change, digital inclusion, health, and justice.

The strategy incorporates previous approaches and actions into one coherent direction and purpose, focussing on the following key areas:

- > Student Services;
- > Indigenous Employment and University Governance;
- > Teaching and Learning;
- > Research;
- > Human Resources;
- > Community Engagement; and
- > International Outreach.

2. Summary of Recommendations

Recommendation 1

Improve the coordination of Indigenous student recruitment, support, retention and completion, using a whole-of-university approach to increase Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity of 2% of total students by 2024.

Recommendation 2

Faculties develop strategies for improving Indigenous student retention and completion outcomes.

Recommendation 3

Wilto Yerlo increase to 60% student uptake of Indigenous Tutorial Assistance Scheme (ITAS).

Recommendation 4

Marketing and Communication ensure effective marketing strategies for Indigenous recruitment.

Recommendation 5

Increase University Aboriginal and Torres Strait Islander staff employment rates that are reflective of state population parity to 2% of total staff by 2024.

Recommendation 6

To recruit by 2017 a PVC-Indigenous Engagement.

Recommendation 7

Update and Register the University of Adelaide's 2003 Reconciliation Statement with Reconciliation Australia.

Recommendation 8

The office of the Vice-President (Services and Resources) including the Director of Infrastructure, in consultation with Wilto Yerlo, CASM, Yaitya Purrana and Executive Deans review to ensure Indigenous students are located in high quality, culturally affirming study/support spaces.

Recommendation 9

Expand the opportunity for students across University of Adelaide to gain knowledge of Indigenous Australians with an initial focus on priority disciplines to 'Close the Gap' such as Education, BA, Science, History, Law, linguistics, and health professions.

Recommendation 10

Fund competitive grants for faculty pilot projects to increase Indigenous content into curriculum.

Recommendation 11

Wilto Yerlo to develop and implement face-to-face Indigenous cultural competency staff training workshops.

Recommendation 12

The Office of the DVCR develop and enhance Indigenous research across the University and increase the number of Indigenous researchers.

Recommendation 13

Increase Indigenous HDR Students enrolments rates.

Recommendation 14

The University Ethics and Human Research Committee establish an Indigenous Research Ethics sub-committee and or Aboriginal and Torres Strait Ethics Advisors to provide advice to the HREC on ethical issues in relation to research conducted with Aboriginal and Torres Strait Islander peoples and communities.

Recommendation 15

Develop a single annual report of all financial scholarships for Indigenous undergraduate and postgraduate students.

Recommendation 16

The Aboriginal and Torres Strait Islander Employment Strategy Project Officer in conjunction with Human Resources scope and integrate an online staff induction Indigenous cultural awareness training package.

Recommendation 17

The Dean of Indigenous Education to conduct an Indigenous cultural awareness seminar within the Vice Chancellor's induction of new staff.

Recommendation 18

The office of the Vice-President (Services and Resources), encourage acts of Indigenous cultural affirmation through raise the status and visibility of Indigenous cultures across all campuses.

Recommendation 19

Ensure the University of Adelaide policy of Kaurana Welcome to Country ceremony is observed at major events including Graduation.

Recommendation 20

The Dean of Indigenous Education to establish procedures and protocols to ensure the inclusion of Indigenous Elders, community members and groups in formal and informal partnerships and their inclusion in formal and ceremonial University occasions.

Recommendation 21

The University by 2016 increase Indigenous student international experiences comparable to other University of Adelaide students.

Recommendation 22

The University establish at least two international partnerships to explore Indigenous knowledges, cultural competency and research collaboration between Indigenous Staff and Students.

3. Vision

By 2024, the University of Adelaide will graduate Indigenous leaders of distinction and prepare graduates who value reconciliation and new knowledge for progress in the wider community. The University will be recognised internationally for teaching and research excellence in Aboriginal and Torres Strait Islander education.

4. Mission

The mission of the Integrated Aboriginal and Torres Strait Islander Education Strategy is to align the University's Indigenous Education activities with national policies and reviews of Indigenous Education for consistency in strategic goals and objectives to help shape the national agenda. It will provide the University with a framework to achieve outcomes through the development of a systematic and coordinated whole-of-institution approach to Indigenous Education.

5. Challenge and Opportunity

The Bradley Review (2008:34) highlighted that the Group of Eight (Go8) universities feature in the bottom percentile of all Australian universities in the enrolment of low socio-economic status (LSES) student enrolments. While the University of Adelaide lead the Go8 in LSES enrolment, it remains below the national average.

The University of Adelaide's Indigenous completion rates reflect progress and retention rates. In comparison to the total domestic student population, Aboriginal and Torres Strait Islander student progress rates are 25% lower on average. Similarly, Indigenous student retention rates (excluding Enabling programs) are, on average, almost 30% lower than the total domestic student population. These differences go some way to explaining the current low percentage of Indigenous completions.

Despite progress in recent decades, the University of Adelaide's Aboriginal and Torres Strait Islander staff and student numbers have not reached population parity of 2% and remain under 1% of the total student and staff cohort. Our opportunity is to embed an integrated, university-wide Aboriginal and Torres Strait Islander Education Strategy that provides core business guidance to improve the performance of our University. The Strategy identifies recommendations to attract and maintain excellent staff and students from diverse Indigenous backgrounds. It will also guide the University of Adelaide's development of key objectives required to achieve these outcomes over the next ten years.

6. Objectives

To further develop Indigenous education and employment, the University of Adelaide aims to:

- > Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.
- > Achieve Indigenous undergraduate and postgraduate student completion rates to 2% of total students by 2024.
- > Develop and enhance Indigenous research across the University and increase the number of Indigenous researchers.
- > Develop and support internationalisation of Indigenous Education.
- > Achieve Indigenous staff employment rates to 2% of total staff cohort by 2024.
- > Develop Indigenous courses and programs with content including Indigenous perspectives, histories, and cultures applicable across a range of curricula.
- > Embed cultural awareness and competency training for staff.
- > Increase the visibility and recognition of Indigenous cultures across all campuses through community engagement.

As a result of these objectives, the University's standing on Aboriginal and Torres Strait Islander Education will be substantially enhanced and characterised by an organisational awareness of Indigenous activities and opportunities.

7. Targets and Key Performance Indicators

The Strategy establishes targets for the University in key areas of Aboriginal and Torres Strait Islander students, staff, teaching and research.

7.1 Retention

Aboriginal and Torres Strait Islander Retention rates (57% in 2012) are much lower than the total domestic retention rates (average 85%). An increase in Aboriginal and Torres Strait Islander retention rates requires a change in the commencing proportion of Indigenous enrolments. The following progressive targets are based on Aboriginal and Torres Strait Islander retention rates reaching parity with total domestic retention rates by 2024.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Progressive Target 2016	Target 2024
ATSI Retention Rate	57%	59%	63%	66%	72%	86%

Achieving these targets will be dependent on the proportion of commencing to continuing Aboriginal and Torres Strait Islander students becoming more like that of the general student population (a lower commencing proportion) as follows in the table below.

7.2 Enrolments

Percentage of Aboriginal and Torres Strait Islander enrolments within the total domestic enrolment population for 2012 (the required baseline year) is 1% (190 headcount). Assuming that total domestic enrolments increase 15% by 2024 (21,671 headcount), 2% is 433 headcount. The 2013-2016 progressive targets to achieve this would be as follows (commencing number in brackets):

Principal Performance Indicators	Baseline 2012**	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Progressive Target 2016	Target 2024
Number of ATSI Student enrolments*	190 (107)	190 (102)	202 (105)	214 (109)	235 (116)	433 (170)
Enabling enrolments	47 (40)	50 (27)	53 (28)	56 (29)	62 (31)	114 (45)
Undergraduate enrolments	124 (58)	121 (65)	128 (67)	136 (69)	150 (74)	276 (108)
Postgraduate enrolments	21 (11)	19 (10)	20 (11)	22 (11)	24 (12)	44 (17)

*Including Enabling programs

**Preliminary data yet to be reported to DIISRTE

7.3 Completions

Of the 4,154 domestic completions in 2011 only 31 were Aboriginal and Torres Strait Islander (0.75%). Assuming that the trend in domestic completions annually reported to Department of Education, Employment and Workplace Relations (DEEWR), since 1994 each year continued to 2024 (5,166), 2% is 103.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Progressive Target 2016	Target 2024
Number of ATSI Student completions*	33**	38	43	48	54	103

*Including Enabling programs

**Based on 2024 projection. Actual 2012 completions are yet to be reported to Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)

7.4 Professional Staff

Of the 2,030 professional staff in 2012, 17 were Aboriginal and Torres Strait Islander (0.8%). Assuming a 15% growth in Professional staff by 2024 (2,334), 2% would be 47. The 2013-2016 progressive targets to achieve this would be as follows:

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Progressive Target 2016	Target 2024
Number of ATSI Professional Staff	17	19	22	24	27	47

7.5 Academic Staff

Of the 1,655 academic staff in 2012, 8 were Aboriginal and Torres Strait Islander (0.5%). Assuming a 15% growth in academic staff by 2024 (1,903), 2% would be 38.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Progressive Target 2016	Target 2024
Number of ATSI academic staff	8	11	13	16	18	38

8. Strategic Alignment

The Integrated Aboriginal and Torres Strait Islander Education Strategy is the primary planning and implementation document regarding Indigenous Education at the University of Adelaide. This multi-year strategy is aligned to the objectives of the following documents:

- > 2013-2023 University's Strategic Plan, 'The Beacon of Enlightenment'.
- > 2013 Aboriginal and Torres Strait Islander Employment Strategy.
- > 2003 The University of Adelaide's Reconciliation Statement.

The University of Adelaide's Integrated Aboriginal and Torres Strait Islander Education Strategy is aligned with key existing goals setting and recommendations from major Commonwealth and State Government policies and guidelines listed below. A review was conducted of these key university-benchmarking reports and their strategic planning that is the major drivers of change in Indigenous Education across the sector. Each report was based on extensive consultation with its major stakeholders.

8.1 National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) 1989

The NATSIEP¹ forms the foundation of all Indigenous education programs in Australia and has been endorsed by Federal State and Territory Governments. The policy has 21 long-term goals and 4 aims that informs and guides the University of Adelaide's Integrated Indigenous Education Strategy. These goals are designed to improve access and educational outcomes for Indigenous Australians that include:

- > Involvement of Aboriginal and Torres Strait Islander people in educational decision-making.
- > Equality of access to education services.
- > Equity of education participation.
- > Equitable and appropriate educational outcomes.

8.2 Indigenous Higher Education Advisory Council (IHEAC) 2006

IHEAC Strategic Plan² identified seven priority areas, which inform and guide the recommendations of the University of Adelaide's Integrated Indigenous Education Strategy.

- > Universities collaborate with schools and TAFE to build pathways.
- > Improve access, success, retention and completion rates level of Indigenous undergraduate and postgraduate enrolment, enhance Indigenous research and increase numbers of Indigenous researchers.
- > Improve prominence of Indigenous culture and knowledge and studies on campus.
- > Increase staff numbers and participation in University governance.

¹ Department of Employment, Education and Training (1989), National Aboriginal and Torres Strait Islander Education Policy: Joint Policy Statement, Canberra.

² Indigenous Higher Education Advisory Council (IHEAC) (2006), Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education. Australian Government Department of Communications, Information Technology and the Arts, Canberra. www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/IndigenousHigherEducationAdvisoryCouncil/Documents/IHEAC/ImprovingIndOutcomes.pdf (Accessed 15 April 2013).

8.3 The Review of Australian Higher Education (Bradley Review) 2008

The Bradley Review³ sought to increase the proportion of the population in attaining a higher education qualification:

- > Increase low socio-economic status student enrolments by 20%, by 2020.
- > Improve Indigenous higher education access and outcomes in consultation with the Indigenous Higher Education Advisory Council.

8.4 Universities Australia National Best Practice Framework for Indigenous Cultural Competency in Australian Universities 2011

The principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities⁴ align with and enable the vision and goals of Indigenous Higher Education Committee (2007), the World Indigenous Nations Higher Education Consortium (2007), and the Bradley Review (2008). The Framework is built around five key Guiding Principles:

- > Indigenous involvement in University governance.
- > All graduates have culturally competent knowledge and skills.
- > Research is conducted in culturally competent ways within Indigenous partnerships.
- > Indigenous staffing is increased at all levels and academic fields.
- > Universities operate in partnership with their Indigenous communities.

8.5 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt) 2012

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People⁵ builds on the Bradley Review and examines how to improve Indigenous education outcomes.

- > Universities to use national population parity rate of 2.2% rate to set Indigenous targets.
- > Increase student access and success and increase Indigenous knowledge content in curriculum.
- > Increase the number of Indigenous higher degree students and Indigenous research.
- > Recruit and support Indigenous staff.
- > Increase participation in University governance.
- > Embed a University-wide Indigenous Education Strategy.

9. The University of Adelaide's Seven Priority Areas for Indigenous Education

The Seven key trends that emerged from the above benchmarking reports are embedded in the recommendations of the University of Adelaide's Integrated Aboriginal and Torres Strait Islander Education Strategy as priority areas:

- > Student Services;
- > Indigenous Employment and University Governance;
- > Teaching and Learning;
- > Research;
- > Human Resources;
- > Community Engagement; and
- > International outreach.

³ Review of Australian Higher Education, Final Report (2008), Department of Education, Employment and Workplace Relations, Canberra. www.innovation.gov.au/HigherEducation/ResourcesAndPublications/ReviewOfAustralianHigherEducation/Pages/ReviewOfAustralianHigherEducationReport.aspx (Accessed 15 April 2013).

⁴ Universities Australia (2011), National Best Practice Framework for Indigenous Cultural Competency in Australian Universities. Department of Education, Employment and Workplace Relations (DEEWR), Canberra. www.universitiesaustralia.edu.au/lightbox/1312. (Accessed 15 April 2013).

⁵ Behrendt, L., Larkin, S., Griew, R. and P. Kelly (2012), Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report. Department of Industry, Innovation, Science, Research and Tertiary Education, Canberra.

10. Recommendations

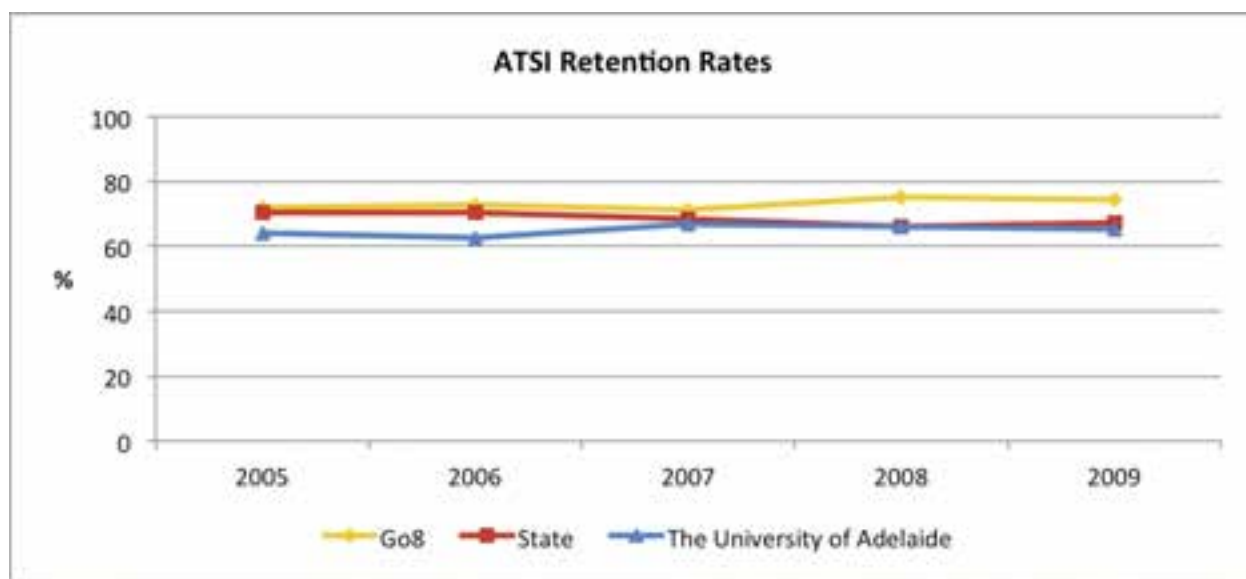
Implementation of the recommendations contained in this document fulfils the objectives and targets of the Strategy. The Recommendations are grouped according to their focus.

10.1 Student Services

The full benefits of higher education have yet to be realised for Aboriginal and Torres Strait Islander Australians. At the beginning of the 21st century, ameliorating Indigenous educational disadvantage through closing the gap is a national priority. Student participation, retention and completion rates are key indicators of successful higher educational outcomes. The national picture revealed in the Behrendt *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* indicate that Indigenous students⁶:

- > Only made up 1.4% of all university enrolments in 2010.
- > Are less likely to participate in university compared to others.
- > Are less likely to be admitted to university on basis of prior educational attainment compared to their counterparts.
- > Have lower retention rates. In 2010, 63.4% of Indigenous students who were studying in 2009 continued to be enrolled at university, compared to 79.8% of non-Indigenous students.
- > Have lower completion rates. In 2010, 40.8% of Indigenous students who commenced a bachelor course in 2005 had completed their program, compared to 68.6% of non-Indigenous students (Behrendt et al 2012:6-7).

The University of Adelaide's key performance indicators of Indigenous student educational outcomes, indicate a contrast in trends between 2006-2010. For example, Department of Education, Employment and Workplace Relations Higher Education Statistics Report 2006-2010 confirms that while 2009 Indigenous student access (1.43) and participation (1.09) rates saw the University of Adelaide become the highest across the Go8 and second in the state, it was at the bottom in both Go8 and the state for Indigenous rates in retention (65.43) and success (61.9). The University of Adelaide has been successful at recruiting Indigenous students. However, as listed in the below table, work is required to improve retention rates to enable the successful graduation of students. The percentage of Indigenous students succeeding at the University of Adelaide clearly continues to fall well below equity levels.



There are Aboriginal and Torres Strait Islander support and mentoring models at the University of Adelaide that assist with student retention inside faculty that complement Wilto Yerlo and Yaitya Purruna systems. For example, the School of Law has launched an Indigenous enabling pathway program at regional Port Augusta. On the main campus, Dr Matthew Stubbs mentors all Indigenous students within the Law School. Similar initiatives are required to build on existing efforts across the faculties.

As indicated in the following table, a trend over the past decade is that the vast majority of Indigenous students at the University of Adelaide enrol in Arts, Health and Education degree programs and non-award courses. Science, Engineering, Computer Science and Mathematics have the lowest enrolment and completion rates.

A total of 164 Indigenous completions were achieved at the University of Adelaide during 2005-2011. In 2012, Indigenous enrolment by program level included: 119 undergraduate, 20 postgraduate and 47 enabling students.

⁶ Behrendt, L., Larkin, S., Griew, R. and P. Kelly. (2012). *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report*. Canberra: Department of Industry, Innovation, Science, Research and Tertiary Education.

Aboriginal and Torres Strait Islander Enrolments by Faculty

ATSI Status: ATSI, Aboriginal, Torres Strait Islander Enrolment

Enrolment Year: Ascending order

Students Enrolled (Head Count)	2005	2006	2007	2008	2009	2010	2011	2012
DVC&VP(A)		51	56	61	64	34	31	30
EC&MS	4	3	3	5	6	6	8	7
Health Sci	16	17	18	26	26	35	34	36
Hum&SS	80	36	43	51	50	89	72	68
Profession	25	24	21	34	31	36	33	38
Sciences	6	3	7	8	9	12	12	10
Summary	125	127	138	168	178	198	183	184

Note: Excluded TAFE students

Source: DWH as of 8/10/2012

Aboriginal and Torres Strait Islander Completions by Faculty

Students Completions (Head Count)	2005	2006	2007	2008	2009	2010	2011
EC&MS	2	1	1	1	1	1	1
Health Sci	3	6	2	4	4	6	5
Hum&SS	12	13	16	11	8	18	16
Profession	2	1	5	6		4	7
Sciences	3	1		1			2
Grand Total	22	22	24	23	13	29	31

Source: DEEWR Student collection

Enabling or other non-award university access pathways remain in demand. According to University of Adelaide statistics between 2002 and 2012 there have been a total of 221 students admitted to the Wilto Yerlo Foundations Program. Of those admitted, 69 have gone on to enrol in bachelor level programs.

Despite being a research-intensive university, the University of Adelaide's Higher Degree Research student enrolment is small: 2009 (9), 2010 (6), 2011 (2), 2012 (5), 2013 (4). Work is needed for improvement.

The strategy objectives and recommendations below are designed to provide a whole-of-institution framework to improve Indigenous student success at the University of Adelaide.

This approach requires commitment to the professional development of University staff in areas such as the effective teaching of and engagement with Aboriginal and Torres Strait Islander students, embedding Indigenous perspectives into the curriculum, understanding and respecting Indigenous knowledge, values and perspectives, and supporting student transitions.

Student Services

Objectives 1 Addressed: Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.

Objectives 2 Addressed: Achieve Indigenous undergraduate and postgraduate student completion rates to 2% of total students by 2024.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 1 Improve the coordination of Indigenous student recruitment, support, retention and completion, using a whole-of-university approach to increase Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity of 2% of total students by 2024.	Wilto Yerlo establish and chair an Indigenous Student Recruitment and Outreach Committee to improve the coordination of Indigenous student recruitment, retention and graduation success across the University. <ul style="list-style-type: none"> > Where possible avoid duplication. > Establish clearer roles and responsibilities regarding Indigenous recruitment. > Increase Indigenous enrolment rate. > Use technology-based recruitment solutions. > Additional and affordable housing. > Continue to strengthen Partnership with schools, families and communities for aspiration and transition to university. 	WY Director Dean IE Ex Director, DVCA Representatives' -Yaitya Purrana, CASM, Office of Future Students, Transition and Advisory, Accommodation, Counselling and Disability Services.	2013 Committee established. Initiatives scoped and developed and Embedded 2014 onwards.
	Wilto Yerlo University Preparation Program (WYUPP) to be offered at Port Augusta.	WY Director Dean IE	2013 Scope 2013/2014 implementation
	Scope Roseworthy as an additional site for WYUPP.		2016
	Data on Indigenous retention and completion provided to Indigenous support services annually.	Ex Director, DVCA Planning and Performance. Dean IE	2013 – Ongoing
	Ensure early identification of Indigenous students at risk and case management.	WY Director	2013 – Ongoing
	Increase scholarships and financial support from corporate/industry sources. Increase uptake of the full range of Indigenous scholarships available at the university.	Dean IE Ex Dean	2013 – Ongoing
	Relocation and refurbishment of Wilto Yerlo to a 'fit for purpose' location on site.	Ex Director, DVCA	2013 Budget and Design. Renovation begin 2014
Recommendation 2 Faculties develop strategies for improving Indigenous student retention and completion outcomes:	Faculty Strategy set and embeds Indigenous Student attraction and completion targets.	Ex Dean	2013 – Ongoing
	Assign a faculty member to role of Indigenous student Mentor (ISM). Reports to Ex Dean. ISM monitors progress provides, faculty leadership, liaises with Wilto Yerlo and ITAS Coordinator.	Ex Dean	2013
	ISM a member of the Indigenous Educational Strategies and Community Engagement Committee.	Ex Dean	2013
	Increase Indigenous knowledges, histories and perspectives in faculty course offerings and curriculum content where appropriate.	Ex Dean	2014
	Increase Indigenous images on faculty website and faculty promotional material.	Ex Dean	2014
	Faculty participation in Indigenous Access entry testing and assessment.	WY Director	2013
Recommendation 3 Wilto Yerlo increase to 60% student uptake of Indigenous Tutorial Assistance Scheme (ITAS)	Improve student retention outcomes for students on ITAS. Review ITAS through student/tutor satisfaction survey to develop strategies to increase uptake.	WY Director	Increase by 10% per year until 60% reached
	Recommendation 4 Marketing and Communication ensure effective marketing strategies for Indigenous recruitment.	Scope and implement the following initiatives: <ul style="list-style-type: none"> > Indigenous Education website for information on Aboriginal Torres Strait Islander Services, Elder Welcome and linked to University home page. The Tarrkarri Tirka and Taplin fund located on this site. > Effective and well-coordinated marketing of courses to Indigenous clients. > Inclusion of relevant Indigenous information and images of Indigenous people in University promotional material. 	VPSR Dean IE

10.2 Indigenous Employment and University Governance

Increasing Indigenous staff increases Indigenous students. Prior to the early 1970's and the establishment of Aboriginal and Torres Strait Islander Support Programs, there were virtually no Indigenous staff employed in Australian universities.

DEEWR data indicates that Indigenous staff comprise of less than 1% of all university staff (Universities Australia 2011:15).⁷ It is clear that while there has been a notable increase in Indigenous employment across the sector between the years 2001 to 2010 from 552 to 1022, measures clearly need to be taken to achieve parity, both of employment and type (Universities Australia 2011:15).

The national picture of Indigenous staff is highlighted in the Indigenous Higher Education Advisory Council (2007:29) Ngapartji Ngapartji – Yerra: Stronger Futures Report findings:

- > Increasing level of Indigenous staff and their leadership roles in universities essential to improving Indigenous student access and success.
- > Universities graduate workforce needed for closing the gap in health, education, and industry.
- > High under-representation of Indigenous university staff, particularly in senior positions and key decision-making and governance committees.⁸

The table below indicates that University of Adelaide has made commendable progress increasing the number of Indigenous staff working at the University since 2006. In March 2012, total number of Indigenous staff was 26. This was an additional 4 staff from 2011, an 18% increase. However parity in Indigenous employment is elusive and staff numbers remain under 1%.

Faculty support to increase the breadth and depth of staff diversity include the Indigenous Employment Strategy and Cadetship programs offer through the office of the DVCA.

The University of Adelaide Aboriginal and Torres Strait Islander staff numbers 2006-2012

Numbers	2006	2007	2008	2009	2010	2011	2012	2012 Uni of Adelaide Staff	
								All Staff	ATSI %
Males	8	6	7	4	8	7	10	1591	0.62
Females	10	10	15	12	15	15	16	1898	0.84
Total Indigenous	18	16	22	16	23	22	26		
% Indigenous staff	0.67	0.57	0.76	0.52	0.72	0.65	0.74		
Total staff at Adelaide Uni	2665	2803	2884	3047	3159	3359	3489	3489	0.74
Academic (male)	5	4	5	3	4	2	4	982	0.40
Academic (female)	4	4	4	3	5	5	4	634	0.63
Total Academic	9	8	9	6	9	7	8	1616	0.49
Professional (male)	3	2	2	1	4	5	6	609	0.98
Professional (female)	6	6	11	9	10	10	12	1264	0.94
Total Professional	9	8	13	10	14	15	18	1873	0.96

The University of Adelaide Aboriginal and Torres Strait Islander staff numbers 31 March from 2006-2012.

According to Human Resources, the University's Workforce Information Unit, in February 2013, there are 35 Indigenous staff employed (Headcount of Fixed Term and Continuing staff) an increase of 9 (34.6%).

In 2013 the University of Adelaide has:

- > 3953 total University of Adelaide staff.
- > 0.97% total headcount population of Indigenous fixed term and continuing staff.
- > 13 Indigenous Academics most early career.
- > 22 Indigenous Professional staff - DVCA 14, H/Science 10, HUMSS 6, Professions 2, VPSR 2, Science 1, ECMS 0, DVCR 0.
- > Only 1 Professor and 1 HEO8 at senior levels.
- > No Indigenous members of faculty boards or high-level research committees.

The strategy objectives and recommendations below are designed to provide a whole-of-institution framework to improve Indigenous employment at the University of Adelaide.

⁷ Universities Australia (2011), National Best Practice Framework for Indigenous Cultural Competency in Australian Universities. Department of Education, Employment and Workplace Relations (DEEWR), Canberra. www.universitiesaustralia.edu.au/lightbox/1312. (Accessed 15 April 2013).

⁸ Indigenous Higher Education Advisory Council (2007), Ngapartji Ngapartji – Yerra: Stronger Futures. Report of the 3rd Annual IHEAC Conference. www.deewr.gov.au/Indigenous/HigherEducation/Programs/IHEAC/Documents/NgapartjiNgapartji.pdf (Accessed December 15, 2012)

Indigenous Employment and University Governance

Objectives 1 Addressed: Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% by 2024.

Objectives 5 Addressed: Achieve Indigenous staff employment rates to 2% of total staff by 2024.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 5 Increase University Aboriginal and Torres Strait Islander staff employment rates that are reflective of state population parity to 2% of total staff by 2024.	Implement the aims and objectives of the Aboriginal and Torres Strait Islander Employment Strategy.	WY Director Dean IE Ex Deans	Ongoing
	Faculty embed Indigenous staff targets attraction targets in Faculty Strategy (employ 1 Indigenous staff member per year).	Ex Deans	2013 – 2015 1 staff member employed by each faculty per year.
	Implement student cadetships.	Dean IE	1 in 2013, 3 by 2015
	Indigenous peoples appointed at Senior Executive, Director and Managerial positions. Appoint Indigenous members to University Council, Academic Board, Faculty Board(s) and relevant Committees.	DVCA DVCR VPSR VC Dean IE Ex Deans	2014 – Ongoing Initiatives developed and Embedded
Recommendation 6 To recruit by 2017 a PVC-Indigenous Engagement	PVCIE Provide leadership in relation to the workforce and Indigenous education agenda and to facilitate the Indigenisation of teaching, research and internationalisation.	DVCA Dean IE	2017
Recommendation 7 Update and Register the University of Adelaide's 2003 Reconciliation Statement with Reconciliation Australia.	Update and Register the University of Adelaide's 2003 Reconciliation Statement with Reconciliation Australia.	Dean IE Gender, Equity and Diversity Committee Indigenous Education and Engagement Committee	2013
Recommendation 8 The office of the Vice-President (Services and Resources) including the Director of Infrastructure, in consultation with Wilto Yerlo, CASM, Yaitya Purrana and Executive Deans review to ensure Indigenous students are located in high quality, culturally affirming study/support spaces.	Review accommodation and available support services to ensure Indigenous students are located in high quality, culturally affirming study/support spaces.	VPSR Ex Deans Dean IE	3 year cycle beginning in 2014

10.3 Learning and Teaching

There are many benefits and opportunities to be gained from including Indigenous knowledges in University curricula. Equipping University graduates with the skills and knowledge to meet the needs of Indigenous clients and communities with whom they will come in contact with increasingly meets corporate demand for graduate skills and work integrated learning in this area. Equally, offering international students the opportunity to engage in a unique Australian experience in their studies increases the attraction to the University of Adelaide. Nationally, Aboriginal and Torres Strait Islander knowledges, histories and perspectives can and are already playing a critical role in new and dynamic approaches to learning, research and innovation in Health, Native Title, Environmental Science and Mining. Including Indigenous perspectives in academic teaching practices is recommended in chief benchmarking reports for Australian Higher Education including Bradley et al (2008)⁹, Behrendt et al (2012) and Universities Australia (2011). Principles include:

- > Increase Indigenous cultural competency of University teaching staff.
- > Embed Indigenous knowledges in University's Learning and Teaching policies.
- > Provide induction training for University staff on Indigenous cultural competency.
- > Adopting a whole-of-university approach to the incorporation of Aboriginal and Torres Strait Islander knowledges, issues and perspectives in curriculums, graduate attributes and teaching practices to build student competency.
- > Include Aboriginal Studies as a discrete course or program and/or embed perspectives in curricula to increase Indigenous student success.

⁹ Review of Australian Higher Education, Final Report (2008), Department of Education, Employment and Workplace Relations, Canberra.

<http://www.innovation.gov.au/HigherEducation/ResourcesAndPublications/ReviewOfAustralianHigherEducation/Pages/ReviewOfAustralianHigherEducationReport.aspx> (Accessed 15 April 2013).

As an institution responsible for educating the next generation of professionals across a range of disciplines, the University of Adelaide plays a significant role in shaping the culture, paradigms and practices of those professions. The University of Adelaide's Reconciliation Statements already committed itself in 2003 to the learning and teaching of Indigenous cultures and knowledges by:

- > Promoting understandings of Indigenous issues, culture and history in programs and courses.
- > Contributing to process of reconciliation by educating the Australian community about the cultures, languages, history and contemporary experiences of Australia's Indigenous peoples.

The University of Adelaide Reconciliation Strategy was the catalyst for the development of courses in Indigenous history, languages, politics and health.

Unlike the University of Adelaide, most other Go8 Universities have had an Aboriginal Studies Major sequence within the Bachelor of Arts for over a decade to increase Indigenous staff and student numbers and success and embed understanding of Indigenous client cultures. Change will be required to meet this objective. In terms of diversity of offerings, selected findings from a undergraduate 'course' online keyword Calendar Handbook search (keywords 'aboriginal' and 'indigenous') indicated only 24 courses out of 4500 courses available have some Indigenous content in discipline areas such as Health, Law, Education, History, and Linguistics. This number is small indeed and requires significant increase if parity of Indigenous staff and student numbers is to be achieved by 2024. University of Adelaide's 'course' with Indigenous content includes:

Faculty	Subject Area and number of courses
DVCA: 7	Aboriginal Studies (7)
Health Science: 2	General Practice (1), Public Health (1)
Hum&SS: 13	Ethnomusicology (3), History (3), Art History (3), Linguistics (3), Environmental Studies (1)
Professions: 3	Education (3)

The University of Adelaide has 2 programs out of 361 Degrees (excluding VET, non-award, HDR). These degree programs include: Diploma in Aboriginal Studies in Music and Advanced Diploma in Aboriginal Studies in Music

Not all subjects known to have Indigenous content mentioned such content in Handbook entries. It is unclear the depth and breadth of Indigenous content in these courses - and in this sense, the data is not definitive. Another issue is that the University of Adelaide policy on Graduate Attributes states that graduates will have: *'Awareness of ethical, social and cultural issues in a global context'*. However it is difficult to assess whether this attribute is reflected in the course information of those with Indigenous themes. Work is needed to provide staff training on Indigenous cultural competency.

One example of Indigenous content inclusion being developed in the Faculty of Health Sciences involves collaborative work led by the Indigenous academic staff in Yaitya Purrana Indigenous Health Unit located in the School of Population Health. This is underway and includes incorporating Indigenous health and culture over all six years of undergraduate medicine based on the Council of Deans of Australian Medical Schools Indigenous Health Curriculum document. The other initiative starting in 2013 is the inclusion of an Indigenous Health Major in the Bachelor of Health Sciences. As well Yaitya Purrana academic staff coordinates a core course on Indigenous Health in the Master of Public Health and an elective on Indigenous health for MBBS students.

The University of Adelaide is committed a to whole-of-university approach to inclusive Indigenous education, that supports the development and delivery of high quality culturally inclusive professional education in Aboriginal and Torres Strait Islander cultures and knowledges including cultural competency training of academic staff to produce graduates skilled to work in cultural contexts.

This Strategy emphasises the development of an Aboriginal Studies Major in the BA. It seeks to embed across a range of undergraduate curricula Indigenous knowledge, culture and perspectives. The initial focus is on priority disciplines to 'close the gap' such as education, arts, law, history, linguistics and health.

It is not a requirement of this Strategy to incorporate of Indigenous content into 'all' undergraduate programs. The idea is to build from existing course offerings where possible toward an Aboriginal Studies Major sequence.

Over the next decade Indigenous knowledges may evolve as demand increases beyond Humanities and Social Sciences to Sport Science, Computer Science, Veterinary and Animal Husbandry, Environmental Sciences, Mining and Engineering.

Learning and Teaching

Objectives 6 Addressed: Develop Indigenous courses and programs with content including Indigenous perspectives, histories, and cultures applicable across a range of curricula to enable University of Adelaide's students to gain knowledge of Indigenous Australians.

Objectives 7 Addressed: Embed cultural awareness and competency training for staff.

Objectives 8 Addressed: Encourage acts of Indigenous cultural affirmation through community engagement and increase the visibility and recognition of Indigenous cultures across all campuses.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 9 Expand the opportunity for students across University to gain knowledge of Indigenous Australians with an initial focus on priority disciplines to 'Close the Gap' such as Education, BA, Science, History, Law, linguistics, and health professions.	Wilto Yerlo develop and manage an Aboriginal Studies Major within Bachelor of Arts that includes interdisciplinary broadening electives.	WY Director Dean IE Ex Deans	2013 – 2014 Scope and Develop 2014 – 2015 Progressive Implementation
	Embed Indigenous Education into the University's Learning and Teaching Strategy.	PVCSE DVCA	2013
	Ensure University's graduate attributes on 'ethical and cultural' learning are translated into programs that include Indigenous histories, perspectives, and cultures	PVCSE DVCA	Ongoing
	Provide online Indigenous education teaching resources and curriculum guidelines to support teaching staff.	Dean IE	2013 – 2014
Recommendation 10 Fund competitive grants for faculty pilot projects to increase Indigenous content into curriculum.	Fund 3 x \$10,000 per year for three years, faculty Indigenous content teaching grants as pilots.	DVCA Dean IE	2015
Recommendation 11 Wilto Yerlo to develop and implement face-to-face Indigenous cultural competency staff training workshops.	Scope and develop 2 - per year face to face Cultural Awareness Competency staff training Cultural Awareness Competency Teaching One Hour Seminar, 2 x year in the Staff Development Program, School of Education	Director Wilto Yerlo	2013 Scope 2014 Implement

10.4 Research

An increase in Indigenous research funding has occurred in major funding bodies including ARC, NHMRC, OLT, FCATSIA and DEEWR. For example, in 2008-2009 the Commonwealth budget for Indigenous Health was \$1.67 Billion with 1/3 spent on interventional research and evaluation of programs. The University of Adelaide research on Indigenous themes has benefited from some of this funding and could build further on this. This Integrated Strategy and its implementation seek a strategic approach to build Indigenous and Non-Indigenous research capacity in Indigenous research.

Universities Australia (2011) benchmarking report, 'National Best Practice for Indigenous Cultural Competency in Australian Universities', shows that Indigenous research and Indigenous researchers remain grossly underrepresented in comparison to non-Indigenous researchers. Work is required to build Indigenous research capacity and to ensure University ethical research processes treat respectfully Indigenous peoples, cultural material and knowledges.

Growing the number of Aboriginal and Torres Strait Islander people successfully completing higher degree by research (HDR) study and moving into academic careers is critical to supporting future generations of Indigenous people to access and succeed in higher education. Nationally Aboriginal and Torres Strait Islander HDR students have not reached parity and made up 1.1% of higher degree by research (HDR) students at university, and 0.8% of all HDR completions in 2010 (DIISRTE 2012 in Behrendt et al 2012:8).

In 2012 the retention rates for these students 80.1% were slightly lower 83.9% compared to non-Indigenous students. Surprisingly, Indigenous HDR enrolments have increased over the last decade, albeit from a low base. However, the increase in completions for Indigenous students has been relatively small with 15 more students completing their studies in 2010 (43) compared to 2005 (28) (DIISRTE 2012a in Behrendt et al 2012:8).

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander recommend the following strategies to support research involving Indigenous peoples (Behrendt et al 2012:81-91):

- > Establish a HDR peer cohort.
- > Ensure quality of ethical research practices.
- > Create research fellowships to attract new Indigenous research staff.
- > Increase scholarships for Indigenous HDR.
- > Provide Indigenous cultural competency training for Supervisors.
- > Increase the number of HDR to parity 2%.
- > Improve supervision of Indigenous HDR students.
- > University Research Training Scheme (RTS) funding to be allocated to support Aboriginal and Torres Strait Islander research students.

The University of Adelaide is a world-class research university and is well positioned to lead in the development and coordination of high quality Indigenous research that is of practical benefit to the subjects of the research and assists in the achievement empowerment of Indigenous Australians.

As indicated in the table below, the University of Adelaide has moderate success in Indigenous postgraduate recruitment. Work is need on HDR student enrolment that continues to be small numbers indeed: 2009(9), 2010 (6), 2011 (2), 2012 (5), 2013 (4).

Aboriginal and Torres Strait Islander Enrolments by Program Level

ATSI Status: ATSI, Aboriginal, Torres Strait Islander Enrolment AND Enrolment Year

Enrolment Year: Ascending order

Students Enrolled (Head Count)	2005	2006	2007	2008	2009	2010	2011	2012
Undergraduate	84	80	80	109	109	134	120	119
Postgraduate	10	13	20	26	21	20	18	20
Enabling	33	35	44	42	48	52	48	47
Summary	125	127	138	168	178	198	183	184

Note: Excluded TAFE students

Source: DWH as of 8/10/2012

Aboriginal and Torres Strait Islander Completions by Program Level

Students Completed (Head Count)	2005	2006	2007	2008	2009	2010	2011
Postgraduate	2	3	4	4	3	8	8
Undergraduate	20	19	20	19	10	21	23
Grand Total	22	22	24	23	13	29	31

Source: DEEWR Student collection

This University of Adelaide strategy supports the encouragement of staff and the recruitment of promising Indigenous students and staff to engage in research and develop their research skills.

There needs to be institutional recognition that research be conducted in an ethical and culturally competent way that empowers Indigenous participants and encourages collaboration and partnership with Indigenous communities.

Work is needed to put in place an ethics process across the University to ensure that an Aboriginal and Torres Strait Islander world-view is taken into account when assessing the quality and merit of a research project.

To this end, the strategy recommends developing a Wilto Yerlo ethics sub-committee and or Aboriginal and Torres Strait Ethics Advisors linked to University human ethics committees to add value to the process on assessing Indigenous research drawing on expertise from Aboriginal and Torres Strait Islander people.

Research

Objectives 2 Addressed: Achieve Indigenous undergraduate and postgraduate student completion rates to 2% of total students by 2024.

Objectives 3 Addressed: Develop and promote Indigenous research across the University.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 12 The Office of the DVCR develop and enhance Indigenous research across the University and increase the number of Indigenous researchers.	Establish an Indigenous Research Committee chaired by the PVCRC to: <ul style="list-style-type: none"> > Investigate strategies to address the proportional under-representation of Indigenous postgraduates, academics, researchers. > Scope Appointment Indigenous researchers starts to University. > Scope and cost an Indigenous Research Fellowship Scheme. > Scope and cost a pilot Indigenous research program aimed at developing full NHMRC and ARC grant proposals. > Investigates ways to turn Indigenous HDR graduates into research staff. > Investigates ways to turn Indigenous HDR graduates into research staff. > Consider Appointment Indigenous research project officer. > Consider, where appropriate, flexible co-supervision arrangements that provide for Indigenous supervisors who are not necessarily academic staff in a university. 	PVCRS Dean IE Ex Deans	2013 Committee developed 2014 Initiatives roll out and Embedded
	Development and maintenance of a register of Indigenous related research occurring across the University.	PVCRS	2014
Recommendation 13 Increase Indigenous HDR Students enrolments rates.	Early identification of Indigenous undergraduate students as potential HDR and Indigenous HDR student enrolment. Establish an Indigenous HDR peer network.	Dean IE WY Director Dean graduate studies	2013
	Increase the number of Indigenous postgraduate scholarships.	Dean IE Dean graduate studies	2014
	Incorporate cultural awareness as a competency within internal training for HDR supervisors.	Dean IE Dean graduate studies	2014
	Increase the number of Indigenous staff enrolled in Higher Research degrees.	PVCRS Dean graduate studies	2013
Recommendation 14 The University Ethics and Human Research Committee establish an Indigenous Research Ethics sub-committee and or Aboriginal and Torres Strait Ethics Advisors to provide advice to the HREC on ethical issues in relation to research conducted with Aboriginal and Torres Strait Islander peoples and communities.	The sub-committee include Wilto Yerlo research staff and the Dean of Indigenous Education. Develop clearer expectations, roles and responsibilities regarding Indigenous research across the University by the development of a university website dedicated to Indigenous Research. Aboriginal and Torres Strait Ethics Advisors are academic employees of the University who review ethics applications involving Aboriginal and Torres Strait Islander peoples in accordance with National guidelines to value add to the internal system and assisting researcher awareness of community protocol.	PVCRO Dean IE WY Director	2014
Recommendation 15 Develop a single annual report of all financial scholarships for Indigenous undergraduate and postgraduate students.	Annual report of all financial scholarships.	Undergraduate Scholarship Office Dean graduate studies	2013

10.5 Human Resources

The 2011 Universities Australia report, 'Guiding Principles for the Development of Indigenous Cultural Competency in Australian Universities', indicates best practice in Indigenous employment that includes amongst other findings the (2011:186):

- > Development of an Indigenous Employment Strategy and appointment of an Indigenous Employment Coordinator.
- > Establishment of programs for career development of Indigenous staff.
- > Development of induction processes for Indigenous cultural competency staff training.
- > Indigenous career development and professional development opportunities.

The University of Adelaide has in place an Indigenous Employment Strategy and an Aboriginal Project Officer. Moreover, career and professional development opportunities already exist. Work is needed on staff development induction processes, which include Indigenous cultural competency training for staff. The strategy advocates a threefold process:

- > Face-to-face Indigenous cultural competency training for staff.
- > Online staff induction for Indigenous cultural awareness training.
- > Indigenous cultural awareness seminar embedded within the Vice Chancellor's induction of new staff.

The strategy supports greater understanding and awareness of Indigenous peoples and their knowledges, histories and cultures across the University, including the provision of cultural competency training, new staff induction and professional development.

Human Resources

Objectives 7 Addressed: Embed cultural awareness and competency training for staff.

Recommendation	Initiative/success Indicator	Accountability	Timeline
<p>Recommendation 16</p> <p>The Aboriginal and Torres Strait Islander Employment Strategy Project Officer in conjunction with Human Resources scope and integrate an online staff induction Indigenous cultural awareness training package.</p>	Scope and integrate an online staff induction Indigenous cultural awareness training package.	VPSR Human Resources Dean IE	2013 Initiatives Scoped 2014 Initiatives Embedded
<p>Recommendation 17</p> <p>The Dean of Indigenous Education to conduct an Indigenous cultural awareness seminar within the Vice Chancellor's induction of new staff.</p>	Dean of Indigenous Education to conduct an Indigenous cultural awareness seminar.	Dean IE DVCA	2014

10.6 Community Engagement

The University of Adelaide's Integrated Indigenous Education Strategy supports meaningful engagement and partnership with Aboriginal and Torres Strait Islander communities and organisations beyond the University, which is the primary foundation for respectful collaboration towards reconciliation. Indeed, universities maximise the relevance of their professional programs by responding to the needs of Aboriginal and Torres Strait Islander communities. The University of Adelaide has worked hard on increasing the visibility of Indigenous cultures across all campuses. For example, we have built a \$100m world-class and purpose-built teaching, learning and research facility in the Faculty of Engineering, Computer and Mathematical Sciences – and used a Kurna local Aboriginal name *Ingkarni Wardli* (Place of Learning) for the building with the kind permission for Kurna Elders.

Community engagement is the corner stone of university core business and tied to graduate attributes and producing work ready graduates. The following recommendations build on our commitment and increases Indigenous community engagement.

Community Engagement

Objectives 1 Addressed: Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.

Objectives 2 Addressed: Achieve Indigenous undergraduate and postgraduate student completion rates to 2% of total students by 2024.

Objectives 8 Addressed: Encourage acts of Indigenous cultural affirmation through community engagement and increase the visibility and recognition of Indigenous cultures across all campuses.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 18 The office of the Vice-President (Services and Resources), encourage acts of Indigenous cultural affirmation through raise the status and visibility of Indigenous cultures across all campuses.	University main homepage Website to include Indigenous Education title and a Kurna acknowledgement and Welcome to Country.	VPSR	2013
	Arts and Heritage to display more Indigenous artwork and murals in prominent locations.		Ongoing
	Display the Australian national/state, Aboriginal and Torres Strait Islander flags beside each other at a prominent location on each campus and university regional learning centre.		2013
	Name University spaces, buildings and rooms in honour of Indigenous peoples, languages and Indigenous University alumni.		Ongoing
Recommendation 19 Ensure the University of Adelaide policy of Kurna Welcome to Country ceremony is observed at major events including Graduation.	Welcome to Country ceremony is observed at major events including Graduation.	VC	2013
Recommendation 20 The Dean of Indigenous Education to establish procedures and protocols to ensure the inclusion of Indigenous Elders, community members and groups in formal and informal partnerships and their inclusion in formal and ceremonial University occasions.	Establish procedures and protocols to ensure the inclusion of Indigenous Elders in University activity. Establish formal relationships with Kurna Elders through the Kurna Warra Pintyandi Committee.	Dean IE Ex Dean	2014

10.7 International

Aboriginal peoples in New Zealand, United States, China and Canada have established global connections with universities and their Indigenous higher education counterparts in Australia. These are an internationally organised network of key sites that foster best practice in the exchange of research and teaching ideas with staff and students to build Aboriginal capacity. Opportunities abound for the University of Adelaide through international collaborations and Study Abroad in Aboriginal career and leadership training and international study and research opportunities. The University of Adelaide's Integrated Indigenous Education Strategy is committed to assisting Aboriginal and Torres Strait Islanders students and scholars in the accomplishment of their educational, personal, and professional goals, including their international objectives.

International

Objectives 1 Addressed: Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.

Objectives 4 Addressed: Develop and support Internationalisation of Indigenous Education.

Recommendation	Initiative/success Indicator	Accountability	Timeline
Recommendation 21 The University by 2016 increase Indigenous student international experiences comparable to other University of Adelaide students.	Provide Study Abroad options for Aboriginal and Torres Strait Islander Students.	PVCI Dean IE Ex Deans	2013 Initiatives developed 2014 Initiatives Embedded
Recommendation 22 The University establish at least two international partnerships to explore Indigenous knowledges, cultural competency and research collaboration between Indigenous Staff and Students.	International Partnership possibly include: Canada, USA, Taiwan and China.	Dean IE PVCI	By the End 2014

11. Integrated Aboriginal and Torres Strait Islander Education Strategy Steering Committee

The Integrated Aboriginal and Torres Strait Islander Education Strategy (IATSIS) Steering Committee will be established to monitor and oversee implementation of the Strategy.

'Proposed' Steering Committee membership (draft):

- > Deputy Vice-Chancellor (Academic) (Chair).
- > Dean Indigenous Education.
- > Aboriginal Community member/Elder.
- > Director, Wilto Yerlo.
- > Executive Dean.
- > Indigenous Employment Project Officer (Executive Officer).

Terms of Reference - To advise on:

- > Monitoring targets and Key Performance Indicators and evaluation of their impact
- > Regular measurement and review of IATSIS implementation and progress, including related communication strategies and special purpose meetings with University managers and supervisors
- > Policy development related to IATSIS
- > Recommendations to the Vice-Chancellor and President in relation to IATSIS implementation and further development

12. Communication Timeline

Stage 1: Investigation, October 2012-February 2013

- > Draft the Tarrkarri Tirrka - University of Adelaide Integrated Aboriginal and Torres Strait Islander Education Strategy with approval of DVCA.
- > Consult and communicate With DVCR, DVCA, VPSR, Executive Deans, Faculty Boards, about the Behrendt Review and the proposed development of the Integrated Aboriginal and Torres Strait Islander Education Strategy.
- > Key Strategy learning and teaching objectives discussed at VC retreat in February .

Stage 2: Consultation, March 2013

- > Broader Consultation on the strategy specifics with internal and external stakeholder groups across the University.
- > Key aspects of strategy for feedback at VC retreat in February.
- > Strategy workshop at Wilto Yerlo retreat in February .
- > Stakeholder consultation and engagement on the strategy specifics - Faculty Boards, Departmental/Division Meeting, HR, Indigenous staff and students, and external stakeholders.

Stage 3: Approval, April/June 2013

- > Approval of strategy through appropriate University Committees including ULC, VCE, Academic Board.

Stage 4: Operation, July/August 2013

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