

THE UNIVERSITY OF ADELAIDE 2011 INDIGENOUS EDUCATION STATEMENT

Higher Education provider name: The University of Adelaide

Indigenous Education Unit name: Aboriginal & Torres Strait Islander Education: Wilto Yerlo

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The University of Adelaide's approach to improvement and implementation of higher education outcomes for Indigenous Australians: a strategic approach

The University of Adelaide is consistently ranked in the top 1% of universities. It is a member of the Group of Eight, made up of Australia's top research-intensive universities. As a leading university it is distinguished by its high-quality teaching, education and research that are recognised internationally. The university is committed to Indigenous Education and its importance is evidenced by the Wilto Yerlo Indigenous Education Unit continuing to remain structurally in the Division of Deputy Vice-Chancellor & Vice President (Academic). The DVC (A) provides leadership in achieving the University's strategic goals in relation to learning and teaching. The Dean of Indigenous Education reports directly to the DVC (A), and is a member of the senior management team for provision of quality student experience across the University.

The success of the University and Wilto Yerlo can be measured in both Indigenous and low socioeconomic terms. Enrolments from students of LSES status account for 14% of the domestic student body. This maintains the University of Adelaide's place at the top of the Go8 cohort where the average is less than 10%. Having said this, the University remains below the national average and is putting in place strategies to extend its reach further into this segment of the population, whilst maintaining quality standards, in particular in Port Augusta. The University of Adelaide's ongoing focus on equity and access has led to increases in enrolments by Aboriginal and Torres Strait Islander people, students with disabilities, LSES and domestic students from a non-English speaking background.

Since 2009, the University of Adelaide is the only Australian university to fund from its own sources its Aboriginal Employment Strategy (\$200,000 per year). This is considered by many as a national best practice framework.

In 2012 Wilto Yerlo celebrates its 25th anniversary of delivering successful Indigenous Education at the University of Adelaide.

Embedding an Indigenous perspective in the University of Adelaide Strategic Plan

The University of Adelaide Strategic Plan for 2008-2012 'Building a Great Research University' has Aboriginal and Torres Strait Islander Australians as priority for the University. The University commits to the following values, at all levels:

- Excellence
- Fairness, integrity and responsibility
- Respect the rights and responsibilities of freedom of inquiry and expression.
- Innovation, creativity and breadth of vision
- Engaged with the local, national and international communities.
- Fulfil obligations to University of Adelaide Act 1971

The principles of diversity, equity and social justice are highly valued by the University. It stresses the interdependence of educational quality and equity of access for all equity groups, and for Indigenous Australians in particular.

(<http://www.adelaide.edu.au/VCO/strategicplan/>)

The University of Adelaide's commitment and strategic approach to Indigenous education is based on the principles and philosophy set out in its Statement of Reconciliation that was developed in July 2003. It acknowledges its commitment to advance knowledge and understanding of Aboriginal culture in teaching and research; attracting and retaining Indigenous students and staff; and increasing Indigenous participation in the governance of the university. Evidence of the Reconciliation statement can be found: (<http://www.adelaide.edu.au/reconciliation/>)

The priority strategy elements related to improving Indigenous higher education outcomes are:

Priority Strategy: Advance knowledge and understanding of Aboriginal culture in teaching and research;

Key Indicators of Success:

Increased the inclusion and prominence of Indigenous perspectives, cultures, knowledge and studies in the Medical degree in 2012. Reviewed Foundation course in 2010/11 and developed new University Preparation Program for implementation in 2012/2013

Priority Strategy: Attracting and retaining Indigenous students and staff

Key Indicators of Success:

Numbers of Indigenous student enrolments were 198 in 2010 and 186 in 2011. Numbers of Indigenous Staff retained remained constant from 23 in 2010 to 22 in 2011, with an increase in 2012 to 27.

The University's Aboriginal and Torres Strait Islander Employment Strategy commits to fund an increase in its current staff profile by at least two new staff positions each year.

Priority Strategy: Increasing Indigenous participation in the governance of the university.

Key Indicators of Success:

The greater diversity in the workforce, including 22 Indigenous staff in 2011, 27 in 2012 employed under the University's Employment Strategy for Indigenous Australians has increased the appointment of Indigenous representation to various educational decision making bodies, including Academic Board, University's Learning and Teaching Committee, the University's Gender Equity and Diversity Committee, University Research Committee, School of Population Health and Clinical Practice Executive Committee, School of Population Health and Clinical Practice Research Committee, University of Adelaide MBBS Program Review of Indigenous Teaching Working Group, Master of Clinical Nursing Advisory Committee. In addition, the Dean, Aboriginal and Torres Strait Islander Education: Wilto Yerlo attends the Vice-Chancellor's Committee to report on Indigenous matters.

The University of Adelaide supports the Professor Lester-Irabinna Rigney, Dean of Wilto Yerlo membership on various national and international benchmarking boards and committees for Indigenous Education including: First Peoples Education Advisory Committee to Minister Garrett, The National Aboriginal and Torres Strait Islander Higher Education Consortium (formerly The National Indigenous Higher Education Network), The Ministerial Indigenous Higher Education Council, The World Indigenous Higher Education Consortium and Leaders in Indigenous Medical Education, Congress of First Peoples.

Each of these values and strategies above has been of importance to the University's contribution and commitment to Indigenous Education during 2011 and will shape its contribution and commitment in 2011 and beyond.

In 2009 the title of the Senior Academic position was retitled to Dean, Aboriginal and Torres Strait Islander Education: Wilto Yerlo and occupied by Professor Roger Thomas. In June 2011, Professor Thomas stepped down and Acting Dean Jenni Caruso was installed. Professor Lester-Irabinna Rigney was appointed to Wilto Yerlo Dean in June 2011.

In 2012 the University is making a further commitment to Aboriginal Education by appointing another Senior Aboriginal position, the Director of Wilto Yerlo to administer the operations of Wilto Yerlo. This appointment will be at Senior Lecturer (Level C) at an investment of \$92,000, plus on costs.

These appointments will enable an expansion of Wilto Yerlo's regional engagement with the Spencer Gulf; compliment its students support and teaching; and expand its research capacity.

The University of Adelaide's commitment and strategic approach to Indigenous education strives to improve higher education outcomes for Indigenous Australians via three key areas. The Wilto Yerlo: Unit for Aboriginal Education has overall responsibility for supporting Aboriginal and Torres Strait Islander students at the University of Adelaide and works in close collaboration with two faculty based sites:

- Wilto Yerlo - (located in the Division of Vice Chancellor Academic)
- Yaitya Purrana Indigenous Health Unit – (Located in Faculty of Health Science)
- Centre For Aboriginal Studies in Music – (Located in the Faculty of Humanities and Social Science)

The Yaitya Purrana Indigenous Health Unit is part of the School of Population Health and Clinical Practice within the Faculty of Health Science for specialised Indigenous support and was established in 2000.

The Centre for Aboriginal Studies in Music (CASM) is a specialist Australian Indigenous Music centre located within the Elder Conservatorium of Music' In the Faculty of Humanities and Social Sciences (HUMSS). CASM provides specialised tertiary level university based music education for Aboriginal and Torres Strait Islander artists, and is a key centre for Indigenous music production.

The University of Adelaide's significant contribution to the goals of the National AEP goals includes:

- Working in partnership with South Australian Aboriginal communities to address their higher education needs;
- Embedding in University of Adelaide's Strategic Plan and annual Operational Plans, Indigenous student and staff outcomes and objectives
- Maintains a commitment to Indigenous knowledge designated courses, pathways and culturally appropriate delivery
- Values and supports and appropriately resourcing a dedicated unit of Aboriginal education Wilto Yerlo.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2011 AND PLANS FOR FUTURE YEARS

In 2012 the University will invest in the appointment of a new Director of Wilto Yerlo who will assist the Dean Indigenous Education in the next twelve months to develop and implement new processes and a

greater working relationship across the institution to further improve Indigenous Education at The University of Adelaide. This initiative will further enhance the University's capacity to meet the AEP Goals.

2.1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

a. Number of Indigenous Australians involved in institutional decision making processes and the nature of their involvement

The University of Adelaide has highly effective Indigenous participation across its governance structures which influence the University's teaching, research, student support policy and Indigenous employment strategy outcomes. We seek to improve on this structure toward improving greater Indigenous education outcomes.

An Indigenous person has been appointed to:

- Academic Board
- Aboriginal Education Committee
- Gender, Equity and Diversity Committee
- Deputy Vice-Chancellor and Vice-President (Academic) Divisional Senior Manager
- The University Learning and Teaching Committee
- The Vice-Chancellor's Committee
- University of Adelaide Indigenous Employment Officer
- Panels for allocation of Student Scholarships across the University
- Faculties boards, schools and departments
- School of Population Health and Clinical Practice Executive Research Committee
- University of Adelaide MBBS Program Review of Indigenous Teaching Working Group,
- Master of Clinical Nursing Advisory Committee
- Wilto Yerlo, CASM and Yaitya Purruna staff collaborate with Education Welfare Officers regarding student support

Two specific examples of *University Indigenous Engagement*:

- Wilto Yerlo Unit
- Yaitya Purruna Indigenous Health Unit
- Port Augusta Regional Strategy
- CASM

In 2009 the University of Adelaide established Aboriginal and Torres Strait Islander Working Party to make recommendations on strategies to include Aboriginal staff in university governance and decision making and improve outcomes for Indigenous services and programs. Its members are faculty based and seek to translate strategy into best practice in Indigenous Education across faculties, in keeping with the University's strategic plan and reconciliation statement. Evidence of the statement can be found at the link below:
(<http://www.adelaide.edu.au/reconciliation/>)

Evidence of Indigenous decision making contribution to the university's Strategic Plan for 2008-2012.

(<http://www.adelaide.edu.au/VCO/strategicplan/>)

The Dean of Aboriginal Education Wilto Yerlo and the Aboriginal Employment and Policy Officer both are members of the Gender, Equity and Diversity Committee (GED). Both are proactive and play a strategic role in progress the equity and diversity agenda in the University.
(<http://www.adelaide.edu.au/hr/equity/ged/>)

The GED Committee is a sub-committee of the Vice-Chancellor's Committee and achieved considerable outcomes for university-wide equity priorities for action that include: Improving access, retention, participation and success for staff and students of: Indigenous; women; disability; LSES; and international students.

The Equity and Diversity Grant Scheme is an initiative of the GED Committee and endorsed by the Vice-Chancellor's Committee. The Scheme provides seed funding of up to \$5,000 for **new and innovative** strategies that **enhance equity and diversity** for students and staff at the University of Adelaide. Evidence that Wilto Yerlo has won several past grants for Indigenous Education includes:

- First Generation Program to bring Rural Indigenous students to university to participate in the program
- Feasibility study for a pathways to University interactive multimedia resource
- Wilto Yerlo investigation of the factors influencing the success and retention of indigenous students in the Humanities & Social Sciences Foundation program at the University of Adelaide

The Grants support initiatives that have a **long term impact** and bring about **positive structural and cultural changes** to address equity and diversity issues. Evidence of successful outcomes can be found at:

(<http://www.adelaide.edu.au/hr/equity/ged/grants/>)

(http://www.adelaide.edu.au/hr/equity/ged/meetings/minutes/minutes_mtg03_12.pdf)

- All Aboriginal and Torres Strait Islander staff participate in Professional Development review and Professional Development activities in line with university requirements.
- Aboriginal and Torres Strait Islander staff including those from Wilto Yerlo are represented on and manage various course development and Aboriginal and Torres Strait Islander degree topics delivered across the University. Areas include Medicine, Health Sciences, Social Sciences and Humanities.
- *Ad hoc committees*: Indigenous Employment Strategic Planning group; School of the Environment Planning Group; appointments committees (various); Prospective scholarships funders committees (internal and external); student selection panels (all faculties).

b. **Role played by Wilto Yerlo in decision making processes**

Wilto Yerlo plays major role in teaching decision making. The Dean of Indigenous education Wilto Yerlo is a member of Academic Board. Wilto Yerlo is an interdisciplinary site of scholarship, student support, advocacy and policy development in the DVC (A). The Unit endorses Indigenous perspectives/studies curricula; teaching and learning methodologies and pedagogies. Its staff members seek to translate these into best practice in Indigenous Education across faculties in keeping with the University's stated values strategies and graduate qualities
(<http://www.adelaide.edu.au/VCO/strategicplan/>).

An example of Wilto Yerlo decision making influence is that offers a new version of its Humanities and Social Science Foundation program called University Preparatory Program (WY-

UPP), which was implemented in 2011/2012 for Indigenous students at both Adelaide and Port Augusta. Evidence of this new program can be found:

(http://www.adelaide.edu.au/wilto_yerlo/foundation/)

2.2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions

a. The University of Adelaide's Aboriginal and Torres Strait Islander Employment Strategy

The Aboriginal Employment and Policy Officer reports to the Dean of Wilto Yerlo and is responsible for Aboriginal and Torres Strait Islander Employment Strategy. The Aboriginal and Torres Strait Islander Employment Advisory Committee is Chaired by the DVC/A with a members of faculty and Indigenous staff.

In 2012 the university will invest \$92K (plus on costs) in the appointment of a new Director (Level C) of Wilto Yerlo that will assist in increasing Senior Indigenous employment.

The University of Adelaide's Indigenous Staff are engaged both professionally and culturally to over 15 Aboriginal community controlled organisations through research and teaching.

In 2011 numbers of Indigenous Staff were 22.

In 2012 five more staff employed to a total of 27. Indigenous staff employed in identified various positions including continuing, contract, part-time and casual.

This is an increase from 13 in 2003 (18 in 2006 and 16 in 2009), these staff have been employed in the following employment categories:

Table 1 - Continuing and Fixed term positions

Faculty/Institute/Section	Staff	Academic	Professional
Deputy Vice-Chancellor (Academic)	9	2	7
Faculty of Humanities and Social Sciences	3	2	1
Faculty of Health Sciences	6	4	2
Vice-President (Services & Resources)	2	0	2
Faculty of Sciences	1	0	1
Faculty of The Professions	1	1	0
Totals	22	9	13

Table 2 - Casual positions

Faculty/Institute/Section	Staff	Academic	Professional
Deputy Vice-Chancellor (Academic)	6	0	3
Faculty of Health Sciences	1	0	1
Vice-President (Services & Resources)	1	0	1
Faculty of Humanities and Social Sciences	1	0	1
Totals	9	0	6

The University of Adelaide welcomes the recent Indigenous Higher Education Advisory Council 2011 *National Indigenous Higher Education Workforce Strategy* (NIHEWS) and fully supports its five core objectives and Key Actions: Enhance pathways; new employment opportunities; work

environment appropriate to needs of Indigenous people; community engagement; and implementation of NIHEWS.

The University of Adelaide's Strategic Plan 2008 - 2012 and Reconciliation Statement sets out as a priority the development and implementation of a sustainable and effective Aboriginal and Torres Strait Islander Employment strategy to recruit and support Indigenous staff.

The University's Aboriginal and Torres Strait Islander Employment Strategy can be accessed at <http://www.adelaide.edu.au/hr/atsies>.

b. Strategies for increasing numbers of Indigenous employees

The University's main strategies for increasing numbers of Indigenous employees include: supporting a dedicated Indigenous Employment Coordinator position within Wilto Yerlo reporting to the Dean. Some of the highlights of these strategies include:

- Increase in its current Aboriginal and Torres Strait Islander staff profile by at least two new staff position each year.
- Continuing to maintain strong working relationship with external organisations and communities including Job Networks, TAFE, government departments
- Indigenous-specific positions by advertising: 'Pursuant to Section 65 of the Equal Opportunity Act 1984 (SA) as amended, applications are invited from Aboriginal and Torres Strait Islander peoples only
- Selection criteria which Indigenous people are more likely to qualify such as
- 'Evidence of community cultural recognition; recognition as a leader through substantial involvement in activity relevant to Indigenous people; evidence of significant professional standing and community recognition within Indigenous communities
- Recruitment - Actively recruit using a variety of culturally appropriate methods
- Induction - All new Aboriginal staff undertook a culturally appropriate induction program
- Mentoring – in 2011 a quality mentoring program established and further workshops to be run in 2012
- Retention - Maximise career progression, remuneration and job security
- Alumni – in 2011 provided an awareness of University's Alumni service
- Engage Indigenous staff and communities, external organisations, agencies and sectors
- Promotion and enhancement of positive Aboriginal and Torres Strait Islander role models to the University
- Provision of postgraduate scholarships to enhance the establishment of a pool of Indigenous Academics
- Indigenous staff input into the University of Adelaide Enterprise Bargaining process with the aim of embedding Aboriginal and Torres Strait Islander employment into the new Enterprise Bargaining agreement in 2012/2013.
- Clause 7.6 of the *University of Adelaide Enterprise Agreement 2010—2013*, outlines the University's continued commitment to the Aboriginal and Torres Strait Islander Employment strategy at the University. The Enterprise Agreement commits to the development of the Aboriginal and Torres Strait Islander Employment Advisory Committee. The terms of reference for this committee were drafted in 2011 and are implemented in 2012 with DVC (A) Professor Quester as Chair. The Advisory Committee has a formal structure and is responsible for monitoring and providing advice on the implementation of the Aboriginal and Torres Strait Islander Employment Strategy.

Current Aboriginal and Torres Strait Islander Staff

Professional		
DVC(A)	2 x Male 4 x Female	2 x HEO5 HEO2, HEO4, HEO5, HEO8
Faculty of Sciences	1 x Male 3 x Female	1 x Casual HEO2, HEO3, HEO5
Faculty of Humanities & Social Sciences	4 x Male 1x Female	4 x Casual HEO5
Vice President (Services & Resources)	3 x Male 1 x Female	HEO2, HEO4, HEO5 1 x Casual
Faculty of Health Sciences	1 x Male 2 x Female	Casual HEO3, HEO5/6
Academic		
DVC(A)	1 x Male 1 x Female	Lec A Professor
Faculty of The Professions	1 x Male	Lec B
Faculty of Humanities & Social Sciences	1 x Male 1 x Female	Lec A Lec B
Faculty of Health Sciences	1 x Male 3 X Female	Lec B 2 x Lec B, Lec D

c. The Aboriginal Employment and Policy Officer is responsible for:

- Contributing to the strategic directions and priorities of The University's Aboriginal and Torres Strait Islander Employment Strategy.
- Leading development, implementation and evaluation of the Aboriginal and Torres Strait Islander Employment Strategy consistent with The University's *Strategic Plan*
- Coordinating Induction, Development and Support, Retention and Cultural Awareness through Employment Strategy.
- Engaging and negotiating with senior staff across all faculties and divisions to promote the Aboriginal and Torres Strait Islander Employment Strategy and develop employment opportunities across the University.
- Providing informed advice to Human Resources, Managers and senior staff on appropriate recruitment methods that has cultural regard for sensitivities and assist in recruitment processes.
- Maintaining current employment and community networks and developing new links between the University and Aboriginal communities, agencies and organisations.
- Providing mentoring and professional support to Indigenous staff and staff supervising Indigenous employees.

d. Wilto Yerlo role in improving Indigenous employment

- Wilto Yerlo has highest number of Indigenous employees
- Wilto Yerlo central to employing and retaining Indigenous staff in long-term student recruitment and support, teaching, research and administrative positions.
- In 2011, successful employment of 1x academic and 1x regional engagement coordinator funding received from Higher Education Participation and Partnerships Program (HEPP) to teaching and implement the Wilto Yerlo - University Preparatory Program (WY-UPP) at Port Augusta.

e. Successes

Two Indigenous staff were appointed to engage in Spencer Gulf Region/Port Augusta; a Regional Community Engagement Officer to recruit and support students, and an Academic to teach the WY-UPP.

- In 2011 Wilto Yerlo with the financial assistance of HEPP funds created a Regional Community Engagement Coordinator position to engage with the Spencer Gulf Region of South Australia to actively create greater access, recruit and support students from the region. Also employed in 2011 was an academic level B position from HEPP funds to assist in development and implementation of the University Preparation Program (UPP) to engage regional students.

Wilto Yerlo contributes to the increased employment of Indigenous staff in teaching, research and professional staff across the University and especially in areas of strategic importance by:

- Strong advocacy
- Community engagement
- Mentoring new Indigenous staff
- Providing a culturally safe environment and support network
- Contributes to teaching and employment pathways by contracting Indigenous part-time tutors in anticipation of future employment opportunities at the University

2.3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Below is a record of commencements and programs indicating the University's commitment to equitable access.

Commencing

	2010	2011
ATSI EFTSL	77	70
Total EFTSL	6,827	6,897
% ATSI	1.13%	1.01%

	2010	2011
ATSI Students	103	99
Total Students	9,060	8,976
% ATSI	1.14%	1.10%

Source: DEEWR Publications of Higher Education Statistics 2010-2011

a. Programs implemented to improve access of Aboriginal and Torres Strait Islander students

The University of Adelaide offers a variety of flexible and alternative access pathways for students from diverse backgrounds.

- The University website <http://www.adelaide.edu.au/study/pathways/>.
- Wilto Yerlo website http://www.adelaide.edu.au/wilto_yerlo/foundation/index.html

Access/Regional Engagement Upper Spencer Gulf and Far North region

- The University of Adelaide is committed to increasing access to higher education opportunities to all capable prospective students regardless of back ground or life circumstance. The University understands the challenges faced by regional students in particular in accessing tertiary education. In 2011 the University of Adelaide expanded its pathways into programs for delivery in 2012 allowing for greater participation in tertiary

education among Aboriginal and Torres Strait Islander and other regional students. A learning centre building will be renovated and completed in 2012. In 2012 Wilto Yerlo offered its new University Preparatory Program (UPP) at its city campus and at Pt Augusta. In 2012 the small numbers of potential students did not articulate to applicants to offer the UPP at Pt Augusta. However six students from Spencer Gulf region did enrol into UPP in the city.

- In 2011 the University of Adelaide introduced two committees to guide its community engagement in the region: Pt Augusta Working Party; and the Pt Augusta Advisory Committee chaired by the Deputy Vice Chancellor.
- The Wilto Yerlo University Preparatory Program – helping Aboriginal and Torres Strait Islander students prepare for success at the University of Adelaide;
- The new University Preparatory Program - offering an extra pathway to tertiary study for students who aspire to attend university;
- Community engagement and school-based outreach and aspiration programs
- Professional development and other specialised short courses for educators, business and industry
- Research activities with a focus on region

From 2012/2013 we will:

- Offer a university Preparatory Program at Pt Augusta in 2013
- Encourage and increase student enrolments from: Indigenous Australian background; low to medium socio-economic status; those from rural or isolated backgrounds; first generation students in their families to go to university.
- Increase the University of Adelaide's reputation as having the largest enrolment of low SES students of any Go8.
- Bring more educational opportunities into the region, with local residents and industry all standing to benefit.

b. Programs run through Wilto Yerlo to improve access of Aboriginal and Torres Strait Islander students.

1. Wilto Yerlo University Preparatory Program

In 2010 Wilto Yerlo reviewed its Humanities and Social Sciences Foundation Course. In 2011 the new Wilto Yerlo University Preparatory Program was offered. Twenty five students commenced into the 2012 WY UPP. This program has flexible exit and entry points depending on the skills of the student. The course program included:

Semester 1 2012

- Core 1 Tertiary Studies A
- Core 2 Indigenous Studies A
- Elective 1: Preparation for University Mathematics
- Elective 2: Preparation for University Science
- Elective 3: Studies in Humanities
- Elective 4: Studies in Social Sciences

Semester 2 2012

- Core 1 Tertiary Studies B
- Core 2 Indigenous Studies B
- Elective 1: Preparation for University Mathematics
- Elective 2: Preparation for University Science
- Elective 3: Studies in Humanities

- Elective 4: Studies in Social Sciences

(http://www.adelaide.edu.au/wilto_yerlo/foundation/)

The UPP operates for those Aboriginal and Torres Strait Islander students who have not passed year 12 (or equivalent). It also provides entry to University for those students who have been away from study for many years and would like to develop the communication and study skills needed for success at University. It is a pathway to tertiary studies and provides academic support service for Aboriginal and Torres Strait Islander students in the Wilto Yerlo Indigenous Higher Education Unit. The specific aims of the program are to give students an awareness of the demands of tertiary study and to develop the skills and knowledge to equip students for success in tertiary study. The UPP has potential for further development as a transition too for Indigenous students moving from VET or TAFE courses to University.

2. Student Recruitment Initiatives – Wilto Yerlo combines with the Office of Future Students to recruit students at Expos in South Australia and the Northern Territory and run First Generation programs collaboratively. Wilto Yerlo staff also team with recent graduates in recruiting to urban, suburban and regional schools, TAFEs and Aboriginal Community organisations in SA.

3. Wilto Yerlo attends annually the Aboriginal Student Pathways Conference (ASPCO. The ASPC is a state wide forum for Indigenous students, convened by the Department for Education and Child Development and the SACE Board, to address pathways to University entry (120 Years 10, 11 – 12 students). In 2012 Wilto Yerlo hosted this conference at The University of Adelaide.

4. Wilto Yerlo participates annually at University Open Day.

5. Hosting single school visits: Wilto Yerlo hosts formal and informal visits for groups of secondary students, parents and teachers, especially from South Australia and the Northern Territory, throughout the year.

6. Works collaboratively with faculties on development and implementation of culturally appropriate instruction, curriculum material and assessment methods.

7. *Wilto Yerlo Co-Sponsor with DEEWR – 2012 Aboriginal and Torres Strait Islander Pathways Dinner.* Career pathways examined with teachers, parents and students. The partners have decided that the opportunity to attend and participate be given to parents, students and teachers from the wider Adelaide area, including regional SA, with 300 people (expected to attend).

8. ITAS: Wilto Yerlo has seen growth in numbers of students accessing the service (Indigenous Tutorial Assistance Scheme – Annual report 2011). Numbers of tutors are also increasing in support of mentoring roles conducted by staff of the Unit. Special attention has been paid to actual and anticipated increases in Indigenous Health Sciences, Nursing and Humanities enrolments in 2010. This trend continues in 2012.

9. Interview program; Indigenous Admissions Scheme: Wilto Yerlo staff members join with designated academic liaison staff from all faculties to assist admission to university.

10. In conjunction with the Centre for Learning and Professional Development, engage staff in Aboriginal and Torres Strait Islander cultural Awareness programs an embedded aspect of Professional Development.

11. Wilto Yerlo regularly advocates for Indigenous Students across the University to ensure maximum staff awareness of issues or situations faced by Aboriginal and Torres Strait Islander students. This also includes ongoing provision of Student Support Services and pastoral care for students across the University.

12. Wilto Yerlo runs twice a year Student Selection and orientation Programs.

13. Marketing: The Wilto Yerlo Marketing and Recruitment Committee met monthly

- Advertising – 1 full page colour general ad in the Koori Mail
- ½ page colour ad placed in the Whyalla News, Transcontinental, Pirie Recorder and Eyre Peninsular Tribune Messenger to advertise the WY – UPP
- Promotional Products
- Pens, magnets, note pads and mini pen lights purchased for recruitment purposes
- T-Shirts, jumpers and satchels for staff and students with the Uni and WY logo used for marketing and events.
- Brochures/ Posters
- The WY UPP brochure has been updated
- A general WY poster for sending out to community groups and organisations has been developed.
- A Google ad was placed on the internet
- WY website updated including two new pages added for Pt Augusta and First Year Students.

c. Wilto Yerlo Outreach activities:

Professional organisation and communities

- Attend Croc Festival/ VIBE
- Aboriginal Legal Rights Movement
- Camp Coorong Race Relations Centre
- Arkaroola Tourism
- Nunkuwarrin Yunti of SA
- NAIDOC
- Aboriginal Health Council of South Australia
- Australian Indigenous Doctors Association
- Congress of First Peoples
- The Lowitja Institute

Service Organisations

- Red Cross
- Pt Augusta Urban Regional Strategy
- The Smith Family
- Anglicare

d. Indigenous Specific scholarship offered by the University of Adelaide

A major inhibitor to Indigenous access to university is financial hardship. The University of Adelaide commits to 13 internal scholarships as it responds to this hardship. Wilto Yerlo vigorously promotes all scholarship to students in the following ways via: All advertised on University websites, promoted at student forums, seminars, Wilto Newsletter, student email, recruitment visits to schools, TAFEs and Aboriginal Community organisations. Information sent out in

information packages to students who have listed the University of Adelaide as a preference in their South Australia Tertiary Admissions Centre (SATAC) application.

For more information:

- Wilto Yerlo website
http://www.adelaide.edu.au/wilto_yerlo/future/services/scholarships.html
- The University website <http://www.adelaide.edu.au/scholarships/>

The University of Adelaide offers 13 internal scholarships and over 20 external.

- Together with mentoring and support offered through Wilto Yerlo, and innovative programs, Indigenous scholarships have provided financial support.
- In 2011, 2 successful applicants to Indigenous music fund; new Indigenous scholarships established by Thyne Reid Foundation, 5 successful offers made.
- New in 2012, E & M Resek Scholarship, 1 successful.
- In 2011, 2 new Indigenous scholarships established by Santos Limited in Engineering, Mineral and Petroleum Geo-Science were not filled because of narrow criteria in the field of discipline. In 2012 the scholarship criteria will be broadened to include Bachelor of Arts – Anthropology to attract more applicants.
- In 2011, an increase of 40 more successful Commonwealth Scholarship than 2010 (91 in 2010 and 131 in 2011). Commonwealth Scholarship include (CAS – Indigenous enabling; ICAS; CECS –Indigenous enabling; ICECS; IAS), compared to 2012

2.4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of other Australians

Enrolments

	2010	2011
ATSI Students	198	186
Total Students	23,917	24,775
% ATSI	0.83%	0.75%

a. Evidence Strategies are working

The University of Adelaide continues to be one the second largest providers of Aboriginal and Torres Strait Islander higher education in South Australia and fifth leader within Go8 Universities with a total of 198 students enrolled in 2010 (1.2% of total domestic enrolments) and 186 in 2011 (1.1% of total domestic enrolments).

- In 2010 the WY-UPP student enrolment was 34. In 2012 it was 32 including 5 students from the Low SES Spencer and far western regions of the state.
- In 2011 Wilto Yerlo exceed target of 4 and increased students numbers to 5 in Faculty of Engineering, Computer and Mathematical Sciences compared to 4 in 2010.
- In 2011 two more students enrolled in the Faculty of Sciences than 2010
- Continued delivery of two courses written and taught by an Aboriginal Academic Jenny Caruso out of the School of History and Politics (Winter School - Indigenous Culture and History and History of Indigenous Peoples in the 20th Century.)

- In 2010, 11 Postgraduate Students. In 2011, 7 Postgraduates.

Indigenous Students by Enrolment Faculty: University of Adelaide

Enrolment Faculty	2007	2008	2009	2010	2011
Deputy Vice-Chancellor and Vice-President (Academic)	23	25	33	28	29
Faculty of Engineering, Computer and Mathematical Sciences	4	5	4	4	9
Faculty of Health Sciences	18	27	26	34	34
Faculty of Humanities and Social Sciences	68	75	76	83	71
Faculty of Sciences	5	8	7	10	12
Faculty of the Professions	16	27	25	32	31
Grand Total	134	167	171	191	186

Source: DEEWR student submissions at the point of data verification. 2007-11

Indigenous Student Load by Narrow Program Level: University of Adelaide

Narrow Program Level	2007	2008	2009	2010	2011
Enabling	29	27	31	34	32
Higher Degree by Coursework	1	3	3	4	4
Higher Degree by Research	7	7	6	4	1
Other Postgraduate	4	4	2	3	2
Other Undergraduate	11	17	15	20	19
Undergraduate	52	63	62	79	74
Grand Total	104	122	118	145	133

Source: DEEWR student submissions at the point of data verification. 2007-11

b. Wilto Yerlo Support Mechanisms and Strategies in place for students:

The development of academically rigorous and culturally appropriate curriculum ensuring inclusion of learning and teaching methodologies aimed at delivery of relevant curriculum for Aboriginal and Torres Strait Islander students.

- Input and advice from the University's Aboriginal Education Committee, Wilto Yerlo Indigenous staff, CASM and Aboriginal and Torres Strait Islander community.
- Target the use of resources including counsellors, specialist staff and supplementary tutoring to assist Aboriginal and Torres Strait Islander students to improve performance in priority learning areas.
- Maintenance of Indigenous Tutorial Assistance Scheme (ITAS) as a vital resource for Aboriginal and Torres Strait Islander students across the University.
- Involvement of Wilto Yerlo staff and students as Mentors for newly enrolled Aboriginal and Torres Strait Islander students.
- Extension of provision of all support services available on the North Terrace campus to students studying at other University campuses (e.g. Waite, Roseworthy) ensuring all students' needs are met.

c. Constraints on the ability to achieve goals

- Indigenous student face multiple barriers to university access and participation

- The cost of living and high expectations by workplace and community increases the burden of Aboriginal students. More funding assistance for students in the form of Bursary and increased accommodation allowance needed.
- Securing Indigenous Tutorial Assistance Scheme (ITAS) tutors in some disciplines is very difficult
- Stronger communication and integration facilitated by DEEWR between Schooling, TAFE and University sectors is needed regarding school transition and articulation to higher education.
- Low School NAPLAN that inhibits Indigenous people’s access to the University
 - **The university sector should not have to do the work of schools in literacy development**
 - The demand for, and expensive cost of enabling and enrichment courses is an increasing across the university sector as a result of low school literacy and numeracy attainment.

2.5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians

The University of Adelaide seeks to enable Indigenous students to attain the same graduation rates as for other Australians in the following ways.

Completions

	2010	2011
ATSI Students	29	31
Total Students	6,004	6,191
% ATSI	0.48%	0.50%

a. Wilto Yerlo Support mechanisms in place for Indigenous students to enhance graduation outcomes.

Wilto Yerlo has four staff dedicated to student support reporting to the Executive Officer, these staff provide a year-round service to prospective, current and transitioning student.

- In 2011, Witlo Yerlo has: a 2x HEO 6 senior Student Support Service staff; 1x Project officer (Student Admissions), 1x ITAS Coordinator; 1x Wilto Yerlo Executive Officer and general staff for secretarial support to facilitate admissions, liaison, and day-to-day management of student affairs. These staff members work with the University’s: The office of Future Students; Admissions Office; University Housing, St Marks College student residence; Health and Counselling Service; Scholarships Office; external organisations and service providers; External Aboriginal Community Controlled Organisations; Student Learning Hub Central; Discipline and School academic liaison staff and administrators.
- Wilto Yerlo Unit offers two computer labs; One Postgraduate computer lab and study room; a common room; tutorial break rooms; printing and photocopiers.
- Wilto Yerlo Student Support Officers assist with course counselling, study techniques, courses planning, and advocacy. Wilto Yerlo Student support Services is part of the DVC(A) portfolio.

- Indigenous Teaching and Learning and support matters are connected to whole-of-institution Teaching and Learning policy development and practice and are reported on every three weeks as part of the Deans reporting regime to DVC(A)
- Hub Central is the University of Adelaide's revolutionary new \$42m learning hub for students, officially opened in October 2011. New buildings, facilities and student spaces are transforming the University's learning environment for Indigenous Students. The hub is a three-level student space which allows Aboriginal students to study all hours of the day and night.

<http://www.adelaide.edu.au/search/search.html?words=hub+central&handler=search&restrict=adelaide.edu.au>

2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

a. The role of Wilto Yerlo and Indigenous Community Involvement

Item 2.2 and 2.3 above indicate the range of communities and organisations to which Indigenous members of the University belong. This range of contacts links Indigenous staff members to all of the senior University portfolios: Academic, Research, Community/International as well as all Faculties and in turn links portfolios with communities (broadly defined). The University of Adelaide's Aboriginal and Torres Strait Islander staff mostly from South Australian Aboriginal communities. They are engaged both professionally and culturally connected to over 15 Aboriginal community controlled organisations through research and teaching including those from the Spencer Gulf region.

These include:

- Mirning, Ngarrindjeri, Narungga, Kurna
- Yankunytjatjara, Pitjantjatjara, Bungala
- Kokatha

As indicated above Indigenous Communities are also invited to numerous events staged by the Wilto Yerlo Unit, the Yaitya Purrana Indigenous Health Unit (YPIHU), and Centre for Aboriginal Studies in Music (CASM) including: community BBQ, Reconciliation BBQ, 25th Anniversary events, graduation, annual/public lectures, book launches and various functions.

b. Indigenous Knowledges and cultural competency at the University of Adelaide

- Faculty of Health Sciences: inclusive curricula at the university includes the Executive Dean of the Faculty of Health Sciences who is introducing Indigenous health curriculum in the MBBS through the project auspiced through the Council of Deans of Australian Medical Schools. He has also promoted the involvement of Aboriginal academics Dr Lester-Irabinna Rigney, Dr Jenny Baker and Dr Coleman in projects.
- *Faculty of Humanities and Social Sciences*: Indigenous academic Ms Jenni Caruso offers two courses taught in History (History of Indigenous Peoples) and the Indigenous History and Cultures winter school are underpinned by Indigenous knowledges and practices.
- *Elder Conservatorium of Music: CASM* : integration of Indigenous knowledges, perspectives and practices throughout the CASM academic programs is a distinguishing feature of the CASM Program. This curricula is offered in the Elder Conservatory of Music which

prioritise Aboriginal and Torres Strait Islander music and dance in public performance and recording.

- The establishment of the University of Adelaide's Aboriginal Education: Wilto Yerlo Working Party to provide advice on university Curricula with the chair reporting to DVC/A
- In 2012/2013 Dean of Indigenous education will engage in a new to develop a university wide Indigenous Education Strategy. The DVCA will have overall responsibility. *This will facilitate into degree curricula* Aboriginal and Torres Strait Islander perspectives and Indigenous world view in learning, teaching and research.
- A continued focus on the appointment of Aboriginal and Torres Strait Islander Academics across the University aimed at promoting, maintaining and supporting the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages and to promote cultural competency in the faculties.
- Close collaboration with The University mainstream library for purchase of academically sound resources for teaching into the broad range of University disciplines. Allied to this, is consultation with Aboriginal and Torres Strait Islander Academic staff both within Wilto Yerlo and across the University for the delivering of culturally appropriate Aboriginal and Torres Strait Islander studies.
- Aboriginal and Torres Strait Islander Academic advice on and input into discussions on Indigenous knowledge's and world views to Academics and students through guest lectures and participation in Faculty Education Committees.
- Research and implement appropriate training for graduates whose field will potentially impact on Aboriginal and Torres Strait Islander communities.
- Continue to investigate best practice for embedding Aboriginal and Torres Strait Islander perspectives in curriculum across The University of Adelaide programs.
- Inclusion of Indigenous content in mainstream curriculum material, where appropriate.
- Consultation by Aboriginal and Torres Strait Islander staff with a range of disciplines re the implementation of information on Native Title Land Management practices.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2011. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2011 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2012*.

Use the following format (or similar), expanding to provide details on items where appropriate.

Indigenous higher education expenditure 2011

INCOME for Indigenous Support Program for 2011

1	2011 ISP grant	\$666,000
2	Unspent 2010 ISP funds, to be carried over to 2011 – as reported in your providers 2010 audited annual financial statements. (Report expenditure separately)	Nil
3	TOTAL ISP income for 2011	\$ 666,000

4	EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2011 (from Item 1)	
4a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please) Admin & Directorate Salaries Admin & Directorate Non-Salaries Postgraduate Student Group Regional Outreach	\$653,395 \$81,059 0 \$344
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$0
4c	Higher education provider overheads.	0
4d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$ 0
4e	Total Indigenous Support Program expenditure for 2011	\$ 734,798

5	EXPENDITURE of <u>Indigenous Support Program carry over funds</u> 2011 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$0
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$0
5c	Higher education provider overheads.	0
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$ 0
5e	Total expenditure of carry over funds.	\$ 0

6	INCOME for Other Indigenous funds provided in 2011	
6a	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds). ARI Research Centre share Postgraduate Student Group grant Reg Sprigg Fund Rolf Elrich Fund	1,415 0 11,554 773
6b	Total income Other Indigenous funds for 2011	\$ 13,742

7	EXPENDITURE of Other Funds in 2011 (Item 6b)	
7a	Expenditure of Other funds provided to Indigenous higher education Item 6 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds). Humanities & Social Sciences Foundation Program Indigenous Employment Strategic Initiatives Indigenous Employment Officer Recruitment of students (includes marketing) Orientation & Selection programs Salary paid to support ITAS Coordinator position Student support and awards (Regg Sprigg fund) Student Support (Rolf Elrich fund) ARI Research Centre share	243,282 239,748 101,448 10,473 9,154 40,565 13,947 0 144
7b	Total expenditure Other Indigenous funds for 2011	\$ 658,761

*** Item 2**

- If there is a carryover of funds from 2009 to 2010 (Item 2), a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carryover of 2010 ISP funds, specifying the purpose the funds will be used for and by when in 2011.

**** Item 4**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2010 (Item 4e) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2010 ISP funds, specifying the purpose the funds will be used for in 2011.

***** Item 6**

- When possible please provide a breakdown of and details regarding other funding to Indigenous higher education.