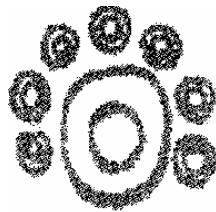


Indigenous Higher Education
Statement



Riawunna
Centre for Aboriginal Education
2006



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Name of Institution: UNIVERSITY OF TASMANIA

PART 1. INSTITUTIONAL OBJECTIVES FOR INDIGENOUS EDUCATION

University objectives to improve higher education outcomes for Indigenous people.

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

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

Equal Opportunity Policy

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

Indigenous Education Strategy – The way forward 2005 – 2007

<http://fcms.its.utas.edu.au/arts/riawunna/>

Equity plan

http://student.admin.utas.edu.au/services/Equity_Plan/Text/Equity_Plan_BAIC_2004-2006.pdf

Aboriginal Employment Strategy

http://www.admin.utas.edu.au/hr/manual/aboriginal_emp_strategy.pdf

PART 2. ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER POLICY (AEP) GOALS IN 2005, AND FUTURE STRATEGIES

Major achievements during 2005 included:

INVOLVEMENT IN DECISION MAKING

- The Riawunna Board continues to be the peak Aboriginal Education advisory body to the University. (Four meetings, two regional forums and one workshop were held during 2005).
- Three regional forums to progress development of the Partnership Agreement between UTAS and Aboriginal communities in Tasmania, which will be launched in May 2006.
- Aboriginal student bodies were active in Hobart and Launceston.
- The Director's position was filled by an Aboriginal person during 2005.
- The Riawunna Director commenced attendance at Faculty of Arts Executive meetings and Academic Senate meetings in 2005.

EMPLOYMENT

- An Aboriginal employment register was maintained and thirty five (35) people were registered.
- Project Officer at the Cradle Coast campus continued to co-ordinate a bridging to Nursing and Health Sciences program for Indigenous students.
- A Project Officer was employed on the Hobart campus during 1st semester to promote and recruit students to the Murina Program in 2nd semester.
- Two (2) new Aboriginal trainees were recruited to the Riawunna Centre.
- A new AES Co-ordinator was recruited to progressed implementation of the Aboriginal Employment Strategy within UTAS.
- Five trainees and four staff (2 academics and 2 general) were employed under the strategy in 2005.
- This represents an additional nine (9) Aboriginal people employed during 2005.

ACCESS, PARTICIPATION AND ACHIEVEMENT

- Awarded Riawunna Scholarships to support undergraduate and post graduate students.
- Awarded three Riawunna Accommodation Bursaries to assist Aboriginal students to study at the University of Tasmania.
- Awarded Aboriginal Teacher Education scholarships, jointly with the state Department of Education.
- Delivered an Introduction to Aboriginal Studies unit in 2nd semester 2005.
- Targeted places (2 in Nursing with scholarships and 1 in Pharmacy), filled by Aboriginal students.
- Distributed new pathways flyer to schools, colleges and community to promote awareness of pathways between schooling and further education and training.
- Delivered Introduction to Science unit as part of Murina program in 1st semester 2005.
- Delivered Introduction to Environmental studies unit in 2nd Semester 2005.
- Delivered first Aboriginal Studies summer school at Cradle Coast campus in January 2005.
- Delivered a bridging to Nursing and Health Science program to facilitate access to undergraduate study.
- Riawunna staff participated in Community mentoring program to provide support to prospective students.
- The 'Partners in Aboriginal Education' (PAE) group continued to meet quarterly to improve pathways and support between school and further education and training for Indigenous students. On behalf of this group Riawunna developed and submitted a proposal to DEST for resources to support delivery of a program to improve transition from school to further education.
- Conducted Tunapri Nursing Health Careers camp in December 2005 for high school and college students to encourage enrolments in Nursing and Health Sciences.
- Continued delivery of ITAS program to support success of Indigenous students.
- Awarded Murina prize to two undergraduate students.
- Continued weekly Writers Workshops in Hobart and Launceston to encourage and support Aboriginal writers.

ACADEMIC

- Continued delivery of Aboriginal Studies major with fewer students 345 compared to 381 in 2004 and 366 in 2003, while RHD student numbers are growing with 6 in 2005 compared to 2 in 2004.
- Continued delivery of Aboriginal Studies Honours program, with numbers slowly increasing with 3 students compared to 1 during 2001 to 2005.
- Developed an Honours program in Australian Studies with an Aboriginal Studies component, aimed at international students for delivery in 2007.
- Continued delivery of Murina program, which supports students to participate in an undergraduate subject as part of their preparation for further studies.
- Continued Aboriginal Studies PhD program.
- Increased the number of Aboriginal Studies units cross- listed into other disciplines.
- Delivered Aboriginal specific lectures across a range of schools including Education, Nursing and Social Work.

CULTURAL AWARENESS

- Riawunna staff members continue to deliver a range of cultural awareness activities including workshops /presentations and to host a two hour session each week on Edge Radio.
- Materials for “Come Walk with Us” program were printed and used for delivery to students and staff. Sessions were delivered for two groups of enrolled nurses (41 & 19), 15 Health Science students, Marist College all grade 7 students, group of 60 including Uni staff Allied health workers, TAFE staff, uni students and community health workers.
- Four (4) sessions were delivered for staff during 2005.
- Hosted visit by Aunty Ruby Langford Ginibi in May 2005.
- Riawunna staff member is working in collaboration with the Launceston City Council on an oral history project.

RESEARCH

- A Health Theme Bank resource developed in collaboration with Rural Health was used in Health Science, Medicine and Pharmacy programs to include of Indigenous perspectives and knowledges.
 - As part of Riawunna's Elder in Residence Program, work progressed with Aunty Phyllis Pitchford on a collection of poetry and with Alma Stackhouse to record and publish her contribution to Aboriginal Education over twenty five years.
 - Educating tourist map for visitors to Tasmania was developed and will be launched during NAIDOC Week in 2006.
 - Riawunna staff member attended the Indigenous staff network, research workshop.
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The way forward – strategies for 2005-2007

The following activities planned for 2005-2007 will be monitored and evaluated by the Riawunna Board:

PARTICIPATION

Goal

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

Activity

- Increase Aboriginal participation and raise the profile of Riawunna's programs at University Open Days;
- Participate in Careers Expo activities in Hobart, Launceston and Burnie;
- Convene regional forums to promote the University to the Aboriginal community;
- Visit other Indigenous Higher Education centres to investigate collaborative programs and to promote unique study opportunities available in Tasmania.
- Develop cross sector marketing strategy and products including videos and flyers to improve pathways between schooling and further education and training.

- In association with the University's planing section, develop data reporting and analysis systems to enable more accurate understanding of Indigenous students' performance.
- Conduct a Health Careers camps for Aboriginal students in years 10-12.
- Appoint staff to provide support to Aboriginal students in the North-West region and assist with delivery of Aboriginal Studies program.
- Create two cadetship positions within Riawunna to assist with marketing and promotion

ACADEMIC

Goal 1.

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

Final 2005 figures are not available to make national comparisons, however preliminary figures for Access and Participation for UTAS indicate the following:

2.26% for Access

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

1.86% for Participation

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

Goal 2.

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

Activity

- Develop and progress a national network of academics concerned with the teaching of Aboriginal studies at the tertiary level.

RESEARCH

Goal

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

Activity

- Co-hosting of research seminar series.
- Continue support for the Elder in Residence program to facilitate recording of oral histories.
- 2nd Elder in Residence publication.
- Provide research skills workshops for Aboriginal community members.
- Develop recruitment strategies and pathways to increase enrolment in Riawunna Research higher degree programs.
- Upgrade staff research skills through ACSPRI summer and winter schools and EDGE Agenda opportunities as part of their staff development program.
- Inclusion of Faculty research requirement into performance management of all staff.
- Lodge at least two (2) grant applications annually.
- Provide mentoring for early career researchers.
- Support Riawunna researchers to engage in scholarly research and publication, especially on the community and change theme area.
- Appoint Honorary Research Associates to assist Riawunna staff to increase research productivity.

CULTURAL AWARENESS

Goal

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

Activity

- Riawunna will continue to contribute to the University staff development program aimed at increasing staff awareness of the diversity of the student population and issues that affect Indigenous success in higher education.
- Continue to support NAIDOC and Sorry Day activities on campuses including development of a lecture series.
- Promote Aboriginal Studies to international students through the development of Honours in Australian Studies.
- Develop an Australian Studies major with core Indigenous content.
- Collaborate with state Department of Education's Aboriginal Education Unit to jointly develop an on-line Aboriginal Studies Resource for use by teachers and students to assist them in preparation and delivery of Aboriginal Perspectives Across the Curriculum for years K-12.

PART 3. EXPENDITURE OF INDIGENOUS SUPPORT FUNDING (ISF)

Income		\$
Indigenous Support Funding		765,000
University contribution to Aboriginal Studies teaching program		290,215
Other funds		41,334
* <i>Research</i>	15,000	
* <i>FFPOS</i>	21,000	
* <i>Performance based teaching</i>	5,334	
Miscellaneous Income (Includes DEWR salary subsidies of \$52,000)		54,573
ITAS Grant		90,525
Funds carried forward from 2004		238,363
* ITAS Grant carry forward	149,579	
* Bicentenary Grants	12,672	
* Van Diemen's Land Project	112	
* Faculty approved carry forward	76,000	
Total Income		<u>1,480,010</u>
Expenditure		
Operating costs, including salaries, for Indigenous support services and Aboriginal Studies teaching program.		796,188
* <i>Profile Salaries</i>	589,517	
* <i>Part-time Assistance</i>	198,966	
* <i>ATAS Program costs</i>	5,560	
* <i>Murina Enabling program</i>	2,145	
Institution overheads		164,559
Major uses included:		
* <i>Printing</i>	9,475	
* <i>Staff Development</i>	3,443	
* <i>Hire/Lease of Equipment</i>	6,405	
* <i>Minor Equipment</i>	3,798	
* <i>Telephone</i>	12,654	
* <i>Repairs & Maintenance</i>	10,723	
* <i>Travel</i>	26,174	
* <i>New appointment costs (staff relocation)</i>	16,521	
* <i>Promotional activities</i>	7,532	
* <i>Transport and Fuel</i>	22,524	
* <i>Photocopying</i>	9,026	
Total Expenditure		<u>960,747</u>
Grand Total		<u>519,263</u>
Unexpended funds claimed by Faculty of Arts at end of 2005		217,937
Carry forward to 2006		<u>301,326</u>

PART 4. INSTITUTION'S CONTACT INFORMATION

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PART 5. PUBLICATION OF THE STATEMENT

The UTAS Indigenous Education Statement for 2005 is available at
<http://fcms.its.utas.edu.au/arts/riawunna/>