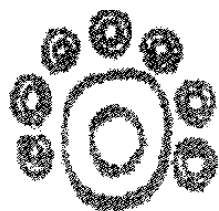


Indigenous Higher Education
Statement



Riawunna Centre
2009



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Name of Institution: UNIVERSITY OF TASMANIA

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

UTAS 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 the Riawunna Centre, 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/eeo/eeo.html>

Indigenous Education Strategy The way forward 2008-2010

http://www.utas.edu.au/riawunna/2008_2010strategy.htm

Equity plan

http://www.admin.utas.edu.au/hr/eeo/Equity_Plan_BAIC_2009-2010.pdf

Aboriginal Employment Strategy

http://www.admin.utas.edu.au/hr/manual/aes_2008-2010.pdf

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

Major achievements during 2008 included:

INVOLVEMENT IN DECISION MAKING

- Senate endorsed the establishment of the Aboriginal Policy Advisory Committee (APAC) in place of the Riawunna Board as the Aboriginal education advisory body to the University. Draft terms of reference were developed for APAC which will provide advice more broadly across the University. Advertisements for membership expressions of interest were placed in the three regional newspapers and members were confirmed by December 2008.
- Riawunna Information Days were convened on each campus to promote awareness of UTAS programs and opportunities to Aboriginal community members.
- An Aboriginal student body was active on the Launceston campus.
- The Riawunna Director attended all Faculty of Arts Executive meetings and Academic Senate meetings throughout 2008.
- Partnership Agreements between UTAS and Aboriginal community groups in Tasmania were progressed with three groups indicating support.
- Continued implementation of the Riawunna Community Communication Strategy.
- Promoted the register of Indigenous experts to provide guidance to researchers, the Human Ethics Committee and the University.
- Alumni gatherings for past Riawunna graduates were held in Hobart and Launceston to keep members informed of new programs and courses, as well as employment opportunities.

EMPLOYMENT

The Aboriginal employment register was maintained and there were 5 new registrations. An Indigenous Higher Education Officer at the Cradle Coast campus, developed an *Intro to Family Studies* unit and promoted bridging pathway programs for Indigenous students.

An AES Project officer promoted awareness of the Aboriginal Employment Strategy within the community.

One (1) trainee was employed in Human Resources in Hobart

One (1) trainee was employed at Riawunna in Launceston.

- The number of Indigenous-specific positions at UTAS:

<u>Occupation</u>	<u>Level</u>
Director	HEO9
Exec & Indigenous Higher Education Officer	HEO6
Administrative Officer	HEO3
Administrative Officer	HEO4
Aboriginal Studies Lecturer	Academic A
Indigenous Higher Education Officer	Academic A.

- The current number of Indigenous staff at UTAS:

There are currently a total of 27 Indigenous staff at UTAS – 5 in academic positions and 22 in general staff positions. A breakdown of Indigenous Staff by classification is provided below.

Classification	Level	No. of Staff
Academic	Level A	3
	Level B	1
	Level C	1
General	Junior	1
	HEO 2	2
	HEO 3	6
	HEO 4	3
	HEO 5	3
	HEO 6	3
	HEO 7	2
	HEO 8 and above	2
Total		27

Indigenous staff are employed in the following areas within UTAS:

Accommodation Services, Asset Management Services, Australian Maritime College, Riawunna, Central Science Laboratory, Cradle Coast Campus, Rural Health, Sociology and Social Work, Human Resources, Financial Services, Architecture and Design, Geography and Environmental Studies, Menzies Research Institute, Library, and International Services.

ACCESS, PARTICIPATION AND ACHIEVEMENT

- Awarded Riawunna Scholarships to support undergraduate and postgraduate students.
- Awarded Riawunna Accommodation Bursaries to assist Aboriginal students to study at the University of Tasmania.
- Awarded Aboriginal Teacher Education scholarships, jointly with the Tasmanian Department of Education.
- Conducted campus visits for school, college and community groups to promote awareness of pathways between schooling and further education and training.
- Delivered Murina program in 1st and 2nd semester in Launceston.
- Delivered Aboriginal Studies summer school on Hobart campus.
- The 'Partners in Aboriginal Education' (PAE) group continued to meet to improve pathways and support between school and further education and training for Indigenous students.
- Through the DEST-funded pathways program, mentors were trained and matched with year 10-12 students. Campus visits were arranged and regular contact maintained to facilitate improved transition to university study. Also ten (10) Springboard to College bursaries were awarded to improve retention to year 11 and completion of 12.
- In recognition of the Australian Parliaments formal apology to the Stolen Generation, the Vice-Chancellor announced the creation of (6) additional awards in 2008 of \$1,000 each to support Aboriginal or Torres Strait Islander students to complete year 11 & 12, as New Generation bursaries within the Springboard to College program.

- Continued delivery of ITAS program to support success of Indigenous students.
- Awarded Murina prize to a bridging student undertaking undergraduate studies.
- Implemented the revised ITAS Tutor's policy, protocols and procedures.
- Delivered ITAS Tutor Information and Orientation workshops.
- ATSI graduates in 2008 were our best numbers to date, with

1 x B Computing	1 x B Computing (Hons)	1 x B Arts/B Commerce
1 x B Commerce	1 x MBA, Grad Dip Business Admin	1 x M Professional Accounting
1 x Grad Dip Language	2 x Grad Cert Legal Practice	5 x B Arts
1 x B Arts (Hons)	1 x M Arts	2 x Dip Fine Art & Design
1 x B Fine Arts (Hons)	1 x M Fine Arts	7 x B Education
1 x B Education (Hons)	1 x B Adult & Vocational Education	1 x B Human Movement
1 x B Education (In-service)	1 x Grad Cert Education	1 x PhD (Medical Research)
1 x Biomedical Science	1 x B Pharmacy	1 x MBBS (Medicine)
3 x B Nursing	1 x Grad Cert Nursing	1 x Grad Dip Midwifery
1 x Assoc Deg Paramedic Studies	1 x B Engineering	1 x B Agricultural Science (Hons)
1 x B Science	1 x B Environmental Design	1 x Grad Dip Journalism
1 x PhD (Environmental Studies)	1 x M Environmental Planning	1 x Assoc Deg Music Studies
1 Dip Maritime & Logistics Mngmt		

We are finally producing graduates outside the Arts; of particular interest are the growing numbers in health-related professions, an area in which we have focused specific effort; also the numbers in Business and the two PhDs are very pleasing.

- Commencing Indigenous student numbers for 2008 (access rate) compared to 2007

Year	Aboriginal & Torres Strait Islander Commencing Enrolments	All Students Commencing Enrolments	Percentage ATSI Enrolments
2007	152	6,575	2.31%
2008	110	6,583	1.67%

- The total number of Indigenous student enrolments for 2008, compared to 2007

Year	Aboriginal & Torres Strait Islander Total Enrolments	All Students Total Enrolments	Percentage ATSI Enrolments
2007	290	14,705	1.97%
2008	257	15,215	1.69%

- The total number of Indigenous completions at Bachelor level and above in 2008, compared to 2007

Year	Aboriginal & Torres Strait Islander Completions	All Students Completions	Percentage ATSI Enrolment
2007	45	3,373	1.33%
2008	43	3,305	1.30%

ACADEMIC

- The number of students enrolled in Aboriginal studies (HAB) units in 2008 was 596.
- Continued Aboriginal Studies Honours program, two students enrolled in 2008.
- 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. Currently 2 students are undertaking MA, and 4 undertaking PhD.
- Honours in Australian Studies has been developed but was inactive in 2008.
- Continued Aboriginal Studies units cross- listed into other disciplines.
- Delivered Aboriginal specific lectures across a range of schools including Education, Nursing, Social Work, Medicine and Pharmacy.
- Introduced UTAS-College option to enable year 11 and 12 students to undertake Aboriginal Studies units.

CULTURAL AWARENESS

- Riawunna staff members continued to deliver a range of cultural awareness activities including workshops and presentations.
- The “Come Walk with Us” cultural safety/awareness program was delivered to the following during 2008:

Date	Group	No. of Participants
29 th January	Colony 47 staff	32
12 th February	Colony 47 staff	32
21 st May	Medical students	120
29 th May	Anglicare staff	15
18 th July	DEEWR staff	25
27 th July	DEEWR staff	25
28 th July	Equity & Diversity Week – Hobart UTAS staff and students	15
28 th July	Equity & Diversity Week – Launceston UTAS staff and students	7
18 th August	Circular Head Aboriginal Corporation	12
	Total	283

- Hosted visits by :
 - Prof Brad Morse, Faculty of Law, University of Ottawa, who spoke on resource rights and Canadian charter jurisprudence.
 - Prof Joseph Henry Vogel, Department of Economics, University of Puerto Rico, who spoke on geopiracy.
 - Dr Natalia Aponiuk, University of Manitoba, spoke on Constructing Identity in a Multi-Cultural World by focusing on the how Manitobans, born since the inception of multiculturalism, construct their ethnic and national identities. Possible analogies with Australia were discussed.
 - Professor Paul Turnbull, Griffith University, with particular interests in the cognitive evolution of racial science and theft of Indigenous cultural property. His paper Darwin's Body-Snatchers?: the Meanings and Values of Indigenous Australian Bodies in British scientific thought, 1860-1880 included the involvement of the Native police.
- Riawunna HRA's also conducted public seminars.
- The Educating Tourists - deep time map of Tasmania, sales continued to schools and tourism operators.
- Convened Indigenous Literacy Awareness and Closing the Gap events on campus in Hobart and Launceston.
- Launch of 'Yolla Moonbird Film', about mutton birding on the Bass Strait Islands. Supported by the Tasmanian Bicentenary Office (Bicentenary Program) and produced by Aboriginal students in the Murina Program at the Riawunna Centre, (Launceston Campus) to promote the understanding of the Moonbird people.
- Launch of two books (Henry Reynolds and Ian Mac Farlane) were held in Hobart and Launceston.
- Training sessions for Mentors were provided in Launceston and Hobart.

RESEARCH

- The 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.
- Work commenced on writing Aunty Phyllis Pitchford's book.
- Riawunna staff member attended the Indigenous Research Workshop.
- Eight (8) Honorary Research Associates were appointed to assist Riawunna staff to increase research productivity.
- Continued appointment of Professor Reynolds as Chair, to increase research.
- The Cultural Environments and Heritage Honours programme offers honours students internships in outstanding cultural institutions including the Port Arthur Historical Site Management Authority, the Queen Victoria Museum and Art Gallery, the State Library of Tasmania, and the Tasmanian Museum and Art Gallery. Successful applicants undertake their honours research under the joint supervision of an academic from their home discipline and a specialist from the cultural institution. Generous scholarships are available. Riawunna negotiated projects with a number of institutions, and in 2006 and 2007 had scholarship students undertaking research projects; however in 2008 there were no Riawunna students who participated.

- Through the Community, Place and Heritage Research Unit, the following projects were completed during 2008:
 1. History of Land-settlement of the North West
 2. Heritage Highway Silhouettes Interpretation
 3. Conversation Series with Prof Henry Reynolds:
 - 1) Australia's Republican Destiny – Assoc Prof Mark McKenna
 - 2) The Lieutenant Fictionalising History – Kate Grenville
 - 3) Provincial Identity, Northern Tasmania Future – Saul Eslake & Prof David Adams
 - 4) 21st Century Lessons from Three Continents in the Great Depression – Peter Cundall and Buck Emberg.
 - 5) Inspired by Heritage “Quamby” – Peter Sculthorpe
 - 6) 19th Century North West Tasmania, Seafaring Society – Dr Ian McFarlane.

This series of six conversations were well attended by staff, students and community members.
 4. Publications for Heritage Highway Tourism Region Association
 - Voices from the Graves (Self guided tour Christ Church graveyard)
 - In Heaven as it is on earth (Booklet on history of Norfolk Plains Tas)
 - Stories from Sandstone (Self guided tour of Oatlands)
 - Land and Landscape (Postcard Series)
 5. Performance Development – Voices from the Graves Nov, 2008

Projects developed included:

 1. Schayer Research (German based archives on writings of Adolphus Schayer - observations including NW Tasmanian Aboriginal)
 2. Assigned Convicts of the Northern Plains research
- Continued support of CAIA, assisted with organising a Winter Symposium on Bruny Island.
- Convened two day Master Class at UTAS for RHD candidates from UTAS and University of Sydney
- Convened 'Work in Progress' seminar day at the Botanical Gardens in Hobart.

The way forward – strategies for 2008 - 2010

The following activities planned for 2008-2010 will be monitored by the Aboriginal Policy Advisory Committee:

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.
- Riawunna will continue delivery of the Aboriginal Studies major and contribute to the Australian Studies major.
- Progress development of 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. (An Honorary Associate with Riawunna progressed this work throughout 2008).

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 Info Days 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.
- Continue implementation of the Pathways support to improve Indigenous transition 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 Health Careers camps for Aboriginal students in years 10-12.
- Continue appointment of staff to provide support to Aboriginal students in the North-West region and assist with delivery of Aboriginal Studies program.
- Maintain two cadetship positions within Riawunna to assist with marketing and promotion.
- Continue mentoring program to build links between university students and Indigenous students in years 11 and 12 to encourage their participation in further education.

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 2nd Elder in Residence publication.
- Provide workshops for Aboriginal community members to facilitate recording of oral histories.
- Implement 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.
- Progress appointment of a Chair to facilitate research within the Centre. (Professor Henry Reynolds was appointed in 2007 and has continued to provide supervisions and public lectures)
- Progressed proposal to develop a Centre of Excellence (Community, Place and Heritage Research Centre/Unit) which will focus research in the area of Aboriginal Studies and compliment our current RHD programme and support early career academics. (CPHRU was established in 2007 and continued to develop a number of important projects throughout 2008.)
- Support two RHD scholarships in the Community, Place and Change theme area. (Two scholarships were advertised in 2008)

ACADEMIC

Goal 1.

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

2.42% for Access

The 2006 figures for Access at UTAS indicated 1.88% while 2007 indicates 2.42%, a significant improvement when compared with the sector average of 1.51%.

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

2.04% for Participation

The 2006 figures for Participation at UTAS indicated 1.83% while 2007 indicates 2.04% - another significant improvement when compared with the sector average of 1.29%.

The participation rate compares the total number of Indigenous students with the total number of domestic students in any one year (i.e. 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

Convene Indigenous Studies Indigenous Knowledge (ISIK) conference in 2008 at UTAS.

The 2008 Indigenous Studies & Indigenous Knowledge Conference was hosted by the Riawunna Centre at UTAS and held in Hobart between 2 to 4 July. It was a successful event attracting more than a hundred participants, who considered the place of Indigenous knowledges within the 'Education Revolution' and how to include Indigenous content, perspectives and knowledges within degree programs.

The four keynote speakers Professors Martin Nakata from the University of Technology Sydney, Aileen Moreton-Robinson from the Queensland University of Technology, Ian Anderson from University of Melbourne and Doctor Karen Martin from Southern Cross University, along with the dinner speaker Tom Calma (Aboriginal and Torres Strait Islander Social Justice Commissioner and acting Race Discrimination Commissioner), together helped set the context for engaging with these themes.

A key purpose of the ISIK Conferences is to draw colleagues from across the fields of education and research to discuss and share developments in areas of Indigenous knowledge and Indigenous Studies, and to encourage the production of quality work. A special edition of the Australian Journal of Indigenous Education will be forthcoming in 2009 to showcase this work.

Further strategies for 2008-2010 have been developed and are available at:

http://www.utas.edu.au/riawunna/2008_2010strategy.htm

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT			
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	INCOME for Indigenous higher education purposes	\$	\$
1	Indigenous Support Program (ISP) 2008 grant only		1,170,000
1b	Unspent 2007 ISP funds, carryover must be agreed with DEEWR		5,170
2	Did you receive any Away From Base (AFB) 2008 allocation?		No
3	Did you receive an Indigenous Tertiary Assistance Scheme Tertiary Tuition (ITAS TT) 2008 allocation?		Yes
4	Did you receive a Structured Training and Employment Project (STEP) 2008 allocation?		No
5	Did you receive any funding through Commonwealth Scholarships in 2008?		Yes
6	Did you receive any funding through the National Indigenous Cadetship Project?		Yes
7	Did you receive any DEEWR Wage Assistance in 2008?		Yes
8	Did you receive any funding for Indigenous Access Scholarships in 2008?		Yes
8b	If Yes, how many Indigenous Access Scholarships were undertaken in 2008?		14
9	Donations, or philanthropic sourced funds - Excluding any funding from Australian Government sources, committed to Indigenous higher education in 2008 (please list major sources).		NIL
10	Mainstream income and student Grants - Excluding any funding from Australian and Government Sources.		785,527
	<i>Aboriginal Studies 2008 Faculty allocation</i>	579,609	
	<i>Community Place & Heritage Research Unit</i>	39,145	
	<i>Internal University Income</i>	119,464	
	<i>Miscellaneous income</i>	18,000	
	<i>Internal University Carry Forwards from 2007</i>	29,309	
11	Total INCOME (total income of fields 1, 1b, 9 & 10 above - all funds for Indigenous Higher Education Purposes).		1,960,697
12	Amount of Indigenous Support Program (ISP) grant (from Item 1 above) directly provided to the Indigenous support/education centre (where one exists).		1,170,000

EXPENDITURE of Indigenous Support Program (ISP) 2008 grant only (from Item 1)			
13a	Operating costs, including salaries, for Indigenous support services	\$	\$ 569,433
	<i>ISP profile salary costs</i>	470,536	
	<i>Administration costs</i>	56,788	
	<i>Hire/Lease of Equipment</i>	6,286	
	<i>Repairs & Maintenance</i>	679	
	<i>Travel, Transport and Fuel</i>	35,144	
13b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (i.e. new computers located and used in the ISU).		NIL
13c	Higher education provider overheads		\$137,010
	<i>Overheads</i>	137,010	
13d	Other Indigenous Support Program expenditure (please list major items publications and program costs).		\$81,867
	<i>Consumables</i>	8,264	
	<i>Scholarships & Prizes</i>	60,000	
	<i>Staff Development</i>	6,225	
	<i>Promotional activities & Advertising</i>	7,378	
13e	Total EXPENDITURE of ISP income (total of 13a-d)		\$ 788,310
14	Expenditure of other non- Australian Government funds (from Items 9 &10 above) committed to Indigenous higher education in 2008 (please list major items)		\$ 762,277
	<i>Aboriginal Studies salary costs</i>	641,473	
	<i>Aboriginal Studies administration costs</i>	120,804	
15	Total EXPENDITURE (total of 13e and 14)		\$ 1,550,587

Other Government funding		
Other Government grant income	\$	
DEWR Salary subsidies	6,400	
AIATSIS: Meeting at Bark - Hut	10,404	
ITAS grant	267,715	
ITAS grant carry forward	212,993	
Pathways to University - carry forward	13,164	
Aboriginal Alcohol and Other Drug grant (WA Gov) – Carry Forward	46,066	
Aboriginal Alcohol and Other Drug grant (WA Gov) – Refund Unspent Monies	(40,262)	
Total Other Government grant INCOME		\$ 516,480
Other Government grant expenditure		
Non-profile salaries		125,843
Administration		21,661
Total Other Government grant expenditure		\$ 147,504

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The UTAS Indigenous Education Statement for 2008 is available at

<http://www.utas.edu.au/riawunna/reportsandstrategies.htm>