



## **2012 INDIGENOUS EDUCATION STATEMENT**

**UNIVERSITY OF NEW ENGLAND**

**UPDATE ON 2011 YEAR**

**2012 Indigenous Education Statement for:** **Equity and Indigenous Programs  
Department of Industry, Innovation, Science,  
Research and Tertiary Education**

**Prepared by:** **Oorala Aboriginal Centre, UNE**  
In consultation with Faculties, Schools and  
Directorates of the University of New England

## SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

*Your response to this goal needs to answer, but is not limited to the following questions:*

*What is your approach to improve higher education outcomes for Indigenous Australians, and how is this being implemented?*

*How are Indigenous perspectives embedded in your strategic plan and/or other key institutional documents?*

*If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.*

UNE's commitment to improving higher education outcomes for Indigenous Australians is embedded in its Mission-Based Compact with the Commonwealth of Australia, its Strategic Plan, its Business Plan and its Graduate Attributes. A draft Regional Aboriginal Higher Education Strategy is currently being developed to enhance the effective management of existing practices and implementation of new strategies and projects. The focus of the Oorala Aboriginal Centre has also been revised.

### **Mission-Based Compact**

UNE's mission as outlined in the Mission-Based Compact commits the University to the goal of improving access, participation and retention of Indigenous students. The mission states:

*"UNE will become a leader in Aboriginal education and research, working with regional Aboriginal communities to improve pre-tertiary achievement, both at school and via alternative pathways. UNE will support collaboration between education providers to ensure a coordinated approach to engaging with Aboriginal communities, to identify new pathways to higher education, and to improve rates of retention and completion by Aboriginal students. UNE acknowledges that this will require a sustained University-wide commitment to implementing short, medium, and long-term priorities."*

Further in section 3 'Teaching and Learning', under clause 3.2, 'Equity: University strategies' the Compact states:

*"UNE is developing an integrated Regional Aboriginal Higher Education Strategy to support collaboration between all regional education providers to ensure a coordinated approach to engaging with Aboriginal communities in building educational aspiration, relevant pathways to higher education and rates of completion by Aboriginal students."*

UNE also nominated *Domestic undergraduate students who are Indigenous* as its Performance Indicator 1B. The Commonwealth set a target of 2.00% for 2011 and 2.11% for 2012. Early data indicates that UNE has exceeded the 2011 target.

### **Strategic Plan and Business Plan**

UNE's Strategic Plan 2011-2015 *Learning without Limits* includes a direct reference to its Indigenous mission and a number of other related strategies including to:

- Innovate in the recruitment of regional, remote and ATSI students, particularly within the New England region.
- Expand and enhance our network of Access Centres to service blended delivery students everywhere.
- Provide on-campus students with a formative lifestyle, not merely a qualification.

- Enhance availability of online academic support for research on rural and regional innovation.

This is further embedded in UNE's 2011 and 2012 Business Plans:

*In consultation with the Oorala Centre and other stakeholders, UNE will develop an engagement strategy to increase the participation and retention of Indigenous students throughout the region.*

Deliverables include the development of a strategy for engagement with schools with and the Indigenous population and increased retention and completion of Indigenous students.

### **UNE Graduate Attributes**

UNE continues to include Indigenous culture and perspectives as part of its graduate attributes (social responsibility):

Graduates will be able to:

- Demonstrate ethical action and social responsibility in their personal, professional and community lives.
- Demonstrate respect for, and acknowledgement of, ideas and knowledge of others.
- Acknowledge the social and ethical implications of their actions.
- Recognise social justice issues relevant to their discipline and professional area.
- Appreciate Indigenous culture and history.

### **Oorala Aboriginal Centre**

In 2011 the University of New England appointed Ms Debra Bennell as the Director of its Indigenous Education Support Centre, the Oorala Aboriginal Centre. Within the first few months of her appointment Ms Bennell became familiar with the institutional approaches and strategies of UNE and set about developing a plan for the future of the Oorala Centre.

The shift in focus for the Oorala Centre has seen an increase in Oorala's academic focus. This includes but is not limited to the following:

- Rewriting of the Tracks Tertiary Preparation Program (enabling course) to better support student transition into higher education.
- Assisting schools and programs to identify gaps in curricula in the teaching and embedding of Indigenous knowledges.
- Development of strategies to engage more broadly with current students such as the Oorala moodle site, to which all enrolled Aboriginal and Torres Strait Islander students have online access throughout their studies.
- The development and promotion of the Oorala Centre as an academic centre of excellence.
- Involvement in research and other academic pursuits involving Indigenous matters.
- Development by Oorala of Indigenous-specific undergraduate units, to expand Indigenous curricula and perspectives at UNE.

In 2011 consultations were held across the University to discuss and assist individual schools in their approach to supporting Indigenous students and School-based aspirations for their students. These meetings will culminate in the further development of UNE's Regional Aboriginal Higher Education Strategy in 2012.

The University's approach to improving higher education outcomes for Indigenous Australians and inclusion of Indigenous perspectives in institutional documents are further detailed in responses to Section 2.

As outlined in 2.2 of the Indigenous Education Statement, UNE's existing Indigenous Employment and Career Development Strategy, 'Aroonba Yanaaya', which aims to facilitate the increase of Indigenous people employed at the University, was finalised in 2003. The current strategy is available on the UNE web at the following address:

<http://www.une.edu.au/eeo/indigenous/aroonbayanaaya2003-2006.pdf>

A revised Aboriginal & Torres Strait Islander Employment Strategy will be publically accessible on the internet once consultations are completed and the final Strategy endorsed by the relevant committees at UNE.

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

*Section 2 must include information that demonstrates the following conditions of eligibility for ISP funding:*

- *Implemented strategies for improving access, participation, retention and success of Indigenous Australian students*
- *Increased participation of Indigenous people in the provider's decision-making processes and;*
- *Have an Indigenous employment strategy*

*AEP Goal criteria should be addressed under the following headings:*

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

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

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

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

*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*

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

*Please provide evidence of:*

- *strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working*
- *constraints on your ability to achieve the AEP goals and*
- *plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.*

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

#### ***Aboriginal and Torres Strait Islander Australians involved in institutional decision-making processes and the nature of their involvement***

Aboriginal and Torres Strait Islander people are included in all groups that provide advice and policy input to Indigenous education at UNE.

The Aboriginal and Torres Strait Islander Access and Participation Committee is an Advisory Committee to the Vice-Chancellor, comprising representatives from UNE, the local Aboriginal community, Aboriginal and Torres Strait Islander staff and students. Proposals to redefine the Committee's terms of reference and structure were developed in 2010 with plans to increase Aboriginal and Torres Strait Islander representation of staff, community members and students on the Committee. This Committee is being re-established in 2012.

The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement on UNE boards and committees in 2011 were as follows:

- UNE Academic Board (2—1 Observer and 1 academic member from Faculty of The Professions, School of Rural Medicine)
- Aboriginal and Torres Strait Islander Access and Participation Committee (5: 2 staff, 2 local community reps and 1 student)
- Academic Board Teaching and Learning Committee (1)
- Social Justice Committee (1)\*
- Library Advisory Committee, Dixson Library (1)

- Nursing External Advisory Committee, School of Health (1)
- Counselling Course Team, School of Health (1)
- Counselling External Advisory Committee, School of Health (1)
- Human Research Ethics Committee (HREC) (1)\*\*
- Orientation Committee (1)
- Joint Medical Program Committee (2 staff; 2 student reps.)
- Rural Medicine Head of School Course Advisory Committee (1)
- Health Teaching & Learning Committee (2)
- Rural Medicine Teaching & Learning Committee (1)
- Social Work Advisory Board (1)
- Occupational Health & Safety Committee (1)
- Academic Services Group [1]
- Senior Management Committee [1]
- UNE Management Forum [1]

In the higher education sector there was also Indigenous representation from UNE on:

- Higher Education Network Aboriginal Corporation (HENAC) (3)
- National Indigenous Higher Education Advisory Committee (NIHEAN) (1)

\*As outlined in the UNE Annual Report 2011, a proposal for an integrated, streamlined and effective Social Justice Committee structure, incorporating allied committees, was accepted by UNE's Vice-Chancellor's Committee for implementation in the second half of 2011. The Social Justice Committee is responsible for ensuring that activities undertaken by UNE are consistent with principles of equity, social justice and social inclusiveness, as they relate to both staff and students of the university. Working groups set the terms of reference for sub-committees under the Social Justice structure, with all of these commencing by 2012:

- Directorates Equity Committee (DEC)
- Staff Equity Advisory Group (SEAG)
- Disability Advisory Committee

UNE's School Equity Committees continue as autonomous committees. Under the new Committee structure issues are referred to the Social Justice Committee, other subcommittees or management as appropriate.

The Aboriginal & Torres Strait Islander Access & Participation Committee also refers matters to the Social Justice Committee and its sub-committees, but retains its standing as an independent committee at UNE.

\*\*In 2011 the former Panel on Ethical Research Involving Aboriginal & Torres Strait Islanders (PERATSI) which included Indigenous Chair and representation was subsumed by the HREC Committee on which the Oorala Director is UNE's Indigenous representative.

The information provided regarding committees, for 2011 includes representation by Oorala Director and staff as well as other UNE staff.

In 2011 an Indigenous academic from University of Newcastle (Discipline of Indigenous Health) continued their involvement in educational decision-making regarding the Joint Medical Program offered through University of Newcastle and UNE.

The School of Health consults and reviews with its External Advisory Committees on the development of Nursing and Counselling curricula; the relevant Nursing Committee includes

Indigenous representation from UNE and the Congress of Aboriginal and Torres Strait Islander Nurses (CATSIN).

***The roles and responsibilities of Aboriginal and Torres Strait Islander leaders at UNE***

- Local Aboriginal community leaders are invited by Faculties, Schools and Directorates of the University to provide consultation and participation in protocols for official events and programs, including Welcome to Country and incorporation of Aboriginal and Torres Strait Islander perspectives. This consultation and participation is encouraged and facilitated by Aboriginal and Torres Strait Islander staff in key roles at Oorala and other parts of the University.
- Aboriginal and Torres Strait Islander staff from Oorala and across the University are involved extensively in roles engaging with communities in the region, participating in consultative groups and agencies, committees and activities related to education, health, employment, government and community activities, etc. Through also having active involvement in institutional decision-making as detailed under previous heading these staff provide valuable expertise to the University, gained through their academic and professional experience and community engagement.
- The Director and other staff of Oorala throughout 2011 maintained involvement in several groups engaging with the community, as detailed under the next heading. The Director was also involved in consultation and decision-making at the University on a range of matters through several University committees, boards, working parties and other groups.
- Aboriginal and Torres Strait Islander representatives including academic and non-academic staff from Oorala and across the University, and students, provided input on a range of employment and student support matters for the UNE consultation visit from the Chair of the Panel leading the Review of Higher Education of Access and Outcomes for Aboriginal and Torres Strait Islander People.

***The role played by Oorala Aboriginal Centre in decision-making processes***

Throughout 2011 the Oorala Director and staff provided representation and participation in a number of University committees involved in decision-making processes on a wide range of strategies, policies and procedures related to students and staff. Through nominees the Centre also provided relevant reporting and input on matters reviewed by the Staff Equity Advisory Group and Directorates Equity Committee and participation on the Academic Programs Committee regarding the Centre's curriculum development for its programs.

The Director and staff of the Oorala Aboriginal Centre were also represented across the local community in regards to education, training, employment, local government and community activities. In 2011 this participation included the following staff representation:

- Gayinyaga Aboriginal Advisory Committee (1)
- Local Armidale Interagency Committee (1)
- Local Aboriginal Education Consultative Group (AECG) (1)
- NAIDOC Committee (1)
- Local Armidale Aboriginal Land Council (1)
- Aboriginal Circle Sentencing Committee (auspiced through NSW Attorney-General's Department) (1)
- Aboriginal Justice Advisory Committee (auspiced through NSW Attorney-General's Department) (1)

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

### ***Outline of UNE's Aboriginal and Torres Strait Islander Employment Strategy including details on how it was authored, when it was last updated and whether or not it is publicly accessible on the internet.***

In 2011 the position of Aboriginal and Torres Strait Islander Employment Officer became vacant and the University undertook recruitment of a new Officer for the position. In January 2012 the position of UNE Aboriginal & Torres Strait Islander Employment Officer was filled in a permanent full-time capacity. This position reports to the Manager, Employment Equity and Diversity, and sits within the Human Resource Services portfolio. In 2012 the Officer provides Indigenous representation on UNE's Staff Equity Advisory Group.

Through recruitment of the Aboriginal and Torres Strait Islander Employment Officer UNE renewed its commitment to the review and implementation of its draft Aboriginal and Torres Strait Islander Employment Strategy. It was also proposed in 2011 for the Employment Officer's role to involve development of a framework by which to measure UNE's "cultural competence" in its provision of a culturally appropriate environment to promote Aboriginal access to education, employment, and promotions, in collaboration with the Oorala Aboriginal Centre. In 2012 the current ATSI Employment Officer has commenced a review to finalise the Strategy for implementation, linking it to the building of Aboriginal perspectives into all relevant policy and procedure at UNE. This is planned to include strategic direction, EEO management plans, and other relevant material.

UNE's existing Indigenous Employment and Career Development Strategy, 'Aroonba Yanaaya', which aims to facilitate the increase of Indigenous people employed at the University, was finalised in 2003. The existing strategy is available on the UNE web at the following address:

<http://www.une.edu.au/eoo/indigenous/aroonbayanaaya2003-2006.pdf>

It is planned for the new Aboriginal & Torres Strait Islander Employment Strategy to be publicly accessible on the internet once consultations are completed and the final Strategy endorsed by the relevant committees at UNE.

### ***Information on UNE's strategies for increasing numbers of Aboriginal and Torres Strait Islander Australians employed at UNE***

In 2010 it was proposed that the University's new Aboriginal & Torres Strait Islander Employment Strategy would focus on strategies around building relationships with organisations and Aboriginal communities, specifically communities of the NSW Northern Region. The draft Strategy aimed for cultural awareness to be integral to UNE's recruitment and employment practices and development of pathways between education and employment, capitalising on the University's dual role as an employer and an education provider and raising the institution's profile and engagement with communities and stakeholders as a preferred employer.

The draft Strategy is being reviewed in 2012 by the current ATSI Employment Officer, to be finalised in line with the building of Aboriginal perspectives into all relevant policy and procedure at UNE. Broadly, UNE has outlined that in 2012 the University is working towards developing initiatives to implement a long-term 'grow our own' student to staff pathway.

Other strategies identified by specific Schools across the University in 2011 included the following:



Faculty of Arts & Sciences

- School of Behavioural, Cognitive & Social Sciences (BCSS)
  - The School’s Strategic Plan 2012-2016, which was finalized in 2012 for the School’s future direction, states under the Plan’s ‘Values’ a specific aim to strengthen Indigenous representation in its human resources.

***The number of Aboriginal and Torres Strait Islander identified positions at UNE, detailed by occupation and level.***

Table 1 - Continuing and Fixed term positions

Faculty/Institute/Section	Staff	Academic	Professional
<b>Ooralta</b>			
Director (HEO10+)			1
HEO 3 (Administrative Assistant)	1		
HEO 4 (Campus Mentor, Snr Admin Assistant, ITAS Coordinator)	3		
HEO 6 (Student Support Officer)	1		
Academic Level A (Academic Coordinator)		1	
<b>Employment, Equity &amp; Diversity</b> HEO 7 (Aboriginal & Torres Strait Islander Employment Officer**)	1		
<b>Faculty of The Professions</b> <b>School of Health/Rural Medicine</b> Academic Level B (Lecturer)		1	
<b>Faculty of Arts &amp; Sciences</b> <b>School of Humanities</b> Academic Level A (Associate Lecturer)		1	
<b>Sport UNE</b> Trainee (Horticulture)	1		
Trainee (Retail)	1		
<b>Totals</b>	<b>8</b>	<b>3</b>	<b>1</b>

**Note:**

\*\*=Employment Officer position vacant from March 2011 – January 2012

Table 2 - Casual positions

Faculty/Institute/Section	Staff	Academic	Professional
<b>Ooralta</b>			
Receptionist (HEO 4)	1		
Executive Assistant (HEO 5)	1		
<b>Schools &amp; Faculties</b> <b>Directorates</b>	Nil		
<b>Totals</b>	<b>2</b>		

***The current number of Aboriginal and Torres Strait Islander staff at UNE and their spread across the university (including academic and general staff by level)***

**Table 3: Current number of UNE ATSI staff**

<b>Faculty/Institute/Section</b>	<b>Staff</b>	<b>Academic</b>	<b>Professional</b>
<b>University Library (Dixson)</b>			
HEO 3 (Library Assistant – RM)	1		
<b>Facilities Management Services</b>			
HEO 4 (Plumber)	1		
<b>Information Technology</b>			
HEO 5 (IT Client Support Officer)	1		
<b>Mary White &amp; Robb Colleges</b>			
HEO 2 (College Maintenance)	1		
<b>Earle Page &amp; Austin Colleges</b>			
HEO 2 (Cleaner*)	1		
<b>Oorala</b>			
Director			1
HEO 3 (Administrative Assistant)	1		
HEO 4 (Campus Mentor, Snr Admin Assistant, ITAS Coordinator)	3		
HEO 6 (Student Support Officer)	1		
Academic Level A (Academic Coordinator, Lecturer**)		2	
<b>Employment, Equity &amp; Diversity</b>			
HEO 7 (ATSI Employment Officer***)	1		
<b>Research Services</b>			
HEO 4 (Higher Degrees Research Assistant)	1		
<b>Graduate School of Business (BEPP)</b>			
HEO 4 (Administrative Assistant)	1		
<b>School of Health/Rural Medicine</b>			
Academic Level B (Lecturers)		2	
<b>School of Humanities</b>			
Academic Level A (Associate Lecturer)		1	
<b>School of Science &amp; Technology</b>			
HEO 4 (Administrative Assistant)	1		
<b>Teaching &amp; Learning Centre</b>			
HEO 5 (Despatch Coordinator)	1		
<b>Sport UNE</b>			
HEO 2 (Grounds & Facilities Assistant)	1		
Trainee (Horticulture)	1		
Trainee (Retail)	1		
<b>Student Administration &amp; Services</b>			
HEO 4 (Customer Service Assistants)	2		
<b>Totals</b>	<b>20</b>	<b>5</b>	<b>1</b>

**Note:**

\*=Cleaner ceased employment July 2011

\*\*=Lecturer ceased employment June 2011

\*\*\*=ATSI Employment Officer ceased employment March 2011, new Officer appointed in 2012

Table 4 - Casual positions

Faculty/Institute/Section	Staff	Academic	Professional
<b>Ooral</b>			
HEO 4 (Receptionist)	1		
HEO 5 (Executive Assistant)	1		
<b>Schools &amp; Faculties</b>	Nil		
<b>Directorates</b>	Nil		
<b>Totals</b>	<b>2</b>	<b>0</b>	<b>0</b>

The UNE Annual Report 2011 stated that:

- Aboriginal and Torres Strait Islander academic staff comprised 1.0% of the total of all UNE academic staff (a 1.1% total was reported in 2010)
- Aboriginal and Torres Strait Islander general staff comprised 2.3% of the total of all UNE general staff, an increase from the 2.2% total in 2010

(These percentages exclude casual staff and were derived from voluntary EEO data surveys at 31 March 2011).

***The role played by Ooral Aboriginal Centre in improving Aboriginal and Torres Strait Islander employment at UNE***

The University consults with Ooral Aboriginal Centre on issues related to the Aboriginal and Torres Strait Islander Employment Strategy and improvement of Aboriginal and Torres Strait Islander employment at UNE. In 2011 Ooral provided briefing and consultation to UNE's Employment Equity & Diversity Office to finalise arrangements for the recruitment of the new Aboriginal and Torres Strait Islander Employment Officer who was appointed in January 2012. Ooral also facilitates support and professional networks for the Employment Officer and the associated Employment Strategy by providing access to the Centre's resources and staff expertise.

- In 2011 Ooral continued its employment of the Aboriginal and Torres Strait Islander College Mentor, and for several months the ongoing secondment of a Program Coordinator who then returned to their permanent position in Student Services. The secondment had offered professional development in an ATSI-identified role for an Aboriginal employee with relevant experience.
- In 2011 Ooral also established two casual positions for Aboriginal staff, a Receptionist (HEO4) to backfill an administrative position and a new position of Executive Assistant (HEO5) to assist the Centre's Director and teams.
- Following a review of the Centre's services and staffing anew team structure was developed and in 2012 plans have commenced being implemented to establish new ATSI-identified positions for general staff, including an additional position in the Student Support team at HEO 7 level.

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

### ***Commencing Aboriginal and Torres Strait Islander student numbers for 2011as compared to 2010 (all student comparison).***

Table 5: Commencing Aboriginal and Torres Strait Islander students

	2010	2011
Aboriginal and Torres Strait Islander students	185	248
Non Aboriginal and Torres Strait Islander students	8,022	8,496

These statistics show commencing enrolments as at 31 December 2010 and 31 December 2011. The commencing Aboriginal and Torres Strait Islander enrolments in 2010 comprised 137 off-campus and 48 on-campus students; commencing Aboriginal and Torres Strait Islander enrolments in 2011 comprised 180 off campus and 68 on campus students. The percentage of commencing Aboriginal and Torres Strait Islander enrolments compared to non-ATSI commencing enrolments increased from 2.25% in 2010 to 2.84% in 2011.

UNE offers a diverse range of courses that attract access by Aboriginal and Torres Strait Islander students and enrolments remained consistent in all subject areas, the strongest demand from commencing students in 2011 being in the Schools of Education, Health, Law and Behavioural, Cognitive and Social Sciences.

Commencing postgraduate enrolments increased from 25 to 33 from 2010 to 2011 with significant growth in the number of students enrolled in higher degrees by coursework (increased from 11 in 2010 to 18 in 2011).

The UNE Strategic Plan 2011-2015 states that the University's vision includes a focus on 'the recruitment of regional, remote and ATSI students, particularly within the New England region'.

The *Mission-Based Compact between The Commonwealth of Australia and the University of New England* formalised in 2011 states under 'The University's Mission statement' (2.2) that:

*'Whilst UNE has social inclusion outcomes that are higher than the national average, it plans to expand its current flexible entry programs via strategic partnerships with large metropolitan universities, with the specific purpose of addressing the Australian Government's social inclusion agenda.*

*UNE will become a leader in Aboriginal education and research, working with regional Aboriginal communities to improve pre-tertiary achievement, both at school and via alternative pathways. UNE will support collaboration between education providers to ensure a coordinated approach to engaging with Aboriginal communities, to identify new pathways to higher education, and to improve rates of retention and completion by Aboriginal students. UNE acknowledges that this will require a sustained University-wide commitment to implementing short, medium, and long-term priorities.'*

Further, the Compact states under 'Equity: University strategies' (3.2) that the Indigenous access rate is one of the indicators of measuring progress through the Regional Aboriginal Higher Education Strategy being developed by UNE. Other strategies stated in the Compact include strategic collaboration and joint delivery of pathway programs with University of Sydney and University of Western Sydney as an expansion of UNE's model to improve access rates of low-SES people in the Sydney region.

### ***Programs implemented to improve access of Aboriginal and Torres Strait Islander students at UNE***

UNE, in conjunction with Oorala Aboriginal Centre, continued to offer access to an increasing number of Indigenous students to higher education. UNE promotes places for Aboriginal and Torres Strait Islander students in its enabling, undergraduate and postgraduate programs.

In 2011 UNE Faculties programs to improve access included:

#### *Faculty of The Professions*

- UNE Business School
  - Within the Diploma in Business, students can major in Indigenous Organisation Management, which includes eight units with a specific Indigenous focus (offered through the School of Humanities).
  - In 2012 academics in the School have commenced a project to develop Indigenous higher education opportunities within the Professional Doctorate for Industry / Professions. One of the project's aims is to increase Indigenous enrolments at the doctorate level.
- School of Rural Medicine
  - The discipline of Indigenous Health at the University of Newcastle supports Aboriginal and Torres Strait Islander students through the Indigenous Medical Entry Program, to the Joint Medical Program offered in partnership with UNE.
  - Through this partnership in 2012 Indigenous Health is exploring a Pre-Med Indigenous Entry Program, which is planned to be in place for 2013, led by the Head of the Indigenous Health Discipline at the University of Newcastle.

The University's access programs include the UNE Pathways Enabling Course, the Teacher Education Enabling Course and alternative entry programs specifically for Indigenous people offered through Oorala Aboriginal Centre (Internal Selection Program and TRACKS Tertiary Preparation Program). Aboriginal and Torres Strait Islander students receive advice through Student Services and Oorala to choose the access programs that are most appropriate to their prior learning and educational goals. Through Oorala's program activities, UNE academic staff also offer academic advice relevant to students' areas of interest.

Commencing enrolments in access programs, including UNE enabling courses and Oorala's TRACKS program, increased from 34 in 2010 to 63 in 2011 and while the UNE enabling courses offer a greater range of options new demand for study in TRACKS remained strong (24 students commenced TRACKS in 2010 and 35 commenced in 2011).

In the Internal Selection Program (ISP) participating applicants for admission are assessed by Oorala to gain entry to a course. In 2011, 8 prospective students participated in the ISP program; 7 of the successful applicants enrolled in UNE undergraduate courses and one participant enrolled in the TRACKS program.

The TRACKS program won the Australian Awards for University Teaching (Innovative and Practical Approach to Provision of Educational Services to the Local and/or Regional Community) in 2001 and its coordinators were awarded a Carrick Citation for Excellence in University Teaching in 2007.

The success of access through TRACKS is reflected in enrolments between 2009 and 2011 as set out below:

Table 6: TRACKS Enrolments 2009-2011

	2009*	2010*	2011*
On campus	10	7	14
Off campus	18	25	37
<b>Total TRACKS enrolments</b>	28	32	51

\*As at 31 December 2009 & 2010 & 2011

Fourteen students successfully completed TRACKS in 2011 and 12 enrolled in undergraduate studies in 2012. Eleven are completing their TRACKS studies in Trimester 1 2012, including students who enrolled mid-year in 2011.

In 2011 UNE continued its involvement in Aboriginal and Torres Strait islander education within the region to encourage access to higher education. This included direct professional involvement undertaken by staff in local government and community organisations and schools.

***Outreach activities undertaken and their success in attracting Aboriginal and Torres Strait Islander students.***

UNE outreach activities in 2011 included:

*Faculty of The Professions*

- UNE Business School
  - Involvement of School staff and students in the Students in Free Enterprise (SIFE), a global organisation that encourages students to make a difference in their communities and develop leadership, teamwork and communication skills. In 2009 SIFE UNE, under the guidance of a Project Mentor from 'Beyond Empathy' and a Project Leader, had commenced programs at Minimbah School to assist with reading and financial literacy, including involvement of School of Education students with Minimbah students in a 'buddy' reading program which were on-going in 2011. Through the Australian Literacy 'share a book' program SIFE also initiated a donation of over 2000 books to the Minimbah Library. In 2011 SIFE's activities with the school in financial literacy involved commencing a school-banking program. SIFE provides presentations on their activities to UNE and the broader community and present their work at national and international SIFE events, as well as online through UNE.
  - In 2012 there are 22 students enrolled in the School's courses, from the Diploma in Business through to Masters degrees.
- School of Rural Medicine
  - Through the Joint Medical Program the Indigenous Health Discipline works closely with the Wollotuka Institute of Higher Education at University of Newcastle and Oorala at UNE to promote Indigenous enrolment in Medicine.

Oorala's outreach activities in 2011 included participation in the following:

- Tamworth Health Careers Forum, Hunter New England Area Health Service, Tamworth
- Joblink Plus Career Expo, Tamworth
- Career Expo, Moree
- Queensland Murri Carnival, Gold Coast, QLD

Oorala also visited schools in local and further regions of NSW including the following:

- Casino and Bonalbo High Schools
- St Clairs High School, Taree
- St Mary Catholic School, Gunnedah

Oorala staff are represented on the local Aboriginal Education Consultative Group (AECG) and participate in local school events. Oorala also hosted a visit from Armidale New England Institute of TAFE.

By providing information and presentations on support services, pathways, courses and career opportunities in response to requests for these outreach activities, Oorala encouraged further enquiries and networking with schools, government agencies and community organisations.

Oorala also continued its outreach through sponsorship of local school awards for Aboriginal and Torres Strait Islander students.

The overall success of Oorala's and UNE's outreach activities are reflected in increasing enrolments over the 2010 and 2011 years, which also reflect the educational and career priorities of prospective students from diverse Aboriginal and Torres Strait Islander communities.

#### ***Aboriginal and Torres Strait Islander-specific and other scholarships offered by UNE***

Table 7: Commonwealth Equity Scholarships: No.s of Scholarships Allocated & Undertaken By Aboriginal and Torres Strait Islander Students 2011

Scholarship Type	Number Allocated		Number Undertaken	
	New		New	Continuing
Indigenous CECS	25		19	24 (3 holders granted Leave of Absence)
Indigenous CAS	6		5	20 (4 holders granted Leave of Absence)
Indigenous Enabling CECS	20		13	3
Indigenous Enabling CAS	5		4	Nil
Indigenous Access Scholarships	25		22	Nil
<b>Total</b>	<b>81</b>		<b>63</b>	<b>47</b>

Table 8: Scholarships offered by UNE (excluding Commonwealth Equity Scholarships)

Aboriginal and Torres Strait Islander-specific scholarships	No. awarded to Aboriginal and Torres Strait Islander students
<b>Enabling Courses (TRACKS Tertiary Preparation Program)</b>	
Mick Young Scholarship 2011	5
Lyn McGettigan Scholarship 2011	1
<b>Subtotal</b>	<b>6</b>
<b>Undergraduate</b>	
Max Schroder UNE Scholarship	4
<b>Subtotal</b>	<b>4</b>
<b>Postgraduate</b>	
N/A	Nil
<b>Subtotal</b>	<b>Nil</b>
<b>Non-specific Scholarships (including Equity scholarships)</b>	
<b>Undergraduate</b>	
ADIG Community Scholarship	1
CWA / Earle Page Equity Scholarship	1 (awarded to Indigenous)

	applicant as member of six equity target groups)
Max Schroder Sport UNE Scholarship	1
Sport UNE Training Scholarship	1
St Albert's College Leadership Scholarship – Pastoral	1
<b>Subtotal</b>	<b>5</b>
<b>Postgraduate</b>	
UNE-Apted Honours & Postgraduate Research Scholarship	1
<b>Subtotal</b>	<b>1</b>
<b>Total UNE Scholarships Awarded To Aboriginal &amp; Torres Strait Islander Students</b>	<b>16</b>

Table 9: Scholarships offered by non-UNE providers

<b>Aboriginal and Torres Strait islander-specific scholarships</b>	<b>No. awarded to UNE Aboriginal and Torres Strait Islander students</b>
<b>Undergraduate</b>	
Freddy Fricke Scholarship 2011 (NSW Aboriginal Land Council)	Nil
Education Endowment Fund Scholarship 2011 (NSW Aboriginal Land Council)	8
Australian Rotary Health Indigenous Health Scholarship	1
Puggy Hunter Memorial Scholarship	1
<b>Total</b>	<b>10</b>

***Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.***

Oorala Aboriginal Centre maintained the following strategies throughout 2011 to promote scholarship opportunities to Aboriginal and Torres Strait Islander students:

- Information on current scholarships available to prospective and current students on Oorala webpage with online links to criteria and application packages.
- Distribution of Oorala flyer summarizing scholarships available throughout the academic year via career markets, recruitment activities, student-related events, displays, email updates and mail outs.
- Information sessions scheduled in alternative entry programs and other student-related activities, e.g. during Internal Selection Program, Pre-Orientation and Intensive Schools for TRACKS Program.

With a substantial increase in the number of Commonwealth Equity Scholarships available to Indigenous UNE students (a total of 51 Commonwealth scholarships were allocated in 2010, 81 were allocated in 2011) the take-up rate remained strong. The majority of these scholarship places in each category were filled and most of the successful applicants were awarded more than one type of scholarship according to their eligibility under the Commonwealth Equity Scholarship Guidelines current for 2011.

The highest take-up rates in 2011 were for the Indigenous Access Scholarship, the CAS-Indigenous and CAS-Indigenous Enabling scholarships, which reflects the demand in the TRACKS program and undergraduate courses from commencing students and students who had relocated to study on campus. The allocation of Indigenous CECS had increased from 10 in 2010 to 25 in 2011 and the allocation of Indigenous Enabling CECS had increased from 8 in 2010 to 20 in 2011. While demand for CECS scholarships did not meet the total places allocated the 2011 take-up rate of close to 75% by both undergraduate and TRACKS students was still high.



Overall the promotion of the Commonwealth Equity Scholarships and support for applicants through Oorala was very successful. The take-up rate in 2012 is also expected to be higher due to the introduction of a supplementary application round and new arrangements for Indigenous Access Scholarships to be offered to continuing students as well as commencing students under the new Commonwealth guidelines.

The take-up rate also increased from 2010 to 2011 for scholarships offered by UNE and other providers and several applicants were successful in being awarded one or more of these scholarships as well as Commonwealth Equity Scholarships.

***The role played by Oorala Aboriginal Centre in seeking to improve Aboriginal and Torres Strait Islander access to UNE.***

In 2011 Oorala Aboriginal Centre maintained strategies and introduced initiatives, as follows, to improve access to UNE for Aboriginal and Torres Strait Islander students:

- Promotion of the Centre's priority to maintain cultural safety, community engagement and social inclusion as a strategy to attract access to higher education for a diverse demographic of Aboriginal and Torres Strait Islander students.
- Liaison with UNE Student Services and regular contact with students via a range of formal and informal methods to engage students in admission, enrolment and application processes.
- Promotion of scholarship and cadetship opportunities to prospective students who experience financial hardship and other forms of disadvantage.
- Dissemination of information on accommodation, study facilities, support services, alternative entry programs, scholarships and career pathways through recruitment activities, advertising, sponsorship, community networks and events, online and printed materials.
- Involvement of Aboriginal and Torres Strait Islander Campus Mentor in recruitment and alternative entry programs to encourage access to Oorala and UNE services by prospective and new students.
- Planning to provide timely information to prospective students in line with admission and enrolment dates to respond to UNE's introduction of trimesters from 2012.
- Oorala conducted a mapping project to identify trends in demand by region through an analysis of enrolments by discipline as at June 2011 and the 'home address' indicated on student records in that period. Graphs and data from this project are attached in Appendix 1. The attached data indicates that the highest demand for UNE courses is from students located in the Northern Tablelands of NSW, with the next highest being from students located in the Sydney Metropolitan, North West Slopes & Plains areas and Queensland. The data also reflects that due to the availability of distance and online study the demographic includes a small cohort of students located overseas.
- Planning to consolidate Oorala's student enquiry processes with UNE's online Student Relationship Management system (SRM), which has resulted in Oorala being included in UNE's rollout of the SRM system in 2012. This has improved the management of data for prospective and enrolled students. UNE's SRM system is used to achieve fast and effective two-way communication with current and future students from first point of contact through to graduation. Using this technology enables UNE to ensure its first interactions with prospective students mirrors the "5 star" 'satisfaction' with the UNE experience through graduate feedback.

- Consultations with Murri Mittigar Aboriginal Cultural & Education Centre (Castlereagh, Sydney region of NSW) in relation to developing a pathway for Indigenous students into UNE's Archaeology program, and discussions with Burran Burran Corporation in relation to the development of a Memorandum of Understanding to create greater access and participation in Teacher Education degrees.
- Flexibility and program development in alternative entry (ISP and TRACKS) as pathways to higher education. This included improvements to the application process for TRACKS and trialling to offer the ISP program 'on demand' to suit the timeframes of prospective students, as well as streamlining of testing and assessment in ISP. On evaluation of these strategies the ISP program in 2012 is offered in a streamlined format, both 'on demand' and on set dates during Trimester, and a more effective application process has been implemented in 2012 to admit suitable students to the TRACKS program.
- Oorala Aboriginal Centre continued to conduct the TRACKS preparation program in 2011 to on campus and off campus students from communities in diverse regions by providing flexible delivery in the form of print-based resource material and online resources using the "Moodle" learning system.
- The TRACKS program is offered in a distance education version to Aboriginal and Torres Strait Islander men at correctional centres and in 2011 improvements were made to delivery of TRACKS at Woodford with Oorala funding the employment of a tutor at this Correctional Centre to meet regularly with its TRACKS students. Oorala also committed to making visits to Woodford once each term to offer additional support, orientation sessions and course materials. Visits to Woodford included involvement of Oorala's Aboriginal and Torres Strait Islander Campus Mentor for specific social and cultural support related to the educational experiences of these students. Through these initiatives 11 Woodford participants enrolled in TRACKS for 2011 and with Oorala's continuing support, access and participation are expected to increase in the future.
- In 2011, the Pre-Orientation Program (POP) for TRACKS students continued to be highly successful in increasing participation by TRACKS students. Aligned with UNE's orientation activities held at start of Semesters 1 and 2, the POP Program aims to enhance the study experience in the UNE learning environment for students commencing TRACKS, thereby improving retention and completion. Through POP students have access to Oorala's cultural and social support, develop a sound understanding of course requirements and have opportunities to plan their transition into suitable undergraduate degrees.
- Through the Aboriginal and Torres Strait Islander Campus Mentor in 2011 Oorala also offered additional support on a range of study, cultural and social issues for TRACKS students from diverse communities. This was important for on campus students who had relocated some distance from their home communities and also for the off campus students travelling from their communities to attend POP and Intensive Schools within the TRACKS program. Approximately 80% of TRACKS students are from rural or remote areas, with a large number of those students being from low socio-economic backgrounds.
- In 2011 initiatives undertaken by the academic team in the TRACKS curriculum included:
  - Redevelopment of the units 'TRAX102: Aboriginal and Torres Strait Islander Studies' and 'TRAX103: Aboriginal and Torres Strait Islander Communities'. TRAX102 in 2012 is now aligned with educational strategies and skills development through the student examining successful participation of Aboriginal and Torres Strait Islander leaders and professionals in higher education. The TRAX103 unit now focuses on the history of

Aboriginal communities by examining Aboriginal society from pre-colonial to contemporary times, examining in detail the social framework and effects of Government policies on communities.

- The academic skills taught in ‘TRAX105: Academic Literacy’ were also redeveloped to align its content and study outcomes with the changes to the TRAX102 and 103 units.
- 2011 program planning accommodated UNE’s progression to trimesters taking effect from 2012 and the TRACKS program schedule was adjusted, moving ‘TRAX106: Information and Communication Technology in Higher Education’ to Trimester 1. This change better reflects increased demand at UNE for students to develop IT skills in the early stages of study so that they can more effectively engage with the University’s online processes and learning.

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

##### ***The total number of Aboriginal and Torres Strait Islander student enrolments for 2011, as compared to 2010 (all student comparison).***

Table 10 : Enrolments of Aboriginal and Torres Strait Islander students

	2010	2011
Aboriginal and Torres Strait Islander students:	374	471
Non Aboriginal and Torres Strait Islander students:	18,725	19,648

These statistics show enrolments as at 31 December 2010 and 31 December 2011. The percentage of Aboriginal and Torres Strait Islander enrolments compared to non-ATSI enrolments increased from 1.96% in 2010 to 2.34% in 2011.

Total Aboriginal and Torres Strait Islander enrolments comprised 283 off campus students and 91 on campus students in 2010, compared to 354 off campus students and 117 on campus students.

#### **Strategies implemented by UNE to address Aboriginal and Torres Strait Islander student participation**

The *Mission-Based Compact between The Commonwealth of Australia and the University of New England 2011* states under ‘Equity: University strategies’ (3.2) that ‘Through its equity strategy UNE will improve participation, completion and retention rates for low SES, regional and remote, Indigenous, and mature age Australians’. Specifically UNE states in the Compact that it is developing an integrated Regional Aboriginal Higher Education Strategy ‘to support collaboration between all regional education providers to ensure a coordinated approach to engaging with Aboriginal communities in building educational aspiration, relevant pathways to higher education and rates of retention and completion by Aboriginal students.’ The Indigenous participation rate is one of the indicators of measuring progress under the Strategy. Another strategy stated in the Compact is collaboration with University of Sydney and University of Western Sydney to expand participation of equity groups located the Sydney region.

The UNE Strategic Plan 2011-2015 states that as part of the University’s Priorities and Strategies, ‘To set the standard for social inclusiveness and access for all to higher education’,

UNE will 'Innovate in the recruitment and retention of regional, remote and ATSI students, particularly within the New England region.'

Other strategies for Aboriginal and Torres Strait Islander participation through UNE included:

Faculty of The Professions

- School of Health
  - Continuing involvement of an Indigenous health lecturer who was appointed in a previous year, in combination with the School of Rural Medicine.
- School of Rural Medicine
  - The School's staff provide academic support for all students. The School also works with Oorala Aboriginal Centre to provide social and cultural support to students.
- School of Education
  - The QuickSmart program developed by academics in the School of Education involved participation in 2011 by more than 10,000 students in 600 schools across Australia, including Indigenous and non-Indigenous students. QuickSmart encourages excellence in academic performance and improves potential to participate in higher education.

**The role played by Oorala Aboriginal Centre in seeking to improve Aboriginal and Torres Strait Islander participation at UNE**

Oorala Aboriginal Centre provides a range of student support services, in combination with pastoral care, facilities, inclusive learning environments and activities for students who are enrolled in alternative entry programs and UNE courses. The Centre also offers student tutoring through the Indigenous Tutorial Assistance Scheme (ITAS).

The UNE Annual Report 2011 states that the University's successful social inclusion agenda, 'particularly in the areas of mature age, rural and regional, and indigenous students' was strengthened by the appointment of a new Director of Oorala Aboriginal Centre in that year. With the Director's expertise the Centre's 'focus on building partnerships within the University and between the University and the community, as well as providing academic support and a culturally safe space for Indigenous students' was highlighted as one of UNE's major strategies to address Aboriginal and Torres Strait Islander student participation.

Strategies utilised by Oorala in 2011 included:

- Contact with Aboriginal and Torres Strait Islander communities in catchment regions, via community events, local community meetings, career markets, visits and promotional campaigns.
- Promotion of the Centre's focus on cultural safety through the Centre's services and facilities for all Aboriginal and Torres Strait Islander students at UNE, via official media releases online and in local and national press.
- A mapping project was conducted in June 2011 (see Appendix 1), which identified demand for UNE study from specific regions nationally, and in NSW. The attached graphs indicate the strongest demand from the Northern Tablelands of NSW, with the next highest being from students located in the Sydney Metropolitan, North West Slopes & Plains areas and Queensland.
- Representation on student-related committees and other University committees, including representation on committees being established under UNE's new Social Justice structure.

- Review of pathways through alternative entry programs offered by Oorala (ISP and TRACKS), which include access to appropriate course and admission advice at UNE to assist students in making suitable choices for higher education study.
- Improvements in course content in the TRACKS program through the expertise of the Centre's academic team and involvement of Aboriginal community members in lectures and other program activities.
- Continuation of the Pre-Orientation Program (POP) which had commenced in 2010 to improve participation for both on campus and off campus students in tertiary preparation and the UNE learning environment; POP was run at start of Semesters 1 and 2, 2011.
- The Aboriginal and Torres Strait Islander Campus Mentor based at Oorala continued to offer social and cultural support to Aboriginal and Torres Strait Islander students living on campus or in local accommodation who had relocated from regional or remote home communities. The Mentor's support also extended to students from the local region and distance education students attending on campus activities as part of their studies. Through the Mentor's work with other staff Oorala enhanced the student learning experience and development of social and professional attributes such as cultural awareness and community involvement. The Mentor was intensively involved in Oorala's alternative entry programs as well as activities and events when students had an opportunity to network with fellow students, Elders and community members.
- Encouragement of community and peer support networks by involvement of continuing students with commencing students in alternative entry programs through activities organised for academic orientation, lunchtime gatherings and community engagement through official events, Elders' visits and a 'Close the Gap' event which focused on health issues.
- Effective use of online and other technologies to maintain participation by students in the TRACKS program and students accessing tutoring through the Indigenous Tutorial Assistance Scheme (ITAS); maintaining effective communication with a network of suitably qualified tutors to match with students accessing ITAS tutoring.
- Liaison with UNE Access Centres and other available facilities to maintain support to students in regional areas.
- Oorala's alternative entry programs include content with focus on assessing and enhancing academic skills, to improve participation in higher education at undergraduate level.
- Planning of an online Oorala Student Support site for enrolled Aboriginal and Torres Strait Islander students through UNE's 'Moodle' system which encompasses access to online discussion forums, information on ITAS, financial assistance, services, activities and news. Moodle is the UNE site where enrolled students also access their online course materials and Oorala's support hub on this site has been implemented in 2012, enabling the Centre to strengthen the Aboriginal 'on campus' and 'online' student communities at UNE. This strategy is intended to create a sense of community, enabling students to stay connected and be part of the University while also having flexible access to social contact, academic tips, support and information to enhance the university experience.
- Planning of a separate online hub for postgraduate students, 'Postgrads Yarnin' @ Oorala – UNE', designed for people studying in higher degrees. In 2012 more than 60 enrolled postgraduate students now have access to this Hub.

- Oorala, in consultation with University staff, worked towards the Centre’s inclusion in the rollout of the Student Relationship Management System (SRM), which is now used in 2012 to more effectively manage the Centre’s timely response to student support enquiries. In preparation for this the Centre also commenced expanding its online ‘Q&A’ presence in the ‘AskUNE’ student services portal on the UNE website.
- Senior Oorala staff attended the ‘First Year in Higher Education’ Conference in Queensland to identify further strategies to improve participation and retention for commencing students.

## **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 total number of Aboriginal and Torres Strait Islander completions at Bachelor level and above in 2011, as compared to 2010 (all student comparison).**

The total number of completions at Bachelor level and above in 2010 and 2011 are as follows:

Table 11: Completions of Aboriginal and Torres Strait Islander students

	<b>2010</b>	<b>2011</b>
Aboriginal and Torres Strait Islander students:-	26	41
Non Aboriginal and Torres Strait Islander students:	3,192	3,119

These totals are for completions reported for 2010 year (graduations in October 2010 and April 2011 ceremonies) and for 2011 year (graduations in October 2011 and April 2012 ceremonies). The data indicates a significant improvement in the graduation rate for Aboriginal and Torres Strait Islander students in 2011 compared to the 2010 year.

### **Strategies implemented by UNE to improve Aboriginal and Torres Strait Islander student graduation rates**

The *Mission-Based Compact between The Commonwealth of Australia and the University of New England* states in the University’s Mission statement (2.2) that UNE has a University-wide commitment to support collaboration between education providers for better engagement with Aboriginal communities and improvement in retention and completion rates by Aboriginal students.

The Compact also states under ‘Equity: University strategies’ (3.2) that through its equity strategy UNE will improve completion rates for Indigenous Australians, with specific reference to the Regional Aboriginal Higher Education Strategy. Through also collaborating with institutions in Sydney, NSW, UNE plans to establish a Future Campus in Parramatta, Western Sydney ‘to service and support distance education students in that region’.

In 2011 UNE accepted the invitation of the Chair of the Panel leading the Review of Higher Education of Access and Outcomes for Aboriginal and Torres Strait Islander People, to participate in the Review’s university consultation visits. The response involved submissions by UNE in consultation with Oorala Aboriginal Centre and hosting by the University and Oorala of the Chair’s consultation visit. In its responses to the review UNE submitted that:

*‘UNE is dedicated to closing the gap in ATSI education outcomes by maintaining and building on our commitment to:*

1. *provide a culturally safe environment for ATSI students and staff of the University;*
2. *support and further enable the vital role of the Oorala Aboriginal Centre in its assistance to the University to meet all their obligations in relation to Aboriginal education;*
3. *support and further enable academic and general staff in their vital role in relation to Aboriginal education;*
4. *ensure that ATSI content and perspectives are appropriately embedded in all teaching and learning endeavours;*
5. *maintain and build mutually beneficial relationships with our local ATSI communities;*
6. *ensure representation across high level committees and working parties throughout the university;*
7. *adopt, and adhere to, the social justice principles as set out in the Social Justice Committee's terms of reference; and*
8. *increase the employment of ATSI people throughout the university with an emphasis on recruitment of academic staff.'*

UNE's submissions referred to the key aims of the UNE Regional and Aboriginal Higher Education Strategy (RAHES), as detailed in the UNE Strategic Plan and the Compact signed between the Commonwealth and UNE. The submissions also highlighted as strategies to improve outcomes for Aboriginal and Torres Strait Islander students:

- the embedding of Indigenous knowledge and perspectives in curricula and pedagogy at all levels of education and appropriate cultural competency training for academic staff in higher education
- addressing challenges for students and communities in the online educational environment
- consultation on sector-wide regulations and processes that have hindered student access to Commonwealth Equity Scholarships, ITAS tutoring and ABSTUDY assistance for 'away from base' activities and study allowances
- identifying sector-wide incentives that would better support the professional development of academic and administrative staff, especially for staff career pathways through postgraduate study
- the University's commitment to social inclusion, with outcomes that exceed the national average, i.e. its low SES participation rate was reported by DEEWR as 19.43% (the Excellence Target in this rate was set by DEEWR at 18.36%)
- increasing connection with regional Aboriginal communities through expanding the role of UNE Access Centres
- utilising the rollout of the National Broadband Network to facilitate greater engagement of Aboriginal regional communities in online education
- investigating the potential to appoint an Aboriginal or Torres Strait Islander member to the Council of UNE
- inclusivity of Aboriginal and Torres Strait Islander values in UNE's Dignity and Respect in the Workplace Charter, with associated training designed to address appropriate workplace culture and values
- inclusion of Indigenous knowledge and practices in a range of UNE units from both Faculties in UNE curricula

- support services and alternative entry programs through Oorala Aboriginal Centre
- offering of a \$10,000 University scholarship annually to support completion of fieldwork or other support towards completion of a higher degree by research, and availability of UNE Strategic Scholarships
- potential to offer further scholarship opportunities for completion of higher degrees by research
- the 'Early Alert' system introduced by UNE in 2011 to improve retention rates for all students, to identify students 'at risk' of discontinuing study or requiring additional support
- consultation by Faculties and Schools with Oorala on programs and projects which complement the Centre's services

Broad strategies implemented by UNE during 2011 included:

- Consultation by Faculties and Schools with Oorala on future pathways through alternative entry and mainstream admission.
- Community engagement in student related activities organised through Faculties and Schools, e.g. Welcome to Country and Orientation programs.
- Community engagement in UNE courses, incorporating Aboriginal and Torres Strait Islander knowledge and expertise through members of the local community in delivery of degree programs.
- Consultation and referrals by UNE Student Services, Faculty and School representatives with Oorala on student support matters, to encourage academic progress.
- Promotion of the Indigenous Tutorial Assistance Scheme through UNE Faculties and Schools to encourage academic progress, retention and success.
- Faculty Mentors and First Year Advisors in Schools of each Faculty offer additional support.
- Consultation by UNE Office of Advancement and Scholarships Office with Oorala on recommendations to award and continue scholarships, also for recommendations to define criteria, terms and conditions in establishing new scholarships and liaising with donors.

Specific support for Indigenous students through Faculties in 2011 included:

Faculty of Arts & Sciences

- School of Behavioural, Cognitive & Social Sciences
- The School's Strategic Plan 2012-2016 which was finalized in 2012 under 'Teaching and Community Engagement' states that 'BCSS will implement UNE's goal to become a leader in rural and regional issues by building Indigenous representation in its student population and its workforce' and that it 'will provide resources to support special needs groups' including Indigenous students.



### Faculty of The Professions

- UNE Business School
  - The School refers Indigenous students who require support to the Oorala Aboriginal Centre or the School's First Year Advisor.
  - The School Equity Committee is a forum for staff and students to raise Indigenous issues.
  - The School also employs an Indigenous person in a Level 4 Administrative Assistant position.
- School of Health
  - The School refers students to its First year advisors and to Oorala Aboriginal Centre for support.
- School of Rural Medicine
  - The Joint Medical Program offers academic support through the discipline of Indigenous Health, which runs alongside social and cultural support from the Wollotuka Institute of Higher Education in Newcastle and the Oorala Aboriginal Centre at UNE.
- School of Law
  - The School continued to promote the annual National Indigenous Legal Conference to Law students, offering students the opportunity to meet successful Aboriginal and Torres Strait Islander Lawyers, develop networks and gain knowledge about the legal profession. The School and Oorala promote the opportunity of sponsorship of two students each year, through the NSW Bar Association, to attend the conference.

Commemorating its 25<sup>th</sup> year in higher education in 2011, the Oorala Aboriginal Centre has continued to ensure achievement for Aboriginal and Torres Strait Islander students by providing a supportive, culturally safe and inclusive environment for students. The Centre provides access to appropriate study advice, services and ITAS tutoring and offers pathways and ongoing support in UNE study to meet the long-term educational goals for both school leaver and mature-age students. This enables Aboriginal and Torres Strait Islander students to more equally participate in tertiary studies and at the same time enhances retention and success rates.

Specific strategies implemented by Oorala Aboriginal Centre to improve completion by Aboriginal and Torres Strait Islander students in 2011 included:

- Significant resources allocated specifically to coordination and delivery of alternative entry programs, to support services for students at all levels of education at UNE, and to coordination of the ITAS scheme
- Prioritising cultural safety and inclusive facilities allocated specifically for Aboriginal and Torres Strait Islander students, including learning spaces for students participating in alternative entry programs, Student Resource Area (computer lab and tutorial rooms for ITAS tutoring) and interview rooms for students meeting with support staff. The majority of usage allocated for the Centre's Lecture Theatre and Foyer during the academic year was also for Aboriginal and Torres Strait Islander students attending programs, lectures and student support activities.

- Promoting the Student Resource Area as a designated facility for Aboriginal and Torres Strait Islander students and prioritising the Centre's inclusive spaces for interaction between students, staff and community members by hosting student activities and community engagement events.
- Forging of stronger partnerships with UNE Faculties, Schools and directorates, to foster more effective student support systems across the University, especially in areas of academic support. Follow ups have been undertaken in 2012 to progress these partnerships, for example, to increase the pool of qualified tutors and student take-up rate for ITAS tutoring through more intensive involvement by Faculty and alumni networks.
- Advice, support and referrals on matters related to enrolment, academic progress, unit and course selection, accommodation, financial assistance, transition from tertiary preparation to UNE degrees and from undergraduate to further degrees, and graduation.
- Advice and referrals on Abstudy assistance to arrange attendance at intensive schools, field trips and practicums.
- The Aboriginal and Torres Strait Islander Campus Mentor provided study, social and cultural support for students in alternative entry programs and UNE degrees, also linking students to services through UNE and local organisations.
- The Pre-Orientation Program (POP) provided new TRACKS students with an introduction to their tertiary preparation studies, as well as to learning environments and support services through Oorala and UNE. Through POP students also established strong peer support networks and early engagement in online resources for study.
- Referrals for career advice relevant to students' goals and maintenance of networks and information and presentations linking student support with scholarship, cadetship and graduate opportunities.
- Students networked with local Elders and Aboriginal community members through participating in NAIDOC Week activities, 'Close the Gap' event, and Elders' visits.
- Involvement of local Elders and Aboriginal community members with the Pre-Orientation Program and TRACKS Intensive Schools. Students participating in the Semester 2 TRACKS Intensive School also joined community members and other students in activities associated with the 25<sup>th</sup> Anniversary of the Frank Archibald Memorial Lecture.
- Planning of the Centre's Student Support Moodle and 'Postgrads Yarnin' at UNE' online hubs were further strategies which have been implemented in 2012 to improve success of students enrolled at all levels of education at UNE. The Centre also commenced development of long-term plans to improve its services in academic support by evaluating national trends in higher education and forging stronger engagement with UNE's services, systems and processes.
- Oorala also increased its online presence through an Oorala Facebook page to keep students engaged with the Centre's services, activities and peer support networks.

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

### **Details of how and to what extent Indigenous perspectives are reflected in curriculum at UNE**

All UNE students have access to developing knowledge and cultural competency through units with Aboriginal and Torres Strait Islander content offered in a range of disciplines by both Faculties. The majority of units with specific content in 2011 were offered in the Indigenous Studies and History disciplines through the School of Humanities, Faculty of Arts & Sciences, and also in Teaching and Education disciplines offered in the School of Education, Faculty of The Professions. Units with specific content were also offered through the Faculty of The Professions in the School of Health's counselling and Nursing disciplines and the School of Law's Legal Studies discipline. Within the Faculty of Arts & Sciences there was also some inclusion of Aboriginal and Torres Strait Islander perspectives in units offered through School of Behavioural, Cognitive & Social Science in the disciplines of Geography and Planning, Psychology and Criminology, and in School of Arts units in the disciplines of Music and Theatre Studies.

The Faculty of The Professions and the Faculty of Arts and Sciences continued to work towards developing a greater extent of Aboriginal and Torres Strait Islander perspectives in the UNE curriculum and the following have been developed in 2011 or maintained from previous years:

#### Faculty of The Professions

- UNE Business School

The Diploma in Business offers a major in Indigenous Organisation Management including eight units with a specific Indigenous focus (offered through the School of Humanities). The unit GSB722:

- 'Gender and Diversity Issues in the Workplace' offered in 2011 is offered in 2012 as 'Managing Diversity' and one of the main study topics is 'Employing Indigenous Australians'. The unit MM200 'Contemporary Management' has a broad focus on the managers' understanding cultural diversity and in the unit social inclusion is also addressed.

- School of Education

To fulfill the requirements for course accreditation determined by the NSW Institute of Teachers (NSWIT) and the Australian Institute for Teaching and School Leadership (AITSL), the School has prescribed mandatory enrolment in the unit EDCX400 'Aboriginal Education' in all teaching awards. All teacher education graduates from the School complete the following topics in their degrees:

- Current policies in Aboriginal Education
- Pre-Contact & Contact Aboriginal History
- Aboriginal Education & Training Policy: Goals, History & Culture
- Aboriginal Education & Training Policy: Supportive Learning Environments
- Aboriginal Education & Training Policy: Engaging Aboriginal Students
- Aboriginal Languages & Aboriginal English
- Teaching English literacy
- Teaching numeracy / mathematics
- Aboriginal Perspectives & Anti-racism

This unit is taught in conjunction with Indigenous Education Officers from the Tamworth office of the NSW Department of Education and Communities.

The School also offers a postgraduate Master of Education by coursework degree offering a specialization in Indigenous Australian Education. The key unit for this degree is EDCX515 'Indigenous Australian Education: Issues and Policies. Study topics in this unit include:

- Colonisation
- Interpretation
- Reconciliation
- Intervention
- Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

A core focus of EDCX400 'Aboriginal Education' is the requirement of the NSW Department of Education & Training (DET) mandatory *Aboriginal Education and Training Policy (2008)* that schools undertake cultural competency training. Students explore the nature of cultural competency and the factors and processes involved in providing this training. This unit is also taught in conjunction with Indigenous Education Officers from the Tamworth office of the NSW Department of Education and Communities.

In the core unit EDLT400 'Planning for Effective Learning', Indigenous and non-Indigenous child-rearing practices are compared, and the use of particular learning and teaching strategies (such as questioning cooperative learning) with different cultural groups (including Indigenous groups) is discussed.

- School of Health

The School's curriculum is designed to meet the requirements of federal accreditation bodies. For example, ANMAC (Australian Nursing and Midwifery Accreditation Council) requests that the principles of CATSIN (Congress of Aboriginal and Torres Strait Islander Nurses) be embedded in the Nursing curriculum. Social Work and Counselling disciplines have similar requirements.

- School of Rural Medicine

The role of the Indigenous Health discipline has evolved to include Indigenous health curriculum development and the way in which it is delivered to both Indigenous and non-Indigenous students in the Joint Medical Program.

- School of Law

The unit LS364 'Indigenous Australians and the Law' was co-written with an Indigenous lawyer to strengthen the unit's Indigenous perspective. The unit coordinator also conducted research in Aboriginal communities, maintains involvement in a local ANTaR group and the information from these activities enhances the development and teaching of the unit. Indigenous perspectives are also incorporated into the units LS101 'Law and Context', LS160 'Criminal Law and Procedure', LS111 'Civil Procedure', LS211 'Evidence and Proof', LS220 'Constitutional Law', LS281 'Property Law 1' and LS231/232 'Law of Torts 1 & 2'.

The unit LS 357 'Alternative Dispute Resolution' includes the topic 'Theory – Dispute Resolution and Australian Indigenous Peoples', which examines samples and features of dispute resolution processes of Australian Indigenous people, comparing and contrasting these with mainstream processes, and the implications of cross-cultural ADR process.

In a previous year the Law School had undertaken a project entitled 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' funded by the Dean's Initiative for Innovative Collaboration across Faculties. The project considered strategies for

incorporating knowledge of Aboriginal and Torres Strait Islander culture into the law curriculum at UNE and aimed to embed relevant content in the 'core' legal curriculum. Existing units, which incorporated these perspectives, were identified as well as potential for new units to be introduced.

### **How UNE addresses the cultural competency of its staff and students.**

Principles pertaining to equity and diversity are incorporated into all of the University's student support services and programs, as well as staff employment, training and professional development. As set out in UNE's *Equal Employment Opportunity Policy Statement* the University aims to 'ensure that all of its management and educational policies and practices reflect and respect the social and cultural diversity contained within the University and the community it serves'. The Policy also specifically states as one of UNE's aims the provision of equal opportunity in employment and affirmative action for Equity groups including 'Aboriginal and Torres Strait Islander peoples'. The UNE's *Anti-Racism Policy & Guidance Materials* also states its commitment to 'protect the rights of both students and staff to achieve their full potential in an environment which acknowledges the diverse nature of the University community and encourages the affirmation of the cultural identity of individual staff and students'.

All staff at UNE have access to equity training, such as online modules in the 'EO Online: fair play on campus', training presentations on 'Creating Respect and Dignity in the Workplace', and others. These training programs include Aboriginal and Torres Strait Islander perspectives. The 'Stocktake of Indigenous Cultural Competency' document drafted by UNE in 2009 noted that cultural diversity programs are offered to all academic and general staff and are a requirement for Heads of Schools.

UNE's Reconciliation Statement expresses the University's commitment to seek innovative ways to implement Aboriginal and Torres Strait Islander inclusion in the areas of teaching and learning, research, community involvement and service, and in the institution's internal structures. The Statement is subject to ongoing consultation by the Council of UNE with the local Aboriginal community.

The University's website includes online 'Indigenous Information' on the Employment Equity & Diversity pages including formal acknowledgement of the traditional custodians of the land on which the University stands, dates and events of national and local cultural significance, as well as links to UNE's Indigenous Employment Strategy and its Reconciliation Statement.

In 2011 UNE's Student Services directorate released for student information 'The A to Z Guide to Social Ethics at UNE' which includes information on Indigenous matters such as respect for the traditional owners and local Aboriginal community, representation of students from diverse Aboriginal and Torres Strait Islander communities and support services for these students. The Guide also includes Equity information expressing 'UNE's vision to provide an inclusive environment which is open to all – to students, to staff, to their families and their communities' and support mechanisms on equity and diversity issues, as well as highlighting social responsibility as a key UNE Graduate Attribute.

The UNE Graduate Attributes Policy states that by attaining the attribute of Social Responsibility graduates will be able to, among other things, 'recognise social justice issues relevant to their discipline and professional area' and 'appreciate Indigenous culture and history'. It also states that 'research graduates will demonstrate awareness of issues relating to rights of other researchers, of research subjects, and others who may be affected by their research'.

All UNE students have access to developing knowledge and cultural competency through units with Indigenous content offered in a range of disciplines by both Faculties, and initiatives through the Faculties to enhance competency of students and University staff are detailed below.

Cultural competencies specifically addressed through UNE Faculties in 2011 included the following:

#### Faculty of The Professions

- School of Education

A proposal was developed with Queensland University of Technology, Catholic Education Diocese of Townsville and Independent Schools Queensland, which was successful in being awarded an ARC grant to undertake a project, 'Developing culturally-fair assessment practices to achieve greater equity and success for Indigenous students'. The research aims to provide a model to build teachers' assessment capacity to address issues in the engagement and academic progress of Aboriginal and Torres Strait Islander students in regional Australia. It also aims to advance knowledge on developing more culturally-fair assessment tasks using curriculum that embeds Indigenous perspectives and culturally-sensitive pedagogy in schooling. Improvements to educational performance are intended to yield broader outcomes in skills acquisition, with economic, social and cultural benefits.

- School of Health

The majority of the School's academic staff are registered health professionals who are required to demonstrate cultural competency to qualify for initial registration and continued registration in their field.

The School involved the Director of Oorala Aboriginal Centre in presenting lectures to students in its Social Work, Nursing and Medicine disciplines, as an Indigenous academic with expertise in the health field.

- UNE Business School

The School initiated a Learning Cultures Symposium for staff and students, to develop strategies, raise the level of awareness and enhance learning spaces.

#### Faculty of Arts & Sciences

- School of Humanities

The School held a 'Nonviolence Film Festival', including acknowledgement in the Festival program of local Aboriginal traditional owners and communities and inclusion of the film 'Embassy Days' covering relevant issues.

- School of Behavioural, Cognitive & Social Sciences (BCSS)

BCSS commenced drafting of its School's Strategic Plan 2012-2016, which was finalized in 2012 for the School's future direction. The Plan states that researchers in the School 'are regularly commissioned by government and industry to provide technical reports and authoritative opinions on environment, social, policy and Indigenous issues.' The School's Values in the Plan include a commitment to principles of equity and respect for diversity towards both staff and students and a specific aim to strengthen Indigenous representation in its human resources. On the School's future direction under Teaching and Community Engagement the Plan states that 'BCSS will implement UNE's goal to

become a leader in rural and regional issues by building Indigenous representation in its student population and its workforce' and that it 'will provide resources to support special needs groups' including Indigenous students.

The School also maintained professional networks and partnerships through academics in the Linguistics discipline with The Federation of Aboriginal and Torres Strait Islander Languages and The Australian Institute of Aboriginal and Torres Strait Islander Studies.

### **UNE's involvement with Indigenous community members in working toward this goal**

All UNE students are encouraged to participate with the local community, including the Aboriginal community, through a range of projects and events. The University continued to involve local Aboriginal and community members in official events and educational programs for the observance of protocols and enhancement of the cultural competency of both staff and students. International students participating in programs through the English Language and International Services Centre have opportunities to visit the local Aboriginal Cultural Centre & Keeping Place and sites of cultural significance to the local Aboriginal community.

The *Mission-Based Compact between The Commonwealth of Australia and the University of New England* expresses in 'The University's Mission statement' (2.2) UNE's commitment to become a leader in Aboriginal education and research through working with regional Aboriginal communities and supporting collaboration between education providers to ensure a coordinated approach to engage with Aboriginal communities. This statement demonstrates a University-wide commitment to implement 'short, medium, and long-term priorities' through this engagement and collaboration.

Cultural competency of UNE staff and student researchers on proposed projects involving Aboriginal and Torres Strait Islander content was adhered to in 2011 through the continuing involvement by Aboriginal University staff and community representatives on UNE's Human Research Ethics Committee.

In 2011 examples of Aboriginal and Torres Strait Islander community involvement with the University in programs, research, projects and other activities included:

#### Faculty of Arts & Sciences

- School of Humanities

In partnership with Griffith University, University of Western Australia and Australian National University, an academic in Archaeology commenced the 'Picturing Change' research project on '21<sup>st</sup> Century perspectives on recent Australian rock art, especially that from the European contact period'. The project aims to document how rock art was used to record and mediate interaction between Aboriginal people and Europeans across Australia over the past 200 years. A field trip to Tjunkupu in NT involved Papunya Aboriginal Rangers, a local traditional owner, a historian and Central Land Council personnel and was part of a training program aimed at skills development in site conservation and management for Indigenous rangers. Analyses of art observed from the field trip were documented in a paper submitted to Rock Art Research and in a chapter for 'A Companion to Rock Art', published by Wiley-Blackwell (eds. J. McDonald and P. Veth).

An Australian Research Fellow from the School conducted analysis of stone artefact assemblages from the Kimberley region and north-eastern NSW producing outcomes in data on developments in tool-making and documenting of two previously undocumented stone flaking trajectories. Analysis was also conducted on flaked bottle glass from 19<sup>th</sup>

century Aboriginal campsites in south-eastern Queensland and replication work commenced.

An academic with expertise in genealogy and Australian colonial history researched the lives of Aboriginal woman Mary Ann Bugg and the bushranger Frederick Ward ('Captain Thunderbolt') for a book to be published as 'Captain Thunderbolt and His Lady'.

The Australian Research Council (ARC) Linkage project 'Change and Continuity: Archaeology, Chronology and Art in the Northwest Kimberley' highlighted a Welcome to Country ceremony with traditional owners from Kalumburu, Kandiwal and Mowanjum communities. The ceremony marked the start of excavations at Brremangurey Rockshelter and the signing of a formal agreement with traditional owners. Researchers from UNE, Macquarie University, University of Wollongong collaborated on the project with support from Kandiwal and Wunambal Gaambera Aboriginal Corporations, Kimberley Foundation Australia and the Department of Environment and Conservation. The project aims to survey and map cultural and natural resources, document and date rock art assemblages, study stone artefact technology and undertake site excavations in the Kimberley, Northwest Australia.

The School of Humanities and the Heritage Futures Research Centre were awarded ARC Discovery grants for two projects. 'Indigenous heritage: working ancient wetlands for social benefit and cultural understanding' has a focus on Indigenous occupation in ancient eastern Australian landscapes, aiming to improve employment opportunities for young Aboriginal people. The other project 'Axes, exchange, social change: new perspectives on Australian hunter-gatherers', researches the role of exchange in social change in South East Australia, aiming to develop new perspectives on Aboriginal societies by tracing changing patterns of stone axe exchange over time using a new non-destructive provenancing technique.

An adjunct in the Archaeology discipline commenced a project awarded ARC Linkage grant funding in partnership with Kanyirninpa Jukurrpa (Anangu Arts and Culture Aboriginal Corporation, Archaeological & Heritage), Management Solutions (Department of Sustainability, Environment, Water, Population and Communities) and Women's Council (National Museum of Australia). The project entitled 'Alive with the Dreaming! Songlines of the Western Desert' focuses on the iconic significance of songlines in the Australian national cultural heritage and sharing by Western Desert elders and artists of an understanding of the spiritual and environmental significance of Tjukurpa Songlines with the wider community.

- School of Behavioural, Cognitive & Social Sciences (BCSS)

The BCSS Strategic Plan 2012-2016 stated its commitment to 'continue engagement with rural and regional Indigenous communities' and to work with Indigenous community leaders 'to persuade Indigenous parents and school students to consider UNE as a place of study and employment'. The Plan's development also involved local Indigenous elders who selected words describing the disciplines of Geography, Linguistics, Psychology and Sociology (the words 'Nura', 'Wajaarr', 'Koori', 'Gari' featured on the Strategic Plan meaning 'Sun', 'Earth', 'People', 'Language' are from the Anaiwan, Gumbaynggir, Dhanggati and Kamilaroi languages respectively).

In the Linguistics discipline the School worked with groups in NSW towards reviving Aboriginal languages with a focus on pronunciation and a paper was presented at the Conference on Phonology and Endangered Languages at City University, New York on 'The phonology of reawakened Aboriginal Languages: issues in pronunciation and authenticity in language revival in Australia'. The work involved Ngan'gi speakers in the



Daly River region of NT on initiating a new phase of multi-modal language documentation using video recordings and archiving software protocols. A chapter was completed on 'Classificatory verbs in Ngan'gi' for the book 'Event Categorisation in typological perspective', published by Benjamins, 2011 (eds. W. McGregor, T. Wiebush and E. Schulz-Berndt). A seminar was also presented at UNE entitled 'Australia's Indigenous languages in the public domain' exploring attitudes towards these languages through response to films, TV series, Welcome to Country ceremonies and dual place naming practices.

In the Linguistics discipline the School also continued research and practical applications on the use of English by, to and about Aboriginal people in the legal system.

Through the Sociology and Criminology disciplines the School commenced an evaluation of Indigenous night patrols throughout NSW in collaboration with School of Education.

### **Faculty of The Professions**

- School of Education

A group of UNE students enrolled in Bachelor of Education (Primary) degrees participated in a collaborative project facilitated by an academic from UNE's School of Education involving the local Minimbah school and the Association of Independent Schools (NSW). The project with Commonwealth funding from *Closing the Gap* used the *Multilit* program ('Making Up Lost Time in Literacy') to support literacy development of Indigenous students. The participation also enhanced the professional learning of future teachers enrolled at UNE.

An academic from the School commenced an evaluation in collaboration with academics from the School of Behavioural, Cognitive & Social Sciences on a project for the Attorney General's Department requiring evaluation of the impact of Indigenous night patrols in NSW, including two different approaches to Indigenous Juvenile Justice in existing services located in eleven NSW towns.

The Commonwealth Department of Employment Education and Workplace Relations funded a project to trial an adult literacy campaign model in an Aboriginal community in western NSW, managed by an academic from the School of Education and led on-site by an Indigenous Adjunct Professor of the Centre for Agriculture Law. The project was to involve establishing a local Literacy Commission to lead the campaign pilot that was to run for twelve months with the aim of improving adult literacy leading to a positive impact on community health and well-being.

- UNE Business School

A Postdoctoral Research Fellow in the School in 2012 is commencing a research project on mining in remote Australia. This work will involve interviews with Indigenous people either as employees of the Newmont Tanami mine in the Northern Territory, or as members of the Yuendumu community.

Researchers from Business, Economics and Public Policy and PENN State University collaborated on a project involving seminars and workshops on innovation in the local region, linking with the National Broadband Network to identify opportunities in business and community development. The focus included addressing issues such as the engagement of Indigenous members of regional communities.

The School is currently planning to improve involvement with Indigenous community members, in consultation with Ooralala.

- School of Health

Counselling academics formed a research team with a local Aboriginal Elder who has extensive professional experience in Aboriginal education, to conduct qualitative research examining construction of self by Aboriginal and Torres Strait Islander people following childhood sexual experiences. The study aims to increase knowledge about the resilience of Aboriginal people in overcoming childhood adversity, to enhance the cultural competence of non-Indigenous health workers.

Indigenous community members are involved in discussions with Course Advisory Boards.

**The role of Ooralala Aboriginal Centre in enhancing the status of Indigenous knowledges and overseeing cultural competency at UNE.**

In 2011 Ooralala maintained University-wide input on knowledge and cultural competency matters through:

- Equity Committees developed under the new Social Justice Committee structure, Academic Board (Teaching and Learning Committee) and other University Committees related to a range of educational and operational matters as noted in 2.1.
- Providing consultation with UNE and University of Newcastle regarding program reviews, pathways and admission in the Joint Medical Program, as well as in other UNE disciplines.
- Throughout 2011 the Director of Ooralala was a representative on the Human Research Ethics Committee (HREC) to provide consultation to the University and other stakeholders in regard to research in postgraduate study and projects on Aboriginal and Torres Strait Islander subjects and issues. The Director also participated in the UNE Academic Board (Teaching and Learning Committee) and the Social Work Advisory Board.
- Ooralala involved Aboriginal students and staff in its participation in UNE's consultation visit from the Chair of the Panel leading the Review of Higher Education of Access and Outcomes for Aboriginal and Torres Strait Islander People, to provide input on relevant issues in higher education at UNE.
- Providing consultation to School of Education on a continuing mentoring project for Education students and to other Schools as requested.
- The Ooralala Aboriginal Centre continued to collaborate with Faculties and Schools to promote Aboriginal and Torres Strait Islander knowledges and perspectives in curricula and to support cultural inclusivity in academic units and programs. This included the Ooralala Director's presentation of lectures to students enrolled in UNE Joint Medical Program, Nursing and Social Work degrees.

- Oorala developed an undergraduate unit, OORA200: 'Working with Aboriginal People', which was approved for offer in 2012 in undergraduate programs and embedded as a core unit in the Bachelor of Social Work program. The unit has also been offered as an elective (one of 4 from a selection of 6) in the Bachelor of Education (Primary). Coordinated and delivered by Aboriginal academic sat the Centre with extensive experience in Indigenous services, community development, health and public policy, OORA200 is designed specifically for students aiming to work with Aboriginal people, but is also of interest to students wishing to explore relationships between Aboriginal and non-Aboriginal people. Through examining the history of these relationships the unit enables students to gain an understanding of dispossession, resistance, adaptation and survival of Australian Aboriginal people, and to gain cross-cultural awareness skills for professions in local and regional contexts. UNE graduates in fields such as health and education now have greater opportunity to gain cultural competency and an understanding of Aboriginal perspectives relevant to their professions, enhancing UNE's profile in social inclusion and the contribution of its alumni to 'Closing the Gap'.
- A further undergraduate unit is being developed by Oorala with curriculum specifically on Aboriginal perspectives, for offer in a future year.
- Oorala undertook community consultation and worked towards forming partnerships with Aboriginal organisations to enhance UNE's involvement in offering opportunities for students to enrol in Archaeology and Education programs.

Oorala staff attended the following professional development and meetings in 2011 with a specific Aboriginal and Torres Strait Islander focus:

- Australian & Latin American Indigenous Knowledge Conference
- Higher Education Network (HENAC) and regional and national ITAS Coordinator meetings
- National Aboriginal and Torres Strait Islander Higher Education Committee (NATSIEHC), (attended by Oorala Director)

This participation enhanced the cultural competency of staff, their professional networks and their contribution of knowledge and expertise to the University.

### **The role of Oorala Aboriginal Centre in Aboriginal and Torres Strait Islander community involvement**

- In 2011 Oorala continued convolve community members with students and staff in University events, participating in and contributing to events hosted by the local community and providing facilities for Elders' groups and other community meetings. Oorala staff also continued their representation on local community committees as outline in Section 2.1.
- Oorala held key events at the Centre involving the local Aboriginal and UNE communities and in 2011 celebrated the 25<sup>th</sup> Anniversary of the Centre and of the Frank Archibald Memorial Lecture. To commemorate the history of the Centre and the Lecture series the founding Director of the Centre, Ms Lynette Riley, presented the Archibald Lecture and the Centre held a community morning tea and Anniversary Ball. The Centre invited participation from alumni, current and former Directors, staff and students, local Elders and community members who also viewed displays on the history of the Centre and its support services to Aboriginal and Torres Strait Islander students at UNE.

- Ooralala hosted events for NAIDOC Week, national 'Close the Gap' Week and Elders' visits, involving engagement between students and community members in official proceedings and informal interaction such as lunch and morning tea gatherings. The Centre also sponsored a local family and community day at the request of local Aboriginal community organisations. Elders and community members participated with students throughout the academic year in activities for orientation, alternative entry programs and lunchtime networking sessions involving students at all levels of study.

Throughout 2011 Aboriginal and Torres Strait Islander knowledge and cultural competency was maintained in Ooralala's programs through the following strategies:

- Curriculum development in units for the TRACKS Tertiary Preparation Program, as detailed in 2.3.
- Continuing development of local, regional and national cultural content in the TRACKS curriculum to reflect the cultural attributes and histories of diverse communities.
- Intensive engagement with students to encourage inclusivity of cultural content relevant to their own communities and social orientation. This included ongoing dialogues with and between on campus and distance education students through a range of methods including orientation activities and regular seminars at the Centre, student participation in lectures, seminars and presentations during Intensive Schools and interaction via online unit materials, study forums and assessment tasks.
- Specialised activities were also designed to engage students in correctional centres in their TRACKS learning, with the involvement of Education Officers and tutors and visits by the TRACKS team with Ooralala's Campus Mentor. For these students, the majority of whom are located in a correctional centre in Queensland, the program offers formats of content, unit materials and assessments suitable to their learning environment and diverse community backgrounds.
- Review of new texts and resources, in print, media, audiovisual and online formats, to expand research and reference materials available to students.
- Involvement of local Elders and community members in lecture and seminar presentations for the TRACKS program.



### 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

Table 12: INCOME for Indigenous Support Program for 2011

<b>1</b>	2011 ISP grant	\$ 951,000
<b>2</b>	Unspent 2010 ISP funds, carried over to 2011 – as reported in your providers 2011 audited annual financial statements. <b>(Report expenditure separately, at section 5)</b>	\$ 187,723
<b>3</b>	<b>TOTAL ISP income for 2011</b>	<b>\$1,138,723</b>
<b>4</b>	<b>EXPENDITURE of Indigenous Support Program (ISP) 2011 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	\$
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <b>(e.g. New computers in the ISU)</b> .	\$
4c	Higher education provider overheads.	
4d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	\$
4e	Funding provided to the University's Indigenous Education Support Centre (breakdown of expenditure set out below)	\$ 777,728
<b>4f</b>	<b>Total Indigenous higher education expenditure for 2011</b>	<b>\$ 777,728</b>

\*\* Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

Where total ISP funds for 2011 (Item 4e) are not fully expended, a separate letter to Craig Ritchie, General Manager, Indigenous and Equity Branch, Department of Innovation signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2011 ISP funds, specifying the purpose the funds will be used for and by when in 2012.

<b>5</b>	<b>EXPENDITURE of Indigenous Support Program carry over funds 2011 (from Item 2)</b>	
5a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	\$
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <b>(e.g. New computers in the ISU)</b> .	\$
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	\$
5e	Funding provided to the University's Indigenous Education Support Centre (breakdown of expenditure set out below)	\$ 105,507
<b>5f</b>	<b>Total expenditure of carry over funds.</b>	<b>\$ 105,507</b>
<b>6</b>	<b>INCOME for Other Indigenous funds provided in 2011</b>	
6a	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds) ** When possible please provide a breakdown of and details regarding other funding to Indigenous higher education. Income for 2011 included: Indigenous Tutorial Assistance Scheme, Higher Education Equity Support Program funding for special projects (TRACKS Pre-Orientation Program over 5 year period and Aboriginal and Torres Strait Islander Campus Mentor over 3 year period), Commonwealth Equity Scholarships (Indigenous), Academic Teaching Income and other income	\$ 1,112,109
<b>6b</b>	<b>Total Indigenous higher education income for 2011</b>	<b>\$ 1,112,109</b>
<b>7</b>	<b>EXPENDITURE of Other Funds in 2011 (Item 6b)</b>	
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). Expenditure for 2011 included:	\$ 558,809

	Indigenous Tutorial Assistance Scheme, Higher Education Equity Support Program funding for special projects (TRACKS Pre-Orientation Program over 5 year period and Aboriginal and Torres Strait Islander Campus Mentor over 3 year period), Commonwealth Equity Scholarships (Indigenous), Academic Teaching and other expenditure	
<b>7b</b>	<b>Total Indigenous higher education expenditure for 2011</b>	<b>\$ 558,809</b>

#### Breakdown of Expenditure at 4e

##### 'Expenditure of Indigenous Support Program (ISP) 2011

##### Funding provided to the University's Indigenous Education Support Centre':

##### Operating costs, including salaries, for Indigenous support services

Salaries	\$ 669,284
Non-salary operating costs	\$ 40,912
<b>Subtotal</b>	<b>\$ 710,196</b>

##### Capital items – major items purchased for Indigenous student / staff use only

Smart TV for Tutorial Room (primarily for use in learning space for TRACKS Tertiary Preparation Program)	\$ 5,892
<b>Subtotal</b>	<b>\$ 5,892</b>

##### Higher education provider overheads

	\$ Nil
<b>Subtotal</b>	<b>\$ Nil</b>

##### Other Indigenous Support Program expenditure (major items)

Alternative Entry Programs	\$ 11,804
Recruitment activities	\$ 4,744
Community engagement events	\$ 6,602
Student activities	\$ 3,272
Conferences and professional development for staff	\$ 14,423
Research	\$ 2,020
Advertising & Promotional Costs	\$ 7,414
School sponsorship	\$ 466
Ooralala 25 <sup>th</sup> Anniversary Celebrations	\$ 10,895
<b>Subtotal</b>	<b>\$ 61,640</b>

<b>Total Expenditure</b>	<b>\$ 777,728</b>
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#### Breakdown of Expenditure at 5e

##### 'EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM carry over funds 2011

##### Funding provided to the University's Indigenous Education Support Centre':

##### Operating costs, including salaries, for Indigenous support services

Salary – higher duties backpays	\$ 23,496
Salary – employment of additional casual staff	\$ 30,969
Staff relocation expenses	\$ 19,172
<b>Subtotal</b>	<b>\$ 73,637</b>

##### Capital items – major items purchased for Indigenous student / staff use only

New Computers – staff / office areas and interview room	\$ 15,092
Alterations to Reception area / Staff relocation	\$ 10,190
Wheel Chair Access	\$ 6,588
<b>Subtotal</b>	<b>\$ 31,870</b>

Higher education provider overheads	\$	Nil
<b>Subtotal</b>	<b>\$</b>	<b>Nil</b>
Other Indigenous Support Program expenditure (major items)	\$	Nil
<b>Subtotal</b>	<b>\$</b>	<b>Nil</b>
<b>Total Expenditure</b>	<b>\$</b>	<b>105,507</b>

**Note:**

All expenditure of ISP 2011 funds and ISP carry over funds 2011 was undertaken by the University of New England's Indigenous Education Support Centre, Oorala Aboriginal Centre.



## SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

### University Officer

**Ms Evelyn Woodberry**

Pro Vice-Chancellor (Students & Social Inclusion)

VC Unit

University of New England

Ph: 02 6773 3897

Email: pvcssi@une.edu.au

Name: Eve Woodberry

Signature:



Date: 21 August 2012

### Indigenous Education Unit Officer

**Ms Debra Bennell**

Director

Oorala Aboriginal Centre

University of New England

Ph: 02 6773 5175

Email: debra.bennell@une.edu.au

Name: Debra Bennell

Signature:



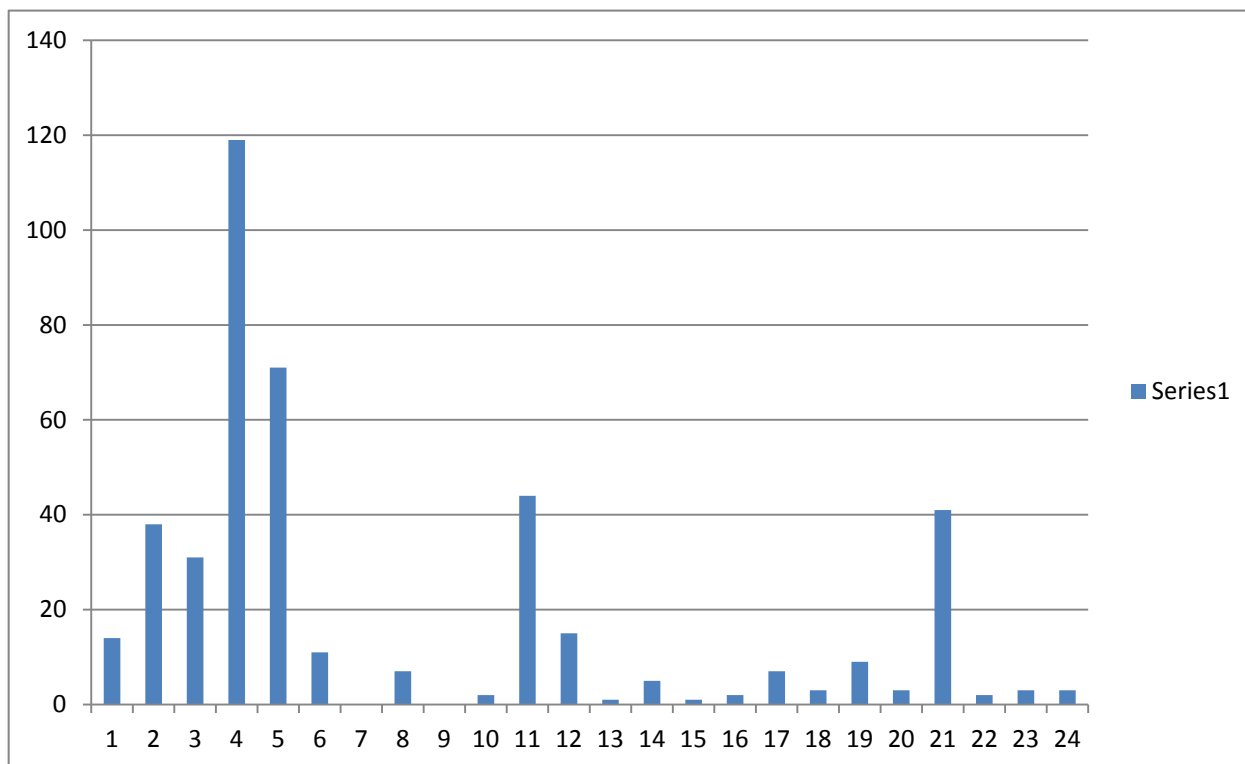
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Date: Tuesday 21<sup>st</sup> August 2012

## SECTION 5 PUBLICATION OF THE STATEMENT

Providers may publish the Indigenous Education Statements on their website and on publication, provide the Department of Innovation with a link to the statement.

**APPENDIX 1: STUDENT ENROLMENTS BY REGION AND DISCIPLINE**

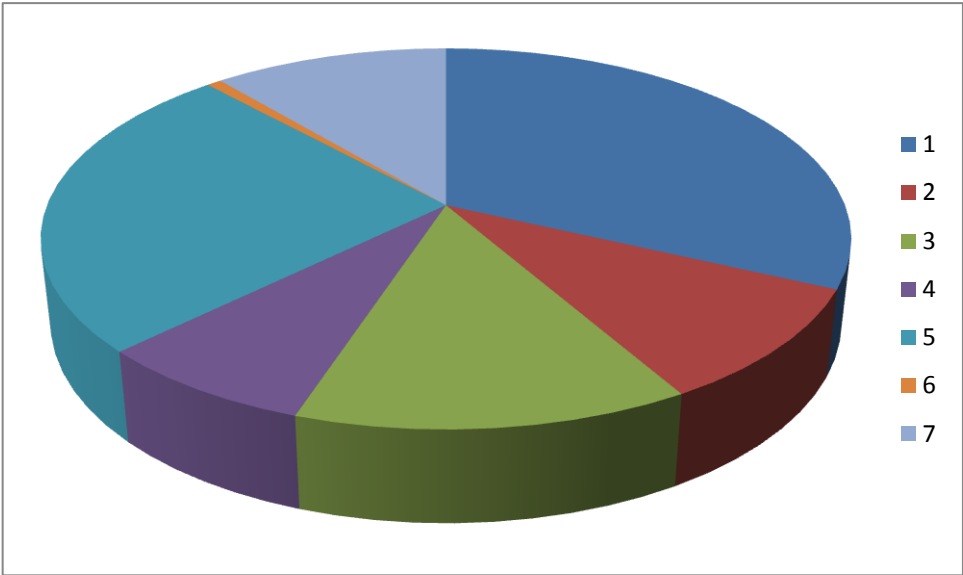


**GRAPH (1): 2011 STUDENT ENROLMENTS BY REGION (HOME ADDRESS)\***

REGIONS as indicated on Graph (1)		Enrolments per region	REGIONS as indicated on Graph (1)		Enrolments per region
1	NORTHERN RIVERS	14	13	SOUTH WEST SLOPES	1
2	MID NORTH COAST	38	14	RIVERINA	5
3	HUNTER	31	15	LOWER WESTERN	1
4	NORTHERN TABLELANDS	119	16	UPPER WESTERN	2
5	SYDNEY METROPOLITAN	71	17	AUSTRALIAN CAPITAL TERRITORY	7
6	ILLAWARRA	11	18	WA	3
7	SOUTH COAST	0	19	VICTORIA	9
8	CENTRAL TABLELANDS	7	20	TAS	3
9	SOUTHERN TABLELANDS	0	21	QLD	41
10	SNOWY MOUNTAINS	2	22	SA	2
11	NORTH WEST SLOPES & PLAINS	44	23	NT	3
12	CENTRAL WEST SLOPES & PLAINS	15	24	OVERSEAS	3
<b>TOTAL</b>					<b>432</b>

\*Enrolments as at June 2011, region indicated by 'home address' on student record.

**APPENDIX 2: STUDENT ENROLMENTS BY REGION & DISCIPLINE**



**GRAPH (2): 2011 STUDENT ENROLMENTS BY DISCIPLINE**

<b>DISCIPLINES as indicated on graph above</b>		<b>Enrolments per Discipline</b>
1	ARTS	138
2	HEALTH	42
3	LAW	58
4	SCIENCE	33
5	EDUCATION	110
6	RESEARCH	3
7	PATHWAYS	48
	<b>TOTAL</b>	<b>432</b>



