4. **INDIGENOUS EDUCATION STATEMENT 2012**

Higher Education Provider: The Flinders University of South Australia  
Indigenous Education Unit: Yunggorendi First Nations Centre for Higher Education and Research

**SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

Flinders University has committed itself, through its Strategic Plan (Inspiring Flinders Future: Strategic Plan 2010 – 2014), to a vision of cultural inclusivity for Indigenous peoples. A core part of this vision is enhancing the prominence and status of Indigenous cultures, knowledge and studies, and increasing the participation of, and opportunities for, Indigenous staff and students.

As a University engaged with its communities, Flinders is building and strengthening its connections within southern metropolitan Adelaide, regional South Australia, western Victoria and the Northern Territory. Flinders acknowledges that these areas have significant Indigenous populations and that the University and its staff must have a conscious commitment to engage and work collaboratively with Indigenous communities. The objective is to ensure that the University is an inclusive, responsive and welcoming place for Indigenous peoples, and that it delivers innovative, quality, community-engaged research and teaching programs.

To meet these objectives the University, through its Strategic Plan 2010 – 2014 and its complementary refreshed Strategic Plan 2012-2016 ([http://www.flinders.edu.au/strategicplan/](http://www.flinders.edu.au/strategicplan/)), has committed to implement the Flinders Indigenous Engagement Framework (FIEF) (whose formal endorsement by Academic Senate in May 2013, after extensive consultation throughout 2012, will be reported in the 2013 Indigenous Education Statement). The involvement of University staff, at all levels, is integral to this goal and there are seven key areas where this can be achieved:

1. **Valuing our People**: The University aims to increase the diversity of its workforce through the employment of Indigenous peoples in both academic and professional staff positions and to increase the participation of, and opportunities for, Indigenous staff in the life of the University.

2. **Enhancing Educational Opportunities**: The University is at the forefront in developing alternative entry pathways that support the complementary national objective of facilitating university participation rates amongst less advantaged social groups, including Indigenous Australians. The University has set a target of doubling the number of Indigenous students enrolled from 116 in 2009 to 232 in by 2014.

3. **Enhancing the Student Experience**: The University is committed to enhancing opportunities for effective student participation and advocacy, including Indigenous students, by providing culturally appropriate services that focus on learning, health and welfare and graduate opportunities.

4. **Research**: The University aims to ensure that research that involves or impacts on Indigenous peoples is culturally aware and respectful, and is conducted in a culturally competent way in partnership with Indigenous peoples and communities. The University also seeks to increase the level of high quality research activity in Indigenous research, to foster and promote further inter-disciplinary Indigenous research collaborations and to support an increase in the number of Indigenous research higher degree students.

5. **Curriculum, Teaching and Learning**: The University is committed to integrating Indigenous Australian perspectives in its courses where they are relevant to the curriculum and course content. In its course development, teaching and other
educational activities, it will endeavour to promote greater understanding between Indigenous Australian peoples and the broader Australian community.

6. Building Supportive Communities: The University is committed to establishing and maintaining relationships with Indigenous Nations in order to support the educational aspirations and participation of Indigenous people. The University recognises that real improvements in Indigenous wellbeing, social justice, reconciliation and ‘closing the gap’ requires long-term collaborations between Indigenous nations, universities, government, research organisations and industry.

7. University Governance: The University seeks to have Indigenous people, staff and students actively involved in University governance and management.

2012 Key Highlights
- Extensive consultation across the University to develop the FIEF.
- Office for Learning and Teaching Citation awarded to Yunggorendi staff for Outstanding Contribution to Student Learning for sustained, dedicated, inspirational and far-reaching contributions to the education of pre-service teachers of Indigenous students in compulsory topics in the School of Education.
- A highly successful collaboration between Flinders and Anglicare continued with ‘research to practice’ seminars addressing problem gambling, affordable housing, Indigenous engagement and building resilient communities.
- 4th Southgate Oration delivered by Mr Mick Gooda, Aboriginal and Torres Strait Islander Social Justice Commissioner titled: “Addressing Aboriginal and Torres Strait Islander disadvantage by rebuilding relationships”.
- Development of three new Indigenous scholarships funded by the Australian Executor Trustees for Indigenous student achievement in Creative Arts, Health Sciences and the Professions totalling $36,000.
- Launch and inaugural awarding of the Southern Adelaide Local Health Network (SAHLN) Bonded Aboriginal Medical Scholarship Scheme valued at $25,000.
- Strengthening and reconvening of the Employment Strategy for Indigenous Australians (ESIA) Advisory Committee with its first meeting held in October.
- Collaborative project with Hamilton Secondary College and Wirreanda High School involving 35 Indigenous tertiary and secondary students to produce an Indigenous music video for submission to the Generation One competition.
- 3rd meeting of the Poche Network in Alice Springs: The three Indigenous student recipients of the Poche Scholarships were invited to present on their health career motivations and the impact of the scholarship on their lives.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS

Goal 1: Establish effective arrangements for the participation of Indigenous peoples in educational decision making

1.1 Aboriginal and Torres Strait Islander Australians involvement in institutional decision making processes.

Flinders University maintains its commitment to the participation of Indigenous peoples in its educational decision making with Indigenous representation on a range of boards and committees. These include full or ex officio membership on:
Standing committees (eg): Academic Senate; Faculty Boards (eg. Education, Humanities and Law); School Boards (eg. School of Medicine), Faculty Teaching and Learning Committees (TLCs).

Advisory committees (eg): Vice-Chancellor’s Committee (by invitation); Deputy Vice-Chancellor (Academic) [DVC(A)] Joint Staff Committee; Educational Matters Advisory Group (EMAG); Employment Strategy for Indigenous Australians (ESIA) Committee; Faculty of Health Sciences Committee on Aboriginal and Torres Strait Islander Health (FCOATSIH)

Discipline committees (eg): course/topic development working parties (eg Humanities, Social Sciences, Science and Engineering, Health Sciences).

Management and operational committees (eg): Equal Opportunity and Diversity Committee; Flinders Housing; Social and Behavioural Ethics Committee (Indigenous Research – advisory); First Year Transition Advisory Committee, Community Engagement Reference Group, Yunggorendi FNC Executive and Staff committees (Tjiwarl Student Services (TSS); Teaching; Research); Indigenous Health Unit; Student Service Providers Committee

Ad hoc committees (eg): Indigenous Employment Strategic Planning group; School of the Environment Planning Group; appointments committees (various); scholarships committees (internal and external); student selection panels (all faculties); International Centre for Point-of-Care Testing International Cultural Advisory Group

1.2 Roles and responsibilities of Aboriginal and Torres Strait Islander leaders within the institution

2011 saw the inaugural appointment of four Indigenous staff into leadership positions within the institution. The staff appointed to these roles continue to provide leadership and advice across the University. The roles and responsibilities of these four positions are as follows:

- Dean: Indigenous Strategy and Engagement (DISE). The Dean is a direct report of the Deputy Vice-Chancellor (Academic) and has primary responsibility for providing high level strategic advice and leadership to the University in the areas of teaching and learning, student support, employment and community engagement. The Dean has responsibility for developing the Flinders Indigenous Engagement Framework and monitoring its implementation.

- Director: Yunggorendi First Nations Centre for Higher Education and Research (YFNC). The Director is also a direct report of the Deputy Vice-Chancellor (Academic) and has responsibility for providing leadership to the Centre by setting its strategic direction, planning and managing the Centre’s contribution to disciplinary and interdisciplinary research, teaching and undergraduate and postgraduate student support, and building and maintaining relationships with key stakeholders in Indigenous education at University and in the general community.

- Poche Chair (2): Adelaide and Alice Springs: The Poche Chairs are direct reports to the Executive Dean, Faculty of Health Sciences. They have responsibility for building the health workforce participation of Aboriginal and Torres Strait Islander Australians through strengthening the capability of both Indigenous and non-Indigenous components of the Indigenous health workforce and increasing Indigenous researcher capacity.

Other key leadership appointments include:

- Associate Professor of Indigenous Health and Deputy Director of the Poche Centre, Adelaide
- Indigenous Employment Coordinator: A direct report to the Director: Human Resources, Office of the Vice-President (Strategic Planning and Resources) the IEC has responsibility for increasing the employment and opportunities for Indigenous staff.
Goal 2: Increase the number of Indigenous peoples employed as academic and professional staff in higher education institutions

2.1 Aboriginal and Torres Strait Islander Employment Strategy

Flinders University has an Employment Strategy for Indigenous Australians (ESIA) which aims to improve the representation, participation and retention of Indigenous Australian people within the University. It was born out of the Enterprise Bargaining Agreement for 2004 to 2006 and was last updated in 2012. The ESIA is publicly available on the Flinders University website at:


The objectives of the ESIA are to:

• encourage and foster Indigenous Australian employment and participation at all levels of work activity
• maximise staff development along with the transfer of job skills and information in order to increase Indigenous knowledge, independence, remuneration, job security and self-sufficiency
• facilitate and encourage the direct involvement of Indigenous Australian staff members in determining their own career strategies, goals and objectives.

However, in addition to these objectives, the ESIA aims to be a platform to:

• further introduce Indigenous Australian culture to the University
• share and participate in the exchange of cultural experience and knowledge (where appropriate)
• improve the relationship between Indigenous Australians and the wider community.

2.2 Current Strategies for Increasing the Aboriginal and Torres Strait Islander Employment

Current strategies for improving the representation, participation and retention of Indigenous Australians include:

• developing a range of entry-level positions, via cadetships, traineeships, student employment, graduate development and work experience programs
• providing career opportunities for existing staff through academic promotion and preferential lateral transfer where qualified
• developing training and mentoring programs that assists Indigenous staff to achieve academic promotion
• maintaining an Indigenous staff network,
• advertising new positions in the Koori Mail,
• working collaboratively with faculties and administrative units to identify new positions, and
• enabling greater cultural exchange between staff in the University.

2.3 Current Number of Aboriginal and Torres Strait Islander Staff Employed

At the end of 2012 Flinders University employed a total of 36 permanent staff, with 22 in academic positions and 14 in professional positions. The majority of these staff were employed in either Central Administration or the Faculty of Health Sciences. This highlights the need for the University to broaden its Indigenous employment base and there is a focus on providing opportunities in the three other Faculties. Casual staff employment was slightly broader, with two staff being employed in the Faculty of Social and Behavioural Science with the remainder in Central Administration and the Faculty of Health Sciences.
Table 1 – Permanent Indigenous Staff (Continuing and Fixed term positions)

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Staff</th>
<th>Academic</th>
<th>Professional</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yunggorendi First Nations Centre</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>HEO3, HEO5 LEVA, LEVB, LEVC, LEVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>HEO3, HEO5 LEVA, LEVB, LEVC, LEVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>HEO3, HEO5 LEVA, LEVB, LEVC, LEVD</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>21</td>
<td>2</td>
<td>4</td>
<td>HEO4, HEO5 HEO8 LEVA, LEVB, LEVC, LEVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>HEO3, HEO5 LEVA, LEVB, LEVC, LEVD</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1</td>
<td></td>
<td>HEO2</td>
</tr>
<tr>
<td>Administrative divisions - general</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>HEO3, HEO4 HEO6</td>
</tr>
<tr>
<td>Totals:</td>
<td>36</td>
<td>22</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Casual Indigenous Staff

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Staff</th>
<th>Academic</th>
<th>Professional</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yunggorendi First Nations Centre</td>
<td>1</td>
<td>1</td>
<td></td>
<td>PTT</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>HEO3, HEO5 HEO6</td>
</tr>
<tr>
<td>Faculty of Social and Behavioural Sciences</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>HEO4, PTT</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>1</td>
<td></td>
<td>HEO2, HEO5</td>
</tr>
<tr>
<td>Administrative divisions - general</td>
<td>1</td>
<td>1</td>
<td></td>
<td>HEO3</td>
</tr>
<tr>
<td>Totals:</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The University has re-established an Employment Strategy for Indigenous Australians (ESIA) Advisory Committee with a new membership.

The Terms of Reference include the purpose which is:

The Flinders Employment Strategy for Indigenous Australians (the ESIA) aims to improve the representation, participation and retention of Indigenous Australian employees within Flinders University.
The Committee’s scope and application is to monitor and advise on the implementation of the ESIA. The Committee will report to the Director of Human Resources with a copy to the Deputy Vice-Chancellor (Academic), who has overall responsibility for Indigenous matters, on the effectiveness of the ESIA with particular reference to its objectives, which are to:

- encourage and foster Indigenous Australian employment and participation at all levels of work activity;
- maximise staff development along with the transfer of job skills and information in order to increase Indigenous knowledge, independence, remuneration, job security and self-sufficiency; and
- facilitate and encourage the direct involvement of Indigenous Australian staff members in determining their own career strategies, goals and objectives.

The membership is comprised of:

- Senior/management level staff member/s nominated by the Vice-Chancellor (in practice the Deputy Vice-Chancellor (Academic));
- Staff members from:
  - Human Resources Client Services
  - Yunggorendi First Nations Centre
  - Equal Opportunity and Diversity Unit;
- A staff member who is an Indigenous Australian;
- Community Representative/s;
- A nominee of the University Consultative Committee; and
- The Indigenous Employment Coordinator (Executive Officer).

The role of the Indigenous Employment Coordinator is to act as Executive Officer and they would coordinate activities of, and, support the Committee under the direction of the Chair, including:

- Coordinating the consultative process of the Employment Strategy, identifying funding sources and to provide a report of the Committee meetings to the Director HR; and
- Providing administrative support to the Committee.

The Committee met in October and December of 2012 and considered the University’s Indigenous employment statistics, trends and targets, the draft FIEF’s strategic direction on increased employment of professional and academic staff across all Faculties, and Human Resources processes to identify opportunities for Indigenous people.

**Goal 3: Ensure equitable access of Indigenous students to higher education**

**1.1 Commencing Aboriginal and Torres Strait Islander Students**

Flinders University continues to see an increase in the number of first preferences received through the South Australian Tertiary Admissions Centre (SATAC) from Indigenous applicants. There were 99 new enrolments in 2012 (see table 3), an increase of 6.5% on 2011 enrolments. The proportion of Aboriginal and Torres Strait Islander enrolments as a percentage of total student enrolment is 0.98%.

**Table 3: Commencing Aboriginal and Torres Strait Islander enrolments**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and/or Torres Strait Islander students</td>
<td>93</td>
<td>99</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students</td>
<td>9083</td>
<td>9978</td>
</tr>
</tbody>
</table>

New students continue to enrol in a range of degree programs, with increasing numbers in the area of Health Sciences which includes Medicine, Nursing and Midwifery, Paramedics and areas of allied health.
Flinders University recognises the diversity of prospective students and provides a number of entry pathways including:

- Indigenous Admissions Scheme
- Indigenous Entry Scheme for Bachelor of Medicine/Bachelor of Surgery
- Foundation Studies: a preparation program for undergraduate studies
- uniTEST: an aptitude test for school leavers designed to complement existing selection criteria
- Adult Entry: Special Tertiary Admissions Test
- Bonus point access scheme: bonus points are allocated to prospective students who have undertaken year 12/SACE or the interstate equivalent and meet one of the following four criteria: Science and Mathematics; Language other than English; Rural and Isolated Student Access Scheme; or the Student Equal Access Scheme (metropolitan schools).
- Principals Recommendation Program.

**Indigenous Specific Pathways**

- **Indigenous Admissions Scheme**
  Administered by Yunggorendi, the scheme provides an alternative pathway for prospective Indigenous students who have achieved their SACE but do not have an ATAR score or have not studied for some time. The process requires the applicant to complete an application form, including an aspirations statement and attend an interview with staff from Yunggorendi and the relevant faculty liaison person. Upon admission being approved, the student is strongly encouraged to attend Yunggorendi’s Indigenous Orientation Program which is designed to lay the foundation for successful participation and study outcomes. In 2012 eleven students gained access to the University via this pathway.

- **Indigenous Entry Scheme (IES) for Bachelor of Medicine/Bachelor of Surgery:**
  Indigenous students with an undergraduate degree can apply for entry into the BMBS via the IES rather than the GAMSAT. IES interviews for 2012 have identified four SA-entry candidates proceeding to this year’s Preparation for Medicine Programme (PMP). An additional eight candidates were interviewed for NT-entry, with another two accepted into the PMP phase. The program was enhanced with the addition of a seven week, on-line Science Remediation Programme (for applicant take-up where PMP results are below 85%). On completion, after a further assessment of student readiness, applicants are either counselled as to alternatives or accepted into the BMBS, with an additional eight-week, on-line preparatory programme for those students.

- **Indigenous Entry into Creative Art**
  Yunggorendi staff have been working collaboratively with the Department of Humanities: Screen and Media and Drama, the South Australian Film Corporation and the Department of Further Education, Employment, Science and Technology to
develop Indigenous pathways into Creative Arts, which included the development of an Indigenous Creative Arts promotional video.

3.3 Outreach Activities

The University is focussed on continuing to service its local communities – in particular the southern suburbs of Adelaide in which its principal campus is located. It is also broadening and deepening its engagement with Charles Darwin University and the Northern Territory to help build the regional economic corridor between South Australia and the Northern Territory.

Yunggorendi FNC and the Poche Centres work individually and collaboratively with other areas of the University to develop innovative ways to connect and engage with Indigenous peoples and communities in the areas in which Flinders has a footprint. Outreach activities which the University has been involved in during 2012 include:

- **School Recruitment Visits**  
  Academic staff from Yunggorendi visited a number of schools in the southern, western and northern regions of South Australia. Yunggorendi staff also delivered cultural awareness training to the University’s Prospective Student Advisers to assist them to engage effectively with Indigenous secondary students.

- **Life in the Uni Lane**  
  Eighty-two students, ranging from Year 8 – Year 10, from ten schools attended the program. Activities for the day were focused in the areas of Archaeology, Drama and Law. The aim of the program is to contribute to raising young Indigenous student aspirations to study at university. This program has been run annually since 2008 and the University is beginning to see the flow on effect in terms of enrolment from students who participated in previous years.

- **SACE Aboriginal Student Pathways Conference**  
  The SACE conference is held annually and its coordination rotated between the three South Australian Universities. The conference provides the opportunity for Year 10, 11 and 12 Aboriginal and Torres Strait Islander students to explore their study, training and employment pathway recognising that students have diverse talents and aspirations, and the SACE offers a pathway for every student – whether they are planning to go to university or TAFE, begin a traineeship or apprenticeship, or move straight into the workforce. The 2012 conference was hosted by the University of Adelaide. Yunggorendi staff co-presented at the conference.

- **Marketing and Communications**  
  The University updated its Indigenous Pathways brochure for prospective students. Yunggorendi has increased community awareness of the University through the upgrading of its website, production of a poster distributed to secondary schools and the development of flyers targeting prospective students.

- **University Open Day**  
  Staff of Yunggorendi and the Poche Centre are present at the University’s Open Days and make themselves available to discuss study options and available support mechanisms to prospective Indigenous students.

3.4 Scholarships

Four new scholarships were developed in 2012 including:

- **The Southern Adelaide Local Health Network (SAHLN) Bonded Aboriginal Medical Scholarship Scheme.** A joint initiative of SALHN and the Poche Centre for Indigenous Health and Well-Being valued at $25,000 a year, for the life of that student’s medical course.

- **The Australian Executor Trustees for Indigenous student achievement in Creative Arts, Health Sciences and the Professions, 3 scholarships** for a total value of $36,000

Scholarships awarded in 2012 are listed in Table 4 below.
Table 4: Scholarships Awarded

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Source</th>
<th>No Allocated</th>
<th>Value</th>
<th>No Awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Education Access</td>
<td>Gov’t</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Commonwealth Accommodation</td>
<td>Gov’t</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sophia Bursary</td>
<td>Private</td>
<td>2</td>
<td>$500</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fiji Miller Bursary</td>
<td>Private</td>
<td>1</td>
<td>$500</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poche Scholarship</td>
<td>Private</td>
<td>2</td>
<td>$25,000 pa</td>
<td>2</td>
<td>Available pa full-time</td>
</tr>
<tr>
<td>Southern Adelaide Health Network</td>
<td>Private</td>
<td>1</td>
<td>$25,000 pa</td>
<td>1</td>
<td>Available pa full-time</td>
</tr>
<tr>
<td>BUPA Indigenous Health Scholarship</td>
<td>Private</td>
<td>1</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yunggorendi 4th year/honours scholarship</td>
<td>Uni</td>
<td>2</td>
<td>$3,000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professor Lowitja O'Donoghue PG Research Scholarship</td>
<td>Uni</td>
<td>1</td>
<td>$28,715</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Scholarships continue to be promoted on the University’s scholarships website and through direct email to enrolled Indigenous students. Academic staff work with new students at the Orientation program to complete applications prior to the commencement of the semester. The Scholarships Office has streamlined the application process to enable one application to be considered for a range of scholarships.

Goal 4: Achieve the participation of Indigenous students in higher education at rates commensurate with those of other Australians

Flinders University identifies itself as a student-centred university. Its strategic priorities in this key area are to enhance educational opportunities; enhance the student experience and value quality in teaching.

The total number of Aboriginal and Torres Strait Islander enrolments for 2012 as a percentage of the total enrolment was 0.93% a slight increase on the 2011 enrolment of 0.91%.

Table 5: Participation rates of Aboriginal and Torres Strait Islander Students

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and/or Torres Strait Islander students:</td>
<td>194</td>
<td>215</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students:</td>
<td>21098</td>
<td>22855</td>
</tr>
</tbody>
</table>

Aboriginal and Torres Strait Islander students continue to enrol in a range of degree areas with the majority (approximately 40%) enrolling in the Health Sciences. This includes Nursing and Midwifery, Medicine and Allied Health areas.
4.1 Strategies to address Aboriginal and Torres Strait Islander Participation

The University is focussed on increasing the number of Indigenous student participating in higher education. The Deputy Vice-Chancellor (Academic) and the Dean of Indigenous Strategy and Engagement, through the DVC(A), are responsible to the Vice-Chancellor for overseeing the implementation of the Flinders Indigenous Engagement Framework. Where appropriate they will work with key members of staff to complete each element of the Framework within the given timeframe.

The Deputy Vice-Chancellor (Academic) in conjunction with the Dean of Indigenous Strategy and Engagement will monitor progress in the implementation of the Indigenous Engagement framework and report on it to Academic Senate. The implementation of the Framework and the achievement of key specific goals will be integrated with the University's Operational Plan.

Further, under the Flinders Future Focus Strategic Plan 2012 – 2016 Flinders vision is to be the University that engages. Its purpose is to:

- transform the lives of individuals and communities, and to find ethical and innovative solutions to make a positive difference to society’s most challenging problems. The University’s attention on South Australia and the Northern Territory has the explicit objective of encouraging the sustainable economic, social and cultural development of the ‘central corridor’ of Australia and expanding its connection to Asia and the wider world. We commit to:
  - High quality teaching
  - Internationally respected and high impact research
  - Rigorous intellectual enquiry
  - The promotion of fairness, integrity, equity, social justice, ethics, diversity and cross-cultural understanding and respect with a special recognition of Australian Indigenous cultures.

Key student-centred strategies to achieve this vision are through:

1. Enhancing Education Opportunities through innovative and flexible entry pathways, a relevant and dynamic course profile, and improving the retention, progression and achievement of [our] students,
2. Enhancing The Student Experience by showing respect for their views and care for their welfare, by providing effective support services, and maintaining a lively campus culture; and
3. Valuing Quality In Teaching as an unwavering commitment and defining characteristic of Flinders.

**Goal 5: Enable Indigenous students to attain the same graduation rates from award courses in higher educations as for other Australians**

5.1 Aboriginal and Torres Strait Islander student completions

The completion rates for Aboriginal and Torres Strait Islander students were slightly lower in 2012, at 0.41% than in 2011, 0.62%. This can be attributed to a number of factors including:

- First year students who come through alternative entry pathways may be counselled and advised to reduce their study load to enable the development of their academic skills and support a successful transition to university life.
- An increasing number of Indigenous students are of mature age and often have additional family and cultural responsibilities which influence decisions to engage in part-time studies in recognition of their circumstances.

### Table 6: Number of award course completions

<table>
<thead>
<tr>
<th>Degree</th>
<th>2011* ATSI</th>
<th>2011* Non-ATSI</th>
<th>2012* ATSI</th>
<th>2012* Non-ATSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Degree</td>
<td>3</td>
<td>1219</td>
<td>4</td>
<td>1437</td>
</tr>
<tr>
<td>Other postgraduate</td>
<td>13</td>
<td>1049</td>
<td>6</td>
<td>1120</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>14</td>
<td>2536</td>
<td>12</td>
<td>2582</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>4804</strong></td>
<td><strong>22</strong></td>
<td><strong>5139</strong></td>
</tr>
</tbody>
</table>

*Pertains to graduation year, completion year is taken as the following year as at the 31st March DIIHRTE Census.

Note: ‘Bachelor degree’ refers to all Bachelor (pass, grad entry, honours) courses.

**Graph 3:** Aboriginal and Torres Strait Islander completions by Faculty
5.2 Support Mechanisms for Aboriginal and Torres Strait Islander Students

The University has a number of support mechanisms for Aboriginal and Torres Strait Islander students both at the Indigenous Education Unit level and across the University more broadly. These include:

Yunggorendi First Nations Centre
- An orientation program *Issues for Indigenous Students in Higher Education* is offered to first year students. This topic is also available for credit in relevant courses. It has a focus on the development of academic skills, cultural identity and orientation to the University, including developing relationships with peers. The program includes a visit to the Warriparinga Wetlands and Kaurna Living Cultural Centre and includes guest lectures by local Elders.
- Upgrade of student facilities in Yunggorendi First Nations Centre. The upgrade included the refurbishment of student common room to make it more ‘student friendly’ and purchase of additional computers. Students now have access to 7 computers, a television, lounge and reading areas and tea and coffee facilities.
- Yunggorendi staff work collaboratively with Health and Counselling staff to provide culturally appropriate support for Indigenous students.
- The Centre established a Facebook page as part of its broader communications strategy, including a website feed, as a mechanism for engaging with enrolled and potential Indigenous students.
- Academic staff in Tjilbruke Student Services continue to provide academic support and advocacy for Indigenous students in both one-on-one and group mode.
- Yunggorendi continues to administer the Indigenous Tutorial Assistance Scheme (ITAS) to support students to reach their educational goals. Successful strategies making a positive impact include:
  - strong relationships with faculties, topic coordinators, relevant academics and other support staff and services;
  - seeking the counsel of first and third year topic coordinators to identify and recruit tutors;
  - topic coordinators matching ITAS tutors to students’ academic needs;
  - effective administration of the scheme in accordance with the DIISRTE IETA Guidelines;
  - building relationships with tutors and students;
  - utilising ‘student progress’ and ‘tutor evaluations’ to improve outcomes and ensure quality;
  - providing tuition rooms and resources at Yunggorendi;
  - consulting with ITAS Coordinators at other institutions to discuss best practice;
  - utilising information technology;
  - the employment of 3 Indigenous tutors;
  - conducting cultural awareness workshop for new tutors.
- Supporting students financially to attend the Annual Indigenous Tertiary Education Students Games.
- Financially supporting a Law student to attend the Jessup International Law Mooting Competition.
- Working collaboratively with the Careers Centre to develop mentoring opportunities and career pathways for Indigenous students.
- Developing scholarships with non-government organisations. These include BHP Biliton Olympic Dam and the Australian Executor Trustees.

Poche Centres
- The extension of the Flinders and Adelaide Indigenous Medical Mentoring (FAIMM) program to Indigenous Nursing and Midwifery students.
- The provision of academic, personal support and advocacy for Indigenous students studying in Medicine/Health Sciences in Adelaide and Alice Springs.

*Indigenous Transition Pathways (ITP) to Medicine Unit*
- Staff in the ITP Unit provide support for Indigenous medical students enrolled in the Flinders University’s Northern Territory Medical Program through a ‘personal contact’
approach, providing mentoring support, fostering cultural safety, and forming partnerships with key Indigenous individuals and organisations.

- Fosters an environment of social inclusion that enables staff and students to get to know our families and communities through participation in culturally significant occasions and celebrations.
- Indigenous academics, tutors, administrators, Elder on Campus and Reference Group members all work together to provide a culturally affirming place where students feel safe and their cultural identity is supported and respected.
- Services provided to students by the ITP include:
  - Orientation program
  - Financial support
  - Scholarships
  - Accommodation assistance
  - Indigenous tutorial assistance scheme (ITAS)
  - Mentoring
  - Textbooks
  - Elder on Campus
  - Counselling
  - Indigenous Reference Group
  - Social support.

University
- Directors of First Year Studies. Appointed in each School, these positions have a strong focus on supporting the transition of first year students into the academic, social, and cultural life of the University. Each Director has responsibility for ensuring high quality learning support is provided for first year students in that School. Yunggorendi academic advisers work closely with staff in these roles to ensure that Indigenous students are provided with the highest level of support that they may require.
- The Student Learning Centre (SLC) is available to provide additional learning support to Indigenous students which includes one-on-one tutoring; study skills, grammar and numeracy leaflets; online learning materials; and academic skills programs.
- The Transition Office provides support to first year students in making the transition to university through the provision of orientation and transition programs.

Goal 6: To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

The University aims to ensure that Indigenous perspectives and knowledges are embedded, where relevant, into course content and expected graduate learning outcomes. This is achieved through the recognition of Indigenous perspectives and knowledges when reviewing topic and course content and ensuring that graduates have the knowledge and skills to interact in a culturally competent way with Indigenous peoples and communities.

6.1 Indigenous perspectives in the curriculum

Indigenous perspectives and knowledges are integrated into the curriculum, where appropriate. The Cultural Diversity and Inclusive Practice Toolkit (CDIP) provides staff with guiding principles and a checklist which can be used when reviewing course and topic curriculum.

Indigenous academic staff across the University are involved in the development of Indigenous specific topics and curriculum and continue to teach into a number of degree programs including: Australian Studies, Education, Women's Studies, Environmental Sciences, Archaeology, Nursing and Midwifery, and Medicine.

In 2012 staff of the Poche Centre, Adelaide, extended their teaching to providing continuous, face-to-face Indigenous health teaching for nursing students in the Riverland.
6.2 Cultural competency of staff and students

Flinders University works progressively towards a culture of equal access, equal opportunity and cultural safety which extends into all aspects of University life. Such an environment is central to the retention of Indigenous staff and students, as well as modelling good practice to the broader University community. The broad range of cultural competency activity is evidenced in the University's core business: teaching; research; community engagement and governance.

Teaching

Both Yunggorendi and the Poche Centre have delivered cultural competency workshops for staff and students in the School of Health Sciences, School of Law, Health and Counselling, Student Services and the Peer Mentor Program. These are designed to support the development of a culturally safe environment. Additionally, Yunggorendi and other academic staff in the faculties have collaborated to develop strategies to promote wellbeing and safety for Indigenous students.

Research

Staff or students who wish to engage in research involving or impacting upon Indigenous Australians, human remains, sacred or significant sites are advised to first consult with Yunggorendi. The Centre provides advice to the University's ethics committees on Indigenous matters through the reviewing of ethics proposals in this category.

Community Engagement

The 2012 Yunggorendi seminar series delivered public seminars on a range of diverse topics including:

- Concepts of Aboriginal holism, evidence and logic
- Soldiers not Citizens – the story of Indigenous ANZACs in WW1 and WW2
- Aboriginal communities, sovereignty and the university
- Hidden and public transcripts: towards a pedagogy of care for Indigenous school students
- Aboriginal Knowledge in the Academy: Working with Emotional Distress.

A partnership between Flinders Law School and Anglicare aims to educate and promote to students an understanding of the issues involved in recognition of Indigenous people in the Australian Constitution.

Governance

The University has in place an Equal Opportunity and Diversity Committee which reports directly to the Vice-Chancellor with both staff and student membership. It also has a number of policies and strategies in place to support its work including:

- Policy Against Racism
- Equal Opportunity Policy
- Cultural Diversity and Inclusive Practice Statement.

Flinders has also purchased an online equal opportunity training program specifically designed for university employees that covers issues of cultural competency.

6.3 University's involvement with Indigenous communities

The University is committed to building supportive communities and, as such, prides itself on developing strong links with key stakeholders and serving the communities in which it operates, including Indigenous communities. Indigenous staff have been involved in a number of activities, at the local, national and international levels, aimed at increasing understanding of and respect for Indigenous nations and their cultures. They have also engaged in a number of partnership. Examples of activity includes:

- Keynote presentations at: Catholic Education Dinner, Lord Mayors Emerging Leaders, SA Graduate Women, SACE Deadly Awards for the Northern Adelaide Region.
- Attendance at the SACE Merit Ceremonies at Government House.
- Providing cultural education workshop on Reconciliation for Catholic Education teachers and staff.
- Involvement in the development of the Adelaide to Outback General Practice Training Program Reconciliation Action Plan.
- Poche staff involvement with the Dulwich Centre, involved in narrative therapy and community work.
- Community Elder involvement on campus and in orientation and teaching activities.
- Under a Memorandum of Agreement working collectively with Anglicare on the Aboriginal Engagement Walking Together workshop.
- Master of Ceremonies and speaker, Recognition of the Ngarrindjeri Partnerships Project.
- The Ngarrindjeri Research Policy and Planning Unit, co-convened by Associate Professors Daryle Rigney and Steve Hemming and hosted by Yunggorendi continued to be involved in a number of Ngarrindjeri community engagement projects which pledge long-term state government funding for regional environmental programs including the Coorong, Lower Lakes and Murray Mouth (CLLMM) and Riverine Recovery programs.
### SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

#### INCOME for Indigenous Support Program for 2012

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<tr>
<td>1</td>
<td>2012 ISP grant</td>
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<td>Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. <em>(Report expenditure separately)</em></td>
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<td>TOTAL ISP income for 2012</td>
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#### EXPENDITURE of Indigenous Support Program (ISP) 2012 (from Item 1)

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<td>4a</td>
<td>Operating costs, including salaries, for Indigenous support services. <em>(Itemise each line item please)</em></td>
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<tr>
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<td>Salaries</td>
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<td>Non-Salary Expenses</td>
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<td>Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <em>(e.g. New computers in the ISU).</em></td>
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<tr>
<td>4c</td>
<td>Higher education provider overheads.</td>
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<tr>
<td>4d</td>
<td>Other Indigenous Support Program expenditure <em>(list major items conferences, school visits, publications and program costs).</em></td>
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<tr>
<td>4e</td>
<td>Total Indigenous higher education expenditure for 2012</td>
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#### EXPENDITURE of Indigenous Support Program carry over funds 2012 (from Item 2)

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<td>5a</td>
<td>Operating costs, including salaries, for Indigenous support services. <em>(Itemise each line item please)</em></td>
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<td>5b</td>
<td>Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <em>(e.g. New computers in the ISU).</em></td>
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<td>5c</td>
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<tr>
<td>5d</td>
<td>Other Indigenous Support Program expenditure <em>(list major items conferences, school visits, publications and program costs).</em></td>
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<tr>
<td>5e</td>
<td>Total expenditure of carry over funds.</td>
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SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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