

## 4. INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DIICCSRTE that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

It is recommended that the format for the Indigenous Education Statement noted below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

**The Indigenous education statement is due by 31 May 2013.**

Please try to limit your answers to the template for each question.

**Please submit electronic documents by email at [itpt@innovation.gov.au](mailto:itpt@innovation.gov.au)**

DIICCSRTE contact officer:

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## **SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

The ANU is committed to the ongoing promotion of excellence and equity for Indigenous people across the higher education sector. The framework in place at ANU has been developed to promote an integrated approach to strengthening and building the integrity of Indigenous culture and heritage across the spectrum of higher education.

ANU recognises the need for diversification and encourages Indigenous applicants to expand their choices of study. A number of key objectives are in place to serve as mechanisms for promoting access, success and integrated approaches to the development of Indigenous higher education and include:

- The pursuit of excellence in the provision of educational services;
- quality of learning and exemplary standards of professional education; and
- continual promotion of culture and heritage which underpins cultural identity and social justice in a culturally diverse Australia

Embedding Indigenous perspectives in the curriculum is considered important in supporting Indigenous students' participation in higher education, in providing all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures, and in challenging traditional western perspectives on Indigenous epistemologies and cultures. ANU continues to work towards the inclusion of Indigenous perspectives in diverse curricula and not just that which is Indigenous specific.

Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU. The Centre for Indigenous Studies (NCIS) is recognised as a preeminent academic institute for interdisciplinary research in fields that are of particular relevance to Indigenous Australians. The NCIS works in collaboration with ANU research and teaching centres including the Centre for Aboriginal Economic Policy and Research (CAEPR), Australian Centre for Indigenous History, School of Archaeology and Anthropology and the School of Music.

ANU strives to provide a supportive learning environment where all students can realise their potential in an environment that builds strong and mutually beneficial partnerships. These relationships provide an opportunity to share the knowledge and ideas of others and in particular provide an opportunity for non-Indigenous students to learn about the past, explore the current circumstances of Indigenous Australia and look to the future.

The Tjabal Indigenous Higher Education Centre (TJIHEC) sits within the Division of the Pro-Vice Chancellor Student Experience reporting to the Deputy-Vice Chancellor Academic at ANU.

The ANU Reconciliation Action Plan can be found online at <http://reconciliation.anu.edu.au/>

## **SECTION 2    Achievement of National Aboriginal and Torres Strait Islander Education Policy (AEP) Goals in 2012 and plans for future years**

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

Indigenous representation is in place

- On the Academic Board, the University's peak academic committee
- on all three of the University's Quality and Standards Committees: the Research Committee, ANU Education Committee and ANU University Access and Equity Committee
- on the Vice-Chancellor's Deans and Director's Committee where the Director, NCIS, is a member

The Director TJIHEC is currently a member of the following committees

- ANU Indigenous Advisory Network –a high level committee to advise ANU HR on Indigenous employment strategies.
- University Access and Equity Committee
- University Education Committee
- University Research Committee
- ANU RAP Implementation Committee
- Vice-Chancellor's Staff Awards Committee
- Directorate of Student Services Committee –a forum for all senior managers of student services to discuss issues that students are experiencing. Recommendations are forwarded to the Registrar for action

Other TJIHEC staff are represented on

- ANU Indigenous Learning Community Steering Committee
- National Recruitment Committee

Other University committees and organisations with Indigenous representation include:

- ANU Student Association – Indigenous Officer

The Senior Consultant (Indigenous Employment), in the Division of Human Resources, is an observer on the ANU RAP Committee, is a member of the Indigenous Community Equity Sub-Committee, assists Academic Colleges and Divisions in attracting and retaining Indigenous employees and provides advice on Indigenous employment matters.

The Director of the Tjabal Indigenous Higher Education Centre (TJIHEC) is an active member of a number of the high level committees at the ANU. There is ongoing consultation with the Director across a range of subjects pertaining to Indigenous issues and educational developments and a good example of this was the 2012 working party established by the Deputy Vice Chancellor Academic, to develop a new pathway for both Indigenous and other equity groups into the ANU. The Director of the TJIHEC played a significant role in advising and developing the program which was approved by the Academic Board in December 2012 for a 2013 commencement.

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

The ANU Indigenous Employment Policy can be accessed on the ANU website at [http://policies.anu.edu.au/policies/indigenous\\_employment/policy](http://policies.anu.edu.au/policies/indigenous_employment/policy). The policy was written by the Senior Consultant, Indigenous Employment in consultation with Human Resource Division staff and ANU's Indigenous Advisory Network. This policy is current and is accessible by the public. The policy was updated in December 2008 and will be reviewed in December 2012.

The ANU Indigenous Employment Policy is consistent with the [ANU Equal Opportunity Policy](#) and the ANU RAP [http://reconciliation.anu.edu.au/rap/anu\\_rap.pdf](http://reconciliation.anu.edu.au/rap/anu_rap.pdf). The policy aims to increase the participation of Indigenous Australians in employment at ANU by developing recruitment and retention strategies in line with the goals and strategies in the ANU RAP. This includes raising awareness of the specific needs and barriers that Indigenous Australians encounter in the workplace and improving the relationship between ANU and the local Indigenous community.

The ANU RAP signals an ambitious systemic shift in the University's culture and its engagement with Indigenous people. The ANU RAP is a first for a Group of 8 University and is the only university-wide RAP that has a 2.5% target for both Indigenous staff and Indigenous students. The University recognises that the initiatives needed to achieve these targets have to be framed by a respectful environment for Indigenous people and Indigenous studies. The RAP is currently being re-invigorated with more detailed focus on Indigenous staff and student recruitment and retention. The RAP targets may be lowered to 2.2% as per the Behrendt review parity rate recommendation.

The ANU Indigenous Employment policy is currently being reviewed with a detailed rewrite to be completed in the second half of 2013. This review is part of the ANU RAP review. The new Indigenous Employment strategy will have multiple approaches and strategies to encompass the varied types of appointment [i.e. from traineeships to professional staff to academic staff].

ANU continued its Indigenous recruitment campaign in key Indigenous media during 2012. Monthly advertisements were placed in the Koori Mail newspaper. The Senior Consultant, Indigenous Employment, contact details appear on all advertised ANU external and internal vacancies.

### **HR Policies & Procedures**

There is a dedicated webpage for Aboriginal & Torres Strait Islander staff: see <http://hr.anu.edu.au/staff-equity/aboriginal-and-torres-strait-islander-staff>

The support strategies include but are not limited to:

- an Identified Positions Procedure to accompany the Appointments Policy. – see [https://policies.anu.edu.au/ppl/document/ANUP\\_001250](https://policies.anu.edu.au/ppl/document/ANUP_001250)
- an Indigenous employment policy :[https://policies.anu.edu.au/ppl/document/ANUP\\_000418](https://policies.anu.edu.au/ppl/document/ANUP_000418)
- an Indigenous employment strategy: <http://hr.anu.edu.au/staff-equity/aboriginal-and-torres-strait-islander-staff/employment-strategy>
- an Indigenous Talent Register : <http://hr.anu.edu.au/staff-equity/aboriginal-and-torres-strait-islander-staff/talent-register>

### **Indigenous Internships [an ANU paid work experience initiative]**

In 2012, five Indigenous interns commenced or continued their placements with the Centre for Aboriginal Economic Policy Research, RegNet, Student Equity and a research project linked to a Vice Chancellor course.

**Identified positions:**

- Professor level
- Senior Manager level
- Senior Consultant, Indigenous Employment Level 8 Professional staff
- Two Colleges have identified lecturer positions [ x 1 per college]

## • Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic		Role
College of Arts & Social Science	Academic	6	
Total: 7	Professional	1	
College of Asia & the Pacific	Academic	0	
Total:4	Professional	4	
College of Law [NCIS]	Academic	3	
Total:3	Professional	0	
CollegeMedicineBiology&Environment	Academic	1	
Total:4	Professional	3	
CollegePhysical&Mathematical Science	Academic	1	
Total:1	Professional	0	
Division of Information	Professional	3	
DivRegistrar&StudentServices	Professional	6	
Facilities and Services	Professional	1	
Finance and Business Services	Professional	2	
Human Resources	Professional	5	
University Accommodation	Professional	1	
University House	Professional	1	
Total Academic		11	
Total General		25	
Total Senior Staff		2	
<b>Grand Total</b>		<b>38</b>	

*In regard to casual positions ANU reporting systems do not have the capacity to capture this information.*

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

Student recruitment has continued to be revitalised by engagement with the RAP process with an expansion of outreach activities initiated by the Tjabal Indigenous Higher Education Centre (TJIHEC). Undergraduate enrolments have continued to increase slowly with skilled staff and members employed by the TJIHEC to support the increase in student numbers at both the undergraduate level and the postgraduate coursework level. TJIHEC continues to work with a number of Colleges on their engagement and retention strategies for Indigenous students.

In December 2012 the Academic Board approved the establishment of a new pathway program into the ANU. This program was developed by the TJIHEC in conjunction with the ANU College and office of Student Equity. This new pathway for Indigenous students paves the way for a number of high school students who did not complete a tertiary package to participate in the program with an assured place on completion to the Associate Degree. The pathway also allows for mature age students to participate.

In cooperation with the Canberra Institute of Technology (CIT) ANU offers three Associate Degrees: Associate Degree in Engineering, Associate Degree in Science and Associate Degree in Music. The Associate Degree is a two-year program that offers direct articulation into the corresponding Bachelor degree at ANU. The Associate Degree offers a practical and theoretical foundation for professional engineers, scientists or musicians and is a qualification in its own right.

The ANU Secondary College Program (ANUSC) continues to be an additional alternative pathway attracting Indigenous students. The ANUSC is collaboration between the ANU and the ACT Department of Education and Training (DET) to provide an enhanced learning experience for ACT students in Year 11 and 12.

Indigenous students enrolled in the ANU Secondary College can:

- Gain access to the ANU, including access to the library and computer systems and cutting edge facilities at the ANU;
- be eligible to use the courses studied in the calculation of the Australian Tertiary Admission Rank (ATAR);
- Complete the program at an appropriate level and may be given an early offer of entry to the ANU;
- Gain credit towards their studies at the ANU in each of the subject areas successfully completed; and
- Apply for tutoring through the Tjabal Indigenous Higher Education Centre for supplementary academic support.

Courses that may be offered through the ANU Secondary College are; Mathematics, Physics, Chemistry, Conservation Biology, Continuing Japanese and Advanced Japanese. The programs have been developed by ANU and ACT DET staff. The courses are delivered by teachers employed by or seconded to ACT Department of Education in close collaboration with staff from the ANU.

The ANU has provided a link from the ANU homepage to an Indigenous page which outlines the RAP but also highlights the NCIS and the TJIHEC.

### Commencing Aboriginal and Torres Strait Islander students\*

	2011	2012
Aboriginal and Torres Strait Islander students	68	53
Non Aboriginal and Torres Strait Islander students	7429	8110

Note: Please use student numbers that you reported to HEIMS.

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

The ANU RAP has targets for Indigenous students set at 2.5% which is being reviewed in relation to the Behrendt report around parity. Each College RAP has specific targets at the local level. A number of Colleges have developed Indigenous engagement and retention strategies. During 2012 there has been an enhanced approach to achieving these targets and the RAP Committee Chaired by Professor Dodson is working closely with the Executive of the ANU in establishing a far more strategic approach to increase the enrolments of Indigenous students at the ANU.

- The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	157	152
Non Aboriginal and Torres Strait Islander students:	19156	19935

#### **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 TJIHEC currently administers the Indigenous Tutorial Assistance Scheme (ITAS). All Indigenous final year and, where possible, graduate students are offered the role of ITAS tutor for commencing and continuing Indigenous students. All non-Indigenous ITAS tutors undertake training in Indigenous Australian cultural awareness.

ANU is committed to supplying the best tuition to Indigenous students and supports Indigenous student tuition beyond DIICSRTE minimum requirement. In 2012 the ANU contributed additional funding to the ITAS program to employ postgraduate students as ITAS tutors. In recognition of the need for continuity in service delivery, and in line with the ANU RAP ethos of personalising the Indigenous Education experience of each Indigenous student at the ANU, the University employs a full-time ITAS Coordinator in TJIHEC.

The TJIHEC also provides support and access to a range of scholarships including:

Indigenous Commonwealth Education Costs Scholarships (I-CECS)  
 Indigenous Commonwealth Accommodation Scholarships (I-CAS)  
 Indigenous Access Scholarship (IAS)

- Freilich Indigenous Student Scholarship in Law
- Leonard Broom Scholarship
- Nugget Coombs Scholarships for Indigenous Australian Students
- Rotary-Alf Gillespie Scholarship for Indigenous Australian Undergraduate Student
- Joseph and Lindsay Croft Memorial Scholarship

- Elspeth Young Memorial Bequest Grants
- St Vincent de Paul ANU Alumni Indigenous Scholarship  
Indigenous Australian Graduate Scholarship
- Indigenous Reconciliation PhD Scholarship
- Ken Wanganeen Scholarship
- Judith Wright Scholarship

**Number of award course completions by**

	2011	2012
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	2	1
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	349	336
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	25	18
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	2967	3271
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	16	19
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	2597	2656

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

ANU continues to work towards the inclusion of Indigenous perspectives in diverse curricula and not just that which is Indigenous specific. An example of this approach is the Vice-Chancellor’s courses which incorporate Indigenous content and perspective and are recognised as the preeminent interdisciplinary courses for high achieving undergraduates at ANU. Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU.

The National Centre for Indigenous Studies (NCIS) promotes excellence in teaching and research in Indigenous studies. It facilitates postgraduate Indigenous studies and research on Indigenous themes both across ANU and in many other educational and research institutions. NCIS is an enrolment centre and has a growing cohort of higher degree research students in studies on Indigenous Australia.

The Director of the National Centre for Indigenous Studies, Professor Mick Dodson AM, is a member of the University Academic Board and the University Research Committee which is the peak advisory committee for all University research initiatives, policies, programs, monitoring and reporting. He is also a member of the Deans and Directors Committee which meets regularly with the Vice-Chancellor (or delegate) and can therefore represent Indigenous issues directly at University Executive level.

**Tjabal Centre Community Engagement**

In 2012 the TjIHEC through the Community Engagement Program undertook a range of activities and worked very closely with Aboriginal communities across NSW and the ACT and engaged with relevant representative organisations to raise awareness around higher education. The Community Engagement program has been specifically developed to target young secondary students and provide them with information to assist them in their planning around the pursuit of higher education studies. A number of events are held each year at ANU specifically to engage with Indigenous students and to provide an awareness of the ANU as a place for further study.

Outreach activities are a key initiative of the TJIHEC and in 2012 arrangements were put in place to develop a spread sheet that would identify where students are enrolled across the local catchment area of the ACT and outlying regions. Identifying this cohort of students is instrumental in allowing the TJIHEC to better engage with students, schools and families. Activities include presentations at schools with the ANU and TJIHEC hosting visits to the Colleges on campus as well. This cycle of continuous engagement allows the TJIHEC to develop close relations with the schools and assist students in planning for entry into university studies.

### **Academic Support**

In 2012 the Tjabal Centre used an ANU Teaching Enhancement Grant to run a seminar series and support students to undertake individually-tailored research-oriented projects. The program built on a trial undertaken in 2010. Feedback and a formal evaluation of the 2011 program indicated that it helped make students' studies more culturally relevant, providing Indigenous perspectives on research and inviting leading Indigenous and non-Indigenous guest speakers. The program also focussed on developing critical thinking skills and introducing research skills, and student feedback was very positive. Consequently, in 2012, the Tjabal Centre introduced the Research Pathways and Enrichment program - this program will continue to build on the 2011 Teaching Enhancement project.

TJIHEC provides a meeting place for Aboriginal and Torres Strait Islander students studying at the Australian National University in Canberra with staff strongly committed to improving education outcomes that benefit Australian Indigenous communities. The centre provides a range of services not limited to but including the following:

- recruitment of Aboriginal and Torres Strait Islander students;
- retention by having a dedicated Academic and Studies Coordinator to assist each student on campus;
- participating in graduation ceremonies and providing support to both students and families leading up to and including graduation days,
- supporting the teaching and learning of Indigenous students;
- undertaking advocacy on issues of concern to the Indigenous students and community; and
- Provision of advice and expertise across a number Indigenous area as a contribution to the ANU community, the ACT Indigenous community and the Australian Community

The TJIHEC has continued to develop College based support mechanisms for 2012 and has worked with the Pro-Vice Chancellor Student Experience to create accommodation scholarships for Indigenous students. As in previous years the centre has worked very closely with the colleges to identify students at risk. Colleges have continued to assist in identifying these students and have engaged and referred students to the TJIHEC where a personalised support plan is developed should the student accept the support.

In 2012 a redesign of the student centre increased the study areas available for students – the centre is operational on a 24 hour schedule allowing students access to all the facilities. Students who attend the centre work in a diligent manner and are supported in a culturally safe environment.

## SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

### Indigenous higher education expenditure 2012

#### INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$574,000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. <b>(Report expenditure separately)</b>	\$72,434
3	<b>TOTAL ISP income for 2012</b>	<b>\$ 646,434</b>

4	<b>EXPENDITURE of Indigenous Support Program (ISP) 2012 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b> <ul style="list-style-type: none"> <li>• Salaries</li> </ul>	\$451,168
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. <b>New computers in the ISU</b> ). <ul style="list-style-type: none"> <li>• Motor vehicle for Community/schools Engagement</li> </ul>	\$35,440
4c	Higher education provider overheads. <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Office Expenses</li> </ul>	\$31,073 \$8,563
4d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> . <ul style="list-style-type: none"> <li>• Conferences and school visits</li> <li>• Publications</li> </ul>	\$37,670 \$10,086
4e	<b>Total Indigenous higher education expenditure for 2012</b>	<b>\$574,000</b>

5	EXPENDITURE of <u>Indigenous Support Program carry over funds 2012</u> (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please) <ul style="list-style-type: none"> <li>Salaries – enabling program</li> </ul>	\$32,815
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU). <ul style="list-style-type: none"> <li>Upgrade of facilities – conducive studying environment</li> </ul>	\$39,619
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$0
5e	Total expenditure of carry over funds.	\$72,434

**\* Item 4**

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

Expenditure of the Indigenous Support Program Grant is overseen by the Director of the TjIHEC in close consultation with the Pro-Vice Chancellor Student Experience. Discussions are held on a regular basis on tracking funds and expenditure in accordance with ANU regulatory reporting.

- SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

Please nominate contact officers for all policy and operational matters regarding your Indigenous education statement, including name(s), position title, phone number and email address.

Where your IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

**Indigenous Education** Anne Martin, Director TjIHEC

**University Officer** Professor Richard Baker, Pro-Vice Chancellor Student Experience