



The University of Sydney

Indigenous Education Advisory Committee

Secretary: Sally Paynter

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NOTICE OF MEETING

A meeting of the **Indigenous Education Advisory Committee** will be held at **2.00pm** on **19 August 2009** in the **Western Tower Room, A14**

Members who are unable to attend are asked to notify Sally Paynter at the above address. Enquiries concerning this meeting may also be directed to Sally.

Sally Paynter
14 August 2009

Agenda

1. Apologies

Apologies have been received from: Dr Melanie Collier and Dr Margaret Edmond.

2. Welcome to new members

The following faculty representatives have been nominated by their deans to membership of the Indigenous Education Advisory Committee:

Professor Anne Boyd, Conservatorium of Music

Professor Greg Patmore, Faculty of Economics and Business

Dr Thalia Anthony, Faculty of Law

Dr Melanie Collier, Faculty of Veterinary Science

Dr Danie Mellor, Sydney College of the Arts

Dr Lisa Pont, Faculty of Pharmacy

Mr John Grootjans, Faculty of Nursing and Midwifery

The Chair along with members of the Committee welcomes Professors Boyd and Patmore, Drs Anthony, Collier, Mellor and Pont and Mr Grootjans to their first meeting.

3. Minutes of previous meeting *(pages 4-7)*

Recommendation

That the Indigenous Education Advisory Committee adopt the minutes of the previous meeting held on 24 June 2009 as a true record.

4. Matters arising from Minutes (not dealt with elsewhere in the Agenda)

5. Report of the Chair

5.1 Indigenous Education Review update

Members would be aware that the final stage of the Review has been completed and a Final Report has been completed. We have experienced some delays in arranging the final sign-off of the Report by Panel members due to ill health and pressing work commitments. I am pleased to report that the Panel members are now set to return to the University next month to officially present the Final Report to me, the Vice-Chancellor and the Provost. Until this time the report remains confidential however once appropriate discussions have concluded between the Panel and Senior Management there will be continued consultation with this Committee and the wider University in relation to proposed recommendations for change in this area.

5.2 Deadly Kids Doing Well

I am pleased to report that we have contributed funding to an initiative developed by the Department of Education and Training to celebrate the achievements of Aboriginal students across the 228 schools in the Sydney Region. The event is called the 2009 Deadly Kids-Doing Well Award and aims to recognise the many Aboriginal students in the Region that are doing well and achieving improved results. These successful students, their families and their principals will gather to celebrate their achievements at a presentation on 18 September at the Carriage Works Theatre. The University's financial contribution will go towards funding these awards.

5.3 Aboriginal Studies Association Annual Conference

The Australian Studies Association is working in partnership with the Koori Centre and the NSW Aboriginal Education Consultative Group (AECG) to develop a comprehensive Professional Learning program for teachers implementing Aboriginal Studies and Indigenous perspectives across the curriculum from K-12. The ASA will hold an Annual Conference in November 2009 which will be hosted by the Koori Centre. I am pleased to report that the University has contributed funding to cover the conference costs. This funding will enable the ASA to lower the conference fee making it more affordable for teachers and/or their schools to allow them to attend.

5.4 Indigenous Student Accommodation

(pages 8-9)

An Inter-Institutional meeting to discuss on-campus Indigenous accommodation, Scholarships/Bursaries and mentoring support at the University was hosted by St Andrew's College in July 2009. Representatives from all the residential colleges, the Koori Centre, the Executive Director of Sydney University Sport and Fitness and AIME attended.

Discussions focused on the success of the AIME initiative, seeking opportunities for more coordination in terms of what Indigenous accommodation and other scholarships were available and how the residential colleges may best liaise with the University about these issues.

It was noted that a workshop/forum should be held in which representatives from the colleges could meet with members of the Indigenous Education Advisory Committee and staff from accommodation services to discuss issues relating to Indigenous students accommodation.

Minutes of the meeting are attached for the Committee's information

Recommendation

That the Indigenous Education Advisory Committee

6. Indigenous Support Allocation Funding (pages 10-14)

At its last meeting, the Committee discussed the proposed Indigenous Support Allocation funding. The Committee endorsed the proposed grant scheme, subject to confirmation that the Indigenous student scholarships fund would be maintained that the proposed grants would not reduce the funding available to scholarships.

The associated documentation has been updated to reflect the Committee discussions and suggested amendments. The proposal has been referred to the Deputy Vice-Chancellor (Education) and will be considered at the next SEG Education Committee meeting.

The proposed timeline for the application and selection process is:

Early September – approval by SEG

Mid September – Call for applications

End October – Applications close

Mid November – Announcement of grants outcomes

2010 – grants commence

The specific dates will be confirmed following the approval process. Work is continuing on refining the administration processes and consideration is being given as to how to launch the grants.

Recommendation

That the Indigenous Education Advisory Committee note the report.

7. Any other business

8. Next meeting

The next meeting of the Indigenous Education Advisory Committee will be held on Wednesday 30 September 2009 at 2pm in the Western Tower Board Room A14.

Agenda Item 2

Unconfirmed Minutes of the Indigenous Education Advisory Committee held on Wednesday 24 June 2009

There were present: The Acting Chair of the Indigenous Education Advisory Committee, Ms Janet Money (Director, Koori Centre), Dr Lilon Bandler (Indigenous Health Education, Faculty of Medicine), Dr Maree Murray (Assistant Director, Staff and Student Equal Opportunity Unit), Dr Stuart Rosewarne (NTEU Indigenous Member Caucus), Ms Michelle Blanchard (Director, Koori Centre), Ms Vicki Bradford (Faculty of Nursing, Midwifery and Health), Ms Sally Farrington (Head, Yooroang Garang), Mr Colin L James (Director I.B Fell Housing Research Council), Ms Rashmi Kumar (President of SUPRA), and Ms Lynette Riley (Academic Co-ordinator, Koori Centre). Ms Keri Neveldsen was in attendance.

1. Apologies and acknowledgement

Apologies have been received from Professor Derrick Armstrong, Dr Ann Cheryl Armstrong, Dr Margaret Edmond and Mr Vladimir Williams.

Ms Vicki Bradford was thanked for her contributions to the Committee and members wished her well on her 18 months leave.

2. Minutes of previous meeting

Resolution 13/09

That the Indigenous Education Advisory Committee adopt the minutes of the previous meeting held on 22 April 2009 as a true record.

3. Matters arising from Minutes (not dealt with elsewhere in the Agenda)

3.1 Indigenous Education Review

Members noted that the Review Panel had met on Monday and Tuesday to finalise the report and recommendations. The report would be referred to the Deputy Vice-Chancellor (Education) and the Vice-Chancellor and would be circulated to members as soon as possible.

3.2 Indigenous student accommodation

At the last meeting, the Committee recommended that an Indigenous students accommodation workshop be held to bring together representatives from CIS, the Accommodation Service, and the IEAC to discuss the current housing situation and develop strategies for the future.

Members were advised that a number of Colleges had expressed interest and work was underway to arrange the workshop and it was suggested that representatives Yannadah at Cumberland and accommodation at Camden be included.

The meeting was advised that the Aboriginal Housing Company was developing a proposal to build accommodation possibly using the old Railway View Hotel site and discussions would take place with the University.

Committee members noted that there had also been some discussion about The Settlement making available one of three houses it owned in Chippendale to be used as a pilot project. One house was currently used for social work students who undertook field placements working in The Settlement.

3.3 Indigenous restaurant in Victoria Park

At the last meeting, the Committee was advised on possible developments in the Gardner's Lodge in Victoria Park.

Members noted that work was progressing on attracting Expressions of Interest and that the University would be asked to what degree they would support proposed plans.

Suggestions of how to use the site included possible café or restaurant, eucalyptus sauna bath, and possible museum or gallery space. It was suggested that a gallery space could include a pictorial history of Indigenous education at the University of Sydney.

4. Report from the Indigenous Scholarship Working Group

Recommendations from the Indigenous Scholarships Working Group had been circulated to members for consideration and comment prior to the meeting.

Following further consideration the Working Group noted the following in relation to the issues raised in the report:

Issue 5 – this issue dealt with the timing of the approval of funds and the resultant reduction in marketing opportunities. The aim was to achieve certainty in funding from one year to the next. The Committee agreed to a slight wording change to better reflect this.

Issue 6 – this issue had also been raised at previous Committee meetings. This needed to be clarified to reflect that there would be a maximum of 10 scholarships to be awarded to students who gained a UAI of 85 or greater. It was acknowledged that this was a special category for high achievers.

The Committee was reminded that there would be changes to the UAI in 2010 and that whilst it would be unlikely that the criteria would need to be changed significantly, it should be reviewed once the changes were in place.

Issue 9 – the Director of the Koori Centre noted that funding had been earmarked for an indigenous awards night later in the year and that this recommendation was also supported by recommendations arising from the Academic Board review.

Issue 10 – it appeared that changes in the federal budget to students from 2010 would increase the “income bank” to \$12,000 before it impacted on assessable income.

The Committee agreed that there also needed to be a general review process incorporated into the recommendations.

It was agreed to include a recommendation to investigate the need for scholarships to support practicum and placements. Suggestions for models included the Aboriginal Education Council Margaret Ida Howie awards for their conditions and also the Brown and Thompson fellowships.

The recommendations in the report would then be re-ordered to better align with the issues.

It was agreed that the proposed changes would be circulated for comment and agreement before being referred to the Deputy Vice-Chancellor (Education).

Resolution 14/09

That the Indigenous Education Advisory Committee

- (i) endorse the recommendations in the Indigenous Scholarship Working Group report, subject to proposed changes being circulated and agreed; and

- (ii) recommend to the Deputy Vice-Chancellor(Education) that he forward the proposal to SEG Education Committee for consultation.

5. Indigenous Support Allocation Funding

The proposed Indigenous Support Allocation Funding was circulated to members for consideration and comment prior to the meeting.

During discussion it was noted:

- advertising for applications could be similar to that used for TIES grants and also through the Koori Centre and Yooroang Garang and possibly the Research webpage;
- an all staff email would also promote the scheme, and a launch could be provide positive encouragement for the new initiative; and
- it could be clarified that proposal could cover more than one year to encourage sustained research.

The Committee agreed that the grants should be reviewed in three years. This should include ensure that the grants are helping the University fulfil its AEP goals. It was also agreed to include provisions for successful grant holders to provide regular reports through the process, particularly where grants were longer than one year. It could be appropriate to follow-up at the three and six month marks to check on progress in the initial stages.

Members were concerned about the management of the process and would encourage some funding be directed towards this to ensure the scheme is well supported. There was some concern that applicants could require assistance with the applications and a mechanism for this could be considered to ensure equity of processes.

Committee members agreed that the membership of the selection committee needed to more explicitly provide for equitable representation and particularly encouraged indigenous representation and the inclusion of an indigenous student representative.

The Committee also sought confirmation that the Indigenous student scholarships fund would be maintained and that the proposed grants would not reduce the funding available to scholarships.

Resolution 15/09

That the Indigenous Education Advisory Committee:

- (i) endorse the proposal to fund programs that promote Indigenous education and encourage and support Indigenous students, subject to the changes discussed; and
- (ii) recommend to the Deputy Vice-Chancellor(Education) that he forward the proposal to SEG Education Committee for consultation.

6. Indigenous Education Statement 2008

Ms Janet Money (Director, Koori Centre) was working with the office of the Deputy Vice-Chancellor (Education) to provide the annual Indigenous Education Statement DEEWR which was by 30 June.

Resolution 16/09

That the Indigenous Education Advisory Committee note the report.

7. Cadigal Special Entry Program

It was suggested that the Committee recommend that the Cadigal Program criteria be reviewed at both the undergraduate and postgraduate level.

This was particularly timely with increased moves towards graduate entry, particularly in Health Sciences. It was also noted that at the undergraduate level, other institutions were making preliminary offers whilst students were still at school based on a Principal's report.

It was agreed to ask Michelle Blanchard (Deputy Director, Koori Centre), Sally Farrington (Head, Yooroang Garang) and Tanya Griffiths (Cadigal Officer) to examine the criteria and report back to the Committee on possible amendments.

Resolution 17/09

That the Indigenous Education Advisory Committee request that proposed changes to the Cadigal Special Entry Program be considered and recommended to the next meeting of the Committee for consideration.

8. Any other business

8.1 Indigenous staff numbers

The Committee was advised that the University now had a total of 66 Indigenous staff members, the highest number to date.

9. Next meeting

Members noted that the meeting of the Indigenous Education Advisory Committee would be held on Wednesday 19 August 2009 at 2pm in the Western Tower Board Room A14.

Minutes of Meeting 9 July 2009

From Ivan Head at St Paul's

Inter-institutional meeting to discuss on-campus, indigenous accommodation, scholarships/bursaries and mentoring support at University.

- Place : St Andrews College
- Date: Thursday 9 July, 12.30 - 2.30
- Host: Wayne Erickson Principal St Andrew's College
- Attendance: Sally Paynter (representing Prof Derrick Armstrong, DVC Education)
Jack Manning Bancroft, CEO AIME
Geoff Lovell, Chair AIME
Paul Sinclair, Education Director AIME
Michelle Blanchard, Deputy Director The Koori Centre
Hamish King, Senior Student St Paul's College & AIME mentor
Michael Bongers, Rector St John's College
Dr Jane Williamson, Principal Women's College
Wayne Erickson, Principal St Andrew's College
Leonie Lum, SUFS Programs Manager and Intercoll Liaison
Robert Smithies, Executive Director SUFS
Dr Ivan Head, Warden St Paul's College
- Apologies: Jessica Carroll, Director International House
Rev'd D Russell, Master Wesley College
Shana Kerlander, CEO Mandelbaum College
Dr Marie Leech, Principal Sancta Sophia

I have constructed this Minute to express possible directions that this as yet informal group could take on the basis of what we discussed over lunch.

1. Heads of Colleges can continue to work together to develop *shared institutional approaches to indigenous accommodation and educational life on campus*. This could include supporting a process of *collating scholarships or bursary support available to indigenous students*, and to students working in the context of AIME and other mentoring groups – thus, in liaison with the range of institutional support for indigenous students – and helping to create synergies between them
2. Each college can be encouraged to continue to take initiatives with their own specific in-house scholarship/bursary programs and student networking.

3. The value of conversation between institutions was evident and an ongoing conversation between the office of the DVC Education, the Koori Centre, AIME, SUFS, the Heads of Colleges and other relevant parties should be continued. Heads of College as a campus based group could support (three times a year?) round-table meetings.
4. Heads of Colleges could support AIME in its national plans at the next AHAUCHI meeting in September in Fremantle, WA. Most Heads of Colleges, Halls and Houses will attend this meeting and a single presentation from AIME would have a wide audience. [Association of Australian Heads of University Colleges and Halls Inc.]
5. Local Colleges could be asked to consider expanding their non-resident membership and tutorial program, specifically with AIME-mentored students in mind. This could be valuable where residential membership of a college was not possible. Off-campus students of the University could be offered a guest meal and a tutorial program on a continuing basis. This could be developed in close consultation with AIME and could see good results for minimal cost.
6. Reference was made to “one click full resource information” being made available in the near future as a primary aid to indigenous students entering university.
7. Reference was made to an imminent publication of a senior level *Review of Indigenous Education* and it was thought that today’s group should receive and reflect on that report when it became available (see point 3 above).
8. AIME noted that it intended to launch its National Council on 4 August 2009 and that a body of significant Australian citizens would support its national aims. The aim is to have 5,000 young indigenous Australians across the nation mentored to Year 12 by the year 2014 with a 30% admission rate to tertiary institutions, well in advance of the present rate. Present program goals are to operate in five NSW sites within 25 minutes of the local university.
9. AIME noted the need for a “my own two feet” approach so that students retained a sense of the value of their own efforts and work.
10. Threshold barriers were also noted both for mentors and the mentored. Similarly, AIME maintained that both mentor and mentored are changed in their educational encounter and that the benefit flows in both directions (mutuality). It is part of reconstructing what it means to be black and what it means to be white in Australia and what it means to teach and be taught.
11. Reference was made to the Cherbourg School in South-east Queensland and the significant educational achievements led by Dr Chris Sarra (now Director of the Indigenous Leadership Institute). The phrase “young, black and deadly” received an airing as did an approach that insisted on ending any emphasis on “collusion in failure”.
12. AIME stressed that its program had a low cost per school for participation (confined to teacher relief and transport) and mentioned that AIME received no direct government assistance.

13. It was noted that the residential colleges are well placed to become the primary source of trained mentor tutors in the national AIME program.
14. AIME's educational method was tested and replicable, and mentoring had a definite educational structure to it that included outcomes-based measured interaction.
15. It was noted that many residential colleges are presently active in the provision of scholarships and other support mechanisms. Initiatives of Wesley College, St John's College, Women's College and Colleges on other campuses were mentioned. Jack Manning Bancroft referred to his time at St Paul's and it was noted that some independent secondary schools have significant indigenous scholarship programs.
16. Threshold obstacles were noted including the innate conservatism of some of the traditional owners of college traditional traditions. Initiatives need to be developed to overcome stereotypes that have ended in the non-meeting of peoples. "Will you walk with us?" was a good slogan.
17. The lunchtime meeting followed on from a morning presentation to the NAAUC Conference of college students from around Australia that was being hosted by St Andrew's College. Jack and Paul had spoken to a group of 150+ college students from all around Australia and had told the AIME story from its small and personal beginnings in 2005 to its present position in mid 2009 where it is poised to take its program nationally and indelibly over the next five years.

Rev'd Canon Dr Ivan Head, Warden St Paul's College

**PROPOSAL TO FUND PROGRAMS THAT PROMOTE INDIGENOUS EDUCATION
AND ENCOURAGE AND SUPPORT INDIGENOUS STUDENTS**

Recommendation

The Indigenous Education Advisory Committee considered and endorsed the enclosed recommendations relating to the enclosed proposal to fund programs that promote Indigenous education and encourage and support Indigenous students at its June 2009 meeting.

The Indigenous Education Advisory Committee recommends to the Deputy Vice-Chancellor that he approve the introduction of a grant scheme for projects that promote Indigenous education and encourage and support Indigenous students.

In making this recommendation the Committee sought confirmation that the Indigenous student scholarships fund would be maintained and that the proposed grants would not reduce the funding available to scholarships.

Background

The Indigenous Education Advisory Committee was asked to consider approving a new process for the allocation of Indigenous Support Allocation funding to support programs already running and/or provide financial support for developing new programs that promote Indigenous education and encourage and support Indigenous students.

Funding worthy Indigenous support programs in this way will enable the University to coordinate and strategise initiatives across faculties and the broader University community.

The following documents have been updated to reflect the final considerations of the Committee.

The Committee believe the grant scheme should be reviewed three years after their introduction. This should include an assessment of whether the grants are helping the University fulfil its AEP goals.

The Committee had recommended that the grant process be modified to provide for successful grant holders to report regularly for the duration of the grant, particularly where grants extended over one year. It was suggested that it would be appropriate to follow-up at the three and six month marks to check on progress in the initial stages.

In recommending the incorporated changes particularly including the review and reporting requirements, the Committee was mindful that this would increase the administrative burden, but felt that this would help ensure the success of the grants whilst providing for early intervention where necessary. It was therefore recommended that additional funding be directed to supporting the management process and some consideration be given to research opportunities relating to the grant scheme.

Committee members expressed some concerns about ensuring equity of access for applicants, noting that some applicants could require assistance with the applications and process and a mechanism for ensuring equity should be considered.



DRAFT

Grants for projects that promote Indigenous education and encourage and support Indigenous students

Overview

The Deputy Vice-Chancellor (Education), with the endorsement of the Indigenous Education Advisory Committee, has established a grant scheme to fund projects that promote Indigenous education and encourage and support Indigenous students. These grants will assist programs already running and/or provide financial support for developing new programs to address relevant issues affecting Indigenous students.

Applicants may apply for up to \$50,000 for any one grant. Applications seeking more than \$50,000 will be considered if they are able to match the amount over \$50,000 funding dollar for dollar. This additional funding may be contributed by faculties or other sources.

Applications will be reviewed by a Selection Committee appointed by the Deputy Vice-Chancellor (Education) and approved by the Indigenous Education Advisory Committee.

Successful applicants will be required to present on the outcomes of their projects to the Indigenous Education Advisory Committee.

Eligibility

All members of the University community who promote Indigenous education and encourage and support Indigenous students are eligible to apply for a grant. They include:

- staff and/or student organisations e.g. SUPRA
- academic and/or administrative staff units e.g. Student welfare services
- individuals or groups of Academic or General staff e.g. library or IT services
- individuals or groups supporting the undergraduate or postgraduate student experience e.g. First Year Coordinators

Note: applications from individual students will not be considered.

Selection Criteria

Projects funded are expected to lead to the enhancement of Indigenous student learning, motivation to learn and/or student experience that benefits a significant number of Indigenous students directly.

Applications should describe a specific service, initiative or project and how it will target and enhance the identified needs of Indigenous students. Applications should reference relevant evidence and University documents including the SCEQ results

1. An application for funding should include:
 - the aims of the program and intended outcomes

- a detailed budget and identification of resources
 - a timeline
 - an indication of the assessment which will be used to evaluate the success of the project.
2. Applications are required to demonstrate alignment with at least two of the following University strategies for Indigenous education:
- To improve access and participation to all academic programs of the University of Sydney for Indigenous Australians.
 - To improve retention rates and successful outcomes for Indigenous Australian students at undergraduate and postgraduate levels.
 - To provide curricula and modes of course delivery which are informed by current research and the needs of Indigenous Australian communities.
 - To recognise and promote understanding of and respect for Indigenous Australian peoples, their knowledge and cultures.
 - To develop research activities by Indigenous Australian staff and students, especially research which responds to the needs of Indigenous Australian communities.
 - To develop the staffing profile of Indigenous academic and general staff of the University.
 - To ensure that Indigenous issues and knowledge are included in the core University goals of Learning and Teaching, Research and Community Engagement and in all activities
3. Whilst the project itself may be new, applications should describe the project as an innovation that complements, enhances, or integrates with current initiatives.
4. Applications should provide an explanation of how the project may be replicated and best practice disseminated across the University.

Selection Committee

A Selection Committee will be appointed by the Deputy Vice-Chancellor (Education) and approved by the Indigenous Education Advisory Committee.

The Selection Committee will include:

Deputy Vice-Chancellor (Education) or nominee, who shall be Chair
 Director of the Koori Centre
 Director of the Institute for Teaching and Learning, or nominee
 Director of Student Administration and Support, or nominee
 One member of the Indigenous Education Advisory Committee
 An Indigenous student representative

Application Process

Applications should be made directly to Sally Paynter, Executive Officer (Learning and Teaching).

Applications are due by **DUE DATE TO BE CONFIRMED.**

An electronic copy of the complete application should also be sent to: sallyp@usyd.edu.au. Applications (of no more than 10 pages in total) must include an original plus six copies of each of the following:

- Application Form
- Application addressing the Selection Criteria
- Statement in support of the project
- Budget for the funding of the project
- Timeline indicating key project milestones and progress reporting dates



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Grants for projects that promote Indigenous education and encourage and support Indigenous students

2009 Grant Application Form

Project Title

Brief Project Description (max 50 words)

Duration of Project (months/years)

Total \$ Amount of Project requested

If Application is under \$50,000, has the project received any other funding?

If Application is over \$50,000, where is the matching \$ coming from?¹

Faculty Account Code for grant

¹ For amounts over \$50,000, the component over \$50,000 is \$ for \$.

Contact details (for principal applicant)	
Title	
First name	
Last name	
Faculty, and School (if applic)	
Email address	
Telephone	
Facsimile	

Please list names of **other grant applicants** (to a maximum of four), if applicable.

Title	First name	Last name

Principal Applicant's Declaration	
I (print name of principal applicant) agree to supply an acquittal on this grant.	
Signature:	Date:

Head of School/Department/Dean of Faculty	
I (print name) support the project and have been consulted in its development. I am satisfied that this Project aligns with the University's strategies for Indigenous education.	
Signature:	Date: