

INDIGENOUS EDUCATION STATEMENT

University of Wollongong

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

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

The Woolyungah Indigenous Centre (WIC) has been established as the primary focus for Indigenous higher education outcomes at the University of Wollongong. WIC provides a central hub for Indigenous student access and support activities, teaching, learning and research in Indigenous studies as well as a visible centre for engagement with the Indigenous community.

In order to improve Indigenous student access to all areas of study offered by the University, support current students, promote Indigenous scholarship and improve the employment and professional development of Indigenous staff, the Woolyungah Indigenous Centre works in close collaboration with the Faculties, Divisions and Units of the University. The University also has developed Indigenous specific programs and/or has Indigenous staff located within some faculties; notably the Faculties of Health and Behavioural Sciences, Education, Creative Arts and Commerce. WIC works closely with these Faculties as well as with Units including the Equal Employment and Diversity Unit (EED), the Scholarships Office, UniAdvice student recruitment, and the Campus Mangers of the University's satellite campuses and education centres, to ensure well coordinated and culturally effective practices across the institution.

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

The University's Indigenous Education Statement is underpinned by a number of shared Principles articulated in the University of Wollongong Strategic Plan 2008-2010
<http://www.uow.edu.au/planquality/strategicplan/index.html>. These include:

- *Indigenous perspectives and reconciliation*
- *Community partnerships and mutual development*
- *Equity and social justice*

Improved higher education outcomes for Indigenous Australians are also embedded the following Core and Enabling Goals of the University's Strategic Plan:

Goal 3: Dynamic engagement with our communities, Obj 1,3

Goal 4: Students engaged with learning and University life. This goal includes a strategy to: 'Promote Indigenous cultural understanding and appreciation' Obj 1,2,3

The *Respect for Diversity Policy* specifically supports Indigenous perspectives and reconciliation.

At the Unit level the principal planning document is the Woolyungah Indigenous Centre's Professional Unit Business Plan, an internal planning document which describes the Unit's role in supporting University of Wollongong Goals and Objectives and sets out its core business objectives and activities. The future directions and priorities set out in the 2008-10 Woolyungah Indigenous Centre Business Plan include:

- Strengthen strategic links with local communities, schools, TAFEs and other educational institutions across the region
- Firmly establish the Indigenous Education and Employment Consultative Committee as a mechanism for increased external advice and participation of Aboriginal and Torres Strait Islander peoples in decision-making within the University.
- Increase marketing of University to prospective Indigenous students in close cooperation with

- UniAdvice and other relevant sections of the University
- Build the capacity within WIC and regional campuses to support ATSI students enrolled across all campuses throughout the University
- Improve the Indigenous student experience by providing improved academic and other support for Indigenous students
- Support Indigenous student leadership and representation
- Increase the prominence and status of Indigenous studies as a core intellectual endeavour by building on the existing strengths of the academic program and staff expertise of WIC
- Strengthen the Centre's engagement with the Faculties and units across the University
- Maintain the excellence of the Aboriginal Studies Program
- Develop partnerships at the regional, national and international levels
- Increase the research capacity of WIC by developing areas of research strength

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

The AEP goals (paraphrased) relating to higher education are to:

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| 1 | <p>Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.</p> <p><u>Strategies implemented and evidence that the strategies are working:</u></p> <ul style="list-style-type: none"> ▪ Indigenous staff currently participate in the governance of the institution through membership of various University and Faculty Boards and Committees including: <ul style="list-style-type: none"> - Professor Kathleen Clapham and Professor Paul Chandler are members of the Academic Senate which is the peak body for advising the University Council and the Vice-Chancellor on academic matters and broad issues which affect the academic excellence of the University. - Professor Kathleen Clapham and Professor Paul Chandler are members of the University Research Committee. - Human Research Ethics Committee currently includes an Indigenous representative (Aunty Barbara Nicholson) as one of its members - Indigenous academics are members of the following Faculty Committees: Arts, Education, Creative Arts, Medicine and Health & Behavioural Sciences; and Faculty Education Committees (Arts, Education and Health & Behavioural Sciences). - Indigenous academics participate in Research Groups, Clusters and Networks reflecting the University's research strengths; including the Centre for Canadian-Australian Studies (CCAS); and Literature, Identity and Culture (LICS). - Indigenous academics are consulted, through the ethics approval process, on research project proposals involving Indigenous participants and or issues when appropriate.
 ▪ Indigenous leaders hold the following roles and responsibilities: <ul style="list-style-type: none"> - Professor Kathleen Clapham is the Director of the Woolyungah Indigenous Centre. Her responsibilities include leadership in the coordination and development of Aboriginal Studies in the University, including leading research development in Aboriginal Studies, leadership in the Aboriginal Studies Board of Studies and oversight of the management of the Centre. - Professor Paul Chandler is the Dean of the Faculty of Education and is responsible for academic programs and management of that Faculty. - Indigenous academics within WIC and the Faculties teaching provide leadership in the teaching and learning of Indigenous Studies.
 ▪ The Indigenous Education Unit's (IEU) part in decision making processes include: |
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	<ul style="list-style-type: none"> - The Director of the WIC is an ex officio member of the Academic Senate - The Director of the WIC chairs the Indigenous Education and Employment Consultative Committee (IEECC) which is a forum for consultation and collaboration and to make recommendations to the Vice Chancellor in relation to the University's Indigenous programs and students support services. IEECC members include Aboriginal community representatives as well as those from government, non-government, and the education sector. <ul style="list-style-type: none"> ▪ Additionally, the University consults with Aboriginal professionals and community members regularly through the following groups and forums: <ul style="list-style-type: none"> ▪ <i>NSW Aboriginal Education Consultative Group Inc. (AECG)</i> ▪ the National Indigenous Higher Education Network (NIHEN) ▪ the NSW& ACT Higher Education Network Aboriginal Corporation (HENAC), ▪ Illawarra Aboriginal Community Based Working Group (IACBWG) <p><u>Constraints on our ability to achieve the AEP goals:</u></p> <ul style="list-style-type: none"> ▪ There are currently no Indigenous representation on the University Council which is the University governing authority ▪ Few senior Indigenous academics in decision making positions. ▪ Relatively small numbers of Indigenous staff across all areas of the University ▪ The location of the IEU within a Service Division restricts the opportunities for academics within that unit to participate fully in the academic decision making committees (Education and Research) normally available within Faculties. <p><u>Plans for future improvement to existing strategies and new strategies:</u></p> <ul style="list-style-type: none"> ▪ The 2008 Indigenous Employment Strategy addresses the need to increase number of Indigenous academics. ▪ Increased promotion and staff development opportunities for Indigenous staff. ▪ The position of academics within the IEU and the relationship between the IEU and Faculties is currently being reviewed. ▪ The University has recently appointed an Indigenous community representative to the University of Wollongong's Community Reference Group to act as a link between the community and University and to debate issues raised in the development and implementation of the University's Strategic Plan. 	
2	<p>Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.</p> <p><u>Strategies implemented and evidence that the strategies are working:</u></p> <ul style="list-style-type: none"> ▪ The Indigenous Employment Strategy 2008 – 2011 is publicly available on the University Web site. ▪ This Strategy was developed by a representative committee of Indigenous and non-Indigenous staff members, led by the Indigenous Employment Officer and the Director, Employment Equity and Diversity (EED). <ul style="list-style-type: none"> - Committee members included: <ul style="list-style-type: none"> - Director Woolyungah Indigenous Centre - Dean Education - Indigenous General Staff Member - Recruitment Manager - Two non-Indigenous EED Committee members ▪ Consultation with the broader University community and the relevant Indigenous and non Indigenous external stakeholders was facilitated through the EED Committee. ▪ The Indigenous Employment Framework, within the Indigenous Employment Strategy, outlines the proposed strategies for increasing Indigenous employment at the University of Wollongong. ▪ As at December 2008, The University employed a total of thirty Indigenous employees. 	

	<p>For position titles and level of employment, and locations of employment in the University, please see document attached.</p> <ul style="list-style-type: none"> ▪ UOW has a target of 3% Indigenous employment, The 2007 figure was 28 staff. The 2008 figure is 30 made up of 17 general staff and 13 academic staff. These figures represent 2.34% of general staff, 1.2% of academic staff and 1.8% overall. ▪ The Indigenous Employment Officer, who is employed within the Employment Equity and Diversity Unit, is working closely with the WIC and external employment agencies to explore ways to maintain our target for general staff and improve employment of academic staff. Indigenous employment outcomes are articulated within Faculty business plans. ▪ There are currently 19 Indigenous-designated positions at the University of Wollongong. ▪ The University received \$18,710 for the Structured Training and Employment Project (STEP) in the 2008 calendar year. ▪ The University has introduced a Three Year Indigenous Traineeship with the aim to improve employment opportunities at the University for Indigenous people who undertake a traineeship. <p><u>The role played by your IEU in improving Indigenous employment at your institution.</u></p> <ul style="list-style-type: none"> ▪ The Director of WIC was a member of the steering committee to set up the Indigenous Employment Strategy. ▪ The Indigenous Employment Officer consults WIC on employment related issues. The Director of Employment Equity and Diversity reports on matters related to Indigenous Employment at the Indigenous Education and Employment Consultative Committee. <p><u>Constraints on our ability to achieve the AEP goals:</u></p> <ul style="list-style-type: none"> ▪ Lack of Indigenous applicants for available positions ▪ Relatively low levels qualifications and training of Indigenous people locally and nationally ▪ Relatively low levels of awareness of the need to increase Indigenous employment ▪ Low numbers of Indigenous PhD students available to take up academic positions. <p><u>Plans for future improvement to existing strategies and new strategies:</u></p> <ul style="list-style-type: none"> ▪ The revised 2008 Indigenous Employment Strategy 2008 is finalised and currently being implemented ▪ Traineeship programs will continue to be offered for three years and gradually expanded across the University. 	
3	<p>Ensure equitable access of Indigenous students to higher education.</p> <p><u>Strategies implemented and evidence that the strategies are working</u></p> <p>Access Rate: (Note: This is a count of students in courses, not distinct students; excludes student in enabling courses)</p> <ul style="list-style-type: none"> ▪ In 2008 there were <u>62</u> Indigenous commencing students. (. With transfers this number is 66). This compares to 9931 all students (or 11086 including transfers) and represents 0.66% Indigenous commencement at the Institution (unchanged from the previous year). ▪ In 2007 <u>61</u> Indigenous commencers (with transfers this number is 66). This compares to 9113 all students (or 10068 including transfers). <p><u>Programs run, through the IEU or otherwise, to improve access of Indigenous students.</u></p> <ul style="list-style-type: none"> ▪ The Alternate Admission Program (AAP) provides an opportunity for Indigenous 	

- people who may not have completed formal schooling to access tertiary study.
- Two enabling programs (STEP to UOW and the University Access Program) are offered by the Wollongong College Australia.

Details on outreach activities and their success in including and attracting Indigenous students.

- Uni Connections conducts outreach programs with disadvantaged high schools in the Illawarra and Shoalhaven regions, with a high priority on Indigenous students; successful campus tours were undertaken in 2008.
- In 2008 the University initiated the AIME Mentoring Program in the Illawarra; it operates in five local schools and has recruited 100 mentors in each of 2008 & 2009.
- In 2007 WIC recruited an additional full time Student Support Officer to work in collaboration with UniAdvice and internal stakeholders to recruit Indigenous school leavers.

Details of Indigenous-specific and other scholarships offered by your university.

- Commonwealth Scholarships including IAS, CECS Enabling, CECS Ordinary; CAS Enabling; CAS Ordinary.
- UOW Equity Scholarships of \$3000 for 1 year are offered to students with a demonstrated social or financial need.
- The Faculty of Education offers the Aunty Mary Davis Early Education of \$4000 pa over 4 years to students Full-time in their 1st year in a Bachelor of Early Childhood or Bachelor of Primary Education at the Wollongong Campus 2009
- The South Coast Labour Council and Woolyungah Indigenous Centre Community offers a Scholarship of \$2000 to a full time Indigenous student in their Honours year.
- The University has a number of non-identified Commonwealth Accommodation Scholarships available to students who demonstrate social and/or financial need.

Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up.

- In 2008 Commonwealth and other Scholarships were promoted to Indigenous students through targeted information sessions.
- In 2009 the UOW Scholarships Office developed a communications strategy aimed at the wide dissemination of information to eligible students. There is evidence that this strategy is having an impact on increasing number of applicants to Commonwealth scholarships.
- A total of 24 Commonwealth Scholarships (IAS, CECS, CAS) were offered to Indigenous students in 2008:

Type of Commonwealth Scholarship	Allocation	Scholarships Awarded	Remaining
IAS Indigenous Access Scholarships (\$ 4080pa)	18	11	7
CECS - Enabling= \$2162	10	3	7
CECS - Ordinary = \$2162		6	
CAS - Enabling (\$ 4324 pa)	4	0	4
CAS - Ordinary (\$ 4324 pa)	0	4	
TOTAL number of scholarships awarded to Indigenous students		24	

- In 2008 a total of 17 Aboriginal and Torres Strait Islander students were supported with Scholarships out of a total of 26 applications (5 through UAC and 21 direct applications), resulting in a success rate for Indigenous applicants of 81%
- The take up of targeted Indigenous Scholarships in 2008 depended largely on

matching individual student circumstances with the available category of scholarships; fewer enabling scholarships were awarded than undergraduate scholarships.

- The promotion and marketing of enabling courses to Indigenous people is a relatively new area of activity for the University.

The role played by IEU in seeking to improve Indigenous access to your institution:

- WIC has developed an action plan for increased Indigenous access and participation and hosted two workshops in 2009 to bring together key internal stakeholders a for more integrated approach to future planning, implementation, monitoring and evaluation of strategies.
- Coordination and delivery of the AAP program twice a year
- Coordination of specific marketing and recruitment activities (Indigenous Prospective Student Info Evenings) targeting Indigenous year 12 students.
- Development and implementation of an Indigenous marketing strategy which includes: attendance at career markets; targeted marketing information; regional and rural schools visits in collaboration with UniAdvice.
- Networking opportunities afforded by the large number of UOW Indigenous staff holding positions within local community organisations and networks including the Illawarra Aboriginal Community Based Working Group, regional and local AECG.
- Sponsorship of community events such as NAIDOC and Reconciliation week, and the Year 12 Indigenous graduations in the Illawarra and Shoalhaven.
- Field trips to South Coast and rural events.

Constraints on our ability to achieve the AEP goals:

- Relatively low levels of participation of Indigenous students in Year 12
- No existing channels of communication between WIC and the Wollongong College Australia (WCA) offering the enabling programs
- The full time UAP Summer Session Enabling program ran for the first time on the Shoalhaven with little time for marketing of the program.

Plans for future improvement to existing strategies and new strategies:

- A review of the AAP was undertaken during 2008 to identify how to improve the operation, timing and implementation of the AAP program. As a result 2 rounds of AAP are planned for 2010 admissions: October 2009 and January 2010
- Indigenous Prospective Student Information Evenings are planned for the Wollongong and Bateman's Bay campuses in 2009.
- In collaboration with UniConnections School campus tours and Aboriginal Studies study days are planned for Session 2 2009.
- The University continues to fund the AIME Mentoring Program, an outreach program linking local Indigenous high school students to mentors.
- There is increasing University expertise in the administering and dissemination information about Commonwealth and other scholarships to prospective Indigenous students. A review of Scholarships across the Institution is currently underway.
- A full time enabling program for mature aged Indigenous people (UAP) developed and offered for the first time in 2008 on the Shoalhaven Campus will be offered again in Summer Session 2009.
- Improved communications between WIC and WCA.
- Increased use of Indigenous student ambassadors, schools liaison, connections with TAFE Colleges.

4 **Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.**

Strategies implemented and evidence that the strategies are working

Participation Rate (Note: This is a count of students in courses, not distinct students; excludes student in enabling courses).

- In 2008 there were 151 Indigenous student enrolments. This compares to 23,981 all students and represents 0.62% Indigenous commencement at the Institution (a growth of 0.05% from the previous year).
- In 2007 there were 131 Indigenous student enrolments. This compares to 22,739 all students and represents 0.57% Indigenous participation.

Level and areas of study

- At census date 2009 there were 145 Undergraduate students enrolled; 16 postgraduate coursework students; 8 postgraduate research students and 5 enabling students. Indigenous student enrolment 2009 is spread across the Faculties: Arts (30), Commerce (26), Creative Arts (6), Education (32), Engineering (11), Health and Behavioural Science (40 including 1 in the Graduate Medical Program), Informatics (5), Law (8), Science (12) and Graduate Business School (1).
- The majority of Indigenous students (161) are located on the Wollongong campus, and 13 study on the University's satellite campuses and education centres.
- Numbers of qualified Indigenous teachers remain below the state average compared to non-Indigenous teachers. The numbers of Indigenous students enrolled in teacher training courses at UOW rose from 21 in 2008 to 32 in 2009.

Institutional strategies to address Indigenous participation, including involvement of WIC

- The University of Wollongong has a number of policies and initiatives supporting Indigenous staff and students. The **Respect for Diversity Policy** is designed so all staff and students can enjoy and benefit from an environment free from all manifestations of racism, and one which values and supports cultural and ethnic diversity (see http://www.uow.edu.au/about/policy/Respect_for_Diversity_Policy.pdf). The policy recognises racism is unacceptable and contrary to the University's objective of creating an environment which allows all students and staff to achieve their full potential.
- **Improvement in the achievement levels** of Indigenous students is also attained through ongoing close collaboration with Faculty Sub-Deans and Student Equity and Diversity Liaison Officers (SEDLOs).
- **Flexible delivery** of the first, second and third year undergraduate subjects continue at the Nowra, Moss Vale, Bateman's Bay and Bega Centres.
- **Indigenous tutors** are employed at the Bega and Shoalhaven campuses.

Constraints on our ability to achieve the AEP goals

- Social and economic disadvantage continues to impact on the participation of Indigenous students in higher education.
- Limitations on the resourcing of Indigenous programs including student support.
- The attainment of this objective will require a much greater investment in staffing and other resources sustained over a longer period of time.
- Need to increase opportunities to collaborate with schools, community and other educational providers on targeted projects.

Plans for future improvement to existing strategies and new strategies:

- Providing support for successful transition of students, including Indigenous students, from admission to completion is emerging as a major focus for the University.
- In 2009 WIC participated in a University wide benchmarking exercise with the University of Tasmania to assess its performance across a number of indicators including the development, implementation, monitoring and evaluation of its strategies. Although the focus was on first year students the focus on transition through to completion will continue in the future.
- Prioritisation of the educational needs of Indigenous students on regional campuses.

5	<p>Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.</p> <p><u>Strategies implemented and evidence that the strategies are working</u></p> <p>Completions at Bachelor level and above:</p> <ul style="list-style-type: none"> ▪ In 2008 there were <u>36</u> Indigenous student completions. This compares to 6319 all students and represents 0.57% Indigenous completions at the Institution (a growth of 0.13% from the previous year). ▪ In 2007 there were <u>27</u> Indigenous student completions. This compares to 6021 all students and represents 0.44% Indigenous participation. ▪ The success rate for Indigenous students remains above the NSW and sector averages (Profile 2008). <p><u>Support mechanisms you have in place for Indigenous students, including the role of your IEU and Indigenous community involvement.</u></p> <ul style="list-style-type: none"> ▪ Woolyungah Indigenous Centre Student facilities are available to Indigenous students on the Wollongong campus, including 24 hours/7 days access to a student computer laboratory, kitchen and lounge. ▪ The WIC Manager (Student Support and Development) and two Support Officers facilitate personal and other support, outreach, advocacy and referral services to students ▪ Academic support is available to Indigenous students through the Indigenous Tutorial Assistance Scheme (ITAS). Through ITAS Indigenous students have access to quality tutors who assist the students in developing their skills to achieve academic success. WIC academics have expertise across a wide range of discipline areas mentor Indigenous students. ▪ WIC supports Indigenous student leadership and student led events. ▪ Students who gain entry in the University through the AAP are invited to attend an Indigenous Orientation Program conducted at WIC. ▪ An incentive scheme was introduced in 2009 to promote successful outcomes to students accessing ITAS. <p><u>Constraints on our ability to achieve the AEP goals</u></p> <ul style="list-style-type: none"> ▪ Student support services at UOW are dispersed across the Wollongong campus. The positioning of WIC remotely from other student services on the Wollongong campus requires additional efforts by WIC student support team to coordinate, participate in and liaise with relevant sections of the University. ▪ Space restrictions within WIC limits students uptake of ITAS. ▪ Academic staff workloads limits informal academic support time available. ▪ There are practical difficulties of supporting Indigenous students on regional campuses as there are is designated Indigenous physical spaces or Indigenous staff employed to support students on any of the regional campuses. <p><u>Plans for future improvement to existing strategies and new strategies:</u></p> <ul style="list-style-type: none"> ▪ WIC has addressed the need for better uptake of ITAS by students through increased administrative support to the ITAS program and is implementing strategies to increase monitor student progress and reward success. ▪ Establishment of Indigenous alumni database and newsletter.
6	<p>To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.</p> <p><u>Strategies implemented and evidence that the strategies are working</u></p> <ul style="list-style-type: none"> ▪ Indigenous perspectives are not uniformly included across all curricula at UOW where there has been a strong focus on flexible course structure and student choice. ▪ Several programs have the provision of Indigenous perspectives as their key

underlying rationale, notably the Aboriginal Studies Major which is an interdisciplinary program offered as a major area of study within the Bachelor of Arts degree.

- **Both Aboriginal and non-Aboriginal students** may enrol in any of the subjects offered in the major, which is designed to:
 - Introduce non-Aboriginal students to Aboriginal perspectives on Aboriginal societies, cultures and histories;
 - Provide Aboriginal students with a means to further develop their understandings about their own society, culture and history.
 - Aboriginal staffs have a significant involvement in the development of the South Coast Education Network Arts degree curriculum.
- The **Aboriginal Studies Honours Program** was introduced to the Major for the first time in 2008 to provide research training in Aboriginal Studies.
- Within the **health disciplines** and professional areas of Indigenous Health, Public Health, Nursing and Midwifery students are able to study full degree programs or choose electives from the Bachelor of Health Science in Indigenous Health and the Masters in Indigenous Health Studies. The Graduate Medical Program has integrated Indigenous health into its core curricula and clinical placements.
- Several Faculties have **Aboriginal Studies as a core component** of courses:
 - The Faculty of Education introduced Aboriginal Studies subject as a core subject in the third year of study for the first time in 2008.
 - The School of Environment and Earth Sciences has included two Aboriginal Studies subjects (ABST 150 and ABST 201) as a core component of its Bachelor of Science (Land and Heritage Management).
- A number of Faculties have developed **discipline specific Aboriginal studies subjects**:
 - The Faculty of Law offers (Indigenous People and Legal Systems) as an elective.
 - The Faculty of Creative Arts currently offers Indigenous focused subjects taught by Indigenous lecturers (Intro to Indigenous Art VISA 123 & Visual Culture VISA 321) are currently offered as electives.
- Students in courses with a flexible structure are able to choose Aboriginal Studies subjects offered by WIC (ABST) as **elective subjects**.

The role of WIC in enhancing the status of Indigenous knowledge and overseeing cultural competency at your institution.

- The Director of WIC chairs the Aboriginal Studies Board of Studies which has terms of reference which include:
 - advises the Deputy Vice Chancellor (Academic) (DVCA) on areas of best practice, issues of concern, resources and opportunities for new initiatives
 - facilitates and coordinates course and subject planning in conjunction with relevant Faculties, specifically ensuring that course proposals comply with University rules, procedures and policies

Plans for future improvement to existing strategies and new strategies:

- There is an ongoing focus on continuing to improve the quality of teaching underlined by interdisciplinary scholarship and research in Aboriginal studies
- Continue to provide a high quality Aboriginal studies teaching program
- Promote research and scholarship in Aboriginal studies through undergraduate projects, Honours and Postgraduate research under supervision of Indigenous
- A Minor in Indigenous Visual Arts is under development.
- A systematic audit of cultural competency across all areas of learning and teaching across the institution is planned for 2009-10.

How we address the cultural competency of staff and students at UOW.

- The University has a number of initiatives supporting cross-cultural awareness. The University continues to offer an Indigenous Cultural Appreciation Program

(<http://staff.uow.edu.au/eed/indigenouisculture/index.html>) first initiated in 2002 as part of the Aboriginal Employment Strategy. This voluntary training program provides participants with an understanding of the historical background to the current situation of local Indigenous peoples.

- A Reconciliation Statement <http://www.uow.edu.au/about/reconciliation.html> approved in 2001 by the University Council and revised in 2004.
- The University celebrates events such as Diversity Week as well as Indigenous specific events such as Reconciliation Week, Anniversary of the Apology.

Your involvement with Indigenous community members in working toward this goal.

- A Research Partnership Grant was obtained in 2008 to commence work on developing a collaborative research agenda with the local Indigenous community with a view to applying for a national competitive grant over the next 12-24 months. This work is ongoing.
- The University and WIC have developed close connections with the Aboriginal Education Consultative Group and regularly consults with groups at the local and regional level.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

INCOME for Indigenous higher education purposes		
1	ISP 2008 grant only	\$564,000
2	Unspent 2007 ISP funds, carried over to 2008 – as reported in your providers 2008 audited annual financial statements	\$ 0
3	TOTAL ISP income for 2008 ISP EXPENDITURE Salaries – Non-academic - 219,921 – Academic – 126,209 Total salary expenditure = \$ 346,130 Non salary expenditure – (Managed by IEU) – Computer Expenses – 20,632 – MV Expenses – 11,317 – Printing- 10,806 – Stationery – 8,298 – Travel – 24,057 – Cultural Events – 3,000 – Promotional Material – 5,409 – Equipment – 21,766 – Subscriptions – 824 – Telephone - 10,590 – Other – 101,171 Total non salary expenditure = \$ 217,870	\$564,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** Donations, or philanthropic sourced funds - \$8,843 University of Wollongong - \$710,209	\$719,052
5	Total Indigenous higher education income for 2008	\$1,283,052

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The Indigenous Education Statement will be placed on the Woolyungah Indigenous Centre homepage:
<http://www.uow.edu.au/wic/index.html>