

MACQUARIE UNIVERSITY INDIGENOUS EDUCATION STATEMENT 2009

SECTION 1

INSTITUTIONAL OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Macquarie University prides itself on being a vibrant, diverse and innovative university, committed to social inclusion and equity in employment and education. Social inclusion is a strategic priority for Macquarie. Inclusiveness is about creating systems which are fair and which allow access for all people who have the potential to benefit from a higher education, regardless of their background. It is also about creating a work environment where people from diverse backgrounds are represented and have the opportunity to contribute meaningfully and develop professionally. To this end, the University is enhancing its commitment to creating a work and study environment where all members of the University community can flourish. (Source document - Macquarie University Annual Report <http://www.mq.edu.au/university/about/reports.html>. p.38)

Guiding Strategic Documents

Macquarie@50

The university's guiding strategic document, *Macquarie@50*, is driving ambitious efforts to increase the diversity amongst the student population, including Indigenous students and clearly illustrates a genuine understanding of the benefits to both individuals and communities that education can reap.

Social justice principles are strongly emphasized in the university's vision as evidenced below:

"Universities are engines of social mobility. They give students from all backgrounds a chance to achieve their potential and to make their contribution to the larger society. But even today, with many more students studying in university than in the past, there are still many left out. We will never achieve what we want for Australia until everyone with the ambition and the ability has the opportunity to study. An important way to reach this goal is to ensure that we encourage diversity in our students, academics, and other staff. We will do this by greatly expanding our scholarship programme and directing many of our new scholarships toward those with the greatest financial need."

(Source document: Macquarie @ 50 <http://www.vc.mq.edu.au/report-to-council/macquarie-at-50.pdf>)

The Learning and Teaching Plan 2008-2012

Macquarie University is committed to continuing to provide high quality educational opportunities, and to foster and inspire success, for Indigenous people in higher education. Diversity, equity, social justice and inclusiveness are values that underpin university practice (Learning and Teaching Plan 2008-2012). The Learning and Teaching plan is underpinned by

values of excellent teaching and scholarly learning. Whilst these values relate to all students they are extremely relevant to Indigenous students, who for historical reasons, may have had previous negative experiences of learning or have entered the university via alternative pathways. Quality education is crucial for Indigenous students to enhance their opportunities to succeed. The curriculum renew process outlined in last year's report is continuing and summarized below (for more detail see 2009 report).

Curriculum Renewal

Beginning in 2008 and continuing in 2009 Macquarie University has been undergoing a significant curriculum renewal process. Whilst the terms of the curriculum renewal are broad, with a strong focus on learning and teaching, graduate capabilities and enhanced outcomes for all students, it is pertinent to this report to note that the key integrative framework is the concept of 'People', 'Planet' and 'Participation'. To ensure both scientific and cultural literacy for graduates, all students at Macquarie University, from 2010 will have to undertake at least one unit designated 'People' and one unit designated 'Planet'.

The 'People' units aim to ensure that students become "engaged and ethical local and global citizens". There are currently 18 units of study designated 'People', including ABST 100 Introduction to Indigenous Studies, which greatly enhances the opportunity for all students to focus on Indigenous perspectives.

In an exciting new development, Macquarie University students will also be expected to undertake one unit designated 'Participation' unit, with a focus on Work Integrated Learning. The university is committed to ensuring that students have the opportunity, through this program, to undertake service learning in an Indigenous specific context and has working with Indigenous organisations to develop pilot programs this year. Through these pilot programs the university expects to determine best practice policies for working with Indigenous communities in these contexts, recognising that student placements should enhance not burden communities.

(Source document: Review of Academic Programs White Paper
http://www.mq.edu.au/provost/reports/curriculum_review.html)

Social Inclusion

PVC Social Inclusion

In 2009, reflecting a strong commitment to accessibility and enhanced outcomes in higher education for everyone who has potential, no matter what their background, Macquarie University appointed a Pro-Vice Chancellor Social Inclusion. Leading the university's ambitious inclusion agenda, Professor Gail Whiteford will oversee the development of the Reconciliation Action Plan and a Social Inclusion Strategic Plan which will include a significant focus on improving Indigenous student outcomes. This appointment will facilitate improved coordination of important strategic initiatives including student recruitment, retention and success across the university. Importantly this position also ensures a communication

pathway to senior management for the Indigenous Education Unit (Warawara). In 2009 this has proved invaluable, for example, in facilitating the employment of an Indigenous post-doctoral fellow in conjunction with the Deputy Vice Chancellor Research.

Social inclusion goals for Macquarie University

The Social Inclusion Plan details the following goals for the University:

1. Build a more diverse student population prioritising low SES and Indigenous Australian students.
2. Build a more diverse staff population prioritising Indigenous Australians, people with disabilities, people from culturally and linguistically diverse backgrounds and women (in non-traditional roles and in senior positions).
3. Ensure a safe, positive and supportive experience and environment for all students and staff to maximise achievement levels.
4. Develop an inclusive culture and practice in the areas of learning and teaching; research; and service orientation and delivery.
5. Generate new knowledge through basic, applied and evaluative research into socially inclusive policy and practice.

Warawara Department of Indigenous Studies

Warawara is located within the Faculty of Arts. The department is responsible for the Indigenous specific Bachelor of Community Management, an Indigenous Studies major and, in conjunction with the Institute of Early Childhood, the Indigenous specific Bachelor of Teaching (Early Childhood Services). In addition, Warawara offers a higher degree research program and staff undertake research in a broad range of Indigenous related areas. The department also offers a range of Indigenous student support options including a full-time Indigenous student support officer, ITAS officer and dedicated student facilities. In 2009 one of our priorities has been developing staff research capacity.

SECTION 2

ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR THE FUTURE

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

Macquarie University values the contributions of Indigenous people to decision-making and includes Indigenous staff through a range of formal and informal processes. The Director of Warawara sits on a number of university wide committees, ensuring that Indigenous issues are raised in relevant fora. Strategic links forged through this committee work also contribute to efficient working relationships across the university, contributing to Indigenous participation. The appointment of the PVC Social Inclusion in 2009 has also meant that

Indigenous interests are represented at the senior management level within the university. This position has enhanced and will continue to contribute to effective collaboration across the university, facilitating, for example, a working group on Indigenous Student Recruitment. The working group will include the University Marketing Unit and faculty based recruitment staff. This will be a priority into 2010.

The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement.

Of the six Indigenous academic staff employed by the university in 2009, five were involved in committees at various levels within the university. The sixth staff member was recently appointed and junior. Indigenous professional staff also contribute to communities at faculty and university level.

The Director of Warawara contributes to a number of university level committees. Each of the following committees are either chaired by or attended by a member of the senior management group appointed at Pro Vice Chancellor, Deputy Vice Chancellor or Provost level:

- Coursework Studies committee (this committee also includes an additional Indigenous staff member as a faculty representative)
- University Human Ethics committee
- First Year Experience working Group
- Lachlan Macquarie Bicentennial Commemoration Working Group – membership of this group has led to an Indigenous speaker being included at one of the four public presentations to mark the commemoration.
- Indigenous Student Recruitment Working Group

Within the Faculty of Arts there is specific provision for staff of Warawara, including Indigenous staff members, to be members of the full range of faculty decision making committees. The imperative to both provide departmental, and Indigenous, representation on committees is currently being balanced with the individual career development needs of Indigenous staff completing higher degree study. In 2009 there was an Indigenous representative on the following key faculty committees:

- Faculty of Arts Faculty Board (Director of Warawara)
- Faculty of Arts Research Committee (Director of Warawara)
- Faculty of Arts IT Committee (Indigenous staff member)
- Faculty of Arts Learning and Teaching Committee (Indigenous staff member)
- Faculty of Arts Ethics Sub-committee (Indigenous staff member)

Indigenous Representation on Key Decision Making Bodies

- In response to a previously identified gap Macquarie has appointed an Indigenous representative to the University Council. The current appointment term ends in December 2011.
- Provision has been made for there to be Indigenous representation on the University Senate also. This is expected to begin in late 2010.

Roles and responsibilities of Indigenous leaders

- The most senior Indigenous staff member within the university is the Director of Warawara, who is currently appointed at Associate Professor level. This position oversees the department including its' teaching, research and administrative functions. The Director also liaises closely with a broad range of staff across the university in relation to Indigenous student and staff issues (summarised in table below):

Contact Role	Related Issue
Pro Vice Chancellor Social Inclusion	Strategic issues related to Indigenous inclusion
Dean of Students	Undergraduate students
Dean of Research	Postgraduate student
Manager of Equity and Diversity	Indigenous staff
Indigenous Employment Manager	Indigenous staff
Manager Undergraduate Scholarships and Prizes	Indigenous student scholarships
Manager of Student Wellbeing	Indigenous student wellbeing including student loans and counselling service
Faculty of Arts Marketing Manager	Marketing with faculty
Manager, Student Recruitment	Marketing across the university

The role played by your IEU in decision making processes

The Director and staff of Warawara, both Indigenous and non-Indigenous contribute to many committees in the university as seen above. This is a significant contribution for a small department. Staff from Warawara are committed to ensuring that Indigenous perspectives are considered in a broad range of fora across the university, and whilst the department is located within the Faculty of Arts, the reach extends across the university. As well as the Indigenous staff representation on committees outlined above, staff from Warwara also make vital contributions to the following committees, consistent with the university's focus on curriculum renewal:

- Assessment mentors working group (Faculty committee)

- 'Participation' Initiative working group (University committee)
- Assessment working party of the University Learning and Teaching committee
- Diversity week working group

Goal 2) Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

Outline of your active Indigenous Employment Strategy, including details of authorship and public availability

Macquarie University is committed to the employment of Indigenous staff. The current Indigenous Employment Strategy was developed under the auspices of the Equity and Diversity Manager and the Indigenous Employment Manager, in consultation with key areas of the university including Warawara and Human Resources. These documents are not publicly available at present. Overall representation of Indigenous people in the Macquarie workforce is 0.8 per cent.

The Indigenous trainee program is a key strategy of the Indigenous Employment Strategy. The program has now been running for four years.

- There are currently six Indigenous trainees working in the university. They are employed on a rolling basis when an appropriate Indigenous applicant becomes available
- Trainees are employed at HEW level 2 and undertake TAFE education at Certificate 3 or 4 level
- Trainees now have the opportunity to be employed for a two year period (to make a two year traineeship) to provide the best opportunity for individuals to develop comprehensive skills which will lead to further employment
- Two trainees have articulated into work at the university (one permanent and one contract)
- The Indigenous Employment Manager has developed strong links with TAFE to support the formal education of trainees
- The Indigenous Employment Manager organises a calendar of social events for the trainees in order to facilitate their integration into the university.
- In 2009 the Manager of Indigenous Employment position which had been vacant, was filled.

Other strategies include:

- An Equity and & Diversity consultative forum
- Diversity week in 2009 featured Indigenous activities, including a 'welcome to country' and an inspiring and well attended lecture by prominent Indigenous academic Professor Irabinna Rigney

- Macquarie's Social Inclusion plan for the university includes as a goal, build a more diverse staff population, including Indigenous Australians (refer to section 1 for full detail).

Information on your strategies for increasing numbers of Indigenous Australians employed at your university

- The university has re-funded an Indigenous post-doctoral academic position (Level A Step 8) until the end of the year and will continue to fund an annual post-doctoral position for an Indigenous recent doctoral graduate.
- All Indigenous positions are advertised in the Indigenous press and mainstream press where appropriate
- \$5000 funding for Indigenous staff per staff member per year for staff development activities. Almost all Indigenous staff have utilized with resource to support professional development such as conference attendance or workshops.
- Support for Indigenous academic staff to undertake and complete doctorate through careful management of workload for example
- Formal support through Research Office and Faculty Research team to develop grant applications. For example the Post-doctoral Fellow was offered a grant development mentor and readers in the development of her ARC grant. The faculty Associate Dean of Research also provided specific assistance.
- Support for professional staff to undertake further qualifications, including degree qualifications. For example, all Indigenous professional staff employed in Warawara are currently undertaking degree level study, two at undergraduate level and one at honours level.

The number of Indigenous-specific positions at your university, detailed by occupation and level

All positions in Warawara are Indigenous specific. Representation of Indigenous staff in academic positions increased marginally in 2009, but at 0.9 per cent is below the government benchmark.

In 2009 there were 7 Indigenous academic staff in the university as follows:

- Level A – 4 (one at %50FTE)
- Level B - 1
- Level C – 1
- Level D - 1

Professional staff:

- 6 trainees – HEW level 2
- HEW 5 – 2

- HEW 6- 2
- HEW 8 – 1
-

One vacant position for a Departmental Administrator to be advertised in 2010.

(There have been 2 additional appointments made in 2010 which will be reported on next year)

The current number of Indigenous staff at your institution and their spread across the university

All but one of the academic staff members is employed within Warawara.

There were 5 professional staff employed in the university, three in Warawara. Of the remaining two staff, one was the Manager of Indigenous Employment and the other worked in the Informatics area.

The role played by your IEU in improving Indigenous employment at your institution

- All continuing positions within Warawara are Indigenous identified and are advertised as such. Where there are difficulties employing Indigenous staff, non-Indigenous staff are employed on short to medium term contracts. As an example, there is currently one non-Indigenous staff member employed on a three year contract in order to facilitate supervision of higher degree research (HDR) students within the department.
- Warawara has also actively facilitated the retention of an Indigenous post-doc. Ideally a secure position will become available for this member of staff in 2011.
- (In 2010 Warawara has recruited a PhD qualified Indigenous academic, who will be appointed at Level C, to replace a retired staff member).

Goal 3) Ensure equitable access of Indigenous students to higher education, at rates commensurate with those of other Australians

Commencing Indigenous student numbers for 2009

Owning faculty	2009
Business and Economics	2
Arts	33
Human Sciences	29
Science	4
University	2
External providers	1
Total	71

Figures from Institutional Research Unit

Programs run, through the IEC or otherwise, to improve access of Indigenous students

- Warawara Department of Indigenous Studies currently administers the Indigenous student alternative entry program
- The alternative entry scheme for Indigenous students seeking admission to mainstream undergraduate programs commenced in 2005 and continues to be a pathway for small numbers of Indigenous students into the university. This is an area where we will be focusing on developing
- The University continues to offer a range of scholarships for Indigenous students, including accommodation scholarships (see below)
- A rigorous Testing and Assessment regime has been introduced for applicants to the Bachelor of Community Management and the Bachelor in Teaching (ECS). The testing allows staff to determine levels of academic support which may be required in the first year of study.
- The Director of Warawara continues to work closely with the Faculty of Arts Marketing Director and the university marketing team to increase the profile of advertising to Indigenous students. In 2010 this is expected to be more successful with the oversight of the PVC Social Inclusion.
- In 2009 University Open Day booklets a section for Indigenous students. There was also an Indigenous focused activity on the day (didgeridoo player and storyteller). This will also occur in 2010 also to raise the profile of Indigenous Studies

- The Faculty of Arts Manager has a clear key performance indicator related to the recruitment of Indigenous students for the first time, which is expected to assist in more coordinated recruitment activities
- The university has approved an early entry scheme for Indigenous high school leavers, which will be implemented in 2010
- In 2009 Macquarie was one of six Sydney based universities which joined to form the Sydney Widening Participation in Higher Education Forum. The group came together to enhance collaboration to widen participation in higher education, particularly of Indigenous students and students from low socioeconomic backgrounds. Priorities include enhancing the effectiveness of schools outreach and increased TAFE articulation. Participation in this forum will be ongoing.

Details of outreach activities and their success in including and attracting Indigenous students

- This year Macquarie has seen an exciting new development in outreach and student recruitment. The Daruganora project has been funded by a Macquarie Learning and Teaching Fellowship grant awarded to Dr Kristina Everett (Warawara), to increase the university participation of Indigenous and non-Indigenous students. The program has been designed for student in years 8, 9 and 10 from 9 schools in Sydney's western suburbs designated 'low socioeconomic'. The Daruganora program is a 3 hour interactive learning experience which introduces students to some key issues in Indigenous Studies while simultaneously introducing them to Macquarie University staff, students and campus. There is currently a research project being undertaken as part of this activity to determine student desire to participate in tertiary education and the effect of such programs on that aspiration.
- The university has this year continues to have a partnership with the Australian Indigenous Mentoring Experience group (AIME) who are working with high school students in the local area to promote retention of Indigenous students at high school. We expect that this program and the range of activities that students will attend at the Macquarie campus will encourage Indigenous students in the local area to see university as a genuine option.
- The Indigenous Bioresources Research Group (IBRG) co-directed by Associate Professor Joanne Jamie, Dr Jim Kohen and Dr Subra Vemulpad has established excellent relationships with a number of NSW Indigenous groups. As part of a research agreement with these communities, the IBRG is working with high school students related to science, aimed at encouraging Indigenous students to stay at school and eventually proceed to university. This program has been focused on communities on the North Coast but has now begun to work in western Sydney

schools. This successful program continues to engage Indigenous children in leadership activities and opportunities to engage with the university. There are a small number of Indigenous students from this program who are ready to apply to university in 2011

- The MultiLit program devised by Professor Kevin Wheldall, of the Institute of Cognition and Brain Science at Macquarie, is a structured program to ensure that Indigenous children learn to read effectively. This work in the community will provide children with vital foundations from which to succeed in high school and to pursue further study.

Details of Indigenous specific and other scholarships

All of our centrally funded scholarships continue to have an equity component (rather than merit component). This includes participation and administration of the Commonwealth Scholarships scheme which includes the Indigenous Access Scholarship (IAS), Commonwealth Education Costs Scholarship and the Commonwealth Accommodation Scholarship.

In addition to these programs the University has created some of its own equity scholarship to target students from disadvantaged backgrounds (reported last year and summarised here with financial increases). These scholarships are:

- **Macquarie Education Costs Scholarship (MECS)**

This equity-based scholarship is available to students whose opportunities to study at university may have been hampered by disadvantages beyond their control. All successful students must be able to demonstrate financial hardship (applicants need to be in receipt of Youth Allowance or any other means-tested (Commonwealth support).

These scholarships are available for any undergraduate degree and students can apply at any stage of their degree. Value: \$4508 per year for up to four years (value indexed each year). Students will have their ongoing eligibility assessed prior to each payment.

- **Macquarie Accommodation Scholarship (MAS)**

This scholarship is designed to support recipients whose living situation may hamper their ability to study at Macquarie University and would benefit from relocation.

All successful students must be able to demonstrate financial hardship (applicants need to be in receipt of Youth Allowance or any other means-tested Commonwealth support).

They must also demonstrate that they are relocating from a rural area to study at Macquarie University. Applicants who are relocating from one metropolitan area to another are eligible to apply.

Value: \$9016 per annum for up to four years (value indexed each year). Students will have their ongoing eligibility assessed prior to each payment.

- **Macquarie University Village (MUV) Housing Scholarship**

This scholarship will provide a fully-funded place at Macquarie University Village.

To be eligible applicants must be Aboriginal or a Torres Strait Islander, be eligible for a Commonwealth Supported Place, be enrolled in a full-time Macquarie degree program in 2009, and be eligible for a full living allowance from ABSTUDY.

The scholarship will be offered on the basis of merit. It is normally held for three years of your degree, subject to meeting continuing eligibility conditions. Renewal of the scholarship is subject to satisfactory academic progress, which will be reviewed annually

Value: more than \$9000 in 2009.

In 2010, in response to student consultation and need, this scholarship has been more flexible and is available for a range of accommodation options including private rental. This has been an excellent development, particularly for senior students who no longer require the more managed environment of the village.

Promotions of scholarships to Indigenous students and take up rates

- Approximately 80% of our Indigenous 'mainstream' students, ie those not in block mode programs are in receipt of some scholarship support. There are a number of students who hold multiple scholarships, for example some students have both accommodation scholarships and education cost scholarships.
- Students are sent information about scholarships before admission when Alternative Entry data is sent to UAC applicants.
- There are regular emails of scholarship information to Indigenous students are encouraged and supported to apply for scholarship where appropriate
- A review of the scholarships available for Indigenous students has been undertaken and there have been new scholarships (introduced in 2010) targeting students undertaking block mode studies
- Warawara staff work closely with the Manager, Scholarships and Prizes to identify students who may be eligible for financial support or to seed sources of funding when students are in difficulty

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

The total number of Indigenous student enrolments for 2009, compared to 2008

Year	ATSI	Total
2008	144	32789
2009	153	35278

*Figures from Institutional Research Unit

Details of your institution's strategies to address Indigenous participation, including the involvement of your IEU

- The STEP 'Backfill' project, renegotiated with DEEWR NSW, in 2009 continues funding for wages backfilling for students enrolled in the Bachelor of Teaching (Early Childhood Services). This program offers an opportunity for untrained and unemployed Indigenous people to be employed as assistants in early childhood centres to "backfill" the positions of Indigenous students when they travel to Macquarie University four times a year for ten days at a time to attend on-campus teaching blocks. The program has graduated more than 50 Indigenous Early Childhood teachers and makes a vital contribution to attracting students as well as retention and success.
- Warawara continues to manage, the Indigenous Tutorial Assistance Scheme (ITAS). A permanent, Indigenous, ITAS program coordinator was appointed in 2009. The coordinator is developing networks across the university in order to have a database of appropriately qualified tutors across a range of discipline areas. Block mode students have access to evening tutors whilst on-block to help them make the most of their out of classroom time whilst in campus. Where possible we use suitably qualified Indigenous community members as tutors. We actively seek out students early in the academic semester to encourage them to use tutors before difficulties arise.
- Indigenous student achievements are celebrated at a Faculty of Arts Prize giving ceremony, along with other students in the Faculty. For our current students this ceremony is a source of great pride and students appreciate having their achievements recognised at a public ceremony attended by the university community and members of the public.
- Continue to celebrate events such as Sorry Day and NAIDOC week which raises the visibility of Indigenous issues on campus
- Warawara holds formal and informal functions for students.

Goal 5) Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Student Completion Number by ATSI and Domestic Students, 2008-2009		
Year	ATSI	All
2008	51	8373 (all students)
2009	14	4663 (domestic students)

*Figures from Institutional Research Unit

The drop in completions reflects a significant drop in student numbers in both of Macquarie's block mode programs (Bachelor of Community Management and Bachelor of Teaching Early Childhood Services). This can be attributed at a number of factors including:

1. The B/Teach did not have an intake in 2005 due to difficulties negotiating STEP 'Backfill' funding to support early childhood workers leaving their workplaces to study. In addition, since 2007 this program has had one dedicated Indigenous staff member coordinating the program where previously there had been 2.5 FTE staff dedicated to management, support and recruitment for this program. Current funding levels do not allow for this quantum of staffing to the detriment of the program, which could significantly contribute to the closing the gap agenda for Indigenous early childhood development.
2. Prior to the appointment of the current director of Warawara being appointed in 2008, there was a period of over two years in which an acting director was managing the department. This effected student and staff morale and student numbers entering the program were very low. This situation is being slowly rectified with significant increases in commencing students in 2009 (and 2010).

Support mechanisms for Indigenous students, including the role of the IEU and Indigenous community involvement

- There is an Indigenous Student Support officer employed at Warawara. The student support officer is available for all Indigenous students to contact related to academic, cultural and social issues. The Student Support officer has extensive relationships across the university to facilitate student to ensure that student problems are dealt with efficiently and effectively and promote success. These include the Director of Student Wellbeing, the Disability Support Manager, and the Dean of students
- Warawara staff continue to analyse data from the Support for Student Learning research project. This project aims to investigate the learning experiences of Indigenous students in order to support curriculum development and research led approaches to learning and teaching. In 2009, preliminary findings, were reported to the Higher Education Research and Development Society of Australasia annual conference in Darwin. Ongoing analysis and publication will continue in 2010. We value a research enhanced approach to supporting academic success.

- Students are invited to be involved in a range of formal and informal social activities throughout the year, and including Reconciliation Week and NAIDOC week.
- Indigenous students have access to a dedicated student computer lab and student common room.

Goal 6) Provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution.

- The developing *Participation and Community Engagement* program will provide opportunities for all students to engage with Indigenous communities both locally and internationally. In 2009 considerable strong preliminary work was done to ensure that ongoing relationships with Indigenous communities were established and that students would be sent to communities to undertake placements in an area of community need, not university need. The university also wishes to ensure that communities are suitably resourced to manage students. For example, in one community, Papunya NT, community members had indicated they needed help to develop their recording studio. In order to support our mutual goals, the university has funded a technician to support the community and teach the local young people how to repair equipment. This ensures that the university contributes to the community rather than simply asking for support for students.
We believe this program will provide excellent opportunities for non-Indigenous students to interact with Indigenous communities on terms determined in collaboration with communities. Macquarie believes this is ethical practice, strong modeling for our students and likely to be more sustainable into the future.
- There are a variety of units of study across the university which reflect Indigenous perspectives in both the more traditional humanities and the sciences, including at the whole of unit level and within units as guest lectures. Examples of whole units include:
 - ANTH 377 Culture, Care and Country in the Central Desert
 - EDUC 358 Aboriginal Education – Approaches and Issues
 - HIST 271 Indigenous-Settler Relations in Australia: Contact, Context and Shared Histories from 1750.

How you address the cultural competency of your staff and students.

Macquarie has developed a new academic plan which formally enshrines cultural diversity and safe social environments in university policy (link below). This overarching policy will provide strong direction for the university community and signals a sophisticated and coherent strategy for staff. Senior management expect this plan to be operationalised, beginning in 2010 and beyond. (http://www.mq.edu.au/university/docs/academic_plan.pdf)

- During Reconciliation Week this year Macquarie hosted Malcolm Fialho, Senior Equity and Diversity Officer from University of Western Australia to give a series (8) of “Courageous Conversations” workshops to staff across the university. We will continue to develop with collaboration in 2010, planning to provide a suite of options for staff depending on their skill level.
- Staff have opportunities throughout the year to take part in a range of formal and informal activities showcasing Indigenous culture and achievement, including Reconciliation and NAIDOC week activities and formal teaching in Learning and Teaching programs.
- The inaugural Macquarie University Diversity Week was held in August 2009 and is now embedded in the University’s Calendar of Events. Indigenous activities are a part of the weeks’ activities.
- The university has an extensive Indigenous art collection which is prominently displayed across the university. The art collection is currently being used for teaching purposes as part of the Daruganora outreach project. Staff have also been able to take guided tours of the collection.
- Museums and collections on campus include the Aboriginal Technology and Bio-resources Collection that is used in teaching, research and outreach.
- The Australian History Museum on campus is broadly based but explicitly cites Aborigines and Torres Strait Islanders as a particular focus.
- At major and other appropriate events, a “Welcome to Country” is provided by a local Darug elder or representative. At the annual graduation when Indigenous block mode students graduate, the Chancellor, the Vice-Chancellor, and others acknowledge the Darug people as the traditional owners (for example at all Graduation Ceremonies) didgeridoo players and dancers provide performances as part of the procession. Indigenous students where Aboriginal or Torres Strait Islander colour sashes with great pride, as do Indigenous staff taking part in the academic procession.

Your involvement with Indigenous community members working toward this goal

- Staff developing curriculum for students undertaking service learning in an Indigenous specific context are working with Indigenous organizations to determine best practice policies for ensuring that students are prepared to work safely within Indigenous contexts.
- A range of Darug community members contribute to campus life by doing ‘welcome to country’ at university functions as required by our Welcome to Country policy http://www.mq.edu.au/policy/docs/welcome_country/policy.pdf
- In 2009 Macquarie posted a Welcome to Country video on our website, which is accessed from the university front page. <http://www.mq.edu.au/>

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

- Students (Indigenous and non-Indigenous alike) may specialise in, or opt for single units of study, in Indigenous Studies, from the Indigenous Studies major in both the Bachelor of Social Science, and the Bachelor of Arts, under. Students’ opportunities to engage in Indigenous Studies are maximised by a flexible interdisciplinary approach where students can select units from across the Schedule of Undergraduate Units.
- Each semester, staff from Warawara take part in a teaching session within the Foundations in Learning and Teaching program, mandated for all new teaching staff, offered through the Learning and Teaching Centre. Staff from Warawara draw on their research and experience teaching Indigenous students to inform university teachers about how to enhance success for Indigenous learners.
- Introduction to Indigenous Studies (ABST 100) has been added to the short list of ‘people’ units which are now mandatory for all student to choose from to complete their degree. Whilst this year there has not been a significant uptake of this unit as an option, Warwara will more aggressively market the unit this year.
- For the first time this year Introduction to Indigenous Studies (ABST 100) has been offered in distance mode thus increasing the opportunities for all students to engage with Indigenous learning. There has been a small but strong cohort in this group and we expect student numbers to increase in this mode of delivery.

- Dunmore Lang College, one of two residential colleges where Indigenous students are accommodated during their “block” sessions on campus, also displays Indigenous art, and mounts Indigenous art exhibitions as does the U@MQ building.
- The University prominently flies the Indigenous flags at all times outside the building in which Warawara – Department of Indigenous Studies is located, and often mounts the Indigenous flags on other parts of the campus, especially when Indigenous students are in residence during “block” sessions. The flags are respectfully displayed for Graduation ceremonies.

SECTION 4

HIGHER EDUCATION PROVIDER’S CONTACT INFORMATION

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