



2010 INDIGENOUS EDUCATION STATEMENT

UNIVERSITY OF NEW ENGLAND

UPDATE ON 2009 YEAR

2010 Indigenous Education Statement for: **Ms Evelyn Woodberry**
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UNIVERSITY OF NEW ENGLAND

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The University's *Strategic Plan 2007-2010* states that UNE's vision is to demonstrate and respect 'excellence, innovation, collaboration, service, diversity, equity, sensitivity to Indigenous and other cultures, ...'. In doing so, UNE is committed to 'develop processes including two-way forums to encourage flow of learning into UNE courses, research and practices from communities. Especially cultural and societal groups, Indigenous people, industries and employers.' Further, UNE seeks to engage productively, and cement relationships with government, Indigenous and other cultural groups. Key areas of community engagement include the following.

- The sharing of knowledge between the University and its communities.
- Contribution to the sustainable development of the New England region.
- Strengthening incentives and resources for educational growth and development.
- Taking an active role in enriching the cultural fabric and social life of the University and its communities.
- Collaborative research and development programs with local, national and international industry.

http://www.une.edu.au/2006-strategic-plan/UNE_Strategic_Plan_2007-2010.pdf

As reported in the Performance Portfolio 2009, published by UNE for 2009 Cycle 2 AUQA Audit: 'The University is committed to ensuring social inclusion through equity of access to education, especially for students in equity groups from the University's catchment areas. In particular UNE draws students from regional and remote backgrounds and low socio-economic backgrounds.'

UNE was committed to work towards its social inclusion strategic targets throughout 2009 and 2010. The Social Inclusion Plan was being developed for implementation in late 2009, with a set of Social Inclusion Measures for Staff being drafted for the period 2009-2010 and plans for student orientated measures to be drafted. In the proposed single University Social Inclusion Plan there will be measures for Indigenous Social Inclusion for both staff and students.

<http://www.une.edu.au/policies/pdf/eeomanagementplan.pdf>

The University's Indigenous Students Education Strategy seeks to contribute to the attainment of this Strategic Plan through: strengthening partnerships with Indigenous communities; developing research strength in the study of Indigenous issues; attracting more Indigenous students to study at UNE; and offering an attractive portfolio of generalist and professional courses in Indigenous studies. This Strategy will be redrafted as part of the University's Social Inclusion Plan.

The new Oorala Aboriginal Centre building which was officially opened on 22 July 2008 by The Hon Julia Gillard, MP, Deputy Prime Minister and Minister for Education, has become a focal point for the University's Indigenous education strategies.

The new facilities at Oorala have made education and study more accessible to Indigenous students, throughout the New England region and nationally. The new Centre also allows for greater integration of the Oorala's educational programs with the life of the University as a whole, and expansion of Oorala's community engagement.

For example in 2009 Oorala had initiated discussion with various Schools in the University Faculties about developing a suite of Diplomas to close the gap between alternative entry programs to create seamless transition into undergraduate degree programs. It is envisaged that these programs will be offered in 2012. In addition, recent discussion with these Schools considered running a number of Diploma units through the Oorala Aboriginal Centre throughout 2011.

SECTION 2

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

1. Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

Indigenous Australians involved in institutional decision-making processes and the nature of their involvement, i.e. memberships on boards, committees, etc.

Indigenous people are included in all groups which provide advice and policy input to Indigenous education at UNE.

The Indigenous Australian Access and Participation Committee, comprising representatives from the local Indigenous community, students and staff, is an Advisory Committee to the Vice-Chancellor, chaired by the Vice Chancellor. The terms of reference and structure of this Committee were being reviewed in 2009 and 2010 in regard to representation and reimplementing of the Committee as part of the University's Interim Social Inclusion Measures 2008-2010.

The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement on boards and committees as follows.

- UNE Academic Board (1—Observer)
- Indigenous Australian Access and Participation Committee (2 staff; 3 community reps)
- Academic Board Teaching and Learning Committee (1)
- Vice Chancellor's Equal Employment Opportunity Committee (2)
- Student Access and Equity Committee (2)
- The Panel on Ethical Research Involving Aboriginal & Torres Strait Islanders (2 staff including chair; 3 community reps.)
- Human Research Ethics Committee (2)
- Orientation and Open Day Committee (1)
- Joint Medical Program Committee (2 staff; 2 student reps.)
- Occupational Health & Safety Committee (1)
- National Indigenous Higher Education Advisory Committee (NIHEAN) (1)

- Higher Education Network Aboriginal Corporation (HENAC) (3)
- Academic Services Group [1]
- Senior Management Committee [1]
- UNE Management Forum [1]
- 'e-university' Course Working Group and Student and Staff Capacity Working Party (1)

The information provided regarding committees, etc, for 2009 includes representation by Oorala Acting Director and Oorala staff as well as other UNE staff. Oorala Acting Director is Chair of the PERATSI Committee. An Indigenous academic from School of Humanities (Faculty of Arts & Sciences) is a member of PERATSI and the UNE Access and Equity Committee.

In 2009 and continuing in 2010 there has also been an Indigenous academic from University of Newcastle (Discipline of Indigenous Health) involved in educational decision-making regarding the Joint Medical Program offered through University of Newcastle and UNE. In 2010 with the appointment of a new Indigenous academic in the School of Rural Medicine (Faculty of The Professions) there is now Indigenous representation from this School on UNE Academic Board.

The roles and responsibilities of Indigenous leaders at the University

Local Aboriginal community leaders are invited by Faculties, Schools and Directorates of the University to provide consultation and participation in protocols for official events and programs, including Welcome to Country and incorporation of Indigenous perspectives. This consultation and participation is encouraged and facilitated by Indigenous staff in key roles at Oorala and other parts of the University. The Faculty of Arts and Sciences and the Faculty of The Professions have been working on incorporating Aboriginal and Torres Strait Islander content within their degree programs in consultation with two local Aboriginal Elders from Armidale.

Indigenous staff from both Oorala and across the University are involved extensively in roles engaging with the Aboriginal and wider communities in the region, participating in consultative groups and agencies, committees and activities related to education, health, employment, government and community activities, etc. Through also having active involvement in institutional decision-making as detailed under previous heading these staff provide valuable expertise to the University, gained through their academic and professional experience and community engagement.

The Acting Director and other staff of Oorala throughout 2009 and continuing in 2010 have been involved in several groups engaging with the community, details under next heading. The Acting Director is also involved in consultation and decision-making at the University on a range of Indigenous matters by involvement in several University committees, boards, working parties and other groups.

In 2009 and 2010 an Indigenous academic from School of Humanities (Faculty of Arts & Sciences) has been a member of the Northern Rivers Catchment Authority. Throughout 2009 and continuing in 2010 an Indigenous academic of University of Newcastle involved with UNE through the Joint Medical Program was President of the Australian Indigenous Doctors' Association (AIDA). In 2010 a new Indigenous academic in School of Rural Medicine is represented on the Area Health Advisory Committee and the role is planned to have involvement with other groups, particularly those related to Aboriginal health. The scope of this academic's role at UNE includes academic and research leadership in the School of Rural Medicine on curriculum and programs in relation to Aboriginal and Torres Strait Islander health.

The role played by Oorala Aboriginal Centre in decision-making processes

Oorala Director and staff provide representation and participation in a number of University committees involved in decision-making processes on a wide range of strategies, policies and procedures related to students and staff. The development of the University's Social Inclusion Plan also involves consultation with Oorala on issues related to Indigenous Social Inclusion.

The Acting Director and staff of the Oorala Aboriginal Centre are also represented across the local community in regards to education, training, employment, local government and community activities. These include:

- Gayinyaga Aboriginal Advisory Committee (2)
- Local Armidale Interagency Committee (2)
- Local Aboriginal Education Consultative Group (AECG) (3)
- NAIDOC Committee (3)
- Reconciliation Committee (3)
- Sorry Day Committee (3)
- Aboriginal Employment Interagency (1)

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

Outline of active Indigenous Employment Strategy, including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.

UNE's employment strategy seeks to ensure UNE fulfils its commitments to social values including equity, Indigenous and equal employment opportunity. UNE's Indigenous Employment and Career Development Strategy, '**Aroonba Yanaaya**' to facilitate the increase of Indigenous people employed at the University, is still current.

<http://www.une.edu.au/eoo/Indigenous/aroonbayanaaya2003-2006%20.pdf>

In 2008, UNE agreed to fully fund the Aboriginal and Torres Strait Islander Employment Officer's position. However, it was agreed that the position needed to be restructured. This included:

- Relocating the position into the Oorala Aboriginal Centre;
- Supervision from the Director of the Oorala Aboriginal Centre;
- Reporting to Director of UNE Human Resource Services;
- Role of the Indigenous employment officer remains the auspice of the Equity office.

The Aboriginal and Torres Strait Islander Employment Officer's position is to also increase UNE's participation in the National Indigenous Cadetship Project. There are currently a number of students at UNE who are sponsored by a variety of external employers. UNE plans to create cadetships within the University under the National Indigenous Cadetship Project, and promote these as a pathway for supporting students while at UNE, but also as a mechanism for increasing the number of Indigenous employees at UNE.

Recruitment for the Aboriginal and Torres Strait Islander Employment Officer commenced in 2009 and the Officer has been appointed commencing in March 2010. As part of the responsibilities of this position the University's Indigenous Employment Strategy, in consultation with the UNE Equity & Diversity Office, Oorala and the Indigenous Access & Participation Committee, is being updated and redrafted for implementation through the Faculties, Schools and Directorates across the University.

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

For the 2009 year, UNE employment statistics show that there were 20 Indigenous staff employed by the University, 5 of these being in academic positions and 15 being in general staff positions. There were 3 academics in Indigenous-identified positions at Oorala including Oorala Director, Acting Director and Associate Lecturer (appointed in May). Due to retirement of Oorala Director in March the Acting Director was appointed and a new Associate Lecturer was recruited for TRACKS program. There was also 1 Associate Lecturer academic at School of Humanities, Faculty of Arts & Sciences (identified position) and 1 Lecturer academic in School of Health, Faculty of The Professions (new appointment in December 2009). In addition a new Indigenous-identified academic position was established in 2010 in School of Health / Rural Medicine with this academic being appointed in March.

There were 4 general staff in Indigenous-identified positions at Oorala (Admin. Assistant HEO Level 3, Senior Admin. Assistant HEO Level 4, ITAS Coordinator HEO Level 4 and Student Support Officer HEO Level 6). In addition due to upcoming maternity leave arrangements for the Admin. Assistant an opportunity was established for an Administrative Trainee position at Oorala (also Indigenous-identified), trainee commenced casual employment at Oorala in Semester 2 2009 with traineeship formalised in January 2010 for commencement of a program of professional experience, training and skills development in office administration. A work experience trainee 1 day per week was also appointed in Semester 2 at Oorala through arrangement with a local high school.

Across the University Indigenous general staff were located at Client Services Group (1 Productivity Assistant, HEO Level 5), Dixon Library (1 Library Assistant, HEO Level 3), UNE residential colleges (1 Cleaner HEO Level 2, 1 College Maintenance staff HEO Level 2), School of Business Economics & Public Policy (1 Admin. Assistant HEO Level 4), School of Health (1 Admin. Assistant HEO Level 4), School of Science & Technology (1 Admin. Assistant HEO Level 4), Student Administration (1 Customer Service Assistant and 1 Admin. Assistant at HEO Level 4, 1 Disability Adviser HEO Level 5), Teaching & Learning Centre (1 Despatch Coordinator HEO Level 5).

In addition to staff reported in these statistics from 2009 School of Humanities (Faculty of Arts & Sciences) appointed two Indigenous academics in Indigenous Studies.

In addition there was a twelve month Indigenous trainee position which had been created at Sport UNE, the trainee commenced in March 2009. In 2010 the traineeship has lead to recruitment of the trainee to a more substantive position at the Sport unit (UNE).

As noted in update on the Indigenous Employment and Career Development Strategy in 2009 the University commenced recruitment for an Aboriginal & Torres Strait Islander Officer position and this staff member was appointed in March 2010.

Ooralala also commenced development of a proposal to apply for funding to create new Indigenous-specific position for Aboriginal and Torres Strait Islander College Mentor based at Ooralala, the proposal has been successful in 2010 and the Mentor has been appointed.

In 2009 Office of Advancement commenced plans to establish an Indigenous trainee position (Business Trainee) through a work experience arrangement with a local school, this trainee was appointed in 2010.

The School of Environmental and Rural Science (Faculty of Arts & Sciences) in 2010 is developing a cadetship scheme to enable the employment of Indigenous staff. The School will utilise the existing processes of the Indigenous Cadetship Support Scheme and work with Ooralala to achieve this.

The School of Education in Faculty of The Professions has included in its Action Plan, in response to an external review of the School, a proposal to work with the Faculty of the Professions as a whole to seek to recruit a Professor of Indigenous Education by end of 2012.

The role played by Ooralala Aboriginal Centre in improving Indigenous employment at UNE

The University consults with Ooralala Aboriginal Centre on issues related to the Indigenous Employment and Career Development Strategy and improvement of Indigenous employment at UNE. Throughout 2009 Ooralala continued to work actively with UNE on plans to restructure the position of the Aboriginal and Torres Strait Islander Employment Officer at the University and to recruit a suitable candidate for the position. With the appointment of this Employment Officer in 2010 this role will be pivotal in the redrafting and implementation of the Indigenous Employment and Career Development Strategy across the University. These are part of the measures for the University Social Inclusion Plan.

In addition Ooralala was active during 2009 in establishing two Indigenous traineeships at Ooralala (admin. trainee and work experience trainee) to create opportunities for young people, as well as arranging the establishment of the Aboriginal and Torres Strait Islander College Mentor position to commence in 2010. Ooralala was also consulted by Office of Advancement regarding their plan to appoint an Indigenous Business Trainee in 2010.

In 2008, UNE included in its Academic Promotions Policy that 'Academic staff employed in academic support roles in Schools, Faculties or support groups such as... the Ooralala Centre are required to demonstrate high quality performance in teaching, curriculum development and contributions to learning. It is recognized that the duties of such staff may differ significantly from 'teaching and research' staff.' This adjustment to policy was introduced to allow greater career paths and promotion for the academic staff of the Ooralala Aboriginal Centre.

3. Ensure equitable access of Indigenous students to higher education

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008 (please provide all student comparison).

Enrolment Mode	Award Level	2008	2009
Off Campus	Research Higher Degrees	Nil	Nil
	Coursework Postgraduate	15	12
	Undergraduate	43	64
	Other: UNE Pathways Enabling	6	7
	Other: Non-Award	Nil	Nil
	Other: TRACKS Tertiary Preparation Program	8	7
	Other: Cross-Institution Studies	4	Nil
Off Campus Total		76	90
On Campus	Research Higher Degrees	1	Nil
	Coursework Postgraduate	1	3
	Undergraduate	32	32
	Other: TRACKS Tertiary Preparation Program	9	6
On Campus Total		43	41
Grand Total		119	131

These statistics show commencing enrolments after 1st semester census date of 31 March. The statistics as at 31 December 2008 showed increase in commencing enrolments, overall total being 144 commencing students (99 off campus and 45 on campus). Statistics as at 31 December 2009 also showed increase in commencing enrolments, overall total being 170 commencing students (124 off campus and 46 on campus).

The Hobson's *Good Universities Guide 2010* awarded UNE a five star rating for access by equity groups which includes access by Indigenous students.

Programs run, through the Oorala Aboriginal Centre or otherwise, to improve access of Indigenous students

UNE, in conjunction with Oorala Aboriginal Centre, continued to work towards increasing the access and participation of Indigenous students to higher education. UNE has promoted places for Indigenous students in its undergraduate and postgraduate research programs in its marketing campaigns.

As reported in the University's Performance Portfolio 2009 (Published by UNE for 2009 Cycle 2 AUQA Audit):

'In 2007 a substantial proportion of the University's student population was from regional (44.99%) and remote (2.21%) backgrounds and / or from a low socio-economic status background (23.39%). The student cohort also includes a significant representation of Indigenous students (1.6%). In addition, the University's proportion of students with disabilities (5.18%) has continued to grow. Each of these results is above the state and national average for each equity group.'

In the 2008 *Institution Assessment Framework Portfolio* the Department of Education, Employment and Workplace Relations (DEEWR) commended UNE on the 'Improving Pathways to success for Aboriginal and Torres Strait Islander Students'.

The University's access programs include UNE Pathways enabling course which commenced in 2008 and alternative entry programs specifically for Indigenous people offered through Oorala Aboriginal Centre (Internal Selection Program and TRACKS Tertiary Preparation Program). Indigenous students receive advice through Student Services and Oorala to access University study by choosing one of these three programs as appropriate to their level of education and prior learning. This is reflected in enrolments in the Pathways and TRACKS programs and also in undergraduate programs.

The Internal Selection Program (ISP) has participating Indigenous applicants for admission assessed by Oorala staff and subsequently admitted to a course on the basis of that assessment. In 2009, 6 prospective students participated in the ISP program and all successfully completed ISP; 5 of these participants progressed to higher education awards and 1 participant progressed to enrolment in the TRACKS program.

Oorala Aboriginal Centre continued to conduct the TRACKS preparation program in 2009 to on campus and off campus students from Indigenous communities in diverse regions by providing flexible delivery in the form of print-based resource material and on-line learning hub coordinated through the Centre. The TRACKS program is offered in a distance education version to Aboriginal and Torres Strait Islander men at correctional centres and over the years enrolments have included students at the Glen Innes, Kempsey Correctional Centres in NSW and Woodford Correctional Centre in Queensland. In 2009 there were no TRACKS enrolments from correctional centres however contact and support was still maintained through Education Officers in these centres to encourage prospective students to consider further education in regards to their personal and professional aspirations. Throughout 2009 Oorala also continued to provide support to a previous TRACKS student located in Glen Innes Correctional Centre who was now studying at undergraduate level.

The TRACKS program won the Australian Awards for University Teaching (Innovative and Practical Approach to Provision of Educational Services to the Local and/or Regional Community) in 2001 and its coordinators were awarded a Carrick Citation for Excellence in University Teaching in 2007.

In 2008, positive outcomes have been achieved from the introduction of mainstream units of study as part of the TRACKS course since 2005. This has provided a more relevant program and an enhanced foundation for success in the students' award course at the completion of TRACKS. This initiative offers TRACKS students greater experience in University learning while still having access to academic advice from TRACKS academic staff and incentive to progress to higher education in a diverse range of disciplines, which is now reflected in undergraduate enrolments. In 2009 effective strategies were implemented to enhance the delivery of the TRACKS program by incorporating greater support and engagement with students to recognise how the program develops their capacity to undertake university studies with a clearly articulated academic career path.

Despite staffing changes in Oorala Director role and TRACKS academic position during 2009 the structure of the TRACKS program was reconsolidated to ensure continuation of high quality in delivery of the program. With the appointment of a TRACKS academic from the local Aboriginal community strategies were also initiated to introduce a local community history component into the program in a future year. To encourage the transition of TRACKS students into further study at UNE, Oorala instigated initial discussion with the school of Health to create a Diploma in 2012 with the inclusion of two TRACKS units. This development is seen to be compatible for the study and career goals of Indigenous students

who successfully complete TRACKS. The discussion with the School of Health has enabled the Oorala Aboriginal Centre to initiate similar proposals with the School of Humanities and the School of Education. It is planned for these Diplomas to focus on the strengths of the schools by incorporating discipline-specific content relevant to each field of study and to enhance Aboriginal and Torres Strait Islander students' transition towards gaining professional qualifications in the career of their choice.

Oorala had initiated a process in 2008 for Joint Medical Program (JMP) offered through University of Newcastle and UNE to consider approval of TRACKS as an alternative entry pathway for Indigenous students who intend to apply to study at UNE in JMP. It was proposed that this pathway will make JMP and medical careers more accessible for Indigenous students at UNE. This proposal was being reviewed in 2009 with formal process for approval progressing.

In the 2009 year, 28 students participated in the TRACKS program including enrolments commencing in Semester 1 and mid-year and 6 successfully completed the program; 5 of these students progressed to further study in higher education. 9 students withdrew from the program due to circumstances which affected their studies. 4 students continued the program in Semester 1 2010 and 5 repeated enrolment in TRACKS.

To enhance the student learning experience in the TRACKS program in 2009 Oorala successfully applied for funding through Higher Education Equity Support Program (HEESP) to commence an on-campus Pre-Orientation Program to be held in each semester over a 5 year period. Implementation of the Pre-Orientation Program (POP) was planned during 2nd semester of 2009 and the first POP was held in February 2010, during the University's Orientation. Following is a brief about the objectives of the POP Program:

'This initiative aims to orientate, and provide advice to, Aboriginal and Torres Strait Islander students seeking to access the University of New England through the 'TRACKS' tertiary preparation program, prior to the commencement of their course. The pre-orientation program will enable Aboriginal and Torres Strait Islander students to start their tertiary journey at UNE with confidence and gain important knowledge of university requirements in a culturally and socially supportive environment at the Oorala Aboriginal Centre.

Students will have developed a better understanding of the requirements of the course and started to develop an important relationship with staff involved in the teaching of various units, leading to a reduction of attrition. It will also provide opportunities for 'TRACKS' students to begin to plan their studies in an undergraduate degree at the University of New England through the provision of course information and academic advice.'

In 2009 UNE continued its involvement in Indigenous education within the region. This included direct professional involvement undertaken by staff in local government and community centres and schools. For example, Oorala staff are represented on the local Aboriginal Education Consultative Group (AECG) and participate in many local school events.

UNE offers a number of courses and programs to attract enrolments from Indigenous students and provide greater access to higher education at the University including the following in:

Faculty of Arts & Sciences:

- All Schools in the Faculty participate in the UNE Pathways enabling program which provides additional support and mentoring for all students undertaking units as part of the Pathways program. In 2010 this is being extended to include the Teacher Education Enabling Course units in English (ENGL 001) and Mathematics (MATH 122).
- All undergraduate courses offered by the Faculty allow alternative entry through the SRAS scheme. Indigenous students are identified under this program and are given special consideration by the Faculty.
- There are 6 Indigenous students enrolled in the School of Environmental and Rural Science. The School plans to develop courses that are attractive to Indigenous students in the areas of plant studies, environmental protection and wildlife management.
- A number of undergraduate courses including Bachelor of Indigenous Studies and Diploma of Indigenous Archaeology.

Faculty of The Professions:

- The Joint Medical Program (JMP) offered through School of Rural Medicine is an expansion of the University of Newcastle Bachelor of Medicine program, established in 1978, and recognized internationally for excellence and innovation. The JMP was established by the University of Newcastle and UNE in partnership with Hunter New England Health and Northern Sydney Central Coast Area Health Service. Developed specifically to address the health workforce shortage in remote, rural and regional communities, the program recognises that medical students who undertake some training in rural communities are more likely to practise in those areas on completion of their degree. The program actively recruits students of Indigenous, regional, rural and remote backgrounds and offers a seamless mix of metropolitan, regional, rural and remote experiences. As noted the School worked with Oorala to progress approval for the TRACKS program to become an approved pathway for Indigenous students into JMP.

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

Oorala's outreach activities in 2009 included the following.

- Participation in Career markets in identified catchment regions including Western NSW (Coonamble), North Coast NSW (Coffs Harbour, Camden Haven / Port Macquarie, Taree) and North West NSW (Moree, Tamworth).
- Visit to High School and TAFE in Boggabilla, North West NSW.
- Participation in UNE recruitment activities (North West Career Market hosted by UNE, UNE Open Day) and Orientation Week, to encourage prospective and new students to access Oorala's services and facilities.
- Sponsorship of educational awards at a number of local school presentation events.

- Sponsorship of local women's team competing in the 2009 Aboriginal Rugby League Knockout held at Armidale in October, a major event attended by almost 15,000 people from Aboriginal communities across NSW. Through this event Oorala participated with other organizations from community and government sectors to promote our services to the Aboriginal community.

Through visits to Indigenous communities in regional areas and other recruitment activities Oorala has identified a prospective demand for community access centres and learning commons to be established in specific regions. These prospective initiatives would be intended to encourage greater participation in alternative entry programs and University study by distance education through provision of computer equipment, technology, resources and contact with support staff and may be reviewed for a future year subject to availability of funding and resources.

Initiatives through Faculty of Arts & Sciences in 2009 included:

- All Schools in the Faculty of Arts & Sciences were involved in visits to regional schools and promotion of courses to all students. The Schools also run HSC Booster days for all local Year 12 students. UNE Mentor, hosted and run by School of Arts, also assists participating schools and students in the region with HSC English assistance. Indigenous students have access to these outreach activities.
- Heads of Schools met with the Acting Director of Oorala to be informed of the access opportunities for Indigenous students through Oorala's alternative entry programs and several Heads have indicated support for their Schools to participate in programs to assist in recruitment and retention of Indigenous students.
- In semester 1 2009 the School of Humanities ran an academic skills development workshop entitled 'Improving Pathways to Success for Aboriginal and Torres Strait Islander Students enrolled in an undergraduate UNE Faculty of Arts and School of Education Award.' An Indigenous Facilitator was employed to coordinate and organise the workshop.
- A linguistics academic in School of Behavioural, Cognitive and Social Sciences runs annual training workshops through the NSW Board of Studies for assistant teachers delivering the K-12 Aboriginal Language Curriculum. This has attracted several attendees to complete introductory Linguistic studies at UNE.
- The School of Arts provides outreach music and theatre performance events in Uralla, Armidale and Tamworth for Indigenous and non-Indigenous students.
- A number of courses in the Faculty, including the Bachelor of Indigenous Studies and the Diploma of Indigenous Archaeology, which are intended for Indigenous students, have been advertised to local and state-wide Indigenous organisations and employers, including land councils, schools, hospitals and employment agencies.

The Schools of Health and Rural Medicine in 2010 are jointly undertaking a scoping study to develop and improve access pathways and retention of Indigenous students in medicine / health related disciplines. This project is led by Indigenous academics.

Other outreach activities by UNE included:

- The School of Rural Medicine works closely with Oorala to attract Indigenous students into Medicine via the TRACKS tertiary preparation program

- Indigenous Teacher Education Experience Project (ITEEP, funded by DEEWR), initiated by the School of Education, Faculty of The Professions. The Project aims to increase the number of Indigenous teachers in rural NSW schools and to maximize school-community partnerships. The Indigenous Teacher Education Experience Day was held as part of phase one of the project in July 2009. 90 participants attended the Experience Day including Indigenous secondary students in Years 10-12, Aboriginal Education Officers and TAFE students from throughout northern New South Wales, travelling to UNE to attend teacher education workshops and explore pre-service teacher training. The program included information sessions on support for Indigenous students, panel session of Indigenous educators, goal setting session and keynote presentation by an experienced Indigenous teacher from the local region.

Oorala participated by presenting information on Oorala's support services, programs, and scholarships opportunities for Indigenous students. The Experience Day was followed by a mentoring program in Term 3 of 2009. Twenty-four of the students attending the Experience Day joined the mentoring program which involved visits, online communication and regular contact with academic mentors sourced through Indigenous community contacts, Aboriginal Education Consultative Group and UNE staff.

The mentoring program is scheduled to continue throughout 2010 and beyond and the School of Education has reported that the Project activities have contributed to an increase in the number of Indigenous students enrolled in pre-service teacher education courses. At least 3 new Indigenous students applied to study at UNE after attending the Experience Day and the School of Education plans to offer the Indigenous Teacher Education Experience Day bi-annually subject to funding availability.

- UNE's recruitment activities to attract access by Indigenous students in Education awards are generally very successful as shown by commencing Education enrolments increasing from 31 (2008) to 52 (2009).
- This trend of greater access by Indigenous students extends to a wide range of courses offered by UNE, with increases in commencing enrolments from 2008 to 2009 being reported in courses offered in Arts (increased by 3); Behavioural Cognitive & Social Sciences (increased by 9); Business, Economic & Public Policy (increased by 3); Education (increased by 21) and Health (increased by 6).

The success of Oorala's and UNE's outreach activities are reflected in enrolments over the 2008 and 2009 years, which also reflect the educational and career priorities of prospective students from diverse Indigenous communities.

Details of Indigenous-specific and other scholarships offered by UNE and take-up rates

In 2009 a large number of students continued to be awarded Indigenous-specific scholarships offered through UNE and the majority of these were through the Commonwealth Equity Scholarships program. There were also a range of other scholarships continuing to be offered through UNE to provide greater access for Indigenous students to higher education in a range of disciplines. The Indigenous-specific scholarships offered through UNE included:

Commonwealth Equity Scholarships

- A proportion (at least 20%) of Commonwealth Equity Scholarships (Ordinary CECS and Ordinary CAS) were for offer to Indigenous students, numbers allocated to UNE were as set out in Section 3 of this Statement. The number of Ordinary CECS scholarships awarded to Indigenous students from 2009 was 18, the number of Ordinary CAS awarded from 2009 was 14. In addition, 5 students awarded Ordinary CECS and 8 students awarded Ordinary CAS in previous year continued to hold these scholarships in 2009. All of these scholarships were awarded to undergraduate students who had commenced enrolment in 2009 or a previous year. CECS assisted on or off campus students to cover education costs and CAS assisted on campus students to cover accommodation costs for students who had relocated from regional or remote areas to commence University.
- Indigenous Access Scholarships were offered for students who commenced at UNE in 2009. Of the 26 offered, 21 were awarded. 13 of these were offered to undergraduate students and 8 were offered to students in the TRACKS Tertiary Preparation Program.
- 20 Indigenous Enabling CECS and 5 Indigenous Enabling CAS were offered for students in Enabling courses. 8 Enabling CECS were awarded to assist with education costs for on or off campus students and 3 Enabling CAS were awarded to assist with accommodation costs for on campus students who had relocated from regional or remote areas to commence University. These Enabling scholarships were all awarded to students in the TRACKS Program.
- The Indigenous Access Scholarships and Enabling scholarships have been offered since 2008 and these were specifically for Indigenous students. TRACKS students awarded the Indigenous Access Scholarship were also awarded one or more of the Enabling scholarships according to their eligibility. In total 8 TRACKS students were assisted with Enabling scholarships according to their eligibility, with all of these receiving an Access scholarship plus one or more of the Enabling scholarships.
- 22 undergraduate students were awarded Commonwealth Scholarships from 2009, with 13 having commenced University in 2009 and therefore being awarded the Indigenous Access Scholarship as well as one or more of the Ordinary CECS or CAS according to their eligibility. The remaining 9 of these undergraduate students were awarded CECS or CAS according to their eligibility.
- The success of the Commonwealth Equity Scholarship offerings through UNE are reflected in the increased take-up rate for each type of scholarship for both undergraduate and TRACKS students compared to 2008 when the Indigenous scholarships commenced. (In 2008, 15 Ordinary CECS, 12 Ordinary CAS, 6 Enabling CECS, 2 Enabling CAS and 16 Indigenous Access Scholarships were awarded as reported in the 2009 Indigenous Education Statement.)

Other UNE Indigenous-Specific Scholarships

In 2009 the following scholarships were offered through UNE for Indigenous students:

- 5 Mick Young Scholarships were offered for students in the TRACKS Program and 1 of these were awarded. The 2009 Mick Young Scholarship holder successfully completed TRACKS and is now enrolled in undergraduate study (Bachelor of Nursing).

- 2 Lyn McGettigan Scholarships were offered for female TRACKS students however these were not awarded in 2009. These new scholarships were reoffered in 2010.
- The Mick Young and Lyn McGettigan scholarships were to assist TRACKS students with study costs, to enhance their success in the TRACKS program and to encourage their enrolment in further study.
- 1 Booroongen Djugun Scholarship offered for a student enrolled in The Sciences. This scholarship was awarded to an eligible applicant enrolled in Bachelor of Marine Science Management.
- 2 Max Schroder UNE Scholarships were offered to undergraduate students (1 for Teaching / Education, 1 for any discipline). 1 of these scholarships was awarded to an Bachelor of Science / Bachelor of Teaching student, the other scholarship was offered to a newly admitted student however it could not be awarded as the student did not proceed with enrolment.
- The Annie and Terry Connor Memorial Scholarship was not awarded in 2009 but was being reviewed for 2010.
- The UNE-Apted Honours & Postgraduate Scholarship for Indigenous Australians was offered but not awarded in 2009.

UNE Equity Scholarships

Equity scholarships offered to students from specified equity groups, including Indigenous students, by UNE in 2009 were:

- 4 CWA / Earle Page Equity Scholarships to assist school leaver or gap year student with on campus accommodation at UNE.
- 12 UNE Teaching and Nursing Equity Scholarships for school leaver or gap year students from regional or remote areas relocating to attend University and with UAI of 75+ or equivalent.
- Of these Equity scholarships, one CWA / Earle Page Equity Scholarship was awarded to an Indigenous student enrolled in the Joint Medical Program. This scholarship recipient was also awarded Commonwealth Equity Scholarships and a scholarship through a non-UNE provider (see details below*).

Other UNE Scholarships

One Indigenous student enrolled in UNE's Bachelor of Arts was assisted in his final semester of 2009 to complete overseas language study in China (Shaanxi Normal University, Xi'an) through the Endeavour Cheung Kong Student Exchange Programme (student mobility subsidy). In 2010 this student has commenced further study at Masters level.

Non-UNE Scholarships

A number of scholarships for Indigenous students are offered through providers in public, private and community sectors and in 2009 the following were awarded to UNE undergraduate students:

- 3 NSW Teach Scholarships through the NSW Department of Education.
- 3 Education Endowment Fund Scholarships through NSW Aboriginal Land Council and Charities Aid Foundation (CAF) Australia and administered through Oorala – awarded to undergraduate students from a range of disciplines, these were new scholarships to assist disadvantaged students with University fees, textbooks and equipment.
- One NSW Schools' Nanga Mai Award (for school leaver excellence in HSC results)*

At least one of these students was a multiple scholarship holder as indicated above*.

In addition to these awarded in 2009, one student awarded the NSW Teach Scholarship in the 2007 year continued to hold this in 2009 until completion of degree and in 2010 has commenced employment in the NSW education sector as per the conditions of the scholarship.

In 2008 one Indigenous postgraduate Doctoral student at UNE had been awarded an Australian Research Council (ARC) Discovery Postgraduate Scholarship for research towards a thesis. This scholarship ceased in March 2009.

Promotion of scholarships to Indigenous students

Oorala Aboriginal Centre maintained the following strategies throughout 2009 to promote scholarships to Indigenous students and encourage students to access and participate in these programs. These included promotion of Indigenous-specific and Equity scholarships offered by UNE and other providers:

- Information on current scholarships available to all prospective and current students on Oorala homepage at UNE website and Oorala blog.
- Distribution of Oorala flyer summarizing scholarships available throughout the academic year via career markets, recruitment activities, student-related events, displays and mailouts.
- Mailouts of flyers on specific application rounds of scholarships, e.g. Commonwealth Equity Scholarships and scholarships for TRACKS students.
- Email updates to enrolled Indigenous students on current scholarships.
- Information sessions at Oorala as part of alternative entry programs and other student-related activities:
 - In May Oorala held scholarship information sessions for TRACKS students and undergraduate students to encourage students to apply for Commonwealth Equity scholarships and other scholarships suited to their circumstances.
 - These information sessions were also held during TRACKS intensive schools and Internal Selection Program.

Take-up Rates of UNE Scholarships

For UNE scholarships where there were low take-up rates in 2009 this is due to a number of factors including:

- Enrolment trends in specific disciplines or at specific award levels (e.g. tertiary preparation, undergraduate, postgraduate).
- The enrolment of students in research degrees at Masters or Doctorate level.
- Institutional restriction on scholarships recipients not being permitted to concurrently hold more than one UNE scholarship (including Commonwealth scholarships) of a substantial value influences students' decisions to apply for or accept specific scholarships (e.g. many students indicate a preference for Commonwealth Equity Scholarships over other UNE scholarships).
- The diversity of scholarship opportunities offered through UNE and other providers.
- Accessibility of information and application processes for Indigenous applicants.

Ooralala continued to maintain sound relationships with UNE Scholarships Office and other providers to ensure access for Indigenous students to a diverse range of scholarship opportunities. CAF visited Ooralala in November 2009 to provide information about the new Education Endowment Fund Scholarships offered through CAF and NSW Aboriginal Land Councils and to provide advice on these scholarships being administered through Ooralala.

These relationships and Ooralala's promotion of scholarships are reflected in the increasing success rate in applications (overall in 2008 63 scholarships were awarded to Indigenous students and the numbers for 2009 show greater take-up rate of 76 scholarships awarded).

The role played by Ooralala Aboriginal Centre in seeking to improve Indigenous access to UNE

- Maintaining contact with students via a range of formal and informal methods to make admission, enrolment and application procedures more accessible.
- Liaison with UNE Student Centre admission and enrolment staff to enhance support for prospective students regarding online admission and enrolment processes.
- Promotion of scholarship and cadetship opportunities to prospective students who experience disadvantage due to financial circumstances or being located in regional or remote areas.
- Providing Indigenous-specific support and service information through UNE recruitment activities (Open Day, North West Career Market, etc).
- Indigenous-specific recruitment activities within Indigenous communities in several targeted regions (local and non-local).
- Promotion of Ooralala facilities, support services, programs and scholarships via a range of strategies (advertising, sponsorship, events involving community engagement, UNE and Indigenous-specific recruitment activities, online and printed material).

- Strong focus on community engagement and social inclusion for community members and students.
 - Effective usage of Oorala's facilities in new Oorala building for community and student-related events.
 - Ongoing review of alternative entry programs as pathways to higher education.
- 4. Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.**

Total number of Indigenous student enrolments for 2009, compared to 2008 (all student comparison).

Enrolment Mode	Award Level	2008	2009
Off Campus	Research Higher Degrees	8	4
	Coursework Postgraduate	37	36
	Undergraduate	145	178
	Other: UNE Pathways Enabling	10	12
	Other: Non-Award	Nil	Nil
	Other: TRACKS Tertiary Preparation Program	16	18
	Other: Cross-Institution Studies	4	1
	Off Campus Total		220
On Campus	Research Higher Degrees	1	2
	Coursework Postgraduate	Nil	2
	Undergraduate	49	63
	Other: TRACKS Tertiary Preparation Program	9	10
	On Campus Total		59
Grand Total		279	326

These statistics show enrolments as at 31 December 2008 and 31 December 2009.

As a result of strategies by UNE and Oorala to address Indigenous participation, total enrolments for the 2010 year increased to 340 (total reported at 18 June 2010).

Details of strategies to address Indigenous participation, including the involvement of Oorala Aboriginal Centre.

Since 2007 the new Oorala Aboriginal Centre building has continued to enhance the profile of Indigenous education at UNE and the participation by Indigenous students in educational activities. The new Centre has improved contact with Indigenous students, the provision of academic and social support as well as learning and associated activities offered through alternative entry programs. The Centre's building also facilitates the use of communications technologies by students to access online teaching materials in the student computer lab.

Strategies utilised by Oorala in 2009 included:

- Maintaining contact with Indigenous communities in catchment regions, via community events, career markets and visits.

- Continued representation on student-related committees, e.g. UNE Student Support Services Committee.
- Maintaining Oorala's representation on University committees throughout 2009 as this is essential to increasing Indigenous participation.
- Review of pathways through alternative entry programs offered by Oorala (ISP and TRACKS), which include access to appropriate course and admission advice at UNE to assist Indigenous students to make suitable choices for higher education study.
- Review of course content in TRACKS program to propose introduction of local community historical and cultural content in future year with the expertise of local Aboriginal academic involved in the program.
- Successful application for HEESP funding to run Pre-Orientation Program each semester commencing 2010 for TRACKS students, to improve participation for both on campus and off campus students in the program.
- Proposal being developed to apply for HEESP funding to create new position for Aboriginal and Torres Strait Islander College Mentor based at Oorala with the primary aim of supporting the social and cultural needs of Indigenous students in on campus accommodation, as recognized in the Indigenous Higher Education School to University Pathways Project 2007-2009. The main longterm objectives for establishment of the position are to enhance the learning experience in the university environment for on campus students and to enhance their personal development and professional attributes after completion of their studies when they return to their communities.
- Commencing arrangements to appoint Administrative Trainee at Oorala with plans to engage the Trainee in higher education study through Oorala's TRACKS program and TAFE studies, also commencement of a local high school student as work experience trainee at Oorala. Both of these opportunities were for young Indigenous people from the local community. In addition the work experience trainee is a student who has a disability and plans to study at UNE after completion of high school, this trainee worked with Oorala on producing a report, based on his own experiences, on issues affecting people with disabilities who may study or work in the Oorala building and around the University campus.
- Involvement of undergraduate students in activities with prospective and new students in alternative entry programs to encourage participation in further study.
- Discussions with Schools of Health, Education and Humanities to propose introduction of a range of Diplomas with Indigenous content.
- Effective use of online and other technologies to maintain participation by students in TRACKS program and students accessing tutoring through the Indigenous Tutorial Assistance Scheme (ITAS).
- Maintaining effective communication with a network of suitably qualified tutors to match them with students accessing ITAS tutoring.
- Referral of off campus students to facilities in UNE Access Centres in specific regional areas, or other available facilities, to maintain communication and participation.

- Oorala's alternative entry programs include content with focus on assessing and enhancing Indigenous students' academic skills, to improve participation in higher education.
- By accessing Oorala, attending and participating in community events, Indigenous students have opportunities to interact and network with Elders and other members of the local Indigenous community, as well as guests from other Indigenous communities.
- By attending and participating in student related activities through Oorala Indigenous students have opportunities to interact and network with other Indigenous students at all levels of higher education at UNE.
- Encouragement of continuing peer support networks between Indigenous students.
- Oorala encouraged students to participate in a range of activities including recruitment, orientation, scholarship, cadetship and graduate programs.
- Oorala also sponsored a student team to participate in the National Indigenous Tertiary Education Games held in Canberra and sponsored a number of students to attend conferences and workshops related to their studies and professional development.

In 2009 at least 4 Indigenous students were successful in applying for cadetships, one being with NSW Department of Environment, Climate Change and Water, and 3 being Nursing cadetships through NSW Department of Health. These students were provided with advice and assistance through Oorala to apply for these opportunities which encourage their ongoing participation in their studies and work placements in their chosen careers.

In addition to Oorala's strategies for participation, in October 2009 UNE and the 14 Local Aboriginal Land Councils of the NSW Northern Region signed a Memorandum of Understanding (MOU) to improve educational and research opportunities relevant to Indigenous communities. The Vice Chancellor of UNE, Prof Alan Pettigrew, and the NSW Aboriginal Land Council Deputy Chair, Councillor Tom Briggs, announced that the MOU marked a commitment to developing 'more appropriate higher education courses in the fields of Aboriginal culture, language and health, social and economic attainment and to enable mutually beneficial staff and student mentoring programs' for people in the New England Region.

Other strategies for Indigenous participation through UNE included:

Faculty of The Professions:

- ITEEP Teacher Education Experience Day held in July at UNE through School of Education as detailed in 2.3, which involved workshops, information sessions and mentoring for Indigenous students and Aboriginal Education Officers to encourage participation in Education courses at university.
- School of Education commenced discussions with Oorala on proposal to establish a Graduate Certificate in Indigenous Education.
- School of Rural Medicine's strategies included academic support programs to assist with meeting entry requirements and enhancing academic skills, and the following opportunities for prospective students to provide insights on studying and working in field of Medicine:

- Visits to schools by Indigenous health professionals and university teaching staff;
- ‘Shadowing’ of a medical student for a day;
- Participation in a one-week Summer School program providing overview of basic sciences and learning structure of Medicine, and introductory working problem to solve.

Faculty of Arts & Sciences:

- Workshop held in May 2009 at UNE for Indigenous students enrolled in UNE Arts and Education awards. Organised and facilitated by an Aboriginal research student, the workshop presented academic skills information and related student based learning activities and also involved participation by Aboriginal community Elders.
- The Faculty plans to work with Oorala, and in some cases through the Indigenous Cadetship Support Scheme, to improve Indigenous student participation.
- Through a range of other strategies including advertising, community engagement and forum attendance, Schools in the Faculty have been active in encouraging school leaver and mature aged Indigenous students to apply for entry to UNE courses.

The Hobson’s *Good Universities Guide 2010* awarded UNE a five star rating for Indigenous participation.

5. Total numbers of Indigenous completions at Bachelor level and above in 2009, compared to 2008 (all student comparison)

Numbers of student completions at Bachelor level and above for 2008-2009

Level of Completion	No. of Graduates 2008	No. of Graduates 2009
Bachelor degree	9	15
Bachelor degree with Hons	2	1
Graduate Certificate	2	4
Graduate Diploma	2	3
Masters	2	5
Masters degree with Hons	3	0
Doctorate	1	1
Total	21	29

In addition to the above completion rates at Bachelor level and above, a number of Indigenous students completed awards at Diploma level.

Numbers of student completions in Diploma or Advanced Diploma for 2008-2009

Level of Completion	No. of Graduates 2008	No. of Graduates 2009
Diploma	4	7
Advanced Diploma	1	Nil
Total	5	7

Support mechanisms in place for Indigenous students, including the role of Oorala Aboriginal Centre and Indigenous community involvement

The Oorala Aboriginal Centre has continued to ensure achievement for Aboriginal and Torres Strait Islander Students by utilizing the following strategies: (1) providing a supportive and culturally inclusive environment for Indigenous students including social support (2) providing effective student academic support through the Indigenous Tutorial Assistance Scheme, and (3) continuing to develop the TRACKS course to provide a firm foundation for mature-age students returning to formal education and school leavers without strong secondary school qualifications.

This enables Indigenous students to more equally participate in tertiary studies and at the same time enhance both the retention and success rates.

To implement these strategies Oorala's student support services for Indigenous students in 2009 included:

- Significant resources allocated specifically to coordination and delivery of alternative entry programs, to ensure provision of appropriate educational pathways for students, and also allocated to Indigenous Tutorial Assistance Scheme (ITAS), to ensure appropriate tutoring for students progressing to UNE awards.
- Provision of inclusive facilities for student access, including learning spaces for students participating in alternative entry programs, student resource area (computer lab and tutorial rooms for ITAS tutoring), lecture theatre, interview rooms for accessing student support through Oorala staff.
- Maintaining provision of inclusive spaces for social interaction between students, staff and community members (Student Resource Area and Foyer) and hosting of student activities and events for community engagement.
- New computers were installed in tutorial rooms in the Student Resource Area, primarily for use in tutorial sessions by students being assisted by ITAS tutors.
- Computer upgrades to equipment in Student Resource Area to improve technology for students to access their study material, complete assignments and prepare for exams. This was critical due to high level of online study required for many units and these computers are accessed by both on campus students and off campus students attending intensive schools and other on campus activities.
- Advice and referrals on a range of matters related to admission, enrolment and academic progress, with arrangements for a specific staff member in UNE Student Services to assist Indigenous students with online admission and enrolment processes.
- Advice and referrals for students requiring local accommodation on campus at UNE or in Armidale area and for students requiring support while residing in on campus accommodation environments.
- Extensive liaison between Oorala student support staff and UNE residential colleges on support issues arising regarding students in on campus accommodation.
- Planning to establish Pre-Orientation Program for TRACKS students and Aboriginal and Torres Strait Islander Campus Mentor for support of on campus students with both initiatives commencing in 2010.

- Advice on Abstudy assistance available for on and off campus students, including assistance to attend intensive schools, practicums and field trips.
- Referrals for appropriate unit and course advice to encourage students to complete their chosen awards and to continue with further study in higher education.
- Referrals for career advice relevant to students' goals for achievement in higher education.
- Information sessions on student support and opportunities.
- Advice and assistance on applying for scholarships, cadetships and graduate opportunities, including a range of scholarships to assist students with study costs, relocation and accommodation costs associated with studying at university.
- Advice and referrals relevant to transition from alternative entry programs to UNE awards, award completion and graduation.
- Support to graduands and family members attending graduation ceremonies.
- Representatives from NSW Department of Education and Training visited UNE and Oorala in March 2009 to meet Education students and present information about NSW DET's Graduate Recruitment Program and other opportunities offered by the Department. Presentation sessions specifically for Indigenous students were held at Oorala to encourage academic progress through these opportunities.

Other support mechanisms through UNE during 2009 included:

- Consultation by Faculties and Schools with Oorala on future pathways for Indigenous students through alternative entry and mainstream admission.
- Community engagement in student related activities as appropriate.
- Community engagement in UNE degree awards, incorporating Aboriginal knowledge and expertise through members of the local community in delivery of degree programs such as Joint Medical Program (Faculty of The Professions) and Bachelor of Indigenous Studies (Faculty of Arts and Sciences).
- Consultation and referrals by UNE Student Services, Faculty and School representatives with Oorala on student support matters, to encourage achievement of academic progress by Indigenous students.
- Faculty Mentors in Schools in each Faculty offer additional support to Indigenous students.
- Involvement of First Year Advisor in School of Business, Economics & Public Policy on student support matters and School Equity Committee is a forum for staff and students to raise Indigenous issues.
- Consultation by UNE Office of Advancement and Scholarships Office with Oorala for recommendations on award and continuation of scholarships for Indigenous students, also for establishment and review of new scholarships.

Specific support for Indigenous students through Faculties in 2009 included:

Faculty of The Professions

School of Rural Medicine

- Liaising with Oorala for TRACKS tertiary preparation program to become approved pathway for Indigenous students into Joint Medical Program, in line with Yapug program through University of Newcastle (alternative entry and academic skills support).
- Indigenous medical students have opportunities to meet other Indigenous students and tutors before commencing first semester of study, with support continuing throughout the first two years of study.
- Indigenous medical students attend five day Pre-Med Program at start of first year, attend annual symposium (Australian Indigenous Doctors' Association), participate in cultural camps, receive one on one academic support from Indigenous academics, attend weekly tutorials specifically for Indigenous medical students, access learning from Indigenous doctors tutoring in JMP and undertake studies with strong focus on Indigenous health in the curriculum.
- Students also have access to scholarship opportunities, mentoring, academic support to assist with course workload and choice of electives, as well as social and cultural support, e.g. for students who have relocated from home to commence study, to encourage academic progress and course completion.
- In 2010 new Indigenous academic appointed in the School has commenced establishment of a Community Reference Group.

School of Law

- The Law School actively promotes the annual National Indigenous Legal Conference to Indigenous students. Attendance at this Conference provides Indigenous Law students with the opportunity to meet successful Indigenous Lawyers, develop networks and gain knowledge about the legal profession. Each year the Law school is invited to nominate two Indigenous students to receive sponsorship by the NSW Bar Association to attend this conference. The school works together with Oorala in identifying and informing students of this opportunity and inviting interested students to contact the school. If there are more than two applicants the School considers grades and progress in the degree in order to select the two successful candidates.
- The School's First Year Advisor provides academic support to on campus Indigenous students in their first year at UNE in any Law and Business, Economics and Public Policy units; and also refers students to Oorala for further support.

Faculty of Arts & Sciences

- The Schools and Faculty have schemes in place to identify Indigenous and non-Indigenous students who require further support to enhance academic progress, and to formulate ways in which these students may be assisted. These strategies include the use of the First Year Advisors and School-based mentors and tutors.
- The Schools also have a long history of supporting the TRACKS students into School-based units and awards.

School of Humanities

- The School of Humanities manages the Bachelor of Indigenous Studies program. This degree program is focused on graduating students who are job- ready for the Indigenous employment sector. The course is also open to non-Indigenous students.
- With the assistance of the UNE Office of Advancement, the School of Humanities is targeting industry sponsorship and cadetships; for instance, an Indigenous cadetship opportunity has been secured with the National Australia Bank for a student whose Bachelor of Indigenous Studies major is in Business.

In July 2009 Oorala was included in the audit of the University conducted by the Australian Universities Quality Agency panel (AUQA) to address issues of access, participation and support for students. As a result of Oorala's participation in the audit recommendations to the University for improving its strategies and mechanisms to address these issues for Indigenous students were published by AUQA. In summary AUQA recommended that while the University had reported an intention to increase the number of on campus Indigenous students, 'the distance education model may provide a more attractive option for Indigenous students to study while remaining located in their community. This may, in turn, assist with improving retention.' AUQA also recommended that 'UNE strengthen the involvement of the Oorala Centre in the development of the various e-learning activities, including the e-university, and the proposal to expand the participation of Indigenous students.'

During 2009 Oorala did participate in the e-university project, providing representation on the Course Working Group and Student and Staff Capacity Working Group and consultation at the project's retreat day held at UNE to discuss the future directions for higher education at UNE. Through involvement with the project Oorala also provided recommendations and consultation for prospects of developing an Aboriginal and Torres Strait Islander double degree and Aboriginal Diplomas in partnership with School of Health and School of Humanities. These discussions also included possibility of incorporating units from the TRACKS tertiary preparation program as a means of social and cultural support for students going onto further studies at undergraduate level. Further discussions have been undertaken by Oorala in 2010 with Schools of Health, Humanities and Education.

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

Indigenous perspectives reflected in the curriculum at the University

The Oorala Aboriginal Centre continues to collaborate with Faculties and Schools to promote Indigenous perspectives in curricula and to support cultural inclusivity in academic units and programs. These strategies ensure a more inclusive and relevant environment for Indigenous students and greater cultural awareness by non-Indigenous students.

In December 2009 Oorala contributed to the document 'Stocktake of Indigenous Cultural Competency' which was being drafted by the University in response to the Indigenous Cultural Competency Project initiated by Universities Australia in partnership with the Indigenous Higher Education Advisory Council. The document covered, among other things, whether cultural competency was embedded in the University's courses. Included in Oorala's response in the document was reference to the UNE Reconciliation Statement which was established in 2005 and expressed the University's commitment in its curricula to including Indigenous content in course reviews, integrating Indigenous perspectives into academic programs, and including appreciation of Indigenous culture and history in the graduate attribute of Social Responsibility.

The University's commitment in 2009 to recruiting the Aboriginal and Torres Strait Islander Employment Officer ensured that as part of this role the UNE Reconciliation Statement can be reviewed and a Reconciliation Plan be developed for implementation across the University.

As a result of collaboration with The Faculty of The Professions and the Faculty of Arts and Sciences on developing a greater extent of Indigenous perspectives in the University's curriculum, the following have been developed in 2009 or maintained from previous years.

Faculty of Arts and Sciences

- Across the Faculty Unit Coordinators are, where appropriate, expected to address Indigenous issues in their units, as part of the Graduate Attributes (social responsibility).

In School of Environmental and Rural Science and School of Behavioural, Cognitive and Social Sciences:

- A diverse range of units in the related to land use and environmental planning include Indigenous perspectives. Such perspectives include Indigenous and non-Indigenous relationships to land, consequences for land management and legal relationships to land (eg native title).

In School of Behavioural, Cognitive and Social Sciences:

- Indigenous perspectives are reflected in the units LING 366 and LING 466 Australian Indigenous Languages, which examine the structural features of Aboriginal languages, distinctively Aboriginal speech practice, and explore the links between language and social identity. In the unit Health Psychology and also in the unit Perception and Perceptual Impairment, Indigenous health issues and related statistics are covered. In the unit Social Psychology there is reference to culture-related perceptions of self, and to evidence for greater spatial orientation ability in Indigenous Australians. In the unit Behavioural Modification there is reference to strategies for improved understanding and assistance of Indigenous clients.

In School of Humanities:

- All units in the School, where appropriate, intended to address Indigenous issues as part of their Graduate Attributes (social responsibility). Particular disciplines with a strong focus on Indigenous issues include Archaeology, Criminology, Indigenous Studies, Linguistics, Political Studies, Peace Studies, Sociology and Australian History.
- Indigenous perspectives are the core focus of IDIG (Indigenous Studies) units. In the Bachelor of Indigenous Studies, this is essential in all core units and is expected to be reflected in all elective units. All of the IDIG units examine the experience of Indigenous peoples in Australia and/or overseas in the face of colonialism and international political hegemonies. Indigenous perspectives are also referred to in units concerning Australian politics and peace studies.
- Local Aboriginal community members and 2 newly appointed Indigenous academic staff were involved in the Bachelor of Indigenous Studies to provide Indigenous perspectives to all students enrolled in the program.

- The continuing employment of an Indigenous Academic with expertise in History by the School of Humanities has enhanced the representation of Indigenous perspectives in this subject area.
- A short summer course in 'Nonviolent Social Change in the Contemporary World' incorporating a range of perspectives was held by the Centre for Peace Studies in February 2009. A local Aboriginal Elder participated in the observance of Indigenous protocols at commencement of the course.

In School of Arts:

- Indigenous authors, composers, musicians, playwrights/directors and Indigenous perspectives are included in a number of undergraduate units taught in the School of Arts (in Literature, Music, Theatre Studies, Writing, Media) for instance in Australian Literature, Australian Theatre and Australian Music units. For example, the units COMM 381 and COMM 581 Documentary: Australian and International were introduced in 2009 and are offered every 2 years. The units include examples of documentaries made by and about Indigenous people in the context of Australian documentary history, genres and ethics. The units ECT 303 and ECT 503 Research in Writing include a module on 'media and civics' which provides students with the opportunity to develop skills in formulating research topics, including in relation to debates in the media and wider public discourse about the Commonwealth Government's 'intervention' policy and practice in the Northern Territory.

Research, presentations and publications through Faculty of Arts & Sciences included:

- Two articles on Indigenous themes related to early linguistics in specific regions of NSW, published by a senior academic in Australian History who also collaborated with a UNE Emeritus Professor to write a chapter with historical and archaeological background on the impact of 14 centuries of isolation on Tasmanian Aboriginal culture for a book, *Turning Points in Australian History*.
- A collaborative project between an academic in linguistics, a UNE Honours Linguistic student and the Indigenous language team of Numbulwar School (South-eastern Arnhem Land, NT) on foundation work for a new grammar of Wubuy language, to update the existing grammar using modern approaches.
- Indigenous academic in Australian History in School of Humanities undertaking doctoral research in Indigenous family history and also presented keynote address at the 2nd Australasian Narrative Inquiry Conference held at UNE on the largely undocumented history of Aboriginal people's contributions to the shearing industry in NSW.
- Academic in Humanities had previously published *Aborigines and Activism* (UWA 2008).
- In 2010 academic in Linguistics presented seminar on *Pronunciation and Authenticity in reawakened Aboriginal Languages*, Linguistics Seminar Series, (School of Behavioural, Cognitive and Social Sciences, UNE 2010), published *Wadeye Song Database* (2010, hosted by University of Sydney at <http://sydney.edu.au/wadeyesong/>) and had also in 2008 published *Ngan'gai Dictionary* (Armidale: Australian Linguistics Press, 2008).

- Academics in School of Arts identified Indigenous themes as being major research areas in the School, and collaborated with Indigenous researchers at other institutions both on research projects and on relevant higher degree research topics.
- Academic in School of Arts with colleagues from Griffith University Film School was undertaking long-term research on Australian documentary, including documentary making by and/or about Indigenous people. This research spans developments from early days of Australian film to current Indigenous film making and cultural practice.
- Ongoing ARC Linkage Project, 'Change and continuity: Chronology archaeology and art in the North Kimberley, Northwest Australia'.

Faculty of The Professions

School of Education

- Through School of Education all pre-service teacher education students are required to complete the core unit EDCX 400 'Aboriginal Education' and additional units are also offered such as EDC X982 'Aboriginal Studies Curriculum'.

School of Business, Economics & Public Policy

- Through the School students can specialise in Indigenous Organisation Management and within the suite of units there are 3 units with specific Indigenous focus: IDIG301 'Analysing Change in Indigenous Societies', IDIG 303 'Principles of Aboriginal Community Development' and IDIG 304 'Managing the Indigenous Organisation'.
- Also through the School's broader offerings there are units including content on cultural diversity within a business context, e.g. in MM 200 'Contemporary Management' students learn about managing diversity, providing broad understanding for managers to understand cultural diversity, with social inclusion being addressed in the unit's final module.

School of Law

- In recent years the School of Law has addressed a number of issues relating to Indigenous education and the presenting of Indigenous perspectives in the law curriculum. Staff have an awareness of the importance of these issues and the need to develop Indigenous content, as is reflected in many Law units.
- The Law school recently undertook a project entitled 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' funded by the Dean's Initiative for Innovative Collaboration across Faculties. The project considered strategies for incorporating knowledge of Indigenous culture into the law curriculum at UNE with a member of the academic staff from the Oorala Aboriginal Centre on the working party. The project also aimed to begin a process of supporting staff in the School of Law to embed relevant content in the 'core' legal curriculum. The role of this project was one of encouraging and supporting colleagues to undertake this process. Many Law School staff responded quite enthusiastically, indicating that either they currently incorporated Indigenous perspectives in their units or that they saw the potential for doing so.

Listed below is a sample of units which incorporate an Indigenous component in the School:

LS 281 Property Law I (compulsory unit) has significant Indigenous content. Students study native title as a separate topic within the unit. Also Indigenous perspectives on the concept of 'possession' of land is another topic. The latter is contrasted with Anglo common law perspectives.

More broadly, in 2009 the unit content for LS 281 was reviewed and amended to include input and content from an Indigenous law working party led by an academic from the School. This review saw the inclusion of relevant readings which are now readily available to LS 281 students through e-reserve.

LS 101 Law in Context (Compulsory Unit): One of the aims and objectives of this compulsory introductory law unit is that students be able to demonstrate a basic understanding of issues arising from the interface between Australian law and Indigenous culture and history. This aim is met by presenting two topics specifically on these issues and by the incorporation of an Indigenous perspective in other parts of the unit including assignments and the examination. This year the topic for the major research assignment for the unit was based on issues involved in the legislative framework of the Commonwealth Government's Northern Territory Emergency Response.

LS 331 Intellectual Property Law: This unit incorporates learning material about the recognition of legal and equitable rights in Indigenous creative expression (songs, stories, artwork, dance, etc). The unit also contains references to newer developments on traditional knowledge and related issues.

LS 341 Introduction to Environmental Law (Elective Unit): There is a topic on Indigenous Cultural Heritage in LS 341 Introduction to Environmental Law.

LS 357 Alternative Dispute Resolution (Elective Unit): This unit presents one topic with a specific Indigenous focus, namely *Theory - Dispute Resolution & Australian Indigenous Peoples* as well as intermittent comparative references throughout the unit to the Dispute Resolution methodology of Australian Indigenous people.

LS 264/LS 364 Indigenous Australians and Law: This unit is presented as the study of a culturally defined area of law in the context of Indigenous Australian culture since colonisation. The unit examines the relationship that has evolved between Indigenous Australians and the western legal system and explores the legal theory and policies that have impacted on Indigenous people and their responses to this impact.

LS 370 Family Law: This unit addresses a number of Indigenous issues with respect to family law, including matters related to parenting and decision making about the placement of children, and constructions of family.

HSSW 302 Law for Social Work: This unit is delivered by the School of Law into the Bachelor of Social Work programme. The impact of law on Indigenous people broadly is discussed in this unit as well as specific laws and principles which impact particularly on Indigenous people such as the Aboriginal Child Placement principles.

A number of other units touch on Indigenous issues insofar as they are relevant to the subject but not as a main element of the unit.

School of Rural Medicine

- The School of Rural Medicine facilitated positive learning experiences and intractions with Indigenous Australians based on real world contexts, including teaching that enables experiential processes and intractions, strategies that address emotional reactions of students in a respectful and culturally safe manner and allowing students to move beyond awareness to more critical analysis and understanding of their role in facilitating change.
- To promote effective learning in these areas the School organised community visits where students can be immersed in realities of everyday life for Aboriginal people, particularly in relation to their health care and lectures and tutorials with Aboriginal community members / lecturers to share their experiences and the students are supported to ask questions in respectful ways.
- In the Joint Medical Program Aboriginal health is vertically and horizontally integrated into the curriculum contributing to a more stable, sustained learning environment. Indigenous staff have senior decision-making capacity about the design, delivery and evaluation of Aboriginal health content. Aboriginal culture is taught in a reflexive way, in which all students have opportunity to identify and question their own cultural beliefs. Aboriginal cultural safety / awareness is taught separately to multiculturalism awareness and international Indigenous experience examples are given, so that international students can reflect on Indigenous experiences in their own countries.

Research, presentations and publications through Faculty of The Professions included:

- Involvement of academic with expertise in Mathematics education in Linkage Grant project through Queensland University of Technology entitled 'Developing culturally-fair assessment practices to achieve greater equity and success for Indigenous students', with focus on assessment and performance of Aboriginal and Torres Strait Islander students and curriculum that embeds Indigenous perspectives and culturally-sensitive pedagogy.
- Supervision by academic in School of Education of two students working on Indigenous projects, one involving research on student experience in the Indigenous Legal Studies curriculum at Tranby Aboriginal College and one involving community access to research project findings through UNE.
- Academic in School of Law researched and wrote articles for publication on comparative analysis of key aspects of native title law in Australia, Canada, USA and New Zealand, and on Government Indigenous policy.
- Two academics in School of Law developed an article examining cultural assumptions and biases which underpin family law legislation and privilege the relationships between parents and biological children, and how this may disadvantage Indigenous applicants for parenting orders who do not conform with family models and evidentiary requirements recognised by the Family Law Act.
- An academic from School of Law also plans to undertake narrative research into the impact of government policy on the lives of Indigenous Northern Territorians. The research will take the form of three months of interviews with Aboriginal women in three Northern Territory communities during a special studies program in semester two 2011. One of the aims of the project is to allow the participants to tell their stories of the realities of living under past and present government policies and to make

these stories available to policy makers, academics and the wider Australian community. Three communities in the Northern Territory will be visited over the next 9 months building relationships with members of these communities and seeking to gain their support for the project. The research will be developed in consultation with the communities involved and will be framed in such a way that it will be both useful to the participants and inform a wider audience.

- An academic from Law completed a book in 2010 (co-authored with staff of Flinders University) on the regulation of tourism (to be published by Glasshouse, Routledge in July 2010), including chapters on the impact of tourism on Indigenous rights in public space and in relation to Indigenous cultural rights.

In most cases seminars and publications presented or published by academic staff of UNE Faculties are available to UNE staff and students, to enhance curriculum development, availability of program resources and expertise at the University.

Addressing cultural competency of staff and students

Principles pertaining to equity and diversity are incorporated into all of the University's student support services and programs, as well as staff employment, training and professional development. As set out in UNE's *Equal Employment Opportunity Policy Statement* the University aims to 'ensure that all of its management and educational policies and practices reflect and respect the social and cultural diversity contained within the University and the community it serves'.

All staff at UNE have access to equity training, such as online modules in the 'EO Online: fair play on campus', training presentations on 'Creating Respect and Dignity in the Workplace', and others. These training programs include Indigenous perspectives. The 'Stocktake of Indigenous Cultural Competency' document drafted by UNE in 2009 noted that cultural diversity programs are offered to all academic and general staff and are a requirement for Heads of Schools and that in future years it is planned for the Aboriginal and Torres Strait Islander Employment Officer to coordinate the induction of new staff to ensure that this includes appropriate cultural competency addressing Indigenous perspectives.

The Acting Director of Oorala is Chair of the University's Panel on Research Involving Aboriginal & Torres Strait Islanders (PERATSI) and in this role during 2009 consulted with the Research Services directorate in regard to research including Indigenous subjects and issues, through a range of postgraduate study and projects conducted at UNE.

Oorala staff attended the following professional development in 2009 with Indigenous cultural focus:

- AITSIS National Indigenous Studies Conference 'Perspectives on Urban Life', ANU, Canberra;
- 'Healing Our Way' workshop run through Joint Medical Program, University of Newcastle;
- 3rd WA Transcultural Mental Health Conference, Perth;
- Asia Pacific Breakthrough Summit (The Women, Faith & Development Summit to End Global Poverty), Melbourne.

Academic staff from Oorala also attended and presented a paper at the 2nd Australasian Narrative Inquiry Conference hosted at UNE. The Conference theme was of 'discovery through narrative' as a method of investigation in research.

Oorala staff also attended meetings with:

- Indigenous units from other NSW and ACT universities through Higher Education Network (HENAC) and regional ITAS Coordinator meetings;
- Indigenous staff from NSW Department of Education & Training, Tamworth regional office.

Networks maintained through these meetings enhance the cultural competency of staff and provide a forum for staff to discuss cultural and support issues relevant to Indigenous education.

All UNE students have access to developing knowledge and cultural competency through units with Indigenous content offered in a range of disciplines by both Faculties, and initiatives through the Faculties to enhance competency of students and University staff are detailed below.

Faculty of The Professions

In 2009 the School of Education implemented its project 'Enhanced Teacher Training' to link Indigenous mentors in the Education field with UNE Education students whose career paths would involve teaching in Indigenous communities. Through this project Oorala's Acting Director commenced mentoring of students, involving *Yarn Ups* (conversations) to share histories, points of view and to share cross-cultural understanding in a mutually respectful mentor-student relationship.

The Indigenous Teacher Education Experience Project (ITEEP) initiated through School of Education also involved participation by university staff who consulted with Indigenous educators and community representatives for planning and implementation of the project. UNE staff as well as mentors involved with the project were invited to participate in a cultural awareness workshop facilitated by an Indigenous presenter, to gain insights into the challenges and opportunities for non-Indigenous people engaging with Indigenous Australians. The workshop was intended to provide mentors on the project with advice to assist in working with Indigenous students, however the workshop was also available to UNE staff interested in cultural awareness training.

The new Indigenous academic appointed in 2010 in School of Rural Medicine has commenced development and delivery of cultural awareness, safety and competency workshops / seminars in the School for staff and students. This academic teaches at undergraduate and postgraduate level, supervises postgraduate research students, develops and facilitates training for professional staff, as well as contributing to culturally appropriate research through development of collaborative research programs. The role also involves interdisciplinary research within the University and in collaboration with other education, research and health service organisations, particularly in areas relevant to Aboriginal health; liaison regarding Joint Medical Program with Oorala (UNE) and Wollotuka (University of Newcastle), Institute of Indigenous Higher Education and academic staff in Aboriginal and Torres Strait Islander health discipline. Through this Indigenous academic role the School is liaising with Oorala on a proposal for a Diploma in Aboriginal Health to greater enhance the curriculum offered in Health disciplines at UNE.

As part of the School of Law's project 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' a seminar and workshop on 'indigenising' the law curriculum were run by an Indigenous legal academic from Griffith University. Staff were presented with ideas and resources on a holistic approach to developing and implementing Indigenous knowledge and perspectives within Law School. This holistic approach encompassed the elements of Curriculum Development; Teaching and Learning, Indigenous Research; Staff Development and Training; and Student Support. These elements were explored by drawing upon the presenter's experience at Griffith University's School of Law.

The Faculty of the Professions runs a Forum for Researchers in Indigenous Studies Group which includes four members of the School of Law and other Faculty staff.

Faculty of Arts & Sciences

Cultural awareness is built into many of the units taught in the Faculty as one of the attributes taught to and/or practised by students.

Involvement with Indigenous community members in working towards this goal

All UNE students are also encouraged to participate with the local community, including the Aboriginal community, through a range of projects and events.

The University continued to involve local Aboriginal community members in official events and educational programs for the observance of Indigenous protocols and enhancement of the cultural competency of both staff and students.

Cultural competency of UNE staff and student researchers on proposed projects involving Indigenous content was also adhered to by continuing involvement of University Indigenous staff and local Indigenous community representation on UNE's PERATSI committee.

In 2009 examples of Indigenous community involvement with the University in programs, research, projects and other activities included:

Faculty of Arts & Sciences

- In School of Humanities local Aboriginal community members and Elders were invited to participate in undergraduate teaching by way of guest presentations and discussions. For example the Aboriginal Liaison Officer from Armidale Dumaresq Council regularly presented the 'Welcome to Country' address in programs conducted through the Faculty and also addressed students to present Indigenous perspectives, e.g. in Humanities units, (this involvement is ongoing).
- Several Faculty staff were active in research in areas of Indigenous expertise and in consultancies and initiatives within the Armidale community and the region (e.g. staff were active in ANTA (Australians for Native Title and Reconciliation) and other organisations involving community engagement). This involvement is ongoing.
- An academic in School of Behavioural, Cognitive and Social Sciences conducted fundraising to support Miminbah Pre- and Primary School in Armidale, one of the few Indigenous owned and operated schools in NSW, and an academic from this School also collaborated on Indigenous social planning to assist in community development.

Faculty of The Professions

- The School of Rural Medicine has continued to establish links with the local Aboriginal community and the Aboriginal Medical Service to further develop a partnership which aims to facilitate collaboration in the delivery of the health curriculum and assist in making decisions about curriculum design, delivery and evaluation. A Community Reference Group and guidelines are being developed in 2010 to enhance the links between local traditional owners and to facilitate collaborations to deliver appropriate programs in the community and surrounding regions.
- Through the School of Law's project 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' an important aspect was developing connections with the Armidale Aboriginal community as well as with Indigenous legal educators from other parts of Australia. While some progress was made in this regard there is much scope for the Law School to further develop its relationship with members of the Armidale Aboriginal community, the broader Aboriginal community and those involved in Indigenous legal education across Australia and overseas.
- A number of staff and students from School of Business, Economics & Public Policy were involved in the Students in Free Enterprise (SIFE), a global organisation that encourages students to make a difference in their communities and develop leadership, teamwork and communication skills. In 2009 SIFE UNE, under the guidance of a Project Mentor from 'Beyond Empathy' and a Project Leader, commenced programs at the local Minimbah School to assist with reading and financial literacy. The reading program involved students from School of Education working with Minimbah students in a buddy reading program. SIFE also, through the Australian Literacy 'share a book' program, initiated a donation to the Minimbah Library of over 2000 books which are being catalogued and covered by the SIFE students. The financial literacy program has involved SIFE working with New England Mutual in starting a school banking program which will be up and running in Term 3, 2010. SIFE staff and students provide presentations on their activities to the UNE and broader community and present their work at national and international SIFE events.

The Oorala Aboriginal Centre was active throughout 2009 in involving Indigenous community members in University events, participating and contributing to events hosted by the local community and providing facilities for Elders' groups and other community meetings (see below for details). Through this involvement Oorala encouraged local community members to engage with the University in working towards providing all students with an understanding and respect for Indigenous cultures.

Role of Oorala Aboriginal Centre in enhancing the status of Indigenous knowledge and overseeing cultural competency at the University

Oorala staff continued in 2009 to provide representation on local Indigenous committees, maintaining professional relationships with community members:

- Aboriginal Educational Consultative Group
- Gayinyaga Committee and NAIDOC Committee, auspiced through Armidale Dumaresq Council
- Local Armidale Interagency Committee
- Aboriginal Employment Interagency (1)

Two academic staff from Oorala presented a paper with an Indigenous cultural emphasis, entitled 'Narrative Practice as Cultural Mediation', at the 2nd Australasian Narrative Inquiry Conference hosted at UNE.

Oorala held key events at the Centre involving the local Aboriginal and UNE communities and these included the Frank Archibald Memorial Lecture, which in 2009 was presented on 'Educating for Creativity and Difference' by a local Aboriginal educator with expertise as Director and Principal of Minimbah Aboriginal School. The guest speaker was also a postgraduate alumni of UNE who has had extensive involvement in consultation on education through the University, community groups and government agencies. It is planned for the Lecture to be published as an educational resource. The 2009 NAIDOC event coordinated and hosted by Oorala involved youth and Elder speakers from the local Aboriginal community who addressed the University and wider community on the NAIDOC theme of 'Honouring Our Elders, Nurturing Our Youth'. Guests at these events included UNE staff and students.

Oorala also supported and contributed to local community events, including NAIDOC Week and the 2009 Aboriginal Rugby League Knockout. Oorala provided opportunities for students to participate in events with community members at Oorala and in the local region. In 2009 the local Aboriginal Elders' Congress and another local Elders' group held meetings at Oorala and were interested in further visits and meetings at Oorala during 2010.

Through these community networks, staff and students enhanced their Indigenous knowledge and cultural competency to enable them to provide invaluable perspectives on a range of cultural and educational matters within the University environment. For example participants in the ITEEP Project through UNE's School of Education attended Oorala's NAIDOC event while at UNE for their Indigenous Teacher Education Experience Day.

Indigenous knowledge and cultural competency in Oorala's programs:

- Oorala learning resources for the TRACKS Tertiary Preparation Program include a focus on Indigenous material from a diverse range of sources, and emphasis on NSW but also on other States. These resources are a vital tool in maintaining Indigenous knowledge and further developing the cultural competency of students and academic staff. Materials and program content are reviewed each year.
- A new development in TRACKS in 2009 was the appointment of a local Aboriginal community member in an academic and mentoring role for core units with a cultural and community focus.
- In 2009 with expertise from this academic role review of TRACKS content was undertaken with plans proposed for local community history content in a future year.

Oorala has identified the prospect for a cultural awareness program to be developed involving expertise from the Aboriginal and Torres Strait Islander Employment Officer, Indigenous academic staff at Oorala and the local Aboriginal community, to be reviewed for planning in a future year.

In 2009 Oorala also maintained a University-wide input on knowledge and cultural competency matters through:

- Indigenous academic representation on PERATSI Committee, to assess research projects on Indigenous topics.

- Providing consultation with UNE and University of Newcastle regarding program reviews on Joint Medical Program and selection process for Indigenous admission.
- Providing consultation to School of Education on mentoring project for Education students.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

The following information shows sources of funding available for the Oorala Aboriginal Centre and its programs (3) and 4(a), 4(c) and 4(d); special project funding 4(b); Commonwealth Equity Scholarship funding available to the University 4(e); and the expenditures of operating funds allocated to the Centre. Operating funds are allocated as a budget to the Oorala Aboriginal Centre and are expended on programs of the Centre. The decision making process for expenditure consisted of the Director of Oorala and the line Manager, the Pro Vice-Chancellor (Academic) (now Pro Vice-Chancellor (Students and Social Inclusion)).

Indigenous higher education expenditure 2009		
	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	\$791,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ 89,131
3	TOTAL ISP income for 2009	\$ 880,131
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	
	a) Distribution of operating Income 2009 (Commonwealth Income)	\$ 91,437
	b) Indigenous Tutorial Assistance Scheme	\$260,747
	c) Donations	\$ 3,500
	d) Miscellaneous Income – including sale of publications	\$ 298
	e) Commonwealth Equity Scholarships 2009	
	Ordinary CECS	
	New (total for UNE)	\$132,420
	Continuing (total for UNE)	\$708,447
	New for Indigenous students (20% of UNE total)	\$26,484
	Continuing for Indigenous students (20% of UNE total)	\$141,689
	Ordinary CAS	
	New (total for UNE)	\$211,920
	Continuing (total for UNE)	\$1,046,355
	New for Indigenous students (20% of UNE total)	\$42,384
	Continuing for Indigenous students (20% of UNE total)	\$209,271
	CECS – Priority Discipline (National Accommodation Scholarships)	
	Total for UNE	\$139,041
	Total for Indigenous students (20% of UNE total)	\$278,082
	CAS – Specialist (National Accommodation Scholarships)	
	Total for UNE	\$26,490
	Total for Indigenous students (20% of UNE total)	\$5,298

4	e) (Continued)	
	Indigenous Enabling CECS	\$44,140
	Indigenous Enabling CAS	\$22,075
	Indigenous Access Scholarships	\$108,316
		\$95,235
	Note: Table is attached on separate page showing no.s of each type of scholarship allocated and undertaken by Indigenous students in 2009	(total of 4a), c) & d)
5	Total Indigenous higher education income for 2009 (3 + 4a) + 4c) + 4d))	\$975,366
6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$648,829
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). Monitor and computer hard drive (staff area, for preparation and review of course materials, other program materials and promotional / advertising materials) Desktop computers x 3 (Student Resource area, primarily for use by students and ITAS tutors for tutorial sessions) Total	\$6,361
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Total	\$ 43,333
6e	Total Indigenous higher education expenditure for 2009	\$ 698,523
7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).**	Nil
7b	Total Indigenous higher education income for 2009	\$ Nil (= 7a)

Expenditure from 2009 ISP Grant was allocated to Ooralá's major items, publications, program costs for Indigenous Higher Education including:

- Alternative entry programs:
 - Course materials
 - Study resources
 - Other program costs (e.g. TRACKS intensive schools and ISP workshops, testing and assessment)

- Printing for programs and promotions
- Student support activities (support staff attending National Indigenous Tertiary Education Games with student team, information sessions, presentations / workshops, student network activities, graduation, etc)
- Advertising and marketing (services, programs, events, community engagement)
- Recruitment (career markets)
- Event costs (promotions and community engagement)
- Sponsorship:
 - Community events
 - Student team attending National Indigenous Tertiary Education Games (team uniforms, travel, accommodation) conference and workshop attendance for professional development (registration costs, travel, accommodation)
 - Sponsorship – other (local school awards for Indigenous students)
- Computer equipment items and upgrades for staff and student areas
- Building improvements and other equipment (including improvements to student learning areas and interview rooms for student support, specialised equipment for work experience trainee who has disability)

**COMMONWEALTH EQUITY SCHOLARSHIPS
NO.S OF SCHOLARSHIPS ALLOCATED & UNDERTAKEN BY INDIGENOUS STUDENTS 2009**

Scholarship Type	Number Allocated		Number Undertaken	
	New	Continuing	New	Continuing
Ordinary CECS Total for UNE	60*	321*	18	5
Ordinary CAS Total for UNE	48*	237*	14	8
CECS – Priority Discipline (National Priority Scholarships)	63*	-	-	-
CAS – Specialist (National Accommodation Scholarships)	6*	-	-	-
Indigenous Enabling CECS	20	-	8	-
Indigenous Enabling CAS	5	-	3	-
Indigenous Access Scholarships	26	-	21	-

*Allocation for Indigenous students = At least 20% of Total for UNE

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5: PUBLICATION OF THE STATEMENT

UNE will advise the link as soon as it has been created.