

INDIGENOUS EDUCATION STATEMENT

UNIVERSITY OF WESTERN SYDNEY

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

UWS's Approach To Improving Higher Education Outcomes For Indigenous Australians And Embedding Indigenous Perspectives In Key UWS Documents

UWS embraces the vision statement of the Council for Aboriginal Reconciliation which guides all its endeavours.

In recognition of the unique Indigenous demography of Greater Western Sydney as well as the fact that its campuses span the Darug, Gandangarra and Tharawal nations, the University of Western Sydney (UWS) is committed to exemplary practice in Indigenous education, employment and engagement.

UWS is embedding Indigenous education and knowledge of Indigenous Australians across the University as a UWS graduate attribute. UWS continues to improve Indigenous education in terms of access, participation and success; engagement in high quality education and research; and outcomes for Indigenous Australian students.

UWS has embraced strong commitments to improving outcomes for Indigenous Australians in a range of high level and specific policy, strategy and action documents:

1. **A reconciliation statement** was approved by the UWS Board of Trustees in May 1998 and has prominent place on the Vice Chancellor's welcome page:
http://www.uws.edu.au/about_uws/uws/vice-chancellors_welcome/reconciliation_statement.

The statement, in part, says:

"This University is committed to providing higher education pathways for Indigenous students and contributing to the process of reconciliation as an education institution which shares with the Australian community the cultures, languages, history and contemporary experiences of Australia's Indigenous people".

2. **The UWS Strategic Plan, Making the Difference Strategy**, is the cornerstone of UWS strategic planning.
 - o The 2007-9 Strategy included a specific commitment to "equity of access and inclusiveness" in its Values Statement.
http://www.uws.edu.au/about_uws/uws/mission_goals_strategic_plan
 - o The next version, the [UWS Making the Difference: Strategy](#) 2009-15, was endorsed by the Board of Trustees in December 2009. Regarding Indigenous education and research, the UWS commitment is to:
"Implement a comprehensive Indigenous education strategy as part of its strategy to create a superior and engaged learning environment".
 - Five current priority areas were identified in the Strategy (2009) and two of these include widening participation and student retention. Key Performance Indicators linked to these two priority areas include targets for Indigenous participation and retention. This has led to each College prioritising this target in their teaching and learning plans /strategies.

3. **UWS Indigenous Education Policy** provides guidance for the development and management of Indigenous education at UWS by setting out objectives, principles and protocols. It aligns educational and other activities at UWS with national Indigenous education policy and priorities.

The Indigenous Education Policy objectives guide UWS efforts:

- a. Increase Indigenous undergraduate enrolment rates to levels commensurate with those of other Australians.
 - b. Improve Indigenous undergraduate progression, success and completion rates to levels commensurate with those of other Australians.
 - c. Increase Indigenous postgraduate enrolments rates to levels commensurate with those of other Australians.
 - d. Improve Indigenous postgraduate progression and completion rates to levels commensurate with those of other Australians.
 - e. Increase Indigenous research and increase Indigenous participation in governance of research.
 - f. Ensure the inclusion of appropriate Indigenous content in curriculum across the University.
 - g. Raise the prominence of Indigenous culture across the University.
 - h. Increase Indigenous community engagement and outreach.
 - i. Increase Indigenous participation in governance and decision making.
 - j. Foster international Indigenous awareness and collaborative projects.
4. The **UWS Badanami Centre for Indigenous Education Strategic Plan 2008 - 2010**, addresses these objectives in the following areas of activity:
 - Indigenous involvement in leadership planning and governance.
 - Indigenous student access.
 - Indigenous student support.
 - Learning and teaching.
 - Indigenous research.
 - Indigenous community outreach/engagement.
 - Indigenous cultural recognition.
 - International/Indigenous.
 - Physical Infrastructure.
 - Employment and professional development.
 - Marketing.
 5. The **UWS Learning and Teaching Plan** (2009-11), incorporates a comprehensive Indigenous education strategy:
 - Implementing the **UWS Indigenous Graduate Attribute** through developed Indigenous related content and units within UWS courses
 - Developing modes of study and support structures that attract and retain Indigenous students
 - Expanding access for Indigenous people to UWS courses with enabling and bridging pathways that improve overall performance
 - Maximising employment for Indigenous students by engaged learning with partners in business, community organisations and training organisations
 - Further developing the Indigenous international partnerships to build Indigenous knowledge for academic and research capacity
 - Building the cultural competency of UWS staff to improve their professional capacity.

6. **UWS's College Plans (2009-12)** support these Strategies, including:

College of Arts:

- Map and implement Indigenous content across College programs:
- Map and develop Indigenous Cultural Knowledge modules in core units
- Develop on-line supplementary learning modules in Indigenous culture

College of Business:

- Provide curriculum development funds for Schools to implement Indigenous graduate attribute in their units (one per School). Additional information is available in the project management methodology: [Indigenous Framework \(project scope 6\)](#).

College of Health and Science:

- Increase Indigenous enrolments;
- Enhance selection, induction and support strategies;
- Implement the Indigenous graduate attribute:
- Evaluate current selection criteria and processes
- Evaluate Indigenous campus-based mentor role

7. **Indigenous employment:** UWS action is guided by the comprehensive UWS human resources strategy and plan: *Our People 2015*, which has a section on outcomes for Indigenous Employment - (efficiency, attraction, retention) . See details in Section 2 on Indigenous Staff below.

http://www.uws.edu.au/special_projects/special_projects_unit/our_people_2015/strategy_2_Indigenous_employment_and_engagement

To develop and implement an Indigenous Employment Strategy which will embrace the perspectives of staff recruitment and development to increase Indigenous staff numbers and embed Indigenous knowledge across the UWS community.

8. **Engagement with Indigenous School Students:** UWS's well respected and sector-leading work on school engagement is outlined in a comprehensive strategy document and annual action plans, which include improving the educational aspirations and attainment of Indigenous students, and their higher education participation, as priority commitments:

- http://www.uws.edu.au/_data/assets/pdf_file/0019/15166/Schools_Strategic_Plan.pdf
- http://www.uws.edu.au/_data/assets/pdf_file/0010/70678/Schools_Action_Plan_2009.pdf
 - *Indigenous school students will be encouraged and supported to engage in education and aspire to University.*
 - *Implement and enhance the Indigenous school student outreach program*
 - *Provide specific opportunities for Indigenous students*

The action plan includes an Indigenous engagement program for school students, student mentoring, student scholarships, student literacy program, and an alternative entry program.

9. **Community engagement:** UWS has a comprehensive community engagement plan which includes engagement with the Indigenous community as a key focus: http://www.uws.edu.au/data/assets/pdf_file/0006/7296/SP_Eng.pdf
Identify, coordinate and allocate resources for engagement with key communities in Greater Western Sydney (GWS) and beyond...recognising the particular significance of Indigenous communities

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

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

UWS has a range of high level committees and consultative or decision-making bodies to ensure the effective participation of Indigenous people in decision-making:

UWS Indigenous Advisory Council (IAC)

The Indigenous Advisory Council (IAC), continues as a standing council of the University, providing advice on Indigenous matters to the Vice-Chancellor and the Board of Trustees. The Terms of Reference were endorsed by the UWS Board of Trustees on 27 February 2008 ([Indigenous Advisory Council Terms of Reference](#)).

The Council has an external chair and its membership includes, in addition to the current Indigenous staff and student members, one Indigenous alumnus of UWS, one Board of Trustees member and up to ten Indigenous community members. Half of the community member positions were allocated to regional and local AECG's in Greater Western Sydney.

The Council meets approximately four times per year. The IAC has provided valuable advice and input into the implementation of Indigenous education, as well as oversight of the activities of the Badanami Centre for Indigenous Education. Badanami Centre Staff

Representation on University Committees

- The Dean of Indigenous Education and Director, Badanami Centre for Indigenous Education is a designated academic leadership position with the Dean being a member of: the UWS Indigenous Advisory Council; Indigenous Employment and Engagement Board; UWS Academic Senate and its standing Committees, including the University's Education Committee; the UWS Research Committee; the Research Studies Committee of Academic Senate; the three UWS Colleges' Education, Assessment and Progression Committees, and the UWS Strategy and Quality Committee.
- Indigenous staff within Badanami Centre are also represented on a variety of University committees. These include the School of Medicine Indigenous Committee; the UWS School's Engagement Committee; UWS Colleges' Indigenous Graduate Attribute Advisory Committees; Colleges Research and Higher Degrees Committees; Special Education Committee; and the Indigenous Australian Employment Strategy Consultative Committee.
- The Manager for Indigenous Outreach in the UWS Office of Marketing is a member of various advisory groups relevant to Indigenous access, participation and retention.
- The Indigenous Program Officer (IPO) in the School of Medicine is a member of the School of Medicine Indigenous Committee and various advisory committees regarding Indigenous medical students and health advisory committees.

Numbers of Indigenous Australians Involved in Decision-Making

The number of Indigenous Australians involved in all UWS decision-making cannot be quantified as it would include a wide range of committees such as selection committees where records are not kept. However, in terms of key decision-making committees the numbers include:

Senior University Boards/Committees	Indigenous members
Board of Trustees	0
Indigenous Advisory Council to the Board of Trustees	13
Indigenous Employment and Engagement Advisory Board	11
Research Committee	1 = Dean of Indigenous Education
Senate	2 = Dean of Indigenous Education and Associate Director (Academic) Badanami
Research Studies Committee of Academic Senate	1 = Dean of Indigenous Education
Academic Senate's Education Committee	1 = Associate Director (Academic) Badanami
UWS Strategy and Quality Committee	1 = Dean of Indigenous Education
Learning and Teaching Action Project Committee	1 = Associate Director (Academic) Badanami
Groups relevant to Indigenous access, participation and retention	1 = Manager for Indigenous Outreach

Indigenous representation regarding employment

See section 2 below

Roles and Responsibilities of Indigenous Leaders

Key Indigenous leadership positions for staff of the University include:

1. The Dean, Indigenous Education and Director, Badanami Centre for Indigenous Education– who has an across-University responsibility for the implementation of the UWS Indigenous Education Policy and direct responsibility for the University's multi-functional Indigenous education centre. The Dean sits on a number of key university decision-making and advisory committees as outlined above.
2. The Director, Indigenous Employment & Engagement – responsible for university efforts to increase Indigenous participation in employment including strategy, policy and implementation across the university.
3. The Associate Director (Administration & Student Services),Badanami Centre for Indigenous Education.
4. The Associate Director (Academic), Badanami Centre for Indigenous Education.
5. Associate Professor, Badanami Centre for Indigenous Education.
6. The Manager for Indigenous Outreach – responsible for university outreach efforts to schools and community aimed at increasing awareness of and aspirations to attend university and to enrol at UWS.

2. Increase The Number Of Indigenous Peoples Employed, As Academic And Non-Academic Staff In Higher Education Institutions.

UWS is pleased to report continuing improvements in numbers of Indigenous staff. The number of Indigenous staff in 2009 (36 as at 15/6/2010) represents:

- an increase of 140% on the previous year.
- 1.6% of all staff (36 Indigenous staff out of 2246 total UWS staff as at 15 June 2009), which is slightly higher than the representation of Indigenous Australians across the region of Greater Western Sydney (1.4%).

The UWS staff submission to DEEWR was based on staffing as at 31/3/09 - this showed 27 Indigenous staff out of a total of 2,203 total staff (including casuals FTE).

1. Effective arrangements for the participation of Indigenous peoples in employment decision-making.

Indigenous Employment and Engagement Advisory Board

UWS continues to call on the collective expertise of the Indigenous Employment and Engagement Advisory Board, to help boost employment and engagement opportunities for Indigenous Australians. New initiatives are pitched to the Advisory Board. They also rigorously interrogate ongoing programs to ensure cultural protocols are adhered to so that true engagement for Indigenous Australians is a real outcome.

The University has been fortunate in being able to attract an impressive group of high profile Indigenous leaders to serve on this Board.

External Board members:

- Aunty Mavis Halvorson, Senior Darug Elder
- Mr Harry Allie, Indigenous Coordination Centre, NSW Community Engagement, Department of Families, Housing, Community Services and Indigenous Affairs
- Ms Tracey Bradford, Manager, State Library
- Mal Tulloch, Assistant Secretary CFMEU NSW Branch Construction & General Division
- Jack Pearson, Leader Indigenous Relations, Sinclair Knight Merz
- Noeline Briggs-Smith, Aboriginal Educator, Researcher of the Northern Regional Library and Acting Chair of the Aboriginal Historical Group

Consulting Board Members

- Thelma Quartey – Education Consultant
- Rasme Prior – Torres Strait Islander Cultural Awareness Consultant and Facilitator

University of Western Sydney Board members:

- Deputy Vice Chancellor Corporate Strategy and Services (Chair)
- Director, Human Resources
- Director, Indigenous Employment & Engagement (Secretary)
- Associate Director, Workplace Relations & Organisational Change
- Associate Director, Human Resources Business Change
- Director Equity and Diversity
- Dean, Indigenous Education, Director, Badanami Centre for Indigenous Education
- Associate Director (Academic) Badanami Centre for Indigenous Education

b. Indigenous Australian Employment Strategy Consultative Committee

UWS established this Committee to monitor the implementation of the Indigenous Australian Employment Strategy.

UWS members include:

- UWS Deputy Vice-Chancellor, Corporate Strategy and Services (Chair)
- Director, Human Resources
- Director, Indigenous Employment and Engagement, Human Resources
- Director, Badanami Centre for Indigenous Education
- AREP Course Advisor, Badanami Centre for Indigenous Education
- Indigenous Student Services Officer, Badanami Centre for Indigenous Education
- National Tertiary Education Union nominee
- CPSU/Staff Liaison Committee representative
- two Indigenous Australian community representatives

Indigenous Employment Strategy Document

The UWS Indigenous Employment Strategy is outlined in a number of key documents:

1. *Our People 2015 – Human Resources Strategy*

UWS action is guided by the comprehensive UWS human resources strategy and plan: *Our People 2015*, which has a section on outcomes for Indigenous Employment - (efficiency, attraction, retention).

To develop and implement an Indigenous Employment Strategy which will embrace the perspectives of staff recruitment and development to increase Indigenous staff numbers and embed Indigenous knowledge across the UWS community.

http://www.uws.edu.au/special_projects/special_projects_unit/our_people_2015/strategy_2_Indigenous_employment_and_engagement

The *Our People 2015* strategy was developed after consideration of higher education benchmark data and through consultation with staff through an online survey, at open staff forums, with unions and through focus group discussions.

2. *Outcomes for Indigenous Employment Strategy within the Our People 2015 – Human Resources Strategy*

The strategy is published on the UWS website at:

http://www.uws.edu.au/special_projects/special_projects_unit/our_people_2015/strategy_2_Indigenous_employment_and_engagement

The Indigenous Employment and Engagement Project is one of nine strategic projects for *Our People 2015*. This strategy and project were developed after consultation with staff, key managers, unions and Indigenous community representatives and has since been enhanced through the active steering of the project by the UWS Indigenous Employment and Engagement Advisory Board.

The Indigenous Employment strategy has the following aims:

- strengthening the University's organisational capability and the capacity of our most important resource - our people.
- removing the barriers to Indigenous employment; and
- improving the effectiveness of employment communication, provide pre-employment training, education pathways and professional development opportunities for Indigenous Australians.

The UWS Indigenous Australian Employment Strategy aims to improve the participation and employment of Indigenous Australians through effective recruitment strategies and retention support. UWS aims to be an employer of choice within Greater Western Sydney for Indigenous Australians and to promote the benefits of inclusiveness and diversity in the workplace to all employees. This includes emphasising the knowledge, skills, histories, traditions and cultures of Indigenous Australians, which also assists with fostering an environment that embraces and values people's individual differences.

3. *Enterprise Agreements*

UWS has in place the UWS General Staff Agreement 2009 - 2012 and the Academic Staff Agreement 2006 – 2008 http://www.uws.edu.au/hr/human_resources.

Both Agreements provide for:

- an Indigenous Australian Employment Strategy,
- an Indigenous Australian Employment Strategy Consultative Committee, and
- an Indigenous Australian Language Allowance.

The General Staff Agreement (and the replacement Academic staff agreement, negotiated in 2009 and finalised in 2010) also provide for:

- development of agreed targets for employment initiatives with the objective of ensuring that the percentage of Indigenous Australian employees across the University, including at senior levels, is no less than the percentage of Indigenous Australians in the general population, which was 2.5% of the general population (Australian Bureau of Statistics 2006);
- a University-wide cultural awareness training program for which a requirements scope has been developed;
- a series of scholarships and sponsorships for Indigenous Australians which progress their professional development and assist them to build rewarding career paths; and
- all positions in the Badanami Centre for Indigenous Education to be filled by Indigenous Australians by 2012

4. *Supportive UWS Policies*

The Indigenous Employment Strategy is further supported by:

- [Equity and Diversity Policy](#)
 - [Reconciliation Statement](#)
 - [Respect and Inclusion in Learning and Working Policy](#)
 - [Inclusive Language Policy](#)
 - [Indigenous Education Policy](#)
 - [Professional Development Policy](#)
 - [Promotion policies](#)
 - Recruitment and Selection Policy
- <http://policies.uws.edu.au/view.current.php?id=00195>
(amended in 2009 and issued on 10 February 2010);

Strategies for increasing numbers of Indigenous Australians employed at this university.

The University has implemented the following strategies:

1. *Staffing and Governance to support the strategy*

The Office of Indigenous Employment and Engagement within Human Resources, continue to develop and implement a variety of strategies aimed at increasing the number of Indigenous Australians employed at UWS, the quality of their career journeys and professional development. The UWS Indigenous Employment and Engagement Advisory Board provides advice and the Indigenous Australian Employment Strategy Consultative Committee monitors Indigenous Australian staffing outcomes.

2. *Focussed Project to pursue the strategy - Indigenous Employment and Engagement Project undertaken through Our People 2015*

The UWS broader human resources project *Our People 2015* includes a strategy “Outcomes for Indigenous Employment” – to improve efficiency, attraction, retention of Indigenous Australians at UWS.

Major project activities have included:

- developing the draft Indigenous Employment Policy (currently open for comment);
- incorporating Indigenous employment and engagement aspects into all relevant recruitment workflows; data collection, human resource policies, support tools (eg. Career Plans), processes, systems
- improving UWS’ new e-Recruitment system to incorporate processes which promote and track Indigenous employment, such as:
 - facilitating collaboration with all UWS Schools and work units for recruitment of Indigenous staff (for identified and non-identified positions);
 - including an automatic prompt for potential applicants in the recruitment process encouraging Indigenous Australians to apply for all positions advertised;
 - recruitment data for all Indigenous applicants (whether appointed to a role or not)
 - maintaining details of potential Indigenous Australian applicants using details from previous applicants and expressions of interest.
- creating two Vice Chancellor’s Staff Scholarships for Indigenous Australians;
- developing a series of community engagement partners - private enterprise, government, community organisations, educational institutions/groups, to partner around Indigenous employment.

3. *UWS Indigenous Traineeship Pilot program*

The highly successful and innovative Indigenous Traineeship Pilot Program which commenced in 2008 was continued in 2009. The program includes mentoring, employee assistance, Indigenous workplace relations and skills transfer, tailored learning to obtain a recognised TAFE qualification, workplace rotations and tutorial assistance. The Indigenous Traineeships involve a comprehensive 12 month to 2 year program designed to prepare participants for the workforce. The success of the program is demonstrated by the outcomes.

- For all Trainees, the TAFE course undertaken through the program was their first post school education experience.

- An outstanding 100% of participants completed their work placement and Certificate III course (comparing favourably with normal 40 - 60% completion rate).
- nine out of the 15 Trainees have moved on to either a Certificate IV in their area of work, or a university degree course. The rest have moved on to permanent employment at UWS or elsewhere.

This success was achieved by 'infiltrating' the workflow; working with hiring managers to ensure that trainees placed were a good 'job match', that they fulfilled basic competencies against the hiring manager's brief and displayed the capacity to learn and improve. A mentor and buddy system was developed.

The system equipped trainees to:

- seek out learning opportunities
- build confidence; and
- 'step up' to become community leaders.

The system equipped Hiring Managers/Supervisors who support trainees to:

- seek out 'teachable moments'; and
- set realistic, mutually agreed upon growth milestones against Performance Development Plans.

4. *"Uni to Work" - Indigenous Careers and Cooperative Education Pilot Program*

The Uni to Work program - an Indigenous Careers and Cooperative Education Pilot Program - was established for Indigenous undergraduates using a cross-unit collaboration model. Four Cadetships have been completed so far with industry partners (Landcom, NSW Office of State Revenue, UWS College and NSW Aboriginal Land Council).

5. *Indigenous Engagement Strategy*

Informed by a mutual engagement model, the Office of Indigenous Employment and Engagement have engaged with Indigenous communities across Greater Western Sydney and have provided keynote addresses.

Intersections with Indigenous Australian communities have been identified and mapped. Indigenous cultural protocols (including consultation) have been identified for inclusion in relevant UWS processes with preparatory work currently underway to implement a range of cultural awareness measures across the UWS community.

6. *Indigenous Employment and Engagement website*

The inaugural Indigenous Employment and Engagement website was launched in late 2009 and will be updated in mid 2010:

http://www.uws.edu.au/special_projects/special_projects_unit/our_people_2015/strategy_2_Indigenous_employment_and_engagement

PLANS FOR 2010

In 2010 the IE&E project team will:

- continue to work towards the target of increasing the number of Indigenous staff employed at the University in line with UWS target of 2.5% of total staff;
- continue to permeate all HR related workflows to embed the principles of the Indigenous Employment and Engagement Strategy;
- continue to address the effective identification of Indigenous staff members;
- increase the number, variety and innovative quality of funding submissions for strategic projects;
- ensure all relevant UWS policies are culturally sensitive;
- update the Indigenous Employment and Engagement website with the publication of Success Stories which feature Cadets, Industry partners, government partners and UWS Schools;
- launch Indigenous Workplace Relations modules at UWS inductions, orientation and in professional development courses;
- conclude the successful Indigenous Traineeships Pilot and franchise the model to industry partners per the agreed terms of the DEEWR contract;
- re-scope to expand the Indigenous Traineeships Program so as to include more Technical Traineeships;
- operate a brokered Indigenous Cadetship/Internship program with Industry and Government partners and by doing so, create Early Career Academic positions and with various UWS Schools;
- embed Indigenous statements into core training programs including recruitment and selection;
- continue to implement retention support initiatives including access to professional development programs and cultural support.

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

- The Office of Indigenous Employment and Engagement within Human Resources is responsible for university strategy, policy and action to improve Indigenous employment.
- The Indigenous Education Unit, Badanami Centre for Indigenous Education also plays a key role as 16 of the 36 Indigenous staff are employed in Badanami, and it has taken a flag-bearing position on the matter of increasing the employment of Indigenous Australians across UWS by committing to fill positions with Indigenous Australian incumbents during the term of the General Staff Agreement 2009 – 2012.

The current number of Indigenous staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level)

Indigenous Staffing Numbers

The number of Indigenous Australians formally identified as per the Annual Staff Submissions to DEEWR has been:

Headcount	Indigenous
2002	17
2003	13
2004	17
2005	17
2006	18
2007	15
2008	15
2009	36

The number of Indigenous staff in 2009 (36 as at 15/6/2010) represents:

- an increase of 140% on the previous year.
- 1.6% of all staff (36 Indigenous staff out of 2246 total UWS staff as at 15 June 2009), which is slightly higher than the representation of Indigenous Australians across the region of Greater Western Sydney (1.4%).

The UWS staff submission to DEEWR was based on staffing as at 31/3/09 - this showed 27 Indigenous staff out of a total of 2,203 total staff (including casuals FTE).

	Indigenous staff numbers (excl casuals)	Total staff numbers (incl casuals)	% staff who are Indigenous
31/03/2009	27	2203	1.23%
30/06/2009	36	2246	1.60%

The number of staff who have formally identified as Indigenous staff members on the UWS database still significantly understates the actual Indigenous staffing levels. This matter of effective identification of Indigenous staff members will continue to be addressed in 2010.

Badanami Centre for Indigenous Education Positions

The Badanami Centre for Indigenous Education employs the largest number of Indigenous academic and general staff in any one unit at UWS (16 staff).

The Badanami positions, among others, include:

- The Dean, Indigenous Education
- Associate Director (Administration and Student Services)
- Associate Director (Academic) appointed at Associate Professor level within Badanami Centre to manage the academic development and implementation of an Indigenous Graduate Attribute
- a senior Indigenous academic appointed at Associate Professor level to implement delivery of an Indigenous Graduate Attribute through Badanami's Indigenous Australian Studies major
- Two senior lecturers and two lecturers who assist University staff to develop Indigenous content into their course curricula; and deliver /teach the two AREP courses
- three Indigenous Student Services Officers located across the University
- two Indigenous Access and Learning Support positions to develop and action strategies that enhance and enable Indigenous students' academic success and manage the access and learning support program, including the Alternate Entry Program.

Other Indigenous Identified Positions

- Director of Indigenous Employment and Engagement within the Office of Human Resources
- An Indigenous Program Officer (IPO), School of Medicine, - works closely with the Associate Director (Administration and Student Services) to ensure seamless student support for Indigenous medical students.
- The School of Nursing has employed one Indigenous academic.
- The UWS Office of Public Affairs has two Indigenous positions responsible for the student marketing and recruitment strategy to increase Indigenous student participation in all courses offered by UWS:
 - a Manager, Indigenous Outreach
 - a Marketing Officer.

Indigenous Staffing By Classification, Level and Area

Class	Area	Level
Academic	Academic and Research Division	Level D
General	Academic and Research Division	HEW Level 4
General	Academic and Research Division	HEW Level 6
General	Academic and Research Division	HEW Level 6
General	Academic and Research Division	HEW Level 6
General	Academic and Research Division	HEW Level 7
Academic	Academic and Research Division	Level C
Academic	Academic and Research Division	Level C
Academic	Academic and Research Division	Senior Executive
General	Academic and Research Division	Senior Executive
Academic	College of Arts	Level B
General	College of Arts	Trainee
Academic	College of Business	Level A
General	College of Business	Trainee
General	College of Business	Trainee
General	College of Health and Science	HEW Level 6
General	College of Health and Science	HEW Level 8
General	College of Health and Science	Trainee
General	Corporate Strategy and Services Division	HEW Level 3
General	Corporate Strategy and Services Division	HEW Level 3
General	Corporate Strategy and Services Division	HEW Level 3
General	Corporate Strategy and Services Division	HEW Level 5
General	Corporate Strategy and Services Division	HEW Level 5
General	Corporate Strategy and Services Division	HEW Level 6
General	Corporate Strategy and Services Division	HEW Level 6
General	Corporate Strategy and Services Division	HEW Level 7
General	Corporate Strategy and Services Division	HEW Level 9
General	Corporate Strategy and Services Division	Senior Executive
General	Corporate Strategy and Services Division	Senior Executive
General	Corporate Strategy and Services Division	Trainee
General	Corporate Strategy and Services Division	Trainee
General	Corporate Strategy and Services Division	Trainee
General	Corporate Strategy and Services Division	Trainee
General	Corporate Strategy and Services Division	Trainee
General	Corporate Strategy and Services Division	HEW Level 7
General	UWS Innovation and Consulting	HEW Level 7

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services.

UWS is pleased to report continuing improvements in commencing student numbers and access rate outcomes for Indigenous students from 2008 to 2009:

- total Indigenous student numbers have increased by 14.9% from 288 to 331
- commencing student numbers have increased by 14.4% from 118 to 135.
- the access rate has also improved from 0.97% to 1.10%

However, there is still clearly some way to go to achieve the goal of 2.5% of all students being Indigenous.

Indigenous Commencing Student Numbers 2007 -2009.

Headcount	2007	2008	2009
Commencing	103	118	135
Increase on previous year		14.6%	14.4%
Access Rate	0.97%	0.99%	1.10%

Programs Run To Improve Access By Indigenous Students

Efforts to increase Indigenous access to UWS are an across university responsibility with efforts by Badanami, the Office of Engagement and the Office of University Engagement and Partnerships.

1. Badanami Alternative Entry Program

The introduction of the **Badanami Alternative Entry Program** in 2008 has proven to be the single most effective tool for increasing Indigenous student participation at UWS. The program has allowed Indigenous students who would not have historically had the opportunity to participate in higher education to enter a program of their choice based on a set of criterion developed by the associated College.

In late 2009/early 2010 the alternative entry program assessed 90 applicants, with 65 offers made for entry into UWS courses; six for a UWS College Foundation Studies course and 19 for VET access courses. This was an increase on 76 applicants assessed for the alternative entry program in 2008.

2. Aboriginal Rural Education Program (AREP)

The Aboriginal Rural Education Program (AREP) continues to be a significant access strategy for Indigenous students, successfully attracting Indigenous applicants from a variety of community organisations, government departments and rural communities.

Two courses are on offer in Mixed Mode (Away From Base):

- the AREP Bachelor Education Primary course (69 students enrolled in 2009) and
- the Bachelor of Community Welfare (Family and Community) AREP/Metro course (25 students enrolled in 2009)

During 2009, the Bachelor of Community Welfare (Family and Community) AREP/Metro course was evaluated and updated to:

- become the Bachelor of Community and Social Development available from 2011

- provide an entry point through a new Diploma course being offered in day-mode from 2011 on the Penrith Campus, Kingswood. The Diploma will target mainly mature-age Indigenous adults who can access the Penrith campus from the Greater Western Sydney suburbs of Mt Druitt; Blacktown; Kingswood and surrounds; Penrith and surrounds and the Blue Mountains.

3. New UWS College Program and pathway

UWS College is an increasingly important pathway option for UWS with the provision of a range of Foundation and Diploma options and enabling students who have been unable to gain direct access to UWS to get back on track by undertaking a Diploma which then enables guaranteed direct access to second year of UWS study.

UWS College was successful in gaining funding from the Diversity and Structural Adjustment Fund in 2008 to develop and implement an Indigenous Foundation Studies course within these offerings.

Five Indigenous students were enrolled in UWS College Foundation Studies Program in 2009. These students attended the Badanami Alternate Entry (Direct Entry) Program and were referred to UWS College. This was an important initiative, as it was the first time Indigenous students had been enrolled into UWS College via the Alternate Entry pathway. This initiative was in large funded by the College.

4. Academic and Student Support Services

Badanami Centre for Indigenous Education has identified staff in each UWS School to establish a support network and to act as the Indigenous Student Mentors. They provide pastoral care, academic advice and general guidance in relation to their studies as well as informing Badanami Centre staff on issues relating to students assessment and participation.

5. The **TAFE/UWS Pathways** project has identified a large number of TAFE Courses that will allow students to receive the first year of an undergraduate degree as credit. This is providing greater access to Indigenous students to UWS courses.

Engagement Activities

Schools Engagement

UWS is committed to building effective and ongoing schools engagement to improve educational aspirations and attainment among Indigenous students. A number of strategies have been developed to support and encourage greater school retention, HSC achievement and higher education participation amongst the Indigenous high school population. These are outlined below. UWS is also planning a new suite of programs which will aim to engage primary school Indigenous students (beginning with years 3 and 4) and their families. This will be based around health and medicine, and will build the knowledge of the students and families about Indigenous health contexts as well as promoting careers in health and medicine.

1. UWS Indigenous School Student Mentoring Program

An innovative Indigenous School Student Mentoring Program was developed in 2008 and successfully piloted with two south-western Sydney high schools in 2009. Sixteen year 10 students participated. UWS will continue to work with the students through to the end of year 12. Fourteen of the original cohort continued to year 11 (two at different schools) and the program was highly rated by the schools, mentors (UWS students) and mentees. In 2010 the program will be extended to four more schools, with a total cohort of around 50 (38 year 10 and 12 year 11).

The program was developed with the input and support of an advisory group comprising local Indigenous community members and educators, DET and school staff, and UWS academic and support staff. It is designed to build the students' academic and study skills, their awareness of further education and career options, and their confidence in setting and achieving educational goals. Where possible it includes Indigenous cultural knowledge.

The program also aims to provide the mentors with skills and learning that will be of benefit in their personal and professional lives, and will assist them to contribute to an equitable society through greater awareness of the culture and experience of Indigenous Australians.

Key components of the mentoring program include:

- The high school students are each assigned a UWS student as a mentor. Mentors, who volunteer for the role, are chosen via a competitive selection process and participate in training before commencing. Mentees meet their mentors at a get-together to which families and teachers are also invited. This is followed by a formal induction ceremony.
- Mentoring takes place each month, at the schools.
- There is a group project at each school which aims to benefit the school or the local community. Projects are designed and implemented by the mentees, with the mentors facilitating.
- Mentees visit one of the UWS campuses once a month for discipline-based, self-development and/or cultural awareness workshops run by UWS academics, Indigenous Elders or others with relevant expertise
- An end-of-year celebration provides for recognition of achievements

Describing the 2009 program, one of the Deputy Principals said:

Student feedback has been overwhelmingly positive. Students enjoyed the interaction with University students and academics and were inspired by the workshops at UWS. The structure of the mentoring program allowed students who were disengaging to focus and renew their interest in the realization of their educational goals. Their attendance improved and participation in school life also improved significantly. Through the mentoring program students felt valued... they started to believe that there were possibilities that they hadn't considered for themselves... that suddenly they could achieve...they could aspire to and realize their potential and more importantly that they were worthy of success...

The students formed friendships with their mentors and looked forward to the mentor visits at school. They thoroughly enjoyed planning their special project and we look forward to the implementation of this Indigenous Community of Schools Project in week 2 of Term 4.

In summation - much of one's school life remains a blur but this mentoring program will have a profound impact on all the participants at Leumeah High School. These mentoring moments will not be forgotten and will certainly shape the course that each of our students pursues in the future.

2. Indigenous Transition Program

With increasing opportunities for Indigenous students in non-government high schools, it is imperative that the students are presented all options to assist them to succeed in their educational pursuits after completing their higher schooling.

To support and enhance the opportunities for Indigenous year 12 high school students in non-government schools, an Indigenous Summer Transition Program was piloted during summer of 2008/2009.

The program allows Indigenous students attending non-government schools, who are full-time boarders with limited financial and social capacity, to remain in Sydney for approximately three- months before they commence their undergraduate program. This program addresses the reality that many high school students would otherwise return to their rural and remote community with little luck of returning to enter university study, regardless of being offered a place. This was a collaborative approach between the Catholic

Education Office and UWS to facilitate on-campus accommodation assist with seeking paid employment to ensure the students are smoothly transitioned into their chosen undergraduate program at UWS.

3. Discipline-based School Workshops

The University provided Indigenous high school students with the opportunity to gain a greater understanding of career options based on select disciplines offered at UWS.

In 2008, the University coordinated the *Koori Action towards Careers in Health program* to encourage greater participation in the nursing discipline. The program was developed in collaboration with UWS academics, NSW Health, Department of Education and Training and local community organisations. In 2008, there were over 30 Indigenous high school participants from Greater Western Sydney.

In addition, the UWS Campbelltown Campus played host to an inaugural two day cultural awareness program in 2008 for 100 local Indigenous high school students from south western Sydney. The *Bulbuwill Bangawarra (Making them Strong) program* incorporated a combination of hands on activities with significant culturally appropriate input across a range of mediums that includes sports, artistic and educational activities. All activities were designed to develop individual and group self esteem, cultural identity and an overall sense of pride within a strong local Indigenous community presence.

4. Indigenous and non-Indigenous Career Markets and Information Sessions

Attendance at Career Markets remains a significant channel in the way we communicate with high school students. UWS Indigenous Outreach participates in over 25 career markets across the state of New South Wales.

In addition, the University also hosts a number of engagement activities such as UWS Days, Open Day and Information Sessions to create greater awareness of study and employment opportunities. Indigenous Outreach plays a central role where Indigenous students and community members are encouraged to participate.

5. School Visits

In addition to the annual calendar of career markets attended, Indigenous Outreach conducted over 35 individual school visits to provide advice on pathways and opportunities for Indigenous high school students at UWS.

Community Engagement

The University of Western Sydney recognises that the local Indigenous community play a fundamental role in influencing pathways and providing communications to our target audience. Indigenous people tend to be employed in service delivery type roles that engage directly with Indigenous communities and contribute greatly in outreaching to these groups who may not have otherwise considered higher education as a real option.

Community engagement efforts in 2008 included:

1. Reconciliation Week

This is a significant part of the annual UWS staff, student and community engagement calendar and provides a focus for celebratory special events. The week began with a commemorative ceremony to mark Sorry Day attended by UWS staff, students and community members.

2. NAIDOC Week

The University regularly supports community based cultural awareness programs to celebrate the rich social and cultural knowledge that the Indigenous community possess. In 2008, the University played an integral role in developing the annual Western Sydney NAIDOC Dinner Dance. The evening was attended by over 300 people from community, government and non-government organisations.

3. Western Sydney Koori Interagency

The Indigenous Outreach team is an active member of the Western Sydney Koori Interagency Committee which provides a direct link to local Indigenous organisations to ensure that opportunities at the University are communicated to key influencers within the community.

4. Visits to rural Indigenous communities

Visits to rural Indigenous communities by UWS staff has increased the awareness of tertiary study as a possibility for rural Indigenous Australians. Secondary students from Dubbo attended an on-campus weekend careers market in 2009.

Indigenous And Other Scholarships

The UWS Scholarship program has increased the range of scholarship opportunities available and greatly contributed to the ongoing improvement in access, participation and retention rates.

There has been a significant increase in Indigenous Scholarships awarded compared with 2008:

- UWS scholarship holders increased by 177% to 55 scholarships, from 31 (worth \$256,000) in 2008 to 86 (worth \$365,000) in 2009.
- Commonwealth scholarship holders increased by 367% to 64 scholarships from 17 (worth \$41,933) in 2008 to 81 (worth \$194,216) in 2009.

Promotion of Scholarships

UWS and other scholarships are promoted centrally via the Scholarships and Student Advancement Unit. Information about scholarships are distributed through a number of channels including:

- Dedicated Indigenous website presence regarding specific scholarship opportunities
- Presence in the UWS Scholarships Brochure
- Indigenous Scholarship flyers distributed to Schools Liaison Team to distribute at local high schools.
- Flyers and email reminders sent to UWS Badanami Student Centres
- Promotion via UWS Open Days. UWS Days, and other specifically targeted Indigenous promotional workshops and presentations.

2009 Indigenous Scholarships

Scholarship	Funded By	Payment Type	Per semester payment	2009 New Sch/ships Awarded	Cont from previous years	Total Sch/ship Holders for 2009	Total Value	Total Sch/ship Holders for 2008	Total Value	Increase 2008-9	Incr %	Increase \$ 2008-9	Increase 2009 from 2008 \$ %
Indigenous Achievement	UWS	One per semester	\$2,500	8	6	14	\$35,000	16	\$40,000	-2			
Indigenous Smart Start	UWS	One off payment	\$2,000	57		57	\$114,000	0	\$0	57			
Indigenous MBBS Smart State	UWS	One off payment	\$2,000	3		3	\$6,000	3	\$6,000	0			
Academic Achievement	UWS	One per semester	\$2,500		1	1	\$2,500	1	\$2,500	0			
U-Step Merit Equity	UWS	One per semester	\$2,500		1	1	\$2,500	1	\$2,500	0			
Australian Rotary Indigenous	Donor	One per semester	\$2,500		3	3	\$7,500	3	\$7,500	0			
UWS Honours	UWS	One per semester	\$2,500	1		1	\$2,500	1	\$2,500	0			
UWS Yarramundi HD Research	UWS	One p.a for 3 yrs	\$32,500	2	4	6	\$195,000	6	\$195,000				
UWS Total				71	15	86	\$365,000	31	\$256,000	55	177%	\$109,000	43%
Commonwealth Accommodation	C/wealth	One per semester	\$4,414	6	1	7	\$30,898	2	\$8,828	5			
Commonwealth Education Costs	C/wealth	One per semester	\$2,207	18	15	33	\$72,831	15	\$33,105	18			
Commonwealth Access	C/wealth	One off payment		0		0	\$0	0	\$0	0			
Commonwealth Indigenous Payment	C/wealth	One off payment	\$2,207	41		41	\$90,487	0	\$0	41			
Commonwealth Total				65	16	81	\$194,216	17	\$41,933	64	376%	\$152,283	363%
TOTAL 2009				136	31	167	\$559,216	48	\$102,933	119	248%	\$456,283	443%

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

UWS is pleased to report continuing improvements in student numbers and participation rate outcomes for Indigenous students from 2008 to 2009:

- total Indigenous student numbers have increased by 14.9% from 288 to 331
- commencing student numbers have increased by 14.4% from 118 to 135.
- the participation rate has also improved from 0.93% to 1.08%

Indigenous Student Headcount and Equity Group Access Rate, 2007 – 2009

Headcount	2007	2008	2009
Participation	268	288	331
Increase on previous year		7.5%	14.9%
Participation Rate	0.93%	0.99%	1.08%

Indigenous Commencing Student Numbers 2007 -2009.

Headcount	2007	2008	2009
Commencing	103	118	135
Increase on previous year		14.6%	14.4%
Access Rate	0.97%	0.99%	1.10%

Indigenous Student Headcount by Degree Level, 2007 – 2009

Year	Higher Degree by Research	Higher Degree by Coursework	Other Postgrad	Undergrad	Other	Total
2007	13	8	13	230	4	268
2008	12	18	9	246	3	288
2009	15	18	6	283	9	331

Strategies to address Indigenous Participation

In addition to the strategies outlined in relation to Indigenous access and support outlined on above, the following strategies were applied.

- Course offerings and content – UWS continues to take a targeted approach to increase academic offerings for Indigenous students that are culturally appropriate and inclusive.
- Badanami Centre for Indigenous Education offers support to all Indigenous students across six campuses of the University, in particular to those from rural and isolated areas who attend AREP courses. This support is provided in collaboration with other areas of the University.
- Dedicated space for Indigenous students is available on four of the six UWS campuses (based on enrolment trends for Indigenous students). Support staff are located in three of these centres, which also house computers for use by Indigenous students as well as an informal gathering space.
- The Indigenous Tutorial Assistance Scheme (ITAS) continues to be effective in providing students with academic support provided by qualified casual academic staff. All Indigenous students are contacted by letter to inform them of this service. As a result, the participation rate in this scheme has increased.
- Three UWS Schools with high numbers of Indigenous students continue to provide a range of additional strategies to maximise the success of Indigenous students.

These strategies include building community linkages to enable students to continue study and the development of culturally appropriate educational materials.

Access by Indigenous students to education and health courses was significant in 2009:

- Education related courses, including early childhood, primary and secondary had significant enrolments totalling 94. Of these, 69 were enrolled in the AREP Bachelor of Education (Primary).
- Health and science related courses had 60 Indigenous students enrolled in courses, such as health science; medical science; medicine/surgery; and nursing.

Efforts to improve retention

A UWS Key Performance Indicator on Indigenous participation and retention was introduced in 2009. This has led to each College addressing this KPI in their teaching and learning plans/strategies.

The support provided to Indigenous students specifically and general efforts to improve the retention of all students has led to significantly improved retention for Indigenous students:

- overall retention rates for Indigenous students from 2008 to 2009 was 78.7%, an increase of 7.4% on 2007-2008 rates.
- at course level, the retention rates can be greater. For example, the Bachelor of Nursing course had a 90.5% Indigenous student retention rate for 2008-2009; and the AREP Bachelor of Community Welfare course had an 82.8% retention rate.

Retained (%)	2006-7	2007-8	2008-9
Indigenous Retention Rate	70.7%	71.3%	78.7%
Retention Ratio	0.87	0.90	0.97
Sector	0.82	0.79	n.a

Retained (%) - Indigenous	2006-7	2007-8	2008-9
Commencing	67.0%	73.7%	73.1%
Continuing	73.1%	69.6%	83.1%
Total	70.7%	71.3%	78.7%

Retained (%) - Indigenous - Largest Courses	2007-8		2008-9	
	Retained Any Band (%)	Population (#)	Retained Any Band (%)	Population (#)
B Community Welfare (Family and Community) (AREP/M	50.0%	46	82.8%	29
B Education (Primary) - AREP mode	78.7%	61	78.6%	56
B Arts	69.2%	13	73.3%	15
B Nursing	93.3%	15	90.5%	21
Total	71.2%	233	78.8%	245

5. Enable Indigenous Students to attain the same graduation rates from award course in higher education as for other Australians

Total Number of Indigenous Student and All Student completions at Bachelor level and above – 2008-9

Indigenous student completions increased from 44 students to 61 students from 2008-9 (a 39% increase) and also an improvement from 0.56% of all student completions to 0.78%.

Completions	2008			2009		
	Indigenous	Non-indigenous	Total	Indigenous	Non-indigenous	Total
Bachelor	32	5,308	5,340	48	5,059	5,107
Other Postgraduate	5	625	630	4	527	531
Higher Degree by Coursework	6	1,821	1,827	9	2,057	2,066
Higher Degree by Research	1	113	114	0	111	111
Total	44	7,867	7,911	61	7,754	7,815

Completions as a % by course level	2008			2009		
	Indigenous	Non-indigenous	Total	Indigenous	Non-indigenous	Total
Bachelor	72.7%	67.5%	67.5%	78.7%	65.2%	65.3%
Other Postgraduate	11.4%	7.9%	8.0%	6.6%	6.8%	6.8%
Higher Degree by Coursework	13.6%	23.1%	23.1%	14.8%	26.5%	26.4%
Higher Degree by Research	2.3%	1.4%	1.4%	0.0%	1.4%	1.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Completions <u>Below</u> Bachelor Level	2008			2009		
	Indigenous	Non-indigenous	Total	Indigenous	Non-indigenous	Total
Advanced Diploma/Diploma	2	46	48	1	134	135
Diploma/Associate Diploma	0	1	1	0	2	2
Total	46	7,914	7,960	62	7,890	7,952

Support Mechanisms

The strategies to support Indigenous students to successfully graduate are outlined in responses to 3 and 4 above.

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

Indigenous perspectives in curriculum and cultural competency

UWS has a strong commitment to providing students with an understanding of and respect for Indigenous culture and issues.

Indigenous Graduate Attribute

The UWS Indigenous Graduate Attribute was approved by the Board of Trustees and Senate in 2008 with major implementation of this attribute occur in 2009 and 2010 (see: [UWS Graduate Attributes](#)).

As a result, graduates will appreciate the culture of Indigenous Australia and gain skills for working productively in Indigenous communities. Learning outcomes cover: communication, social, cultural, leadership and partnership skills. Flow-on benefits include recognition of Indigenous knowledge in teaching and research programs and improved support for the University's Indigenous students from staff and other students.

The strategy requires University staff to identify how the Indigenous graduate attribute is implemented in any new or varied course and unit(s).

UWS has a special mission to serve Greater Western Sydney which has the largest urban population of Indigenous Australians in the country. The graduate attribute is a University-wide reform of the traditional discipline approach and the first step towards stronger recognition of the domain of Indigenous knowledge in teaching and research.

Action in 2009:

- UWS successfully gained a \$900,000 DEEWR Diversity and Structural Reform program grant in late 2008 to develop the UWS Indigenous Graduate Attribute.
- The Badanami Centre developed a wide range of strategies to engage with Schools and Colleges for implementing the Indigenous Graduate Attribute
- An Indigenous Australian Studies major and sub-majors has been developed - made up from a sequence of ten Indigenous Australian Studies units available across UWS. The major; sub majors and units were approved for offering from Spring semester 2010 with the overall units available from 2011.
- Each of the UWS Colleges and their respective Schools have established Indigenous Graduate Attribute Working Party committees with key academic staff included. The members have identified core units, common across a number of degrees that would be suitable in which to develop discipline specific Indigenous content.
- Badanami academics are also involved in teaching and developing curriculum across the university, including co-delivering a core health science unit with the School of Biomedical Sciences, which has significant Indigenous content; developing e-learning Indigenous content into a core School of Education unit, titled *Classrooms without Borders*; providing advice on Indigenous resources relevant to disciplines; and identifying non-Indigenous staff professional development needs including intercultural awareness.

Staff development workshops

Workshops in the areas of Indigenous education, cultural awareness and effective communication with Indigenous peoples are being developed for provision to staff across the University.

Other events

- Elders of the Indigenous community attended UWS campuses to interact with University staff in a casual and friendly environment throughout the academic year.
- UWS invites an Indigenous Australian to be a guest speaker at the Yarramundi lecture, which is held annually as part of reconciliation week. Indigenous and non Indigenous students and staff of UWS are invited to attend this lecture in addition to members of the Indigenous community.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAMME GRANT 2009

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

http://www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/community_and_friends