

INDIGENOUS EDUCATION STATEMENT

University of Wollongong

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

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

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

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

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

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

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

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

The *Respect for Diversity Policy* specifically supports Indigenous perspectives and reconciliation. In April 2010 the University Council adopted a revised Reconciliation Statement 2010 and endorsed the development of a Reconciliation Action Plan.

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

- Strengthen strategic links with local communities, schools, TAFEs and other educational institutions across the region
- Increase marketing of the University to prospective Indigenous students in close cooperation with UniAdvice and other relevant sections of the University
- Build the capacity within WIC and regional campuses to support ATSI students enrolled across all campuses throughout the University
- Improve the Indigenous student experience by providing improved academic and other support for Indigenous students
- Support Indigenous student leadership and representation
- Increase the prominence and status of Indigenous studies as a core intellectual endeavour by building on the existing strengths of the academic program and staff expertise of WIC
- Strengthen the Centre's engagement with the Faculties and units across the University
- Develop partnerships at the regional, national and international levels

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 Indigenous peoples in educational decision-making.

Strategies implemented and evidence that the strategies are working:

- **Indigenous staff currently participate in the governance of the institution** through membership of various University and Faculty Boards and Committees including:
 - Professor Kathleen Clapham and Professor Paul Chandler are members of the **Academic Senate** which is the peak body for advising the University Council and the Vice-Chancellor on academic matters and broad issues which affect the academic excellence of the University.
 - Professor Kathleen Clapham and Professor Paul Chandler are members of the **University Research Committee**.
 - Indigenous representation on the Human Research **Ethics Committee** increased to two members in 2009 (Barbara Nicholson / Professor Kathleen Clapham)
 - Indigenous academics are members of the following Faculty Committees: Arts, Education, Creative Arts, Medicine and Health & Behavioural Sciences; and Faculty Education Committees (Arts, Education and Health & Behavioural Sciences).
 - Indigenous academics participate in **Research Groups, Clusters and Networks** reflecting the University's research strengths; including the [Centre for Canadian-Australian Studies \(CCAS\)](#); Literature, Identity and Culture (LICS) and the Centre for Health Services Development.
- **Indigenous leaders hold the following roles and responsibilities:**
 - Professor Kathleen Clapham is the Director of the Woolyungah Indigenous Centre. Her responsibilities include leadership in the coordination and development of Indigenous Studies in the University, including leading research development in Indigenous Studies, leadership in the Aboriginal Studies Board of Studies and oversight of the management of the Centre.
 - Professor Paul Chandler is the Dean of the Faculty of Education and is responsible for academic programs and management of that Faculty.
 - Indigenous academics within WIC and the Faculties provide leadership in the teaching and learning of Indigenous Studies and Indigenous Health.
- **The Indigenous Education Unit's (IEU) part in decision making processes include:**
 - The Director of the WIC is an ex officio member of the Academic Senate
 - The Director of the WIC chairs the **Indigenous Education and Employment Consultative Committee** (IEECC) which is a forum for consultation and collaboration and to make recommendations to the Vice Chancellor in relation to the University's Indigenous programs and students support services. IEECC members include Aboriginal community representatives as well as those from government, non-government, and the education sector.
- **Additionally, the University consults with Aboriginal professionals and community members** regularly through the following groups and forums:
 - *NSW Aboriginal Education Consultative Group Inc. (AECG)*
 - Wollongong and Northern Illawarra Aboriginal Education Consultative Groups
 - National Indigenous Higher Education Network (NIHEN)
 - NSW& ACT Higher Education Network Aboriginal Corporation (HENAC),
 - Illawarra Aboriginal Community Based Working Group (IACBWG)
 - Indigenous community representation on the University's Community Reference Group links the community to the development of the University's Strategic Plan.

Constraints on our ability to achieve the AEP goals:

- There is currently no Indigenous representation on the University Council which is the University governing authority
- There are relatively small numbers of Indigenous staff across all areas of the University few senior Indigenous academics in decision making positions.

Plans for future improvement to existing strategies and new strategies:

- The 2008-11 Indigenous Employment Strategy addresses the need to increase number of Indigenous academics.
- The teaching of Indigenous perspectives within the Faculties of Arts, Science and Creative Arts has been strengthened through the alignment of Indigenous academics and academics with Indigenous specialisations with their disciplines.

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

Strategies implemented and evidence that the strategies are working:

The Indigenous Employment Strategy 2008–2011 is publicly available on the Uni Web site.

- This Strategy was developed by a representative committee of Indigenous and non-Indigenous staff members, led by the Indigenous Employment Officer and the Director, Employment Equity and Diversity (EED). Committee members included:
 - Director, Woolyungah Indigenous Centre
 - Dean, Faculty of Education
 - Indigenous General Staff Member
 - Recruitment Manager
 - Two non-Indigenous EED Committee members
- Consultation with the broader University community and the relevant Indigenous and non-Indigenous external stakeholders was facilitated through the EED Committee.
- The Indigenous Employment Framework, within the Indigenous Employment Strategy, outlines the proposed strategies

As at May 2010, the University has a total of thirty Indigenous employees.

- There are 12 academic positions: 8 at level B, 2 at level C and 2 at level E.
- There are 18 general staff positions: 3 trainees, 1 apprentice, 1 cadet, 1 level 2, 6 level 3/4, 2 level 5, 3 level 6/7, 1 level 10 and above.

UOW has a target of 3% **Indigenous employment**, The 2008 figure is 30 made up of 17 general staff and 13 academic staff. These figures represent 2.34% of general staff, 1.2% of academic staff and 1.8% overall. The 2010 employment figures remain at 30 total. These figures represent 2.15% of general staff and 1.07% of academic staff and 1.64% overall. As the university has increased its number of staff the Indigenous employees have remained static. We are currently recruiting for a new Indigenous Employment Officer and once appointed we will again increase our recruitment activity.

The **Indigenous Employment Officer** is employed within the Employment Equity and Diversity Unit and works closely with the WIC and external employment agencies to explore ways to maintain our target for general staff and improve employment of academic staff. Indigenous employment outcomes are articulated within Faculty business plans.

The revised **Reconciliation Statement**, which has been approved by the University Council, has gained a very positive response from all Council members and the wider University Community. The next step in this process is to develop and action plan which will include employment strategies.

Constraints on our ability to achieve the AEP goals:

- Number of well qualified Indigenous applicants for available positions
- Qualifications and aspirations of Indigenous people locally and nationally

Plans for future improvement to existing strategies and new strategies:

- The revised Indigenous Employment Strategy is currently being implemented
- Traineeship programs will continue to be offered for three years and gradually expanded across the University.

3 Ensure equitable access of Indigenous students to higher education.

Strategies implemented and evidence that the strategies are working

Access

- In 2009 there were 87 Indigenous commencing students. (With transfers this number is 96). This compares to 10810 all students (or 12054 including transfers) and represents 0.80% Indigenous commencement at the Institution.
- In 2008 there were 62 Indigenous commencing students. (With transfers this number is 66). This compares to 9931 all students (or 11086 including transfers) and represents 0.66% Indigenous commencement at the Institution (unchanged from the previous year).
- In 2007 61 Indigenous commencing students (with transfers this number is 66). This compares to 9113 all students (or 10068 including transfers). Programs run, through the IEU or otherwise, to improve access;

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

- The Alternate Admission Program (AAP) provides an opportunity for Indigenous people who may not have completed formal schooling to access tertiary study. The program is now being offered twice annually (October and January)
- Two enabling programs (STEP to UOW and the University Access Program (UAP)) are offered by the Wollongong College Australia.

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

- Uni Connections conducts outreach programs with disadvantaged high schools in the Illawarra and Shoalhaven regions, with a high priority on Indigenous students; successful campus tours were undertaken in 2009.
- The University continues to fund the Australian Indigenous Mentoring Experience Program (AIME) initiated in the Illawarra in 2008. AIME increased the number of schools in which it operates in 2009.
- A full time Student Support Officer is employed by WIC to work in collaboration with UniAdvice and internal stakeholders to recruit Indigenous school leavers.

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

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

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

- In 2009 Commonwealth and other Scholarships were promoted to Indigenous students through targeted information sessions.
- In 2009 the UOW Scholarships Office developed a communications strategy aimed at the wide dissemination of information to eligible students. There is evidence that this strategy is having an impact on increasing number of applicants to Commonwealth scholarships.

Main Round 2009

- Total ATSI applications = 139
 - Of those 139 only 22 were applicants for UoW
 - Of those 22 only 20 were eligible.
 - Of those 20 eligible applicants 15 students were awarded scholarships
 - In total 22 scholarships were awarded amongst the 15 applicants

Mid Year Round 2009

- Total ATSI applications = 16 (all UoW direct applicants)
 - Of those 16, 16 were eligible.
 - Of those 16 eligible applicants 16 students were awarded scholarships
 - In total 31 scholarships were awarded amongst the 16 applicants

UoW 2009 Program Data

- CAS UoW Allocated: 70 Annual Value: \$4415
- CAS-E UoW Allocated: 3 Annual Value: \$4415
- CECS UoW Allocated: 100 Annual Value: \$2207
- CECS-E UoW Allocated: 15 Annual Value: \$2207
- NPS UoW Allocated: 78 Annual Value: \$2207
- IAS UoW Allocated: 23 Annual Value: \$4166

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

- WIC is represented on the Social Inclusion Working Party set up to address Federal and State Social Inclusion Agendas of improved pathways to University for equity groups including Indigenous people.
- WIC has developed an action plan for increased Indigenous access and participation and hosts workshops to bring together key internal stakeholders for planning, implementation, monitoring and evaluation of strategies.
- WIC coordinates and delivers the AAP program twice annually
- WIC coordinates specific marketing and recruitment activities (Indigenous Prospective Student Info Evenings) targeting Indigenous year 12 students.
- WIC participates in the development and implementation of an Indigenous marketing strategy which includes: attendance at career markets; targeted marketing information; regional and rural schools visits in collaboration with UniAdvice.
- Networking opportunities afforded by UOW Indigenous staff holding positions within local community organisations and networks including the Illawarra Aboriginal Community Based Working Group, regional and local AECG.
- Sponsorship of community events such as NAIDOC and Reconciliation week, and the Year 12 Indigenous graduations in the Illawarra and Shoalhaven.
- Field trips to South Coast and rural health careers and youth events.
- Improved collaboration between WIC and the Wollongong College Australia (WCA) offering the enabling programs
- Increase in number of school visits by Indigenous high schools to WIC and UOW.
- Increased use of Indigenous student ambassadors, schools liaison, connections with TAFE Colleges in WIC events.

Constraints on our ability to achieve the AEP goals:

- Relatively low levels of participation of Indigenous students in Year 12
- Ongoing need to improve marketing of enabling programs to Indigenous people.

Plans for future improvement to existing strategies and new strategies:

- Continuation of 2 rounds of AAP are planned for 2011 admissions: October 2010 and January 2011
- Indigenous Prospective Student Information Evenings are planned for the Wollongong campus in 2010.
- In collaboration with UniConnections School campus tours and Aboriginal Studies study days are planned for Session 2 2009.
- The University continues to fund the AIME Mentoring Program, an outreach program linking local Indigenous high school students to mentors.
- Increased expertise in the administering and dissemination information about Commonwealth and other scholarships to prospective Indigenous students.

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

Strategies implemented and evidence that the strategies are working

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

- In 2009 there were 185 Indigenous student enrolments. This compares to 26,088 all students and represents 0.71% Indigenous commencement at the Institution (a growth of 0.09% from the previous year).
- In 2008 there were 151 Indigenous student enrolments. This compares to 23,981 all students and represents 0.62% Indigenous commencement at the Institution (a growth of 0.05% from the previous year). In 2007 there were 131 Indigenous student enrolments. This compares to 22,739 all students and represents 0.57% Indigenous participation.

Level and areas of study

- At census date 2010 there were 175 Undergraduate students enrolled; 9 postgraduate coursework students; 9 postgraduate research students and 7 enabling students.
- Indigenous student enrolment 2010 is spread across the Faculties: Arts (38), Health and Behavioural Science (44 including 1 in the Graduate Medical Program), Informatics (5), Law (11), Science (13) and Graduate Business School (1).
- The majority of Indigenous students (172) are located on the Wollongong campus, and 21 study on the University's satellite campuses and education centres.

Institutional strategies to address Indigenous participation, including involvement of WIC

- The University of Wollongong has a number of policies and initiatives supporting Indigenous staff and students. The **Respect for Diversity Policy** is designed so all staff and students can enjoy and benefit from an environment free from all manifestations of racism, and one which values and supports cultural and ethnic diversity (see http://www.uow.edu.au/about/policy/Respect_for_Diversity_Policy.pdf). The policy recognises racism is unacceptable and contrary to the University's objective of creating an environment which allows all students and staff to achieve their full potential.
- **Improvement in the achievement levels** of Indigenous students is also attained through ongoing close collaboration with Faculty Sub-Deans and Student Support Officers (SSOs).
- **Flexible delivery** of the first, second and third year undergraduate subjects continue at the Nowra, Moss Vale, Bateman's Bay and Bega Centres.
- **Indigenous tutors** are employed at the Bega and Shoalhaven campuses.
- In 2009 WIC participated in a University wide benchmarking exercise with the University of Tasmania to assess its performance across a number of indicators including the development, implementation, monitoring and evaluation of its strategies. Although the focus was on first year students the focus on transition through to completion will continue in the future.

Constraints on our ability to achieve the AEP goals

- Social and economic disadvantage continues to impact on the participation of Indigenous students in higher education.
- Limited resources available of student support positions. The attainment of this objective will require a much greater investment in staffing and other resources sustained over a longer period of time.

Plans for future improvement to existing strategies and new strategies:

- Providing support for successful transition of students, including Indigenous students, from admission to completion is emerging as a major focus for the University.
- Prioritisation of the educational needs of Indigenous students on regional campuses.

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

Strategies implemented and evidence that the strategies are working

Completions at Bachelor level and above

- In 2009 there were 24 Indigenous student completions. This compares to 6168 all students and represents 0.39% Indigenous completions at the Institution (a decline of 0.18% from the previous year).

Support mechanisms you have in place for Indigenous students, including the role of your IEU and Indigenous community involvement.

- Woollyungah Indigenous Centre Student facilities are available to Indigenous students on the Wollongong campus, including 24/7 access to a student computer laboratory, kitchen and lounge.
- The WIC Manager (Student Support and Development), two Support Officers and Administrative Assistant facilitate personal and other support, outreach, advocacy and referral services to students
- Academic support is available to Indigenous students through the Indigenous Tutorial Assistance Scheme (ITAS). Through ITAS Indigenous students have access to quality tutors who assist the students in developing their skills to achieve academic success. WIC academics have expertise across a wide range of discipline areas **mentor** Indigenous students.
- WIC supports **Indigenous student leadership** and student led events.
- Students who gain entry in the University through the AAP are invited to attend an **Indigenous Orientation Program** conducted at WIC.
- An incentive scheme was introduced in 2009 to promote successful outcomes to students accessing ITAS
- Increased participation of WIC student support staff in University wide student support and recruitment programs.

Constraints on our ability to achieve the AEP goals

- Space restrictions within WIC limits students uptake of ITAS.
- Lack of designated Indigenous physical spaces or Indigenous staff employed to support students on any of the regional campuses.

Plans for future improvement to existing strategies and new strategies:

- WIC has addressed the need for better uptake of ITAS by students through increased administrative support to the ITAS program and is implementing strategies to increase monitoring of student progress and reward academic success.
- Establishment of Indigenous alumni database and newsletter.

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

Strategies implemented and evidence that the strategies are working

- **Indigenous perspectives are not uniformly** included across all curricula at UOW where there has been a strong focus on flexible course structure and student choice.
- **Several programs have the provision of Indigenous perspectives as their key** underlying rationale, notably the Aboriginal Studies Major which is an interdisciplinary program offered as a major area of study within the Bachelor of Arts degree.
- **Both Aboriginal and non-Aboriginal students** may enrol in any of the subjects offered in the major, which is designed to:
 - Introduce non-Aboriginal students to Aboriginal perspectives on Aboriginal societies, cultures and histories;
 - Provide Aboriginal students with a means to further develop their understandings about their own society, culture and history.
 - Aboriginal staffs have a significant involvement in the development of the South Coast Education Network Arts degree curriculum.

- The **Aboriginal Studies Honours Program** was introduced to the Major for the first time in 2008 to provide research training in Aboriginal Studies.
- Within the **health disciplines** and professional areas of Indigenous Health, Public Health, Nursing and Midwifery students are able to study full degree programs or choose electives from the Bachelor of Health Science in Indigenous Health and the Masters in Indigenous Health Studies. The Graduate Medical Program has integrated Indigenous health into its core curricula and clinical placements.
- Several Faculties have **Aboriginal Studies as a core component** of courses:
 - The Faculty of Education introduced Aboriginal Studies subject as a core subject in the third year of study for the first time in 2008.
 - The School of Environment and Earth Sciences has included two Aboriginal Studies subjects (INDS150 and INDS201) as a core component of its Bachelor of Science (Land and Heritage Management).
- A number of Faculties have developed **discipline specific Aboriginal studies subjects**:
 - The Faculty of Law offers (Indigenous People and Legal Systems) as an elective.
 - The Faculty of Creative Arts currently offers Indigenous focused subjects taught by Indigenous lecturers (Intro to Indigenous Art VISA123 & Visual Culture VISA321) are currently offered as electives.
- Students in courses with a flexible structure are able to choose Indigenous Studies subjects (INDS) as **elective subjects**.

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

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

Plans for future improvement to existing strategies and new strategies:

- There is an ongoing focus on continuing to improve the quality of teaching underlined by interdisciplinary scholarship and research in Indigenous studies
- Continue to provide a high quality Indigenous studies teaching program
- Promote research and scholarship in Indigenous studies through undergraduate projects, Honours and Postgraduate research under supervision of Indigenous academics.
- A Minor in Indigenous Visual Arts is under development.
- A cultural competency program is to be implemented in the Faculty of Education in 2010.

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

- The University has a number of initiatives supporting cross-cultural awareness. The University continues to offer an Indigenous Cultural Appreciation Program (<http://staff.uow.edu.au/eed/indigenouisculture/index.html>) first initiated in 2002 as part of the Aboriginal Employment Strategy. This voluntary training program provides participants with an understanding of the historical background to the current situation of local Indigenous peoples.
- A revised Reconciliation Statement was endorsed by University Council in April 2010.
- The University celebrates events such as Diversity Week as well as Indigenous specific events such as Reconciliation Week.

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

- Research Partnerships have been forged between WIC and the local Indigenous community
- The University and WIC have developed close connections with the Aboriginal Education Consultative Groups and consults regularly with groups at the local and regional level.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$662,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	TOTAL ISP income for 2009	\$662,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** Sales of Books \$220 University of Wollongong - \$ 609,566	\$ 609,786
5	Total Indigenous higher education income for 2009	\$ 1,271,786
6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services ISP EXPENDITURE Salaries \$662,000	\$662,000
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). Non salary expenditure – (Managed by IEU)	
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	
6e	Total Indigenous higher education expenditure for 2009	\$662,000
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).** Salaries \$445,498 Computer Expenses \$18,909 Motor Vehicle Expenses \$15,300 Printing & Publications \$11,203 Stationery \$6,920 Travel Expenses \$29,308 Equipment \$13,888 Subscriptions \$2,209 Telephone \$10,088 Other \$56,242	\$609,566
7b	Total Indigenous higher education expenditure for 2009	\$ 1,271,566

*** Item 3**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2009 (Item 3) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry

forward of unspent 2009 ISP funds, specifying the purpose the funds will be used for in 2010.

**** Item 4**

- Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The Indigenous Education Statement will be placed on the Woolyungah Indigenous Centre homepage:

<http://www.uow.edu.au/wic/index.html>