



Subject: Review of the Indigenous Strategy
Friday 12 November 2004

	<i>College of Humanities and Social Sciences</i> <i>(Arts, Economics and Business, Education and Social Work, Law, Sydney College of the Arts & Sydney Conservatorium of Music)</i>	<i>College of Sciences and Technology</i> <i>(Agriculture, Food and Natural Resources, Architecture, Engineering, Rural Management Science, Veterinary Science)</i>	<i>College of Health Sciences</i> <i>(Dentistry, Health Sciences, Medicine, Nursing & Pharmacy)</i>	<i>Koori Centre</i>	<i>EEO</i>
Total No. of Recent Projects	11 plus several Indigenous involvement	1	15	12	Ind. Aust. Employment Strategy
Total No. of Teaching					
Covered or with significant indigenous content	152	2	32	8 & Invited to teach in other University Programmes	n/a
Examined or included indigenous issues	75 & (many)	1	3 (all new units in Pharmacy include Ind. Health)		
Total No. of Community Links	<ul style="list-style-type: none"> • 5 • Several non-formal links through Koori Centre • Few staff links 	<ul style="list-style-type: none"> • 2 formal links • Dr James has extensive links • Rural Management has various consultations with the local & with Ind. activities several links • Science Faculty has several links 	<ul style="list-style-type: none"> • 21 • Health Science has many links, an extensive database and 7 International links 	Has strong affiliations with Indigenous communities and organisations involved in Indigenous issues. 41 community/committee activities	Has established links with the Indigenous Community at many levels. links/services used: 13

1. Recent projects concerning indigenous issues

Agriculture, Food and Natural Resources

No response

Arts

- NSW Aboriginal languages database project (Dr. Michael Walsh, Department of Linguistics) (Attachment 1)
- PARADISEC (Pacific & Regional Archive for Digital Sources in Endangered Cultures) (Attachment 2)
- Biographical study of R. H. Mathews (Dr Martin Thomas, Department of History) (Attachment 3)
- Preservation of aboriginal culture in audio archives (Dr Martin Thomas, Department of History) (Attachment 3)
- 'White Fathers' project: study of white fathers of 'stolen' indigenous children (Dr Fiona Probyn, Department of Gender Studies)
- 'No Roads' Project: chapter on 'Indigenous Tracker' films in book length study of Australian Road Movies (Dr Fiona Probyn, Department of Gender Studies)
- Conference on Future of Aboriginal Rights (2001) (Department of Philosophy lead organising role)
- Conference on History of Empire and Indigenous Peoples' Rights (2002) (Departments of Philosophy and History lead organising roles)

Publications

- 'Political Theory & Rights of Indigenous Peoples' (Cambridge University Press, 2002) (Dr Duncan Ivison, Department of Philosophy, Co-editor)
- 'Postcolonial Liberalism' (Cambridge University Press, 2002) (Dr Duncan Ivison, Department of Philosophy)

Architecture

Col James is conducting ongoing research and work on the Block in conjunction with senior Kooris and the Government Architect.

Dentistry

Nil

Economics and Business

The Faculty's Teaching and Learning Committee has established an Access, Equity and Diversity Working Party. This Working Party is examining the mechanisms for encouraging the enrolment of indigenous students in Faculty programs and mechanisms for supporting those who enrol. This Working Party will be building on discussions which took place between the previous Associate Dean (Undergraduate) and the Koori Centre in 2003.

Education and Social Work

We are currently preparing an implications plan addressing the recommendations from John Cleverley's *Audit of Aboriginal Studies/Perspectives and related issues in the professional Activities of the Faculty of Education and Social Work in association with the Koori Centre*.

In consultation with the Koori centre a compulsory unit of study is being designed for Year 2 Social Work students. This will be presented to the faculty's UG committee early in 2005.

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Staff at Yooroang Garang are involved in a wide variety of projects and activities related to Indigenous health and education. Although many staff are beginning researchers we are actively involved in a number of significant projects.

- NSW Aboriginal Maternal and Infant Health Strategy
- Healthy Start To Life Project
- Diabetes Education Program
- Koori Youth Access Project
- Strengthening tertiary literacy project
- Indigenous academic voices: Stories from the tertiary education frontline
- The Student Experiences Study
- The Visiting Scholar Project
- Adjunct Professor

Law

The Law School is currently in the process of developing a faculty based initiative which will step off from the ATAS scheme by creating a dedicated Indigenous Legal Education Program in which it is hoped that members of the Law School Faculty will assist in the provision of tutorials and mentoring. This is only in the development stages so there is no further information to offer at this time. However, the assumption is that the role of the convenor of the Equal Opportunity committee would, in relation to Indigenous matters, be taken over by a member of staff who is specifically designated to deal with Indigenous issues. I.e. A Director of the Indigenous Legal Education Program.

Medicine

- Research collaboration with Aboriginal Medical Service – Redfern: “Mental and physical illness and survival among clients of Aboriginal Medical Service at Redfern”
- Rowan Nicks Russell Drysdale Fellowship project in School of Public Health
- National research project: “Estimation of indigenous mortality where designation of indigenous status on death certificate is unreliable”

Nursing

- The Faculty of Nursing's best-known projects are the introduction of the Bachelor of Nursing (Indigenous Australian Health) both in its conventional mode at Mallett Street and in block mode at Orange. The Faculty also has a major development grant from the Office of Aboriginal and Torres Strait Islander Health (OATSIH) to promote nursing among school children (Y7 and up) and to promote the BN (IAH).
- The Faculty has established an Indigenous Nursing Development and Support Unit (INDSU) to provide an ongoing focus for the 'Indigenisation' of curricula and staff and continue the Faculty's Indigenous strategy.
- The Faculty has also held a number of 'cultural awareness workshops' in the last couple of years to facilitate Faculty staff awareness of Indigenous culture and history.

Pharmacy

The Faculty forms part of the College of Health Sciences Indigenous Support Allocation Committee which collaborates on development of projects relating to prospective indigenous students, for instance circulation of flyers to schools and the broad promotion of study in health sciences.

Each year approximately 20 high school students attending the Koori Centre camp take part in a hands-on session in the Pharmacy labs as part of an initiative to introduce students to the Pharmacy profession.

This year an Advanced student (4th year B Pharm), as her research project, has interviewed 11 Aboriginal Health Workers in Mid West Area Health Service about medication issues for local Indigenous people. She has explored the problems and possible solutions and has presented this to the Faculty in early November. Her work has been used to apply for funding to implement some of the solutions suggested.

Rural Management

No specific activities

Science

Biological Sciences
None

School of Molecular & Microbial Biosciences
None

School of Chemistry
None

Sydney Conservatorium of Music

The Conservatorium of Music has no activity in this important realm.

This is mainly due to the fact that "world music" or ethnomusicology is currently at home in the Music Department in the College. If this should change we would welcome the chance to be more proactive. For future -we are discussing an "Australian Music Course" which would feature the indigenous music and would need an expert to be involved in teaching this. However, until 2006 I don't see much improvement.

There are several research projects, one involving Kathy Marsh and children's music which have some involvement with indigenous music.

We could enhance this as well.

Veterinary Science

None

Staff and Student Equal Opportunity Unit

Indigenous Australians Employment Strategy

Implementation of strategies for engaging and retaining Indigenous Australians in employment at the University are progressing well. Several positive initiatives outlined in the University's Indigenous Employment Strategy have been implemented since the launch of the Strategy in August 2003.

The University has recently appointed an apprentice chef in the Darlington Centre, and apprentice mechanic in the University Garage, and a Trainee Administrative Assistant in the Facilities Management

Office. These positions have been centrally funded under the Indigenous Employment Strategy for the term of the apprenticeship/traineeship.

Ms Kennedy is currently facilitating recruitment of a further two trainees and one apprentice, funded by the employing areas. Following these appointments, there will be an apprentice Fitter and Machinist in the Molecular and Microbial Biosciences Unit in the Faculty of Science, a trainee Administration Assistant at the Koori Centre, and a trainee Food and Beverage Assistant at the Darlington Centre.

In addition, Ms Kennedy has facilitated the employment of two part-time Indigenous library staff through the assisted merits-based recruitment program, and facilitated staged local implementation of the University's commitment to targeted entry level recruitment (detailed at page 14 of the Strategy). Ms Kennedy will further assist the targeted entry level recruitment process by overseeing the development of duty statements, providing expert advice to selection committees and assisting applicants to write applications, covering letters and resumes.

Ms Kennedy has been heavily engaged during 2004 in the development and trial of a comprehensive cross-cultural awareness program. The program comprises five parts: Indigenous Societies – Connection with land, water and sea; Australian History – Post-European contact and the impact of colonisation; Cultural Awareness – Communication with Indigenous Australians and common misconceptions; Diversity in the Workplace; and Overview and Evaluation.

Koori Centre

Current Research Projects

Feasibility Study for NSW Aboriginal Languages.

Koori Centre and Department of Linguistics.

Funded by the Department of Aboriginal Affairs

Mooney J and Walsh M Linguistics

Funded by Department of Aboriginal Affairs

Internal Audit Cadigal, Academic Skills and Aboriginal Tutorial Assistance Scheme operational arrangements following the implementation of the Change Management Proposal.

Cleverley, J. and Mooney, J. May 2004

Funded through the Koori Centre

History of the Koori Centre

Mooney, J and Cleverley, J (on going)

Funded by the University of Sydney- Sesqui Grant

New Solutions for maximizing Aboriginal Students Potential: The roles of self-concept and motivation in making a real difference to desirable educational outcomes.

ARC Linkage Grant University of Western Sydney

Mooney J with colleagues at UWS 2004

Audit of Aboriginal Studies. Perspectives and Related issues in the professional activities of the Faculty of Education and Social Work in Association with the Koori Centre.

Cleverley, J 2004

Funded by the Koori Centre and the Faculty of Education and Social Work

Black and White Science. Encouraging Indigenous Students into University Science

McLisky, C and Day, D.G. 2004

Funded by the Koori Centre and the College of Sciences and Technology

Teaching Aboriginal Studies: A critical analysis of core Aboriginal studies subjects in primary teacher education courses.

ARC Discovery Grant

Mooney, J 2003

Future Research Project Initiatives- 2005

Scaffolding Literacy Project

Development of an ARC Linkage Grant proposal for submission in 2005

Day, D.G to co-ordinate Koori Centre team with David Rose, Education

Reflective learning journals as postgraduate research training support for Indigenous academic women: A pilot study.

Day, D.G. and Mooney, J.

University of Sydney Research and Development Scheme Application 2005

Indigenous knowledges and water planning in NSW

Day, D.G 2004/5

Department of Aboriginal Affairs, under discussion

Undergraduate learning journals

Day, D.G and team

Funding – Koori Centre and University of Sydney

Indigenous knowledge and western science- a new science literacy

Day, D.G

DEST

2. Teaching programs concerning indigenous issues

Agriculture, Food and Natural Resources

No response

Arts

Many departments in the Faculty of Arts teach units that include reference to a variety of indigenous issues. Units with significant 'indigenous' content include:

Anthropology

- 'Aboriginal Australia: Cultural Journeys'
- 'Australia-Pacific: Indigenous Worlds'
- 'Reading Aboriginal Ethnographies'

Archaeology (Prehistoric & Historical)

- 'Pre and Post Contact Australian Archaeology'
- 'Australian Archaeology'

Art History & Theory

- 'Contemporary Indigenous Australian Art'

Australian Literature

- 'Introduction to Aboriginal Writing'

Gender Studies

- 'Gender, Race & Australian Identities'

History

- 'Race Relations & Australian Frontiers'

Music

- 'Australian Aboriginal Music'

Philosophy

- 'Indigenous Rights'

Architecture

Col James teaches the units of study: "Housing for Health" and "Housing for Health Advance". These units are accessible to students from the Faculty of Health Sciences Graduate Certificate, Graduate Diploma and Masters in Health Science (Indigenous Community Health).

Dentistry

BDent : Two PBL cases in year one are based around indigenous issues (one in block 3 and one in block 5).

One DC session entitled "Aboriginal Dental Health" is held in year 1 (5.03)

BOH: Oral Health in the Community – several learning sessions will focus on indigenous issues

Economics and Business

The Faculty does not have any degree programs which specifically address indigenous issues, there are however a number of units of study which examine these issues in a range of contexts. In particular, the Discipline of Government and International Relations examines indigenous issues in units of study including, "Australian Politics" and "Human Rights and Australian Politics.

Education and Social Work

One of the mandatory preservice teacher education studies is aboriginal education. This is addressed in the following ways:

- Education I, II & III

Compulsory Units:

In Education II, all preservice students take a semester-long unit (EDUF 2006) on the social foundations of education. This unit of study addresses the social and policy contexts of the schooling of students from diverse ethnic and cultural backgrounds. Direct training is given in the following policies and procedures of the Department of Education and Training: Aboriginal Education, Anti-Racism and Gender Equity. The two main themes studied in the unit are: schools and communities, and educational systems, markets, and globalisation. At the end of this unit, students should have the capacity to discuss the impact of a range of educational practices and policies on communities of students and families. Students work collaboratively on a substantial project on these themes. There is a special topic on Aboriginal education. (Key elements: 4, 5)

Optional Units:

In Education III, it is possible for students to develop projects associated with Aboriginal schooling and communities in the following units:

EDUF 3013 Anthropology and Education

EDUF 3014 Cross Cultural Fieldwork in Education

- Bachelor of Education (Primary)

Aboriginal education is a compulsory one-semester unit of study in Year 3 of the Primary Bachelor of Education Program (to be in Year 2 in 2004). In addition to this compulsory unit, students in Year 4 may choose to do an additional two-semester Aboriginal education unit of study.

EDUP 3021 Indigenous Australian Education- Year 3 compulsory unit of study

The key elements listed are covered in the following series of lectures and tutorials:

- Aboriginal history and culture
- What is Aboriginal education and its history?
- Contemporary Aboriginal issues including health, housing and law
- Health and education
- Procedures for consulting with and collecting information from Aboriginal communities
- Working with Aboriginal communities NSW Department's policies
- Aboriginal education policy and the 'big' picture
- Race relations and the NSW Anti-Racism policy
- Recognising and dealing with racism in the classroom
- Teacher as learner
- Inclusion in the classroom
- Working with Aboriginal communities
- Professional experience

- Secondary Double Degree

Particular emphasis, in the Double Degrees, is placed on the education of Aboriginal and Torres Strait Islander students. From Year 1 of the program, students are introduced to the issues relevant to the education of indigenous Australians, Aboriginal history, and contemporary Aboriginal issues and their implications for education. Through the Koori Centre at the University of Sydney, students have access to a range of teaching and learning resources to equip them to effectively address the needs of this group of students. Within the unit of study EDUF2007, "Social Perspectives on Education", in Year 2 of the degree sequence, students explore in-depth the NSW DET policies relevant to Aboriginal and Torres Strait Islander education, in particular the Aboriginal Education Policy and the Anti-Racism Policy.

Within particular curriculum methodology units of study, students must demonstrate a sound grasp of the syllabus documents and plan and program for learning experiences according to the mandated requirements of the Board of Studies. Each of these syllabus documents has, embedded within it, a

specific focus on content and processes required for teaching Aboriginal and Torres Strait Islander students.

- B.Ed (HMHE)

Aboriginal Education is an important component of the units EDUH 2015 Teaching PDHPE I, EDUH 3015 Teaching PDHPE II, EDUH 4015 Administration of PDHPE and Sport and EDUH 2025 Health Education Pedagogy 1 as well as the option EDUH 4029 Mental Health Promotion. In EDUH 2015, EDUH 3015 and EDUH 4029 this is addressed as part of the nature of the learner. In EDUH 2025 it is addressed as part of inequities in health and EDUH 4029 it is addressed as part of mental health and Aboriginal and Torres Strait Islander Peoples.

- M.Teach

These key elements are addressed in the compulsory Study 1 program, done by all primary and secondary candidates, which comprises the three units of study, EDBT5130 Introduction to Learning and Teaching, EDBT 5210 Teachers & Learners in Schools & Community, and EDBT 6124 Schools and their Communities. The elements are addressed via large lecture focus sessions, in small-group seminars and a case-based approach. For example, students access an authentic case (MTeach website) involving aboriginal education key elements (e.g. case title: Norma). Students investigate the case by utilizing relevant literature (policy and support documents) to assist the development of an action learning plan for dealing with the case. To complement the broad issues and policy frameworks that are dealt with in Study 1, individual learning areas (curriculum studies) investigate aboriginal education issues and syllabus-specific outcomes in the context of their disciplines. Students are also encouraged to participate in the NSW DET's Beyond the Line program, with secondary students able to count this fieldwork as a component of the Secondary Options program.

Through its association with the university's Koori Centre, the Faculty is able to use the expertise and resources in the centre in the teaching of that component of the Study 1 program which focuses on Aboriginal Education. Lecturers from the Koori Centre and guest speakers are used in a Study 1 focus session, and the centre acts as a resource and advice centre for students in their researching of issues in Aboriginal Education for Study 1, Special Education and curriculum studies course units.

- Study Abroad students

There will be a unit of study offered in 2006 on indigenous issues and sport (I'll email the correct title).

A mapping of all units of study taught across the Faculty in relation to the inclusion of aboriginal studies/perspectives is listed from page 52 of the Audit of Aboriginal Studies/Perspectives and related issues in the professional Activities of the Faculty of Education and Social Work in association with the Koori Centre (see attached document).

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Yooroang Garang delivers undergraduate, postgraduate coursework and research degrees. The programs offered by the School are designed to meet the community and health needs of Aboriginal people, as well as to prepare health professionals to work in Indigenous health.

Postgraduate Programs

The Graduate courses in Indigenous Community Health aim to provide people currently working, or intending to work, in the field of community health with core knowledge and skills appropriate to maintaining health, preventing diseases and promoting the well-being of Indigenous people.

Project Based Pathway

This course provide a broad, multidisciplinary learning experience in core areas of community health theory and practice, as well as opportunities of specialists study

- **Graduate Certificate in Health Sciences (Indigenous Community Health)** provides students with the relevant skills and attributes that are required for work in Indigenous community health contexts.
- **Graduate Diploma in Health Sciences (Indigenous Community Health)** is an articulated program, which enables the students to apply theory to practice in Indigenous health settings.
- **Master of Health Sciences (Indigenous Community Health)** course enables students to develop advanced knowledge skills and understanding of project evaluation and research in Indigenous health.

Graduate Research Programs

- **Master of Applied Science (Indigenous Community Health)** is designed to provide participants with the opportunity to undertake research in areas of community health.
- **Doctor of Philosophy (Ph.D.)** is a research degree awarded for a thesis considered to be a substantially original contribution to the subject concerned.

Undergraduate Programs

- **The 4-year Bachelor of Health Sciences (Aboriginal Health and Community Development.)**
The degree is a full time, four years Block mode course, taught on the Cumberland Campus and offers a professional program in Aboriginal Health and Community Development.
- **The Honours degree** enables interested and capable students to pursue a research pathway.
- **The 2-year Diploma of Health Science (Aboriginal Health and Community Development)**
Students at the end of the first two years of the degree program can exit with a Diploma.
- **Recognition of Prior Learning and Articulation with other Programs.**
Yooroang Garang recognises the importance of Recognition of Prior learning and the articulation of education programs for Indigenous people who usually enter tertiary education as mature aged students often with considerable life and work experience.

Enabling and Support Programs

- **Aboriginal Health Science Preparatory Program.** The Aboriginal health science preparatory program is a full year program offered in both block mode and semester based mode.
- **Aboriginal Health Science Support Program** - This option consists of a menu of academic support subjects, which are conducted preparatory to, or concurrently with, the subjects appearing in the degree program.
- **Cadigal Program** - Yooroang Garang administers the Cadigal program at the Faculty of Health Sciences. As this is a university wide program Yooroang Garang collaborates with the Koori Centre where necessary to ensure uniform procedures are used and that applicants make early contact with the appropriate staff in the preferred study area.

Out of School Teaching

- **Introduction to Indigenous Health** is a faculty elective available to final year physiotherapy students
- **Indigenous Australia: History and Health.** Yooroang Garang staff are assisting Koori Centre staff to deliver this core unit of study to second year nursing students.
- **Single episode lectures** to a range of organisations, including the NSW College of Nursing, and the University of the Third Age.

Law

Undergraduate

Specific Course:

Indigenous People and the Law Elective

Indigenous People and the Law is an elective offered every year and usually has at least one Indigenous student enrolled plus cross enrolment LLB students from other universities such as UNSW and Macquarie.

General Courses:

Many of the core course offerings include components that deal with Indigenous issues. For instance, Federal Constitutional Law has a section on the Race Power and Indigenous sovereignty. Property law examines Mabo and Native Title laws and decisions. In addition a number of electives also include significant coverage of indigenous issue: Criminology, International Human Rights Law, Law and Social Justice and Anti Discrimination law to name just a few.

Postgraduate

Specific Course:

Gender, Race and Legal Relations is offered on a rolling basis and often has indigenous students enrolled.

General Courses:

As with the undergraduate program there are a number of postgraduate courses that are not limited to but do include significant material related to indigenous students.

Medicine

- Development of Indigenous Module within the University of Sydney Medical Program (USydMP)
- Graduate Diploma of Indigenous Health Promotion
- PBLs, tutorials and lectures within the USydMP
- Diploma/Advanced Diploma Indigenous Primary Health Care
- Unit of study within the Masters of Public Health

Nursing

- Bachelor of Nursing (Indigenous Australian Health) is a four year degree introduced at Mallett Street in 2003 and at Orange in 2004. This degree will cease at Orange after one intake and will continue at Mallett Street for 2005 (at least) and until a sustainable future is found for it in the College of Health Sciences.
- The Bachelor of Nursing contains a core unit in Indigenous health and history.
- A Master of Indigenous Nursing is being planned for introduction in 2006.
- The revised midwifery course (a postgraduate award) to be reaccredited for a 2006 intake will include a more substantial component on Indigenous birthing.

Pharmacy

All new Units of Study in the BPharm(Rural) program include indigenous health issues.

Approximately 130 of the 200 Year 4 BPharm students undertake a placement in a rural or remote area during the July break and through this are exposed to many issues specific to rural areas, including indigenous issues.

Of those students, 7-8 attend a two week placement at UDRH Broken Hill during which they undertake a formal program addressing social and cultural issues relevant to rural/remote areas, including indigenous issues.

B Pharm (Rural)

Some Indigenous health has been incorporated into every new unit of study developed for the B Pharm (Rural) with a view to increasing the awareness of the students to the needs of the Indigenous population of Australia and equipping them to provide appropriate services in the future.

In order to do this we have formed a strong partnership with Jamie Newman, the Aboriginal Health Co-ordinator in Mid West Area Health and his team. Collaboration also took place between Yooroang Garang School of Indigenous Health, Faculty of Health Sciences and the Faculty of Pharmacy.

Year 1

Pharmacy in Rural Society - Lectures on ATSI health statistics, Bush Medicine and incorporation of this material into two student assignments.

Roles of Rural Health Care Practitioners - Presentation from Aboriginal Health Care Worker, Lecture on health beliefs and Cultural Differences

Year 2

A whole unit 4CP on Health and Cultural Issues in Rural Australia - Cultural Awareness Training, a series of presentations from Aboriginal Health Care Workers, an excursion to an Aboriginal Medical Service in Condobolin and Aboriginal Settlement in Murrin Bridge, videoconferences with Pharmacists working with Aboriginal communities in the north of Western Australia and Alice Springs. Students assignments focus on creating educational/communication material and answering questions based on a WebCT module created within Yooroang Garang.

Year 3

Pharmaceutical Science in Rural Practice - students will be given case studies involving Indigenous health issues.

Rural Placements - some students may be sent if they wish to remote place for experience

Year 4

Integrated Rural and Remote Pharmacy - units yet to be developed but will incorporate Indigenous health issues.

Clinical Practice - students will have the option of extended placements at remote sites with preceptors experienced in dealing with Indigenous health issues.

Rural Management

No specific activities

Science

Biological Sciences

None

School of Molecular & Microbial Biosciences

None

School of Chemistry

Not applicable

Sydney Conservatorium of Music

None

Veterinary Science

There are no formal teaching programs based on indigenous issues. However Year 5 veterinary students may elect to participate in a program that services remote communities - refer to item 6 for details.

Staff and Student Equal Opportunity Unit

No response

Koori Centre

1. Operates its own academic programs for Indigenous Australian students in the Tertiary Preparation Course and the Diploma of Education (Aboriginal). It contributes substantially to the Bachelor of Education (Secondary: Aboriginal Studies). The Tertiary Preparation Course and Diploma in Education (Aboriginal).
2. Coordinates a major in Aboriginal Studies and three other Indigenous subjects in the Faculty of Arts. The Centre also teaches a Core Indigenous Australian Studies subject within the Faculties of Education (Primary), and Nursing. In addition, the Koori Centre is invited to teach in other University programs, including Summer School;
3. Provides a support service for Cadigal Special Entry, and other Indigenous Australian students across campus; and it services marketing, scholarship and other programs designed to recruit and retain Aboriginal students at the University.

3. Number of indigenous students and staff

Agriculture, Food and Natural Resources

This Faculty has a relatively small number of students and we don't have specific support for indigenous students. We have not had any indigenous staff, however the very few indigenous students we have had have assimilated well within the Faculty. In teaching, staff make students aware of indigenous issues eg land title.

Arts

The Faculty liaises closely with the Koori Centre during the annual undergraduate admissions period to ensure that the maximum possible number of students is admitted to appropriate degree programs under the Cadigal scheme.

Staff numbers are not known.

	1998	1999	2000	2001	2002	2003	2004
BA	15	15	13	10	9	15	17
BA (Languages)	n/a	n/a	1	1	1	1	-
BA (Media & Comm)	n/a	n/a	2	2	2	5	3
B Soc Sci	n/a	n/a	-	-	1	1	1
BA/BCom	-	-	-	-	-	1	1
BA/BSW	1	-	2	1	1	3	1
BA/LLB	3	3	3	2	4	5	6
BEEd/BA	n/a	n/a	1	1	1	2	3
BEEd/BA (Psych)	n/a	n/a	n/a	n/a	-	-	2
BSc/BA	-	-	-	-	1	1	1
B Lib Studs	-	-	1	1	1	-	1
Total Students	19	18	23	18	21	34	36

Architecture

One BDes(Arch), one PhD

Dentistry

BDent: 1 (1 temporary staff member)

No students

Economics and Business

a) Staff – 1		
b) Students	– Bachelor of Economics	- 2
	- Bachelor of Commerce	- 1
	- Bachelor of Econ and SocSci	- 1
	- Doctor of Philosophy	- 1
	Total	= 5

Education and Social Work

Number of indigenous students and staff

The faculty of Education and Social Work Student Load for Indigenous students was 19.54 in 2003 and the participation rate 1.09. The number of ATSI enrolments in the Faculty as at 31/3/03 was 36 (of which 4 were PG; females = 27, males= 9). This information was taken from John Cleverley's report.

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Students [2003]

Following are the number of student in various School programs, undergraduate and postgraduate:

Postgraduate programs/Research Degrees

PhD 3

Masters 1

Postgraduate programs/Course Work

Masters 3

Graduate Diploma 0

Graduate Certificate 1

Undergraduate Programs/Bachelor of Health sciences [Aboriginal Health and Community Development

Bachelor 30

Honours 4

Undergraduate Programs/Cadigal Program

Various HS Schools 10

Undergraduate Programs/Preparatory Program

Year one 12

Graduations 2001-2003

Course	2001	2002	2003
DHlthSc (AHCD)	24	16	11
PGrad Coursework	2	2	
PGrad Research	2		
BAppSc (Physiotherapy)	3	3	4
BAppSc (Med Radiation Tech)	1		
Total	32	21	15

Staff

Yooroang Garang currently employs Sixteen staff, six of whom are Indigenous (see names in bold below). Of the six Indigenous staff, five are academic staff and one administrative staff. In addition there is an Indigenous staff member currently on secondment

Law

We currently have 6 full time indigenous students in the undergraduate law program and two part time students in the post graduate program.

We do not have any indigenous staff members however, there is an indigenous application before the university Postdoctoral awards committee that has been strongly supported by the faculty. She would provide a focal point for indigenous research questions in the faculty and would also provide strong links to the indigenous community.

Medicine

- 5 indigenous students in USydMP
- 6 indigenous students in the Grad. Diploma course in Public Health
- 3 indigenous academic staff (including 1 conjoint appointment)

Nursing

- Academic Staff: N= 2 full time academic (1 continuing, 1 fixed term). The Faculty is soon to advertise a new continuing position in Indigenous Nursing/Midwifery.
- General Staff: N=1
- Students identifying as Indigenous: 10
- It is important to note that as the Faculty of Nursing becomes overtly more Indigenous friendly and safe for students of Indigenous backgrounds, more are prepared to identify themselves to us, however, that does not always translate into the student ticking the appropriate box for the official records.

Pharmacy

Nil

Rural Management

No specific activities

Science

Biological Sciences

No staff have identified themselves as indigenous; we do not have data on origins of students

School of Molecular & Microbial Biosciences

No known indigenous staff. Unknown if have any indigenous students.

School of Chemistry

Nil staff, we are not allowed access to information on indigenous students without special permission from the Dean.

The Dean's office have also spoken to a Dr Tom Hubble, representative from the Teaching Committee who has also made some enquiries from members of the Teaching and Learning committee. His advice is that unless a student self identifies then the schools have no knowledge of the number of indigenous students.

Sydney Conservatorium of Music

None

Veterinary Science

There are currently three indigenous students in the BVSc program and one UG student to enrol in Year 1 in 2005 and one interested in 2005 enrolment.

It is not known if any of the staff are from the indigenous community.

Staff and Student Equal Opportunity Unit

The following figures represent numbers of University of Sydney employees who have self-identified as Aboriginal or Torres Strait Islander people as at the snapshot date of 31 March in each year.

Year	Academic	General	Total
2004	11	11	22
2003	12	12	24
2002	13	12	24
2001	9	8	17
2000	11	10	21

Koori Centre

Indigenous students: see Tim Bennett in Planning and Support

Indigenous staff: See attached list.

4. Support for indigenous students

Agriculture, Food and Natural Resources

No response

Arts

The Faculty does not have specific policies or strategies to support indigenous students, beyond such initiatives as the *Arts Network Transition and Mentoring Program*, available to all commencing undergraduates (and similar orientation support available to commencing postgraduates).

In 2004, the Faculty has been represented at a wider range of secondary school-based 'tertiary information events', including those in northern NSW and the ACT. This was done in part as a response to a recommendation from Phase 2 of the Academic Board Review (August 2003) that the Faculty could be more pro-active in raising the participation rates of indigenous Australians in Faculty programs.

Architecture

Through the Cadigal program.

Dentistry

BDent: Nil

BOH: Cadigal program – administered by the Koori centre
(<http://www.koori.usyd.edu.au/centre/cadig.html>)

Economics and Business

As indicated above, enhancing support for indigenous students is currently being considered by the Access, Equity and Diversity Working Party.

In addition, the Faculty has established a one off scholarship targeting a commencing undergraduate indigenous student, the John Balmain-Suhan Scholarship. This will be offered for the first time in 2005.

Education and Social Work

The Faculty administers the BEd (Secondary: Aboriginal Studies) which is taught in cooperation with the Koori Centre. We also run the first year experience program and provide general support to students.

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Yooroang Garang is committed to the objective of improving access and participation for Aboriginal and Torres Strait Islanders in tertiary study in the health sciences. Yooroang Garang offers academic support for all Indigenous students at the Faculty of Health Sciences through the following programs.

- Aboriginal Health Science Preparatory Program
- Cadigal program
- Aboriginal Health Science Support Program
- Aboriginal Tutorial Assistance Scheme (ATAS)

Retaining students

- **Advocating** for Indigenous students wishing to enter the Faculty of Health sciences through the Cadigal program.
- **Facilitating the transition** to tertiary study through effective orientation activities.
- **Reduced load enrolment** over the first two years for Cadigal Students.
- **Fostering** beneficial relationships for students with their Indigenous peers.
- **Provision of physical resources** for Indigenous students at Yooroang Garang.,
- **Addressing the learning needs** of students through academic and tutorial support.
- **Providing social support for Indigenous students, including**
 - scholarships
 - childcare subsidies
 - fee relief and
 - an in-house lending library of textbooks and resources.
- **Providing advocacy for students in administrative matters** of Enrolment and Enrolment Variation, Illness and Misadventure, Show Cause submissions and welfare.
- **Administering the Aboriginal Tutorial Assistance Scheme (ATAS)**
- **Fostering student leadership** through developing a system of student management with student representatives elected for every year group to facilitate dialogue between staff and students.
- **Provision of cultural and social support** events in order to affirm Indigenous cultural diversity and provide a culturally appropriate learning environment.

Law

Once admitted to the law school, a student has access to a number of services provided by the Koori centre (please contact the Koori centre for details). The law school works particularly hard with the Koori centre to assign appropriate tutors under the Aboriginal Tutorial Assistance Scheme to assist the students in their day to day management of their law course requirements. The Law School also provides supplementary tutorial support to students that utilise the Koori Centre's Aboriginal Tutorial Assistance Scheme. The law school pays for one additional hour a week of tutorial assistance per course for each student that requests the additional support.

The Equal Opportunity Convenor currently carries responsibility for liaising with and supporting indigenous students in the law program. As per the project described in 1 above this will change with the appointment of a dedicated indigenous liaison officer.

Currently, the convenor of the Equal Opportunity Committee of the Faculty of Law operates as a clearing house for job opportunities for Indigenous candidates in the legal area and other academic opportunities.

Scholarships

Victoria Gollan Memorial Fund Scholarship

Aims/Objectives

The purpose of the fund is to assist an Aboriginal student in the study of law at the University of Sydney.

Description

The scholarship was established in 1996 by donations made in memory of Victoria Jane Barclay Gollan. To be eligible, you must be a full time Aboriginal student enrolled in a Law degree at the University of Sydney (Undergraduate or Postgraduate level). The basis for award is academic merit and financial need. The award is valued at \$1,500, and applications open in October each year. **It is awarded annually.**

In addition the Law School offers two equity scholarships to indigenous students undertaking postgraduate course work. The scholarship consists of a fee waiver and as such offers an extraordinary opportunity for indigenous students who may otherwise be unable to afford postgraduate study.

Medicine

Initiatives

Partnerships with Maari Maa
Participation in International and National Conferences through Australian Indigenous Doctors Association
Dedicated support staff on campus
Aboriginal Tutorial Assistance Scheme
Rowan Nicks Russell Drysdale Fellowship in Australian Indigenous Health and Welfare
Cross cultural training in Aboriginal health

Status

Ongoing

Ongoing
Continuing positions
Ongoing

Ongoing
Work in progress

Nursing

- Students are supported by having a dedicated space and access to Indigenous staff. Most Indigenous students have access to specific funding support provided by the NSW government.
- More generally, the 'Indigenisation' of the Faculty and its courseware has provided a safe context and environment for students and this is a major issue in providing personal and experiential support.
- Along with other faculties, we access the Indigenous tutorial assistance schemes and run extra tutorials as required in the identified space. Students are able to access these tutorials as well as individual coaching.

Pharmacy

N/A

Rural Management

No specific activities

Science

Biological Sciences

Support for indigenous students - we have one (or perhaps 2?) undergraduate students on scholarships administered by the Koori Centre

School of Molecular & Microbial Biosciences

None

School of Chemistry

Provided when requested, based on assessed needs and value of the assistance we can offer

Sydney Conservatorium of Music

None

Veterinary Science

Within the Faculty, student support is provided by the Sub Dean for Students.

In 2004, a tutorial program was initiated for one of the indigenous students following discussions between the Sub-Dean for Students and the Koori Centre.

Staff and Student Equal Opportunity Unit

No response

Koori Centre

Facilities

The Koori Centre provides:

- A computer lab
- Common room for Indigenous students
- An Indigenous Research Library (which is also utilised by all students of the University)

Student Support

The Centre provides the following support for Indigenous students:

- Cadigal Special Entry Program for all Indigenous students except those on the Cumberland Campus
- Aboriginal Tutorial Assistance Scheme for all Indigenous students except those on the Cumberland Campus.
- Academic skills classes for those of the Cadigal Special Entry students that require extra tuition. As from 2005 the academic skills classes will be out sourced to the Centre for Teaching and Learning.
- Considerable mentoring and career support

5. Strategies to recruit and retrain indigenous students

Agriculture, Food and Natural Resources

No response

Arts

Answered in 4.

Architecture

Attend the Koori Open Days each year

Dentistry

- The Admissions policy for the BDent program contains to following section:
1.8 Applicants in special categories

(i) Indigenous Australian applicants

(In addition to those who qualify for consideration according to the criteria set out above) The Faculty of Dentistry will annually offer a small number of places to Aboriginal or Torres Strait Island people. Applicants in this category will be required to achieve a minimum score of 45 in each of the three sections of GAMSAT. They will be expected to achieve a satisfactory interview ranking, and interview panels for such applicants will include a trained interviewer from, or nominated by the University Equity Advisory Committee.

- Admissions to the BOH Program: Links with the Cadigal program have been established and it is hoped that this will help with the recruitment and retention of indigenous students.

Economics and Business

Once again this is being examined by the Access, Equity and Diversity Working Party.

Education and Social Work

I'm not aware of anything specifically

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Yooroang Garang staff are actively involved in the promotion of the programs offered by the School and the Faculty, and recruitment of students. These activities are strategically directed toward Indigenous people and communities. Yooroang Garang staff are working to build strategic alliances with organisations to facilitate recruitment of Indigenous students. These alliances assist us to access potential students as well as to offer them assisted pathways to university.

Promotion and recruitment activities include the:

- **Koori Youth Access Program** - In 1999 Yooroang Garang has applied for VEGAS funding to begin a pilot program to encourage Indigenous secondary students in Years 9 - 12 to consider tertiary study in the health sciences. The project has been re funded again and is currently coordinated by a School staff member

- **NSW Aboriginal Maternal and Infant Health Strategy** –Yooroang Garang staff liase with strategy project officer who actively recruits for our Maternal and Infant Health Preparatory course
- **Facilitating cadetships for Indigenous students** – strengthening links with both state and federal programs to promote cadetships
- **Production of promotional material** including course brochures, posters
- **Preparation of promotion and recruitment advertisements** in the print and electronic media (Koori Mail, national Indigenous Times)
- **Participation in Careers Markets** - Yooroang Garang staff attend Careers Markets, particularly in those areas with large Indigenous population.
- **Participation in Careers Advisors days** - these information days are conducted for Careers Advisors from secondary schools in NSW.
- **Contribute to College Indigenous Marketing Strategy** through participation in the College of Health Sciences indigenous Support Allocation Committee and to development of promotional material eg College Video under production
- **Developed a flyer listing scholarships** available to Indigenous students to be included with Cadigal application forms and material sent to potential students

Law

The project described at point one above is intended to address concerns the faculty has both with its success in recruitment of indigenous students and their retention and successful completion. The Equal Opportunity has been drawing up further strategies, but as yet they have not been put to either the Dean's Advisory Committee or to Faculty.

Other strategies already underway include:

1. Attendance by Peter Finneran, Group Coordinator, Student Administration and Liaison at the Koori Centre open day
2. Mariko Ralph, one of our current indigenous law students, volunteers for various undergraduate marketing events. As an indigenous student herself, she can talk to any indigenous students who may be interested in Law about her experience.
3. Participation in the Koori Centre's Indigenous HSC students camp. This year 15 students were given a tour of the law school, visited the library and were offered an opportunity to talk to the Equity Convenor about the law school experience.
4. The Equity Convenor will be attending a seminar organised by Kingsford Legal Centre and the Indigenous Legal Education Committee of the Faculty of Law UNSW on Indigenous Legal Education.
5. We have contributed to a "Guide to Indigenous Legal Education" being put together by Kingsford Legal Centre, a community legal centre and clinical legal education program attached to the University of New South Wales. The Guide is designed to be a useful resource for both potential Indigenous law students and law faculties around Australia. It aims to encourage law faculties to design and implement courses and programs to support Indigenous students in their law studies. It will be published and distributed to Universities around Australia and abroad.

Medicine

- Aboriginal Education and Training Advisory Committee
- Production of Promotion material: posters, video
- Production of recruitment advertisements
- Participation in community events
- Participation in Careers Advisors Day
- Student road shows in rural and remote areas
- Aboriginal and Torres Strait Islander Event within student club.
- Guest speakers
- Participation in the National Indigenous Games
- Participation in the CDAMS indigenous health curriculum development project.

- Establishing links with Alexandra Park High School, ie, tutoring by USydMP students
- Establishing links with Thursday Island High School, ie, facilitating their entrance in the Science Alliance Program.
- Facilitated Entry scheme for Indigenous applicants for USydMP

Nursing

- It has been our experience that traditional whitefella methods do not work. Recruitment is a long term process, which requires leadership and real support from "the boss", but also one that requires the Faculty to establish itself as a safe place for students to attend. The personal connections of staff with communities and schools are essential, as is the minimisation of formal paperwork (in particular, filling in lots of forms). The cost of UAC guide, for example, is prohibitive for some families.
- A major benefit is to have Indigenous staff and non-Indigenous staff who are savvy about working with Indigenous peoples.
- Promotional material that is visually identifiable as Indigenous is essential.
- Public symbols that are identifiably Indigenous are a key factor. For example, Indigenous flags (the Aboriginal flag and the Torres Strait flags) are flown at the Mallett Street campus on important days in the Indigenous calendar.
- The use of the Web and Koori radio are good means of reaching potential students.
- The one critical factor seems to be having a sufficiently large and cohesive number of Indigenous students and staff to form a local community at University.
- Recruitment this year has also been made via informal blackfella communications, e.g. the Aboriginal Health Workers at Redfern and the EDMAC have been given information about next year's enrolment and we have 9 expressions of interest so far. Information has also appeared in the Koori Mail newspaper.
- At a recent metropolitan meeting of Aboriginal Education Advisors an informal presentation was made about how the Faculty supports its nursing students.
- With our links to the Congress of Aboriginal and Torres Strait Islander Nurses (CATSIN) all our Indigenous students are offered access to CATSIN members who act as mentors. These members are all Indigenous nurses, working in a variety of fields, who have undertaken a 2 week mentoring program. There is no cost to the student. Representatives of CATSIN will be attending our open days as well.
- Our students have access to student membership of CATSIN. This allows them ready access to other Indigenous students around the country and support in attending conferences, accessing chat rooms and other innovative practices.

Pharmacy

The Faculty has contributed to the development of a marketing recruitment strategy through its membership of the College of Health Sciences Indigenous Support Allocation Committee, for instance the (current) production of a video aimed at indigenous communities which highlights the health sciences professions.

Rural Management

No specific activities.

Science

Biological Sciences

None - Faculty and College are now working on this; School does not recruit undergraduates directly as this is done at the Faculty level.

School of Molecular & Microbial Biosciences

None

School of Chemistry

This has been determined to be a Faculty responsibility

Sydney Conservatorium of Music

None

Veterinary Science

The Faculty includes a representative of the Koori Centre on its Admissions Committee and distributes information through the Koori Centre.

In relation to admission into the Bachelor of Veterinary Science degree program, the Faculty has allocated 10% of its HECS places to students from disadvantaged backgrounds - 3.5 places to indigenous students through the Cadagal program and 3.5 places to Broadway scheme students. If a student applies for admission through the Cadagal program, the Faculty acts on Koori Centre recommendations - such recommendations are based on an assessment of the student's likelihood to cope with the academic demands of the course. The Centre may also recommend admission on a part-time basis (the course is classified as full-time). Should an indigenous student not apply through the Koori Centre, the standard admission procedure is undertaken.

Staff and Student Equal Opportunity Unit

No response

Koori Centre

Recruitment

- The Koori Centre with input from the Faculties and Yooroang Garang produces a Prospectus. This is distributed to all NSW High Schools, via their school careers counsellors. Also the production and distribution of pamphlets on individual faculties (produced in consultation with faculties).
- Full-time Liaison Officer who organises visits to schools and for schools to visit the university, attends careers days, organises the HSC Enrichment camp, and supports students seeking scholarships.

Retention

- Individual support for Indigenous students (designated Koori Centre Indigenous academic and administrative personnel are available to speak with if they need advice)
- A counsellor designated to provide professional counselling to Indigenous students 2 days a week. This position is housed with university counsellors in Student Services.
- Support to attend conferences
- Support to participate in a Summer and Winter School. (Fee reduction has been negotiated with the Summer and Winter school).
- Support mechanisms are also in place if students need accommodation.
- Assist in the allocation scholarships provided through the Indigenous Support Fund offered annually through the three Colleges College

6. Links with the Indigenous community

Agriculture, Food and Natural Resources

Although we don't have any formal links with indigenous communities during our field trips students sometimes meet with local indigenous leaders.

Arts

- Australian Critical Race & Whiteness Studies Association (Member: Dr Fiona Probyn, Department of Gender Studies)
- NSW Aboriginal Languages Research & Resource Centre (Attachment 1)

Architecture

Dr Col James has extensive links with the local indigenous community.

Dentistry

One of the SDH rotations is to the AMS dental clinic in Redfern. Each student rostered through this at least once.

- Rural placement program: two-week compulsory rural placement program
- Compulsory student electives completed at the end of year 3: students may complete their four-week elective nationally or internationally and many students choose to go to remote and rural areas to gain work experience.

Economics and Business

Whilst the Faculty does not have any formal links with the indigenous community, it works closely with the Koori Centre in relation to scholarships, student recruitment and student support.

A number of staff members have links with the indigenous community in Sydney. For example, Dr Stuart Rosewarne is the Chair of the Board of Directors of the Fact Tree Youth Drop-In Centre in Waterloo which provides services and support to a significant number of indigenous youth.

Education and Social Work

This is mainly through the Koori Centre. Staff from the School of Social Work and Policy Studies maintain an active involvement in the management committee of The Settlement Neighbourhood Centre, which provides services to the children and youth from local Indigenous community. Various staff members also have links with individuals from the indigenous community.

Yooroang Garang: School of Indigenous Health Studies – Faculty of Health Sciences

Yooroang Garang has links with many Indigenous Health and education organisations, through our research and community service activities as well as through professional placement of students for clinical practice and finally through our current students and graduates. Listed below are some of those organisations. We keep an extensive database of current students, graduates and professional practice organisations. In addition we have a number of links to International organizations.

- Indigenous Health
- Indigenous Education
- International Organisations
- University of Sydney
- College of Health Sciences
- Faculty of Health Sciences

Law

Associate Professor Chris Cuneen is the non indigenous member of the Aboriginal Child Sexual Assault Taskforce NSW.

We have volunteer students who work at Sydney regional Aboriginal Legal Service (Redfern) and the Waringah Biayah Womens Aboriginal Legal Service.

Lauren Finestone, the Legal and Information Services Manager of LawAccess NSW runs an Indigenous Customer Service Officer Program. The Equity Convenor has been in discussion with her regarding the transmission of information to our indigenous students about this employment opportunity and to provide access to indigenous programs run by the NSW Attorney-General's department. Although she is not from the indigenous community she is linked into programs that deal with indigenous members of the community and is an important contact point and resource for our students.

Medicine

- Australian Indigenous Health Promotion Network
- Australian Indigenous Doctors Association
- South West Area Health Service
- AMS Redfern
- AMS Daruk
- Establishing links with Thursday Island groups: High School and Island Health Services
- Koori Centre
- Yooroang Garang
- CDAMS Indigenous Health Curriculum Project
- Maari Ma, Broken Hill

Nursing

- In relation to the nursing profession as a professional community, the Faculty has strong links to CATSIN. This is a national nursing (and midwifery) organisation, which is the peak body for Australia's Indigenous nurses. It is supported by federal funding and it administers a number of funded schemes aimed at increasing the number and professional development of Indigenous nurses. It also works to enhance the health care of Indigenous people generally. CATSIN holds an annual conference, which our Indigenous students and staff attend. In 2004, I was made an honorary fellow of CATSIN, which is a rare honour for a white person. I also sit on CATSIN's Steering Committee on Indigenous Nursing and Midwifery Committee.
- In relation to Indigenous communities more generally, we enjoy good relations with the Aboriginal Medical Service in Redfern and with a number of local communities where our students are located for practicum. In the Central West region we have established and maintained links with the local Indigenous community and the Aboriginal health service. Despite the cessation of the nursing courses at Orange, we intend to maintain those links, perhaps with a stronger focus on research.
- The Faculty also has strong links to local Aboriginal Land Councils, specifically on our lecturers, Dr Kerrie Doyle, is a member of Darkinjung ALC. She also sits on the board of the AMS on the Central Coast and we are using that service as one of our clinical placement sites.

- We also have links with the Area Aboriginal Health managers, via CATSIN and our staff. This gives us ready access to test ideas and needs clarification in Indigenous communities as well as providing a potential student base.
- We are developing links with the only Aboriginal Aged Care Centre in NSW (in Kempsey) with a view to having our students placed there and conducting research into aged care for Indigenous people.

In summary, we have quite a lot of activity in our overall Faculty Indigenous strategy and we intend to build on this work, which was initially put in place to support undergraduate programs. If the proposed changes to the Faculty are implemented, then these measures and strategies outlined above will continue with a shift more quickly than we had intended to an emphasis on postgraduate programs, articulated pathways for AHWs to enter nursing and research.

Pharmacy

In order to do this we have formed a strong partnership with Jamie Newman, the Aboriginal Health Co-ordinator in Mid West Area Health and his team. Collaboration also took place between Yooroang Garang School of Indigenous Health, Faculty of Health Sciences and the Faculty of Pharmacy.

Through the College of Health Sciences Indigenous Project Officer.

Rural Management

We have had various consultations with the local Wiradjuri people and with Indigenous activities of the Department of State & Regional Development.

We are almost at the point of installing Indigenous signage at the entrance to the Campus.

Science

Biological Sciences

None identified. Those doing fieldwork must have relevant permits and work with indigenous stake holders in the areas in which they work.

School of Psychology

Alex Blaszczyński is supervising Blake Hamilton who is doing his DCP on Aboriginal kids in drug and alcohol facilities who may be at risk for psychosis. His thesis is an attempt to validate a measure of psychosis to assist in early identification and intervention. He has established links with several Aboriginal community members (health and research related). However, there is nothing formal but may be relevant to item 6 in your list.

School of Molecular & Microbial Biosciences

None

School of Chemistry

None

Sydney Conservatorium of Music

None

Veterinary Science

Associate Professor Tony English is a founding member and Senior Vice-President of AMRRIC (Animal Management in Rural and Remote Indigenous Communities) organization. Dr Robert Dixon has recently become involved in the group.

Professor English has been instrumental in establishing a link between Faculty and veterinary practitioner members of AMRRIC. Year 5 students (veterinary interns) may elect to undertake a 4-week clinical rotation with AMRRIC practitioners and thereby participate in animal reproduction control measures and animal health related programs that service remote indigenous communities.

Staff and Student Equal Opportunity Unit

The Staff and Student Equal Opportunity Unit has established links with the Indigenous Community at many levels, including through individual people, organisations and government departments. These links have assisted in many ways the research and development of the Indigenous Employment Strategy, as well as its ongoing promotion and implementation.

Links/services used include:

- Aboriginal and Torres Strait Islander Employment Network (ATSIEN)
- NAAMORO Employment Agency
- Work Ventures Employment Agency
- Aboriginal Education Assistants – Various Sydney Schools
- Edmund Rice Centre for Social and Community Justice
- Redfern Indigenous Employment Centre (Community Development Employment Project)
- Indigenous Employment Officers at other Universities Australia wide
- Sydney Aboriginal TAFE units
- Fact Tree Youth Services Waterloo
- GROW Employment Network
- NSW Department of Science and Technology
- NSW Department of Workplace Relations
- Various local agencies and Organisations (Aboriginal Medical Service, Aboriginal Legal Service, Aboriginal Housing etc)

Koori Centre

Indigenous and non-Indigenous staff at the Koori Centre have strong affiliations with Indigenous communities, and Indigenous and non-Indigenous organisations who are involved in Indigenous issues. Koori Centre staff are involved in the following committees:

- Aboriginal Justice Advisory Council, NSW Attorney General's Dept
- Aboriginal Medical Services
- Aboriginal Studies Association
- Art Gallery of NSW
- Arts Law Centre
- Australian Indigenous Communication Association
- Australian Institute of Management
- Australian Linguistics Society (ALS)
- Australian Society for Computers in Learning in Tertiary Education (ASCILITE)
- Australian-American Fulbright Association Alumni
- Crime Prevention Division, NSW Attorney General's Dept
- Eora Centre
- Federation of Aboriginal and Torres Strait Islander Languages (Corporation) (FATSIL)
- Foundation for Endangered Languages (FEL)
- Fred Hollows Foundation
- Golden Key National Honour Society
- Guringah Tribal Link
- Higher Education Network Aboriginal Corporation (HENAC) NSW & ACT

- History Council of NSW Management Committee
- Indigenous Australian and Torres Strait Islander Studies (IATSIS)
- Journal of Australian Indigenous Issues
- Jukambe Aboriginal and Torres Strait Islander Corporation
- Krungal Aboriginal and Torres Strait Islander Corporation
- Lagaw Kodo Mir, Torres Strait Islander Corporation
- National Indigenous Higher Education Network (NIHEN)
- Norman Catts Trustee
- Northern Beaches [of Sydney] Aboriginal Association
- NSW & ACT Higher Education Network Aboriginal Corporation
- NSW Aboriginal Education Consultative Group (both local and regional)
- NSW Aboriginal Education Counsel
- NSW Board of Board of Studies
- NSW Department of Education and Training (DET) including membership of Higher Education Advisory Committee
- NSW Fulbright Selection Committee
- NSW Ministry for the Arts Indigenous History Fellowship Judging Panel, Indigenous Representative
- Royal Botanic Gardens of NSW
- Royal Society of the Arts
- Small Enterprise Association of Australia and New Zealand
- The Journal of Indigenous Education.
- Tranby
- World Indigenous Higher Education Network

No responses from Engineering and Sydney College of the Arts