

**ACADEMIC BOARD REVIEW
PHASE TWO**

KOORI CENTRE

30 MARCH 2005

REPORT AND RECOMMENDATIONS

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EXECUTIVE SUMMARY

The Review Team noted a significant growth in both a strategic and self-analytical approach within the Koori Centre since the Academic Board Phase 1 Review. The Koori Centre has both developed and worked to a Strategic Plan 2001-2005, a Change Management Proposal (which structured Koori Centre administration around the roles of Student Administration, Executive Support and Community Liaison), and a Research Plan 2004-2006. The position of Cadigal Coordinator has been restructured to emphasise the academic role of this position and to direct administration duties to a new ITAS Coordinator.

In the Learning and Teaching goal area, the Koori Centre has undertaken an extensive academic program review which converted all Units of Study to six (6) credit points and incorporated best practice into Unit of Study template design and other teaching and learning support materials. This included the integration of Graduate Attributes and other academic policies such as Academic Honesty Guidelines. This will continue in 2005 with the evaluation and upgrading of the Tertiary Preparation Course. It is intended to benchmark this program with Yooroang Garang and another external block mode provider. In addition to receiving student feedback through the Unit of Study Evaluation (USE) the Koori Centre also applies more regularly an in-house student evaluation tool.

The Review Team found that the Koori Centre demonstrated great abilities in the area of communication and consultation with other faculties to develop and implement quality improvements. One such example of best practice is the Scaffolding Literacy Program, developed in partnership with the Faculty of Education and Social Work. In addition to the Koori Centre, this program is now also being applied in the University's Learning Centre. However the Review Team found that the Koori Centre needed to continue to develop its relationship with the faculties in order to achieve the benefits of DEST quantum and University funding (e.g., in the area of WebCT).

The most remarkable change has occurred in the development of a research culture, following the development of the Research Plan and the appointment of a Research Fellow to assist staff with research training. The Koori Centre assists the credentialing of its staff by encouraging the use of Special Studies Programs (SSP leave) to undertake and to do research for higher degrees. Three current members of staff have PhDs of long standing and all other academic staff are either undertaking part-time study or in the process of beginning their studies. Since the Phase 1 Review, one staff member has passed PhD examination, six staff are currently enrolled and undertaking higher degree study: 4 PhD and 2 Masters (of which 2 PhD and 2 Masters will submit theses in 2005 and early 2006; one staff member is undertaking SSP to develop their submission for PhD proposal). Publishing rates and the presentation of conference papers have increased due to support processes put into place. Even more pleasing is the success in achieving external competitive grants – of three ARC applications in the last round, two were successful.

While the Koori Centre has a high profile outside the University due to the extensive networking of its staff, the Review Team concurred with the assessment of AUQA that Indigenous issues and the Koori Centre did not register as highly within the University. The Review Team noted Koori Centre actions to remediate this position, including the implementation of a new website, actions undertaken to track Indigenous alumni and the replication of U.K. research into the variables which contributed to the success of non-traditional entry students. University actions to re-invigorate the Board of Indigenous Studies, the appointment of a Professor of Indigenous Studies and the establishment of an Indigenous Education Strategic Development Working Group may also serve to raise the profile of Indigenous issues across the University.

Commendations

1. The Review Team commends the Koori Centre for its responsiveness to review and analysis, including self-analysis, and its growing quality culture. (Section 3.1.4)
2. The Review Team commends the Koori Centre for the high quality of its teaching and learning both in the Aboriginal Studies major and more generally. (Section 4.1.2)
3. The Review Team commends the Koori Centre for the development and application of the Scaffolding Literacy Program, which was seen to have merit for any student group requiring development of their academic literacy skills. (Section 4.3.3)
4. The Review Team commends the Koori Centre for their management of the HSC Enrichment Camps. These camps are a valuable marketing tool for the University and also provide a means of socialisation for Indigenous students. (Section 5.1.3)
5. The Review Team commends the Koori Centre for planning to research and identify variables which lead to success for Indigenous students in Higher Education. (Section 5.7.3)
6. The Review Team commends the Koori Centre for its use of SSP leave as a means for staff to complete their PhDs. This is University best practice and should become a model for other areas of the University. (Section 6.1.2)
7. The Review Team commends the Koori Centre for its successful program to achieve academic staff credentialing. (Section 6.1.5)
8. The Review Team commends the Koori Centre for its success in raising its research culture. (Section 6.2.5)
9. The Review Team commends the Koori Centre for its plan to develop an Alumni Register. The Team felt that this would become a valuable marketing tool for the Centre. (Section 8.2.2)
10. The Review Team commends the Koori Centre for the quality and extent of its community engagement, which was also identified in the AUQA Review of the University. (Section 10.1.4)

Recommendations

1. The Review Team recommends that the Koori Centre continues to pursue benchmarking, as a source of comparative information and an impetus to continuing improvement. (Section 3.2.2)
2. The Review Team recommends that the Koori Centre staff should continue to be encouraged and mentored to apply for both University and national teaching excellence awards. (Section 3.3.2)
3. The Review Team recommends that the Koori Centre liaise with the Faculties of Arts and Education and Social Work jointly to provide opportunities for students to undertake a sub-major and/or honours in Indigenous Studies. (Section 4.2.2)
4. The Review Team recommends that the Koori Centre develop an incremental approach for the implementation of WebCT. (Section 4.4.4)
5. The Review Team recommends that the Koori Centre continue to pursue the offering of core units in Aboriginal Studies through Summer and Winter School, both to meet demand and as a means of raising revenue. (Section 4.6.3)
6. The Review Team recommends that the Koori Centre pursue the development of systems to gain management information on the progress of Cadigal and other Indigenous students. (Section 5.3.9)
7. The Review Team recommends that the Koori Centre investigate the establishment of a peer mentoring program by students, modelled on programs established in many faculties as part of the First Year Experience Program. (Section 5.6.4)
8. The Review Team recommends that the Koori Centre both strengthen and advertise their seminar series. This would increase the awareness of research being undertaken by the Koori Centre and generally assist in raising the Koori Centre profile across the University. (Section 6.2.2)
9. The Review Team recommends that the Koori Centre negotiate with the relevant faculties to share the Research Higher Degree student EFTSU. (Section 6.3.3)
10. The Review Team recommends that the Koori Centre develop a relationship with a faculty to enable it to benefit from University grant schemes and DEST quantum. (Section 9.4.2)

Note: This report draws on the information provided in the documentation considered by the Review Team as well as discussion with staff and students. In some places, material from the Self-Evaluation Report has been incorporated directly into the text.

1. MEMBERSHIP

1.1 Review Team

Professor John Carter (<i>Chair</i>)	Chair of the Academic Board
Professor Masud Behnia	Dean of Graduate Studies
Professor Michael Jackson	Acting Director, Institute for Teaching & Learning
Assoc Prof Rosanne Taylor	Faculty of Veterinary Science

Review Team Secretary

Ms Barb McLean	Executive Officer (Teaching & Learning)
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1.1.1 The Review Team had endeavoured to include an indigenous academic from another University. Unfortunately, due to illness on the day, this did not occur.

1.2 Director and Senior Staff

1.2.1 The Review Team met the following Senior Staff of the Koori Centre:

Ms Janet Mooney	Director Koori Centre
Ms Michelle Blanchard	Deputy Director Koori Centre
Dr Wendy Brady	Academic Coordinator
Dr Arthur Smith	Previous Academic Coordinator
Ms Deborah Kirby-Parsons	Office Manager

1.3 Undergraduate Students

1.3.1 The Review Team met with twelve undergraduate students across Koori Centre Units of Study ranging from the Tertiary Preparation Course, Diploma, to Bachelors courses.

1.4 Postgraduate Students

1.4.1 The Review Team met with one postgraduate coursework student and one research higher degree student. One written submission was received.

1.5 Staff from Faculties with a working relationship with the Koori Centre

1.5.1 The Review Team met with seven members of staff from across all Colleges of the University.

1.6 Other Koori Centre Staff (General and Academic)

1.6.1 The Review Team met with twelve members of the Koori Centre academic and general staff. There was no request for an Open Interview.

2. INTRODUCTION

- 2.1 The Phase Two review complements the Phase One review, following up its recommendations and considering the Koori Centre's activities and quality assurance arrangements in relation to the seven goals of the University's Strategic Plan.
- 2.2 The Koori Centre sees Goal 2 of the University's Strategic Plan (Diversity, Access and Equity) as its core business and in particular the proactive encouragement and support of Indigenous participation at the University of Sydney through the delivery of:
- Academically strong and innovative mixed-mode programs for Indigenous Australian students
 - Culturally appropriate and relevant academic and social support services for Indigenous Australian students
 - Teaching of Indigenous Australian Studies
 - Activities to encourage community consultation and liaison, and student retention, and
 - Culturally relevant, collaborative and ethical research
- 2.3 Koori Centre strategic directions have been guided by the Strategic Plan 2001-2005, the first such plan for the Centre. A strategic culture has been developed and reinforced through the regular review and discussion of Action Plans at staff meetings. This culture has been reinforced by a restructure of the Koori Centre following the 2002 Change Management Proposal and on-going quality improvement. For example in 2004 an audit on student support was undertaken with subsequent changes to the Cadigal Scheme Coordinator position planned for implementation in 2005.
- 2.4 The Koori Centre has responded to its Phase One Review and University-wide strategic academic developments through actively seeking the credentialing of its staff and the building of a research culture; and participating in the implementation of learning and teaching strategic policies such as Graduate Attributes and the 6 credit point standardisation.
- 2.5 Faculty recognition of the role and value of the Koori Centre and the quality of its output can be seen in the processes and documentation around the admission of Indigenous students through the University's Cadigal Scheme. Some reported that they accepted Koori Centre recommendations for admission without undertaking further verification work. While, events such as the Charles Perkins Oration are now regarded as University of Sydney events.
- 2.6 The Review Team notes that while the above changes were taking place in the academic role of the Koori Centre, it has not sacrificed engagement with and service to its community. Indeed, the Koori Centre played an active role in the achievement of a positive AUQA Report and the Koori Centre contribution to University Goal 7: Service to the Community can be seen in AUQA Commendation 20.
- 2.7 The Review Team was struck with how integrated the Koori Centre was into the academic life of the University and the strategic manner of its delivery of its core business. An indication of this integration can be seen in the election of the Koori Centre Director to fill a casual vacancy in the University Senate, representing academic staff.

3. QUALITY ASSURANCE

3.1 Growing Quality Culture

- 3.1.1 Since its Phase 1 Review, the Koori Centre has established a more rigorous management system and quality culture, centred on its Strategic Plan and lower level Action Plans and a review of progress at regular staff meetings. In addition to using the Unit of Study Evaluation (USE) in the recommended three year cycle, the Koori Centre also monitors student feedback through in-house evaluation of every Unit of Study as it is offered. Block-mode students have a weekly debrief on academic and administrative issues with an independent staff member. In addition, feedback is obtained informally through the students' learning journals. The Koori Centre response to student feedback is provided to students in the first week (of block or semester) and also through the email link and a new newsletter to students.
- 3.1.2 Reacting against the deficit model of Indigenous education and in an environment of lifelong learning, the Koori Centre has re-structured the Support Centre into the Learning Enhancement Centre. Academic skills are now delivered two days per week by specialists in the Learning Centre and an arrangement has been made with the University Counselling Service to provide office space for the Koori Centre's Counsellor, who is available for Indigenous students two days per week during semester. These arrangements free Koori Centre staff for teaching and research and to be rostered to provide pastoral as well as disciplinary support to Cadigal students. The Koori Centre plans to evaluate and fine tune this new structure through a student survey.
- 3.1.3 The 2002 Change Management Proposal did not adequately address the Cadigal Coordinator's role. In response to a review of the Cadigal Program and the Coordinator's Performance Management and Development Report (PM&D) the Koori Centre has isolated Cadigal administrative functions and appointed an ITAS Coordinator to undertake these. The Cadigal Coordinator is currently an academic role. Students register with the ITAS Coordinator to enable the tracking of demand, the collection of resource planning information and also to determine the demand on particular members of staff.
- 3.1.3 Overall the Review Team found that the Koori Centre was well integrated into the University and had actively responded to Phase 1 Recommendations. Koori Centre processes and activities were linked into planning documents and were monitored and evaluated.
- 3.1.4 *The Review Team commends the Koori Centre for its responsiveness to review and analysis, including self-analysis, and its growing quality culture. (Commendation 1)*

3.2 Benchmarking

- 3.2.1 The Phase 1 Review recommended that the Koori Centre formalise its informal benchmarking relationships. Benchmarking was an item on the agenda of the Koori Centre retreat where it was decided to benchmark Koori Centre management and administration with the Jabal Centre of ANU; to benchmark block mode teaching with Yooroang Garang; and to benchmark academic programs with either University of Queensland or Western Australia. Due to the historic relationship with the Faculty of Education and Social Work, the University of Waikato is a potential international benchmarking partner.

- 3.2.2 Specific plans for benchmarking include a review and restructure/updating of the Tertiary Preparation Course in Semester 2, 2005, with the intention of benchmarking this review with Yooroang Garang and a comparable program in another university.
- 3.2.3 The SER also reports that the Koori Centre is an active member of the National Indigenous Higher Education Network and the Higher Education Network Aboriginal Corporation, and through these bodies has access to best-practice and up-to-date information.
- 3.2.2 *The Review Team recommends that the Koori Centre continues to pursue benchmarking, as a source of comparative information and an impetus to continuing improvement. (Recommendation 1)*

3.3 Teaching Excellence Awards

- 3.3.1 The Phase 1 Review recommended that the Koori Centre continue to encourage its staff to apply for teaching excellence awards. The Review Team was delighted to note the success of Ms Sharon Galleguillos in the student-nominated awards for teaching excellence in the Faculty of Education and Social Work. The Review Team noted the intention of the Koori Centre to apply for the national Neville Bonner Award for individual or team teaching excellence. However, the Review Team felt that application for the Vice-Chancellor's Award for Outstanding Teaching would assist any national application.
- 3.3.2 *The Review Team recommends that the Koori Centre staff should continue to be encouraged and mentored to apply for both University and national teaching excellence awards. (Recommendation 2)*

4. GOAL ONE: QUALITY TEACHING AND LEARNING

4.1 Koori Centre Program

- 4.1.1 The Koori Centre operates its own academic block mode programs for Indigenous Australian students in the Tertiary Preparation Course and the Diploma of Education (Aboriginal); and coordinates the block mode Bachelor of Education (Secondary: Aboriginal Studies) for the Faculty of Education and Social Work. It also coordinates the Aboriginal Studies major in the Faculty of Arts and three elective units, and teaches a core and an elective unit in the Primary Teacher Education course for the Faculty of Education and Social Work. The Koori Centre teaches a core Aboriginal Studies unit for the Faculty of Nursing and Midwifery and co-teaches with the Department of Music. Discussions are underway with Social Work to develop a compulsory second year unit of study.
- 4.1.2 *The Review Team commends the Koori Centre for the high quality of its teaching and learning both in the Aboriginal Studies major and more generally. (Commendation 2)*
- 4.1.3 Staff from the faculties with working relationships with the Koori Centre endorsed the currency, rigour and quality of the programs and units of study provided by the Koori Centre. They felt that content was delivered in such a way to challenge

students to think about the issues of culture that underpin their delivery of health and teacher education. Non-Indigenous students undertaking Koori Centre units found the tutorials “amazing” and “the best I’ve ever done”; also mentioning that due to their size they had made lasting friendships.

- 4.1.4 The Koori Centre also provides guest lectures across the University, specifically in the faculties of Arts, Architecture, Education and Social Work, Nursing and Midwifery, and most recently Economics and Business. The relationship with the College of Sciences and Technology is currently being strengthened; although the Koori Centre has met with the Pro-Vice-Chancellor College of Sciences and Technology and has provided a College briefing session.
- 4.1.5 Another indication of the growing quality culture in the Koori Centre (outlined in Section 3.1) can be seen in the 2003-2004 review of Indigenous content in the Education programs offered by the Faculty of Education and Social Work. The Koori Centre has also reviewed its own programs in the light of the six credit point standardisation; and has responded to advice from the NSW Department of Education and Training (DET) on the introduction of an additional teaching specialisation in the Bachelor of Education program, to enhance the employment prospects of Koori Centre teacher education graduates.
- 4.1.6 In addition to the more traditional University undergraduate programs mentioned above, the Koori Centre is developing programs with colleagues both within the University and the NSW Board of Studies in the area of Aboriginal Languages Recovery; and has already developed and presented one short course in the area of Aboriginal Language Teaching and Learning.

4.2 Opportunities for specialisation, including Honours

- 4.2.1 Both students and staff mentioned the lack of opportunities to specialise in Indigenous Studies. There is no opportunity to undertake an honours year in the Bachelor of Arts in Indigenous Studies and restrictions within the Faculty of Education and Social Work make it impossible for students within the Bachelor of Education (Secondary: Aboriginal Studies) to undertake a sub-major in Indigenous Studies. The Faculty of Nursing and Midwifery provide a precedent for such specialisation.
- 4.2.2 *The Review Team recommends that the Koori Centre liaise with the Faculties of Arts and Education and Social Work jointly to provide opportunities for students to undertake a sub-major and/or honours in Indigenous Studies. (Recommendation 3)*

4.3 Graduate Attributes

- 4.3.1 Recommendation 5 of the Phase 1 Review of the Koori Centre recommended that the Koori Centre more clearly integrate Graduate Attributes into all units of study and effectively communicate these to students. The Self-Evaluation Report (SER) indicates the development and articulation of Graduate Attributes for all Koori Centre units of study and programs and their inclusion into unit of study Outlines and student handbooks.
- 4.3.2 The Review Team asked undergraduate students about their awareness of graduate attributes. Some Cadigal students from the faculties were aware of the concept;

however, students of Koori Centre courses and units were unaware of the phrase. Greater communication is required with Diploma and Bachelor of Education students.

4.3 Scaffolding Literacy

- 4.3.1 The Koori Centre has appointed a Senior Research Fellow in Literacy Teaching and Learning. Dr David Rose has developed a program entitled "Scaffolding Literacy" for tertiary preparation students to develop their academic reading and writing skills. The program provides a functional linguistic approach, moving students from being passive to active learners.
- 4.3.2 Academic staff of the Koori Centre have participated in workshops to gain expertise in the usage of the Scaffolding Literacy approach and have reorganised their unit content with the scaffolding methodology in mind. This program and approach is now also delivered by the Learning Centre and Yooroang Garang. Students interviewed by the Review Team perceived the program positively.
- 4.3.3 *The Review Team commends the Koori Centre for the development and application of the Scaffolding Literacy Program, which was seen to have merit for any student group requiring development of their academic literacy skills. (Commendation 3)*

4.4 WebCT

- 4.4.1 The Phase 1 Review of the Koori Centre recommended that the Koori Centre increase its usage of WebCT. The SER notes that workload has precluded academic staff from learning and applying WebCT; however, an administrative member of staff has been trained in the technical requirements of WebCT and there is a plan to employ a WebCT consultant.
- 4.4.2 The Review Team was of the opinion that it is not necessary for the Koori Centre to fully convert all Units and teaching to flexible delivery as part of one process. Neither is it necessary to wait for the appointment of expert staff. Rather, an incremental approach starting with the general Web-enabling of course outlines would commence the acquisition of WebCT expertise generally. However it was acknowledged that the position of the Koori Centre outside the College structure did isolate them from college and central funding for WebCT projects. Another issue for block-mode students is the lack of hardware and internet access in regional and remote communities. This has been compensated for in other block programs through negotiating access for students through government departments.
- 4.4.3 Students remarked that it would be beneficial for mainstream and International students to access Indigenous content through WebCT.
- 4.4.4 *The Review Team recommends that the Koori Centre develop an incremental approach for the implementation of WebCT. (Recommendation 4)*

4.6 Summer and Winter School

- 4.6.1 Demand for the Aboriginal Studies core unit offered by the Koori Centre from International students is very high; and often their time of arrival places them out of synchronisation with pre-requisite units. When this occurs the Academic Coordinator

approaches applications on a case-by-case basis and considers the possibility of waiving the appropriate pre-requisites.

- 4.6.2 In 2005, due to timetable clashes and the development of new courses both within the Koori Centre and Anthropology, student enrolments have decreased. In order to maintain student numbers the Koori Centre offered its core unit through Summer School in 2004. However, in 2005 due to lack of marketing the Unit failed to attract enough numbers to be viable.
- 4.6.3 *The Review Team recommends that the Koori Centre continue to pursue the offering of core units in Aboriginal Studies through Summer and Winter School, both to meet demand and as a means of raising revenue. (Recommendation 5)*
- 4.6.4 The Koori Centre is also working with Australian Studies to develop a package for International students and is developing a relationship with the Research Institute for Asia and the Pacific (RIAP) with the aim of teaching in their Australian Studies program.

5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY

5.1 HSC Enrichment Camp

- 5.1.1 Each year up to 40 Indigenous students completing their HSC attend the HSC Enrichment Camp in the July school holidays. Through the Indigenous Education Programmes Provider Guidelines of DEST the Koori Centre pays all travel, accommodation and meals. During the week the students review past examination papers and learn academic skills relating to revision, note taking, essay writing and examination skills.
- 5.1.2 Faculty staff reported on the value of the HSC Camps to enable them to make contact with potential students; while students reported that they would not be at the University if it had not been for the HSC Camps. The HSC Camps provided them with some familiarity with the University and assisted them in making the transition from school to university. It also provided a means of getting to know Koori Centre staff and their fellow students.
- 5.1.3 *The Review Team commends the Koori Centre for their management of the HSC Enrichment Camps. These camps are a valuable marketing tool for the University and also provide a means of socialisation for Indigenous students. (Commendation 4)*

5.2 Student Recruitment

- 5.2.1 Approximately 2.3% of Australians are Aboriginal or Torres Strait Islander (ABS, 2004), and yet they make up only 0.97% of the Australian university population (DEST, 2003). The Lin Martin Indicators show that the University of Sydney (at 0.73%) is not achieving the 0.97% average, and indeed participation rates appear to be declining (2003 – 299 undergraduates; 2004 – 249 undergraduates). Participation rates by faculty and discipline are erratic and are particularly low in the College of Sciences and Technology (0.21%) and the Faculty of Economics and Business (0.08%).

- 5.2.2 The University of Sydney's 2002-2004 Triennium Indigenous Education Strategy states that 'the University aims to increase the numbers of postgraduate Indigenous coursework research students from the current level of 25 to 30 by 2002 and to 40 by 2004.' In 2004 there were 29 Indigenous postgraduates at the University; 2 of these in the College of Sciences and Technology.
- 5.2.3 The Review Team asked undergraduate students how the University could increase its rate of Indigenous student enrolments. From their experience they reported that the University would have to start with schools, possibly even the primary schools. During their school life Indigenous students encountered negative assumptions about their academic capabilities from both teachers and school counsellors. They felt that if the University was involved in local (disadvantaged) schools the pathways to tertiary education (and the University of Sydney) may become more obvious. It was noted that funding for Disadvantaged Schools now focussed purely on literacy and numeracy and funding for the more broader aspects of learning (such as attendance on excursions) was no longer available. In spite of this students felt an inter-agency response, linking the University and government would likely to be more effective.
- 5.2.4 The Koori Centre has four staff who work to recruit Cadigal students by building relationships with the schools and attend careers markets. The Koori Centre works with the faculties and their marketing staff and integrates with University student marketing including the Youth Ambassador Scheme (where students are employed to visit the schools).
- 5.2.5 The University has established an Indigenous Education Strategic Development Working Group with membership from the Colleges, the Koori Centre and the NSW Government. This Working Group may provide the vehicle for the University to focus its activities to increase Indigenous student recruitment.

5.3 Cadigal Scheme

- 5.3.1 The Cadigal Special Admissions Policy was developed by the University in 1992 to provide a pathway for both Indigenous HSC candidates and mature age applicants who do not meet University entry requirements. HSC applicants are considered for entry on the basis of their Universities Admission Index; while mature age applicants undertake a diagnostic test and an interview with Koori Centre staff. Cadigal students may be offered enrolment with a full-time course load or a reduced load with academic skills support.
- 5.3.3 The Review Team asked undergraduate students about the effectiveness of the above schemes. All acknowledged that they would not be at the University of Sydney without the Cadigal Scheme. However Cadigal students from the College of Sciences and Technology were aware of their minority status and continued to "feel different" from their disciplinary cohort; and sensitive to their different entry criteria. Students who met with the AUQA Panel were also supportive of the Scheme, but felt that it was inadequately promoted, noting that there was no link from the Koori Centre website to information about Cadigal. The Koori Centre has responded to this feedback and included such a link in their revised website.
- 5.3.4 The Review Team asked staff members from the faculties about the effectiveness of Cadigal. Faculties commented positively on Koori Centre processes, which they found to be efficient and effective and negated the need for many of them to develop further in-house processes. The College of Sciences and Technology does provide Cadigal students with academic advice where they do not have a strong Mathematics

background (pointing them to the Mathematics Learning Centre, bridging courses, or advising them to apply for Psychology through the Faculty of Arts rather than Science).

- 5.3.6 While the University as a whole did not fill its quota of Cadigal places in 2005, for the first time the Faculty of Veterinary Science filled its quota of a 5% Indigenous student intake. Staff from the Koori Centre felt that a quota system was an effective means for faculties to achieve Indigenous enrolment, rather than isolating a fixed number of places for Indigenous students. They provided the example of the Faculty of Law which in 2005 allocated 3 places for Indigenous students. Due to demand this approach resulted in students with UAI's above 95 being denied places in the Faculty and hence being lost to the University; but yet the University as a whole did not fill its Cadigal places.
- 5.3.7 Noting the success of the quota system applied by the Faculty of Veterinary Science and the fact that Indigenous student recruitment is an issue for the University, the Review Team were of the opinion that this issue should be approached strategically by both the Koori Centre and the Indigenous Education Strategic Development Working Group (see Section 9.2.2).
- 5.3.8 The Koori Centre has not been able either to track indigenous students at risk or quantify the success of the Cadigal Scheme in achieving Indigenous graduates, as many Indigenous students "disappear" into the faculties and cannot be identified as Indigenous. It has only been in the last two years that FlexSIS has introduced a flag on the student record to identify Indigenous students. This flag is not a mandatory field and hence students self-nominate whether they will fill it out. The Koori Centre plans to develop a database, with the assistance of the central FileMaker Pro group. The database will be extracted from the FlexSIS Student Administration system with the addition of further more detailed fields. With the Faculty of Health Sciences included in the FlexSIS database there are greater opportunities to gain management information on the retention of Indigenous students across the University.
- 5.3.9 *The Review Team recommends that the Koori Centre pursue the development of systems to gain management information on the progress of Cadigal and other Indigenous students. (Recommendation 6)*

5.4 Student Retention

- 5.4.1 The Indigenous Tutorial Assistance Scheme (ITAS) of DEST provides funding for Cadigal and other Indigenous students to have supplementary academic and disciplinary tutorial assistance. This funding is supplemented in some faculties such as Law, where salaries are higher than the amount available through ITAS.
- 5.4.2 ITAS funding (and other scholarships) when combined with Koori Centre personal mentoring appeared to be successful in retaining Cadigal students (this is yet to be verified, see Section 5.3.7 above); however the minority of students from the College of Sciences and Technology reported that they were still struggling. They reported that Koori Centre staff tended to have a background in the Humanities and Social Sciences (and Nursing) and it was more difficult to attract tutors in the maths and sciences.
- 5.4.3 It is assumed that Indigenous student retention is detrimentally affected by changes to ABStudy and the general expense of living in Sydney. Koori Centre staff felt that financial support through provision of scholarships would assist. Already the Koori

Centre is a participant in College allocation of scholarships; but it was felt that more could be done by the University. Retention continues to be a problem in the BEd (Secondary: Aboriginal Studies) program. Due to the paucity of Indigenous Australians with tertiary qualifications, diploma students were financially rewarded to cease or interrupt their studies and gain employment. There were also issues of family and distance which competed with the demands of the block mode program. However, research has shown that not all these students are wastage to the program; a percentage of these students are delaying their studies and do return to the University.

5.5 Support

- 5.5.1 Beyond measures designed to retain Indigenous students, the Koori Centre also delivers services in a culturally empathetic manner and provides support for Indigenous students to increase the quality of their student experience. Indigenous medical students reported that they were supported to attend the annual conferences of the Australian Indigenous Doctors Association, allowing them to develop their networks within their profession. Other students noted Koori Centre support which enabled them to gain practical experience in schools and relevant community organisations.
- 5.5.2 One of the highlights for students was the support provided by the Koori Centre to enable the University to host the National Indigenous Tertiary Education Student Games.

5.6 Building Community within the University

- 5.6.1 As mentioned in Section 3.1.2, all Koori Centre academic staff are rostered to mentor and provide pastoral care to Indigenous students. One student commented: “The encouragement and cooperation of the staff [of the Koori Centre] sometimes gives me a sense that they are more concerned for me to succeed in my studies than even my own family.”
- 5.6.2 The SER also mentions that Indigenous students are provided with a ‘user friendly’ environment, by way of a common room, study areas, library, computer room and tutorial rooms. In this environment Indigenous students can ease themselves into the University culture and gain a sense of community thus reducing the stress and anxiety associated with studying at a large tertiary institution.
- 5.6.3 This sense of community was demonstrated by a suggestion made the Undergraduate students interviewed by the Review Team. Led by the principle of self-responsibility and rejecting the welfare mentality, these students would like to establish a student mentoring program, where first years were mentored by students further along in their studies but from the same program. The Review Team felt that this would be particularly helpful for students in the College of Sciences and Technology.
- 5.6.4 *The Review Team recommends that the Koori Centre investigate the establishment of a peer mentoring program by students, modelled on programs established in many faculties as part of the First Year Experience Program. (Recommendation 7)*

5.7 Diversity and Achievement

- 5.7.1 In liaison with the University’s Institute for Teaching and Learning (ITL) the Koori Centre is planning to replicate longitudinal research undertaken at the Manchester

Metropolitan University on tracking and isolating the variables that contribute to the success of 'non-traditional-entry' students (at Sydney this will be Cadigal students) in Higher Education. The research will involve the collection of case studies of the student's experiences in Higher Education.

- 5.7.2 The outcomes of the research are anticipated to include the raising of the profile of the Cadigal Scheme; the provision of positive role models for future students; and the production of publicity, recruitment and induction materials.
- 5.7.3 *The Review Team commends the Koori Centre for planning to research and identify variables which lead to success for Indigenous students in Higher Education. (Commendation 5)*

6. GOAL THREE: EXCELLENCE IN RESEARCH

6.1 Staff Credentialing

- 6.1.1 Recommendation 8 of the Phase 1 Review of the Koori Centre encourages the support of academic staff to complete higher degrees. This in turn became a key target area in the Koori Centre Research Plan (2004-2006). In order to achieve this, Koori Centre academic staff have been granted SSP leave to assist with significant progress towards their higher degrees; staff are given teaching-free days designated for research; and one academic position has been left vacant to cover for staff on SSP leave.
- 6.1.2 *The Review Team commends the Koori Centre for its use of SSP leave as a means for staff to complete their PhDs. This is University best practice and should become a model for other areas of the University. (Commendation 6)*
- 6.1.3 The Koori Centre has also appointed a Research Fellow at the level of Associate Professor to assist staff with research training. This position assists staff in the development of conference and thesis material as well as grant applications and publications. Mentoring relationships of staff both within the Koori Centre and with other faculties have also been established.
- 6.1.4 These actions have been successful in achieving outcomes. All Indigenous academic staff are either undertaking part-time study or in the process of beginning their studies. Since the Phase 1 Review, one staff member has passed PhD examination, four staff members are undertaking PhDs, with two staff undertaking Masters degrees. Four staff will submit theses in 2005/early 2006..
- 6.1.5 *The Review Team commends the Koori Centre for its successful program to achieve academic staff credentialing. (Commendation 7)*

6.2 Research Culture

- 6.2.1 The Koori Centre has established a Research Committee and developed the Koori Centre Research Plan (2004-2006). This in addition to actions put in place to achieve staff credentialing (see Section 6.1 above) have resulted in a noticeable growth in the research culture of the Koori Centre. A central database of research activity has been

created and a seminar series established; however Postgraduate students interviewed by the Review Team were unaware of these research seminars.

- 6.2.2 *The Review Team recommends that the Koori Centre both strengthen and advertise their seminar series. This would increase the awareness of research being undertaken by the Koori Centre and generally assist in raising the Koori Centre profile across the University. (Recommendation 8)*
- 6.2.3 Publishing rates and the presentation of conference papers have increased due to support processes put into place. Even more pleasing is the success in achieving external competitive grants – of three ARC applications in the last round, two were successful. The Review Team felt that this activity should be made broadly known; the inclusion of the research interests of Koori Centre staff could be included on the new Koori Centre Website.
- 6.2.4 The Review Team noted the joint research currently underway between the Koori Centre and staff in other faculties and also the research partnerships developing with Yooroang Garang and SELF Research Centre (at UWS). Given the low participation rate by Indigenous students in the College of Sciences and Technology (see Sections 5.2 and 5.3), the Review Team was particularly pleased to note the “Black and White Science” project jointly undertaken with CST.
- 6.2.5 *The Review Team commends the Koori Centre for its success in raising its research culture. (Commendation 8)*

6.3 Supervision of RHD Students

- 6.3.1 The Koori Centre has had an increase in the number of students wishing to study Postgraduate Research degrees within the Centre. In addition, Koori Centre staff reported that they were also informally mentoring Indigenous postgraduate research students from other faculties. Non-Indigenous students interviewed by the Review Team were very appreciative of the Koori Centre staff for both mentoring and giving credibility to their research.
- 6.3.2 It appeared to the Review Team that the Koori Centre was not being adequately recognised and rewarded for staff support of Research Higher Degree students. Staff were not being designated as Associate Supervisors and were hence not eligible to a share of DEST quantum.
- 6.3.3 *The Review Team recommends that the Koori Centre negotiate with the relevant faculties to share the Research Higher Degree student EFTSU. (Recommendation 9)*

7. GOAL FOUR: INTERNATIONALISATION

7.1 International Students

- 7.1.1 While the Koori Centre has no specific Internationalisation Plan it is involved in orientation programs for International students both at University and faculty level, particularly through acknowledgement of Country ceremonies. Demand for Koori Centre Units of Study has also been high from International and Study Abroad students. When these students are in Australia for only one semester, the Academic

Coordinator in consultation with academic staff , usually “waives” the prerequisite core unit for international second year students.

- 7.1.2 The Koori Centre applied several years ago for funding to convert into flexible delivery core units of study to increase access by International students. Unfortunately this application for funding was unsuccessful. (Mention in Section 4.6 has already been made of Koori Centre participation in Summer and Winter Schools). The Review Team suggested that the Koori Centre might apply for a Sesqui Lectureship to develop units of study specifically for International students.
- 7.1.3 Koori Centre collaboration with other departments and faculties has also increased opportunities for both International and domestic students to come into contact with Indigenous culture. The SER mentions the Units of Study jointly offered with the Department of Music – Yolngu Way, which leads into the second unit: Garma Fieldwork, which provides the opportunity for students to attend the Garma Festival of Traditional Culture in North East Arnhem Land.
- 7.1.4 There was a feeling amongst the students interviewed by the Review Team that International students were more interested in Indigenous issues than mainstream Australian students. They gave the example from ‘O Week’ where Indigenous students attempted to build a database of students interested in learning about Indigenous issues, and only International students put their names down.
- 7.1.5 Koori Centre participation on the NSW Selection Committee Panel for the Fulbright Scholarships provides the opportunity to advance Indigenous perspectives and knowledge as well as network with American students visiting Australia on this scheme.

7.2 *International experiences*

- 7.2.1 When asked whether undergraduate students felt part of a diverse community, the Review Team received an enthusiastic response. Students reported that International students participating in Koori Centre tutorials shared their experiences about life in their communities and how their countries approached issues such as diversity and equity. Koori Centre curriculum also compares and contrasts Australian Indigenous issues and perspectives with international examples. The Review Team was also told of the opportunities provided by Koori Centre funding for students to attend international conferences such as the Pacific Region Indigenous Doctors Conference in Cairns.
- 7.2.2 Koori Centre students are also making their own opportunities to internationalise. Students provided information on their application for funding to take a group of Indigenous and non-Indigenous students to Canada to learn how Indian communities worked and measures they are using to achieve social development.
- 7.2.3 Koori Centre academic staff are supported to establish international links with peers through presenting papers at international conferences; the SER mentions conferences in Cuba, U.K., Spain, USA, New Zealand and Canada. The Koori Centre has also hosted visits from international scholars.

8. GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

8.1 Cross-cultural Events

- 8.1.1 The Koori Centre is active both within the University and the professions, providing opportunities for cross-cultural awareness. The Koori Centre manages the Charles Perkins Memorial Oration, Aboriginal and Torres Strait Islander Week, Reconciliation Week and the Ken Brindle Awards on behalf of the University.
- 8.1.2 The Koori Centre acts as a bridge, linking and providing credibility for the University with Indigenous professional and interest groups. An example of this valuable role was provided by students from the Faculty of Medicine. They said that in 2004 the Koori Centre had liaised with the School of Public Health, and MIRAGE (Multidisciplinary Interest in Rural and General Health Education), to bring to Sydney the renown Aboriginal public health physician, Dr Noel Hayman. Dr Hayman spoke at a dinner for over 100 Indigenous and non-Indigenous medical, public health and allied health professionals and academics working in Aboriginal and Torres Strait Islander health.

8.2 Contacting Alumni

- 8.2.1 To assist with marketing, the Koori Centre is seeking to identify Indigenous role models across the gamut of the University's teaching and research interests, through the building of an Alumni Register. Discussions have taken place with the University's Development Office, advertisements have been placed in the Indigenous press and data capture forms have been placed on the Koori Centre website. To date this is a work-in-progress as University data bases in the past have not captured or retained relevant information (see Section 5.3.7).
- 8.2.2 *The Review Team commends the Koori Centre for its plan to develop an Alumni Register. The Team felt that this would become a valuable marketing tool for the Centre. (Commendation 9)*

9. GOAL 6: EFFECTIVE MANAGEMENT

9.1 Board of Studies in Indigenous Studies

- 9.1.1 The Board of Indigenous Studies has not met since 21st May 2004. The Koori Centre has been meeting as a sub-committee of the Board in the form of a Board of Examiners to approve student assessments. However work on revitalising the Board, updating its constitution and membership has recently taken place, and a meeting has been scheduled.
- 9.1.2 The Review Team endorsed this action recognising that an engaged Board of Indigenous Studies would serve to further integrate the Koori Centre into the University governance structure and provide a strategic focus for the Centre.

9.2 Strategic Leadership

- 9.2.1 While the AUQA Panel commended the Koori Centre for its role in linking the University to Indigenous communities, the Audit Panel found that “attention to Indigenous issues and communities was light in the [University’s] Performance Portfolio, and does not pervade the University’s consciousness. It is clear that the University could place greater emphasis on pursuing its goals in this respect.”¹
- 9.2.2 In response, the University has established an Indigenous Education Strategic Development Working Group (see also Section 5.2.5) with the following Terms of Reference:
- To provide advice to the Deputy Vice-Chancellor on whole University initiatives as these relate to Indigenous issues
 - To provide advice to the Deputy Vice-Chancellor (Academic) and Pro-Vice Chancellor (Learning and Teaching) on issues as these relate to the Indigenous Education Strategy
 - To provide advice to the Pro-Vice Chancellor (Learning and Teaching) on the development of policy relating to Indigenous participation, recruitment and support
 - To consider policy matters related to curricula, teaching and assessment associated with Indigenous Education
- 9.2.3 The University is also seeking to appoint a Professor of Indigenous Studies to raise the profile of the University in the area of Indigenous Education and Research by working with the Indigenous Education Strategic Development Working Group, University Senior Management and other members of the University community to ensure Indigenous issues are included in core University goals and all University activities.
- 9.2.4 Koori Centre staff endorsed this University response, seeing the model established at the University of Melbourne as very positive. An effective appointee with the appropriate academic background, political and communication skills would serve to invigorate the Indigenous profile at the University and provide a link to the corporate sector and alternative sources of funding.

9.3 Koori Centre Profile

- 9.3.1 Koori Centre stakeholders from other faculties felt that while the Centre was successfully filling its role across the University it was somewhat invisible. They felt that the physical presence of the Koori Centre, could be made more prominent outside the Old Teachers’ College, either by signage or a flag. In addition it was suggested that a Staff Photo Board could be created, which would serve both to identify staff and the role that they play.
- 9.3.2 Koori Centre presence on the Web has been increased by the new Koori Centre website; which responds to a comment in the AUQA Report that the Cadigal Scheme was not easily found in the Koori Centre Website. The Review Team found that while the new website uniquely identifies the Koori Centre, its role and its staff, it also can be recognised as “belonging” to the University of Sydney. As mentioned in Section 6.2.3, current research projects and publications of staff (currently listed

¹ Australian Universities Quality Agency: Report of an Audit of the University of Sydney. Dec 2004. p.51.

under 'Research') could be added to the staff profiles available on the Koori Centre website.

- 9.3.3 Koori Centre staff had identified the need to increase the profile of the Koori Centre both within and beyond the University. They reported that a marketing plan was in development.

9.4 Access to University Grant schemes

9.4.1 The Koori Centre's organisational siting in the Learning and Teaching Portfolio, independent of the College structure is both positive and negative for the Centre. Inclusion in the portfolio of Learning and Teaching ensures an Indigenous voice in learning and teaching strategy and management. Separation from the colleges results in the Koori Centre missing out on the rewards for achieving DEST quantum and many University grant schemes, such as project funding for WebCT implementation.

9.4.2 *The Review Team recommends that the Koori Centre develop a relationship with a faculty to enable it to benefit from University grant schemes and DEST quantum. (Recommendation 10)*

9.5 Employment

9.5.1 Two thirds of the Koori Centre staff are Indigenous. In addition, in 2004 the Koori Centre established an Indigenous Trainee administration position, in response to the University's Indigenous Employment Strategy. As mentioned in Section 6.1, the Koori Centre has a policy to develop and credential its own staff rather than buy in external experts. While this policy takes some time to achieve, it is a win-win approach for the individual, the University and for the Indigenous community as a whole.

9.5.2 The Staff and Student Equal Employment Opportunity Unit is also working to establish an Indigenous Academic through the National Indigenous Cadetship Program. They will be involved in the teaching program and for 12 weeks per annum be involved in a research centre or lab. It is also an essential criterion of the Professor of Indigenous Studies (see Section 9.2.3) that they have an Indigenous background.

10. GOAL SEVEN: SERVICE TO THE COMMUNITY

10.1 Building community external to the University

10.1.1 The Koori Centre received a commendation in the AUQA Report:
"AUQA commends the University of Sydney's Koori Centre for the strong links it has established with Indigenous communities and for the efforts it makes in recognising and promoting understanding of and respect for Indigenous Australian peoples, their knowledge and cultures."²

² Ibid.

- 10.1.2 One of the ways the Koori Centre serves its community is by hosting KooriNet – an email network which is utilised by Indigenous community groups and organisations around Australia. The Koori Centre also engages community input into curriculum planning issues and policy and procedures development.
- 10.1.3 Beyond the Indigenous community, Koori Centre staff are members and advisors of a vast number of community and governmental groups (Appendix 3 of the SER provides a page and a half listing of committees and organisations with which Koori Centre staff are involved).
- 10.1.4 *The Review Team commends the Koori Centre for the quality and extent of its community engagement, which was also identified in the AUQA Review of the University. (Commendation 10)*

10.2 Quantification of Value

- 10.2.1 The Koori Centre contributes to NSW education, the profile of the University and links to the professions. It is active in broader issues of reconciliation and social justice. To date, there has been no quantification of cost benefit of funds invested in Indigenous education, however the Koori Centre is attempting to track their Alumni (see Section 8.2.1) and Cadigal graduates (see Section 5.3.7) to start sharing individual success stories – a personal quantification of value.

Professor John Carter
Chair, Review Team

May 24th, 2005

ATTACHMENT ONE: REPORT ON RECOMMENDATIONS FROM PHASE 1

This section provides a summary of the actions taken by the Centre in regard to each of the Phase One Review recommendation.

Recommendation 1	The Review Team recommends the formalisation of current informal benchmarking relationships with Indigenous tertiary education centres in Australian and overseas universities. (See Section 4.2.1)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Research Fellow Ass/Prof Diana Day presented a position paper at the Koori Centre Retreat to all staff. • Academic staff identified two institutions: the University of Waikato in New Zealand and either the University of Western Australia or the University of Queensland. • Administrative staff identified Australian National University and Yooroang Garang. Both have been contacted and presently an agreement is being drawn up.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Yooroang Garang and the Koori Centre have had preliminary discussions about benchmarking against each other and another institution that have Block Mode courses. • In 2005 visits will take place between participating institutions
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early for evaluation

Recommendation 2	The Review Team recommends that the Centre consider implementing a more systematic form of data collection, documenting and recording activities. This would aid in the development of a quality assurance culture within the Centre. (See Section 4.4)
Action taken by the Faculty	<ul style="list-style-type: none"> • All conferences and presentations are now forwarded to a central point within the Koori Centre for ease of recording and identifying research activities. • Likewise papers which have been refereed and resulting publications are recorded. • Staff have been encouraged to keep correspondence files containing cards, letters, personal invitations for lecturers and meetings plus a record of their involvement in community. • Institute of Teaching and Learning questionnaires and study evaluations are utilised. • Development and use of the Koori Centre's own evaluation questionnaires. • Administrative staff are in the process of reviewing and streamlining documentation of staff and student data.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • A continuation of all the above activities.

Recommendation 2	The Review Team recommends that the Centre consider implementing a more systematic form of data collection, documenting and recording activities. This would aid in the development of a quality assurance culture within the Centre. (See Section 4.4)
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Active feed back and satisfactory reports, cards, evaluations from students. • Ease of access of statistics across the Centre.

Recommendation 3	The Review Team recommends that staff should be encouraged to continue applying for teaching excellence awards, and suggests that mentoring may improve the quality of applications. (See Section 5.2.1)
Action taken by the Faculty	<ul style="list-style-type: none"> • In 2004 Sharon Galleguillos was nominated for a teaching award by her students, application has been submitted.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Australian University Teaching Award application will be submitted in 2005. • Discussions to take place with ITL.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to evaluate.

Recommendation 4	The Review Team recommends that the Centre institute a celebration of good teaching day. (See Section 5.2.2)
Action taken by the Faculty	<ul style="list-style-type: none"> • Staff suggested that they would rather celebrate a day which highlights best practice in Indigenous teaching/curriculum throughout the University. Suggestions for a VC Indigenous Teaching Day submitted to the Strategic Planning Committee.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Working Party to be convened early 2005
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to evaluate yet.

Recommendation 5	The Review Team recommends that the Centre more clearly integrate the graduate attributes unto all units and effectively communicate these to students. (See Section 5.3)
Action taken by the Faculty	<ul style="list-style-type: none"> • University Graduate Attributes have been integrated into the Diploma of Education (Aboriginal) and the Bachelor of Education (Secondary: Aboriginal Studies). • University Graduate Attributes have been integrated into Arts subjects. • University Graduate Attributes have been integrated into Education subjects. • The Universities Graduate Attributes have been integrated into Nursing subjects.

Recommendation 5	The Review Team recommends that the Centre more clearly integrate the graduate attributes unto all units and effectively communicate these to students. (See Section 5.3)
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The inclusion of University Graduate Attributes into units of study outlines. • Inclusion of University Graduate Attributes into student handbooks.

Recommendation 6	The Review Team recommends that the Koori Centre increase the number of units using WebCT, and should take advantage of their connections with the faculties of Arts and Education and Social Work to use their technology hub. (See Section 5.5)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Koori Centre is a small Centre with 15 academic staff, 11 of which are Indigenous. Over the past 6 months we have been involved with rewriting our subjects and courses into 6 units while incorporating graduate attributes. The Centre is also in the initial stages of taking a whole staff approach to scaffolding literacy, which has called for all academic staff to be involved in a number of workshops. They have also reorganised their subject areas with the scaffolding methodology in mind. It is with the present workload and commitments of the academic staff in mind that, at this time, I have not put WebCT as a high priority.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • WebCT is on the Koori Centre agenda. At present only two academic staff have been driving the Centre's WebCT initiatives, with an administrative staff member being trained on the technical requirement of WebCT. • The Centre will be seeking to further develop WebCT with the employment of a WebCT consultant.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to evaluate.

Recommendation 7	There is an opportunity for members of staff to provide national and international leadership in the area of literacy and pedagogy. The Review Team strongly urges staff to make this material available to their academic peers through publication in research journals. (See Section 5.8.3)
Action taken by the Faculty	<ul style="list-style-type: none"> • The academic staff are committed to successfully implementing a new and exciting teaching strategy, with a coordinated whole Centre approach to Scaffolding literacy across the entire curriculum for block-mode students. • Staff will continue to present papers and engage in dialogue with colleagues. • Continued appointment of Dr David Rose to work with staff on scaffolding literacy.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continue to engage all staff with this Scaffolding Literacy methodology.

Recommendation 7	There is an opportunity for members of staff to provide national and international leadership in the area of literacy and pedagogy. The Review Team strongly urges staff to make this material available to their academic peers through publication in research journals. (See Section 5.8.3)
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Entire academic staff involvement. At present 95% of academic staff are actively participating in scaffolding workshops and enthusiastically involved in the implementation phase.

Recommendation 8	The Review Team encourages the Centre to support staff in the completion of their higher degrees, and suggests contacting the Deputy Vice-Chancellor (Research) for appropriate funding. (See Section 7.1.2)
Action taken by the Faculty	<ul style="list-style-type: none"> • The PVC Research has been contacted and the Koori Centre has not been able to obtain any assistance in this arena. • The Centre has put aside an academic wage to provide a staff member to cover academic staff while on SSP Leave. • SSP Leave has been used to assist academic staff to undertake preparation and advancement towards completion of higher degrees.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Koori Centre sees the need for the University to support Indigenous staff at the University to complete their higher degrees. This could be done by the re introduction of a clause that allows Indigenous academics across the University to access SSP Leave for the preparation and fast tracking of their higher degree programs.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The number of academic staff undertaking higher degrees within the Koori Centre. For example, currently due to the active policy of support within the Centre for Indigenous academic staff to undertake postgraduate degrees, of the 11 Indigenous staff, 1 has been awarded a PhD, 1 submitted in 2004, 6 are in progress, 1 has a supervisor and is preparing their application, 1 has withdrawn for this year, and 1 staff member is discussing ideas with prospective supervisors.

Recommendation 9	The Review Team suggests that it might benefit the Centre to work with another Faculty in mentoring of staff. (See Section 8.2)
Action taken by the Faculty	<ul style="list-style-type: none"> • There has been a concerted push to identify mentors. Mentors have been identified across the university and offered their time. Currently several academic and 1 administrative staff member are being mentored. • ASS/Prof. Diana Day was employed at the Koori Centre as a Research Fellow, her central duties involve increasing the research profile of the Centre and assisting staff to move into higher degrees and publish their research. • The Research Fellow has been active in the Faculty of Education and Social Works Mentor initiative. • Academic staff have developed informal mentor relationships internal and external to the University.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Need a concerted effort to encourage academic staff to seek mentors outside the Koori Centre. • Need to encourage academic staff to engage with mentors outside the Koori Centre. • Locate male mentors for Indigenous academic staff.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The presence of Research Fellow has impacted positively on the number of Koori Centre staff seeking assistance in preparing to undertake higher degrees. • The Research Fellow has been extremely successful in assisting staff towards this aim as well as mentoring them in the area of constructive realities in applying a workable timeline for carrying out their research projects and their approach to study.