

The University of Sydney

Koori Centre



Self Evaluation Report
Academic Board Review Phase 2

2005

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SECTION 1: FOLLOW-UP TO PHASE ONE REVIEW

INTRODUCTION/CONTEXT

The Koori Centre is part of the Central Administration of the University and supports a Board of Studies in Indigenous Studies and Policy Advisory Group. The Koori Centre's vision as outlined in its Strategic Plan 2001-2005 is "to be a centre of excellence in Indigenous Australian higher education".

Its core business encompasses:

- 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 to a higher level of academic excellence;
- expertise in the area of community consultation and liaison, and student retention; and
- culturally relevant, collaborative and ethical research.

The Koori Centre aims to advance the University's quality assurance program in teaching and learning, and its public reporting to the University and wider community. The Koori Centre's main focus is, therefore, to maximise the research, teaching and learning potentials and outcomes of its staff and students.

The Koori Centre consults widely with Faculties and Departments within the University. Aboriginal professional and community groups and organisations that the Centre actively consults with include: the NSW Aboriginal Education Consultative Group; Aboriginal Medical Service; NSW Aboriginal Education Council; NSW Department of Education Science and Training; NSW Board of Studies; and Aboriginal Units in the NSW Department of Education and Training; the Health Department; Westmead Hospital; Orange Base Hospital; and North West Area Health Services. In addition, Indigenous staff deliver guest lectures in specialist subject areas throughout the University and externally. Selected individuals and organisations are also co-opted on the basis of their expertise and ability to contribute to specific issues and projects as guest lecturers in the Centre's academic programs.

Structure

In January 2001, the Koori Centre underwent an internal reorganisation. The establishment of the 'Change Management Proposal' significantly improved the ability of the Koori Centre to more effectively serve the diverse educational needs of Indigenous and non-Indigenous students, as well as developing and building upon teaching and learning practices. The operational structure of the Koori Centre has been developed to enable consultative management processes which give opportunity for all staff to contribute to the overall functioning of the Centre (See Appendix 1 and Section 6 Effective Management).

Courses and Programs

The Koori Centre education programs cover three main areas:

1. **Indigenous Australian Block-Mode Programs:**
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.
2. **Mainstream Programs:**
The Koori Centre coordinates the Aboriginal Studies major in the Faculty of Arts, involving one core unit and, at present, three additional units of study; it also teaches a core and an elective Indigenous Studies unit in the Primary Teacher Education course in the Faculty of Education and Social Work; and teaches a core Aboriginal Studies unit in the Faculty of Nursing. The Centre co-teaches units of study in collaboration with the Department of Music and involved with teaching in many other University contexts, including the Summer School, and various guest lecturer appointments across the University.
3. **Indigenous Australian Students: Recruitment, Entry and Support:**
The Koori Centre co-ordinates the Cadigal Access and Support Program and teaches the Academic Skills Program in collaboration with the University's Learning Centre, as well as providing various integrated support services for Indigenous Australian students across campus.

Student Profile

The Koori Centre provides personal and academic support to both Indigenous and non-Indigenous student cohorts across the University which include a variable range of age, gender and cultural affiliations. The majority of our students are enrolled in undergraduate degrees, however the Koori Centre teaches one of the Nursing postgraduate courses.

Staff Profile

Currently the Koori Centre employs 14 Academic Staff, and 8 Administrative staff (Appendix 2) (Breakdown of Administration positions).

The Centre has successfully attracted and recruited 'a substantial critical mass' of Indigenous academics that carry out most of the teaching within the Centre programs and in collaboration with other Faculties and Departments of the University.

Research Activities

The Koori Centre's commitment to excellence in teaching and research is demonstrated by the professional excellence of its academic staff, and the capacity of each staff member to integrate current best practice within their teaching and research activities. To expand on this purpose the Koori Centre has employed an Associate Professor (Research) to guide Centre staff and to develop projects to increase research quantum. The Centre's Research Committee initiates, guides and facilitates research in the Koori Centre, including research training, workshops, liaison with internal and external bodies and prioritising projects.

Benchmarking

The Koori Centre has been engaging in benchmarking activities with leading G8 institutions and leading international institutions in the field of Indigenous pedagogies and methodologies, within the context of a broad Indigenous education field. Staff are also

encouraged to present and showcase teaching excellence within the University of Sydney, as well as attending and delivering conference papers and producing creative works nationally and internationally. The Koori Centre is committed to benchmarking and developing best practice mechanisms for the teaching of Indigenous studies with other Indigenous and non-Indigenous colleagues, nationally and internationally.

Quality Assurance

The Koori Centres' participation in the AUQA review was useful in outlining strengths and weaknesses, particularly in regard to identifying areas of possible improvement and assisting in the development of best practice strategies in the work undertaken by the Centre. Quality assurance activities in regard to teaching, curriculum development, cultural and academic support of students, and administrative procedures are carried out on a continuous basis. (Details included in Sections 2-7 of this review.)

The Centre ensures the quality of teaching and learning as well as recognition of good teaching practice by: supporting and encouraging constructive peer assessment, undertaking internal evaluation and critical appraisal sessions, committing academic staff to undertake professional development, and considering student evaluations within reviews of units of study.

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.

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.
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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.
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.
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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.
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.
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SECTION 1: GOAL 1: QUALITY TEACHING AND LEARNING

The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.

Further enhancement of the quality, relevance, outreach and productivity of teaching and learning in the Koori Centre has continued to be a major strategic priority since Phase 1 of the Academic Board Review. As research activity and output has expanded, important interactive links have been established between teaching, learning and integrated educational enquiry. This has particularly been so in relation to curriculum planning and review, educational evaluation, student assessment (process) refinements, policy and procedures revision, student services facilities and infrastructure upgrading, expanding adult academic literacy (scaffolded) curriculum development, and study skills/pastoral care/cultural safety provision.

In addition to these preceding more generic areas of development, high quality teaching and learning performance remains a high priority area of professional activity in Indigenous Australian Studies, History, Australian Literature, English, Teacher Education, Social Work, Music, Community Health and Nursing, Architecture, and many other areas of the University's curriculum where Koori Centre academic staff are being invited to contribute, for example, most recently in the Business and Commerce area. In this context it should be recognized that a significant number of colleagues from other academic and administrative units within the University, and from community organizations, government agencies, other educational institutions, from within Australia and overseas (Japan, England, Ireland, Mexico, for example), also contribute significantly to the Koori Centre's overall teaching and learning operations and outcomes.

While the total teaching and learning curriculum is an integrated, interdependent part of the Koori Centre's academic, administrative and service-oriented operations, and an integral element in implementation of the University's policy and programs in Indigenous Australian Education and Studies/Research, the following sub-headings and brief summaries of specific activities and projects may be useful in forming a clearer picture of the whole, not only in terms of what has been accomplished so far but, more importantly, what strategic policies, funding and resource management priorities and opportunities could continue to evolve in the future.

1. Curriculum Development and Review of Academic Programs

During the past 2 years Koori Centre staff, in collaboration with colleagues from other parts of the University, have successfully completed a comprehensive review of both the Diploma of Education (Aboriginal) and articulated Bachelor of Education (Aboriginal Studies) courses. On the basis of advice from the NSW Department of Education and Training (DET), and to enhance our graduates chances of employment in schools both in NSW and interstate, an additional teaching subject specialization was built into both programs so that, at the end of the Bachelor of Education program, beginning teachers could be employed to teach secondary History and Geography, and other subject areas in

Human Society and Its Environment (HSIE), plus Aboriginal Studies, which will remain as their core subject area.

The 2005 academic year marks the beginning of the introduction of this new program at the Diploma 1 level, and teaching/learning outcomes will be evaluated, as all other units of study and courses are evaluated, through regular meetings of teaching teams, Institute for Teaching and Learning external student satisfaction survey evaluations, and through less formal summative evaluation procedures that we run in the Koori Centre for both block mode and mainstream units of study at the end of each semester.

As part of this extensive academic program review, which followed on from the overall Koori Centre administrative re-structure during 2001-2, staff of the Koori Centre were able to work closely with colleagues in Education and Social Work and Arts to convert all units of study to 6 undergraduate credit points, and also incorporate as many best practice ideas as possible into unit of study template design, and other teaching/learning support materials. This procedure also facilitated incorporation of University of Sydney Graduate Attributes into unit of study goals and learning outcome statements and, hence, pedagogy and curricula content; assessment of student learning. Academic Honesty Guidelines, APA referencing procedures guidelines, where appropriate, and much more carefully selected, printed and prepared required and/or recommended readings, library and web-based information resources were included.

In relation to on-going constructive evaluation, upgrading and fine-tuning of Koori Centre teaching and learning programs in Semester 2, 2005 academic staff plan to review and, where necessary restructure/update, the Tertiary Preparation Course (TPC), a non-HECS enabling 2 semester block mode program funded by the Commonwealth. We intend to benchmark this review at the point of implementation in 2006, with bridging/enabling type block programs at, at least one comparable university and internally, with Yooroang Garang.

2. Quality Teaching and Learning Links with Research and Development

During the past 2-3 years, staff professional enquiry, postgraduate research, professional writing and focused conference participation has expanded markedly in the Koori Centre, substantially as a result of the Koori Centre restructure and appointment of a well-qualified, experienced and committed Coordinator/Facilitator of a Research at a senior level, Associate Professor Diana Day, and a very competent and energetic Research Assistant, Ms Claire McLisky. Almost simultaneously, but before appointment of specific Research & Development staff, the Koori Centre, in collaboration with the Faculty of Education and Social Work and Department of Linguistics, has been successful in attracting funding for appointment of a Senior Research Fellow in Literacy Teaching and Learning (Dr David Rose) to the University. As usual, people, ideas, energy, commitment and skills can make the difference, so more substantial funding is now being sought to maintain and extend the scaffolded academic literacy program now being run by the Koori Centre. In the areas of portfolio and journal assessment scoping studies are already underway, and it is envisaged that these research activities will attract funds to further extend our important foundational work in the area of Indigenous Australian Education, Health and Studies. It would be difficult to over-estimate the importance of interactive links that have been established between the Centre's academic teaching and learning

program and research and development. There are other completed projects not mentioned in this section, and others in the pipeline.

Apart from innovative curriculum and teaching/learning development in teaching adult academic literacy and other areas of national significance in Aboriginal Education and Studies, there are also exciting and significant developments underway, and one short course already taught and evaluated, in the area of Aboriginal Language Teaching and Learning. Aboriginal Languages Recovery is another academic area of teaching, learning and research that several Koori Centre staff, and colleagues elsewhere in the University, and at the NSW Board of Studies, are intensely interested in.

3. Other Significant Academic Program Teaching and Learning Related Developments:

- Collaborative curriculum development work with staff of the University's Student Learning Centre, as an integral component of Cadigal Special Entry and the Study Skills Development Program being trialled in Semester 1, 2005.
- Substantial re-design and upgrading of the Koori Centre Student Study Facility, Computer Laboratory, Library, Indigenous Student Tutorial Assistance (ITAS) Seminar Room, and Student Common Room.
- In collaboration with staff of the University's Department of Music, now part of the Sydney Conservatorium of Music, design and implementation in semester 1, 2005, of a Unit of Study sequence in Yolngu Studies leading to participation in the Garma Aboriginal Arts and Learning Festival held in Arnhem Land each year.
- Consolidation of administrative arrangements in respect of the role of the Cadigal Program Coordinator in the Koori Centre, consolidating and extending effective 2-way communication with all University of Sydney academic programs and administrative units, so as to better facilitate increased Indigenous Australian enrolment, participation and course completion rates.
- Continued general upgrading of dedicated teaching spaces that we use in the Old Teachers' College building (A22), including teaching aides and equipment, and further development of the proposal to seek approval to set up the Elizabeth Bannon Lecture Theatre (after the Melbourne University model) as a specialist multi-media performance space and exhibition area forming a focal area for high quality Aboriginal Studies teaching and learning.
- The above proposed development could become linked with the Koori Centre's plans to continue to expand our distance education and flexible delivery teaching capacity (through the University's WebCT network), thereby reaching more Indigenous Australians in rural and remote areas who are currently unable to leave their communities and access quality, culturally relevant teaching and learning experience, holding potential for improved quality of life, health and well-being comparable to that enjoyed by the vast majority of non-Indigenous Australians.

SECTION 2: GOAL: 2 DIVERSITY, ACCESS AND EQUITY

The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

Objectives

The Koori Centre commends and actively promotes Goal 2 of the University's Strategic plan. As part of the Koori Centre's core business we proactively encourage and support Indigenous participation at the University of Sydney and within undergraduate and postgraduate courses offered within the Koori Centre and across the University. We aim to maintain and increase Indigenous undergraduate and postgraduate enrolments across a wide range of disciplines at the University of Sydney. The Centre also adheres to the University's non-discrimination policy regarding admissions and provides educational opportunities through its programs to a diverse range of students, including students with disabilities, NESB students, Mature Age students and recent school leavers, particularly those from socio-economically disadvantaged backgrounds.

Policies, processes and practices

The Cadigal Access and Support Program was established at the University in 1992. This program enables Indigenous students to access the wide variety degrees offered by the University.

Cadigal Access and Support Program – The Cadigal program assesses entry for Indigenous Australian applicants who do not meet the entry requirements under the University and other access and equity admission programs. There are two avenues for entry, which include a pathway for both HSC candidates and Mature Age applicants. HSC applicants are considered for entry on the basis of their Universities Admission Index and may be recommended to Faculties for entry into an undergraduate degree. Mature Age applicants are required to undertake a diagnostic test and attend an interview with the academic staff of the Koori Centre to assess their suitability for study at the University. These students are considered on the basis of: educational background, life and employment experiences, evidence of motivation and goals, and interest in the courses selected.

Students admitted under the Cadigal Program may be offered enrolment with a full-time course load or a reduced load with academic skills support. After discussions and negotiations with Faculty staff, students can simultaneously study their degree full-time as well as access the academic skills component where necessary through the Koori Centre.

The Cadigal Coordinator and academic staff provide academic, personal and cultural support to Indigenous Australian students enrolled across all years and all of the University programs. All Koori Centre staff including administrative staff provide relevant assistance.

Tertiary Preparation Course – Indigenous applicants can enrol into the TPC, which is offered in block mode. Candidates sit a diagnostic test to gauge whether their skills are suitable to take on university study. Academic literacy subjects form an essential part of the TPC program. Many of the students who successfully complete TPC choose to

undertake further study and go onto enrol of the Diploma of Education (Aboriginal) and/or the Bachelor of Education (Secondary: Aboriginal studies).

Support is also given to Indigenous students with the provision of 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 this reduces the stress and anxiety associated with studying at a large tertiary institution. This support is particularly important given that in most instances, the student may be the first person in his or her family to undertake a university degree. The Centre also provides access and information services for both Indigenous and non-Indigenous students.

Outcomes

Student Numbers: Indigenous student numbers as at 1 March 2005 are:

Cadigal Program 2005:
23 offers, 4 deferments.

Indigenous enrolment Mainstream:

Year	Undergraduate	Postgraduate	Total
2003	299	40	339
2004	249	29	278
2005	*	*	

* *Note not possible to provide 2005 figures until after the census date on 31 March.*

Koori Centre Block-mode students 2005:

TPC	Dip 1	Dip 2	Bach. 3	Bach.4
8	21	8	13	6

Staff: Staff recruitment procedures also ensure recognition of diversity. The Koori Centre employs 24 staff members.

Gender	Indigenous	Non-Indigenous
Female	11	5
Male	5	3

In addition to this, in 2004 following on from the implementation of the Universities Indigenous Employment Strategy/Policy the Koori Centre established an Indigenous identified trainee administration position. The Centre also ensures that staff have access and are supported to attend staff development workshops and through the PM&D process have opportunities to discuss career paths and options.

Student progression, retention and completion rates in relation to Indigenous students within programs offered by the Koori Centre and across the University have steadied in the last 3 years. Indigenous enrolments, across the University declined slightly over the last two years, however and 2005 figures are not yet available to gauge the rise or fall of

student numbers in mainstream courses. Reasons for this have varied, but central to this were external influences, such as changes to DEST policy, and Abstudy guidelines impacted upon potential students accessing university because of limited financial resources.

The Indigenous Tutorial Assistance Scheme (ITAS), formally ATAS, is a frequently utilised support mechanism, where students can apply for tutorial assistance in any academic area that they may require assistance. This scheme was developed by DEST and is administered through the Koori Centre and plays an important role in successfully supporting Indigenous students. This program consequently offers employment opportunities to third and fourth year Indigenous and non-Indigenous students.

The Centre has also been working in collaboration with other Departments and Faculties, in relation to the development of Aboriginal studies perspectives and curriculum. We believe that with the inclusion of relevant curriculum, Indigenous students are better equipped to learn if they feel that their cultural ideologies and beliefs are being valued. This aspect is also important for non-Indigenous students to learn about Aboriginal Studies across a wide range of areas, and not just through the Koori Centre.

Other activities for the ongoing provision of support to student cohorts are:

- Maintaining an Indigenous Tutorial Assistance Scheme database;
- Distribution of scholarships and award information to students;
- The development of Koori Centre Student Study and survival Guide;
- Holding Orientation and Information Days specifically for Indigenous students as well as the wider University;
- Maintaining and enhancing Academic Skills outcomes, through specific programs, as well as incorporated into curricula;
- Encouraging student assessment and feedback of support services and teaching programs;
- Liaising with academic staff of the University as appropriate to support us in assessing student needs and monitoring progress, with the use of surveys and briefing sessions;
- Ensuring that students have access to relevant and up-to-date information pertaining to study at the University, which supports them through to graduation;
- Employment of a designated Counsellor for Indigenous student, house at the University Counselling Service, available Tuesdays and Thursdays;
- Working with the Colleges to ensure Indigenous Support Allocations funding is utilised effectively; and
- Designated funding from the Koori Centre budget to support Indigenous student attendance at conferences.

Quality assurance (stakeholder feedback)

Overall feedback regarding support services and education programs has been very positive from the wide variety of student cohorts supported by the Koori Centre. This is evidenced by:

- How often students frequent the Koori Centre and utilise support facilities, including both staff and physical resources;
- Students regularly participate in Koori Centre and University events;
- Staff undertaking PhDs and publication and conference presentations increasing;

- The increased number of Indigenous students who are recipients of a variety of scholarships, both within the university and externally;
- Indigenous students progressing well within their chosen fields and participating in the wider University social environment; and
- Student participation at briefing sessions and student representation on Board of Studies in Indigenous Studies. As well as attendance at other meetings when invited.

Evaluation

The University of Sydney Koori Centre operates proactively across the University of Sydney. It continually evaluates the way in which it provides access and offers academic, cultural and personal support to Indigenous students while working to create a holistic learning environment in which they can optimise their participation and learning. Reinforcing Indigenous students' sense of identity and belonging has accompanied opportunities to interact with non-Indigenous students and staff in the mainstream, to everyone's mutual benefit. Importantly, Indigenous student programs are co-located with mainstream programs. Another dimension to the Koori Centre's work is its integrated and inclusive approach to teaching and learning initiatives, which involves non-Indigenous staff and students (including a growing and enthusiastic cohort of international students) being part of a single, institution-wide strategic goal. In doing this to the best of our ability the Koori Centre believes that this is yet another dimension in relation to supporting Indigenous students enrolled across the University.

As a result of both the processes of the AUQA Report and Phase 1 of the Academic Board Review, the Koori Centre was able to identify opportunities for improvement across a number of areas, including those pertaining to the provision of support for students from a diversity of backgrounds, which includes, for the most part, Indigenous students. The Koori Centre has concentrated on areas which are working well, as well as putting in place new initiatives to address weaknesses in other areas.

- Established an all staff approach to student one-on-one support, has been included within staff academic teaching load (1 hour per week);
- Review of Cadigal officer position. This position is now able to focus more on the specific duties of the Cadigal Program coordination while participating in academic teaching programs. The Koori Centre has, in 2005 reduced the academic skills load of the Cadigal coordinator. Academic Skills is now taught through the University's Student Learning Centre. To ensure professional academic development, the Cadigal coordination position now has a half-time academic teaching load. These changes allow the coordinator to provide cultural, personal and academic support to students, without the added burden of all administration associated with the coordination of program. This arrangement will be reviewed throughout the next 12 months.
- New computer facilities and physical infrastructure, study/tutorial room, and updated teaching rooms;
- Future development of Postgraduate (research) courses for Indigenous students;
- A newly update website which will ensure access to course information for potential Indigenous and non-Indigenous students;
- The koori Centre is looking at ways of building confidence and self-esteem not just while students are at University but for life. The Centre will be implementing ways of empowering students not "propping them up". We have recently re-named the "support Centre to the "Learning Enhancement Centre" to acknowledge existing skills and knowledge existing skills and knowledge-base of students;

- Establishment of centralised and up-to-date database of student enrolments for all Indigenous students as well as non-Indigenous students undertaking Koori Centre programs. This will better enable us to monitor student progress.
- Continued consultation with Yooroang Garang in regard to Cadigal special Entry; and
- Established specific funds to support students undertaking fieldwork, for example, attendance at Garma Festival which is a requirement of that Unit of Study.

SECTION 3: GOAL3: EXCELLENCE IN RESEARCH

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognized standards, including research relevant to the economic social and cultural well-being of Australia and the region.

Objectives

In line with the Koori Centre Strategic Plan (2001-2005), Statement of Commitment we aim to *provide and promote high quality culturally appropriate and effective teaching, research and support services for Indigenous Australians, and the community, at the University of Sydney.*

Policies, processes and practices:

- Koori Centre Research Committee established;
- Increased number of research grants applied for and received by the Koori Centre;
- Undertaking independent and collaborative research projects within and external to the University;
- Utilising data from the staff training needs analysis to identify staff research capabilities;
- Developing mentoring programs for academic staff and increasing the opportunities for research for staff and students at the Koori Centre;
- Employment of a Research Fellow to assist staff with research training;
- Hosting visiting scholars in residence;
- Ensure ethical conduct in research undertaken in by the Koori Centre;
- Encourage and participate in research that contributes to improving the lives of Indigenous Australians;
- Contribute to the further development of Indigenous research methodologies;
- Benchmarking – University of Waikato, Australian National University and University of Queensland;
- Membership and attendance at Indigenous national bodies such as: the National Indigenous Higher Education Network, and Higher Education Network Aboriginal Corporation to compare best-practice and up-to-date information; and
- Development of Koori Centre Research Policy.

Outcomes

Since the inception of the Koori Centre Research Plan (2004-2006), (developed in consultation with Koori Centre staff and the PVC Teaching and Learning) the Centre is increasing and strengthening its research output. Since the employment of an Associate Professor (Research Fellow), research activity within Centre has been moving in a forward direction.

The research plan outlines not only research opportunities but identifies key areas for training and research targets. Key target areas include: an increased number of academic staff with higher degree completions in as short a time as possible; the seeking of additional teaching and financial support schemes both external and internal to the University; support for academic staff members to undertake postgraduate degree

qualifications and higher degrees; support and encourage Academic staff to present conference papers and to submit to refereed publications, nationally and internationally; to provide training on research methodologies, time management and writing of proposals; and to encourage staff to set individual goals of writing and publishing on a 6 monthly basis.

Outcomes associated with practice are directly related to what the Centre identifies as priority areas. For example, one of the Koori Centre's research priorities is for research staff to complete higher degrees. This has been particularly successful as presently all Indigenous academic staff are either undertaking part-time study or in the process of beginning their studies. Other research activity since 2004 include:

- A list of research funding bodies compiled and up dated;
- Research staff have applied for and been successful in winning research grants, for example, two academic staff have been awarded ARC Indigenous Discovery grants;
- 6-monthly reviews of the Koori Centre's Research Plan;
- Seminars by research academic staff on their research activities;
- Staff continue to present conference papers and which are submitted for publication;
- Database of research activity held centrally;
- Collaboration with the Faculty of Education and Social work in relation to writing a chapter for inclusion in a published book;
- Distribution of ethics guidelines to Koori Centre staff;
- Koori Centre research grant applications are submitted to the University of Sydney Ethics Committee for approval, as well as, external Indigenous ethics committees;
- Centre staff have been granted SSP leave in order to assist with significant progress towards their higher degrees;
- The Research Fellow assists staff in the development of conference and thesis material as well as grant applications and publications;
- Mentoring arrangements have been established with staff from: the Department of Music, the Centre for Performance Studies, Faculty of Education and Social work, and Gender Studies;
- Mentorship's with industry professionals are also being established via staff forming working partnerships and undertaking training opportunities; and
- New research projects in process:
 - Encouraging Indigenous Students into University Science
 - NSW Indigenous Languages Revitalisation Project
 - Learning Journals, their effectiveness and potential

Quality assurance processes/Stakeholder feedback

A model of quality assurance for research projects are currently being developed by the Research Committee. All staff agrees that the Research Fellow position has had a very positive effect on their research activities and are motivated by an enhanced confidence through the guidance of this position. Staff have been provided with a compendium of University grant applications and related training in each semester, and this has facilitated a more structured time management approach to the initiation of research projects. Monitoring of staff progress toward various research activities is on-going and in this way the Centre is able assist staff to reach their research potential, staff have welcomed this guidance. The Koori Centre has had an increase in the number of students wishing to study Postgraduate Research degrees within the Centre. This is due to student interest

after completing the Aboriginal Studies major and Koori Centre undergraduate units of study.

Evaluation

At present, the Koori Centre is pleased with its research output. Almost all academic staff are in the process of undertaking higher degrees or are actively working towards submitting a proposal. Other staff have presented at conferences and submitted refereed papers. However, the Koori Centre recognizes that teaching commitments of some staff have not enabled them to concentrate their energies in this area. This situation is being addressed by the utilization of SSP leave and designated research days for academic staff.

The Koori Centre Research Committee and staff continue to establish and maintain links with other Indigenous and non-Indigenous academics, such as those at Jumbunna - UTS, and Yooroang Garang to exchange research ideas and knowledge. Staff are also working with colleagues from various Departments and Faculties across the University in research, mentor-ships, curriculum development, and models of best-practice.

The Koori Centre strives to expand on the way it undertakes its research-led teaching activities, and develops its evidence-based teaching and learning practices. Given that the scope of Aboriginal Studies covers a wide range of areas and is interconnected to a number of disciplinary areas across the University, the Koori Centre needs to consider the way in which it supports the breadth of inquiry based research which informs our teaching practices. Research activity that explores Indigenous research methodologies is one way in which we are addressing this.

It is hoped that the Koori Centre's research policy will provide incentive for staff to submit grant and funding applications where relevant and will encourage an enhancement in research activity, including writing for publication.

The Koori Centre continues to forge links with Indigenous groups, community and professional bodies to ensure that research projects undertaken within the Koori Centre have the potential to directly or indirectly meet community needs.

SECTION 4: GOAL 4: INTERNATIONALISATION

The University will enhance its position as a university of high standing in the international community of scholars.

Objectives

The University of Sydney will enhance its position as a university of high standing in the international community of scholars.

Policies, processes and practices

The Koori Centre strives to support goal 4 of the University strategic plan. Although we have no formal policy in direct relation to internationalisation, we informally do this in our day-to-day business by encouraging international students to enrol and participate in our programs with the assistance of the International Office and the Study Abroad Program of the University. We provide key teaching and learning pedagogical ideas from international sources particularly in regard to comparing and contrasting Indigenous issues and perspectives. The Koori Centre also encourages staff to present and publish in international arenas.

Outcomes

Practices

- Summer School;
- Visiting postgraduate and PhD students from international institutions (Ireland and Mexico);
- Hosting international scholars (England and Japan);
- Provide safe learning environments for students from overseas;
- Koori Centre representation on internationally affiliated committees for example, the Fulbright Committee;
- Staff support to seek out and maintain links with international institutions;
- Formally participating in Orientation for International educational programs across the University. Have established close working relationships with International Student Services Unit, and are scheduled to acknowledge Country as well as provide information sessions to students;
- Curriculum contains international comparative studies with Indigenous peoples from around the world;
- The Koori Centre regularly provides information sessions to Japanese students enrolled within the University's English programs, as well as externally through Alumni travel who request information sessions on Indigenous culture, history and issues;
- Collaboration with the Department of Music providing a shared teaching commitment has meant yet another opportunity for international students to enrol in units of study, which explore Indigenous cultures. For example Yolngu Way and Garma fieldwork provide opportunities for students to recognise diversity within Indigenous groups and attend a field trip to North East Arnhem land;
- Flexibility in relation to "waiving" prerequisite core unit for international second year students accessing our courses, if they are in Australia for only one semester. The Academic Coordinator in consultation with academic staff including Deputy Director, and Director consider this on a case-by-case basis; and

- In evaluating units of study particular emphasis is given to how the international cohort is moving and learning through Koori Centre units. Student feedback through journal assessments and student surveys is monitored and reviewed.

Stakeholder feedback

Information obtained from student surveys suggests good pedagogical content and deep learning. This year student intake in our core unit of study Indigenous Australia is a little lower than previous years, however some reasons for this are, timetable clashes and availability of new units of study on offer, through Anthropology and within the Centre. To offset this the Koori Centre will offer Aboriginal Studies Major Core Unit in Summer School.

Participation on the NSW Selection Committee Panel for the Fulbright Scholarships provides the opportunity to advance Indigenous perspectives and knowledge at various forums as well as network with American students visiting Australia on this scheme.

The Koori Centre supports academic staff to establish and maintain links through presenting papers at international conferences, for example staff have recently presented papers in Cuba, UK, Spain, USA, New Zealand, and Canada. In addition the Koori Centre encourages academics as well as administrative staff to attend and present at The World Indigenous People Conference: Education, which is held triennially.

Evaluation

Whilst the Koori Centre has no formal policy relating to internationalisation the Centre continues to explore ways in which it can better provide an international perspective given the international student demand for undertaking study in the units of study on offer. The Koori Centre has identified areas for improvement in internationalisation and is taking appropriate steps to initiative these in 2005, including:

- Review, assess and negotiate timetables so that international student have access to subjects offered;
- Explore international marketing, possibilities through the Study Abroad Office and International Student Services; and
- Investigate staff and student exchange opportunities both nationally and internationally.

SECTION 5: GOAL 5: ENGAGEMENT WITH INDUSTRY AND PROFESSIONS

The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

Objectives

The University of Sydney Koori Centre is strongly committed to academic and professional excellence. We acknowledge the importance of our rich cultural heritage and are dedicated to supporting each other while contributing to and enhancing professional practice for those who seek our services and expertise.

Policies, processes and practices

The Koori Centre is actively engaged with both industry and professionals to enhance its academic programs. We do this by:

- Developing and maintaining strong links with schools, the TAFE sector, government and non-government departments, and professionals in the field of education, health and Indigenous studies;
- Designing, developing and delivering high quality and professional educational experiences for Indigenous students and all students who are undertaking our courses;
- Inviting distinguished guest speakers to give specialist lectures within our courses and units of study;
- Developing our teaching expertise as a result of staying abreast of the latest research in the field, expanding our research activities, increasing student and community involvement; and
- Actively encouraging academic and administrative staff to participate in workshops and forums to enhance their professional practice.

Outcomes

Staff are involved in providing Cross-Cultural workshops and work collaboratively with schools and government organisations to facilitate an Indigenous HSC Enrichment Camp. The Koori Centre coopt specialist educators as tutors under the Indigenous Tutorial Assistance Scheme and encourages professionals to participate in special events at the University such as, the Charles Perkins Memorial Oration, Aboriginal and Torres Strait Islander Week, Reconciliation Week and the Ken Brindle Awards.

The Koori Centre has undertaken collaborative research with a range of partners both internally and externally, these include; College of Sciences and Technology, Faculty of Education and Social Work, Department of Aboriginal Affairs, SELF research Centre at the University Western Sydney, Aboriginal Education Council, the Aboriginal Education Consultative Group, NSW Department of Education and Training, Cervical and Breast Screening Westmead Hospital, and Scholastics Publishing House. Academic staff are actively involved with delivering guest lectures both internal and external to the University. Both Indigenous and non-Indigenous staff have strong affiliations with Indigenous communities and Indigenous and non-Indigenous organisations. (see Appendix 3 for a full list of committees and organisations in which staff are involved).

Stakeholder Feedback

Student feedback is garnered through debriefing sessions at the end of each block, and the provision of a student coordinator for each year of the block mode courses. Staff utilise SCEQ data and CEQ data plus student journals to provide feedback on units of study. In addition, the Koori Centre was commended on its work through the AUQA review.

Positive feedback has been received from the students on the new scaffolding approach to academic literacy in teaching our block mode courses.

Academic staff hold regular meetings to discuss the collaborative development and design of units of study, and encourage peer review of teaching.

Colleges, Faculties and Departments Koori Centre our input in curriculum development and marketing strategies.

The NSW Department of Education and Training has endorsed the Koori Centre block mode courses through TQAP.

Quality assurance processes

- Regular meetings of the whole staff to ensure that all procedures in relation to the Koori Centre are understood and actioned;
- Regular meetings for academic staff in relation to all courses and units of study; and
- Regular updates to staff on changes to Academic Board policies.

Evaluation

The Koori Centre monitors its success by:

Collection of feedback from students and industry, which staff are now compiling in file format, for example, cards and letters, and students have granted permission to take copies from a selection of journals for inclusion. The number of students who take Koori Centre mainstream courses fluctuates, but issues such as timetabling for better access for International students still needs to be addressed. The numbers of Faculties, Departments and professional bodies seeking our professional input in curriculum development and marketing continues to be in high demand. Links with and engagement with a diverse number of professional bodies keeps the Koori Centre abreast of the latest research and developments in curriculum, this active involvement contributes to staff professionalism and excellence in teaching and learning. Feedback from AUQA and the Academic Board Review, although in the main where positive, have highlighted areas that need to be developed further.

These are:

- Development of WebCT;
- Continued developing a stronger research profile; and
- Benchmarking arrangements to be finalised.

SECTION 6: GOAL: EFFECTIVE MANAGEMENT

The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.

Objectives

The Koori Centre at the University of Sydney is committed to the provision of efficient and effective services; positive and productive learning and working environments; and the application of fair and equitable policies and procedures for staff and students; in the delivery of academic programs, participation in research, and offering of support services.

Administration at the Koori Centre continues to operate under the basic structure determined by the Change Management Proposal (January 2002). The three key areas being: student administration, executive support and community liaison. The appointment of an Office Manager in 2002 led to minor adjustments to responsibilities for existing staff. A review of the Cadigal Coordinator's position which was not entirely addressed in the restructure process of 2001, has been fully undertaken since, and some of the administrative responsibilities of that role have moved to an existing Admin position which is now known as the ITAS Coordinator. This position has been upgraded.

The Academic staff structure remains the same but has been expanded by two additional positions, one to replace a staff member on leave without pay, the other to meet the needs of the newly developed Indigenous Nursing degree and subject, and to relieve academic staff while they undertake SSP Leave. Changes to the Cadigal Coordinator role have been made to allow that position to develop academically. Academic staff continue to be supervised by the Academic Coordinator. The current incumbent will be retiring in July 2005 and a new appointee commences duty on 14 March, to allow adequate time for hand over and completion of research activities and reporting.

The appointment of a Research Fellow through Sesquicentenary funding has assisted staff, and the Centre as a whole, to raise the level of research output. This position also advises academic staff in the development of their higher degree programs of study and on research training. In 2003 \$41,600 was allocated to staff training (Academic and Admin) and research development. In 2004 it was \$42,500.

All staff at the Koori Centre participate in meetings which are held on a regular basis at the Centre. The Combined Staff meeting and the Academic and Administration meetings are held monthly and provide a forum for staff discussion and consultation. There are also purpose specific meetings: Research, Innovations and IT Committees, where membership is voluntary. Chairs of these committees report on activities at the Combined Staff meetings.

Executive Meetings are held weekly between the Director, Deputy Director, Academic Coordinator and the Office Manager. Issues are discussed in more detail, such as budgets, planning, marketing and recruitment strategies, OHS and any staff issues referred from the meetings mentioned above.

As an administrative unit coming directly under Central Administration via the PVC (Teaching and Learning), the Koori Centre relies upon the University's framework for policy development. Specific policies and procedures have been developed to assist in more effective management of the Koori Centre; including those for Centre administered scholarships, assignment submission and processing and guest lecture requests etc. Others have been designed to provide equity and transparency in work practices, such as the Research Policy and the Workload Policy. The Centre has drawn upon the expertise of other policy makers in Faculties and Departments across the University, but our closest liaisons have been forged with Education and Social Work, Arts, Nursing and Music.

One process used by the Centre to keep its policies up to date is the annual staff retreat. Another is through the Policy Advisory Group which is made up of members from within the University as well as the NSW Department of Education and Training and the Aboriginal Education Consultative Group. The Centre is also currently drafting a Business Plan which will assist us in big picture planning for the future.

The Centre uses student surveys and feedback in various formats to evaluate the level of service being provided. Many policies have been developed as a result of this feedback and through the desire to stream line administrative processes. A benchmarking arrangement has been established between the Koori Centre Administration, Yooroang Garang, and the Jabal Centre, which is an Indigenous administrative unit at ANU. This partnership will assist in the development of practices and processes which better reflect best practice in our area.

Updating of facilities has also generated internal policy development, particularly in the case of the new student computer lab and other teaching spaces. OHS standards and security mechanisms were addressed in the refurbishment and students and staff have been advised of the standard operating procedures for all of these spaces.

In terms of diversity and equity, the Koori Centre workload policy ensures a fair and equitable division of responsibilities for all of its academic staff. The Centre also offers flexible work patterns so that staff are better able to meet the needs of family and community responsibilities.

Evaluation

The present administrative structure works well, with staff responsibilities continually reviewed and assessed as new procedures and policies are adopted, and through the PM&D process. An administration trainee was appointed in late 2004 following the implementation of the University's Indigenous Employment Strategy, and while supervising and monitoring work flow for the trainee adds to the work load of the two staff in the Student Administration office, this is offset by re-routing more basic, time consuming tasks to the trainee.

The reorganised Cadigal Coordinator and ITAS Coordinator positions are working very well together in providing excellent customer service to students who are seeking tutorial assistance through the Koori Centre. However, this arrangement has only been implemented in Semester 1, 2005, and monitoring will continue throughout the year.

The structure for sharing and dissemination of information, and inclusive decision-making processes, has been a highly effective and efficient format. Participation in the meetings

is high, particularly in the Combined Staff meeting. Unfortunately, while there is an expectation that staff attend each month, on some occasions this is not possible due to teaching commitments. Distribution of meeting papers to staff who do not attend on these occasions could be better. More effective processes for addressing this will be implemented.

The development of policies specific to Koori Centre operations has been on a needs basis, and this has worked well to date. The new Research Policy clarifies academic staff responsibilities, Centre expectations for research output, and it also outlines the incentive system which rewards research active staff members. As the demand for Koori Centre resources increases, policy development will expand, such as the area of Visiting Scholars. The Centre is in the process of finalising a policy for visiting researchers and scholars as the world-wide demand for knowledge and understanding of Indigenous Australian issues grows. Requests for residencies at the Koori Centre have doubled in the past twelve months, but space has been a restriction and the number accepted is relatively low.

Student surveys and feedback have been invaluable in reviewing customer service and other support services. While the level of service provided to students and staff is very high, staff are always willing to review and improve the quality of support to better meet the needs of its stakeholders. Benchmarking opportunities with ANU will create an awareness of what administration staff already do well and what can be built upon and improved in the future.

The Koori Centre consults widely on planning issues and policy and procedure development. The University itself is a valuable source of information and our close links with numerous Faculties and Departments make for ease of dialogue. The Centre's associations with external bodies, such as the NSW Board of Studies, the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group and the Aboriginal Education Council, to name a few, provide us with an extensive network to draw upon for planning and policy matters. We have found that this works very well, as many staff are active members on a number of boards, committees and councils, and we are able to very easily tap into this wide resource of experience and knowledge.

SECTION 7: GOAL 7: SERVICE TO THE COMMUNITY

By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it services locally, nationally and internationally.

Objectives

The Koori Centre University of Sydney is commitment to community involvement. We aim to maintain and improve links with Indigenous communities and organisations.

The Koori Centre academic and administrative staff are actively involved with Indigenous communities and organisations. (see Appendix 3 for full list of committees and organisation in which staff are involved. Also see Section 5 of this report).

Policies, processes and practices

The Koori Centre ensures professional involvement in curriculum and course development, maintains and extends contact listings and up-dates them regularly, distributes information regularly, participates in community organisations and events, and hosts and facilitates events of community significance. The Koori Centre also hosts KooriNet which is an email network which is utilised by Indigenous community groups and organisations around Australia.

Evaluation of Koori Centre Contributions to the Community

The Koori Centre staff are enthusiastically engaged in a wide range of boards, committees and councils; this can be seen by the number of organisations and professional bodies in which the staff are involved. Individuals, Departments Faculties continue to seek out the staff expertise in the development of curriculum, and to market their Faculty or Department to Indigenous students. (see Appendix 4 for the wide range of professional interests and expertise of Centre staff). Staff also responds to the many requests received from within the University from areas such a, International Office, Student Union, Fisher Library, and Archives just to name of few, to commence proceedings and/or special functions to present a Welcome to Country.

The Centre is also actively involved with developing and maintaining links with schools, the TAFE sector, government and non-government departments, and professionals in the field of education, health and Indigenous studies.

The Koori Centre supports staff who participate in a wide range of community activities. It should be noted that the Centres involvement could be more extensive but is limited only by the number of staff and workload commitments within the Koori Centre itself.

SECTION 8: EVALUATIVE SUMMARY

Koori Centre Effectiveness in contribution to the University's Seven Goals.

The Koori Centre has contributed to the Universities seven goals in the following ways.

1. Teaching and Learning

Koori Centre ensures that all Academic Board policies are adhered to and has taken positive steps to ensure that curriculum is of a high standard. To complement our teaching we strive to ensure that the infrastructure e.g. staff working spaces, library, common room, computer labs etc. are all well maintained and have been designed with OHS standards in mind.

2. Diversity, Equity and Access

Diversity, access and equity are an intrinsic part of the Koori Centre's core business. Our central role is to ensure access and equity for Indigenous Australians into the University. Through the Summer School and our Indigenous Australian Studies subjects we continue to attract a growing number of enthusiastic local and international students.

3. Excellence in Research

Although there is still a long way to go, the Koori Centre has, through the establishment of a Research Plan, Research Committee and the employment of a Research Fellow, begun to be research active. The Centre's Workloads Policy for academic staff has factored research days into individuals loads, and the Centre actively support staff undertaking higher degrees. Mentoring arrangements have been established and several academic staff have availed themselves of these opportunities.

4. Internationalisation

Although, as we stated earlier, there is no formal internationalisation policy within the Centre, we do strive to stay abreast of the latest research and this influences both our curriculum and teaching. Staff have formal and informal contact with a number of academics and international institutions.

5. Engagement with Industry and the Professions

The Koori Centre staff are active members of boards, committees, and councils and maintain strong links with schools, the TAFE sector, government and non-government departments, and professionals in the field of education, health and Indigenous studies.

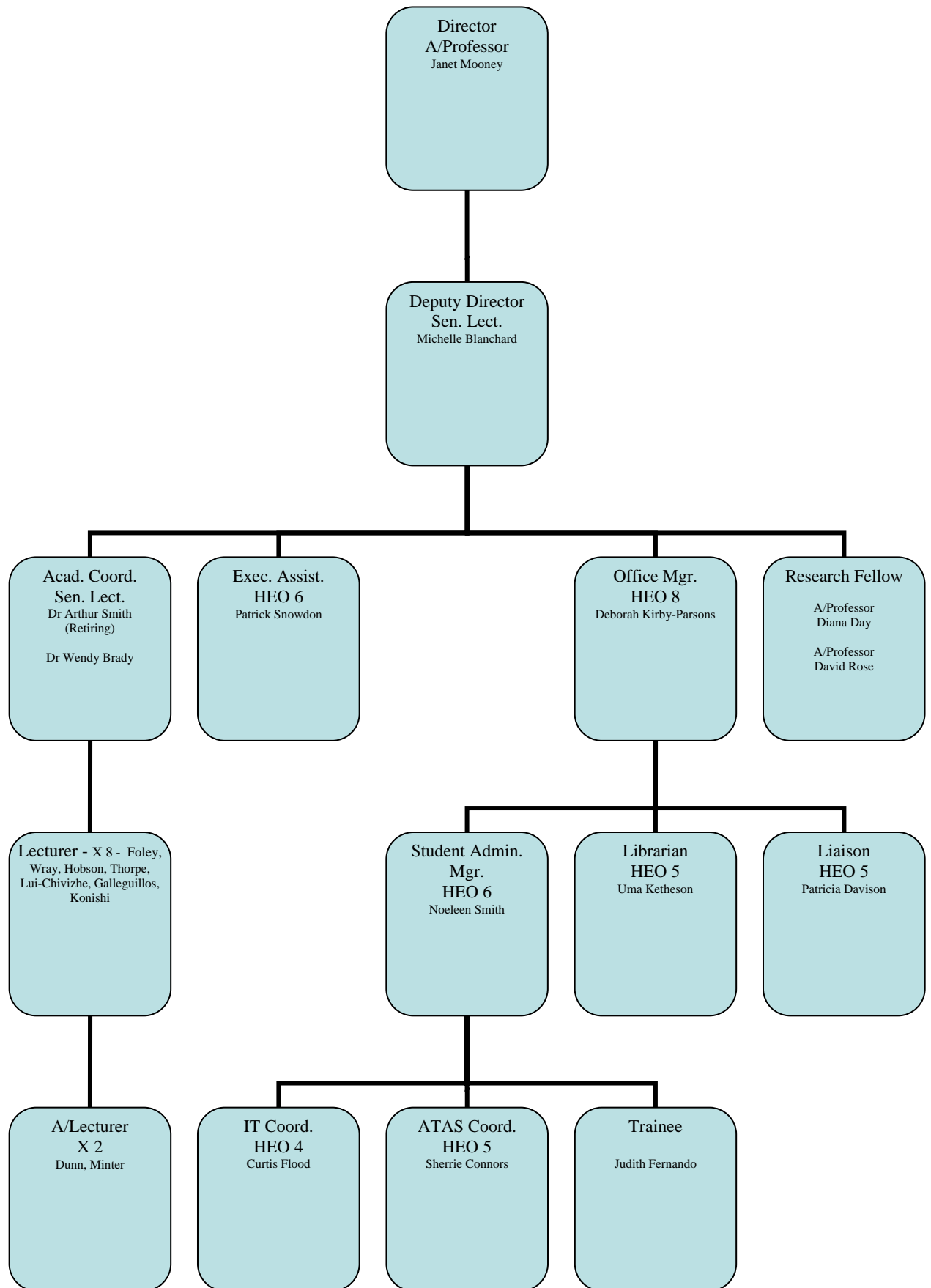
6. Effective Management

The Koori Centre continually monitors its management processes. The Koori Centre's structure facilitates a work place where sharing and dissemination of information, and inclusive decision-making processes are encouraged; this has proven to be highly effective and efficient arrangement.

7. Service to the Community

The Koori Centre engages community input into curriculum planning issues, and policy and procedure development. The Koori Centre's expertise in the field of Aboriginal education and studies is highly sort out within the Indigenous community. This is evident by staff membership in the large variety of boards, committees and councils throughout the Indigenous community.

APPENDIX 1 – KOORI CENTRE ORGANISATIONAL CHART



APPENDIX 2 – LIST OF ADMINISTRATION POSITIONS

The following list outlines the responsibilities of Koori Centre Administration staff:

Office Manager

- Provides senior administrative leadership to administrative staff.
- Prepares, records and monitors budgets, financial expenditure and accounts.
- Manages servicing, repair and maintenance of facilities and equipment.
- Develops and implements external recruitment and marketing strategies for Aboriginal and Torres Strait Islander students and international students.
- Drafts policy documents, reports and submissions.
- Manages Koori Centre Scholarship programs.
- Liaises with Research Fellow and external bodies re: securing research grants.
- Assists with the promotion of Koori Centre programs and fee-paying courses.
- Participates on committees and attends meetings including OHS.
- Reviews procedures and practices to maximise efficiency and assist in planning.
- Develops and maintains personnel filing system and leave database.
- Oversees organisation of special events.
- Oversees development of website including content management.

Manager, Executive Support

- Provides high level administrative support to Director, Deputy Director, Academic Coordinator and Research Fellow.
- Provides assistance in drafting submissions and reports.
- Oversees the organisation of the Charles Perkins Memorial Oration and assists with special events.
- Services Board of Studies in Indigenous Studies and Policy Advisory Group, and participates in official meetings as directed.
- Undertakes desktop publishing duties.
- Oversees the election process for students onto Board of Studies Indigenous Studies and for academic and general staff to Senate.
- Maintains filing systems for Director and Executive office.

Student Administration Manager

- Coordinates and provides student advisement on admissions, pre-enrolments, enrolments, variations, candidatures and examinations, for block-mode programs.
- Advises on Cadigal Special Entry Scheme applications.
- Advise Indigenous undergraduate and prospective students and the public on admission, degree requirements and HECS.
- Liaises with Student Centre and FLEXSIS team for enrolments, results graduations.
- Manages the bookings and organisation of Koori Centre Retreat.
- Liaises with schools, teachers and tertiary supervisors for administering student placements in Practicum.
- Administers assessment days for block-mode applicants.
- Arranges travel, accommodation and meal allowances for block-mode students.
- Manages Indigenous student databases.

- Processes casual and part-time pay claims for block-mode academic and Practicum staff.
- Prepares advice on student matters for the Koori Centre staff.
- Edits and prints course outlines for block-mode courses and Practicums.
- Assists in reviewing resolutions governing degrees in relevant areas.
- Services and participates in committees associated with student administration.
- Oversees training activities for trainee.

Student Admin and IT

- Develops and maintains the new Koori Centre website.
- Maintains KooriNet community e-mail network.
- Assists with technical aspects of WebCT.
- Chair of IT Committee.
- Trouble-shoots computers in student computer lab and for staff.
- Arranges servicing and maintenance for complex computer repairs.
- Provides support for the maintenance of student lap top computers.
- Provides advice on computer equipment purchases to Office Manager.
- Sources and orders relevant equipment for staff and students computing needs.
- Assists with maintenance of teaching facilities.
- Maintains asset register database.
- Assists Student Administration Manager with student enquiries on admission and degree requirements, assessment days and Study Abroad.
- In the absence of the ITAS Coordinator processes tutor pay claims.
- In the absence of the ITAS Coordinator arranges staff travel, accommodation and allowances.

Trainee

- Conducts general clerical duties including stationery stocktakes, ordering, mail collection and distribution.
- Maintains bookings register for vehicle, rooms, field trips and equipment.
- Assists in providing reception service to students and other visitors.
- Assists with student administration enquiries.
- Assists with collection and distribution of student assignments.
- Oversees tidiness and appearance of Common Room and Student Resource Room and upkeep of supplies.
- Assists with photocopying and binding of student course notes etc. Upkeep supplies of paper and ink cartridges to staff printers and photocopiers.
- Assisting with photocopying and binding of student course notes etc.
- Assists with mail outs.
- Attends all relevant meetings.

ITAS Coordinator

- Operates and maintains Indigenous Tutorial Assistance Scheme.
- Processes all ITAS applications and associated paperwork.
- Administers provision of tutorial assistance to students.
- Maintains all records, databases and student and tutor files.
- Assists in the preparation of reports for DEST.

- Processes casual and part-time pay claims for academic, research and administrative staff, ITAS tutors and guest lecturers.
- Processes and reconciles casual tutor and staff contracts.
- Arranges travel and accommodation for staff and administers travel allowances and per diems.
- Assists in recruitment of appropriate tutors.

Schools, Community Liaison and External Relations Officer

- Arranges scheduling and visits schools, TAFEs, communities and Aboriginal and Torres Strait Islander organisations locally and regionally in NSW to promote all programs and courses of the University of Sydney including Cadigal Special Entry Program.
- Develops close affiliation and ties with Indigenous organisations and communities.
- Disseminates information on Aboriginal and Torres Strait Islander scholarships and bursaries to students and prospective applicants.
- Maintains a database of schools, community organisations and other relevant bodies.
- Coordinates visits to the University by prospective Aboriginal and Torres Strait Islander students, including residential camps and recruitment events.
- Assists with developing business plans and proposals for marketing and recruitment strategies.
- Assists in production of marketing and promotional brochures and other materials.
- Organises and oversees the HSC Enrichment camp and other promotional activities such as Orientation Day.
- Liaises with organizations regarding contribution to scholarships and bursaries for the University's Aboriginal and Torres Strait Islander students.
- Participates in projects designed to increase awareness of Aboriginal and Torres Strait Islander issues throughout the University.
- Contributes to development of policies and strategies relating to marketing and promotion and community liaison activities.

Librarian

- Selects, purchases and catalogues all new library materials.
- Maintains existing collection including video, audio tapes and printed material.
- Provides reference advice to students on material held in Koori Centre library.
- Facilitates loans distribution to block students and staff.
- Provides reader education to all students and visitors.
- Organises tours of Fisher Library as appropriate.
- Maintains and improves library computer-based systems.
- Undertakes materials searches for staff.
- Facilitates the collection and data entry of research details for University's DEST report.
- Organises inter-library loans for staff.
- Responds to general reference enquiries from within and external to the University.

APPENDIX 3 – LIST OF COMMITTEES AND ORGANISATIONS

Indigenous and non-Indigenous Koori Centre staff are involved in the following committees and organisations:

- Aboriginal Justice Advisory Council, NSW Attorney Generals Department
- Aboriginal Medical Service
- Aboriginal Studies Association
- Art Gallery of NSW
- Arts Law Centre
- Australian Indigenous Communications Association
- Australian Institute of Management
- Australian Linguistics Society
- Australian Museum
- Australian Society of Computers in Learning in Tertiary Education
- Australian-American Fulbright Association
- Books in Homes Australia
- Community Justice Centres
- Crime Prevention Division, NSW Attorney Generals Department
- Eastern Suburbs Organisation for Reconciling Australia
- Eora Centre
- Federation of Aboriginal and Torres Strait Languages Corporation
- Foundation for Endangered Languages
- Fred Hollows Foundation
- Golden Key National Honour Society
- Guringah Tribal Links
- History Council of NSW
- History Council of NSW Management Committee
- Indigenous Australian and Torres Strait Islander Studies
- 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 Higher Education Network
- Norman Catts Trust
- Northern Beaches [of Sydney] Aboriginal Association
- North Head Sanctuary Foundation Committee
- NSW & ACT Higher Education Network Aboriginal Corporation
- NSW & ACT Indigenous Tutorial Assistancess Scheme Co-ordinators Committee
- NSW Aboriginal Education Consultative Group (both local & regional)
- NSW Aboriginal Education Council
- NSW Attorney General's Department
- NSW Board of Studies Aboriginal Education Advisory Committee
- NSW Department of Education and Training Higher Education Advisory Committee
- NSW Fulbright Selection Committee
- NSW Minister for the Arts Indigenous History Fellowship Selection Panel, Indigenous representative

- Primary English Teaching Association
- Quarantine Station Community Committee
- Rowan Nicks and Russell Drysdale Fellowship in Indigenous Health
- Royal Botanical Gardens of NSW
- Royal Society of the Arts
- Skeletal Remains Repatriation Advisory Committee
- Small Enterprise Association of Australian and New Zealand
- The Journal of Indigenous Education
- Tranby
- World Indigenous Higher Education Network
- Wunanbiri Pre-School

APPENDIX 4 – PROFESSIONAL INTERESTS

Current Professional interests at the Koori Centre - University of Sydney

Education

Teaching and research

- Indigenous teacher education
- Aboriginal studies courses in the primary and secondary school
- Teaching Indigenous studies in Australian schools
- Adult education in Indigenous studies
- Indigenous mature age students
- The Indigenous postgraduate
- Curriculum research and development for the primary school
- Teaching Indigenous perspectives

Literacy

- Literacy programs and research methodologies
- Internet participation and literacy
- Computer paradigms for learning for Aboriginal students in tertiary education

Policy

- Federal policies and Indigenous Education
- Social justice education
- Pedagogical issues in indigenous higher education
- Torres Strait Islander cultural identity and futures

Creative writing and performance

- Indigenous writing
- Cultural history and identity
- Ethnopoetics
- International and post-colonial poetics
- Ecological and identity studies
- Ethnomusicology

Linguistics

Indigenous Languages Revitalisation

The Koori Centre also consults and facilitates with Indigenous communities in the above fields and has expertise in cross cultural training.