Cover images - all courtesy of Bernadette Drabsch

Top left: illustration of Hand Shield held in the Percy Haslam Collection, Cultural Collections, University of Newcastle, graphite on Stonehenge paper

Top right: illustration of Hunting Boomerang held in same collection, graphite on Stonehenge paper

Bottom left: illustration of Ceremonial Spears held in same collection, graphite on Stonehenge paper

Bottom right: illustration of Digging Stick held in same collection, graphite on Stonehenge paper

This collection hangs in The Wollotuka\(^1\) Institute, Birabahn Building, University of Newcastle

\(^1\)In the language of the Awabakal meaning “eating and meeting place”
The Wollotuka Institute (Wollotuka) acknowledges the traditional Aboriginal owners of the lands within our footprint areas:

- Awabakal Nation
- Darkinung Nation
- Biripai Nation
- Worimi Nation
- Wonnarua Nation

We also pay respect to our Nguraki\(^3\) past and present.

\(^2\)In the language of theAwabakal meaning "now, today, present time"

\(^3\)In the language of theAwabakal meaning "wise person, elder"
Our story is one from the perspective of an Indigenous Institute within a dominant western higher education institution. Although we operate within this space we understand that the true essence and measure of Wollotuka’s existence is not simply about the numbers (the University can boast that we have one of the highest number of Aboriginal and Torres Strait Islander students and staff numbers nationally), it is more about the quality of the relationships that our ‘community’ enjoys with the University and how we create a space that is culturally safe and welcoming for our mob and visitors who seek to engage with us. We define Wollotuka as a ‘community’ as opposed to a centre or unit, as we together share our successes and challenges with the values and principles of a strong Aboriginal community. Our community (Nguraki, knowledge holders, students, staff, and visitors) relate to Wollotuka as a home, a family, a place they feel grounded and safe.

Each year our journey follows our rivers which flow from our mountains, through our valleys and plains, towards our beaches, to the sea. The stories from our great creator Baiame handed down to our Nguraki are told throughout this journey. Each of these stories being interpreted to form and advise our Cultural Standards which, in turn, define and guide our operations within Wollotuka.

Our story is one from the perspective of an Indigenous Institute within a dominant western higher education institution. Although we operate within this space we understand that the true essence and measure of Wollotuka’s existence is not simply about the numbers (the University can boast that we have one of the highest number of Aboriginal and Torres Strait Islander students and staff numbers nationally), it is more about the quality of the relationships that our ‘community’ enjoys with the University and how we create a space that is culturally safe and welcoming for our mob and visitors who seek to engage with us. We define Wollotuka as a ‘community’ as opposed to a centre or unit, as we together share our successes and challenges with the values and principles of a strong Aboriginal community. Our community (Nguraki, knowledge holders, students, staff, and visitors) relate to Wollotuka as a home, a family, a place they feel grounded and safe.

Ngarralin Marrung* allows us to respect and honour through knowing our histories, honouring contributions, respecting traditions and valuing culturally responsive practices which underpins our operations.5

Wollotuka plays two significant roles within the University firstly, one in which we share our knowledges to enable the enhancement of the western environment and secondly, building on the foundations of our ancestors to further grow our knowledges for future generations.

We are positioned within the wider academy as a body of expertise, for providing advice and guidance to embedding Indigenous curriculum, university policy, research practice, contributing to providing a diverse, safe environment and strategies supporting a ‘whole of university’ approach to Aboriginal and Torres Strait Islander education and research. This is a vital role, however focuses on informing a western knowledge system and should not distract full attention away from claiming our space within the academy, to discuss, debate and critique within our own knowledge system.

Reclaiming, respecting and building on our knowledges is integral to the knowledge space we hold within the academy. It is our responsibility to create a space that can be informed by our own epistemologies (way of knowing) and ontologies (way of doing) within our whole community, inclusive of research, learning and teaching, student, staff and community engagement. This strongly relates to our mantra ‘knowledge… our way’

*In the language of the Awabakal meaning “listening/learning well”
5The Wollotuka Institute Cultural Standards 2013, p9
Wollotuka Institute recognised with Australian-first accreditation

made headlines for a media release in August 2015 acknowledging that we received Australia’s first World Indigenous Nations Higher Education Consortium (WINHEC) accreditation, recognising our strong outcomes within Australian Indigenous Higher Education.

WINHEC provides an international forum and support for Indigenous people to attain common goals through higher education, and this accreditation ensures that we can work with Indigenous leaders across the world to highlight the importance of higher education while enhancing and protecting Indigenous beliefs.

We ensure that our cultural integrity and values are at the forefront of all our endeavours and for this reason chose to test ourselves against a proven Indigenous accreditation process by a well-respected international Indigenous body.

Leanne Holt, Director of Wollotuka commented: “We are extremely excited about the accreditation and that our leadership in Indigenous higher education is being recognised internationally. The opportunities for cultural academic and research exchange as well as the building of networks and relationships with Indigenous nations globally are endless.”

The Commonwealth Department of Education followed the progress and it is hoped that our success through this process of accreditation will highlight the capacity of Indigenous higher education in Australia as a contributor to global higher education agendas. This recognition and validation of an educational system grounded in Indigenous worldviews, knowledge systems and ways of knowing is an important step forward for Australia’s Indigenous Higher Education system.

Receiving this accreditation was the culmination of four years of preparation, commencing with a letter of intent presented in 2012 in Taiwan, a presentation of Wollotuka Cultural Standards in 2013 in Albuquerque USA, a Self Study presented in 2014 in Hawaii and ending with an Accreditation Site visit by a WINHEC Accreditation team (picture on this page) at University of Newcastle in May 2015.

This final stage site visit to the University of Newcastle took place from Sunday 3 May to Saturday 9 May 2015 and included meetings with Nguraki, Wollotuka and University staff, students and community as well as the Vice-Chancellor and Deputy Vice-Chancellor. The team also participated in a number of cultural events and attended cultural sites in Newcastle, Port Stephens, Wollombi, Ourimbah and Karuah.

In August 2015 a team from Wollotuka, led by Leanne Holt, attended the annual WINHEC Meeting held at Seven Generations Education Institute, Fort Frances, Canada where it was announced that we had successfully gained 10 years accreditation (with 5 year review).

We were provided with a glowing final report from the Accreditation team which they summed up as “our story of the way home for our people, our communities and our nations.”

Applying the Wollotuka Cultural Standards as the framework, approach, and measuring instrument for our WINHEC Site Visit review, we are pleased to report that these standards are embraced and embedded in the fabric, relationships and experience that is the Wollotuka Institute, so much so that an overall sentiment expressed by students, faculty, staff, and administration was the sense that Wollotuka provided “the Way Home.” That upon entering the Birabahn Center, the overwhelming sense of those encountering Wollotuka, whether for the first time or many times over the years, was a deep and familiar connection to home. That sense of home, for Aboriginal/Indigenous people, has to be the truest measure and expression of LIVING cultural standards.”

…”it is the intent of this site review to uplift Wollotuka as an Exemplar for the world to see and appreciate, and to invite the world to come and learn more about what they have done and how they have done it …”

The report also provided a number of recommendations to ensure our:

- continuity and on-going connection to Country
- continuity and on-going strengthening and reinforcement of Aboriginal identity
- continuity and on-going connection to Culture
- continuity and on-going connection to Creator and Ceremonies
- continuity and on-going connection to Community
Receiving WINHEC accreditation was a fantastic milestone to engage with the University’s 50th anniversary celebrations and what a celebration it was with many of our events throughout the accreditation process, as well as others, being hosted and branded as a UoN 50 event.

This milestone also complements the University’s vision of global leadership with other exciting global initiatives being achieved throughout the year such as two Memorandums of Understanding being signed with Minzu University in Beijing, China and University of Inner Mongolia for Nationalities in Tongliao, China during visits in 2015.

Our excellence in research continues with a landmark research project into the Aborigines Protection Board commencing this year. This successful ARC Discovery grant of more than $610,000.00 being secured by one of our Directors, Professor John Maynard with Professor Victoria Haskins. Our Dean Professor Peter Radoll secured $346,568.00 in research funding in collaboration with other partners with Associate Professor Maree Gruppetta securing $95,660.00. Other successful funding grants are detailed under the Research and Innovation section of this Report.

Our four Directors continue to work in collaboration making decisions that complement our culturally affirming and intellectually enriching environment ensuring the best interest of Wollotuka and its community. Although an external review of Wollotuka held in November 2015 recommended that a more plausible structure of a Pro Vice-Chancellor (Indigenous) with one Director may benefit our operations even further. This recommendation of a Pro Vice-Chancellor (Indigenous) also complements a WINHEC review recommendation.

Another Wollotuka staff member celebrated success this year with Dr. Raymond Kelly receiving news in October that he was receiving his Doctor of Philosophy (Aboriginal Studies) without amendment to thesis – an outstanding result. Our PhD graduation numbers now stand at 22.

The launch of the University’s New Futures Strategic Plan 2016-2025 in November 2015 once again has shown a strong commitment by the University to Indigenous education valuing a “…commitment to excellence in Indigenous education and research and to the importance of Indigenous culture and knowledges.” with a key measure of success in 2020 “to achieve parity of participation of students from Indigenous backgrounds with the proportion of these populations in our regions.”

The publication and launching of Professor John Maynard’s book in May 2015, “Callaghan: The University of Newcastle – Whose Traditional Land?”, was well received by the University community once again showing the respect for the original owners of the University land and valuing the cultural integrity of Wollotuka.

We continue to operate from offices on the traditional lands of the Pambalong Clan (Callaghan Campus) as well as Darkinung Country (Quirimbah Campus) and Biripai Country (Port Macquarie Campus). We respect and honour these lands thereby maintaining a pride in place and custodian responsibilities and obligations.

*New Futures Strategic Plan 2016-2025, p10
*New Futures Strategic Plan 2016-2025, p5
**BUNGGAI 2015**

**990** Aboriginal & Torres Strait Islander Student Enrolments

**189** Aboriginal & Torres Strait Islander Completions

**78** Aboriginal & Torres Strait Islander Staff

**BY FACULTY**
- Business and Law (96)
- Education & Arts (280)
- Engineering & Built Environment (59)
- Health and Medicine (201)
- Science & Information Technology (112)
- English Language & Foundation Studies (199)
- The Wollotuka Institute (41)
- Student Admin Services (2)

**BY PROGRAM LEVEL**
- Undergraduate (674)
- Postgraduate Coursework (86)
- Research Higher Degree (30)
- Enabling (199)
- Non-Award (1)

**BY FACULTY**
- Business and Law (9)
- Education & Arts (41)
- Engineering & Built Environment (9)
- Health and Medicine (34)
- Science & Information Technology (20)
- English Language & Foundation Studies (72)
- The Wollotuka Institute (4)

**BY DIVISION**
- Academic Division including Wollotuka (43)
- Education & Arts (5)
- Engineering & Built Environment (1)
- Science & Information Technology (16)
- Resources Division (2)
- Vice-Chancellor’s Division (2)
- Health & Medicine (5)
- Research & Innovation Division (4)
GOVERNANCE AND LEADERSHIP

Our Nguraki pave the way and guide us through our governance and leadership structures providing valued input and advice, which is honoured and respected by the Wollotuka Community.

Our Nguraki are responsible for guiding the teaching of LORE passed down through the Dreaming. They know that our culture is at the heart of our governance systems. Their wisdom and teachings are essential to the cultural fabric of our ‘ways of doing’ with their guidance being sought by staff, students and community.

The role and the contributions of Elders, Cultural Mentors and knowledge keepers are honoured and respected.¹

In 2015 Aunty Bronwyn Chambers continued her role as Elder in Residence with Aunty Colleen Perry and Uncle Ron Gordon employed as Nguraki on a part-time basis with a number of other Nguraki employed on a casual basis. These appointments span across various Aboriginal nations bringing numerous cultural and spiritual customs and beliefs adding to the vibrancy of cultures open to staff, students and community.

They also form the Wollotuka Nguraki Council which meets on a regular basis discussing strategies to best ensure that cultural values are maintained which, as they and we are all aware, can sometimes be ‘misplaced’ within the busy world of academia. They work closely with our Cultural Standards Coordinator, Raymond Kelly who in turn is a highly respected cultural mentor, to ensure implementation of our Cultural Standards.

Our Nguraki Celebrate great achievements

Aunty Colleen Perry was internationally recognised at the WINHEC meeting in August 2015 with in receiving an Honorary Doctor of Letters (Indigenous Knowledges) by the World Indigenous Nations University (WINU) which is aligned with WINHEC.

Aunty Colleen also received a National Aboriginal and Torres Strait Islander Higher Education Advisory Council Elders Award in June.

Both these awards are in recognition of her contribution to Aboriginal and Torres Strait Islander higher education in particular her outstanding work at the University of Newcastle with staff and students as an Elder in Residence and her contributions to local Elders groups and communities locally, nationally and internationally.

Dr Perry has a deep and profound knowledge of Aboriginal culture, protocol and Indigenous worldviews and is an integral senior knowledge holder to our nation. She has worked to educate non-Aboriginal people about the rights of Aboriginal people to be connected to country and culture, providing a rich understanding to the relationships and underpinnings of our values and perspectives. She has been an activist in ensuring our complex histories, cultural and political challenges are realised while highlighting the strength and resilience of her people.

Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER)

The Board of Aboriginal and Torres Strait Islander Education and Research is a Committee of the Vice-Chancellor. Its role is to advise the Vice-Chancellor on all matters relating to the policy on, and implementation of, Aboriginal and Torres Strait Islander Education and Research at the University to ensure that these meet the needs identified by Aboriginal and Torres Strait Islander communities.

BATSIER is chaired by Professor Bob Morgan, an eminent leader in Indigenous education both nationally and internationally. Its membership includes all-Aboriginal and Torres Strait Islander community representation (including our Nguraki) with high level skills and expertise in Indigenous educational and community matters. This consultation is integral to the University’s approach to supporting Indigenous education furthering our Bula Wiyawiyelli® cultural standard – “Our relationship with the University is based on the principles of reciprocity, accountability and respect”.

The WINHEC Accreditation review also commented that Wollotuka is fortunate to have the guidance and wisdom of both the Nguraki, Elder in Residence Program and BATSIER to ensure that we are grounded in our cultural teachings which in turn provide solid governance structures and leadership.

Wollotuka’s four Directors’ structure in 2015 ensured dynamic decision making processes which achieved outstanding results in Indigenous education locally, nationally and internationally. The Directors shared responsibility for strategic planning, evaluating, budgeting and managing resources. Each Director drove a specific portfolio within their areas of expertise actively negotiating and engaging with staff, students and community both inside and outside of the University to achieve outstanding results in 2015.

• Professor Peter Radoll – Dean of Aboriginal & Torres Strait Islander Education and Research and Director of Academic & Research
• Leanne Holt – Director, Indigenous Engagement and Collaboration
• Associate Professor Peter O’Mara – Director, Indigenous Health
• Professor John Maynard – Director and Chair of Indigenous History

The governance and leadership structure of Indigenous education at the University guarantees strong Aboriginal and Torres Strait Islander community participation in the setting of key directions and priorities to advance Wollotuka’s goals and provide an environment where our Cultural Standards are respected, realised and celebrated. This structure has also progressed the University into being a national leader in Indigenous education and now with the WINHEC accreditation towards an international leader.

As previously noted in the introduction an external review of Wollotuka recommended a more plausible structure of a Pro Vice-Chancellor (Indigenous) with one Director may benefit our operations even further. This recommendation of a Pro Vice-Chancellor (Indigenous) also complements a WINHEC review recommendation, therefore recruitment for a PVC (Indigenous) will commence in 2016.

¹The Wollotuka Institute Cultural Standards 2015, p9
²In the language of the Awabakal meaning “you two converse”
Our staff are strong in their own cultural knowledge, heritage and identity in order to be positive contributing members of the community.¹⁰

Wollotuka stands alone from other Australian higher education Indigenous units as an all-Aboriginal and Torres Strait Islander staffed unit. Each of our staff members has input into the decision making processes via their own reporting lines to the Wollotuka Executive Committee (see Wollotuka organisation). Wollotuka’s successes can be attributed to our dynamic and vibrant staff who are highly skilled culturally, professionally and academically. Our staff originate from a diverse range of Aboriginal and Torres Strait Islander backgrounds with this diversity bringing an extensive range of worldviews and knowledges.

Our staff are involved in various committees within the University as well as local, national and international committees such as –

- University Student Engagement Committee
- University Council
- University Academic Senate
- University Research Committee
- University’s Program and Course Approval Committee
- University’s Teaching and Learning Committee
- University’s Human Research Ethics Committee
- University’s Callaghan Campus Landscape Management Committee
- University Sustainability Committee
- Healthy UoN Steering Committee
- University’s Psychological Health Working Party
- University’s Joint Medical Program Committee
- Newcastle University Post Graduate Student Association
- various Local Aboriginal Land Councils
- various Aboriginal Co-operatives
- Regional Aboriginal Education Consultative Groups
- NSW Aboriginal Education Consultative Group
- Innovative Research Universities Aboriginal and Torres Strait Islander Network
- National Aboriginal and Torres Strait Islander Higher Education Consortium
- Australian Council for Educational Research
- Australian Indigenous Doctors Association
- Australian Institute of Aboriginal and Torres Strait Islander Studies
- American Educational Research Association

¹⁰The Wollotuka Institute Cultural Standards 2013, p13
Associate Professor Kathy Butler was named Diversity Champion at the Hunter Diversity Awards. Her trailblazing efforts were recognised on 6 March 2015 when she was named for this award launched at the International Women’s Day breakfast in Newcastle.

Supremely honoured, Kathy nonetheless believes the advancement of Indigenous causes will be best measured when there is no need for recognition.

“We are still in the position of seeing someone who is the first Indigenous person to do ‘x’ and I think we will have really come somewhere significant when we are no longer getting those firsts - because it’s just a matter of everyday practice that Indigenous Australians are included,” she said.

Dr Butler said the creation of the awards was important for people promoting equity. “One of the things that happens for those trying to make a change is there is a sense that sometimes you are on your own and things aren’t changing,” she said.

Associate Professor Maree Gruppetta was appointed as Equity Ambassador for the Centre of Excellence for Equity in Higher Education in May 2015. A campus wide community of practice will be formed by Maree and she will lead research in the area of Culture and Agency. It is important that Wollotuka supports research excellence and Maree’s appointment will do a great job in representing Wollotuka’s interests.

Dr Anita Watts received an Indigenous Collaboration award in October 2015 for ‘Outstanding contribution to the academic support and achievements of Indigenous students in the Bachelor of Medicine, directly contributing to improved academic success of Indigenous students.’

Gail Tillman received the Vice-Chancellor’s Award for ‘Teaching Excellence and Contribution to Student Learning’ at a ceremony in December 2015. After receiving the Academic Division Award for ‘Teaching Excellence and Contribution to Student Learning’, Gail competed against a pool of academics from each faculty and division to receive this overall award in recognition of her outstanding contribution to student learning at the University.

Joe Griffin, as part of the Uni4You Project Team, received the Vice-Chancellor’s Award for Collaboration Excellence at the same ceremony in December 2015 in recognition and appreciation of outstanding performance and contribution to the University.

Adelle Grogan and Stephanie Gilbert were recognised for 15 years of service under the University’s Staff Service Recognition Awards in April 2015.

Dr Greg Blyton was successfully promoted to Senior Lecturer.
HIGHLIGHTS AND ACHIEVEMENTS

BANGIYAL CEREMONY
This ceremony which was held for the first time at the commencement of semester one 2015 marks a new beginning for the Wollotuka community – the return of staff after spending time with their families, friends and communities; the welcoming of commencing students about to embark on a new journey and the returning of continuing students, that we will share with, another year of experiences. The New Year also provides a time for reflection on the year past – the lessons learnt and remembering our Nguraki passed and present who have cleared our path for us to continue to travel; and preparation for the year ahead to carry on the responsibilities passed to us and the legacy that we continue for our communities and families.

It also recognises our custodianship responsibilities, providing an offering, a message or a commitment to our countries, spaces and communities, across all campuses, informed by traditional values and practice.

We achieve this through the utilisation of Burray (earth), Bathu (water), Guyal (fire) and Wipay (wind) where staff and students had the opportunity to provide a verbal or material offering/commitment to the elements that symbolises our past, present or future.

Bangiyal is also held to welcome significant visitors to Wollotuka with a ceremony held to welcome the WINHEC Accreditation Team.

The following were marked as a University 50 anniversary celebration events –

11 In the Gathang language of the Worimi, Gringai & Biripai meaning “new”
New Professor’s Talk – “Stone chips to silicon chips: Australia’s Indigenous digital divide”

Professor Radoll provided an engrossing public lecture to a sell out crowd where he explored the digital divide that separates Aboriginal and Torres Strait Islander peoples from the rest of Australia. Professor Radoll shared his journey to becoming Australia’s leading Aboriginal researcher in information and communication technologies in our ever-changing technological world where Indigenous people are increasingly at risk of being left behind.

Yarning Circle on 1965 Freedom Ride in Australia

In celebration of the 50th Anniversary of the freedom ride Wollotuka hosted this yarning circle on 5 May 2015 where an audience of 80 people heard the experiences of original Freedom Riders - Dr Robyn Iredale, Mr Brian Aarons and Ms Chris Page - voices from the past with visions for the future.

Mulubinba\(^\text{12}\) Exhibition and Whose Traditional Land? Book launch

The exhibition was launched on 6 May 2015 and explored the history of the Aboriginal people of the Newcastle area tracing their stories and culture and their intrinsic relationship with the land. Significant sites, traditional practices and sharing stories were brought into focus as we celebrated the University and its community in 2015 and acknowledged the custodians of the land.

Original artefacts, flora and fauna accompanied early images by European artists and set the scene as the exhibition followed the history and development of Newcastle from an Aboriginal perspective.

The exhibition also included the launch of Professor John Maynard’s book Callaghan, the University of Newcastle, Whose Traditional Land?

This book is the result of a study undertaken through a joint idea expressed by the then Department of Aboriginal Studies and the University of Newcastle in 1999. The directive was to ascertain the clear identity of the traditional Aboriginal owners of the land now occupied by the Callaghan campus of the University of Newcastle. The consensus indicated that findings would assist the University in recognising and symbolically acknowledging the traditional custodians’ prior occupation of the University site.

\(^{12}\)In the language of the Awabakal meaning “place of sea ferns”
“Living Cultures” Corroboree

The Corroboree celebrated the significance of the living cultures within our local Aboriginal and Torres Strait Islander Community. A crowd of 250 people joined with us and immersed themselves in a coming together celebration through dance, music, song, language and art. They also enjoyed some good tucker cooked in our earth oven whilst having a friendly yarn with people by the fire.

National Indigenous Tertiary Education Student Games (NITESG) – 28 June to 2nd July 2015

NITESG began as a joint class project between 13 students enrolled in a Diploma of Aboriginal Studies (Community Recreation) at the then Wollotuka School for Aboriginal Studies, the University of Newcastle, in 1996. The first Games were attended by around 30 students, and have since grown to host hundreds of Aboriginal and Torres Strait Islander tertiary students from Universities all around Australia, competing in four core sports (touch football, netball, basketball, volleyball) plus a traditional Indigenous game every year.

The objectives of NITESG are:
1. Celebration of Aboriginal and Torres Strait Islander Culture
2. Promote unity, health, fitness and well-being
3. Demonstration of self determination
4. Initiating new communication networks
5. Reinforce identity through positive role models
6. Successful and ongoing outcomes

Usually the games are hosted by the previous years winning team but as the instigator of the first games Wollotuka hosted the 20th anniversary games this year which was a great success with participants enjoying competing in the sports as well as immersing themselves in cultural and social activities. There were also many firsts:

- 420 students from across 22 universities with 28 teams competing – the largest number of students in games history
- The event was live streamed on YouTube through BarTV and the highlights and finals are still on YouTube
- A formal partnership was developed with Australian University Sport
- Majority of financial costs for the event were sourced through third party sponsorships and registrations with minimal impact on Wollotuka’s budget
- Development of a National Indigenous Games committee with the establishment of a 5 year strategic plan to ensure longevity and sustainability of the games.

Wollotuka was crowned overall champions for the 2nd time in games history and the first since 2006. Next year’s games will be held in Brisbane by Australian Catholic University.
Inaugural Uncle Leonard De Silva Memorial Lecture

This lecture is in honour of Dr Leonard De Silva (1915-1995) who was the first Aboriginal person to receive an honorary doctorate from the University of Newcastle and probably the first to receive such an award in the area of Traditional Lore. He received this in 1992. Dr De Silva was born at Yellow Rock in North Eastern New South Wales and passed through the rules of his people in the 1930s.

The lecture titled “The Big Question: What innovation would most improve Aboriginal lives in the next decade? Aboriginal Futures and being impatient for Change” was presented to a large audience of people at the Newcastle Museum on 4 August 2015 by Dr Lester-Irabinna Rigney, Professor of Aboriginal Education in the School of Education at University of South Australia.

Dr Rigney tackled questions such as - What skills do Aboriginal Australians need to thrive in a modern 21st Century society? How can we be sure that classrooms are future proofing Aboriginal communities. So what is 21st Century Aboriginal Education? What happens when the world’s oldest living culture - Aboriginal Australians, leverage new technologies to increase their own, and their community’s culture, language, education, health and wellbeing?

The presentation provided a descriptive analysis of issues related to Aboriginal Futures and use of Information and Communication Technology among Aboriginal youth and their communities.

Meet the Mob Up Late

On Thursday 15 October 2015 a unique collection of 100 contemporary Hunter voices was celebrated by 1233 ABC Newcastle in a live broadcast from the Birabahn building. The recordings are interviews with local Aboriginal and Torres Strait Islander people for the 1233 ABC Newcastle Meet the Mob podcast, which has been downloaded by more than 50,000 people to date. They were gathered over a three-year period by 1233 ABC Newcastle Mornings presenter Jill Emberson.

Throughout the year Wollotuka staff had been profiled on Meet the Mob with Professor Peter Radoll opening NAIDOC Week by co-hosting ABC1233 mornings with Jill Emberson and Dr. Raymond Kelly celebrating his heritage and calling for stronger community leadership.

Professor Peter Radoll said, “Wollotuka was thrilled to partner with the ABC to host this live broadcast which highlights our local community, our local Elders, our local leaders and our local voices. In our role as national leader, Wollotuka is committed to our local community so we are pleased be involved in such a positive initiative. Sharing yarns, stories and music from Birabahn is the perfect way to celebrate 100 Meet the Mob voices.”
Meaningful and respectful relationships with community are imperative to the design and application of academic protocols. The utilisation of cultural values and principles which reflect unique Aboriginal and Torres Strait Islander knowledges will contribute to the creation of a culturally safe and healthy learning environment.\footnote{In the Gathang language of the Worimi, Gringai and Biripai people meaning “search for knowledge”}

We are always searching for knowledge. In this area Wollotuka \textit{aims to}:
\begin{itemize}
\item enact excellence in teaching
\item value all knowledges brought to the learning space
\item share knowledges between participants and always prioritise Indigenous knowledges
\end{itemize}

\textit{ensuring that}:
\begin{itemize}
\item Knowledge is acquired through a culturally responsive and embedded process
\item The knowledge and wisdom of Elders and Cultural Mentors is incorporated throughout the curriculum and within classroom teaching contexts
\item Aboriginal and Torres Strait Islander knowledge is applied to privilege and celebrate Aboriginal and Torres Strait Islander wisdom
\item Standards of excellence are applied by integrating language and culture into our academic programs to strengthen cultural awareness and understanding
\item Staff are provided with continued professional development opportunities to maintain the highest levels of teaching and research standards
\item Individual and diverse learning styles are included within epistemologies (knowledges) and pedagogical (teaching) practices
\end{itemize}
Science, Technology, Engineering and Mathematics (STEM)

Professor Peter Radoll’s expertise in the areas of science and technology has added a new dimension to the teaching domain of Wollotuka. In early 2015 Peter was appointed to lead the Science and Technology node on the Australian Research Council funded National Indigenous Research and Knowledges Network (NIRAKN) receiving $25,000 in funding to support science and technology NIRAKN initiatives nationally.

Peter is especially interested in embedding Indigenous knowledge systems in this area of learning which has traditionally not been seen as having any Indigenous connection. Ultimately, Peter’s dream is to set up an Indigenous, Science, Technology, Engineering and Mathematics (STEM) Academy at the University. Interest shown in the lectures in this area given by Peter and Professor Lester Rigney during the year ensures a step closer to this dream.

Peter was instrumental in securing our University as one of only three institutions nationally who will host The Aboriginal Summer School for Excellence in Technology and Science (ASSETS) for the next five years.

The residential summer school, managed by the CSIRO and funded by the BHP Billiton Foundation, is for Year 10 Aboriginal and Torres Strait Islander students who are interested in learning more about their cultural background as well as STEM subjects. Another small step towards a STEM academy dream, this coup for Newcastle recognises the strength of Peter’s reputation and networks.

Peter’s academic expertise complements the all-Aboriginal and Torres Strait Islander academic staff of 15 who are employed by Wollotuka and contribute to the teaching and research activities of Wollotuka as well as offering leadership to the rest of the University in Indigenous education particularly matters of inclusive curriculum and teaching into other program areas. Staff levels range from Associate Lecturer Level A to Professorial Level E having qualifications and experience recognised by the University as appropriate for the relevant discipline areas.

Seven staff have their post-doctoral qualifications with all other academic staff progressing towards their doctoral qualifications ensuring their continual professional development.

These staff manage five (5) academic programs which are continually being reviewed and monitored on an annual basis to represent current knowledges, skills and practices of the sector.

By linking education with traditional knowledge and by ensuring that all Aboriginal and Torres Strait Islander academic programs offered by Wollotuka are taught/managed by Aboriginal and Torres Strait Islander people, students are grounded in Indigenous knowledge, world views and ways of knowing. Aboriginal and Torres Strait Islander students will maintain cultural practices and values as well as achieve successful outcomes and non-Aboriginal and Torres Strait Islander students will gain an understanding of Indigenous cultures and practices.

Professor Peter Radoll continued to guarantee a high quality of teaching through working closely with academics to ensure the best strategies are implemented in classes. 2015 saw the continuation of a movement to online teaching with a number of our courses being re-developed to be offered online with increased enrolments from previous face-to-face offerings. We have also worked closely with the Centre for Teaching and Learning to ensure the latest in teaching technologies are utilised in our courses.

New Courses offered

To formalise a pathway for the development of international leadership skills in Aboriginal and Torres Strait Islander students a new course was offered in 2015 – ABOR2490: Developing Indigenous Leadership in the Global Context. This course is proposed to formalise a leadership strategy already trialed successfully twice where Aboriginal and Torres Strait Islander students of the University after pre-travel workshops were accompanied on an international study tour to the USA and Canada. This program was called Wollotuka Institute’s Student in Leadership Program (W.I.S.I.L.P.). Both prior and during this tour students examined how international Indigenous colleagues structure and implement self-determination through the creation and provision of services to their communities. Active involvement in developing Indigenous leadership in the global context is a core tenet of Wollotuka’s body of work and as such this course forms a core part of this development project. Students utilise an international experience to study and experience a range of international cultural experiences.

Yapug Aboriginal and Torres Strait Islander Enabling Program

Yapug is one of the key pathway programs enabling Aboriginal and Torres Strait Islander students access to undergraduate studies. This program is only offered to Aboriginal and/ or Torres Strait Islander students who must provide proof of their Indigenous status to enrol.

Yapug assists students to:

- Develop the academic skills necessary to succeed at university level.
- Become familiar with the University of Newcastle and its environment; and
- Develop different learning methods and skills, including problem-based-learning, whilst enjoying a supportive learning environment (culturally, personally and academically)

Enrolments into this program remain steady with 50 enrolments this year, although as with other enabling programs, success rates remain low having 18.6%-15.7% (Source: University MIS, September 2015) in the last two years. It should be noted, however, that 81.3% of completions enrol in undergraduate study the following year.

This program was reviewed in July 2015 with a key recommendation to appoint an Indigenous Program Convenor to support this program and other Indigenous courses offered within English Language and Foundation Studies (ELFS). The position to be co-funded between Wollotuka and ELFS and would ensure
implementation of the recommendations from the review such as the development of a Yapug Teaching and Engagement philosophy statement and plan to enable formal processes for measuring success and reporting on these outcomes as well as a more systematic approach to gathering feedback from participants within the program.

**Bachelor of Aboriginal Studies (Honours)**

Wollotuka offers an innovative and rewarding opportunity to undertake a Bachelor of Aboriginal Studies (Honours) which covers a wide range of course areas pertaining to Indigenous issues and matters. The degree allows students to further develop their specific areas of interest. The degree is specifically Aboriginal in orientation and prepares students for roles such as service provision in Aboriginal and Torres Strait Islander organisations.

We have no enrolments in this degree for 2015 but have put into place a track to address this issue by teaching in SOCS2300. We will continue to envisage pathways to Honours.

**Masters of Philosophy (Aboriginal Studies) and PhD (Aboriginal Studies)**

Wollotuka provides a high standard of supervision for these research higher degrees as well as for Aboriginal students enrolled in other research higher degrees across the University. Enrolments in our Rdh programs remain steady with 2014 seeing 18 enrolments with 2 completions and 2015 with 14 enrolments.

**Wollotuka Teaching and Learning Committee (WTL)**

This committee has been established this year to ensure the delivery of quality teaching and learning with its purpose and functions outlined below:

**Purpose**

- Respond to matters arising from University academic committees such as PCAC, Academic Senate and Faculty Teaching and Learning
- Identify cultural standards and oversee embedding and linking these into Wollotuka academic functions
- Provide strategic advice to Dean of Aboriginal and Torres Strait Islander Education and Research
- Maintain, develop and review the implementation of policies on teaching and learning within Wollotuka courses to ensure compliance with University requirements
- Share all communication and information across all WTL committee members and table at monthly academic meetings
- Ensure that relevant Indigenisation of curriculum is provided to all programs in response to the University’s strategic goal
- Make timely decisions to request and matters brought forward to the committee

**Functions**

- Advise the Dean and Faculty Education & Arts Teaching and Learning on developments in procedures and practices within Wollotuka
- Ensure regular monitoring and reporting to Academic Senate on the implementation and effectiveness of teaching and learning policies, procedures and practices, using reviews and other methods of evaluation
- Manage requests from faculties and schools and provide advice on any other academic policy and quality matters on a case by case basis
- Attend all PCAC, Faculty Teaching and Learning, Academic Senate and other relevant committees where ABOR and Yapug are taught

**Work Integrated Learning (WIL)**

An opportunity has been negotiated with the University of Victoria, Canada for a WIL exchange. The program includes an exchange of two Indigenous students going to the respective institutions for 3-4 months between September 2015 and January 2016. The student coming to Wollotuka will work within Wollotuka for three months and the student travelling to University of Victoria undertakes a pre-internship course to introduce them to the local First Nations community and the expectations of the internship and then undertake the internship in the community.

**Community Engagement**

Biralee Maternal and Child Health Centre presents a guest lecture into our midwifery course (which is really well received) and also mentors students during practicums. We were presented with two beautiful prints of mothers and children and a pregnant belly cast with gorgeous Aboriginal artwork, recognising the positive relationships between their organisation and Wollotuka. Congratulations to Vicki Holiday, Indigenous Health Lecturer, for her continued connections and maintaining positive relationships between our two communities.

Other Community members and organisations also present guest lectures into our courses.

**Revitalisation of Aboriginal Languages**

- Muurrbay Aboriginal Language and Culture Co-operative held a language workshop for our Southern languages in April 2015. 35 people attended over the two day workshop with Linguists and Aboriginal language workers and teachers from many language groups attending and sharing their ideas on language revitalisation and teaching, including: Gumbaynggirr, Dhanggati, Gathang, Hunter River-Lake Macquarie (Awabakal- Wonnarua) and Darkinyung. Workshops gave each language group an opportunity to share and exchange methods and knowledge of teaching Aboriginal languages.

Many participants recognised the value of such as forum, and we discussed how to build on this with a “Festival of languages” in the future.

- Dr Raymond Kelly presented “The Armidale Train Song: An early contact song in historical context” at the 46th Australian Linguistic Conference, University of Western Sydney on 9-11 December 2015.

- Dr Raymond Kelly and Dr Jean Harkins presented a paper at a Language Conference, Australian National University, July 2015

**Conference and Professional Development Activities**

- 13th Annual Hawaiian International Conference on Education, Honolulu, 5-8 January 2015 – Dr Greg Ebyton presented a paper at this conference exploring the contemporary situation for Aboriginal Australian people regarding racism through historical analysis of archival data. The title of the paper being “Countering Racism in the Workplace in Health and Education: Aboriginal Australian experiences in the 20th century”.

- Dr Joe Perry, Conjoint Professor Bob Morgan and Leanne Holt attended the retirement of Professor Graham Smith as the CEO of Te Whare Wananga O Awanuiarangi in late April 2015. The ceremony and dinner was a real testament to the respect Professor Smith has from not just the Wananga but the wider Maori communities for his dedication and intellectual investment given to advance Maori and Indigenous education globally. We felt very honoured to be invited guests at this ceremony and event.
The group met with Professor Wiremu Doherty the new CEO and discussed how we can practically move forward on our MOU. These discussions were very valuable and Wiremu hopes to visit Wollotuka in 2016 to explore some cross-teaching opportunities.

- Australian University Sports National Conference, Surfers Paradise 19-21 May 2015 – Derek Kinchela and Joe Griffin, in their capacity as chief organisers of the 20th Anniversary National Indigenous Tertiary Education Student Games, attended this conference which focuses on providing professional development and networking opportunities for university sport staff, presenting AUS event updates, whilst also hosting the annual AGM.

- Native American and Indigenous Studies Association (NAISA) Conference, Washington DC, 4-6 June 2015 - Conjoint Professor Bob Morgan and Leanne Holt presented a paper titled ‘Empowering Aboriginal Aspirations in Dominant Australian University Structures and Systems’. This paper examines the relatively recent history of Australian Aboriginal higher education, a history that largely commenced in the 1980s following the establishment of a number of academic and cultural support programs commonly referred to as ‘Aboriginal enclaves’. Moving beyond the current Australian higher education environment of hegemonic control and mainstreaming the paper identifies options for the provision of a culturally affirming and intellectually engaging space within the academy that privileges Aboriginal values, principles and knowledges. The paper concludes by exploring the potential for new developments and transformations as Aboriginal people continue to navigate mainstream university structures and systems. Negotiating and defining the nature and scope of the ongoing relationships between Aboriginal peoples and Australian institutions of higher education.

The paper was received well with strong attendance and discussion following. It was fortunate to also link with other academics from University British Columbia given our MOU to seek further opportunities as well as links with the Chairperson of the National American Indian Studies Association, which is the consortium of all the Tribal Colleges, who is also a member of WINHEC. The tribal colleges have a recently formed a Centre for Research and there was strong interest in discussion regarding funding of collaborative research which we arranged to do whilst at WINHEC.

- CFP: Conference on Collective Trauma and Healing, Stanford University, USA, 4-6 June 2015 - Associate Professor Stephanie Gilbert presented a paper “Living with the Past: Stolen Generation Identities and the Experience of Dysphoria” Associate Professor Gilbert’s PhD work and the outcomes of it are based on a desire to further the conversation around stolen generations. She states that Aboriginal people are actively working their identity positions everyday and her paper and work continue on this conversation including where stolen generations sit in a conversation about Aboriginality. Intergenerational body memory and legacies of trauma as a body experience are core discussions to the conference which is the area that Associate Professor Gilbert is passionate about and hence very excited at the opportunity to present and share her work and grow it internationally.

- On the 13 June 2015 Dr Joe Perry, Conjoint Professor Bob Morgan and Leanne Holt presented as invited guests at the forum ‘Higher Education for Minority Students’ at University of Inner Mongolia for Nationalities. The following three days after the forum meetings were held with the President and Vice-President of the University, School of Education, Department of External Affairs, School of Mongolian Studies and School of
Medicine. Negotiations then took place to sign a Memorandum of Understanding with the University of Inner Mongolia for Nationalities as the team could see the value in shared knowledges particularly in Education and Medicine (traditional medicines).

Visits were made to Chifeng University, Nankai (who hosted the trip) and Tinjin Universities were they presented a co-workshop for the postgraduate students. The workshop drew on comparisons between Australian Aboriginal education and education in China around minority education and also looked at comparisons of Wollotuka and the School of Mongolian Studies at the University of Inner Mongolia in Hohhot (the highest ranked university in Inner Mongolia).

The team then went to Hohhot where they attended the opening of the Australian Studies Centre at the Inner Mongolia Normal University. Following this they attended the Comparative Symposium on Australian Indigenous people and Mongolian Nationalities. The symposium was well attended and covered a diverse range of disciplines. Dr Joe Perry and Leanne Holt were two of only four Aboriginal presenters at the Symposium where excellent contacts were made with constructive feedback provided. The symposium was run by the Centre for Australian Studies at the University of Inner Mongolia. These Centres are growing in popularity across China and Dr Perry and Leanne Holt believe they will be a great opportunity for Wollotuka to engage in critical research opportunities providing an Aboriginal voice. There is a lot of interest in Aboriginal studies in China and a lot of partnerships with Australian universities (particularly G8’s) however not in our space.

The contacts established during the trip will be valuable for staff of Wollotuka in the near future in the areas of student exchanges, staff visits, collaborative teaching and research.

Dr Greg Blyton conducted an extensive research trip to the United States in July and August investigating the past and present history of Native American Indigenous Peoples. During this round trip of 30,000 miles Dr Blyton visited traditional Indigenous sites and reservations in California, Colorado, Arizona, New Mexico, Nebraska, Washington DC, Louisiana, Tennessee and Nevada. In Omaha, Nebraska Dr Blyton visited the University of Nebraska where he consulted academics regarding Indigenous American issues. Dr Blyton then proceeded to the Smithsonian Institute attending the Native American Museum and National Archive Museum in At Washington DC. This research journey also encompassed a secondary study of the African American Civil Rights Movement highlighted by visits to the National Civil Rights Museum in Mulberry Street Memphis. From this research trip Dr Blyton was able to establish and develop collegial relations with US academics and Native American communities as well as gaining invaluable information, data and archival resources which he will endeavour to utilise in the academic teaching and research development of the Wollotuka Institute.

- World Indigenous Nations Higher Education Consortium (WINHEC) Annual General Meeting, Seven Generations Education Institute, Fort Frances, Canada, 8-14 August 2015. A group from Wollotuka attended this exciting meeting where we received the formal presentation of our 10 year accreditation (5 year review) and the conferring of an Honorary Doctor of Letters (Indigenous Knowledges) to Aunty Colleen Perry for recognition of her long term contribution to Aboriginal communities.

The WINHEC meeting included sub-committee meetings attended by the following Wollotuka participants:

- World Indigenous Research Alliance (WIRA) – Dr Joe Perry and Conjoint Professor Bob Morgan
- Membership and Governance – Cheryl Newton
- Language and Culture – Dr Raymond Kelly and Amanda Kelly
- Post-Secondary Indigenous Access and Engagement – Leanne Holt
- Global Indigenous Elders and Youth Alliance – Aunty Colleen Perry, Aunty Bronwyn Chambers and James Ballangarry, Bachelor of Teaching student

WIRA also held a two day symposium during the week which included a presentation by Dr Joe Perry, Dr Raymond
Kelly and James Ballangarry “Finding the Songlines of Aboriginal Education and Culture in a Western Paradigm”

The meeting saw this group immerse themselves in many awe-inspiring cultural events including pow wows and site tours.

- Following on from the WINHEC meeting the group visited a number of other universities in the region to further Wollotuka’s advancement into the Indigenous Global arena:

  » University of Alaska, Fairbanks (UAF) – this was the first university to establish Cultural Standards and discussions took place as to how they have sustained their model over the past 10 years. Their Cross-Cultural Studies Centre also offered us the opportunity to present a public lecture on our Centre and also to be included in their current international collaborative courses including - “Indigenous Knowledge & Science in Global Contexts” which connects Victoria University of Wellington students with UAF and the “Indigenous Oral Traditions & Research” course which connects students at the University of Arizona with UAF. These opportunities will be really pertinent particularly given the proposed change of the current degree to the Bachelor of Global Indigenous Studies.

  » University of Victoria, Vancouver – discussions took place to cement the Work Integrated Learning exchange with us.

- Following on from a successful visit to Minzu University, Beijing in October 2014, Professor Sude, Dean of Education of Minzu University and some of his colleagues visited Wollotuka in July 2015. Minzu University enrolls the largest number of minority students in China. Staff discussed their roles across the core activities of Wollotuka and Professor John Lester, Michael Donovan and Associate Professor Kathy Butler presented on their research areas. Prof Sude and colleagues were extremely impressed with the quality of the visit and at the dinner on Friday night with Prof Andrew Parrfit, Deputy Vice-Chancellor (Academic), Wollotuka signed a Memorandum of Understanding (MOU) with Minzu. The value of the MOU is to provide a future opportunity to formalise joint activities. China is very restricted in movement by their Government unless there is some level of agreements it is difficult for them to seek permission from their Government to travel out of the country.

- Michael Donovan visited the Universitas Lambung Mangkurat (UNLAM) from 13-18 September 2015. This trip was initiated from a visit in May 2015 from UNLAM, via Newcastle Innovation, who visited Wollotuka due to their engagement with Dayak communities (Indigenous Peoples) around Southern Kalimantan. Michael’s visit included attending School of Education seminar series that included a presentation about Wollotuka and the work that we do within our school relevant to education and Indigenous communities. Michael also visited some community organisations that maintained cultural practices including boat building and rice harvesting and a visit to the a nearby Dayak longhouse which included discussions with their chief.

- 2nd GAPS Conference 2015 – Access to Post-Secondary Education in the 21st Century: Meeting the Global Challenge of Building Equitable Knowledge Economies, Sunway University, Malaysia, 5-8 October 2015 - Professor Peter Radoll delivered a keynote at the plenary session and presented two workshops. One workshop was for Rene Dubay on WINHEC and one with Bachelor of Civil Engineering student, Alex Devlin, on Indigenous Knowledges in curriculum as a student access and retention strategy.

- National Indian Education Association Convention, Portland, Oregon, 14-17 October 2015 – Michael Donovan has attended this convention a few years previously and wanted to maintain connections with Native American colleagues that are regular participants at the event. Through a Wollotuka institute research grant he was able to attend the convention and re-invigorate some relationships with the association and various groups within this body. This included attending the research forum and organising for some Native American engagement in the WERA IRN and discussion with various Native American bodies about further working relationships.

- Dr Joe Perry visited the Lui Che Woo College, University of Macau in late October 2015. Wollotuka hosted staff and students from this college earlier in the year so we were invited to reciprocate the visit. The benefits are a sharing of cultural knowledges based within the presentations provided by Dr. Perry:-

  » an introduction of Aboriginal culture within Australia eg art, dance, music shared with staff, students and community.

  » an introduction of Indigenous Australian Education shared with staff, students and community.

- National Aboriginal and Torres Strait Islander Education Conference, Melbourne, 10-13 November 2015. Michael Donovan presented Gunwaa-buany; What Aboriginal Students Say is the Best Way to Connect with Them. This presentation is based on collaborative discussions of 50 Aboriginal high school students across a variety of social, cultural, economic and geographically diverse areas. Asking them about how to best engage them to their schools. Relationship is one of the key foundations identified when working with Aboriginal students’ with many Aboriginal pedagogical theorists highlighting this standpoint since the late 1970s and the Aboriginal students stating in the Yarning Circles. But this relationship from the Aboriginal students standpoint was based on their Aboriginality, so for many of these non-Aboriginal teachers the relationship understanding they presented to the Aboriginal students was culturally foreign.

- Australian Association for Research in Education, Freemantle, WA, 30 November – 3 December 2015 – Michael Donovan presented “Aboriginal students tell us what is good for them”. This presentation showcased stories from 50 Stage 5 Aboriginal students across 8 school sites have highlighted various pedagogical practices that have been identified as positive educational practices for working with them. Some of the ideas presented by Aboriginal students supported past theoretical arguments on how to best engage Aboriginal students. Whilst the inclusion of some priority practices that these Aboriginal students stated as significant practices to better engage Aboriginal students in their education.
In our own backyard

Using student voices as evidence, Michael Donovan Wollotuka Lecturer is looking to improve the schooling experience for all Indigenous Australians.

Michael Donovan’s work is as valuable as it is value-laden. Simply focused on finding the best ways to engage Aboriginal children and adolescents in education, the early career researcher’s qualitative studies are also as interdisciplinary as they are innovative, straddling the pedagogical and professional development arenas and dovetailing into leadership.

“I concentrate on the compulsory schooling years,” he elaborates. “The aim is to make learning easy, fun and worthwhile.”

At the same time concerned about the inequalities between Indigenous and non-Indigenous Australians, Michael is committed to formally addressing disadvantage and its deep, underlying causes too.

“There is one population within our society that sits at the negative end of all the social indicators – education being no different to health or housing ownership or heart disease,” he affirms.

While policies like ‘Close the Gap’ have resulted in some improvements, there is still a long way to go.

“I recently presented data at the United Nations, for example, which demonstrates that apparent retention rates through secondary school are only on the increase because the government has upped the leaving age.”

“There is no point in painting half a picture.”

Fuelled by this perceived need for “systemic change,” Michael commenced a PhD in 2006 at the University of Newcastle. Originally pinned as a fastidious exploration of quality teaching, the ongoing probe has since morphed into an inquiry of sorts, seeking to ask – and answer – what it means for schools to be “positive learning environments” for Aboriginal students.
RESEARCH
AND INNOVATION

Research is conducted in a culturally ethical framework based on reciprocity and integrity\(^\text{15}\)

Wollotuka has a strong philosophy related to the delivery of research that contributes to local, national and international Indigenous communities and is informed by an Aboriginal standpoint.

**Umulliko Indigenous Higher Education Research Centre** (Umulliko) is the research arm of Wollotuka with its research philosophy being grounded in a framework of Indigenous-centred ideals. Umulliko must be able to engage effectively in a broad range of research activities. Its objectives are to be as responsive as possible to the needs of Indigenous Communities, to be alert to national research priorities and where possible to cater to the specific interests of Aboriginal and Torres Strait Islander research students.

**Research Training**

Indigenous Research Higher Degree student enrolments remain steady with a total of 30 enrolled across the University (see table 1), 15 of these students enrolled with Umulliko.

**Table 1 – Research higher degree enrolments & completions**
(Source: University MIS, March 2016)

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<th></th>
<th>2013</th>
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<tr>
<td>Student enrolments</td>
<td>25</td>
<td>31</td>
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<tr>
<td>Student completions</td>
<td>2</td>
<td>2</td>
<td>7</td>
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</table>

Three of the completions are Umulliko students:

- **Elizabeth Cameron** graduated with a Doctor of Philosophy (Aboriginal Studies). Liz's thesis titled *Banguawara naa: Ways of making and seeing through creative Aboriginal knowledges* is a culmination of her life's work as a practicing Dharug Artist within the realms of psychological creativity processes in traditional healing practices.

- **Nicole Chaffey** graduated with a Masters of Philosophy (Aboriginal Studies). Nicole is a descendant of the Gadigal and Biripai people. Her thesis title *North: Remembering Country* is a reflection of her artistic work, while contained within the stylistic conventions of European painting, the visual connection to Aboriginality lies within subject matter, which is the relationship to the Australian landscape. Her paintings explore issues of contemporary Aboriginality, memorial and emotional ties to the country of her ancestors, and the intricate familial relationships that connect all.

- **Raymond Kelly** graduated with a Doctor of Philosophy (Aboriginal Studies). Raymond’s abstract *Dreaming the Keepara: New South Wales Indigenous Cultural Perspectives, 1808-2007* investigates the Aboriginal intellectual heritage of the Mid North Coast of New South Wales, through a combination of family history, oral tradition and audio recorded songs, stories, interviews, discussions, and linguistic material. The research has uncovered an unsuspected wealth of cultural knowledge, cultural memory, and language heritage that has been kept alive and passed down within Aboriginal families and communities, despite the disruptions and dislocations endured over the past seven generations.

Providing culturally appropriate supervision for Indigenous students and future enrolments is a major focus for Wollotuka. Current staff with appropriate qualifications to supervise are at their supervision capacity. There are, however, a number of staff in the final stages of their doctoral studies thus increasing staff qualifications for supervision. Other academic staff are strongly supported and encouraged through their research higher degrees.

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\(^{15}\) The Wollotuka Institute Cultural Standards 2013, p. 15

\(^{16}\) In the language of the Awabakal meaning “to create, to make, to do”
Aboriginal and Torres Strait Islander Research and Innovation Cluster (ATSIRIC)

The Aboriginal and Torres Strait Islander Research and Innovation Cluster (ATSIRIC) seeks to facilitate a united research partnership between members of the University of Newcastle, Aboriginal and Torres Strait Islander communities and relevant health, education and community organisations in order to empower Aboriginal and Torres Strait Islander people. ATSIRIC pursues research that Aboriginal and Torres Strait Islander communities themselves seek – to the point that it makes a difference in areas including health, education and community engagement. From the outset ATSIRIC members requested some kind of database or similar site to list all Aboriginal and Torres Strait Islander research undertaken by staff of the University of Newcastle and their collaborators and that this site be easily accessible to all aspects of the community in order to assure transparency in research conducted with our communities. To achieve that goal the ATSIRIC Leaders Associate Professor Maree Gruppetta and Associate Professor Stephanie Gilbert have worked with colleagues across the university and consulted with the Wollotuka Nguarik Council to ensure that the site be easily accessible to all community and able to report with sensitivity on current and past research with Aboriginal and Torres Strait Islander people and communities. The resulting online annotated Bibliography will be launched in 2016.

Yuraki18 History, Politics and Culture Node of the National Indigenous Research and Knowledges Network (NIRAKN)

This node led by Professor John Maynard grounds the Indigenous history, politics and culture node within an Indigenous practice framework.

PURAI19 - Global Indigenous and Diaspora Research Studies Centre

Professor John Maynard is the Director of this Centre which is an exciting research initiative to integrate global and transnational analytical perspectives and frameworks with research on Indigenous and diaspora studies, and other related topics of race and society. Both the Yuraki and Purai hosted a number of events in conjunction with Wollotuka throughout the year:

- **Family and Community History Workshop and Field Trip to Canberra**
  The aim of this event being for staff, students and Aboriginal community to research their family histories particularly in connection with ANZAC family history. 20 people attended a workshop on 10 March with presentations on archival research by Professor John Maynard – Director, The Wollotuka Institute; Assoc/ Prof Victoria Haskins – Deputy Head of School of Humanities; Kirsten Thorpe – Manager Indigenous Unit, Mitchell Library, Sydney and Rebecca Bateman – Commonwealth Archives with 13 of these people then attending a field trip to Canberra visiting Commonwealth Archives, War Memorial and the Australian Institute of Aboriginal & Torres Strait Islander Studies 11 – 13 March to research their histories.
  Comments regarding trip: “absolutely fantastic, very educating, do more often”; “great personal journey finding family service to country at war memorial”

- **Seminar: “World’s Most Famous All-Coloured Revue and the Case of Imagined Communities in Australia and New Zealand, 1955-56.”** Presented by Professor Ronald J. Stephens, Director of African American Studies and Professor of African American Studies in the School of Interdisciplinary Studies at Purdue University on 17 March 2015 to an audience of 35 staff students and community on his current transnational research on African American connections with Australia.

- **Seminar: “Feeding our Spirit”**. Presented by Cree/Ojibway Scholar Tim Stevenson on 9 November 2015

- **Congratulations to Dr Joe Perry in gaining the role of co-node leader with the Indigenous Sociology and Knowledges Node of NIRAKN in October 2015**

Research Projects/Grants

Aboriginal and Torres Strait Islander University of Newcastle Growing Track Record Fund 2015

In 2015 the University adopted a new strategy intended to mobilise available research funds towards achieving its strategic objectives. This scheme is included in the strategy where $25,000 was allocated consisting of 5 x $5,000 grants. These small seedling grants will support academic staff in becoming more competitive when applying for larger grants.

Successful applicants under this scheme:

- Associate Professor Stephanie Gilbert - $5,000
- Associate Professor Kathy Butler and Dr Joe Perry - $5,000
- Dr Greg Blyton - $5,000
- Dr Brooke Collins-Gearing - $5,000
- Michael Donovan - $5,000

Sociology Teaching and Indigenous Issues - $90,000

Associate Professor Kathy Butler was the successful recipient of this National Teaching Fellowship through the Office of Teaching and Learning. The fellowship seeks to formally extend critical conversations on Indigenisation of curriculum to the discipline of sociology.

Evaluating the Quit for New Life - $270,908

Funding body: NSW Health

Project team: Laureate Professor Robert Sanson-Fisher, Doctor Mariko Carey, Doctor Jamie Bryant, Doctor Lisa Mackenzie, Mr Justin Walsh, Doctor Josephine Gwynn, Doctor Christopher Oldmeadow, Professor Peter Radoll, Professor Ian Symbonds, Professor Sandra Eades

Making the Connection Project - $20,000

Funding body: Department of Education Professor Peter Radoll

Wiser Women: Educational Aspirations and Participation of Indigenous Women of Reproductive Age in Regional, Rural and Remote Communities - $55,660

Funding body: Leslie Family Foundation

Project Team: Professor Penny Jane Burke, Doctor Kym Rae, Professor Peter Radoll, Associate Professor Maree Gruppetta, Associate Professor Seamus Fagan, Mrs Sher Campbell

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18 In the language of the Awabakal meaning “long ago, past, history”
19 In the language of the Awabakal people meaning “the world, earth”
Yarning the way: The role of Aboriginal education paraprofessionals in guiding the post-school educational pathways of Aboriginal youth - $20,000
Funding Body: Centre of Excellence for Equity in Higher Education seed grant
Project Team: Associate Professor Maree Gruppetta, Dr Erica Southgate & Professor John Fischetti

Aspirations of Aboriginal children: what can we learn? - $20,000
Funding Body: Centre of Excellence for Equity in Higher Education seed grant
Project Team: Associate Professor Maree Gruppetta, Dr Kath Holmes, Professor Jenny Gore, Smith & Lloyd.

Landmark Research into Aborigines Protection Board
This successful ARC Discovery grant of more than $610,000.00 being secured by one of our Directors, Professor John Maynard with Professor Victoria Haskins.

From 1883 until 1969, the lives and affairs of Aboriginal people in NSW were utterly controlled by the Aborigines Protection/Welfare Board. For the first time, a comprehensive investigation of the Board's activities and subsequent effects on the lives and families of Aboriginal people in NSW will be undertaken including both archival and oral history research.

Professor John Maynard says it's crucial this research is conducted while people who lived under the control of the Board are still alive. "Those who were young people at the end of the Board regime in the late-1960s are now reaching the end of their lives, bearing in mind that the life expectancy for Aboriginal men and women in NSW born between 1996 and 2000 is still 60 and 65 respectively (AIHW 2006: 234)."

"The impact of the Board's policies of segregation, assimilation, child removal and wage withholding continued for decades and the negative results of those government directives are still visible today. There's been a long desire from Aboriginal people to have written and recorded the ways in which this long history of government control affected their lives."

The research will be conducted over four years with a team of NSW researchers visiting numerous locations across NSW where Aboriginal missions and reserves were established to collect personal oral histories and family/community recollections and records including retained letter, documents and photographs.

"Within the last few years they've found a lot of correspondence that dates from the late-1930s. But even where official correspondence is missing, we know that sometimes the other half of it is within personal collections in communities."

"If we can find a way to bring these stories to light it gives credibility to the Aboriginal story – our lived experience – and it will benefit the whole country."
Publications


Maynard JM, Callaghan: The University of Newcastle: Whose Traditional Land, University of Newcastle, Newcastle, NSW (2015)


Maynard JM, ‘Capturing the Lived History of the Aborigines Protection Board While We Still Can’, The Conversation, (2015)


Holliday V, O’Mara P, Watts A. The Miroma Bunbilla Pre-entry to Medicine Program for Aboriginal and Torres Strait Islander people. Leaders in Indigenous Medical Education Network 2015, LIME Good Practice Case Studies Volume Three 2015, Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne, Melbourne

Workshops

- 23 April 2015, Maria Gardiner – Thinkwell Workshops – ‘Developing a research track record on a shoestring’
- 22 July 2015, Anita Heiss – Creative writing workshop
- 28 September 2015, Lee Townsend – Yarning Circle workshop
- 8 December 2015, Elianne Renaud – grant writing workshop
STUDENT ENGAGEMENT AND EXPERIENCE

Our cultural standards will ensure that our students are strong in their own cultural knowledge, heritage and identity in order to be positive contributing members of the community.19

Wollotuka’s engagement with Aboriginal and Torres Strait Islander students is empowering and inclusive, reinforcing success within higher education and beyond. We believe that this success is achieved through a holistic approach that recognises the cultural differences and values the diversity of cultural backgrounds and experiences of those students accessing higher education. Our all Aboriginal and Torres Strait Islander staff with strong educational and personal qualifications ensure a culturally affirming, positive academic environment that encourages and inspires students to continually grow academically, personally and culturally.

19 The Wollotuka Institute Cultural Standards 2013, p.13
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Social Media is a key tool used to engage our students as in this ever-changing technological world, Indigenous people are increasingly at risk of being left behind. However, our students are responding to the social media world therefore the utilisation of facebook, twitter and youtube is a media Wollotuka is increasingly utilising to engage with students as well as community. We have over 1,000 likes on our facebook page and engage through twitter during major events such as our Yarning Circles.

As previously mentioned we can boast quite a few statistics in regards to our Aboriginal and Torres Strait Islander students which is testament to the outstanding and tireless work performed by staff within Wollotuka:-

The University is the preferred study destination for Indigenous students in NSW and ACT topping the state in Indigenous student preferences from UAC. In 2015, the University received more than double the number of preferences of the next ranked University and received approximately 40% more total preferences from Indigenous students than the next ranked institution (Source: Universities Admission Centre)

Aboriginal and Torres Strait Islander student enrolments continue to rise (see table 2). In 2015, this 3.18% proportion of total University students is significantly higher than the national average of 1.47%. (Source: 2015 Institutional Performance Portfolio Report)

Table 2– Aboriginal & Torres Strait Islander enrolments compared to total domestic enrolments (Source: University MIS, September 2015)

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<td>Indigenous</td>
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<td>972</td>
<td>990</td>
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<tr>
<td></td>
<td>(2.92%)</td>
<td>(3.05%)</td>
<td>(3.18%)</td>
</tr>
<tr>
<td>Total</td>
<td>30548</td>
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</tbody>
</table>

Success and Retention rates Aboriginal and Torres Strait Islander students at the University are higher than the national average (see table 3)

Table 3 – (Source: 2015 Institutional Performance Portfolio Report)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Newcastle</td>
<td>84.60%</td>
<td>83.00%</td>
<td>31125</td>
</tr>
<tr>
<td>NationalTotal</td>
<td>81.21%</td>
<td>80.59%</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Newcastle</td>
<td>81.60%</td>
<td>80.30%</td>
<td>82.60%</td>
</tr>
<tr>
<td>NationalTotal</td>
<td>77.08%</td>
<td>74.83%</td>
<td>75.63%</td>
</tr>
</tbody>
</table>

Our students span across all faculty areas and program levels (see tables 4 & 5). Guthi Wangga20 this is an achievement to celebrate particularly with our communities and community organisations seeking Aboriginal and Torres Strait Islander people qualified as doctors, nurses, teachers, lawyers, accountants, social workers etc. Our engagement officers are working tirelessly in these discipline areas to negotiate scholarships, cadetships and graduate opportunities for our students.

20 In the Gathang language of the Worimi, Gringai & Biripai meaning “dance a song”
Table 4 – Aboriginal & Torres Strait Islander enrolments by Faculty
(Source: University MIS, March 2016)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Arts</td>
<td>73</td>
<td>79</td>
<td>96</td>
</tr>
<tr>
<td>Engineering &amp; Built Environment</td>
<td>270</td>
<td>297</td>
<td>280</td>
</tr>
<tr>
<td>Health &amp; Medicine</td>
<td>55</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>Science &amp; Information Technology</td>
<td>159</td>
<td>193</td>
<td>201</td>
</tr>
<tr>
<td>English Language &amp; Foundation Studies</td>
<td>105</td>
<td>108</td>
<td>112</td>
</tr>
<tr>
<td>The Wollotuka Institute</td>
<td>197</td>
<td>197</td>
<td>199</td>
</tr>
<tr>
<td>Student &amp; Admin Services</td>
<td>30</td>
<td>33</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>894</td>
<td>972</td>
<td>990</td>
</tr>
</tbody>
</table>

Table 5 – Aboriginal & Torres Strait Islander enrolments by Program level
(Source: University MIS, March 2016)

<table>
<thead>
<tr>
<th>Program level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>604</td>
<td>649</td>
<td>674</td>
</tr>
<tr>
<td>Postgraduate Coursework</td>
<td>65</td>
<td>93</td>
<td>86</td>
</tr>
<tr>
<td>Research</td>
<td>25</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Enabling</td>
<td>197</td>
<td>197</td>
<td>199</td>
</tr>
<tr>
<td>Non-Award</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>894</td>
<td>972</td>
<td>990</td>
</tr>
</tbody>
</table>

Wollotuka’s Student Engagement and Experience team are instrumental in ensuring that our students achieve their academic goals and have implemented and managed a number of programs to assist with students’ journeys.

Aboriginal and Torres Strait Islander Admission Scheme

This program provides opportunity for potential students to gain entry to University in conjunction with the Universities Admission Centre (UAC). Once an applicant has indicated their Aboriginal and/or Torres Strait Islander status on UAC admission they are contacted by Wollotuka and invited to participate in the program whereby they are interviewed to ascertain if their educational experiences coupled with individual future aspirations may meet the criteria for entry in addition to their tertiary ranking index. Table 6 indicates applicants interviewed for 2015 entry to University under the scheme.

Table 6 – Aboriginal and Torres Strait Islander Admission Scheme data
(Source: The Wollotuka Institute 2015)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Applied</th>
<th>Interviewed</th>
<th>Offers from Interviews</th>
<th>Total Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Arts</td>
<td>169</td>
<td>82</td>
<td>49</td>
<td>79</td>
</tr>
<tr>
<td>Engineering &amp; Built Environment and Science &amp; Information Technology</td>
<td>110</td>
<td>44</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>Business &amp; Law</td>
<td>49</td>
<td>27</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Health &amp; Medicine</td>
<td>178</td>
<td>75</td>
<td>37</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>506</td>
<td>228</td>
<td>131</td>
<td>212</td>
</tr>
</tbody>
</table>

Miroma Bunbilla’s Indigenous Pre entry to Medicine Program

A separate entry program is established for medicine due to the rigorous entry procedures. If an Aboriginal or Torres Strait Islander applicant does not attend the five day Program they will not qualify for special entry and will be required to meet all mainstream selection criteria including the Undergraduate Medicine and Health Sciences Test.

This week long program is designed to give Aboriginal and Torres Strait Islander medicine applicants hands on experience of the University’s Joint Medical Program (JMP).

The program consists of:

- **Participation in Multiple Skills Assessment (MSA):** The MSA (previously MMI) involves a candidate rotating through a circuit of stations discussing various scenarios with an interviewer and/or undertaking various activities.

- **Completion of Personal Qualities Assessment (PQA):** Candidates will also be required to complete an online assessment of personal qualities known at the PQA on the same day as their allocated MSA session. The PQA is an online instrument designed to assess a range of personal qualities considered to be important for the study and practice of medicine.

- **Confirmation of Aboriginality Interview:** During the week of Miroma Bunbilla prospective students will be required to attend an Aboriginality interview with the Elder in Residence and an Aboriginal community member.

- **Participation in a series of other activities:** During the week of Miroma Bunbilla prospective students will participate in a series of pre-admission activities including participation in small group problem based learning tutorials, anatomy sessions and basic science resource sessions. Candidates will also prepare for a short verbal presentation based on their problem based learning.

As part of the pre-entry program, prospective students will be given the opportunity to meet staff from the Indigenous Health Unit and the chance to talk to students about what studying medicine through the JMP involves.

In 2015 11 students were offered a place into JMP (9 at University of Newcastle and 2 at University of New England) (Source: The Wollotuka Institute 2015).
Indigenous Tutorial Assistance Scheme (ITAS)
This scheme provides additional tuition to Aboriginal and Torres Strait Islander student either on a one on one basis (tutor and student) or small group tuition. All students who have provided satisfactory evidence of their Aboriginality are eligible for this scheme.

The funding also provides for a full time coordinator and part time administrative assistance. Workload is quite high as the coordinator is required to ensure tutors’ qualifications are satisfactory and that non-Indigenous tutors meet cultural competency standards to allow a culturally respectful tutoring environment for our students. The coordinator also liaises with discipline areas within the university to seek appropriate tutors. The scheme is widely promoted and each semester is taken up by approximately a third of our student cohort with an 80% success rate.

This scheme will be replaced in 2016 with the Indigenous Tutorial and Academic Engagement Scheme which will draw on the strengths of ITAS ensuring students complete their studies as independent learners.

Scholarships
We offer a number of targeted scholarships for Aboriginal and Torres Strait Islander students across a number of discipline areas to assist with access and progression in higher education as well as recognising the achievements of our students. Our scholarships officer also widely promotes other scholarship opportunities to our students, particularly the Indigenous Commonwealth Scholarships which are offered each semester.

We hosted a scholars breakfast in July 2015 which was well attended by scholarship holders and donors providing an informal morning to celebrate achievements.

Accommodation
Accommodation options, particularly in the Callaghan Campus area, can be a major hurdle to jump for many of our students who attend university from rural or remote areas. Staff must take into consideration that these students will be leaving their families and communities for the first time so suitable accommodation is essential. Wollotuka has a good relationship with Durangarling Aboriginal Hostel, which is within a short distance from the university, who offer cultural appropriate accommodation to our students. Wollotuka is also in negotiations with the University to offer specifically designated on-campus accommodation for our students.

Our relationship with Reslife on campus can also account for the 39 offers made to Aboriginal students living on campus for semester 1, 2015 which is the highest number recorded.
As Birabahn was a successful Aboriginal leader in the early decades of the nineteenth century our students also aspire to be successful leaders in their communities. Birabahn, also known as John M’Gill to the Europeans, was a leader of the people known today as the Awabakal. His name translates as the “eaglehawk” a much-revered totem of the people. He was a gifted guide, tracker, teacher, singer, dancer and interpreter in the mid 1800’s.

Wollotuka’s Success and Leadership program supports continuing students, particularly final-year students, to attend leadership and professional development activities such as conferences, leadership workshops and international student exchange programs. These opportunities provide students with valuable cross-cultural experiences not only learning from other world Indigenous cultures but strengthening their own cultural knowledge base.

Students are encouraged to apply for internships to develop graduate attributes that will enhance employment opportunities after graduation and are also introduced to postgraduate study options.

- **CareerTracker Internships** – We have been working with CareerTrackers since 2013 and have 29 students on internships with 3 alumni. Derek Kinchela attended their first Universities Planning Day in Brisbane on 1 May 2015 where they praised the work we are doing with our students. Their view being to cementing solid partnerships with a number of universities. Later in the year we were approached to execute a 10 year partnership agreement with them to formalise the pathways for Aboriginal and Torres Strait Islander university students into experiential learning opportunities and for CareerTrackers to work closely with us to achieve our mutual goal of improving the educational outcomes for Indigenous students.

- **Australian Indigenous Doctors Association Conference, Adelaide, 16-19 September 2015** - The theme for AIDA 2015 was Collaborate, Communicate and Celebrate. This theme was chosen to reflect the importance of partnership in AIDA’s work and within the Aboriginal and Torres Strait Islander health sector more broadly. Six of our students enrolled in medicine attended this conference with 3 staff members.
Indigenous connection revives student’s dream

India Latimore always dreamt of becoming a doctor but thought she had “no hope of ever getting in”, after leaving high school in year 10. Six months spent visiting Indigenous communities in rural Australia convinced her to go back to study to achieve her dream. “I saw they really needed Indigenous doctors and I thought, ‘What am I doing wasting my time?'”, the Worimi woman, now in her third year of a bachelor of medicine at University of Newcastle, said.

During the family caravan trip through remote Australia she observed how cultural differences led to inferior health outcomes for Aboriginal women, who wouldn’t open up to male doctors. “I want to be a doctor who provides culturally-sensitive and respectful care and to be an educator and mentor for my people,” Ms Latimore said.

The Newcastle-born student last week received a NSW Aboriginal Lands Council scholarship. The scholarship helps Aboriginal students reach their academic potential and launch careers. The funds have come just in time for Ms Latimore, who was on the verge of deferring her studies because of mounting costs for medical equipment, text books and placement uniforms.

"I’m so grateful for the scholarship,” Ms Latimore said. “The hours are not compatible with working. ‘I was struggling to even get to uni.'"

(Story by Newcastle Herald reporter, Peta Doherty, 20 March 2015 with picture courtesy of Jonathan Carroll)

- Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) Conference, Darwin, 22-24 September 2015 – Vicki Holliday accompanied six students to attend this conference (four sponsored by Wollotuka and two sponsored by CATSINaM)
- National Aboriginal and Torres Strait Islander Education Conference, Melbourne, 10-13 November 2015 – Derek Kinchela accompanied Lakkari Pitt, Bachelor of Aboriginal Professional Practice student, to attend this conference that showcased some good programs from around the country. Even though the program was based a lot around teaching there were many workshops on language and culture, which were highly relevant.

- Indigenous Allied Health Conference, Cairns, 1-2 December 2015 – Five students attended this conference accompanied by staff member, Vicki Holliday
- Shohoku College Study Tour in Japan, December 2015 – Taylor Gillmer, Bachelor of Teaching, was selected to participate as part of the University’s study abroad team on this tour.
- The Wollotuka Indigenous Leadership Student International Program (WILSIP) complements the Success and Leadership Program. Led by Director Peter O’Mara, Adelle Grogan, Joe Griffin and 15 students visited Indigenous communities, health organisations and educational bodies across the USA and Canada over the period of approximately three weeks. This is the second time this program has been run and following on from the strong outcomes of the first trip. An academic course has also been established,

ABOR2490: Developing Indigenous Leadership in the Global Context, to allow students to gain 10 units elective towards their degrees with relevant assessments required. Students are required to undertake pre-workshops and meetings to best understand the expectations of students, protocols within communities and meet other students attending.

One of the outcomes of the trip was to ensure students understood a responsibility to give back after having the opportunity of this experience therefore we will engage with students regarding the group forming the inaugural Wollotuka Leadership Group 2016 which will provide a foundation for us to grow this initiative.
Indigenous Student off to Explore World’s Most Prestigious Universities

A University of Newcastle (UON) Masters alumnus is off to explore the world’s most prestigious higher education institutions under the Aurora Project Indigenous Scholarship project.

David Meharg, a descendent of the Bigambul people of Queensland was raised on Wiradjuri country in Wellington and Orange in NSW.

David will be the fifth UON student who will have participated in the Aurora Indigenous Scholars International Study Tour, three of these have subsequently been accepted to attend an international ivy league university through the Charlie Perkins and Roberta Sykes Scholarships.

Inspired by a video of a student who’d experienced the Aurora Study Tour, David applied for and was accepted for a scholarship to travel overseas and experience the world’s most prestigious higher education institutions.

“‘I’m really looking forward to being exposed to academic thinkers and leaders in public healthcare and public policy,’ David said.

David flies overseas on Saturday 24 October 2015 to visit leading universities in the US and the UK.

As manager of Orange Primary and Community Health at the Orange Hospital, David also supports local Indigenous school and university students as a tutor with the Indigenous Tutoring Assistance Scheme.

David graduated with a Bachelor of Health Science (Community and Public Health) from Charles Sturt University in 2006, receiving two Dean’s awards and enrolment in the Golden Key International Honour Society for academic excellence.

In 2013 David completed a Master of Public Health with Distinction from the University of Newcastle as part of the NSW Health Aboriginal Population Health Training Initiative.

Looking to further his education, David is now interested in studying a Master of Business Administration and considering PhD programs in management and public health with a focus on Aboriginal health workforce and qualitative research.

Professor Sandra Eades

Professor Sandra Eades, a Noongar woman from Mount Barker, Western Australia, became Australia’s first Aboriginal medical doctor to be awarded a PhD in 2003. A valuable 20-year contribution to the field of Aboriginal health research began in 1995 with Sandra’s membership of the National Health and Medical Research Council (NHMRC) Standing Committee for Aboriginal health. Consistent grants from the NHMRC since 2004 have enabled Sandra to lead the establishment of a large-scale Aboriginal adolescent cohort study, a smoking in pregnancy randomised controlled trial (RCT), multi-generational studies of foetal growth, and a cluster RCT of primary care intervention for Type 2 Diabetes. Sandra was named the NSW Woman of the Year in 2006; listed as one of 100 Aboriginal and Torres Strait Islander women who have achieved change in their communities by National Aboriginal and Torres Strait Islander Women’s Alliance in 2011; and awarded the 2012 Medical Journal of Australia prize for excellence in medical research. Sandra is the equity subeditor for the Australian-based journal Public Health Research and Practice and has published 61 peer-reviewed papers. Sandra is currently Domain Head, Aboriginal and Disadvantaged Communities at the Baker IDI Heart and Diabetes Institute.
Graduation Program

Many of our Dreaming stories tell of the importance of initiation in Aboriginal culture where certain people are expected to attain various stages of knowledge. University students are also expected to progress through various stages during their academic and research journeys to complete their studies and earn the right to graduate.

Graduation is the most important event in our yearly calendar. It is a chance to showcase the great achievements by our students. This is also a time for staff at Wollotuka to feel a great sense of achievement for their work with graduation numbers continually increasing (see table 8). A cocktail function was held during the April 2015 graduation ceremonies in the Birabahn Building with close to 100 graduates and their families as well as staff attending.

Table 8 – Aboriginal & Torres Strait Islander completions
(Source: University MIS, March 2016)

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Callaghan</td>
<td>120</td>
<td>123</td>
<td>134</td>
</tr>
<tr>
<td>Ourimbah</td>
<td>22</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Port Macquarie</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>GradSchool</td>
<td>12</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Distance Edu</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>158</td>
<td>163</td>
<td>189</td>
</tr>
</tbody>
</table>

Kunarr Indigenous Alumni Chapter

The Chapter’s purpose is to reconnect with Aboriginal and Torres Strait Islander graduates and to strengthen those relationships as well as developing a strong and vibrant Aboriginal and Torres Strait Islander alumni. Alumni are invited to give presentations throughout the year to inspire future graduates.

An Indigenous Alumni Award has been established and recognises the contributions, outstanding talent and achievements of an Aboriginal and/or Torres Strait Islander graduate in their chosen field with the 2015 award was presented to Professor Sandra Eades, Bachelor of Medicine 1989, at the University’s Annual Alumni Gala Dinner on 23 October.
COMMUNITY ENGAGEMENT

Staff, students and community work together to ensure that future generations feel pride in their culture in an ever changing and adapting contemporary world environment.

We have created a culturally safe space for our staff, students and community and we want to share this space by ensuring equitable access of Aboriginal and Torres Strait Islander students to higher education.

To inspire our people to see that this unreachable goal of university is attainable is a challenge for staff with our Community Engagement team holding the key roles to visit and engage with schools and communities within our footprint areas as well as organise and participate in Aboriginal community events, promoting university study opportunities and entry pathways to university for Aboriginal and Torres Strait Islander people.

The success of our valued consultation and engagement with community can be evidenced by the increase in access rates of Aboriginal and Torres Strait Islander students to university (see table 9).

Table 9 – Access data represents Aboriginal & Torres Strait Islander commencing enrolments within the total of domestic commencing enrolments (Source: University MIS, March 2016)

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>464</td>
<td>493</td>
<td>485</td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>13679</td>
<td>14417</td>
<td>11976</td>
</tr>
</tbody>
</table>

higher participation and aspiration raising. The Wollotuka staff on the Central Coast in particular lead and engage in a range of campus and student life initiatives and activities, not just in specific cultural events but in all campus events. The Elder role on the Central Coast is particularly valuable in advancing engagement and respect both within and beyond the campus community.”

Wollotuka delivers access programs that are culturally grounded and provide a strong foundation for Aboriginal students accessing higher education. As well we support a number of significant community events.

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22The Wollotuka Institute Cultural Standards 2013, p.13
23The Wollotuka Institute Cultural Standards 2013, p. 13
Schools to University (S2U) Program

S2U is a strength based program to engage with and provide further understanding of opportunities and pathways available to Aboriginal and Torres Strait Islander students transitioning from secondary study to tertiary education, as well as contributing to the development of key attributes that are valuable at a tertiary level, including cultural, emotional, social and academic.

A high proportion of our current first and second year students have participated in the S2U program prior to entry into tertiary study and our outcomes and transition rates are evidence of the success of our programs.

Our iBelieve Program aims to plant the seed of ambition for students in years 7 and 8 to begin thinking of their future in a culturally safe space through talking circles, interactive activities and traditional Indigenous games. Participants will be monitored and rewarded throughout the course of the program over an academic year.

Year 10 Insight Days aims to familiarise students with the Aboriginal and Torres Strait Islander Entry Program process into the University. The program is delivered at Wollotuka allowing students to meet and greet staff and students with the aim to consolidate their senior subject selections to support their university pathway.

Table 10 – Total number of schools engaged in S2U program
(Source: The Wollotuka Institute 2015)

<table>
<thead>
<tr>
<th>Regions</th>
<th>Newcastle</th>
<th>Central Coast</th>
<th>Port Macquarie</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>27</td>
<td>29</td>
<td>114</td>
</tr>
</tbody>
</table>

Table 11 – Total number of schools and students engaged in iBelieve program
(Source: The Wollotuka Institute 2015)

<table>
<thead>
<tr>
<th>Regions</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle</td>
<td>42</td>
<td>429</td>
</tr>
<tr>
<td>Central Coast</td>
<td>23</td>
<td>371</td>
</tr>
<tr>
<td>Port Macquarie</td>
<td>17</td>
<td>218</td>
</tr>
<tr>
<td>Totals</td>
<td>82</td>
<td>1,018</td>
</tr>
</tbody>
</table>

Table 12 – Total number of schools, students & staff engaged in Year 10 Insight Days
(Source: The Wollotuka Institute 2015)

<table>
<thead>
<tr>
<th>Regions</th>
<th>Schools</th>
<th>Students</th>
<th>School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle</td>
<td>32</td>
<td>181</td>
<td>43</td>
</tr>
<tr>
<td>Central Coast</td>
<td>15</td>
<td>162</td>
<td>20</td>
</tr>
<tr>
<td>Port Macquarie</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>51</td>
<td>363</td>
<td>68</td>
</tr>
</tbody>
</table>
UAC Talks are delivered at school and informs students of their tertiary options whether they are taking ATAR or non-ATAR subjects. Students gain information on Yapug Aboriginal and Torres Strait Islander Enabling Program, the Aboriginal and Torres Strait Islander Entry Program and UAC admission.

<table>
<thead>
<tr>
<th>Regions</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle</td>
<td>28</td>
<td>205</td>
</tr>
<tr>
<td>Central Coast</td>
<td>14</td>
<td>223</td>
</tr>
<tr>
<td>Port Macquarie</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>Totals</td>
<td>68</td>
<td>524</td>
</tr>
</tbody>
</table>

Regional Principal Meetings

S2U staff attended both the Central Coast and Newcastle Regional Principal meetings on 13 February 2015 where a 30 minute presentation was given on our S2U program outlining the importance and value of the programs for their respective students and schools.

Bourke Student Visit

On 29 March 2015, through collaborations with Lake Macquarie Local Area Command, Lake Macquarie PCYC, Toronto Aboriginal Community Justice Group, NSW Police, Aboriginal Learning Circle/Hunter TAFE, Lake Macquarie City Council and The Rotary Club of Belmont, we hosted a group of twenty nine boys from Bourke. As part of the itinerary we provided the boys with a hands on experience of University life, a condensed version of the Insight Day activities and a tour of our facilities. This opportunity will hopefully provide these boys with a sense that University study is an option for their futures.

Dubbo Student Visit

The S2U team partnered with Dubbo College campuses to provide a presentation into their "Get Real" program. The program provides a holistic approach to solving problems with student engagement, attendance, retention and employability. As part of the program the participants are provided with experiences to show them the endless options available to them post school if they commit to their education.

Wollotuka hosted 40 Year 9 and 10 students on 29 April 2015 who participated in the program with excellent feedback from teachers and students alike.

Be a Uni Student 2015

During orientation week Joe Griffin implemented a program which has been designed using the S2U Insight Day program as a template to develop a program tailored to suit the needs of students undertaking study at Girrakool School which is part of Frank Baxter Juvenile Justice Centre. A total of 8 students aged between 18 and 21 participated in the program which gave them a hand’s on experience of what life as a university student may be like if they choose to pursue that particular pathway. The students had the opportunity to visit faculties and schools which were of particular interest to them along with some fun extra-curricular activities at The Forum and were treated to lunch at the Bar on The Hill. The feedback from the students and staff who accompanied them including the Assistant Principal, Helen Cullerton was really positive and they are really eager to extend their relationship further especially in students transitioning from Girrakool into YAPUG. All students who participated in the program were presented with a certificate of participation and a Wollotuka cap.

Reconciliation Scholarship Dinner

Once again our annual Reconciliation Dinner held at the University on 30 May 2015 received great feedback from the 220 guests in attendance. We had a positive response to the auction on the night and raised $4,000 towards the Aboriginal and Torres Strait Islander Scholarship fund. The recipient of the scholarship this year, Simone Owen, delivered an outstanding acceptance speech which was inspirational and moving, receiving a standing ovation from guests. Also a commendable effort to our two student emcees for the night, Cristal Walters and Alex Devlin.

NAIDOC Week

Wollotuka was once again well represented across the Newcastle, Lake Macquarie and Central Coast regions throughout this significant week for our Aboriginal and Torres Strait Islander Communities with staff from across the Institute in attendance at the many community events –

- Monday 6 July - Newcastle Council Flag Raising and march. Also sponsored Information stall at the Awaba Park Newcastle Co-op Ltd Family Fun Day on the foreshore in Newcastle.
- Monday 6 July - Inaugural Flag Raising and morning tea at Wyong Court House.
- Monday 6 July - Gosford Shire Council Flag Raising and Community Gathering held at Kibble Park, Gosford.
- Tuesday 7 July - Information stall at the Westlake Macquarie celebrations on the Toronto Foreshore.
- Tuesday 7 July - Information stall at the Nunyara Health Expo and Community Gathering held at Gosford Showground.
- Wednesday 8 July - Sponsors of the Central Coast Family Fun Day held at Baker Park, Wyong in partnership with Darkinjung Local Aboriginal Land Council and Bungree Aboriginal Association. Staff from the Community Engagement team and Student Engagement and Experience team were in attendance on the day and Wollotuka received exposure though marketing materials and our logo was centrally placed on all products distributed and displayed.
- Wednesday 8 July - Film night ‘Charlie’s Country’ held at the Regal Theatre in Birmingham Gardens presented in partnership with the University and Newcastle Regional Library. There were 100 people in attendance on the night and the evening raised $863 for the Indigenous Literacy Foundation.
- Thursday 9 July - Hunter Health Touch Footy day at Wallsend Touch Fields.
- Thursday 9 July - Staff were invited to attend the Baxter Juvenile Justice Centre for their annual NAIDOC Week celebrations with the Aboriginal and Torres Strait Islander inmates. This was a great opportunity to meet with the boys and make a connection with them which we then continue through our Community Engagement and S2U programs which we have been implementing in Baxter and Girrakool for the past five years.

Table 13 – Total number of schools and students engaged in UAC Talks (Source: The Wollotuka Institute 2015)

<table>
<thead>
<tr>
<th>Regions</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle</td>
<td>28</td>
<td>205</td>
</tr>
<tr>
<td>Central Coast</td>
<td>14</td>
<td>223</td>
</tr>
<tr>
<td>Port Macquarie</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>Totals</td>
<td>68</td>
<td>524</td>
</tr>
</tbody>
</table>
Friday 10 July – Wollotuka were sponsors of the Central Coast Community Golf Day in partnership with Darkinjung Local Aboriginal Land Council and Bungree Aboriginal Association. Wollotuka received exposure through marketing materials and our logo was centrally placed on all products distributed and displayed on the day including some deadly t-shirts worn by all the competitors.

Friday 10 July – Information stall at Eastlake Macquarie Family Fun Day held at Pelican Foreshore

Culture on the Coast

On 25 August 2015 we participated in the Culture on the Coast festival held at Ourimbah. The event was organised in partnership with Yourimbah student association. Joe Griffin and student, Cristal Walters manned our information and food stall where around 100 students and staff had the opportunity to sample some unique Australian foods including crocodile, kangaroo and a variety of native fruit sauces and condiments. The crowd was also treated with a performance by the Glen Dancers and an impromptu didge performance by Joe Griffin.

Bush Food Walks

Aunty Bronwyn Chambers was invited to lead a Bush Food Walk around campus on 1st September 2015 at Ourimbah. This was the inaugural walk arranged in partnership with Yourimbah and despite the overcast weather we had 78 students and staff from across the campus participate in the 2 hour long discovery walk where they learnt about the rich history of the local area and discovered the hidden treasures that the campus has to offer.

NSW Governor Visit

The NSW Governor, His Excellency General The Honourable David Hurley, visited Wollotuka on 3 August 2015 and was extremely impressed with his engagement with staff and students. From this meeting he sent an invitation for five staff and students to attend his reception for the International Day of World’s Indigenous Peoples at Government House with our students extremely proud to attend such an event.
Our Cultural Standards provide a cultural foundation that incorporates cultural responsiveness and accountability in the development, implementation and evaluation of the Maligagu Aboriginal and Torres Strait Islander Employment Strategy (Maligagu) reflecting goals and aspirations for advancement.25

24 In the language of the Darkinjung people meaning “to shine”
25 University of Newcastle ATSIES, p.9
Maligagu focuses on attracting quality applicants for academic and professional positions at all levels of the University and an internal environment that promotes professional and personal growth for Aboriginal and Torres Strait Islander staff with strong community collaboration. The University, through this strategy, will provide an environment and opportunity which empowers all our Aboriginal and Torres Strait Islander staff and communities to do just that.

Aboriginal and Torres Strait Islander Employment Committee

In 2015 the Employment Portfolio moved under the leadership of the Dean of Aboriginal and Torres Strait Islander Education and Research to further guarantee a ‘whole of university’ approach to Indigenous employment. With this move, Professor Peter Radoll now co-chairs the Employment Committee with the Director People and Workforce Strategy, Sharon Champness.

The Committee now has a set Terms of Reference to increase Indigenous employment across the University –

The Aboriginal and Torres Strait Islander Employment Committee will support the Aboriginal and Torres Strait Islander Employment Strategy by:

- Being informed on the progress of Aboriginal and Torres Strait Islander employment at the University and monitoring progress against agreed targets and outcomes
- Making recommendations to BATSIER and the University Executive Committee on how Aboriginal and Torres Strait Islander employment outcomes can be improved
- Endorsing and sponsoring practical initiatives aimed at increasing Aboriginal and Torres Strait Islander employment across the University and promoting retention of existing Aboriginal and Torres Strait Islander staff
- Influencing within their respective work areas to champion Aboriginal and Torres Strait Islander employment and to identify potential opportunities in line with agreed strategies
- Provide strategic advice on Aboriginal and Torres Strait Islander workforce planning
- Provide input on policies and practices in relation to Aboriginal and Torres Strait Islander employment including criteria for identified positions

A number of meetings were held during 2015 with Professor Bob Morgan attending as the Chair of BATSIER adding very valuable input into discussions. There was a major focus on Faculty & Division based Indigenous employment and campus wide employment support mechanisms to increase Indigenous employment. From these discussions a number of actions were identified:

- Framing equity into selection criteria
- Mentoring of professional staff into academia
- Retention of staff in a supported transition program
- Cultural safety for Aboriginal & Torres Strait Islander panel representatives on selection panels – to support this an email requesting staff to tell their experiences and with the assurance it would be forwarded through to Sharon Champness
- The Indigenous Language Allowance policy and application form are in Draft and should be finalised soon

<table>
<thead>
<tr>
<th>PRIORITY 1</th>
<th>Attraction and Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIORITY 2</td>
<td>Environment and Retention</td>
</tr>
<tr>
<td>PRIORITY 3</td>
<td>Development and Extension</td>
</tr>
<tr>
<td>PRIORITY 4</td>
<td>Governance</td>
</tr>
</tbody>
</table>
Maligagu Cadetship Program

Student Central has recruited six cadets with the Faculty of Business and Law recruiting two. These numbers certainly fall short of the Maligagu target of 40 cadets by 2016. The challenge now being to work a lot closer with Faculties and Divisions across the University to establish cadet positions as well as creating pathways for recruited cadets.

Inaugural National Aboriginal and Torres Strait Islander Employment Forum

This forum was attended by our Indigenous Employment Coordinator, Dawn Conlan on 7-8 July in Adelaide and is the first of its kind in Australian Universities being structured to expose participants to the range of diverse Indigenous Employment Strategies in Australian Universities. Dawn delivered a workshop to showcase our employment strategy and I was also on a panel that explored discussion topics from the National Indigenous Higher Education Workforce Strategy.

3rd Annual Wollotuka International Women’s Day High Tea

The event was held on 13 March 2015 and was well attended by Indigenous and non-Indigenous staff from across Callaghan and Ourimbah campuses. Our guest speaker, Associate Professor Kathy Butler provided an inspirational speech sharing her stories of determination, failure and success, particularly her success in being named Diversity Champion at the 2015 Hunter Diversity Awards. Feedback from women in attendance was very positive and looking forward to next year’s event.

As mentioned earlier in this report we can boast the highest Indigenous staff numbers nationally at this University and now with the Indigenous Employment committee fully operational we should see these numbers increase further.

Table 14 – Indigenous Employment Statistics
(Source: Discoverer Report EEO.ATSI_Staff_Listing as at 9 Nov 2015)

<table>
<thead>
<tr>
<th>Faculty-Division</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Division</td>
<td>29</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>Education &amp; Arts</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Engineering &amp; Built Environment</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Medicine</td>
<td>10</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Science &amp; Information Technology</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Research &amp; Innovation Division</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Resources Division</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Vice-Chancellor’s Division</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>29</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATSI Fixed Ongoing Headcount</strong></th>
<th><strong>78</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total University Fixed Ongoing Headcount</td>
<td>3173</td>
</tr>
<tr>
<td>Percentage of Staff = ATSI Headcount/ Total Headcount</td>
<td>2.46%</td>
</tr>
</tbody>
</table>

‘Welcome to Wollotuka Institute’ Staff Induction Program

During this one hour session, participants are introduced to Wollotuka by our Indigenous Employment Coordinator and are provided with an opportunity to get to know where we are, what we are achieving and our vision for the future within the academy. This workshop helps university staff gain a deeper appreciation of the University’s commitment to Indigenous education and assists in the implementation of inclusive Indigenous curriculum across all programs of the University. These workshops are run once a month and are always at capacity participation truly showing University staff commitment.
The University provides Aboriginal and Torres Strait Islander peoples with employment that values the culture and the aspirations of the individual, working together to build strong, dynamic and vibrant communities.
NEW FUTURES...
2016

We will increasingly explore new worlds and develop our new global relationships, blending newly discovered knowledge with age-old Indigenous wisdom ... knowledge our way
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