WELCOME

Professor Michael McDaniel, Director Jumbunna

Welcome to the fourth edition of Jumbunna's Excellence in Indigenous Education and Research.

At Jumbunna we have a vision to build a stronger society by placing Indigenous people in a position of strength. The key to that strength is education.

Since 2011, we've taken international principles and national higher education objectives and brought them together in a single cohesive policy – a whole-of-university approach to Indigenous education where everyone has a role to play. And it's having an impact.

In 2016, we recorded successes in almost all measurable areas of Indigenous activity at UTS.

This year we took a fresh approach to Indigenous student accommodation. The Wattle Lane Residence opened its doors in February of this year offering a dedicated 58-bed Indigenous student housing facility.

We've also addressed another challenging barrier for Indigenous participation, the cost of attending university, by increasing our internally funded scholarships and disbursements by %144.

We are happy to report that in 2016, we exceeded our 2020 target of enrolling 22 Indigenous Higher Degree Research students, a target which was supported through the expansion of the number of Jumbunna Postgraduate Research Scholarships.

This year one fifth of our undergraduate students were placed in a CareerTrackers cadetship. This is our largest number of CareerTrackers cadetships to date. We've also joined Career Trackers' 10 X10 Initiative to establish a long-term strategy that enables us to work side-by-side with CareerTrackers to formalise pathways for experiential learning and cadetships over the next 10 years.

As proud sponsors of the NSW Aboriginal Rugby League Knockout, we congratulate the Redfern All Blacks on their recent victory win for the second year in a row. Congratulations are also in order for the Redfern All Blacks women's side who also won the grand final.

We're delighted to share our whole-of-university approach to Indigenous education with you and hope you enjoy reading about our students, staff, researchers and our work.

SUPPORTING INDIGENOUS STUDENTS TO LIVE ON CAMPUS

"UTS Housing is a friendly, communal environment. It's a true home away from home where my friends have become my family." Tyrrel Freeman-Mafi, student

The Behrendt Review into Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People clearly articulated that accessing affordable housing is a major barrier for Indigenous students who want to go to university.

The strain of off-campus living can be especially acute for rural and regional students who have to deal with the cost of relocation as well as cultural adjustment.

UTS considers Indigenous students a priority group for student housing. As the number of Indigenous students enrolling from regions outside of Sydney increases, there's a real tension between building aspiration and not being able to provide affordable and appropriate housing.

"From its inception, UTS had its social justice identity written into its DNA," says Professor and Director of Jumbunna Michael McDaniel. "The progress we've made since is the result of attracting staff with a shared passion to grow this commitment. We're interested in every possible opportunity for Indigenous advancement across the entire university and we believe access to cost-covered accommodation will encourage and support Indigenous people to succeed in their education and career ambitions."

The Wattle Lane Residence opened its doors in February 2016 offering 58 Indigenous students the option to live in cost-covered accommodation within a supportive peer community, right next door to campus.

Designed to provide a sense of community for Indigenous students, these studio apartments are the highest level of accommodation offered at UTS.

For students who don't qualify for Abstudy, UTS has guaranteed to meet the cost of each student's accommodation and provide them with a living allowance equal to Abstudy.

"While we must keep working hard to inspire more Indigenous Australians to come to university, we must also make it possible for them to live affordably, safely and comfortably," says Professor McDaniel. "Residents will also be able to seek advice on practical, social and educational matters from a dedicated Indigenous Housing Officer to make their transition to university easier."

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BOWRAVILLE
STORYTELLING CENTRAL TO REFORM

In the early 1990's three Aboriginal children from the Bowraville mission, 16-year-old Colleen Craig (Walker), four-year old Evelyn Greenup and 16-year-old Clinton Speedy-Duroux were murdered. All three victims lived in the same street.

The bodies of Clinton Speedy-Duroux and Evelyn Greenup were found in bushland on the outskirts of town. Colleen Craig's clothing was pulled from a nearby river, but her body has never been found.

The only suspect, a local white man, Jay Thomas Hart, was charged and acquitted of Evelyn's and Clinton's murders in separate trials. No one has been charged over Colleen's murder.

The impact on the small community was, and continues to be, devastating.

Over the following 26 years the families of these children have relentlessly fought for justice. They petitioned, called, wrote letters, emails and pleas. They never gave up.

In 2006, after fierce campaigning from the families, the NSW government changed the double jeopardy laws so an acquitted person could be retried for murder if there was fresh and compelling evidence and it was in the interests of justice.

In 2014, after a 12-month investigation, a NSW parliamentary inquiry found flaws in the way police had investigated the Bowraville crimes. At the time, Detective Inspector Gary Jubelin, who has been leading the police investigation since 1996, said the families had been let down by the justice system and that race had affected how the murders were investigated.

He told the inquiry there was no doubt the Bowraville cases were linked and that they must be heard in a single trial.

The inquiry recommended the NSW Police Force overhaul their officer training in Aboriginal cultural awareness to avoid repeating the failures of Bowraville. A similar recommendation was made for the training of criminal lawyers and politicians in NSW.

In May of this year as a further testament to the unrelenting campaign waged by the victim's families, the Honourable Gabrielle Upton, NSW Attorney General, sent an application for Mr Hart's retrial to the Court of Criminal Appeal.

Ms Upton made this decision after police tabled an 18-volume brief of evidence that alleges Hart is linked to all three killings. It details new evidence unearthed in a fresh investigation by DCI Jubelin and an argument that because the cases had not been heard in a joint trial before, evidence for each murder could be considered fresh and compelling from the perspective of the other murders.

This was a monumental step towards justice for the victims.

Police are expected to charge Mr Hart with at least two of the murders, but it will be up to the Court of Criminal Appeal to decide if there is enough fresh evidence for a retrial.

Professor Larissa Behrendt, Director of Research at Jumbunna, became involved in the Bowraville case in 2010 when Aunty Elaine Walker, a community Elder and Colleen's aunt, invited her to meet the victim's parents.

One of the first things the Bowraville families said to Professor Behrendt was that they noticed people only become interested in a case when there was mainstream media attention.

They wanted her to work in partnership with them to create a documentary that captured what they'd been through and raised awareness.

Written and directed by Professor Behrendt, the Walkley nominated documentary *Innocence Betrayed* aired on NITV and SBS in 2014.

Innocence Betrayed had a powerful effect on the NSW Legislative Council inquiry into the murders with the committee unanimously recommending a review of the section of the Crimes Act that prevents these cases being retried.

Professor Behrendt says that one of the most important things she learnt from the Bowraville families was that their stories are more powerful than her law.

"We didn't get involved until the families approached us," says Professor Behrendt. "That's one of our research strengths. We often have a community relationship that has synergies with the work we do. Historically Indigenous people have been studied so they are incredibly sceptical about researchers as they tend to take information and never give anything back. We go in and ask, 'What do you need?' 'How can we mobilise our resources to assist you to get what you want?' It's a self-determining model."

Since that meeting in 2010, Jumbunna has assisted the Bowraville families in drafting letters, conducting research into possible options for a Royal Commission, supporting the NSW Legislative Council inquiry, supporting broader family members with civil and criminal legal matters and helping them tell their story.

"We provided research to the NSW Police Service for their successful application to the NSW Attorney General for the retrial of Mr Hart," says Craig Longman, Senior Researcher at Jumbunna. "Our UTS Law students worked with Jumbunna staff on compiling that research. Jumbunna is also currently working with NSW Police to produce a new in-house training documentary centred on the Bowraville case."

The Attorney General's decision confirmed for Professor Behrendt that advocates should 'never say never.'

"The rules of evidence have changed and it's much easier to get tendency and coincidence evidence into court now," says Professor Behrendt. "Also our ability to understand how to link three murders is more advanced because of what police learnt during cases like the Ivan Milat backpacker murders in the 90s. Milat would have walked free if he had been tried separately for each individual killing."

Recently the New South Wales' Police Commissioner Andrew Scipione publicly apologised to the Bowraville families saying that the NSW Police Force could have done more for them when the crimes first occurred and that their inaction added to their pain as a grieving community.

The Bowraville families commented that after 26 years, it feels like they're finally being heard.

PG 2: Excellence in Indigenous Education and Research

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CAIK:
INDIGENOUS EDUCATION FOR ALL

Associate Professor Gawaian Bodkin-Andrews, Professor Mary Spongberg, Dean, Faculty of Arts and Social Sciences, Professor Peter Booth, Professor Michelle Trudgett, Professor Susan Page and Gavin Stanbrook at the launch of the Centre for the Advancement of Indigenous Knowledges in February 2016.

In 2015 UTS appointed three renowned Indigenous education scholars, Professor Michelle Trudgett, Professor Susan Page and Associate Professor Gawaian Bodkin-Andrews to lead a new Centre for the Advancement of Indigenous Knowledges (CAIK).

CAIK was formally launched in February 2016 and will lead the implementation of a university-wide Indigenous Graduate Attribute (IGA) at UTS.

UTS Vice-Chancellor Professor Attila Brungs called the establishment of this new centre 'a watershed moment for UTS.'

"Professor Brungs has been most supportive," says Professor Michelle Trudgett, Professor of Indigenous Education and Director of CAIK. "A few universities have attempted similar projects in the past, but never anything to the size and scale of what we're undertaking at UTS. UTS's commitment to this important project indeed marks an important point in time, a moment of historical change not only for UTS, but for the Australian higher education sector across the board."

The centre is crucial to expanding the opportunity for all UTS students to gain knowledge of Indigenous Australian culture through completing Indigenous professional competency as appropriate to their profession.

"UTS acknowledges that due to past practices many non-Indigenous Australians have limited understanding of Indigenous Australia," says Vice-Chancellor Professor Attila Brungs. "In seeking to encourage an inclusive Australian identity, as well as raise the standard of professional service delivery to Aboriginal and Torres Strait Islander people, UTS is committed to ensuring that all of its students have the opportunity to gain rigorous knowledge of Indigenous Australians."

At the centre's launch Professor Trudgett described the development of the IGA as 'a ground breaking intellectual exercise of mammoth proportions.'

"As far as we're aware, this stand-alone Indigenous-centred approach is unprecedented," says Professor Trudgett. "The value of embedding Indigenous knowledges university-wide cannot be underestimated. Many employers are seeking people who have the ability to work collaboratively with Indigenous people."

A 2014 report from the Business Council of Australia found that 85 per cent of businesses surveyed were pursuing Indigenous engagement activities. When asked about barriers to developing an Indigenous engagement strategy, lack of expertise was cited as one of the main issues.

In the past year Professor Trudgett, Professor Page and Associate Professor Bodkin-Andrews have established relationships across faculties and units to gain an understanding of the various strategies, policies and frameworks in place at UTS.

"In discipline areas such as health and education the process is quite advanced," says Professor Page. "In particular, the Faculty of Health has already done a lot of work incorporating Indigenous knowledges into the Bachelor of Nursing and Bachelor of Midwifery degrees."

CAIK developed a foundation subject designed for all students wanting to explore current and historical ideas about culture, country and community. *Aboriginal Sydney Now* will be delivered online and will also require some practical engagement with Indigenous culture in Sydney.

While the IGA is the centre's main mandate, it's envisaged that CAIK will also be known as a centre for postgraduate excellence. Fostering high quality research projects and building community and industry partnerships, it will offer postgraduate programs in Indigenous education from 2018.

The centre also provides workshops for supervisors working with Indigenous Higher Degree Research students and for students wanting to explore topics such as Indigenous Research Methodologies.

"UTS is a sector leader," says Professor Trudgett. "The fact that there are five Indigenous Professors and a number of Associate Professors currently here with a view to hire more is a clear example of UTS's commitment to Indigenous Research. UTS has a fresh, innovative and targeted approach. I am pleased to be able to contribute to this dynamic area."

Jake Witchard, CareerTrackers alumnus Barbi-Lee Kirby, Kygim King and Carlos Barrios.

On April 29, CareerTrackers launched a 10 year partnership with UTS. The event was hosted by Jumbunna featuring more than a hundred guests including students, CareerTrackers alumni, academics and key industry figures.

Vice-Chancellor Professor Attila Brungs and Professor of Law and Director of Research at Jumbunna, Professor Larissa Behrendt both spoke about the long-term partnership.

Students Jake Witchard and Kygim King also made speeches.

PG3: Excellence in Indigenous Education and Research

UTS DESIGN:
FOSTERING INCLUSIVE COMMUNITIES THROUGH GOOD DESIGN

When UTS PhD student and town planner Allan Teale learnt about his Aboriginal heritage, he'd just turned 40. His wife was compiling a family tree for his birthday when she discovered his hidden cultural heritage. Allan learnt that his great grandmother was a Wiradjuri woman from the Euabalong area in central west NSW.

After making this discovery Allan explored his heritage further and has since been accepted as a member of the remote community in Murrin Bridge NSW. As part of his PhD, Allan has been working to create a remote teaching and experience centre for the communities in Murrin Bridge and its surrounds. This big picture idea is strongly supported by the community and the Faculty of Design, Architecture and Building at UTS.

Allan's research has sparked a major revitalisation project in Lake Cargelligo and Murrin Bridge led by UTS Design academics and students.

"Allan travelled to Murrin Bridge to spend time with Elders where they shared their increasing concern for the future of the town's younger generation," says Campbell Drake, Interior and Spatial Design lecturer at UTS. "This concern was compounded by the town's rundown facilities that no longer serviced the community."

The towns are now at the centre of a dual plan to reinvigorate neglected buildings and public spaces and turn them into vibrant new community and recreational hubs.

"Many rural towns are dealing with the challenges of isolation, fractured histories and declining infrastructures," says Campbell. "This project highlights how designers can foster more inclusive communities through good design."

After three years of planning, 35 UTS Interior and Spatial Design students arrived in town to spend five days interviewing residents, visiting sites and exploring historical documents. Their research helped develop design proposals that will enhance existing infrastructure and counteract disengagement.

"It was especially poignant for our students to step outside their city studios and connect with this land's deep history," says Campbell.

The design brief for Lake Cargelligo included converting the majestic art deco civic theatre into a thriving arts and culture space, renewing a 100-seat cinema and turning the old foreshore community club into the town's new events venue.

Priorities for the 120 residents of Murrin Bridge included turning the existing health building into a self-sustaining, multi-purpose community centre, beautifying the town's cemetery and modifying the sports ground to make it operational.

For German exchange student Leyla-Elisa zu Stolberg, the experience gave her a great sense of responsibility for the outcomes of the design process and its effect on the community.

"We spent a lot of time listening to the residents and understood that they don't feel valued or hopeful for the future," says Leyla-Elisa. "These feelings are exacerbated by a lack of recreation facilities. We've developed designs for an outdoor gym and bike and skate park with the hope the community will help build these facilities. We've also suggested refurbishing the old men's shed into a workshop space where community members can learn from each another. I hope the transformation will have a positive impact on the community."

The students presented their proposals to both towns and received high praise from local residents and authorities.

"Murrin Bridge has a tumultuous history," says Paul McFadyen, Senior Engagement Officer at the Indigenous Affairs Group. "It was originally set up as a mission town in 1949. The stolen generation happened on our doorstep. Aboriginal culture and language was stripped away. This project provides opportunities to bring that culture back. It will create welcoming and safe environments where locals can congregate, share ideas and support each other. This project has really brought everyone together to celebrate these town's futures."

Plans are now underway for an implementation program for UTS Construction Project Management students to see the project through in 2017.

PG 4: Excellence in Indigenous Education and Research

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AUNTY JOAN TRANTER
EDUCATION AS A WAY FORWARD

Aunty Joan Tranter is regarded as a respected Elder within the Eora Nation community, the broader community, UTS and her homeland of Cherbourg.

A Murri woman from Wakka Wakka country 180km north-west of Brisbane, Aunty Joan attended an all-Aboriginal school and was one of the first Aboriginal students from Cherbourg to attend high school.

Aunty Joan holds strong connections with the Kamalori people in NSW through her mother and has lived in Sydney for almost 60 years. Her commitment to teaching is as strong now as it ever was.

"From an early age I saw education as a way forward," says Aunty Joan. "Education has been a door-way for me."

Growing up on Cherbourg Mission under the Queensland Aboriginal Protection and Restriction of the Sale of Opium Act 1897, Aunty Joan had to seek permission as to where she could live, who she married and whether she could leave the mission.

"Cherbourg was an institution where we were referred to as 'inmates,'" says Aunty Joan. "About 49 different Aboriginal language groups lived on the mission. But we weren't allowed to speak our traditional languages. English was enforced. To us, language is a direct link to country. It's about spirituality and reflects our unique way of looking at the world. It's vital to sustaining a person's sense of self and cultural identity."

In early 1960, Aunty Joan absconded from Cherbourg and moved to Sydney where she married. She worked all kinds of jobs to support her husband and family – factory work, cleaning offices, laundering and at a hospital.

When her children started school Aunty Joan enrolled in commercial college where she gained high distinctions. She then completed a teaching degree and post-graduate degree in adult education.

"I began teaching office administration at TAFE," says Aunty Joan. "I was the only Aboriginal teacher and all my students were non-Indigenous. I realised I could help new non-Indigenous teachers by sharing the teaching resources I'd developed for my classes."

It was through this experience that Aunty Joan became involved in the Australian Education Union (AEU). In the mid-1980s she created and chaired the national TAFE Indigenous Advisory group to the AEU.

In 1989, as a manager in the NSW TAFE Aboriginal Education Unit, she was able to give back to Indig-enous communities by offering courses for Indigenous people to come back into study.

"This was called 'a second chance education'," says Aunty Joan. "Many Aboriginal people had bad experiences at school. It was my job to advise non-Indigenous teachers on cultural appropriateness when teaching these mature-age students."

One program Aunty Joan initiated and developed that's still dear to heart was the Tertiary Preparation Program – the first program designed to help young Indigenous people join the NSW Police Force. The program is still running today.

Aunty Joan now has over 40 year's teaching experience. Following a distinguished career at UTS, she retired from full-time employment in 2012. She was UTS's longest-serving Aboriginal staff member receiving a UTS Human Rights Reconciliation Award and a UTS Distinguished Service Award. Since 2012, Aunty Joan has been Jumbunna's inaugural Elder in Residence providing cultural support.

"I have five children and 10 grandchildren," says Aunty Joan. "Sometimes I think my family forget how old I am. I'm in my 70s and still actively involved in my local community and at UTS. What keeps me going is the intellectual stimulus of working with people."

Aunty Joan is the current Chair of the Aboriginal Advisory Group to Canterbury Municipal Council where she also received the 2011 Citizen of the Year Award. She is the patron of the NSW Reconciliation Council, and a member of the National Elders in Residence Alliance Group.

"They say I'm a living library," says Aunty Joan. "I'm now being asked to talk at schools. When you're regarded as an Elder, it's not about age, it's what you contribute. Elders in Cherbourg keep asking me when I'm coming back. Maybe I'll go back when I've accomplished everything I want to do down here."

'Aunty Joan Tranter,' Acrylic on canvas, by Jane Nicol, 2013

CAMPUS MASTERPLAN:
INDIGENOUS PARTICIPATION

The UTS City Campus Master Plan (CMP) is a once-in-a-generation vision to deliver a vibrant and engaging education precinct. Work on the master plan began in 2008 and will be complete by the end of 2019.

The CMP also gives UTS the opportunity to progress its commitment to Indigenous participation through a proactive tender approach that includes Indigenous employment as an essential part of contract delivery.

Participants were employed and trained in a variety of roles including labourers, services installation and fit out.

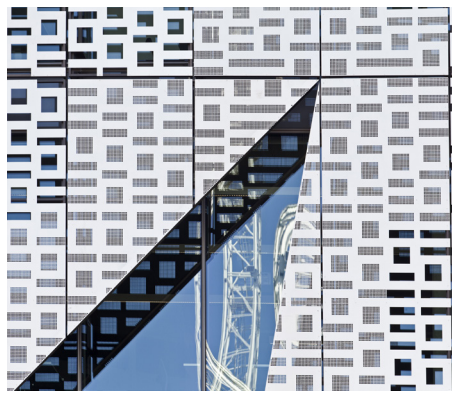
Total= 132 participants across three projects.

Thomas St Building

A total of 18 positions created during construction of the Science and Graduate School of Health Building.

The project's target was based on hours worked rather than individuals, with a target of 1.5 % of total construction hours.

At the project's completion, 18 participants had worked a total of 18,011 hours or 3.72% of the total construction hours (484,266 hours) exceeding targets. The positions were created by Richard Crookes Constructions and 14 subcontractors.



Broadway Building

A total of 83 positions (28 apprentices and 55 labourers) employed during construction of the FEIT Building.

This exceeded the project target of 80 positions. The positions were employed in a full-time capacity by main building contractor Lend Lease and 27 subcontractors.

Dr Chau Chak Wing Building

A total of 31 positions have been created in the construction of the new Business School.

The project's target for Aboriginal participation is 42 people.The positions were created by main building contractor Lend Lease and 18 subcontractors.

PG5: Excellence in Indigenous Education and Research

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NURTURING THE INDIGENOUS RESEARCHERS OF THE FUTURE

In an effort to increase the number of Indigenous people undertaking research degrees, UTS has developed a first-of-its-kind program to encourage undergraduate degree holders to enrol in further study.

The Indigenous Higher Degree Research Information Program allows prospective Indigenous researchers to bring their passion to the fore. Developed by the Centre for Advancement of Indigenous Knowledges (CAIK) with support from Jumbunna and the Faculty of Arts and Social Sciences, the program launched with a free two-day workshop at UTS on July 13.

Thirteen participants from NSW, Queensland and the Northern Territory gathered at UTS to hear senior Indigenous academics deliver lectures on research design, developing a literature review and Indigenous research methodologies. They discussed various topics including how to select a great supervisor, how to develop a research proposal and how to apply for a master or doctorate degree at UTS.

"All of the participants are passionate about empowering their communities through research," says CAIK Director Professor Michelle Trudgett. "A lot of people would like to pursue postgraduate study, but there can be uncertainty about the application process, how to find a supervisor or what opportunities they have to get a scholarship.We developed this program to remove the fear of a leap into the unknown, by making it a known quantity."

The Indigenous Higher Degree Research Information Program is driven by the centre's research into the experiences of Indigenous postgraduate students.

"The first Indigenous Australian to be awarded a PhD was most likely Bill Jonas in 1980," says Professor Trudgett. "Drawing on a range of government statistics my research estimates that a total of 372 Indigenous Australians have graduated with a doctoral qualification in Australia since then."

While the number of research students from Indigenous backgrounds commencing PhDs has increased slightly over the years, PhD completion rates have barely changed.

"Despite representing around 2.5 per cent of the Australian population, Indigenous people are only accounting for 0.5 per cent of doctoral completions," says Professor Trudgett. "We need to increase the number of Indigenous doctoral completions by a multiple of five."

CAIK is committed to making a real difference in this domain.

"In 2016, there's no excuse for the current disparity between Indigenous and non-Indigenous people completing their qualification," says Professor Trudgett.

For Aunty Rhonda Dixon-Grovenor, a professional performer and cultural arts educator, undertaking a research degree at UTS is an opportunity to develop culturally appropriate programs for Aboriginal people in education, health and the arts.

"It's important to bring arts, dance and storytelling into healing for our people and to get the youth involved in their culture," says Aunty Rhonda.

A Darug/Yuin Elder and daughter of Aboriginal activist Dr Charles Chicka Dixon, Aunty Rhonda feels her father's example has inspired her to educate herself.

George Hanna travelled from Darwin with his brother James to attend the workshop. A photographer/videographer who worked as a sound recorder for Darwin's ABC TV in the 80s, George and his brother also graduated from UTS's Bachelor of Adult Education in 2007.

"We studied over three years of block study at UTS," says George. "We had great lecturers who taught us well and learned as much from our fellow students too."

George is planning to write a history of Indigenous media in Australia. His research will examine the career of Australia's first Aboriginal press photographer Mervyn Bishop who George worked with at the Batchelor Institute of Indigenous Tertiary Education in the NT.

"The mentoring from Indigenous researchers during this workshop has been a great motivator," says George. "Larissa Behrendt, Professor of Law and Jumbunna's Director of Research, blows me away. To hear her speak was worth the price of the trip alone."

PG 6: Excellence in Indigenous Education and Research

DR CHRISTOPHER LAWRENCE

STAFF PROFILE

Dr Christopher Lawrence is a Noongar from Perth who moved to NSW 19 years ago. Originally starting out as a teacher, Christopher found his calling at the AIDS council of NSW providing adult education on the prevention of HIV/AIDS. This led to work on the national HIV/AIDS strategy then a decision to pursue further education.

"I enrolled in a Masters of Applied Epidemiology at what is now the Kirby Institute," says Christopher. "I was their second Aboriginal scholar. At the time there wasn't a lot of research into HIV/AIDS in Aboriginal communities. They didn't even collect Indigenous data."

Christopher discovered there was a high rate of STIs in Aboriginal communities, but a low rate of HIV/AIDS. His research explored STI and HIV/AIDS rates among Indigenous Australians with a focus on resilience – why are Indigenous people surviving?

After completing his Masters, Christopher undertook his PhD titled, *Influences on food and lifestyle choices for Aboriginal and Torres Strait Islander Australians, an Aboriginal perspective*.

"My analysis showed there was an association between psychological distress and diet among the Indigenous cohort," says Christopher. "There's no surprise there. We were dealing with people aged over 45 who would've been impacted by the stolen generation."

During his PhD Christopher spent a year in America on a Fulbright Scholarship.

"I spent six months at Harvard then I transferred to Howard University in Washington DC," says Christopher. "It was amazing. I worked with African American psychologists exploring how African American students transition from community to college. There was a real correlation with my work."

Christopher now joins UTS as a postdoctoral research fellow and postgraduate student advisor at Jumbunna.

"It's a dream job because it combines my two passions – research and supporting postgraduate Indigenous students," says Christopher. "I know the academic road is long and there's lots of detours. I'm here for the students. I'm an active mentor."

Christopher is keen to share his experience with the next generation of Indigenous researchers.

"My scholarship drove my studies," says Christopher. "I owed it to myself and to my grandparents who raised me. They sacrificed so much. I honoured them by finishing. I'm also indebted to the NSW Elders I interviewed because they shared so much knowledge. I'm so grateful I got to tell their story."

Christopher has two research projects in the pipeline as part of his postdoctoral research at UTS.

"I'm looking at how technology can close the gap for Indigenous people in health," says Christopher. "We're embarking on a three-year study exploring how Aboriginal communities use their mobiles, especially apps. Another project involves developing an app for HIV positive people called Map My HIV. People will get all their HIV clinical information, but will also be able to connect with other HIV positive people and give each other mental health support."

Christopher is planning to involve UTS's Indigenous IT students in his projects with the aim of setting up a centre that develops Indigenous technology entrepreneurs.

"I want Indigenous students to think outside the box," says Christopher. "I want them to think big then break it down into simple steps. If we can go to the moon, anything is possible."

GALUWA

CONTINUING TO INSPIRE YOUNG ENGINEERS

Every year our flagship Galuwa Engineering and IT Experience, run in collaboration with the Faculty of Engineering and IT (FEIT), continues to grow in popularity.

Over five days, young Indigenous students who have a natural aptitude for maths, creative thinking and problem solving are invited explore what it's like to study engineering at UTS.

Through a combination of hands-on workshops, industry talks, cultural activities and site visits, students are given a 360 degree view of engineering practice as well as an experience of day-to-day life at UTS.

They also learn about the wide range of exciting opportunities that exist for Aboriginal and Torres Strait Islander people working in engineering.

In 2016, 21 Indigenous students from around NSW participated. ABB Australia, a technology leader in transportation and infrastructure, helped students learn about electrical and mechanical engineering through a miniature solar-powered car building workshop. This promoted an appreciation of the practical application of renewable energy sources. ABB also took students on a site visit of their headquarters in Moorebank.

Westpac helped the students with resume writing skills and provided presentations and a lunch at their headquarters in Barangaroo. Transgrid took the students on a site visit of one of their bulk supply electricity substations. The ABC provided insight into Information and Communication Technology Engineering through an on-site tour. Lend Lease also hosted site visits while high-level professionals from Aurecon conducted a speed mentoring session.

"Galuwa provides participants with valuable industry insight as well as the chance to connect with engineering professionals," says Maritza Messina, Galuwa Program Manager. "Some of our sponsors such as ABB have shown further commitment by offering work experience these students. We hope to see these connections translate into engineering enrolments at UTS, internships during their tertiary studies, and eventually, an offer of employment."

Three Galuwa graduates are currently studying engineering at UTS with one student undertaking an internship at Aurecon to complement his studies.

"It's a really good program for inspiring young engineers," says Gabriel Samaniego, third year civil engineering student and Galuwa mentor. "This year I spoke to the students about internships and what employers are looking for. I also talked to them about uni culture, how they can join clubs and societies and grow as people. Some of these kids are now saying, 'I can't wait to go to uni.'"

PG7: Excellence in Indigenous Education and Research

ROTARY CLUB OF SYDNEY
UNLOCKING POTENTIAL ONE STUDENT AT A TIME

Scholarship recipient Tyrrel Freeman-Mafi

Gillean Wilbow, Chair of the Rotary Club of Sydney (RCS) Soukup Scholarship Fund, believes that education changes the lives of individuals, their families, communities, and the nation.

"Our relationship with Indigenous people (to quote Paul Keating) is the 'unfinished business of the nation,'" says Gillean. "We all need to help create an environment of excellence and support to nurture, grow and educate the next generation of Indigenous scholars and leaders."

The RCS is part of a secular global network of business, professional and community leaders who volunteer their time and talents to make a difference.

"Ethics is a hallmark of Rotary," says Gillean. "We have a strong commitment to social justice and a long history supporting Aboriginal and Torres Strait Islander people."

The Rotary Soukup Scholarships are a result of a $1 million donation made by George and Jenny Soukup in memory of George's parents Vaclacv and Bada. Each recipient receives $15,000 a year over three years. The Fund has recently been revamped to concentrate on providing scholarships to undergraduate students of Aboriginal and/or Torres Strait Islander descent who would not otherwise be able to undertake university study.

"While government action is recognised as important, we need to act at a local level," says Gillean. "We had a good feeling about Jumbunna and UTS's whole-of-university approach to Indigenous education so we contacted them."

This year three Rotary Soukup Scholarships were offered to UTS students with more planned for 2017.

"Jumbunna has embraced the RCS's support through an inclusive and positive partnership," says Gillean. "We feel confident that this partnership will develop into the future. We're seeking ways to encourage more donors to support these scholarships."

Tyrrel Freeman-Mafi is a recipient of the 2016 Rotary Soukup Scholarship. Tyrrel grew up in Young in the Canberra region. His mother is a proud Wiradjuri woman and his father is from Longoteme in Tonga. Tyrrel always wanted to go to university, but from a young age thought uni would be out of reach.

"I was lucky to go to St Ignatius College where I was given the support and motivation to be the first person in my family to go to university," says Tyrrel. "When I moved to Sydney to study at UTS, I found part-time work became a priority to make ends meet. It was stressful and it jeopardised my studies."

Tyrrel was in his first year of a Bachelor of Sport and Exercise Science and a Bachelor of Art in International Studies when he received the Rotary Soukup Scholarship – he immediately noticed the impact.

"I was facing significant financial barriers to the point where I didn't know if I'd be able to continue my studies," says Tyrrel. "I don't know where I'd be without this scholarship."

While the scholarship has eased the burden, the most dramatic effect has been on Tyrrel's grades.

"I have much more time and energy to focus on my studies," says Tyrrel. "If my results are anything to go by – it's paying off. My family is my inspiration. My grandfather worked until old age. He found purpose and happiness within hard work – he's certainly passed that on to me."

With the support of his Rotary Soukup Scholarship, Tyrrel knows he'll be able to make a difference working in the area of health in his community.

"The answer to the issues us Indigenous people face is education," says Tyrrel. "Education unlocks potential and helps Indigenous people make a significant contribution to Australian society. Financial support for higher education is key to the success of my people."

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"I love how you learn at your own pace and I really value the tutoring Jumbunna provides. It's one-on-one and so accessible. The best bit about UniStart is I'm enjoying the opportunities study is bringing me and I'm meeting so many new people from all different parts of the world."

Mikasa Donald, Bachelor of Sport and Exercise Science

UNISTART JUMBUNNA PATHWAY

Whether you're a current school leaver (with or without an ATAR) a recent school leaver or mature aged, you can apply for the Jumbunna Pathways Program to enter UniStart and Insearch courses at UTS.

Our Pathways Program offers you an opportunity to show your capability for higher education through a testing, assessment and interview process.

Contact our Outreach Officers for more information:
atsirecruitment@uts.edu.au or call (toll free) 1800 064 312

Visit: **www.uts.edu.au/future-students/indigenous**

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