UTS
UNIVERSITY OF TECHNOLOGY, SYDNEY

SOCIAL JUSTICE REPORT 2014

ANNUAL EQUITY REPORT TO COUNCIL

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UTS acknowledges and pays respect to the Traditional Owners; the Gadigal and Guring-gai people of the Eora Nation. It is upon their ancestral lands that UTS stands. Similarly, UTS pays respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this place.

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The report is also available in Portable Document Format (PDF) from the Equity & Diversity Unit website: www.equity.uts.edu.au

Message from the Provost

It is with great pleasure that I present the 2014 UTS Social Justice Report to Council. This year we said goodbye to Professor Ross Milbourne who was Vice-Chancellor for 12 years. Many of you would know how committed Ross was to social justice and the importance that our overall respect for diversity has played in the growth and development of UTS as a young university. Our incoming Vice-Chancellor Professor Attila Brungs has expressed and demonstrated that same commitment and we are proud to have social justice embedded at the heart of our updated strategic plan.

Our challenge will be to maintain and enhance our reputation for social justice, while at the same time growing our reputation as a world-leading university of technology. After reading this report I'm sure you will agree that we are continuing to distinguish ourselves as a university not only with aspirations, but with a genuine commitment to diversity, inclusion and social justice for all.

Professor Peter Booth
Provost and Senior Vice-President

Provost Peter Booth with the U@Uni Ambassadors and Acting Director Tracie Conroy. Photo by Ansh Bose

HIGHLIGHTS AND ACHIEVEMENTS

- The achievements of our staff and students and the contributions they make to social justice, diversity and equality were recognised at the UTS Human Rights Awards in September. A new category — Career Achievement Award — was introduced in 2014 and awarded to Paul Redmond and Heather Goodall. Paul was subsequently a finalist for the Australian Human Rights Commission's 2014 Human Rights Law Award
- The awardees for the Vice-Chancellor's Social Justice/Human Rights Award for Staff — Larissa Behrendt, Craig Longman and Jason de Santolo of Jumbunna Research Centre — were also recognised as finalists for the Australian Human Rights Commission's 2014 Human Rights Television Media Award for their documentary on the Bowraville murders *Innocence Betrayed*

  The film was also nominated for a 2014 Walkley Award
- The Workplace Gender Equality Agency (WGEA) awarded UTS the Employer of Choice for Gender Equality citation in 2014. WGEA also commended the UTS Research Equity Initiative as a leader in best practice
- The National Health and Medical Research Council judged UTS as one of only two institutions it considered 'outstanding' in the provision of support for gender equity in relation to research
- The UTS Bachelor of Primary Health Care was launched in December by Aboriginal and Torres Strait Islander Social Justice Commissioner Mick Gooda. The degree aims to expand opportunities for the Aboriginal and Torres Strait Islander health workforce to progress both professionally and academically

Paul Redmond, Anne Dwyer and Heather Goodall at the UTS Human Rights Awards. Photos by: Joanne Saad

Key Statistics

- 92% of UTS staff who completed the UTS Staff Survey 2014 agree that **sexual harassment** is prevented and discouraged in the workplace (up from 89% in 2012)
- 85% agree that **discrimination** is prevented and discouraged in the workplace (82 percent in 2012)
- 83% agree UTS is **socially responsible**
- Participation of **low-SES students** relative to the UTS population of domestic undergraduate students increased from 10.9% in 2013 to 11.6% in 2014. This is an increase of 307 students
- UAC applications to UTS from **Indigenous students** increased to 478 in 2014 (from 209 in 2013) along with an increase in the number of first preferences (132 — up from 67 in 2013)
- 132 **Indigenous staff** were employed to work on the Broadway Building, Thomas Street Building and Dr Chau Chak Wing Building as part of the Campus Master Plan Indigenous Participation targets
- 88% of UTS staff agree their supervisor genuinely supports **equality** between men and women

SOCIAL JUSTICE WITHIN THE UTS STRATEGIC PLAN

Social justice, equity and respect for diversity are threads woven into the fabric of UTS. They are values and objectives that are reflected in how we do our work within the organisation, our diverse staff and students, our inclusive teaching and learning, and in our engagement and collaborations with the wider community.

This report highlights the contributions by faculties and divisions to the University's strategic priorities in 2014.

Objective 1: INSPIRE GRADUATE SUCCESS

Enables students to build future-focused graduate capabilities and global citizenship, irrespective of their gender, culture, background and entry pathway.

Objective 2: ENHANCE OUR RESEARCH PERFORMANCE

Highlights examples of high-quality research and outcomes across UTS with a social or community engagement and impact, concerning equity, human rights and social justice.

Objective 3: CONNECT AND ENGAGE

Aims to leverage our University's culture of encouraging diversity and championing social justice to connect students, staff, alumni, industry and the community for collaborative learning opportunities, enduring relationships and inclusive programs and services. This includes increasing representation, retention and success of students from low socio-economic backgrounds and Indigenous students.

Objective 4: ADAPT AND THRIVE

Reflects our integrity, transparency and commitment to social justice through our diverse, respectful and inclusive workforce.

We will know we have grown our national and international reputation when:

- OUR PERFORMANCE IN GLOBAL UNIVERSITY RANKINGS relevant to UTS's profile, age and aspirations, continues to rise and awareness of UTS in Asia, North America and Europe is increased
- OUR KEY TECHNOLOGY PARTNERSHIPS and other international relationships are successful against our stated goals and outcomes
- SOCIAL JUSTICE AND INCLUSIVENESS is explicit in our curriculum, policies, strategies and plans and in our culture, beliefs, values and ways of working
- WE ARE WIDELY REGARDED as being excellent to do business with
- ABORIGINAL AND TORRES STRAIT ISLANDER peoples participate in education and employment across UTS at rates reflecting, at least, population parity and experience achievement comparable to their non-Indigenous peers
- OUR ALUMNI ARE STRONG ADVOCATES for, and active contributors to, our reputation with industry and our ongoing development
- UTS IS A SECTOR LEADER in leveraging the opportunities of the 'Asian Century'

OUR CITIZENSHIP

UTS highly values the rich diversity of our staff and students and recognises its contribution to our intellectually vibrant and socially engaged university community. It is this diversity that equips us to contribute effectively in the global environment in which we operate.

Maintaining an equitable and harmonious work and study environment across all faculties and divisions is important, and our success in this area is measured through a key performance indicator in the UTS Strategic Plan: KPI-UEE4 Commitment to diversity.

We are also aware of social responsibility and have a reputation for being actively engaged with our wider community. 2014 saw a range of collaborations, events, support services and activities that connected and engaged our staff, students and community and reflected our overall commitment to being global citizens.

Affecting Change

UTS Human Rights Awards

The work of UTS staff and students in advancing human rights and social justice was brought to light and celebrated at the biennial UTS Human Rights Awards 2014 ceremony.

This year's awards encompassed human rights initiatives in India, Afghanistan and Vietnam, assisting asylum seekers and their access to legal advice in Australia, and improving maternal and child health in disadvantaged communities. There was also disability and sexuality awareness, advocacy for Indigenous communities, education around forced marriage and forced labour, activism against misogyny, and support for better sanitation and teaching in schools in Nepal.

"Such work can often go unnoticed and unacknowledged," said guest speaker Dr Tim Soutphommasane, Race Discrimination Commissioner for the Australian Human Rights Commission. "It is work to which many are dedicated, not because they desire plaudits, but because they are moved to do what is right — to highlight injustice, to expose human suffering, to find ways we can make our country and our world a better place."

The awards were also an opportunity for Dr Soutphommasane to announce UTS's support of the Commission's Racism. It Stops With Me campaign, empowering Australians to stand up to racism in everyday situations rather than being indifferent bystanders.

The 2014 award recipients. Photo by: Joanne Saad

2014 Award Recipients

Vice-Chancellor's Social Justice/Human Rights Award For Staff

Awarded to Craig Longman, Larissa Behrendt and Jason de Santolo:
For their sustained commitment to providing support and advocacy work for the Bowraville community.

Elizabeth Hastings Memorial Award for Student Community Contribution

Awarded to Anti-Slavery Australia Youth Advocate Program:
For their commitment to educating young people and the community about the human rights abuses of forced marriage and forced labour.

UTS Reconciliation Award

Awarded to Juanita Sherwood, Paddy Gibson and Anne Cranny-Francis:
For The Northern Territory Intervention: What's Going on in Your Backyard seminar. Highlighting the injustices faced by Aboriginal communities, and supporting the embedding of Indigenous ways of knowing, being and doing in higher education teaching and learning.

Jo Wilton Memorial Award for Women (Joint awardees)

Awarded to Sabera Turkmani:
For her sustained commitment to improving the lives of women and children in Afghanistan through midwifery education.

Awarded to Jenna Price:
For her sustained commitment to challenging misogyny, sexism and violence against women in Australian society through online activism.

UTS Creative Media Social Justice Award

Awarded to Madeline Kelly:
For her film *Nineteen*, a moving exploration of sexuality, life and death.

UTS Ally Award Celebrating and Supporting Sexual and Gender Diversity

Awarded to Larissa Behrendt and James Saunders:
For *Clan,* a sensitive and visual exploration of one man's experience of coming out in the Aboriginal community.

UTS Social Inclusion Award

Awarded to Anne Prescott:
For her significant contribution to improving education and sanitation in remote villages of Nepal.

Career Achievement Award (Joint awardees)

Awarded to Paul Redmond:
For his outstanding and sustained contribution to legal education and human rights in Australia, including his commitment to the Brennan Justice and Leadership Program.

Awarded to Heather Goodall:
For her lifetime contribution and collaboration with Indigenous communities and elders, including her ongoing work with Tranby College.

Michele Rumsey, Chancellor Vicki Sara, Caroline Homer and Sabera Turkmani. Photo by: Joanne Saad

UTS 16 Days Campaign

To mark the 2014 international 16 Days Campaign, UTS: Cosmopolitan Civil Societies Research Centre (UTS:CCS) hosted an interactive seminar and Q&A session on the theme of Women, Peace & Security at UTS in November.

Speakers focused on the intersections of gender-based violence and militarism perpetrated by state, domestic violence and the role of small arms, and sexual violence during and after conflict. The event was attended by more than 100 people including change makers, researchers, students, media, social campaigners, state parliamentarians, local government representatives and supporters of social change.

The Rethinking Empowerment forum raised over $1,000 for the United Muslim Women Association's women's refuge.

Batyr@UTS

Despite one in four young people living with a mental health issue by the end of adolescence, mental health is not openly discussed and remains 'the elephant in the room' as they get older.

The Student Services Unit coordinated a UTS partnership with Batyr, an organisation devoted to reducing stigma associated with mental illness, to educate UTS students about the available support networks and systems in place, and to empower students to reach out when they need help.

The program includes the opportunity to highlight students within the University who have overcome mental ill health and are in a position to promote a positive change in attitude, both within the campus community as well as local schools and broader community.

At the Australian University Games in September, Batyr supplied ActivateSport teams — including the UTS Water Polo team — with 411 pairs of 'One Sock One Goal' blue socks as part of their mental health awareness-raising campaign. Batyr@UTS reached 1905 students over 2014 through various engagement activities and programs.

The UTS Water Polo team. Photo supplied by Batyr

Building a Culture of Safety and Respect

The UTS community annually supports **White Ribbon Day**, a national campaign to stop violence against women. The Equity & Diversity Unit sent all senior executives white ribbon pins so that they could demonstrate their support of the cause. White ribbons were also made available to all students and staff from security offices across campus and affirmative messages added to the University campus screens.

An example of University policy in practice, the **UTS Ally Program** creates awareness of issues related to sexual and gender identity and supports the rights of all students and staff regardless of their sexual orientation and gender. UTS Allies are volunteer staff who are available to offer resources and help to the UTS community if in need. They can be identified on the Equity & Diversity Unit's website or by a special Ally sticker or poster on their office door or in their workspace.

Through the ongoing **SHOUTS** initiative (Sex-based Harassment, discrimination and bullying Out of UTS), UTS is committed to ensuring all students and staff are treated fairly and can study and work in an environment free from discrimination, harassment and victimisation. A short information video about harassment is available on computer lab desktops and is played on campus screens at the start of each semester.

UTS supports the Australian Human Rights Commission's campaign **Racism. It Stops with Me** campaign and its focus on empowering Australians to stand up to racism in everyday situations rather than being indifferent bystanders. 2014 was a soft launch for the campaign, with eye-catching images of staff and students and anti-racism slogans displayed across campus screens.

Racism Stops at UTS. Photo by: Joanna Leonard

Building Community

BUiLD

Since the Beyond UTS International Leadership Development program (BUiLD) was launched in 2010, the BUiLD community has grown to over 3,000 young leaders undertaking an array of activities locally and globally. With a growing focus in the international development space, BUiLD has sent over 1,500 students abroad to more than 40 countries. The international volunteering footprint of our BUiLD students is around 52,800 hours per year, providing vital support and skills transfer to many communities in need.

Each year BUiLD works in partnership with 20 communities across the globe, building ongoing relationships and implementing projects to meet the needs of communities. One key project is Changemakers in Africa: The Manjeri School Project, Uganda.

Co-founded by UTS alumnus Nick Harrington, the Manjeri School Project is a non-profit organisation that seeks to empower communities in rural Uganda through education and sustainable development practices.

This project aims to assist the local community to build its own pathway out of poverty by implementing social enterprises in agriculture. Profits from the social enterprises are invested in the Manjieri School, resulting in self-sustainability and increased educational opportunities.

Student volunteering: Perfect Match. Photo supplied by Shopfront

UTS SOUL Award

UTS SOUL Award is available to any student who wishes to develop leadership skills, build networks and apply knowledge learned in the classroom to the real world.

To complete the Award, students must undertake 100 hours of volunteering and training across the course of their degree. In 2014 UTS SOUL partnered with The Centre for Volunteering for Perfect Match, an annual 'speed dating' event bringing together twelve community organisations and 120 students. Over 200 volunteer placements were set up at the event. Organisations included National Parks Association; Barnados; Centre for Volunteering; Milaana; Spark; Celebral Palsy Alliance; Red Cross; BEAMS festival; Conservation Volunteers, and R U OK Day.

Since its inception in 2012, student numbers have grown from 200 to its current 2000 students, with students having completed around 20,000 hours of volunteering in the local community. The training provided to students covers leadership, collaboration, effective communication, social issues awareness and project management. In 2014 SOUL received a Commendation for the UTS Social Inclusion Award at the Human Rights Awards.

Media Arts and Production student Bryce Thomas travelled to Uganda with the help of a BUiLD grant for two weeks to help the Manjeri School Project make a short documentary.

"After a 3 hour drive to the remote location of Lugazi, surrounded by farms, sugar canefields and mud brick homes, we went straight to visit The Erinah Manjeri Mixed Primary School and met with its founder Bbumba Mark Nicador. Immediately I felt a part of the Manjeri Project's small passionate team. I was able to meet teachers, children and members of the community. What's really at the heart of this project is empowering the students of this school through opportunity and guidance to become fully independent from donors in Australia. That's where I really started to feel a connection with what Nick had set up to do. I interviewed and filmed people to tell their amazing stories. Two weeks after my return we screened the short documentary about the school and the project at an inaugural cocktail gala with Bumba Mark Nicador in attendance, a night which raised enough funds to cover the costs of the school for a year."

Bryce Thomas with students in Uganda. Photo supplied

Sir Gerard Brennan AC KBE, Dean of UTS Law Faculty Professor Lesley Hitchens and 2014 Brennan Justice and Leadership Awardees. Photo supplied

Brennan Justice and Leadership Program

The Brennan Justice and Leadership Program is a joint initiative of the UTS Faculty of Law and the UTS Law Students' Society, named after former Chief Justice of the High Court of Australia and UTS Chancellor (1999-2005) Sir Gerard Brennan AC KBE. His life and career exemplify the qualities of professional leadership, service and excellence that the program seeks to nurture. The voluntary program aims to strengthen the justice consciousness, idealism and sense of service that students bring to their studies and later professional work.

In 2014 the program continued to flourish with numbers growing to over 1000 participants, indicating students' interest in social justice and their desire to go beyond the academic curriculum.

The program consists of two main components: reflections on justice, where students engage with the themes of justice and its social context through lectures and discussion groups; and leadership through service, where students contribute voluntary service (both legal and non-legal) over the course of their studies.

This year the Brennan program saw guest lectures from The Hon Michael Kirby AC CMG, The Hon Greg James AM QC and President of the Australian Human Rights Commission Professor Gillian Triggs. These insightful lectures covered issues ranging from human rights in North Korea, law and mental health and Australia's asylum seeker policy.

Brennan participants logged over 2,100 voluntary hours at 35 organisations over the course of 2014. That's 300 days of volunteering — more than one year's full-time employment for the average Australian.

UTS Community Connections

UTS International's Community Connections program encourages cultural diversity and inclusiveness by providing opportunities for international students to meet other local students and engage with the wider Sydney community. In 2014 Community Connections organised nine events including Pot Luck Lunches where students were encouraged to share a dish from their home country, while Clean Up Australia Day allowed international students to come together with the wider Sydney community. These events encourage international students to develop friendships and discover commonalities amongst differences. Community Connections also works closely with the City of Sydney's International Student Ambassadors, who act as representatives to the international student community in Sydney. This program empowers international students to share their concerns and experiences, giving UTS a further understanding of the needs of this diverse group of individuals.

Harmony Week

ActivateUTS's Harmony Week once again celebrated diversity at UTS and helped showcase to new students UTS's commitment to diversity. The week-long event was held in conjunction with City of Sydney's multicultural month of March and collaborated with multiple UTS departments and neighbouring Sydney TAFE. The theme for the week — Everybody Belongs — recognised UTS's Indigenous and inter-faith student and staff population. Events included a Harmony Fair, movie screenings and a pot luck lunch on the Concourse where students bought in a plate of food from their culture to share and connect over a meal. The highlights of the week were High Tea on the Sea — an international student tour of Sydney Harbour — and a Pride Party organised by student housing club HUTS with the underlying theme of inclusivity for all.

International students participating in Clean Up Australia Day 2014. Photo supplied by UTS: International

UTS Network Cafe

Network Cafe continued its weekly meetings throughout the year, connecting new international, study abroad and exchange students with experienced UTS Peer Networkers who answer questions, share tips about local culture and help practise language skills. Network Cafe contributes to cultural exchange and allows local students to gain an international perspective of the challenges of studying in a foreign country. Very often, the friendships formed throughout the semester go far beyond university. An internet chat option for international students pre-arrival has been added to the successful initiative.

UTS Housing Student Accommodation Resident Life Program

Residential Life offers students a unique opportunity to develop strong friendships with people from diverse backgrounds through cross-cultural experiences that often might not be available in other environments. Events and activities in 2014 included a themed annual dinner, English conversation classes, language classes offered by residents and a cooking competition where students produced fare from their home country. Students' social and interpersonal skills are enhanced when they form friendships and experience challenges that come with living in a diverse community, and often need to overcome cultural biases and reassess stereotypical beliefs. In 2014 the Cultures of Respect training program, a joint Student Services Unit and Equity & Diversity Unit initiative, was delivered to Resident Networkers and a Bystander Awareness video filmed for launch next year.

The Onwards and Upwards program uses drama to explore and dispel the myths associated with post-secondary study. Photo supplied by Bridges to Higher Education

Bridges to Higher Education

In 2014 the Equity & Diversity Unit reached its final year of working with Bridges to Higher Education. The $21.2m initiative, funded by the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP), aims to improve the participation rates of students from communities under-represented in higher education.

The project brought together the collective resources and experience of the widening participation, equity and social inclusion programs at UTS, the University of Western Sydney, the University of Sydney, Macquarie University and the Australian Catholic University.

The Bridges to Higher Education evaluation preliminary findings conducted 2012–2013 by external evaluator KPMG established positive signs that the work is having a significant effect on groups and communities currently under-represented in higher education. The final report is due for release March 2015.

Bridges to Higher Education supported 16 projects at UTS over 2014, including the U@Uni HSC Tutorial Scheme and U@Uni Summer School programs, along with the delivery of central and collaborative Bridges projects with the partner universities.

INDIGENOUS ENGAGEMENT

UTS recognises the Indigenous Australian people as the first people of this continent, and understands that the history and knowledge developed over many thousands of years was severely disrupted at the time of colonial settlement.

UTS's strong commitment to ensuring Indigenous Australians have access to higher education has been evidenced through the ratification of the Indigenous Education and Employment Policy. The policy outlines a whole of university approach to achieving comparable education and employment participation rates which reflects the national population parity of 2.2%.

The UTS: Jumbunna Indigenous House of Learning (IHL) was established to support the facilitation and process of building the aspirations of Indigenous Australians to access and succeed in higher education.

Jumbunna's innovative approach to supporting higher education aspirations of Indigenous Australians is multifaceted, with its cornerstone being founded in its quality engagement with community, schools and international partners to influence policy development and gain greater access to higher education.

The Wingara Indigenous Employment Strategy — in place since 1993 and managed by the Equity & Diversity Unit — has consistently promoted the recruitment, retention and career development of Indigenous staff within the University. A particular focus has been the strategy's 'grow your own' approach to increase retention and career progression opportunities for existing Indigenous students and staff at UTS.

Jumbunna IHL Research Unit conducts research in consultation with, and of direct relevance to, Indigenous communities throughout Australia. Focusing on research that has a concrete impact on the Australian political and legal sphere, Jumbunna uses its research to provide strategic advocacy, assistance and support to Indigenous communities, engaging with the legal system in the areas of political governance, human rights, criminal law and child removal law.

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- OUR KEY TECHNOLOGY PARTNERSHIPS and other international relationships are successful against our stated goals and outcomes
- ABORIGINAL AND TORRES STRAIT ISLANDER peoples participate in education and employment across UTS at rates reflecting, at least, population parity and experience achievement comparable to their non-Indigenous peers
- WE ARE WIDELY REGARDED as being excellent to do business with
- SOCIAL JUSTICE AND INCLUSIVENESS is explicit in our curriculum, policies, strategies and plans and in our culture, beliefs, values and ways of working
- OUR ALUMNI ARE STRONG ADVOCATES for, and active contributors to, our reputation with industry and our ongoing development
- UTS IS A SECTOR LEADER in leveraging the opportunities of the 'Asian Century'

Building Educational Aspiration and Attainment

UTS is a global city campus with an Indigenous heart. The Jumbunna Undergraduate Recruitment and Outreach project aims to extend this important sense of belonging and community to young Indigenous school students.

Jumbunna's schools engagement program continues to afford Indigenous students access to many on-campus activities. The flagship Nanga Mai and Galuwa programs continue to attract over 300 participants from all parts of Australia and is a key driver in building aspirations for Aboriginal and Torres Strait Islander high school students.

Objectives:

- Build aspirations of young Indigenous students from the Sydney region and regional NSW and the ACT
- Build academic capacity of students
- Build capacity for persistence and resilience
- Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity
- Meet the needs of regional and western Sydney schools by providing longer residential on-campus experiences

The project has a team of Outreach Officers available to visit schools and speak directly with Aboriginal and Torres Strait Islander students about university life and Jumbunna's Direct Entry Program. Jumbunna's student representatives also engage with Indigenous students and school communities across the Sydney area and regional NSW.

Project reach in 2014:

- 1,050 Aboriginal and/or Torres Strait Islander high school students
- 400 Aboriginal and/or Torres Strait Islander primary school students
- At least 200 school teachers and/or careers advisors
- At least 150 school principals and 35 deputy principals
- Approximately 850 parents of Aboriginal and/or Torres Strait Islander students
- 35 Indigenous TAFE students

Photo by: Sophia Romano

Regional students at the beach as part of Nanga Mai. Photo by: Shane Rosario

Nanga Mai

More than 100 students and teachers covering both primary and high schools across Sydney, the Central Coast and Blue Mountain registered to attend Nanga Mai in 2014. A video producer was engaged and a short clip produced to highlight the activities.

For the first time ActivateUTS was also involved in the day, with participating clubs and societies bringing a new level of excitement and activity to the day and giving high school students an idea of 'uni life' beyond courses and study.

> "Today I saw our students engage in 'university life'. They were mixing with university students, participating in the workshops and appeared very comfortable and happy to be present at this campus. Thank you for such a fantastic day."
>
> **Joanne Brannigan, teacher, Brisbane Waters Secondary College**

As an experiential event, **Nanga Mai** meets its objective of breaking down barriers to study. Charlotte of Canterbury Girls High School said that coming to the day had encouraged her to work harder to get into university and obtain a degree. Madison of Crestwood High School agreed, saying, "I feel more comfortable and excited to be going to university."

Due to a high number of requests from regional schools to attend the event, Jumbunna conducted a residential version of Nanga Mai for the first time. Over four days in December, 30 students and five teachers from Kununurra and Kyogle participated in various hands-on activities on campus, including an amazing race, to help the regional students acclimatise to being in the city. Many of the students had never been to Sydney before and were excited to see the Sydney Opera House and visit Taronga Zoo by ferry.

> "One student is particularly interested in studying animation and is looking at moving to Sydney. The amazing race was great fun and the kids really enjoyed this – as did I! The sound-making with equipment students wouldn't usually get to use was great. The best thing about the experience was the staff working with the students. You all had so much energy and motivation, which really rubs off on the students."
>
> **Emma Lutz, teacher from Kununurra**

Literacy Days

Building on its success from 2013, 81 Indigenous primary and high school students attended a three-day literacy workshop at the Sydney Story Factory, a not-for-profit creative writing centre for young people in Redfern.

Facilitated by Indigenous author and speaker Dr Anita Heiss, students looked at their own identity as Aboriginal and Torres Strait Islander people in a culturally safe space and were led through exercises to help them to develop their creative writing skills in imaginative and creative ways.

> "Many of our students are both Indigenous and living in extremely strained financial circumstances. They have few role models of Indigenous people who are educated and in careers. Showing them that there are other ways to live is vital."
>
> **Helen McCosker, teacher, Shoalhaven High School**

Metro high school students on campus for Nanga Mai. Photo supplied

Les Marshall-Peel.
Photo by: Sophia Romano

Galuwa Engineering and Information Technology Experience

Now in its second year, the Galuwa Engineering and IT Experience aims to engage Aboriginal and Torres Strait Islander high school students and build aspiration for continued study in these fields

In 2014, 28 Indigenous students from across NSW and Queensland travelled to UTS to be a part of this aspirational initiative and discovered what it's like to study engineering and IT. Students engaged in hands-on activities and site visits to engineering (civil, mechanical, electrical and biomedical) and IT companies.

For the first time four teachers also participated in the program as part of their continued professional development. The Faculty of Engineering and IT partnered with Jumbunna and The Aspiration Initiative — a high school academic enrichment program — to provide a two-day workshop that helped teachers develop a better understanding of Aboriginal and Torres Strait Islander communities, culture, learning and practice

Additionally, the first application from a Galuwa graduate to the faculty came from Les Marshall-Peel in 2014. Les has now commenced a Bachelor of Engineering, majoring in Mechanical Engineering and the Diploma of Engineering Practice. Les had always had an interest in engineering and is a self-confessed 'car nut'.

"My career advisor told me about the program and I thought it would be a cool thing to do," he says. "I was in Year 11 when I did Galuwa, and I think it helped me to focus myself for Year 12. I knuckled down. My favourite thing about the program was visiting the UTS Motorsport Club and checking out their car. That's what I want to do, ideally, work in motorsports when I graduate. But it's really hard to find a place in that industry."

For Les, things might not be as difficult as he anticipates. He is already in line for a possible internship with a Galuwa sponsor.

Les says he would tell other students considering applying for Galuwa to just do it. "You've got nothing to lose, and everything to gain. Even if you decide it's not for you, at the very least you've learned that."

UTS: INSEARCH

Jumbunna works closely with UTS: INSEARCH to identify applicants for the INSEARCH Indigenous Scholarship Program which allows Indigenous scholars to access INSEARCH diploma programs.

The development of the UTS: INSEARCH scholarship program has strengthened Jumbunna's ability to provide greater opportunities to those students less fortunate in securing a place in an undergraduate degree at UTS. In 2014 nine Indigenous INSEARCH students transitioned to a UTS undergraduate degree.

High school students on campus for Galuwa.
Photo by: Shane Rosario

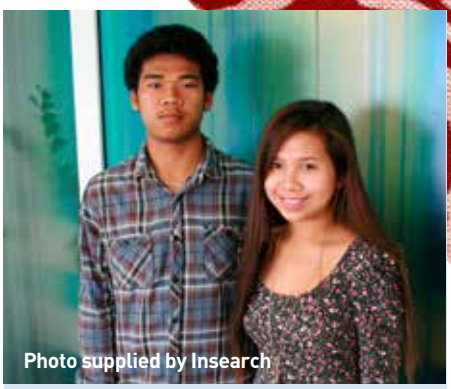


Photo supplied by Insearch

PROFILE

Felise and Ferdinand Irlandez

After participating in the Jumbunna Direct Entry Program, siblings Felise and Ferdinand Irlandez received scholarships to study a Diploma of Business at UTS:INSEARCH as part of the INSEARCH Indigenous Scholarship Program.

"People might worry that a scholarship means there'll be a lot of pressure on them to get good grades," says Ferdinand. "But there's great academic support and the way classes are run means you're introduced to new concepts stage by stage."

Ferdinand found out about Jumbunna and the scholarship program by visiting UTS Open Day in 2014. "Jumbunna thought I would be a good candidate for the scholarship and put me forward.

"When I was doing the HSC I got caught up in thinking 'my future will depend on this', but I'd tell other students to just do their best and see what happens because if you do badly in the HSC it's not the end of the world."

With siblings studying the same area you'd think there might be some competition, but Felise and Ferdinand are following their own paths.

"I decided to study Business because it was a subject I really enjoyed in high school," said Felise. "After I complete my diploma I'd like to study a Bachelor of Business majoring in Management and Tourism at UTS. In the future I can see myself maybe working in hotel management, while Ferdinand is interested in Marketing.

"I think UTS:INSEARCH was the best option for us. I'm just so thankful for the support everyone has given."

UNISTART

UNISTART is designed for Aboriginal and Torres Strait Islander people wishing to gain entry into a university degree.

2014 was the second year UTS and Jumbunna offered the 12-month program, with 20 students enrolled. The program plays a pivotal role in preparing Indigenous students with academic literacy and numeracy knowledge to help them succeed and flourish at university.

Chris Combridge moved from Dubbo to study a Bachelor of Sport and Exercise Science at UTS. He applied for UNISTART to prepare him for his degree.

"UNISTART allowed me get a feel for university life before starting my degree. It also built up my skills and showed me how to commit and prepare for my work."

As part of his studies Chris has undertaken a cadetship at Activate UTS in the Sports office and has also worked for Jumbunna as a student ambassador.

"Having a cadetship during my study means I can stay in Sydney and have some kind of financial support," he says. "It also allows me to gain knowledge of management skills, such as how to run a gym and sporting events."

In 2014 Chris was fortunate to travel to both the Maldives and Qatar as part of his degree. "We helped kids develop their sporting skills, such as teaching them how to swim, and gave health classes on how to maintain a healthy body and live a healthy life. It was also about experiencing another culture and meeting the beautiful local people of the Maldives.

"In Qatar I was part of a study to see the effects of jet lag and how we as sport scientists help athletes overcome it.

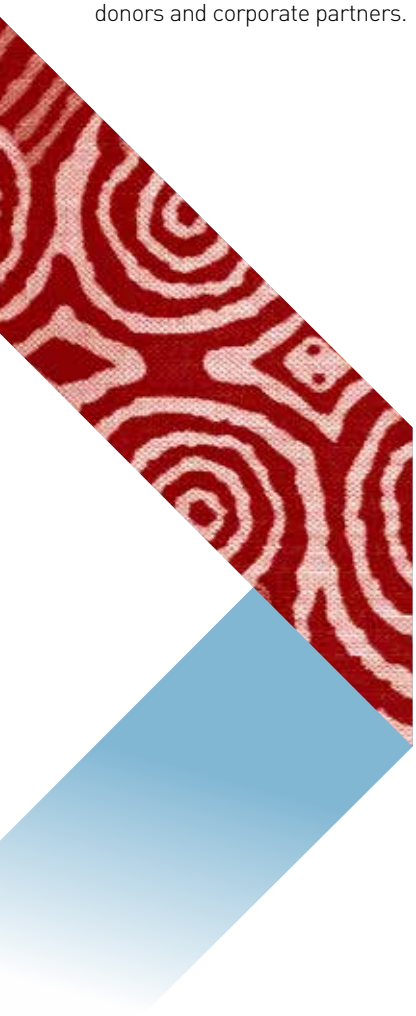
"My future has changed a lot since coming to university; it has opened up many doors of opportunity and hopefully many more to come."

Chris Combridge
Photo supplied by Jumbunna IHL

Retention and Success

Jumbunna has adopted a student lifecycle approach in supporting Indigenous students at UTS – meaning Jumbunna provides academic and cultural support from the very first point of contact, throughout their studies, into their careers and beyond as alumni.

This concept has been embraced by the appointment of an Advancement Manager who is responsible for the relationship management of UTS alumni, as well as prospective donors and corporate partners.



Learning Development Program

The Jumbunna Learning Development Program oversees the following functions and initiatives directed at improving educational outcomes for Aboriginal and Torres Strait Islander students at UTS:

- Development, delivery and evaluation of testing and assessment for the **Jumbunna Direct Entry Testing and Assessment Program**
- Supplementary tuition provided under the **Jumbunna ASSIST Program**
- Subject-specific supplementary tuition under the federally-funded **Indigenous Tutorial Assistance Program**
- Research-active Learning Assistance Lecturers and the promotion of research-led practices in the provision of supplementary tuition to Indigenous scholars
- Liaison with faculties in the review and curriculum development of away-from-base undergraduate courses for Indigenous scholars
- The Jumbunna International Experience Program which aims to achieve increased rates of Indigenous students having an off-shore experience within the context of their undergraduate studies at UTS (in collaboration with UTS: International)
- Recruitment, management and administration of the Indigenous Academics of the Future Cadets (in collaboration with the Equity & Diversity Unit)
- Provision of Academic Development opportunities for Indigenous Higher Degree by Research candidates

Jumbunna Direct Entry Testing and Assessment Program

A key issue inhibiting Indigenous Australian participation rates in higher education is the extremely low number of Aboriginal and Torres Strait Islander students who complete the HSC or equivalent of schooling with results that allow them to enter degree study.

The Direct Entry Testing and Assessment Program is designed to identify applicants who would have the capacity for degree study given appropriate learning opportunities to supplement the core tuition provided by the degree programs they seek to enrol in.

Direct entry enrolments for commencement in Semester 1 of 2014 reached an all-time high of 109 across all discipline areas of the University — up from 82 in 2013. This can largely be attributed to the continued investment into the areas of marketing and outreach, increased levels of on-campus student development and support, and access to quality learning.

Photo by: Joanne Saad

UTS now has Aboriginal and Torres Strait Islander students in every faculty, with the numbers of students in non-traditional areas growing. The largest cohort of new students is in the UTS Business School, due largely to the new Bachelor of Business Administration Indigenous block program which had an inaugural intake of 14 students in 2015.

Jumbunna ASSIST

Jumbunna ASSIST is a strengths-based and relational supplementary tuition program provided to Indigenous students accessing undergraduate study via the Jumbunna Direct Entry Program.

Jumbunna ASSIST acknowledges that Indigenous students in the Direct Entry Program embark on university study with different prior educational experiences from mainstream or traditional students. But rather than taking an individualised deficit-based approach, Jumbunna ASSIST is based upon two key principles: firstly, the relational aspect of Jumbunna ASSIST emanates from the observation that a significant factor in human learning is relationships with more knowledgeable others; and secondly, that in order for people to learn and change they need to draw upon their own strengths and attributes that they bring to the challenges of the new learning environment.

The program seeks to foster a learning community within the Jumbunna Student Services unit, which relies as much upon peer-to-peer learning assistance as assistance provided by academic staff.

Background
In 1988, four Indigenous Australian students were enrolled at UTS and an academic communication tutor was employed at Jumbunna to provide tuition to supplement the teaching provided by the faculties. By 1998, with an increasing number of students enrolling in undergraduate fields requiring mathematical knowledge, Jumbunna began to provide supplementary mathematics tuition.

By 2010, 28 hours of supplementary tuition were available per week to Indigenous students at UTS, focusing on the transition needs of the nearly 60 first-year undergraduate students – most of whom had accessed undergraduate study via the Jumbunna Direct Entry Program.

In 2011, Jumbunna identified the need to improve the retention, progression and completion rates of Indigenous undergraduate students and a full-time Learning Development Coordinator was appointed.

To accommodate the needs of increasing numbers of commencing students, Jumbunna has expanded its supplementary tuition programs to ensure students have full support and access to opportunity throughout their undergraduate degree. In 2014 a full-time coordinator of the UNISTART enabling program was appointed along with the provision of Peer Tutors on Indigenous Academics of the Future Cadetships, who primarily provide learning assistance to UNISTART, and, to a limited extent, INSEARCH Indigenous students.

Indigenous Tutorial Assistance Scheme (ITAS)

Along with Jumbunna ASSIST, ITAS is viewed as a key mechanisms for increasing Indigenous undergraduate success and completion rates at UTS. ITAS aims to accelerate and improve the educational outcomes of Aboriginal and Torres Strait Islander tertiary students by offering them the opportunity to apply for federally-funded supplementary tuition, either one-to-one or in small group. A total of 2286 hours was delivered to 203 students across eight disciplines.

PROFILE
Maddy Corr

"It doesn't matter that I'm a female in construction, that I'm young or that I have Indigenous heritage. People believe in me based on my own merit — that's one of the best feelings."

Bachelor of Construction Project Management student Maddy Corr has gone from strength-to-strength since discovering her passion for building.

She worked as an Undergraduate Site Engineer for Lend Lease on the prestigious Gehry-designed Dr Chau Chak Wing site while also studying at UTS. This balance between theory-based work and practical experience is something that drew Maddy to UTS where she discovered her talent for construction. She says she owes much of her success to the Indigenous internship program CareerTrackers and to Jumbunna.

"I can be a bit of a stress-head so I applied for UTS through Jumbunna's Direct Entry Program. That peace of mind during the HSC was invaluable. Now I know everyone in Jumbunna and I feel really supported."

Through Jumbunna and CareerTrackers, Maddy was able to secure a coveted role working on Lend Lease's Dr Chau Chak Wing site. In 2014 Maddy gave a presentation to delegates from the G20 about Lend Lease's Reconciliation Action Plan and her work there.

"I got really nervous, but I know I have a responsibility to talk about the amazing work being done. Partnerships with big companies like Lend Lease are so important. To get a degree and also be able to say you've got experience in the industry, let alone working on a Frank Gehry building – the first in Australia – is just amazing. "

Excerpt from *U:* magazine

The launch of the BPHC at the workshop. Photo by: Anna Zhu

Teaching and Research

Growing Indigenous cultural respect in the Faculty of Health

With their commitment to embedding an Indigenous graduate attribute throughout all their faculty programs, the Faculty of Health's Indigenous Graduate Attribute Working Party this year focused on the implementation of the graduate attribute in practice to drive changes in student outcomes through four key areas:

1. **Ongoing staff development through monthly Yarning Circles**

   The use of the traditional story-telling and discussion forum has proved successful with staff interested to learn more about Indigenous history, awareness and culture. Facilitated by an Indigenous person, topics over 2014 included alternative versions of Australian history, the Australian legal system in the context of equity and justice for Aboriginal and Torres Strait Islanders, and how humour is used to balance world views on Aboriginality.

2. **Ongoing update of a resource repository available for both staff and student use**

3. **Employment of an Indigenous Academic Advisor to assist staff in developing teaching, learning and assessment strategies**

4. **Celebrating achievements and highlighting ongoing work at a showcase:** 'Celebrating the now, the how and the future. The journey of growing Indigenous cultural respect: Sharing stories from the Faculty of Health'

As a result of the embedding of the Indigenous Graduate Attribute into Health and Society (first year subject in nursing), questions about Indigenous health and wellbeing were included in the final exam. Marking of the exams showed understanding of Indigenous knowledge within the cohort was highly variable.

The working party reviewed the teaching and learning strategies within the subject and decided the attribute would be embedded throughout the lifetime of the students' health degree.

The December workshop 'Celebrating the now, the how and the future' was also the launch of the Bachelor of Primary Health Care (BPHC).

The development of the new Bachelor of Primary Health Care

The Bachelor of Primary Health Care (BPHC) degree was developed in consultation with local Aboriginal health community members, Jumbunna IHL representatives, and with experts in primary health care practice and Aboriginal health.

The pathway for Aboriginal and Torres Strait health workers to progress both professionally and academically is currently limited. The BPHC is an articulated pathway from the current VET qualification into higher education and will provide options for tertiary qualifications for this specific cohort of students. The aim is to increase participation of Aboriginal and Torres Strait Islander people in tertiary education and improve the current disparity in health and education.

The new course builds on the faculty's commitment to embedding Indigenous graduate attributes by providing a recognised qualification for Aboriginal and Torres Strait Islander health professionals.

The degree's primary health care focus on accessibility, equity, social inclusiveness and health as a social construct will assist UTS in meeting a number of its strategic outcomes. Given the majority of its students will come from a practice-based background, the course is offered in residential block mode and its delivery supports the integration of theory and practice in primary health care. In addition, the course has specific subjects dedicated to the appropriate use of emerging technologies in relation to health care provision.

It is envisaged students will participate in an international experience in the third year of the degree.

Tenisha Lawrence, BPHC course coordinator Rachel Smith and 2014 UTS Alumni Award recipient Leona McGrath. Photo by: Anna Zhu

Developing awareness and teaching around Indigenous social entrepreneurship

UTS Business School / UTS Cosmopolitan Civil Societies Research Centre / Centre for Corporate Governance

Indigenous Women and Entrepreneurship in NSW – Sonya Pearce

Aboriginal women have always played a vital role in ensuring the survival of their people. Today, they still occupy a clear role in maintaining culture, families and communities through their entrepreneurial ventures.

The four-year in-depth study into understanding the experiences of Aboriginal women in Indigenous enterprises is being funded through an Australian Research Council Discovery Indigenous Grant, led by UTS Senior Lecturer in Management Sonya Pearce — also Indigenous Entrepreneurship Leader of the Management Discipline Group's Gaarrimay Indigenous Research Cluster.

"My research has been focused on understanding Indigenous socio-economic disadvantage and the role of women in changing this," says Pearce. "It has set out the turbulent history, challenging experiences and contributions of Indigenous women in New South Wales as both workers and entrepreneurs; drawing from their own spirit, culture, and strength to develop enterprises and produce goods and deliver services, often in the face of internal and external resistance."

Through narratives, the project shows Indigenous female entrepreneurs as business operators, family and community members, and analyses how their understanding of culture has helped make meaning of the world, as well as shape and form their identity.

The project has also identified the strengths of Aboriginal women as entrepreneurs and points to where

Sonya Pearce. Photo by: Nathan Roger

improvements can be introduced to enhance their experiences.

"With this knowledge, I hope to influence policy centring on education and training initiatives, develop social program delivery for the Indigenous community and ensure the targeting of financial support."

UTS Business School

Indigenous enterprise case study – Danielle Logue

A team from the UTS Business School's Management Discipline Group have developed an Indigenous case study for business students with a focus on social entrepreneurship. Dr John Chelliah, Dr Alex Pitsis and Sonya Pearce, led by fellow Senior Lecturer Danielle Logue, have been looking at the factors associated with social enterprise to social value chain in an Indigenous enterprise.

This project provides a learning framework for business students and seeks to understand Indigenous entrepreneurs, innovation and supply chain. The first of its kind in the faculty, it also provides a benchmark in the development of future case studies on this subject.

The case study Social enterprise to social value chain: Indigenous entrepreneurship transforming the native food industry in Australia follows Sharon Winsor, one of Australia's leading female Indigenous entrepreneurs, who turned to her knowledge of native foods and love of wild harvesting from her childhood into a thriving business: Indigiearth. She now finds herself in a position where increased opportunities for international expansion are demanding increased volume and scale from her rural operations where she works with Indigenous communities.

The case study, to be delivered in 2015, will allow business students to work through key challenges on the future of Indigiearth, such as achieving scale while still maintaining profitability and social mission. The outcomes of the class project will determine how Indigiearth is structured, who it needs to partner with to develop the Indigenous food industry, and how it will need to work with stakeholders on the issue of sharing traditional knowledge while meeting the growing needs of the company.

A video was produced to support the case study and to allow for more class interaction. It will also provide online content for the students and build towards UTS's portfolio of more sophisticated teaching case studies.

Sharon Winsor, left, with Sonya Pearce and Danielle Logue. Photo by: Cara Logue

Stills from *Innocence Betrayed*

2014 saw significant social justice achievements by the Jumbunna IHL Research Unit. Some highlights included:

Bowraville Community

A deepening of our collaboration with the Bowraville Aboriginal community saw Jumbunna Researchers continue their fight for justice for three Aboriginal children murdered in the Bowraville community twenty-five years ago.

Advocacy has included:

- Advice (informed by desktop and community legal research) to police, politicians and policy makers
- Advice and support for the families
- A substantial submission to the parliamentary inquiry and appearing as witnesses at the inquiry
- Work on developing education packages for the profession about Aboriginal witnesses and evidence

Support for the community has taken the form of:

- Research on key technical legal and procedural issues
- Lobbying of key decision makers, including the establishment of a NSW Parliamentary inquiry
- Substantial submission to the NSW Parliamentary Inquiry
- Other support for the community in relation to housing and criminal justice matters

As part of the advocacy work, Director of Jumbunna IHL Research Professor Larissa Behrendt wrote and directed, and Senior Researchers produced, *Innocence Betrayed*, a documentary film that shares the story of the Bowraville community's journey in taking on the NSW legal system.

The documentary aired on NITV in 2014 and was followed by *Justice Just Us: Bowraville Special*, a Q&A with Larissa Behrendt, Detective Inspector Gary Jubelin and community activist Leonie Duroux.

Innocence Betrayed was nominated for a 2014 Walkley Award and the Television Media Award at the 2014 Australian Human Rights Awards. The film and wider advocacy work of the team was awarded the Vice-Chancellor's Social Justice/Human Rights Award For Staff at UTS's own 2014 Human Rights Awards.

The project is an inspiring example of how the resources and knowledge of Jumbunna Research can assist the most marginalised within the community and highlights UTS's commitment to social justice.

Who's Afraid of Jason Wing

In 2014 Jumbunna Research produced the short documentary film titled *Who's Afraid of Jason Wing* screened on NITV in December. The film centres on Aboriginal Artist Jason Wing. In 2012 Jason won the Parliament of NSW Aboriginal Art Prize for his artwork, a sculpture with a balaclava over a ready-made bust of Captain Cook. The work, however, was never displayed due to political concerns. The film explores conversations about Australia's past, its fixation upon identify and skin colour and the path of the Aboriginal/Chinese artist in navigating these issues.

Jason Wing's provocative work Australia was Stolen by Armed Robbery

Vine Deloria Award

Jumbunna Senior Researcher Dr Alison Vivian was awarded the prestigious Vine Deloria Scholar Award from the University of Arizona for her work in Indigenous Nation Building and connecting community members, governments and scholars in the United States and Australia.

What's Going on in Your Backyard

Senior Researcher Paddy Gibson of Jumbunna Research shared the 2014 UTS Reconciliation Award with Professor Juanita Sherwood and Professor Anne Cranny-Francis for their half-day seminar What's Going on in Your Backyard.

This seminar — the result of a collaboration between Jumbunna IHL, the Faculty of Health and the Faculty of Arts and Social Sciences — brought together community and research experts on the impact of ongoing government policy in Aboriginal communities.

Focusing on the Northern Territory Intervention/Stronger Futures policy, the speakers shared stories of their experiences with the implementation of intervention policies. They provided academics with practical methods of embedding Indigenous ways of knowing, being and doing in higher education teaching and learning to enhance students' understanding of the world around them.

The participation of Vanessa Davis, an Aboriginal Researcher at Tangentyere Council, was crucial to the success of the seminar, providing insight into the ongoing impact of government policy in the Northern Territory.

The seminar demonstrated UTS's ability to produce world class research in the key research strength of Strengthening Indigenous Communities.

ARC Nation Building Projects

Professor Larissa Behrendt and Senior Researcher Alison Vivian headed up Australian Research Council collaborations between three Australian Indigenous communities (the Gunditjmara People in Victoria, Ngarrindjeri Nation in South Australia and Wiradjuri Nation in NSW), and with six other universities (University of Arizona, University of Melbourne, Flinders University, Charles Sturt University, RMIT and ANU). The research focuses on the development of Aboriginal Nations. As part of this work, the project team recently won a South Australian tender to provide a series of workshops to the South Australian public service and Aboriginal communities addressing nation-building principles.

Borroloola Collaborations and Project

This project has seen Jumbunna researchers provide community support and legal research to the Borroloola Aboriginal Community on a range of issues relating to self-determination and governance. This has included:

- Providing the community with support in its interactions with the Northern Land Council and resisting proposed mining in traditional lands
- Establishing partnerships with the Environmental Defenders Office (NT) and the Environment Centre (NT) and providing legal research and strategic assistance
- The development of new media assets to support advocacy efforts within the community

Recognising Indigenous knowledges

The Indigenous Academics of the Future program is a new and innovative scheme designed to enable high-achieving Indigenous undergraduate students to progress into postgraduate studies and academia.

The program aims to promote candidates' skills in education and research through tutorial support of early degree students and research assistance work within their academic discipline. This program was piloted in 2014 and was key to the success of undergraduate Indigenous students. As a testament to its success, the program is being extended to other faculty areas in the new Wingara Strategy.

Photo supplied by Jumbunna IHL

PROFILE

Daniele Hromek

"I applied via UAC to come to university as a mature aged student in 2012. I was accepted into the Bachelor of Design (Interior Spatial Design) through the Direct Entry Program – without entirely knowing what that meant!

"I was supported by Jumbunna in a number of ways throughout my degree, from assistance achieving advanced standing recognition of prior studies, to helping me with a scholarship to purchase a new laptop, to most recently helping me apply for a Masters of Design by research.

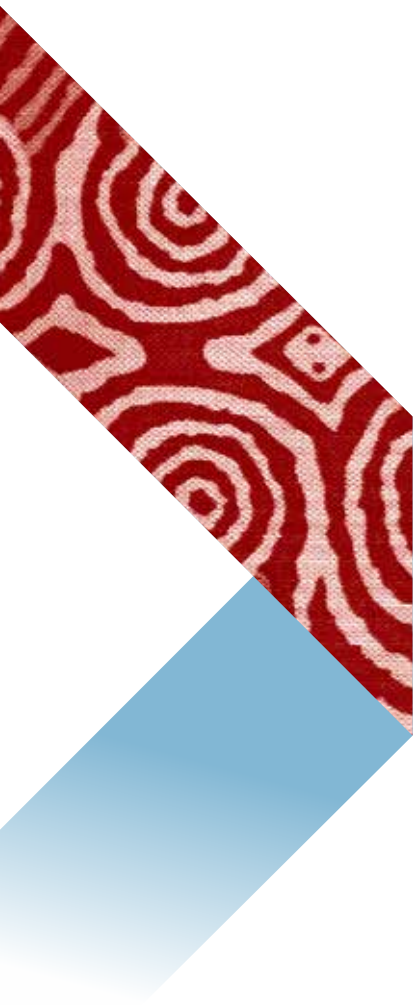
"At the start of the final year of my undergraduate degree I was contacted in regards to a new program called Indigenous Academics of the Future. High-achieving students from a number of subject areas were being given a chance to take part in this program as peer tutors and researchers.

"I was thrilled to be offered a cadetship in the program. It gave me the opportunity to work with other Indigenous undergraduate students as well as academics and support staff. I gained experience in tutoring students in my specialist subject area and started to become familiar with researching – invaluable skills when commencing Higher Degree Research studies.

"I have appreciated the flexibility and opportunity to grow my own skillset within a supported, friendly and open environment. Most importantly, the Indigenous Academics of the Future program has given me a glimpse into a future career path, which I have not had for many years."

Indigenous Staff Representation and Participation

The Wingara Indigenous Employment Strategy 2011–2014 came to its third and final full year of operation. Strategic funding from the Vice Chancellor for recruitment and retention initiatives has contributed greatly to the ongoing success of programs introduced in 2012 and their expansion in 2013.



Highlights of the Wingara Strategy for 2014 include:

- Traineeships: One trainee recruited in 2012 progressed to a mainstream position within the Student Administration Unit at the end of 2014
- Cadetship: The Indigenous Employment Officer (IEO) continues to work with faculties and divisions to facilitate new employment opportunities for cadets where opportunities arise. This program equips cadets with relevant work experience that will enable them to be more competitive when applying for roles at UTS or external organisations
- The introduction of the Academic of the Future program has seen the recruitment of four new academic cadets, with one candidate progressing into higher degree research (HDR). Wingara was involved in the creation of a HDR support role to increase the number of Indigenous HDR candidates at UTS
- Academic internships: The Academic Internship Program has exceeded expectations with seven interns currently working in academic roles at UTS while completing PhDs. All are progressing well and it is envisaged the Indigenous academic workforce will continue to grow and flourish
- The IEO is working with faculties and divisions to facilitate new employment opportunities for graduate students where opportunities arise
- The Indigenous Academic Forum was held in December, bringing together Indigenous academic staff from across the University to share information about their research and plan future initiatives or opportunities. New collaborations and partnerships have developed as a result of the forum. This year also saw the introduction of an international guest presenter to develop international collaboration for UTS academics

A new three-year Wingara strategy is currently being developed and will be implemented in 2015.

Indigenous participation at UTS by % and headcount	2013 % [No.]	2014 % [No.]
Academic Staff	0.8% [11 staff]	0.8% [11 staff]
Professional Staff	1.2% [18 staff]	1.2% [18 staff]
Total Indigenous Participation	**2.0% [29 staff]**	**2.0% [29 staff]**
UTS Indigenous Australian Staff Support Network	**38**	**43**

Note: Data source: UTS Business Intelligence Portal; Cube: utsstaff; Report: Aboriginal and Torres Strait Islander Academic and Support All UTS; Accessed on 6 May, 2015.

As per UTS Academic and Support Staff Agreements, the Indigenous Australian Staff Support Network Membership is available to all Indigenous Australian staff employed at UTS. This figure includes those staff who may not have self-identified in NEO.

Campus Master Plan 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 end 2019.

At the end of 2014, UTS delivered all the major new buildings proposed by the CMP, with the library of the future and the building 1 and 2 podium extension the main projects remaining.

The CMP also offered UTS the opportunity to progress its commitment to Indigenous participation through a proactive tender approach that included Indigenous involvement in employment and training opportunities as essential elements of contract delivery. Participants were employed in a variety of roles including labourers, services installation and fitout.

1. Broadway Building:

- Total of 83 positions (28 apprentices and 55 labourers) employed during construction of UTS's FEIT Building. This exceeded the project's target of 80 positions
- The positions were employed in a full-time capacity by main building contractor Lend Lease and 27 subcontractors

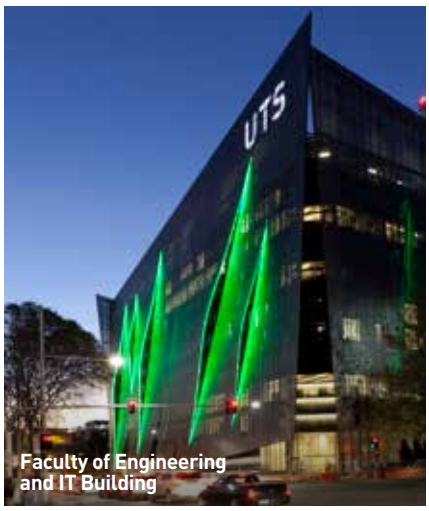
2. Thomas St Building

- Total of 18 positions (apprentices and labourers) employed during construction of UTS's Science and Graduate School of Health Building
- The project's target for Aboriginal participation was based on hours worked, rather than individuals, with a target of 1.5% of total construction hours
- At the project's completion the 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 employed by main building contractor Richard Crookes Constructions and 14 subcontractors

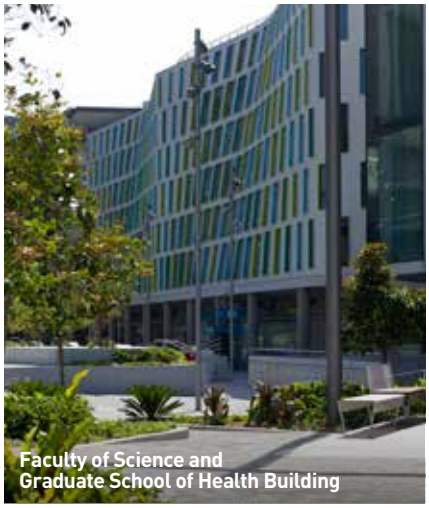
3. Dr Chau Chak Wing Building

- Total of 31 positions have been employed to date in the construction of UTS's new Business School
- The positions were employed by main building contractor Lend Lease and 18 subcontractors
- The project's target for Aboriginal participation is 42 people

TOTAL = 132 participants across three projects



Faculty of Engineering and IT Building


Faculty of Science and Graduate School of Health Building

Dr Chau Chak Wing Building

OUR STUDENTS

UTS as an institution considers support for equity, diversity and social justice as integral to delivering on our strategic objective to help students build strong professional identities, future-focused graduate capabilities and global citizenship.

The goal of the Widening Participation Strategy (WPS) is to deliver sustainable long-term outcomes for improved access, participation, retention and success of students from targeted equity groups, with a specific focus on students from low socio-economic status (low-SES) and Indigenous backgrounds.

The strategy recognises that raising aspiration and admitting students from diverse backgrounds to university is just the first step to widening participation. Students must also be supported in their transition to university study to equip them for success and graduation.

The WPS features an integrated suite of programs supported by cross-faculty and -unit collaborations, along with externally focused programs developed in partnership with schools, community organisations, TAFE and other universities.

This chapter will provide snapshots of the key programs that took place across each stage of the low-SES student's journey at UTS over 2014.

Student diversity by headcount	2013	2014
Students with a language background other than English	8612	9911
Aboriginal and Torres Strait Islander students	273	250
Students with a disability	1231	1271
Students from a low socioeconomic background	2602	2840
All UTS students	**37673**	**39048**

KEY STATISTICS

- Participation of **low-SES students** relative to the UTS population of domestic undergraduate students increased from 10.9% in 2013 to 11.6% in 2014, an increase of 307 students
- 17.3% of student admissions came through **inpUTS** (up by 2% in 2013)
- 97.5% of students surveyed reported an increased awareness and knowledge of **diverse pathways** following TAFE outreach activities
- The **First Year Experience program** reached 8,254 first year UTS students, including 848 students from a low-SES background (up from 6,849 in 2013, 680 low-SES)
- 96% of **Summer School** 2014 participants reported that the program had encouraged them to want to pursue a university education
- Nearly 90% of students surveyed indicated the **HSC Tutorial Scheme** sessions had encouraged them to work harder and focus more in school. Almost all indicated the program had assisted with their studies (96%)

Building Educational Aspiration and Attainment

WPS Theme 1:
Encouraging aspiration for tertiary study begins before the point of enrolment through an integrated suite of programs developed with targeted schools, TAFEs and communities.

Outcomes:

- Participant's aspiration and motivation for higher education is enhanced well before the point of entry
- Participant's knowledge about university increases, including access pathways, courses, university life and career options
- Participant's academic potential is enhanced
- Participant's family's knowledge about higher education is broadened
- Building Aspiration & Attainment programs are valued by community partners and stakeholders

$2,121,941 funding was allocated across the University for projects and initiatives that support the theme of Building Educational Aspiration and Attainment. This is inclusive of funding from Higher Education Participation and Partnership Programs (HEPP), Bridges to Higher Education and UTS.

Social Inclusion Pathways for Refugee Youth (SIPRY)

This outreach program targets newly arrived young refugees who've experienced disrupted education as a result of forced migration and are at risk of leaving school.

As key partner in this multi-agency project, UTS delivered a year-long curriculum in web design and development to Year 10 and 11 students with a refugee background studying at Fairfield High School's Intensive English Centre. The engaging and practical program introduced students to the principles and processes involved in website design and creation, as well as giving them technical skills and practical experience building their own website.

25 students completed the program in 2014, which included visiting UTS Broadway Campus to present their collaborative web design project and meet current UTS students. After the completion of the program, 92% (23 out of 25 participants) aspired to go to university compared with just half of the students before the program.

> "The prospect of hope and employment; the opening of doors and increased awareness to other prospects; a glimpse of a very different world; contact with tertiary education and professional relationships... All these are very much in evidence at our school. The SIPRY student has changed since the program started; now they can aspire to university and qualifications they could only once dream of. This has been a huge shift for our students."
>
> **Fairfield High School teacher**

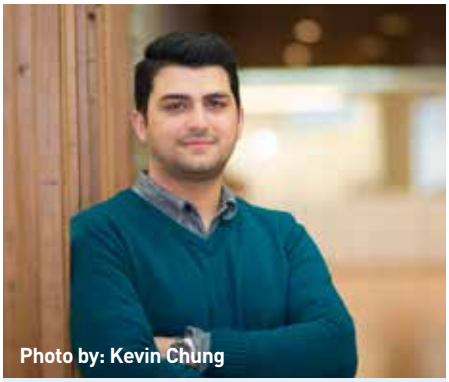


Photo by: Kevin Chung

PROFILE
Ameel Saeed

Current UTS student 22-year-old Ameel Saeed went through the pilot SIPRY program in 2010 when it was originally funded by Microsoft (UTS WPS funding took over the following year). Ameel was the first of the SIPRY students to complete Year 12 and gain entry into UTS in 2014.

In 2004, the then-twelve year-old Ameel fled with his family from Iraq to neighbouring Jordan, where he was forced to conceal his age and nationality in order to find work. Five years later Ameel and his family were accepted into Australia as refugees.

During his time at school, Ameel was selected from 17,000 refugees and migrants to speak about his experiences to the United Nations in Switzerland. He was also offered a scholarship to study at the University of Oxford in the UK — an offer he turned down.

"I first heard about UTS while I was at Fairfield High School, and we were visited by them and Microsoft as part of the i.settle.with.IT program. That's when I started taking graphic design a lot more seriously," he recalls. "After I went on my first excursion to the campus, I always said UTS is my university and the one I saw my future through."

U@Uni HSC Tutorial Scheme

The U@Uni HSC Tutorial Scheme, managed by the Equity & Diversity Unit (ED&U), provides school-based tutorial sessions delivered by U@Uni Ambassadors — current UTS students trained as tutors — at targeted schools in South Western Sydney.

The ambassadors work one-on-one and in small groups with students in Years 11 and 12 to provide assistance with exam preparation, essay writing, homework tasks and assignments to build academic capacity for the HSC and university study. The ambassadors also offer valuable insights into university and student life. Skills development workshops such as time management, planning, note taking and exam preparation complement the tutoring sessions.

- Reach of the program grew substantially in 2014, jumping up to 691 students from ten low-SES high schools in South Western Sydney (from 438 in 2013)
- 70% of these students attended at least one tutoring session throughout the year, while more than a quarter of students attended six to 10 sessions
- 90% of students surveyed indicated regular tutorial sessions had encouraged them to work harder and focus more in school
- Over 87% agreed the tutoring had increased their confidence in their own ability to learn and succeed academically
- 80% of students agreed the tutorials had helped to improve their assessment marks and grades

High school students involved in the project were also invited on-campus to Experience Day @ UTS Open Day 2014. These students joined participants from our U@Uni Summer School program to learn more about UTS through a series of fun and engaging on-campus activities, including our very popular Amazing Race (which took students on a set of challenges around our city campus) and a university student panel discussion about scholarships, courses and university life.

Tutoring at Fairfield High School. Photo supplied by ED&U

U@Uni Ambassadors

Forty UTS students were employed as U@Uni Ambassadors in 2014. Their work provided a platform for them to enhance their own learning and increase their employability prospects through the strengthening of their skills in communication, problem solving, critical thinking, time management and leadership.

The U@Uni Schools Outreach programs allow our student ambassadors to explore notions of citizenship as they actively support the learning of other young people – many from the communities in which they themselves live.

PROFILE:
Cathleen Phimdert

Bachelor of Business/Bachelor of Medical Science student Cathleen Phimdert is a U@Uni Ambassador working with high school students in Sydney's southwest.

"Each school is different, and some students struggle to grasp the concepts they're being taught. It's not that the students don't want to learn, they just don't often get the time and attention they need to go through it more thoroughly. We're just reinforcing what the teachers are teaching and go through it on a level they understand.

"It wasn't until I came to uni that I realised there was a bit of a stigma around south west Sydney. Any 'disadvantage' is more of a self-perception ingrained in the minds of students based on what's reported in the news. The students have the same willingness to learn. All they need is the opportunity and some support."

Michael Riley 'Cloud' series workshop, UTS ART Collection in collaboration with Bangarra Dance Theatre. All photos by: Anna Zhu

U@Uni Remote Labs

The UTS Remote Laboratory facility in the Faculty of Engineering & IT uses real equipment instrumented with cameras and connected to the internet so that experiments can be conducted remotely.

The project exposes students in Years 7 to 10 and their teachers to new and interesting experiments that schools would not normally be able to access for reasons of cost, logistics or safety. Student groups are also given the opportunity to visit UTS to participate in Remote Lab-based activities and tour the Remote Lab facility.

- 328 students reached from four low-SES high schools in South Western Sydney
- 62 school teachers from 22 high schools

The projects encourages interest in the areas of Science, Technology, Engineering and Mathematics (STEM), and provides professional learning support for teachers to develop their own rich learning materials to enhance student engagement in STEM areas.

In 2014 the Remotelabs4Schools online modules were developed, a series of activities incorporating Remote Labs which address the theme of sustainability in the National Curriculum for Science. Considerable work was also undertaken to further develop new Remote Lab experiments for use in schools both within the areas of renewable energy and civil engineering structures.

Following U@Uni Remote Labs excursions to UTS for students from low-SES schools:

- Over 70% of students surveyed reported a more positive perception of university
- Nearly 60% of students reported improved motivation to study at university

Project evaluation also demonstrates the capacity of the program to stimulate students' interest in Science.

- Over 60% of students reported that participating in Remote Labs activities had increased their interest in Science
- Over 50% agreed that participation had increased their confidence in the subject

U@Uni ART Education and Outreach

The UTS ART Education and Outreach program is tailored specifically to low-SES and Indigenous high school students to introduce them to university as a diverse, dynamic and supportive learning environment. Participatory events and workshops based on the UTS ART Collection and Gallery program are held on campus and designed to develop students' capacity as creative thinkers.

UTS ART Education evaluation demonstrated the program is contributing to positive outcome for participating students. 100% of teachers surveyed noted that workshops enhanced students' skills set, encouraged students to feel comfortable in the gallery environment and presented contemporary art in a positive, accessible manner contributing to students' understanding of the exhibition and syllabus content.

- 495 students reached including 216 students from low-SES highs schools and 117 Indigenous students (up from a total of 317 students in 2013)
- Nearly 85% of participating students surveyed agreed the workshops were interesting, creative and informative
- Nearly 73% agreed the workshops helped the students understand what university is like
- Over 75% were interested to find out more about university after attending UTS ART Education's workshops

In addition, six online resources were produced that align with the needs and directives identified in the 2013 teachers' consultation workshop. The resources have easily searchable content for classroom teaching and individual student research, are relevant, interactive, written in accessible language, provide comparisons to other students' work from similar demographics, contain artist and curator quotes, include 27 videos produced by UTS ART Education, and focus on specifically requested areas of the CAPA syllabus. One of the six online resources focuses specifically on selected works from UTS ART Collection including an extensive resource produced in collaboration with an Indigenous art consultant and Bangarra Dance Theatre.

Students taking part in a yarning circle as part of 'Joonba Junba Juju' exhibition workshop, UTS Gallery

U@Uni Summer School

The U@Uni Summer School program, managed by ED&U, is centred on a two week summer school experience in areas such as design, film, business, science, engineering and health. Following their summer school, students are invited back on campus for a series of activities to support their progress up to the HSC.

- 485 Year 11 students from 37 low-SES schools in South Western Sydney and regional NSW participated in the program in 2014 (up from 220 in 2013)
- 96% of participating students surveyed reported the program had encouraged them to want to go to university
- 95% of students said the experience had motivated them to consider careers that need a university degree

The program consistently creates change in a student's sense of belonging within higher education. In late 2013, prior to participating in U@Uni Summer School 2014, 70% of participants agreed they would fit in at university. Following the program in January, the level of agreement with the statement 'I feel confident I would fit in at university' had increased to 81%.

Investigating Science Summer School. Photo by: Ansh Bose

Nearly all students surveyed at the conclusion of the summer school held in January 2014 indicated the experience had helped them to understand what university is really like (97%).

Year 12 students who participated in the January 2013 summer school program were surveyed in November 2014 following completion of their HSC.

- 91% of students who responded continued to agree that the program had helped them to understand what university is really like

The program also builds academic preparedness through workshops based on increasing study skills, academic writing and providing stress management strategies. An improved HSC and Beyond: Studying for Success workshop was developed and implemented in 2014. This workshop specifically addressed skills such as critical thinking, study skills, and employment-related skills such as writing CVs, applications, and preparing for interviews – all crucial for success in the HSC and beyond.Over half of the 2014 Summer School cohort participated in this follow-up workshop

- 97% agreeing they had learned strategies that would benefit their HSC in Year 12
- 93% found critical thinking skills valuable
- 96% found learning about ways to promote themselves for future opportunities valuable

U@Uni Sydney Women in Engineering and IT (SWIEIT) Speakers Program

U@Uni FEIT SWIEIT Speakers Program takes female UTS engineering and information technology students and program staff into NSW high schools to speak about their journey into their field and to deliver hands-on activity sessions. The program aims to expand the secondary and post-secondary choices of study and career of 13-18 year old female secondary students to include Engineering and IT.

Speakers take a biographical approach in their presentation about their choice of study and their decision-making when considering a career in engineering or IT. High school students in Years 7 through 12 also experience the hands-on dimension in the program to help them make a connection between their existing skill-set and higher level study.

In 2014, these activities included humanitarian/civil design activity Engineering a Better World - Floating Houses, and an IT and electrical engineering-focused coding activity Live Lights, Smooth Sound, Cool Code.

Some schools elect to follow up on a school visit with a trip to UTS where their students meet female student role models and have a more immersive hands-on experience, such as participating in one of two annual WiE&IT Hands-On Engineering and IT Days.

In 2014, the program engaged with 2137 students from over 30 schools across NSW. There is a significant rate of repeat visits each year, and teachers recommend the program to neighbouring schools. Feedback from students and teachers was incredibly positive, including commitments from six teachers to embed program visits into their subject areas from 2015.

Widening Access

WPS Theme 2:
Expand admission pathways into UTS for school leavers and mature age students to assist low-SES and Indigenous students gain access to university.

Outcomes:

- UTS pathways for school leavers are expanded to recognise academic potential beyond ATAR attainment
- UTS pathways for mature age students are expanded
- Recognition of prior learning for mature age students is improved
- Enrolment at UTS by low-SES students and TAFE students is increased

$498,262 funding was allocated across the University for projects and initiatives that support the theme of Widening Access. This is inclusive of funding from HEPP, Bridges to Higher Education and UTS.

Over the course of 2014, ED&U continued its focus on developing access schemes and pathways and promoting opportunities to students at both schools and TAFEs within NSW.

These access schemes and pathways are essential in developing a diverse student body which in turn enriches the experiences of the wider UTS community.

inpUTS educational access scheme

inpUTS targets students whose success in previous studies has been impacted by disadvantageous circumstances. To counteract the impact of disadvantage on ATAR or Tertiary Entrance Rank, students are provided a 10 point concession on the required entry rank for their selected course.

In 2014, 17.3% of student admissions to UTS came through inpUTS, representing a 2% increase compared to 2013 admissions.

Over recent years, students entering through inpUTS have met and exceeded the overall student success rate, with a current success rate of 90.7%.

Schools' Recommendation Scheme (SRS)

In 2014, 114 students were offered ATAR concessions through the SRS (previously called Principals' Recommendation Scheme), which uses student results along with school endorsement to make course offers. The SRS targets capable students from low-SES backgrounds demonstrating the fortitude which will contribute to their future success.

SRS students demonstrate a high success rate of 92.6%, supporting the understanding that the determinants of success are more complex than an ATAR alone.

In 2014 the Schools' Recommendation Scheme Luminaries Scholarship was introduced to support two new SRS students throughout the course of study. These students were awarded $15,000 over three years to support their needs while studying at UTS.

Developing pathways from TAFE to UTS

Vocational Education and Training (VET) pathways into university study are important in widening access to low-SES students and other target equity groups who have not followed the more traditional school-university pathway. In 2014, 11.5% of commencing students entered UTS via a VET pathway, and a range of projects were undertaken to strengthen these pathways and provide support for students who undertake them.

The Faculty of Design, Architecture and Building (DAB), the Faculty of Health and ED&U undertook projects that developed cross-institutional relationships and communication networks that facilitated pathways building. The DAB Pathways Project also focused on formalising articulation arrangements to make it clearer and more conducive to TAFE students wishing to continue their education at university, with 76 articulation arrangements now in place between TAFE qualifications and faculty courses.

A major aspect of the Faculty of Health Pathways Project and ED&U-managed project was outreach to TAFE students, including classroom presentations at TAFE campuses and visits to UTS. These activities were very successful in providing information and stimulating interest in university, with 97.5% of students surveyed reporting increased awareness and knowledge of diverse pathways. Student and staff feedback included.

The projects are also focusing on providing support to students in the transition process. The DAB project included the tracking of TAFE students' academic performance across all three schools of the faculty to be able to directly link targeted support strategies to areas where needed. The Health project included communicating opportunities for academic support, and holding additional workshops and assignment support sessions.

An additional support opportunity for all transitioning TAFE students were scholarships of $550 for Mathematics Bridging courses conducted by the Mathematics Study Centre. 16 TAFE students participated in 2014 and reported that the courses raised their confidence and improved their awareness of the mathematics needed for university study.

These initiatives are starting to impact enrolments and retention. For example, enrolments from the VET sector Diploma of Nursing (Enrolled Nursing) into the UTS Accelerated Entry Bachelor of Nursing Course increased by 46% from 2013 to 2014 (69 to 101), and retention increased from 78% to 83%.

While student performance has improved within areas running TAFE projects, broader UTS trends indicate lower success and higher attrition for students entering through TAFE pathways. Further research is underway to understand both internal and external issues impacting this cohort, including financial issues and work or carer demands, and how UTS can respond through its transition and support processes.

> "I found my visit to UTS immensely helpful. Walking around gave me a feel for the campus and allowed me to not feel so daunted by the transitioning to university process... As a result, I've applied to study at UTS next year"
> **Sydney TAFE student**

Pathways booth at Open Day 2014.
Photo by: Ansh Bose

Photo by: Ansh Bose

Promoting pathways

In 2014 resources promoting VET to university pathways were improved and expanded to reach prospective students. A new webpage Hard Work Deserves Credit (nextstep.uts.edu.au) and accompanying brochure featuring UTS student profiles, supporting information and links to admission requirements, fees, selection criteria and credit recognition were developed and distributed through TAFE and student networks.

The campaign was supported with billboards (train station platforms, road overpass and roadside) and adshells (new train station advertising placements) strategically positioned around TAFEs in South West Sydney (Bankstown, Lidcombe, Granville, Liverpool, Meadowbank and Blacktown).

Financial support and equity scholarships

To ensure the ongoing success and retention of students within the University, UTS distributes a range of financial support through scholarships, grants and other vouchers and materials.

In 2014 the UTS equity scholarship fund valued $1,149,960 and was supported through the contributions of UTS, staff, alumni and the Higher Education Participation and Partnerships Program (HEPPP).

The majority of the fund ($924,540) was distributed through the Diversity Access Scholarship and targets students experiencing financial hardship. In 2014 support expanded from a previous 352 students to 673. The scholarship is valued at between $600 and $2500 per semester, with a maximum duration of two semesters.

Remaining funds were given to Student Services Unit (SSU) as part of their UTS Financial Assistance Service to support those experiencing financial hardship:

- 94 students received an average of $1,457 through the UTS Housing residential rental subsidy, to the total value of $137,000
- 174 students required IT equipment, including laptops, software and internet accounts to the total value of $135,000
- $110,000 was distributed through Coop Book Shop vouchers to low-SES students, including 860 access scheme students at Orientation
- 323 students received Financial Assistance Equity Grants to support study and living expenses including clinical placements, travel, job interview preparation and childcare to the total value of $135,770

PROFILE

Thomas Do, UTS Bachelor of Business majoring in Marketing and International Business

Entered UTS using TAFE as a pathway to university study

"I made the decision to go to TAFE instead of university to study a Diploma in Hospitality Management, with the idea of looking to articulate from that into a UTS degree. I wasn't sure what I wanted to do after high school, but my Hospitality teacher saw potential in that industry for me and talked me through my options.

"I decided to do the TAFE diploma first to see what other different fields there are within Business. Also, university is an expensive commitment to jump into if you're not sure, so I wanted to get some life experience before committing to a degree.

"I have about nine years hospitality experience, so I've been able to experience a few different departments and learn what goes on behind the scenes. The job market is quite competitive and people are actually very highly qualified, and the level I want to get to requires more than just 'training on the job'.

"If it wasn't for the experience I got working in hospitality, enrolling in TAFE and meeting the people I've met, I don't think I would have been able to decide by now what I wanted to do. I also had a referral from one of my employers proving I had managerial experience as part of my application for UAC to get into UTS, which didn't hurt.

"I currently work part-time hours and study full-time, so I keep busy. I'm 'old' compared to my 19-year-old classmates, but we all get along and don't really care about age. I think people need to be aware that it's ok not be sure about what you want to do with your life and just allow yourself to experience it. You're never too old to make a career change."

Transition, Retention and Success

WPS Theme 3:
Enhance UTS academic and personal support programs to promote retention and success of enrolled students and actively respond to the changing needs of an increasingly diverse student community.

Outcomes:

- Support for transition to university for diverse groups of students is improved
- First year students are actively engaged in relevant transition programs
- Evidence-based transition pedagogy in the first year experience is embedded in the curriculum
- Tailored academic, co-curricular and personal programs and resources are delivered to meet the needs of a diverse student community
- UTS develops an active community of practice that promotes the implementation of retention and success pedagogy

$2,242,019 funding was allocated across the University for projects and initiatives that support the theme of Transition, Retention and Success. This is inclusive of funding from HEPP, Bridges to Higher Education and UTS.

Case Management Project

Student Services Unit (SSU)

Ensuring the success of students entering university through access schemes is integral to the UTS widening participation agenda. In 2014, SSU continued support of the Schools Recommendation Scheme (SRS) cohort along with other target groups through their tailored case management project.

The project provides a comprehensive orientation workshop to all target students that introduces them to all the support available, including an introduction to First Year Experience Coordinators. Through one-on-one appointments, case managers from SSU work with students to create individualised learning goals to ensure that challenges they face do not compromise their academic goals. They also assist to match students with academic tutoring at a highly subsidised rate.

A total of 178 first year students, including 115 SRS, 24 inpUTS and 39 students with a refugee background were offered a combination of social and academic assistance to support their transition to studies. 153 students took up personal support and each were offered follow-up appointments to improve their confidence, experience and academic preparation. 60 peer tutors were recruited to support students seeking academic development through peer tutoring, with 46 new students electing to take up this service.

The value of this support was reflected in the higher than average pass rates and GPAs of participating students, along with high levels of personal satisfaction and increased confidence.

Photo supplied by SSU

PROFILE

Georgia Gibson, UTS Bachelor of Medical Science

Entered UTS in 2014 through the SRS

"SRS allows students who buckled under the stress of the HSC to have the support of their school behind them. It is such a great start to your university life knowing that your future university believed in your abilities enough to give you a second chance. Being accepted gave me the ambition to try for every opportunity that came my way.

"Once at UTS as an SRS student I was given a lot of support. The peer-assisted tutoring helped me greatly in understanding concepts and seeing them in ways the lecturer had not explained, while the SRS orientation and lunches were great in helping me make new friends in different faculties.

"From the Learning Support Appointment in the first week to the interviews to become a Peer Tutor at the end of the year, I have been given continuous opportunities to improve my public speaking, job interviews and general communication skills."

Lucy mentor and mentee.
Photo supplied by FEIT

Lucy Mentoring

Women in Engineering and IT Program/Faculty of Engineering and Information Technology

Each year the Lucy Mentoring program matches female engineering and IT undergraduate students who can demonstrate disadvantage with female mentors from industry partners. The program is designed to facilitate a pathway for female undergraduates in these non-traditional fields into employment in industry or the public sector.

Lucy students complete a minimum of 35 hour workplace contact with their mentor which includes a small project, networking events, workshops and site visits. Providing female undergraduates a structured mentoring experience with a female professional in their field gives these women access to a network of senior managers in the private and public sectors, and a chance to enhance their confidence as active decision makers in their own learning and careers.

- 42 students were matched with a professional mentor and completed work placements in 2014
- 58% (25) of 2014 mentee respondents indicated their participation in the program helped them secure an internship in what is currently a poor youth employment market

When asked to identify useful skills developed over the course of the program, students noted networking, increased self-confidence around presenting their opinions, and insight into the professional environment.

> "I have gained confidence through the Lucy Mentoring Program significantly. Before the program I would not feel comfortable asking for opportunities for myself. My mentor has shown me the importance of asserting myself as a graduate engineer."
> **Lucy Mentoring program participant**

U:PASS

Student Services Unit

UTS U:PASS is a student learning program designed to assist students who are studying subjects that are perceived as difficult or that historically have a high failure rate.

Diverse groups of students are specifically targeted, including SRS students, low-SES students, Aboriginal and Torres Strait Islander students, inpUTS students and students with educational disadvantage.

- 5,100 UTS students — approximately one quarter of the first year student population — took part in the U:PASS sessions
- Of this number approximately 13% were low-SES students and 9% (44) were Indigenous
- Over 90% of the students who indicated they were thinking of dropping out reported that U:PASS had helped them stay at UTS

Students who attended U:PASS performed significantly better overall than students who did not attend, with 6.2% difference in Autumn semester and 7.5% difference in Spring semester. Interestingly, these differences increased substantially for students who attended more than 11 sessions — 16% and 16.3% across the semesters respectively.

Furthermore, 20% of the 129 U:PASS student leaders identified as low-SES and/or Indigenous themselves and come from at least 25 different ethnic or cultural groups. Extensive training is provided on the needs of this diverse student community, including students from first-in-family backgrounds and students with special needs or disabilities.

First Year Experience (FYE)

The FYE project aims to increase the retention and success of students in transition, particularly those from low-SES backgrounds, by providing a stimulating and supportive experience for every commencing student whatever their background and pathway into UTS.

Strategies include a central FYE coordinator; a small grants scheme; a university-wide FYE learning community; First Year Transition Experience (FYTE) Coordinators in faculties, and the development of online and hard copy resources.

- 848 students from a low-SES background reached; up from 680 in 2013
- 900 UTS staff reached academics and casual academics, attendees of the forums, professional staff and academic board); up from 738 in 2013

Of most interest is the retention pattern for students with a low-SES background with ATAR entry. A higher percentage of these students were retained more than for any other cohort

- 88% of commencing low-SES students in 2013 were retained in 2014
- 86% of commencing domestic students returned to UTS in 2014

2014 was the second year for the role of the faculty-based FYTE Coordinators. The coordinators are academics from the faculty, usually teaching a large first year subject, and report to the Associate Deans (Teaching and Learning). The coordinators work with academics to incorporate transition pedagogy into the classroom to improve the student learning experience.

A total of $79,372 was given to 61 academics and some professional staff across 26 subjects in 2014. Strategies used in successful grants include curriculum design strategies such as the use of scaffolded curriculum support including benchmarking initial assignments; academic literacy; early and low stakes assessment; engaging students in self-reflection and self-assessment, and training tutors to understand diversity in their classrooms.

The various FYE Project strategies, especially the FYE grants, have made significant improvements to student transition, in particular for students from low-SES backgrounds, both in their success measured on pass rates and their retention in the degrees being undertaken.

Students with disability

In 2014 there were 1265 students registered with the Special Needs Service, 34% of these students are registered in relation to more than one disability. The largest cohort in this group is students living with mental illness (40%) followed by medical conditions (21%) and mobility issues (16%).

Ongoing support for students with disability offered through the Special Needs Service of SSU has continued, with numbers of students requiring assistance steadily increasing. Notably the number of students presenting with psychiatric disability is increasing in proportion to overall numbers.

In 2014 Youth Mental Health First Aid was added to the suite of mental health training offered by ED&U. For the first time students were offered mental health first aid training at UTS, while peer and residential networkers were also trained in Youth Mental Health First Aid. In total 30 students completed the youth mental health first aid training.

The Anti-Slavery Australia Youth Advocate Program

The Anti-Slavery Australia Youth Advocate Program aims to raise awareness around the issues of forced labour and forced marriage specifically, and about modern day slavery and human trafficking more generally. The outreach program is comprised of two student teams who conduct presentations and workshops to school groups, universities, newly-arrived migrant and refugee communities and the broader community. By creating peer-to-peer connections, the program hopes to encourage understanding of these issues and prevent their occurrence.

Through the program the Anti-Slavery Australia Youth Advocate teams have reached over 1500 students and young people in NSW. The Forced Marriage Youth Advocates frequently engage in seminars and workshops around NSW on the issue and work collaboratively with religious and educational organisations to engage in broader outreach. The Forced Labour Youth Advocates have worked extensively with international students in NSW, having identified that they are vulnerable to labour exploitation.

The impact of the work of the Youth Advocates was recognised in 2014 when the Youth Advocate Program was awarded the Elizabeth Hastings Memorial Award for Student Community Contribution, at the UTS Human Rights Awards.

> "The work of the Youth Advocate Team in raising awareness in our law students and the community is invaluable. Seeing the commitment of this group to social justice is uplifting."
>
> **Bronwyn Olliffe, Associate Dean (Teaching and Learning), UTS Faculty of Law**

> "On the 23 September 2014 I was personally involved in the Australian Work Rights seminar presented by the Youth Advocates to two groups of new international students at the Centre for English Teaching at Sydney University. After our seminar the students knew their student visa working conditions, what the minimum wage in Australia is, and who to turn to if they have an issue. They were so appreciative as many had only just begun the process of looking for work in Sydney".
>
> **Taryn Priadko, Youth Advocate and Youth Advocacy Coordinator**

The Youth Advocates accepting their award at the UTS Human Rights Awards. Photo by: Joanne Saad

OUR STAFF

UTS has a proud history of championing social justice, particularly around the full participation of all social groups in employment and education, and working actively towards the removal of systemic barriers to a diverse university community.

The University integrates equity and diversity principles within all of its decisions and operations, led largely by the Equity & Diversity Unit (ED&U). Its Workforce Diversity team is responsible for a number of equity-related initiatives that enhance inclusive practices within the University, including sexual and gender diversity, the management of equity-related complaints and grievances, accessibility and inclusion.

Disability and accessibility

The UTS Disability Action Plan 2010–2014 (DAP) has come to an end and an internal review undertaken. Overall the plan has been a great success, not only meeting most of the criteria outlined in the plan, but contributing to a significant shift in the way disability is understood at UTS.

As part of the evaluation process a consultant was engaged to identify barriers. These included staff not disclosing their disabilities to UTS, and looking at ways to increase numbers of new staff employed with an identified disability.

The ultimate goal of the DAP was to create an environment of accessibility. The measure of our success towards this ultimate goal is the embedding of accessibility into existing policies and procedures, including people with disability, more fully into the UTS community rather than as a special interest or special needs group.

A new four-year plan will be developed and implemented in 2015 to build on the achievements of this last plan.

Physical accessibility has been maintained throughout the City Campus Masterplan developments through partnerships between ED&U, Campus Security, Facilities Management Office and Project Management Office. A major achievement in this regard has been the upgrade of the lift lobbies in the Tower building. This project, initially expected to cut all lift access to the floors where the works are being undertaken, was completed with lift access being available to all floors throughout the process.

The work of AppreciatingAbility - a UTS initiative aimed on focusing on the abilities of people rather than their limitations – has led to a number of areas across the University incorporating people of diverse abilities into projects and events. Early initiatives such as wheelchair basketball have become mainstream and continue as part of ActivateUTS's social sports program. ED&U also provided mental health first aid training and resources on how to respond to those in crisis, with 63 staff completing the two-day course during the year.

Staff diversity by headcount	2013	2014
Staff with a language background other than English	532	525
Staff with a disability	110	99
Aboriginal and Torres Strait Islander staff	29	29
Female staff	1434	1418
Male staff	1260	1269
Academic Staff	1072	1086
Professional staff	1622	1601
All UTS staff	2694	2687

Representation and career opportunities for women

The Workplace Gender Equality Agency (WGEA) awarded UTS an Employer of Choice for Gender Equality citation for 2014. UTS is one of only 11 Australian universities (and one of 76 organisations nationwide) to receive the citation, with higher benchmarks to reach this year. The citation (previously the Employer of Choice for Women) has been awarded to UTS each year since its inception in 2001.

"This year's citation holders have each demonstrated their commitment to maximising the full potential of their entire talent pool," said WGEA Director Helen Conway. "These organisations are the best of the best."

WGEA highlighted a growing recognition of the need to integrate men into diversity initiatives with a focus on promoting acceptance around men taking parental leave and working flexibly. UTS's Research Equity Initiative responds to this need and was commended by WGEA for including men in the role as carers.

Career development and leadership activities at the University included a two-day Pathways program providing practical support strategies for female professional staff. The program allowed them to discover their own personal strengths and approaches to key areas of management and leadership. In addition, a two-day Women in Leadership program for senior academic women explored decision-making, personal style and reflective practice. This program is ongoing and allows these women to participate in further leadership development opportunities

Promotion workshops and support for women applying for the professoriate in 2014 were also offered throughout the year, with 11 new senior lecturers, six associate professors and one professor appointed.

Women@UTS highlights for 2014

The Women@UTS program has been offering mentoring, networking and professional development opportunities to academic and professional women staff since 2004. A number of events and programs were held throughout the year that recognised and celebrated women's empowerment and diversity.

- International Women's Day celebrated and reviewed the state of gender equality at a global and local level with two inspiring and committed women: Human Rights campaigner and UTS alumnus Senator Sekai Holland and Greens MP Dr Mehreen Faruqi, an environmental engineer, climate change activist and feminist. Senator Holland reminded us of how much change has been already been achieved and that we are in fact making progress, while Dr Faruqi called on young women and men to take strong sustained action for change
- Dr Faruqi was back at UTS in August to support the campaign to prevent the closure of inner city women's refuges
- Federal MPs Tanya Plibersek and Amanda Rishworth participated in a UTS forum discussion on the impact of the federal budget on women in higher education
- Dr Anita Heiss spoke at a very popular literary lunch us about her life and her books. Anita is a prolific writer in a range of genres and an Adjunct Professor with Jumbunna Indigenous House of Learning at UTS. Engaging, positive and authentic, she spoke about connecting with Australian women to talk about Aboriginal art, culture, politics and social justice
- The exhibition 'Where are the women?' – curated by UTS School of Design's Cathy Lockhardt – recognised the growing number of women working within a range of industrial design fields. The works exhibited ranged from industrial design to electronics, to home goods and conceptual work

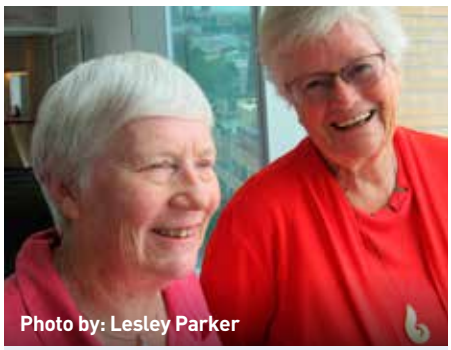


Photo by: Lesley Parker

PROFILE

Emeritus Professors Jenny Edwards and Jenny Onyx

The long careers and pioneering work of two leading scholars were recognised in 2014 with the awarding of the title of Emeritus Professor by the University. Both have been advocates for the advancement of women within the academic profession through research leadership and mentoring of women scholars.

Emeritus Professor Jenny Edwards has played an active role at UTS for nearly 40 years after initially joining the then NSW Institute of Technology as one of the first female computing academics in Australia. Over the years her pioneering contributions to research, teaching and learning, and engagement programs have encompassed nearly every faculty and unit of UTS.

Emeritus Professor Jenny Onyx, who has given more than 45 years of service to higher education in Australia, played a foundation role in the now established field of social capital research. Widely recognised nationally and internationally in her fields, she is Professor of Community Management with UTS Business School and a former Co-Director of the multidisciplinary UTS Cosmopolitan Civil Societies Research Centre.

2014 REI forums.
Photos by: Katia Sanfilippo

Research Equity Initiative

Since its launch in 2013, the Research Equity Initiative (REI) has grown to become fully integrated within and across UTS. Sponsored by the Deputy Vice-Chancellor (Research), the initiative is coordinated by the Equity & Diversity Unit with the assistance of key stakeholders including the Graduate Research School, the Research and Innovation Office, the Performance and Quality and Marketing and Communications Units and Human Resources.

The REI was developed to improve gender equity in research across the organisation and to build an organisational culture which supports women and staff with carer responsibilities to progress and excel in their research. It targets crucial stages in an academic career – from post graduate through to senior leadership – reaching into each faculty to identify and address specific issues at the local level.

It has also extended beyond the University borders through the formation of a partnership with Women in Science Australia, and though UTS's involvement in the national Science in Australia Gender Equity forum, which is working to promote gender equity in science and research leadership.

A series of events were held to promote awareness of gender equity issues in research at UTS and within the sector, which attracted staff and managers from UTS and other Sydney based institutions.

Key activities included:

- **Research, Families and Careers – Can We Do It Better?**
  Speakers Professor Glenda Strachan from Griffith Business School and diversity and organisational change researcher Dr Graeme Russell explored how men and women academics fare in managing their work and family lives. Representatives from UTS faculties met with Professor Strachan afterwards to discuss her *Work and Careers in Australian Universities* report
- **Women Researchers@UTS**
  This new network for women researchers was successfully launched with over 50 female staff registered from across the University. The inaugural session explored means of Becoming a Strategic Researcher, while a second session focused on Speed Networking
- **A Game Changer? New developments in science and research in Australia.**
  The Deputy Vice-Chancellor (Research) held a forum to discuss current challenges and opportunities around women in STEMM and in scientific research. External speakers included Professor Nalini Joshi, a Georgina Sweet Australian Laureate Fellow at the University of Sydney and co-Chair of the Academy of Science's new Science in Australia Gender Equity (SAGE) Forum
- **The module Navigating Diversity in HDR Supervision** completed the integration of the Equity Platform for HDR Supervisor Development into the Graduate Research School HDR Supervisor Development program
- The Graduate Research School successfully piloted a new resilience program for women research students (Women HDR Students @UTS) across the University in 2014

Supporting staff whose careers have been interrupted by carer responsibilities

A significant number of staff with carer responsibilities have been supported through the range of programs offered under the REI.

The guidelines for Funding for Research during Parental Leave have been used to assist staff maintain their research during maternity leave in the faculties of Science, Law, and FEIT

Eighteen staff have accessed the Childcare and Carer's Support Fund (Conference Attendance). Feedback from recipients consistently notes its positive impact on research careers and broader benefit to UTS nationally and internationally.

> "The Childcare and Carer's Support Fund has enabled me to attend a conference after a long hiatus resulting from maternity and long service leaves. The paper I submitted at the conference will be published with the possibility for inclusion in conference-themed special issues of one of two prestigious journals. As a result of attending this conference I am in discussion with Media Access Australia about partnering on a grant application and organising an international workshop."
>
> **Recipient of the UTS Childcare and Carer's Support Fund**

Fifteen staff have to date been successful in obtaining funding of up to $15,000 to spend concentrated time on a research project after returning from parental leave under the UTS Research Re-establishment Grant program. Feedback on projects suggests the grants have been very successful in supporting recipients in progressing or diversifying their research careers through such outcomes as the development of key relationships, partnerships and networks, increased public profile, research publications and grant applications.

Nerida Cole with DVC (Research) Glenn Wightwick. Photo by: Joanne Saad

In 2014 the inaugural UTS Research Equity Fellowship of $50,000 – targeting established mid-career researchers whose research has been significantly affected by carer responsibilities – was awarded to Postdoctoral Research Fellow Dr Nerida Cole to further her pathology research.

"We want to attract and retain the best and brightest to the University, and increasingly, young men and women want more of a balanced life between family and career," says Deputy Vice-Chancellor (Research) Professor Glenn Wightwick.

This attitude towards balance, combined with the impressive suite of initiatives developed by UTS, has been recognised by the National Health and Medical Research Council. "UTS was one of only two organisations rated as outstanding in providing support for gender equity," says Wightwick. "We hope to encourage both men and women to be able to include their family and carer responsibilities in conversations about their careers."

EO Online

UTS is committed to equal employment opportunity and creating an organisational culture that is free from all forms of unlawful discrimination and harassment. All staff have a responsibility to comply with anti-discrimination legislation and to treat others fairly and with respect.

EO Online is an interactive equal opportunity workshop which provides staff with a better understanding of equal opportunity and its application in the University. The program promotes awareness of discrimination and harassment issues and the legal rights and responsibilities of staff. In 2014, 211 staff worked through module 1 and 54 managers completed module 2.

Discrimination and harassment

As part of its commitment to the creation of an inclusive and equitable work and study environment, UTS encourages staff and students to raise concerns about discrimination, harassment or unfair treatment. ED&U provides information, advice and support for staff and students and, where relevant and appropriate, assists in the resolution of such matters.

The unit also works with other areas such as the Human Resources Unit, the Student Services Unit, the Governance Support Unit and the Students' Association to address systemic issues and also promotes inclusive and respectful practices through staff and student development activities.

Consistent with past years, the majority of matters that came to the unit's attention in 2014 were resolved through the provision of information or support to individuals at a local level. This year the unit also managed three complex matters which involved a detailed preliminary investigation stage, and participated in one full investigation. ED&U handled 30 new student matters and 16 new staff matters in 2014, a similar number of cases as last year. However, 2014 saw a sharp increase in student matters and a matching decline in staff complaints and enquiries coming to the unit.

The single largest number of inquiries and complaints concerned disability issues (14 matters), followed by complaints about sexual harassment / sex-based discrimination (12 matters) and then matters which concerned race (a category that includes colour, descent, national or ethnic origin or ethno-religious background), of which there were ten. Three matters involved inquiries about, or allegations of, unfair treatment in relation to family/ carer responsibilities (these were made by staff only), and twelve matters involved allegations of inappropriate or unfair behaviour which fell outside the definitions of unlawful harassment or discrimination. Two cases also included allegations of victimisation because of past action in raising a complaint.

Sexual and gender diversity

A new training program around sexual and gender diversity was developed and piloted in September. Titled Sexuality, Gender and Discrimination, the program aimed to raise awareness of the various genders and sexualities of our UTS community and discrimination faced by these individuals. The pilot course was well attended by staff and useful feedback received, which will influence its future delivery.

OUR TEACHING AND RESEARCH

UTS is a place where we encourage and foster the creativity and innovation that grows through looking at the world from different perspectives, and creating opportunities for partnerships with industry and community networks. We're committed to engaging students in inspiring teaching and learning that helps build the professional identities and capabilities required to participate as global citizens.

Enhancing our research performance is also critical to UTS's vision of being a world-leading university. As detailed in the UTS Research Strategy 2010-2015, the University aspires to produce research that delivers real benefits for society, industry and the environment, as well as solutions to national and international challenges. This includes research that is socially and ethically relevant and encompasses social justice, human rights and equity.

A number of teaching practices, engagement initiatives and research projects were undertaken by our staff over 2014 that reflect UTS's commitment to social justice.

Teaching

Faculty of Law
Filling the Social Gap – Laurie Berg

A 'role play negotiation' over issues arising from Australia's detention of gay asylum seekers on Manus Island, Papua New Guinea, was in simulation experience undertaken the Faculty of Law's undergraduate elective Refugee Law and Practice, led by Dr Laurie Berg.

The simulation was a result of an Office of Learning and Teaching Grant for the project Filling the Social Gap, which aims to addresses the gap between theory and application in social justice education through multi-level simulation activity.

The project aims to enhance student learning on social justice interventions and strategies for change, and improve pedagogical practice in experiential learning as it relates to social justice, human rights, international law, development, peace and conflict studies, non-violence and social mobilisation.

As part of this model of teaching and learning, 22 Bachelor of Laws and Juris Doctor students were divided into groups with highly differentiated degrees of influence over asylum policy, including the Australian government led by the Department of Immigration; Transfield (a private contractor providing detention services); Office of the UN High Commissioner for Refugees, and the Refugee Advice and Casework Service.

During a day-long role play, students engaged in negotiations over the legal responsibilities flowing from a trigger scenario, as well as the practical outcomes sought by the different groups and the legal and non-legal tactics they hoped to deploy. The role play encouraged students to grapple with the reality of Australia's asylum policies, with students instructed to use any available information about the actual situation for detainees on Manus Island from any source. The negotiation exercises prompted students to reflect on the links and disconnections between law and justice and the limits of the law – and how the law may or may not be well adapted to achieving social justice outcomes.

Role-play negotiation. Photo supplied

"A difficult assessment and a draining day, but the feeling of satisfaction and accomplishment I had at the end of it is second to no other assessment task I have completed in the past."

Refugee Law and Practice student

CCS forum with Year 10 students. Photo supplied

Developing gender mindedness. Photo by: Anna Zhu

Faculty of Science
Revitalising science in low-socio economic schools - Anthony Baker

UTS: Science feel a strong social responsibility to support quality teaching and learning at all levels in society. An expression of that responsibility is the Inspiring Science Teaching project, which aims to inspire high school science teachers from priority schools in order to inspire their students. The first phase of the project consisted of face-to-face professional learning programs at UTS. 17 teachers, including two teachers from regional schools, participated in the U@Uni Inspiring Science Teaching program over five days, attending a number of hands-on workshops, group discussions and networking sessions.

The sessions addressed current issues in science education and explored various strategies to engage students in hard-to-teach topics in stage 4 and 5 of the chemistry and physics syllabus, with greatest focus on inquiry oriented learning. One of the key outcomes of the program has been the establishment of a community of practice for science teachers to continue sharing knowledge and ideas that will strengthen collaborative teaching and support in the future.

Faculty of Arts and Social Sciences / UTS Cosmopolitan Civil Societies Research Centre

Student Voices: Journeys of Hope, Survival and Belonging – Nina Burridge

Year 10 students from three Sydney schools gained new insight into the experience of seeking asylum in Australia at a forum in September supported by UTS's Cosmopolitan Civil Societies Research Centre (CCS).

Titled Student Voices: Journeys of Hope, Survival and Belonging, the forum brought together students from Miller Technical High School, James Ruse Agricultural High and Barker College to listen to leading authors Thomas Keneally, UTS creative Writing lecturer Dr Rosie Scott and UTS alumnus Mark Isaacs discuss their literary works as they relate to the English curriculum on journeys of belonging.

Chaired by CCS Director Associate Professor Nina Burridge, the school event was spurred by an authors' forum held at UTS and another in Manly with the editors and key authors of *A Country Too Far*, an anthology of stories, poems and memoirs about seeking asylum in Australia. Miller teacher Tahmineh Hosseiny, a refugee from Afghanistan who came to Australia 14 years ago, instigated the school event.

Associate Professor Burridge said the added impact for participating students was to hear from fellow Year 10s who had fled their homeland with their families. Tales of survival were shared through performance and role-play exercises, with drama students from Barker acting out personal stories.

"To see the level of student engagement in this session between the Barker students and the Miller students was marvellous," says Burridge. "Miller Technical High is a highly ethnically diverse school and more than 50% of the students have refugee backgrounds. To see them sit together and chat and hopefully form links was truly inspiring."

Institute for Interactive Media and Learning / Faculty of Arts and Social Sciences

Gender-minded Pedagogies for an Inclusive Curriculum – Katrina Waite and Theresa Anderson

Gender inequality is still prevalent in Australian senior management and at board-level. Course Coordinator in the Connected Intelligence Centre Dr Theresa Anderson and Lecturer Katrina Waite have been bringing to light the subtle discriminatory behaviours that start within the classroom. Their findings point to the need for a more inclusive approach to common teaching and learning practices and for a greater mindfulness in both students and academics regarding their everyday practices.

This work builds on the outcomes of the UTS-funded Teaching and Learning project Breaking Through the Marzipan Layer: Developing Gender Mindedness and Equity Pedagogy in the Design of Groupwork Activities and Assessments. The 'marzipan layer' is a visual analogy used by economists for the layer of management, below the white icing on the top of the cake, which many professional women are unable to move beyond.

The team ran a professional development seminar on gender-mindfulness at the UTS 2014 Teaching and Learning Forum and works with academics across the University, advising on more inclusive approaches to pedagogy and curriculum in the classroom, such as the consideration of diversity when selecting case-study protagonists.

The design of one of the University's newest courses – the Master of Data Science and Innovation – is underpinned by the principles developed in the project. The two approaches – 'disrupt big, loud and first' and 'make time to think, link and tinker' – are important components of the educational philosophy of the program and are aimed at ensuring that all students have the opportunity to contribute their ideas, and to exploit the synergies of everyone's contributions, in inclusive group processes. More often the most confident and loudest students (often male) tend to dominate group processes with their first idea, marginalising students (often female) who may take a quieter and more thoughtful approach to the problem.

Women Only

Dyeing China

Faculty of Arts and Social Sciences

Journalism Major Project - Helen Vatsikopoulos

Telling human stories is at the core of the UTS postgraduate program's Journalism Major Project. Following a semester of theory with Senior Lecturer Dr Catriona Bonfiglioli, students select radio, print, online or video to create their final work.

The video documentary works, under the supervision of Lecturer Helen Vatsikopoulos, have garnered international and national acclaim for their social justice themes and high-quality journalism.

Stefica Bikes travelled to China to investigate the toxic dyeing industry destroying people's health and the environment for her film *Dyeing China*. Stefica sought out the voiceless and was stopped by the police but not before she had enough material, taking out the top prize in the Broadcasting Education Awards in the USA. Stefica received a Commendation at the UTS Human Rights Awards 2014 for the Creative Media award and was runner-up in the 2014 Ossie Awards, organised by the Journalism Education & Research Association of Australia.

Su-Lin Tan took out the top prize at the Ossie Awards, beating all other Australian students with her documentary *Women Only*. The film, which also received a Commendation at the UTS Human Rights Awards, was an examination of the social conditions that gave rise to the horrific rapes in India. Su-Lin spoke to victims and looked at the women-only transport options protecting them.

International Chinese student Siqi Yuan explored rising Islamophobia and home-grown jihadis and the impact they're having on Muslim Australians. International Nigerian student Catherine Bassey's documentary explored why our media reflects only 'white Anglo-Australia' in what is a multicultural nation.

Claudio Russo went to Peru where Indigenous communities believe disabilities are a punishment from the Gods, profiling an Australian nurse who cashed in her superannuation to build a school for these children to better their lives.

Aly Hayashi travelled to Japan to tell the story of the victims of the 2011 tsunami that devastated the town of Ishinomaki. Many elderly residents are still living in substandard accommodation and are beset with mental health issues.

UTS Shopfront / Faculty of Business

Management Consulting - Lisa Andersen and Natalia Nikolova

Shopfront has been linking non-profit organisations with UTS knowledge, resources and professional expertise since its inception in 1996. It's these connections with the community sector that shape Business subject Management Consulting, giving students the opportunity to work on real consulting projects in class.

In 2014 Shopfront Community Engagement Coordinator Lisa Andersen and Senior Lecturer Natalia Nikolova received a national Office for Learning and Teaching Citation for their innovative, work-integrated learning approach to developing postgraduate business students' management consulting skills and social responsibility through working with industry and the community sector.

"By exposing students to these types of clients and community issues, we're inspiring social responsibility and teaching them that the world is not just made up of big banks, mining companies and consumer goods companies – it's also made up of a lot of small organisations that have very valuable social missions," says Nikolova.

As well as developing professional skills, students undertake complex projects with Aboriginal communities, refugee populations, aged and disability groups, giving them profound insights into other lived experiences. Students also have the opportunity to work with an experienced industry consultant to coach them through consulting methodologies and practices.

"It's an unusual and valuable opportunity for students as future business leaders, given the global context where the values of traditional business schools have been called into question," says Andersen. "Each project and semester is different, coming with its own set of real issues and challenges. That's the strength of this approach and students regularly tell us Management Consulting is both the most demanding and the most rewarding subject of their degree."

UTS Business School MBA students present their final recommendations to client Foodswell with subject coordinator Dr Natalia Nikolova. Photo supplied by Shopfront

Photo by: Karl Schwerdtfeger

Research

UTS Business School / UTS Cosmopolitan Civil Societies Research Centre

Facilitating New Refugee Enterprise Formation in Sydney - Jock Collins

Humanitarian immigrants or refugees are the most disadvantaged group of people in Australian society other than Indigenous Australians, often experiencing pre-immigration cases of torture and trauma and post-immigration settlement difficulties. One-third of refugee-humanitarian entrant settlers remain unemployed after three years of settlement in Australia, despite many having a history of having run their own business prior to coming to Australia.

A key component of any social justice strategy for Australia's refugees is providing access to employment. Yet lack of Australian employment experience, education qualification recognition and, sometimes, discrimination are substantial barriers faced by refugees.

One pathway to increase refugee employment, reduce socio-economic disadvantage and generate more successful settlement outcomes for refugee communities is the establishment of refugee entrepreneurs in Australia. The barriers to refugee entrepreneurship in Australia are substantial: they lack financial and social capital, have no access to credit and do not know the Australian market and business red-tape.

In conjunction with UTS Business School's Management Discipline Group, Settlement Services International (SSI) – a service provider to newly-arrived refugees in Sydney – has been trialling a three-year pilot program of action research designed to assist new refugees make this difficult transition to entrepreneurship and achieve their business potential. In 18 months, 12 new enterprises have been created while another 25 potential refugee enterprises have been identified through Ignite, SSI's refugee entrepreneurship facilitation program.

Jock Collins. Photo by: Joanne Saad

PROFILE
Isha Kamara

Originally from Sierra Leone, 26-year-old videographer and businesswoman Isha Kamara wants to grow her 10-month-old start-up Canary Films into one of the biggest global suppliers of online video content.

"I'm ready to go hard for my clients," she says. "When they're happy, that makes me really happy."

It's this sense of drive and purpose that distinguished Kamara as an ideal candidate for Ignite, SSI's pilot program assisting refugee entrepreneurs get started in business. This has included support in creating a business card and developing a website to market Canary Films, which produces corporate and real estate videos.

Ignite does not provide funding to the entrepreneurs, instead connecting them with organisations that provide small, interest-free or low interest loans to launch start-ups.

UTS Professor of Social Economics Jock Collins has been acting as an advisor and mentor with the program. "There is a strong tradition of immigrant minorities moving into entrepreneurship in Australia," says Collins. "They look to entrepreneurship as a way of maximising the standard living for themselves and their families," says Collins. "Running an enterprise is also a little bit of an oasis from the racial discrimination of the workplace."

Up until now, no country in the world had established a program to facilitate humanitarian immigrants to set up an enterprise in the first instance. "So the Ignite program is really path breaking in global terms," says Jock.

Excerpt from *U:* magazine

Faculty of Law
Gender Related Harms in Forced Migration: A Comparative International Study – Jenni Millbank

"The term 'gender-related persecution' is one that requires a revised understanding of how gendered identities are constructed and contested within refugee law," says UTS Faculty of Law Professor Jenni Millbank. "Gender-based cases are influencing the way other cases are being decided by changing and expanding the refugee categories, and the way we think about things like state responsibility for persecution."

Now in its fourth year, the comparative international study Gender Related Harms in Forced Migration looks at how refugee law has been transformed by gender, its relationship with human rights norms and the conceptual evolution of gendered identity.

"Gender-based or gender-related persecution covers sexual orientation, gender identity, HIV status as well as those that are more obviously about gender roles and norms," says Millbank, who has been building on her research for over a decade with the help of more than 10 international collaborators including law experts, not-for-profit organisations and refugee support groups.

"Gender-related persecution includes persecution of sexual minorities: gay, lesbian, bisexual or transgender individuals. It also covers both men and women who are non-conforming in ways that profoundly challenge prevailing social norms through feminist activism, rejection of dress codes or other key areas of gendered behaviour, like marriage."

Millbank and her collaborators have used key refugee-receiving nations – the Netherlands, Germany, USA, the United Kingdom and Canada – as the basis for their case gathering on gender-related persecution.

There are currently five refugee categories in the 1951 Convention relating to the Status of Refugees: race, religion, nationality, political opinion and particular social group (PSG). Millbank says whereas women previously made up a small portion of PSG, the violations against them are transforming the classic model of what a refugee can be, and different gender groups within PSG are continuing to shift and transform decision making.

Millbank says many of the gender guidelines in different countries specifically refer to women rather than men and don't take into account things like sexuality or transgender status.

"The concept of gender identity is a complex one in particular for many decision makers to understand. It's not as simple as people being born one sex and having an operation to 'change' to the other. Gender expressions are varied across a hugely diverse continuum of non-conformity."

Millbank hopes her research will help decision makers better understand and interpret the convention's categories and definitions.

"What's difficult about this project is accepting that we're looking at the tip of an iceberg. We know there are a lot of people whose cases are never going to be properly heard, but we can at least address the ones we can see and start there."

Excerpt from *U:* magazine

Gender in Refugee Law **(co-edited by Jenni Millbank) was launched in 2014. She plans to publish a paper on the international impact of gender guidelines on refugee status determination in 2015.**

Jenni Millbank. Photo by: Joanne Saad

Angela Dawson.
Photo supplied by Faculty of Health

Faculty of Health

Improving the Obstetric Outcomes of Women with Female Genital Mutilation - Angela Dawson

UTS Research Fellow Dr Angela Dawson led the first study in Australia of the obstetric outcomes of women with Female Genital Mutilation (FGM) and its impact on their babies.

Conducted in collaboration with colleagues from the UTS Centre for Midwifery, Child and Family Health and the University of Sydney and funded by the Federal Department of Health, the study informed the development of an online FGM education package to equip health professionals.

The results of the research work have since been published in international journals and have provided insight into the care women and their babies require in order to save lives and reduce disability.

"FGM is considered a violation of human rights by the United Nations and is associated with adverse outcomes during childbirth and serious immediate and long-term physical and psychosocial complications for girls and women," says Dawson.

According to the World Health Organization, FGM is carried out on young girls and women in 29 countries in Africa and the Middle East, as well as some Asian countries. Although the practice is more prevalent in African countries, changing patterns of migration have made it more visible as a public health challenge in high-income countries including Australia.

"Our project aimed to identify the complications for women who have FGM and make recommendations, primarily to midwives and doctors, concerning culturally appropriate and clinically sound approaches to caring for pregnant and labouring women with FGM and their families.

"It also sought to identify the extent of FGM data collection in NSW and make recommendations to improve the quality of this data. The online education package for gynaecologists, obstetricians and midwives will contribute to the clear need for health professional education in this area. UTS is committed to supporting the capacity improvement of professionals to protect women and children from any type of violence, including FGM."

Faculty of Arts and Social Sciences / Cosmopolitan Civil Societies Research Centre

Cyber-racism & Community Resilience – Andrew Jakubowicz

Racism, now increasingly facilitated through the internet, corrodes social trust and undermines community cohesion. As cyber-racism becomes an ever more apparent problem for multicultural societies, this Australian Research Council linkage project explores how perpetrators construct racist discourses, how internet users encounter and respond to cyber-racism, and how effectively strategies of regulation cope with the expansion of cyber-racism.

With the project's multidisciplinary team including scholars from the Universities of Western Sydney, Deakin and Sydney, the project draws on sociology, social geography, criminology and legal studies, social psychology and media studies to explore the various dimensions to the problem.

The first findings, released in 2014, pointed to the extent of encounters with race hate in cyberspace. Over 30% of online users had encountered race hate speech as targets or bystanders in the previous six months, with the most targeted groups being Indigenous Australians, people from the Middle East, Africans and Muslims. This part of the project also demonstrated that no more than 10% of online regular users were interested in 'freeing' the internet from the codes of civility in current racial vilification laws. The findings were validated by a major Fairfax survey that arrived at a similar figure. The project group made a detailed submission to consultations held by the Attorney General on proposed changes to the racial vilification provisions of the Federal law, arguing there was no good evidence base for the changes. The government withdrew the change proposals.

Parallel work on the discourses of racism demonstrates that racists' hate speech is focused on building communities of haters through reinforcement of negative stereotypes and targeting of vulnerable minorities. Building on these insights and looking at the 'hate swarms' generated on social media platforms, further evidence is being gathered that tracks how communities of hate are seeded and grown in cyberspace.

Focus group discussion with local school children in Eastern Samar. Photo supplied by Anna Gero

Institute for Sustainable Futures

Climate Change Adaptation in the Philippines: Children and their Communities – Joanne Chong and Anna Gero

There is global recognition for the need to adapt to climate change, and that climate change adaptation needs to reflect local-level priorities. There is, however, limited research on how to evaluate or determine the effectiveness of interventions and projects that aim to build adaptive capacity and resilience. Filling this research gap is fundamental to improving aid effectiveness. Children and youth are highly vulnerable to climate change impacts, yet their voices are typically absent from community and government discussions and decisions about adaptation.

The Institute for Sustainable Futures (ISF) is the research partner on a child-centred, community-based adaptation project in the Philippines currently being implemented across 40 villages vulnerable to typhoons in the provinces of Aurora, Northern Samar, Eastern Samar and Southern Leyte by NGOs Plan International and Save the Children. The project activities aim to enhance the resilience of children, youth and their communities to the unavoidable negative impacts of climate change. It does so by recognising the potential of children as agents of change, and as active members within their families, schools and communities.

Research Director Joanne Chong and Senior Research Consultant Anna Gero are contributing to improving the practice of how to measure the success of adaptation projects. They are developing a user-friendly research process, with evidence-based indicators that draw on the perspectives of children and their communities. ISF's practical approach is designed to ensure policies and practices at the local level include children's voices in evidence gathering for monitoring and evaluation of climate change adaptation; an emerging and complex issue on the development agenda.

UTS Business School / Cosmopolitan Civil Societies Research Centre

Disability Arts Partnership Projects: Researching the Outcomes of Cultural Participation in the Arts – Simon Darcy, Jenny Green, Jenny Onyx, Hazel Maxwell and Simone Faulkner

Traditionally, cultural activities (leisure, sport, recreation and the arts) have excluded people with disability. Activities such as sport and artistic engagement were seen as therapeutic or diversionary rather than areas of social engagement or professional opportunities for people with disability.

Today there is a greater engagement of people with disability in cultural pursuits, and the social model of disability is more widely recognised and shows that barriers to participation can be reduced through inclusive organisational practices. Yet, the wider social impact of disability participation in all areas of citizenship has remained largely unexplored in the research literature.

This research examined twelve disability arts partnership projects funded by Arts NSW, with UTS researchers identifying and analysing the outcomes of cultural participation and social impact on people with disability, organisations and the wider community.

Findings suggest that the projects with wider social impact exhibited underlying characteristics that include: strong citizenship values; a sense of belonging; engagement of people with positive social values; a fostering of organisational and individual networks, and an enhancement of creative and other skills. The findings have implications for understanding the role of the arts for people with disability as practised in disability service organisations, disability arts and the professional arts world. The implications also extend to the way social participation of people with disability can be viewed as a starting point to human capital development, leading to opportunities for professional development and ongoing careers.

Executive Director of Arts NSW Mary Darwell says the research being carried out at UTS is an essential part of the partnership. "It provides a good framework to look at the impact of the projects. The study will help make the creative aspirations and achievements of people with disability more visible and valued in the community."

My Radio Heart, a collaboration between artists of mixed ability in conjunction with Urban Theatre Project and Tralala Blip. Photo supplied by Arts NSW

APPENDIX 1

1. All data in this report is correct as of **21 April 2015**, the run date of the BI reports
2. Additional supplementary information such as student headcounts and EFTSL figures have been provided to assist with accurate interpretation of the data. One reason for this is the removal of enrolment caps under the Commomwealth Grants Scheme [CGS] in 2012 resulting in larger overall numbers of students at UTS [therefore percentages alone may not be fully illustrative of trends].

COVERAGE

Data provided in this Appendix relates to domestic undergraduate students unless otherwise specified.

Compacts definition of domestic undergraduate student: All domestic students with permanent home address in Australia enrolled in an undergraduate course [including Honours, diploma, advanced diploma and other award courses] in an institution. Each student is counted only once even if they have a combined degree. Source: Department of Education, Employment and Workplace Relations [2011]. Performance Funding: Technical Guidelines. Issued by Higher Education Group, September 2011.

DEFINITIONS

The following terms and abbreviations are used in the commentary.

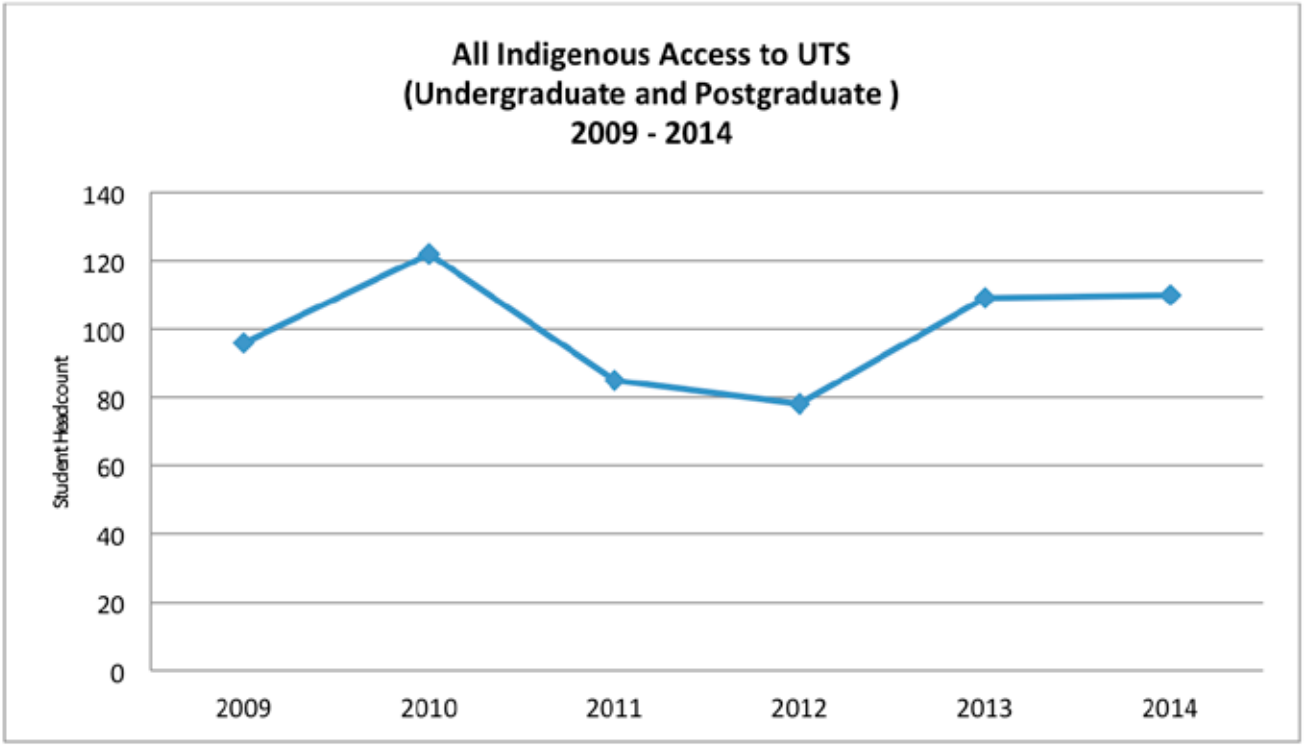
- **Access:** The headcount of students in their commencing year, expressed as a percentage of the total number of domestic undergraduate students.
- **Participation:** The headcount of all students enrolled, expressed as a percentage of the total number of domestic undergraduate students.
- **Success:** The Equivalent Full Time Student Load [EFTSL] passed by students in a given year, calculated as a proportion of all EFTSLs attempted.
- **Attrition:** The headcount of students who do not return to study after being enrolled in the previous year, expressed as a percentage of total headcount in the previous year.
- **EFTSL:** Equivalent Full Time Student Load is a measure of the student load of a student expressed as a proportion of the student load of a full-time student in a course
- **Indigenous:** Undergraduate and postgraduate Aboriginal & Torres Strait Islander students [self identified]
- **LSES:** Students from low social economic status [LSES] backgrounds, based on the Australian Bureau of Statistics' Index of Education and Occupation [IEO] calculated from the 2011 Census data. Data for both definitions of this group have been provided in this report to compare the measures, and to examine historic data from previous reports. This replaces the 2006 postcode measure used in previous reports.
- **Disability:** Students with a disability [self identified].
- **InpUTS:** Students entering UTS through the inpUTS Educational Access Scheme and requiring the ATAR concession.
- **All UTS students:** All UTS students enrolled in bachelor programs including high SES, medium SES, low SES, disability, Indigenous students and inpUTS students.
- **Equity Scholarship:** Recipients of Commonwealth and UTS Diversity Access Scholarships. Equity scholarships are based on income assessment and not LSES indicator.
- **All UTS – no Equity Scholarship:** All UTS domestic students, excluding those in reciept of an Equity Scholarship.

INDIGENOUS STUDENTS

Note: Headcounts are used for all charts related to Indigenous students. Due to the small numbers involved fluctuations in total student enrolments can be overly influential on the statistics for this group. Keep in mind that Indigenous reporting includes both Undergraduate and Postgraduate data unless otherwise stated.

Chart 1

INDIGENOUS ACCESS: Percentage and headcount of all [undergraduate and postgraduate] Indigenous students in their *commencing year*



Indigenous student Access [commencing students] by % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Indigenous Access	1.1% [96]	1.5% [122]	0.9% [85]	0.9% [78]	1.2% [109]	1.1% [110]
Non-Indigenous Access	98.9% [8407]	98.5% [7965]	99.1% [9181]	99.1% [9043]	98.8% [9272]	98.9% [9631]

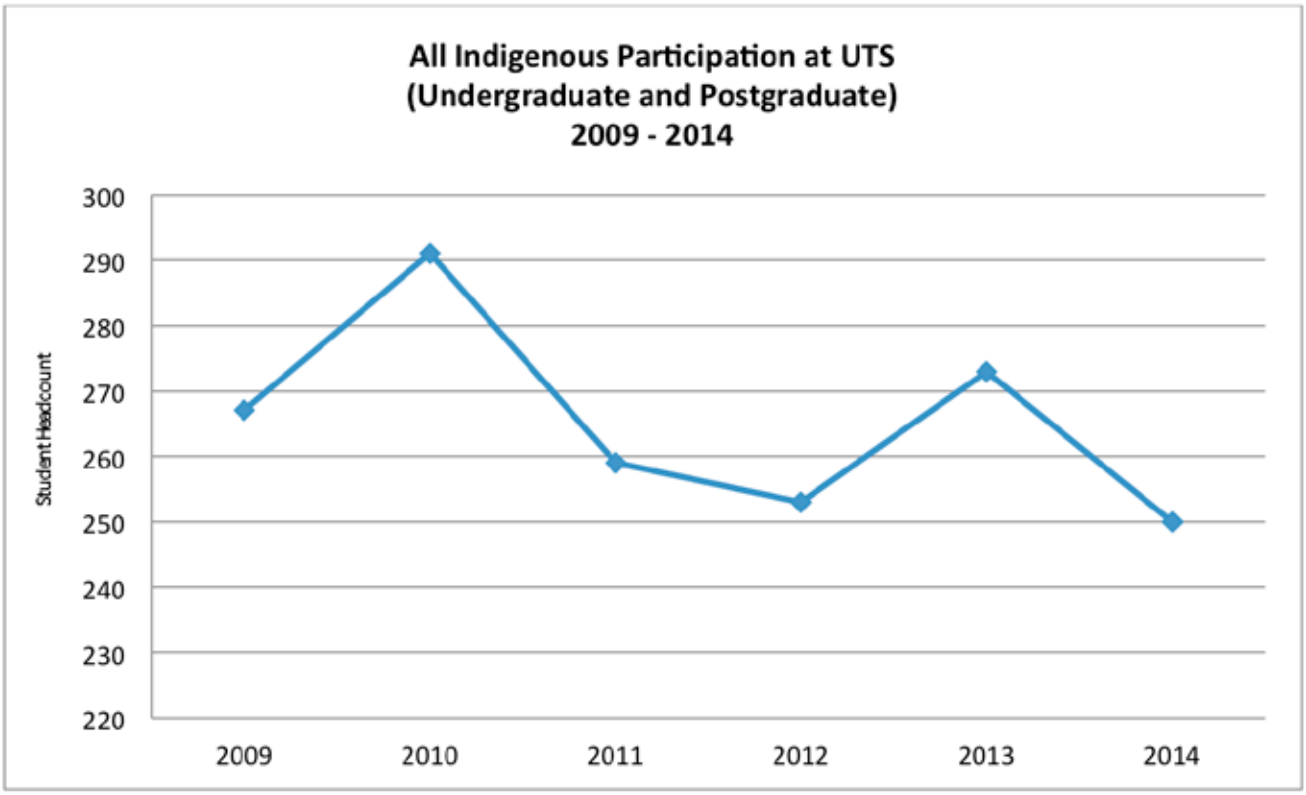
Note: This table does not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification. Data source: UTS Business Intelligence Portal; Cube: utseqdis; Report: Access (Commencements) – equity groups, from 2005 v05 – Compact – incl Aus11. Accessed on 7 May, 2015.

• Indigenous student access has remained relatively stable from 1.2% in 2013 to 1.1% in 2014 [0.1 of a percentage point]. Looking at the headcount data, there has been an increase of one additional Indigenous student accessing UTS in 2014 [110] compared with 2013 [109]. The small decrease as a percentage is due to the relative increase in overall student load.

• It is worth noting that the whole-of-University Indigenous Education and Employment Strategy was rolled out in 2012, which was intended to further address issues around Indigenous access and explore the challenges regarding student numbers. The impact of these initiatives is becoming apparent in 2013 and 2014 access figures. Note: The Indigenous Headcount has not been compared with Non-Indigenous headcounts in the chart above as the difference between these groups is such that it would not be usefully visualised in a chart, therefore only the headcount for Indigenous students has been shown in this case.

Chart 2

INDIGENOUS PARTICIPATION: Percentage and headcount of all [undergraduate and postgraduate] Indigenous students enrolled in *all years*.



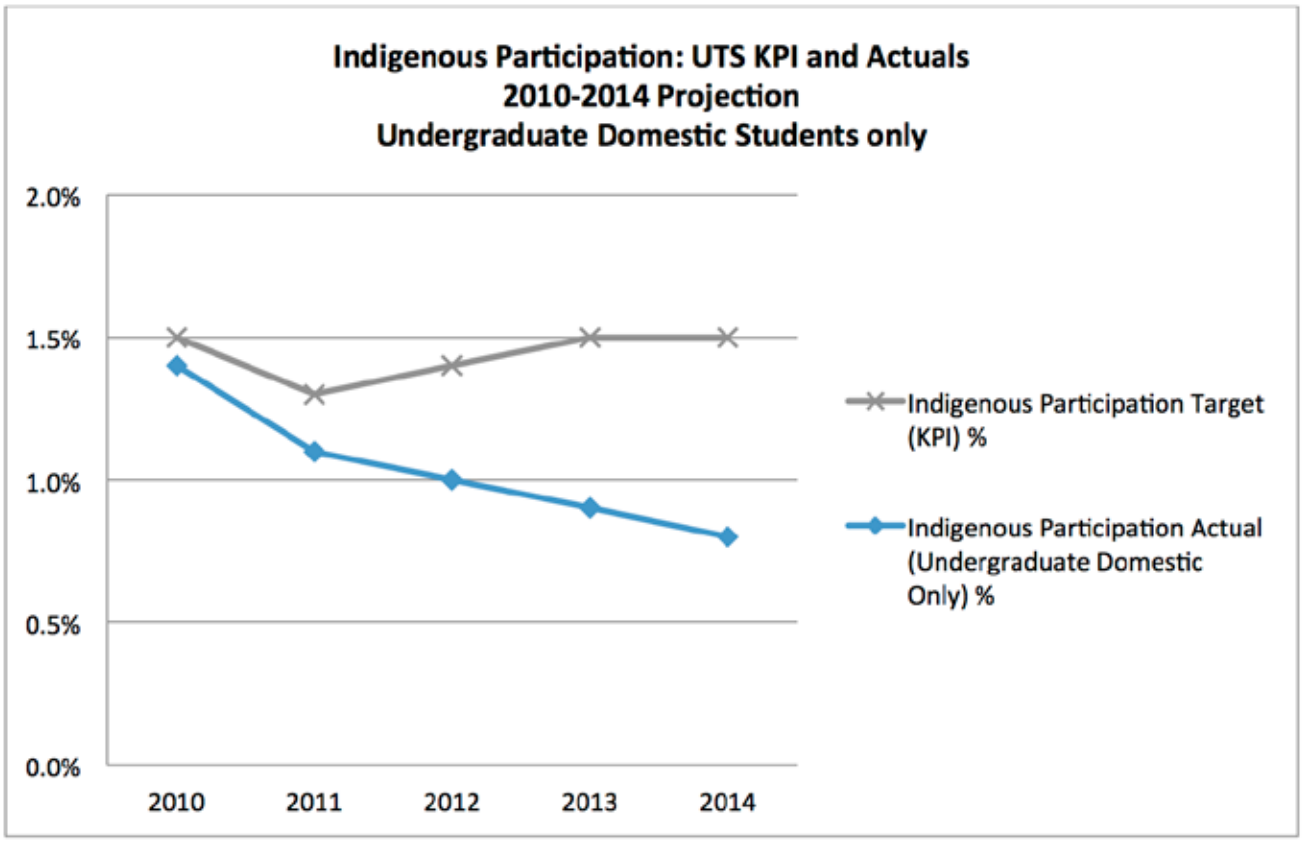
Indigenous student Participation by % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Indigenous Participation	1.1% [267]	1.2% [291]	1.0% [259]	1.0% [253]	1.0% [273]	0.9% [250]
Non-Indigenous Participation	98.9% [24102]	98.8% [24346]	99.0% [25435]	99.0% [26093]	99.0% [27078]	99.1% [27783]

Note: This table does not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification. Data source: UTS Business Intelligence Portal; Cube: utseqdis; Report: Participation – equity groups, from 2004 v04 – Compact. Accessed on 7 May, 2015.

• In 2014, the total percentage of Indigenous students enrolled at UTS in both undergraduate and postgraduate courses dropped slightly to 0.9% after a period of stability at 1.0% from 2011 to 2013. Looking at the headcount data, there are 23 fewer Indigenous students participating in 2014 compared with 2013. This is thought to be related to the 'teaching out' of Away-From-Base courses. Note: The Indigenous Headcount has not been compared with Non-Indigenous headcounts in the chart above as the difference between these groups is such that it would not be usefully visualised in a chart, therefore only the headcount for Indigenous students has been shown in this case.

Chart 3

INDIGENOUS PARTCIPATION AS A UTS KEY PERFORMANCE INDICATOR: Percentage of Aboriginal and Torres Strait Islander students of all undergraduate domestic students – including non-responses on Indigenous identification.



Indigenous Participation KPI Targets by % and Headcount	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]	2018 % [No.]
Indigenous Participation Target [KPI]	1.5% [254]	1.3% [229]	1.4% [254]	1.5% [285]	**1.5% [306]**	2.2% [n/a]*
Indigenous Participation Actual [Undergraduate Domestic Only]	1.4% [232]	1.1% [200]	1.0% [183]	0.9% [176]	**0.8% [157]**	- -

Data sources: UTS Business Intelligence Portal; Cube: utseqdis; Report: KPI UEE2.1: Indigenous Participation by Faculty. Accessed on 7 May, 2015. UTS KPI Framework.

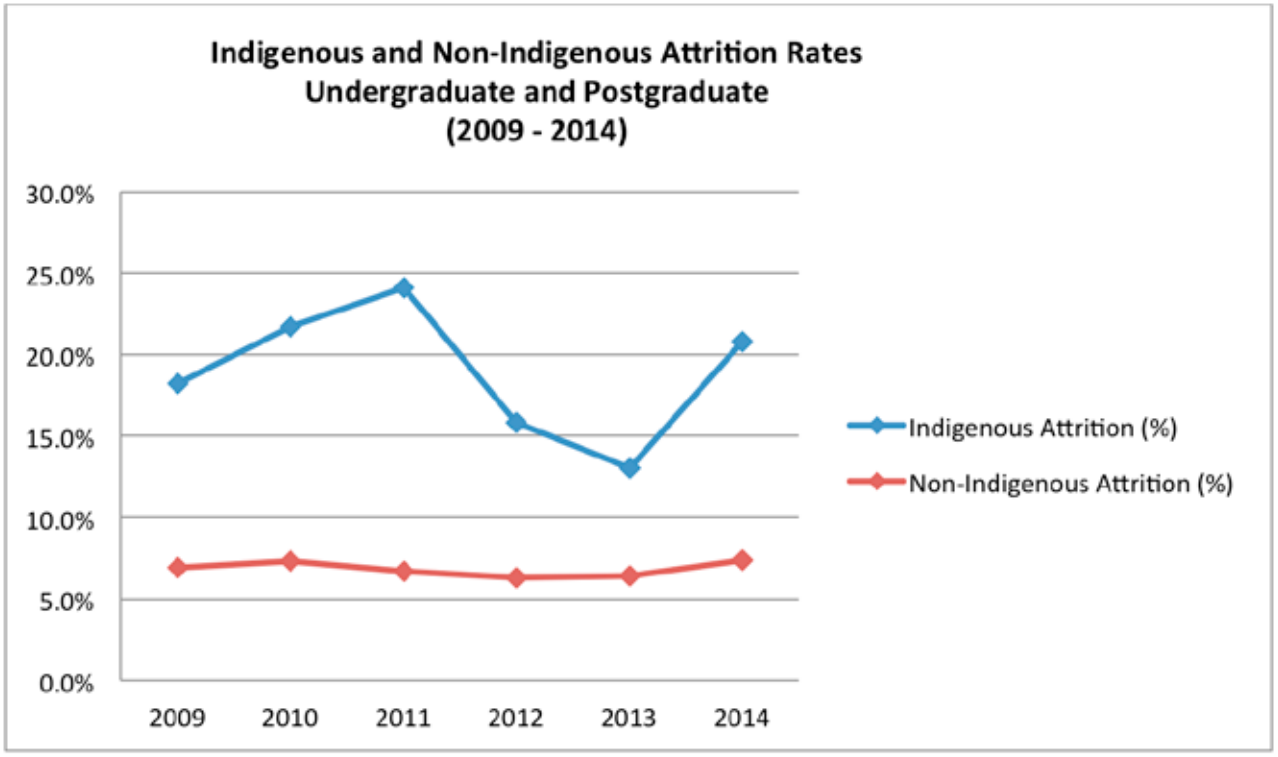
Note: Targets are decided by Council in November of each year, and have historically been based on Compacts agreements with The Depatrment. The targets are outlined in the UTS KPI Scorecard of 2014. Note: KPI-UEE2 uses the definition of Aboriginal and Torres Strait Islander students as undergraduate domestic students, as a percentage of all undergraduate domestic students – including non-responses on Indigenous identification.

*Headcount projection can not be calculated without data for total student population in 2018.

• UTS is pursuing a KPI of 2.2% Indigenous student participation by 2018. This KPI is currently under revision as part of a broader review of the KPI Framework, and will likely become a headcount measure. In recent years UTS has gradually increased the number of Indigenous students enrolling in mainstream degree programs, and success rates of Indigenous students has also gradually increased. The overall decrease since 2011 reflects a decline in the number of Indigenous students enrolled in Away-From-Base [block] programs rather than in mainstream courses.

Chart 4

INDIGENOUS ATTRITION: The percentage and headcount of undergraduate and postgraduate Indigenous students *who did not return to study* after being enrolled in the previous year. Ideally the figures will be *low*, and trends over time should demonstrate decreasing levels of attition.



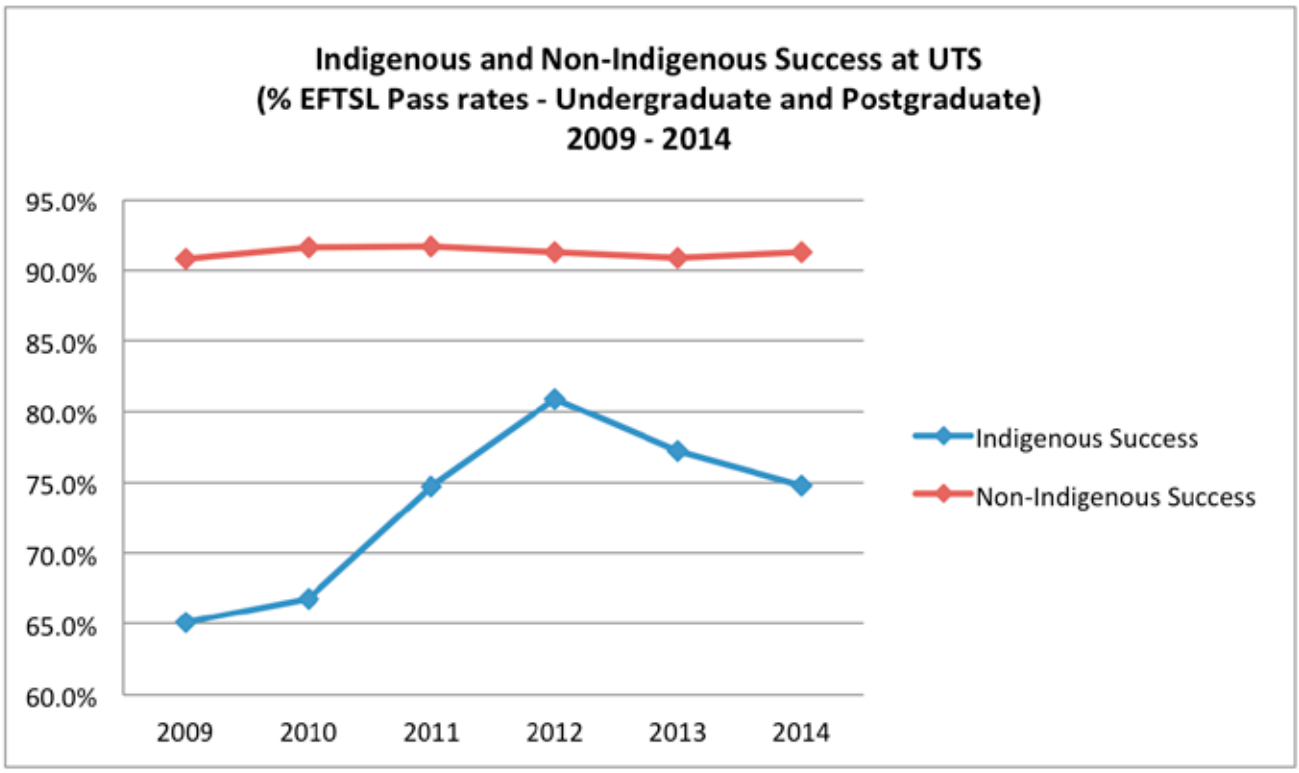
Indigenous student Attrition by % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Indigenous Attrition	18.2% [49]	21.7% [58]	24.1% [70]	15.8% [41]	13.0% [33]	20.8% [51]
Non-Indigenous Attrition	6.9% [1591]	7.3% [1787]	6.7% [1652]	6.3% [1613]	6.4% [1685]	7.4% [1985]

Note: This table does not include students who provided no information regarding their Indigenous identification.
Data source: UTS Business Intelligence Portal; Cube: govt_eqattr. Accessed on 7 Mayl, 2015.

• The Indigenous student attrition rate has increased by 7.8 percentage points from 2013 [13.8%] to 2014 [20.8%]. In this 12 month time frame, attrition for this group of students has increased from 33 students to 51 students. This attrition rate is relatively high compared with that of Non-Indigenous students, although attrition also increased in this group from 2013 [6.4%] to 2014 [7.4%]. It should be kept in mind that the small proportion [0.9%] of Indigenous students represented in the overall student cohort will mean that attrition of a small number of students will impact significantly on the attrition rate when viewed as a percentage.

• To address the attrition rates of Indigenous students in previous years, Jumbunna Indigenous House of Learning has introduced specific Learning and Development initiatives from 2011, combined with the previous Monitoring and Tracking program from 2009 [or case management] of the Indigenous student cohort. In 2013, Jumbunna introduced the UniStart enabling pathway as a way to address falling participation rated, however there is a 50% attrition rate of students who commence in these courses which is affecting attrition rates for this small cohort overall.Note: The difference between the headcounts for Indigenous and non-Indigenous attrition is such that it would not be usefully visualised in a chart, therefore percentages have been used in this case.

Chart 5
INDIGENOUS SUCCESS: Percentage and Equivalent Full Time Student Load [EFTSL] passed by undergraduate and postgraduate Indigenous students



Indigenous Student Success % and Equivalent Full Time Student Load Passed [EFTSL]	2009 % [EFTSL]	2010 % [EFTSL]	2011 % [EFTSL]	2012 % [EFTSL]	2013 % [EFTSL]	2014 % [EFTSL]
Indigenous Success	65.1% [125]	66.8% [131]	74.7% [132]	80.9% [139]	77.2% [130]	74.8% [121]
Non-Indigenous Success	90.8% [14865]	91.6% [14987]	91.7% [15800]	91.3% [16125]	90.9% [16677]	91.3% [17357]

Note: This table does not include students who provided no information regarding their Indigenous identification.
Data source: UTS Business Intelligence Portal; Cube: utseqsucc; Report: Success– equity groups, from 2004 v05 – Compact – incl Aus11. Accessed on 24 April, 2015. Note: EFTSL rounded to nearest whole number.

• In 2014 the Indigenous student success rate decreased slightly, from 77.2% in 2013 to 74.8% in 2014. This represents a decrease of 2.4 percentage points in EFTSL successfully passed in a 12 month period. There has also been a small decrease of 9.0 EFTSL successfully passed by Indigenous students over this period.

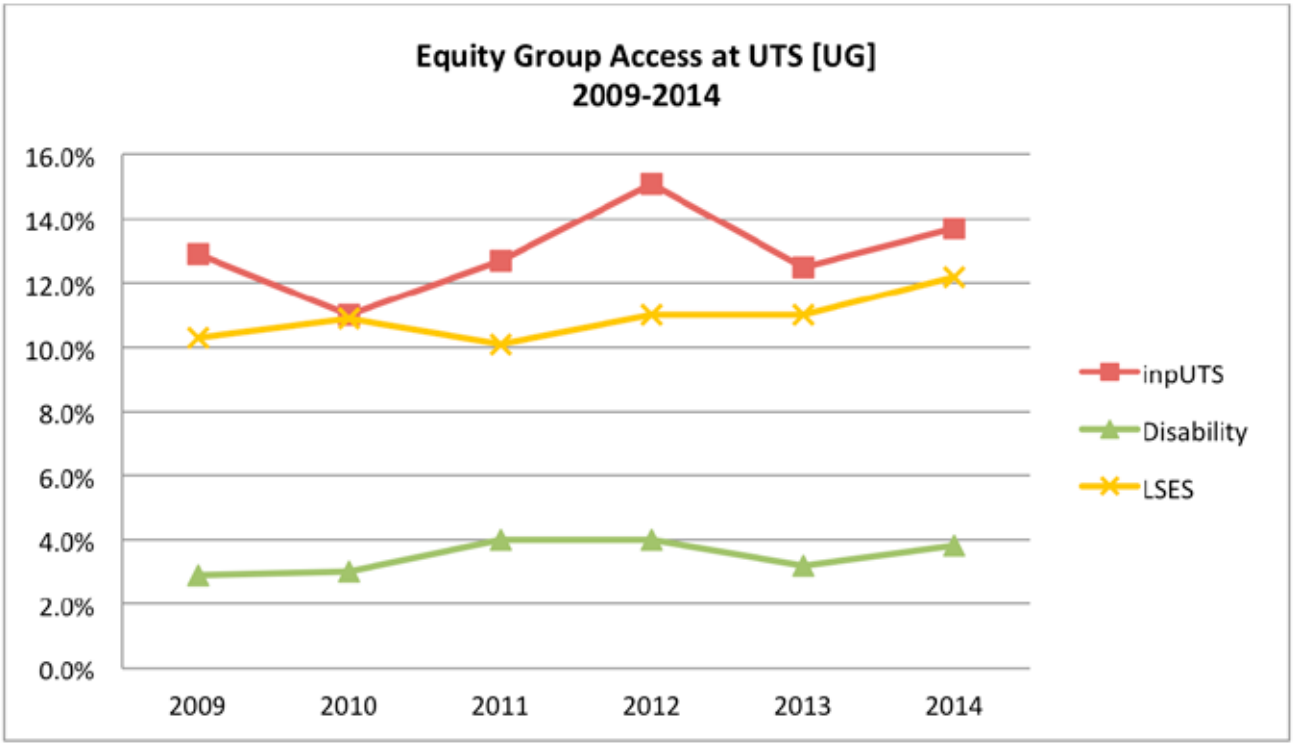
• The non-Indigenous student success rate has increased slightly [by 0.4 percentage points in the same period]. As always, when comparing this data with cohorts of such a small size [Indigenous students], it should be kept in mind that minimal changes in the data appear to impact significantly on the success rate when viewed as a percentage.

Note: Again, as the difference between the EFTLS passed for Indigenous and non-Indigenous students is such that it would not be usefully visualised in a chart, percentages have once more been used in this case.

STUDENTS FROM LOW SOCIO-ECONOMIC BACKGROUNDS, STUDENTS WITH A DISABILITY AND EDUCATIONAL ACCESS SCHEME STUDENTS

Chart 6

ACCESS: Percentage and headcount of undergraduate equity group students in their *commencing year*.



Equity Group Access % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
inpUTS	12.9% [622]	11.0% [521]	12.7% [722]	15.1% [865]	12.5% [750]	13.7% [938]
Disability	2.9% [140]	3.0% [142]	4.0% [255]	4.0% [231]	3.2% [191]	3.8% [262]
LSES	10.3% [498]	10.9% [515]	10.1% [573]	11.0% [627]	11.0% [658]	12.2% [831]

Data source: UTS Business Intelligence Portal; Cube: utseqdis; Report: Access (Commencements) – equity groups, from 2005 v05 – Compact – incl Aus11. Accessed on 7 May, 2015.

INPUTS

• **Access** by inpUTS students has been fluctuating over the six year period shown above. After a sustained increase from 2010 to 2012 of 4.1 percentage points, in 2013 access by inpUTS students decreased by 2.6 percentage points, only to rebound once more by 1.2 percentage points in 2014. From 2013 to 2014 inpUTS access rose from 12.5% to 13.7% as a proportion of all commencing domestic undergraduate students. Looking at the student headcount, there has been an increase of 188 students, from 2013 [750 students] to 2014 [938 students].

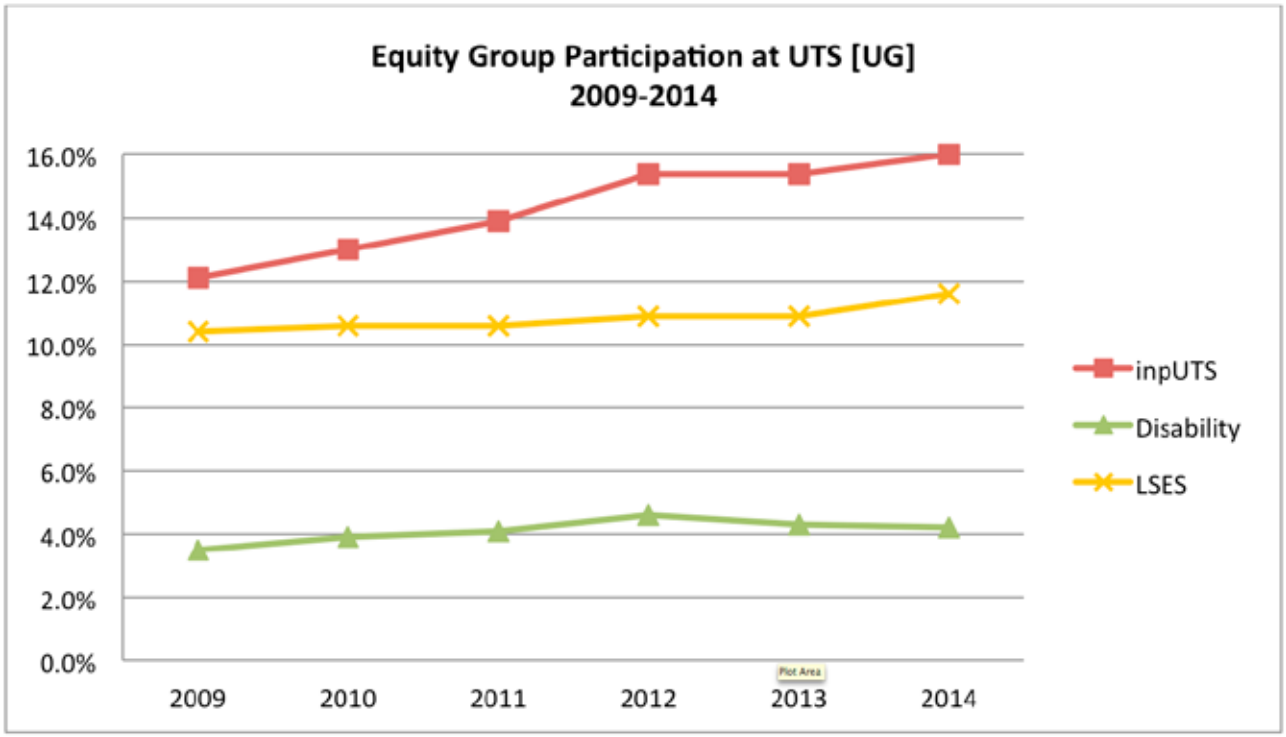
DISABILITY

• **Access** by students with disabilities has increased by 0.6 of a percentage point from 2013 [3.2%] to 2014 [3.8%]. Looking at the student headcount, this equates to an additional 71 students with a disability commencing at UTS in 2014 [262 students] compared with 2013 [191 students].

LSES

• **Access** by LSES students has markedly increased in 2014 [to 12.2%]. This represents a greater increase in 12 months than has been seen in the rest of the six year period shown above. To clarify, from 2013 to 2014 access by LSES students has increased from 11.0% to 12.2%, an increase of 1.2 percentage points. Since 2009, LSES access had previously only increase from 10.3% in 2009 to 11.0% in 2013, an increase of only 0.7 percentage points. There has also been an associated increase in headcount in the past year of 173 students, from 2013 [658 students] to 2014 [831 students]. This continues the ongoing trend of increasing commencing LSES student numbers.

Chart 7
PARTICIPATION: Percentage and headcount of all equity group students enrolled in each year.



Equity Group Participation % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
inpUTS	12.1% [2107]	13.0% [2226]	13.9% [2480]	15.4% [2809]	15.4% [2955]	16.0% [3297]
Disability	3.5% [609]	3.9% [661]	4.1% [725]	4.6% [843]	4.3% [823]	4.2% [872]
LSES	10.4% [1816]	10.6% [1826]	10.6% [1878]	10.9% [1998]	10.9% [2082]	11.6% [2390]

Data source: UTS Business Intelligence Portal; Cube: utseqdis; Report: Participation – equity groups, from 2004 v04 – Compact. Accessed on 7 May, 2015.

INPUTS

• **Participation** by inpUTS students increased by 0.6 percentage points from 2013 [15.4%] to 2014 [16.0%] as a percentage of all participating domestic undergraduate students. This represents a substantial increase in student headcount, from 2955 students in 2013 to 3297 students in 2014, a growth in participation by inpUTS students of 342. This is more than double the growth rate of the previous 12 month period. Looking at the six year trend, participation for inpUTS students has been on a continuous upwards trajectory.

DISABILITY

• **Participation** by students with disabilities has remained reasonably stable, decreasing only 0.1 percentage points from 2013 [4.3%] to 2014 [4.2%]. Although there has been this small decrease in 2014 (as a percentage of all domestic undergraduate students), this appears to be due to the dramatic increase in overall student load.

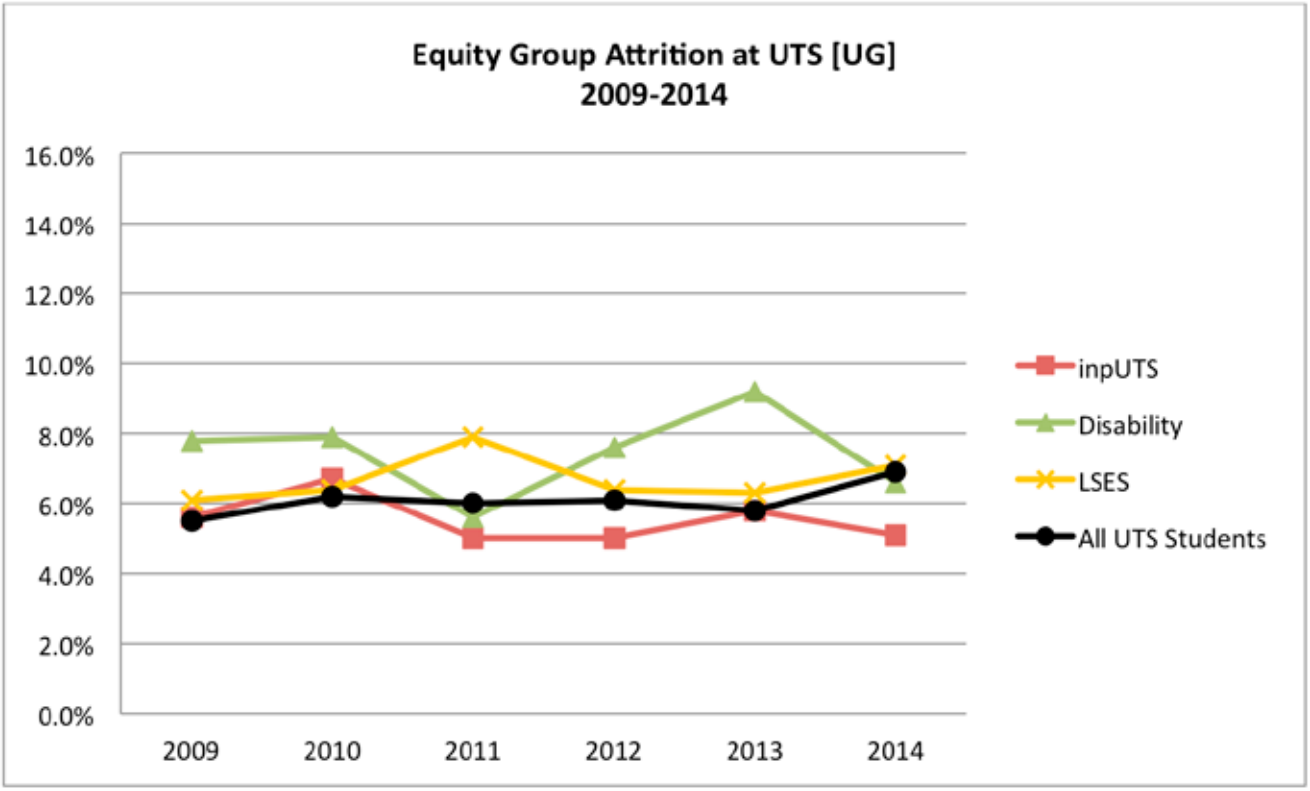
Participation for students with a disability has actually increased in headcount by 49 students, from 2013 [823] to 2014 [872]. Looking at the six year trend, participation for this group had been gradually increasing, with a continuing, sustained increase in participation by students with a disability from 609 students in 2009 to 872 students in 2014.

LSES

• **Participation** by LSES students has increased considerably as percentage of all participating domestic undergraduate students from 2013 [10.9%] to 2014 [11.6%]. This is an increase of 0.7 percentage points in a twelve month period, following a five year period of relative stability [growth from 2009 to 2013 was only 0.5 percentage points]. By headcount, LSES participation has increased by 306 students from 2013 [2082 students] to 2014 [2390 students], due in part to the larger than usual increase in LSES commencements.

Chart 8

ATTRITION:The percentage and headcount of equity group students who did not return to study after being enrolled in the previous year. Ideally the figures will be low, and trends over time should demonstrate decreasing levels of attrition.



Equity Group Attrition % and headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
inpUTS	5.6% [99]	6.7% [141]	5.0% [111]	5.0% [125]	5.8% [162]	5.1% [152]
Disability	7.8% [45]	7.9% [48]	5.6% [37]	7.6% [55]	9.2% [78]	6.6% [55]
LSES	6.1% [108]	6.4% [116]	7.9% [144]	6.4% [121]	6.3% [126]	7.1% [148]
All UTS Students	5.5% [941]	6.2% [1085]	6.0% [1041]	6.1% [1086]	5.8% [1074]	6.9% [1335]

Data source: UTS Business Intelligence Portal; Cube: govt_eqattr; Report: Attrition – equity groups, from 2006 v 05 Compact. Accessed on 7 May, 2015.

INPUTS

• **Attrition** by inpUTS students has decreased by 0.7 percentage points from 2013 [5.8%, 162 students] to 2014 [5.1%, 152 students]. Note that attrition for inpUTS students is relatively low compared with other equity groups, and lower than UTS students generally.

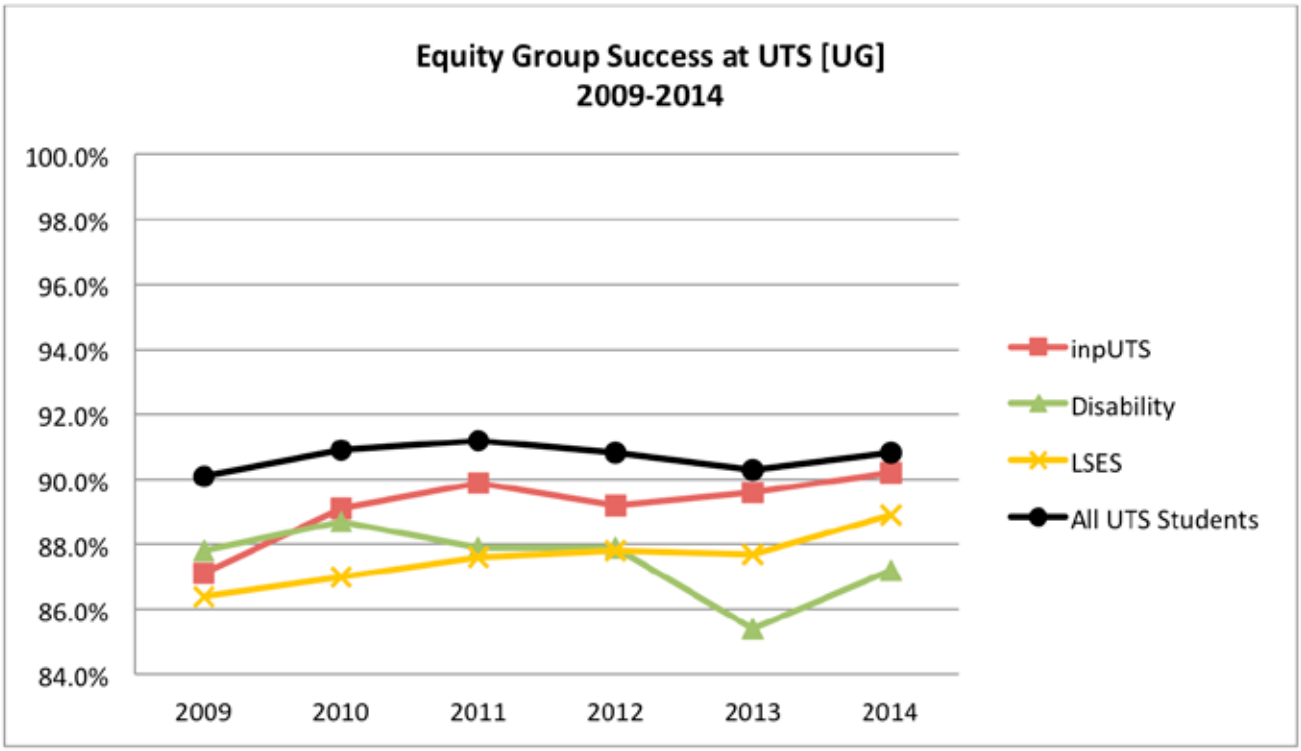
DISABILITY

• **Attrition** by students with disabilities has decreased substantially, from 9.2% [78 students] in 2013 to 6.6% [55 students] in 2014. This is a decrease of 2.6 percentage points in a 12 month period, or 23 fewer attritions for students with a disability. Keep in mind that given that there are relatively small numbers of students associated with this group and the overall increase in student load, any fluctuation in the number of attritions will have a noticeable effect on the reported percentages. Therefore these results should be interpreted with care.

LSES

• **Attrition** by LSES students has increased from 2013 [6.3%, 126 student attritions] to 2014 [7.1%, 148 student attritions]. This is likely related to the large increase in LSES access and participation in 2014. UTS is actively engaged in improving retention and success strategies to support the increasing diversity of UTS students. Strategies such as the First Year Experience program are in early stages of development and implementation, and should positively impact on future attrition rates.

Chart 9
SUCCESS: Percentage and Equivalent Full Time Student Load [EFTSL] passed by equity group students



Equity Group Success % and Equivalent Full Time Student Load Passed [EFTSL]	2009 % [EFTSL]	2010 % [EFTSL]	2011 % [EFTSL]	2012 % [EFTSL]	2013 % [EFTSL]	2014 % [EFTSL]
inpUTS	87.1% [1579]	89.1% [1678]	89.9% [1900]	89.2% [2113]	89.6% [2231]	90.2% [2487]
Disability	87.8% [369]	88.7% [412]	87.9% [462]	87.9% [535]	85.4% [526]	87.2% [552]
LSES	86.4% [1264]	87.0% [1273]	87.6% [1332]	87.8% [1398]	87.7% [1460]	88.9% [1699]
All UTS Students	90.1% [12834]	90.9% [12586]	91.2% [13114]	90.8% [13324]	90.3% [13822]	90.8% [14838]

Data source: UTS Business Intelligence Portal; Cube: utseqsucc; Report: Success – equity groups, from 2004 v05 – Compact – incl Aus11. Accessed on 7 May, 2015. Note: EFTSL rounded to nearest whole number.

INPUTS

• **Success** of inpUTS students has increased by 0.6 percentage points from 2013 [89.6%, 2231 EFTSL] to 2014 [90.2%, 2487 EFTSL]. In 2014, the success rate for inpUTS students was only 0.6 percentage points lower than the success rate for UTS Students. When looking at the total number of EFTSL successfully passed by inpUTS students compared with other groups in this analysis, there has been an increase of 224 EFTSL which is a 10.0% increase over the 12 month period.

DISABILITY

• **Success** of students with a disability has increased by 1.8 percentage points from 2013 [85.4%, 526 EFTSL] to 2014 [87.2%, 552 EFTSL]. This is an additional 26 EFTSL passed for students with a disability compared with last year. However, in 2014 the success rate for students with a disability is the lowest of all equity groups compared here.

LSES

• **Success** by LSES students has increased by 1.2 percentage points from 2013 [87.7%] to 2014 [88.8%], with an increase of 239 EFTSL passed in 2014. Due to the increase in LSES headcount the growth in EFTSL passed is to be expected. It should, however, be noted that this is an increase of 16.4% over a 12 month period, and is the highest increase in success of any group including all UTS students (growth rate of 7.4%).

APPENDIX 2

STUDENTS ENTERING UTS THROUGH HIGHER EDUCATION, VOCATIONAL EDUCATION & TRAINING (VET), INSEARCH, AND SECONDARY EDUCATION

Higher Education Pathway: refers to students who have entered UTS on the basis of one prior year of university study.

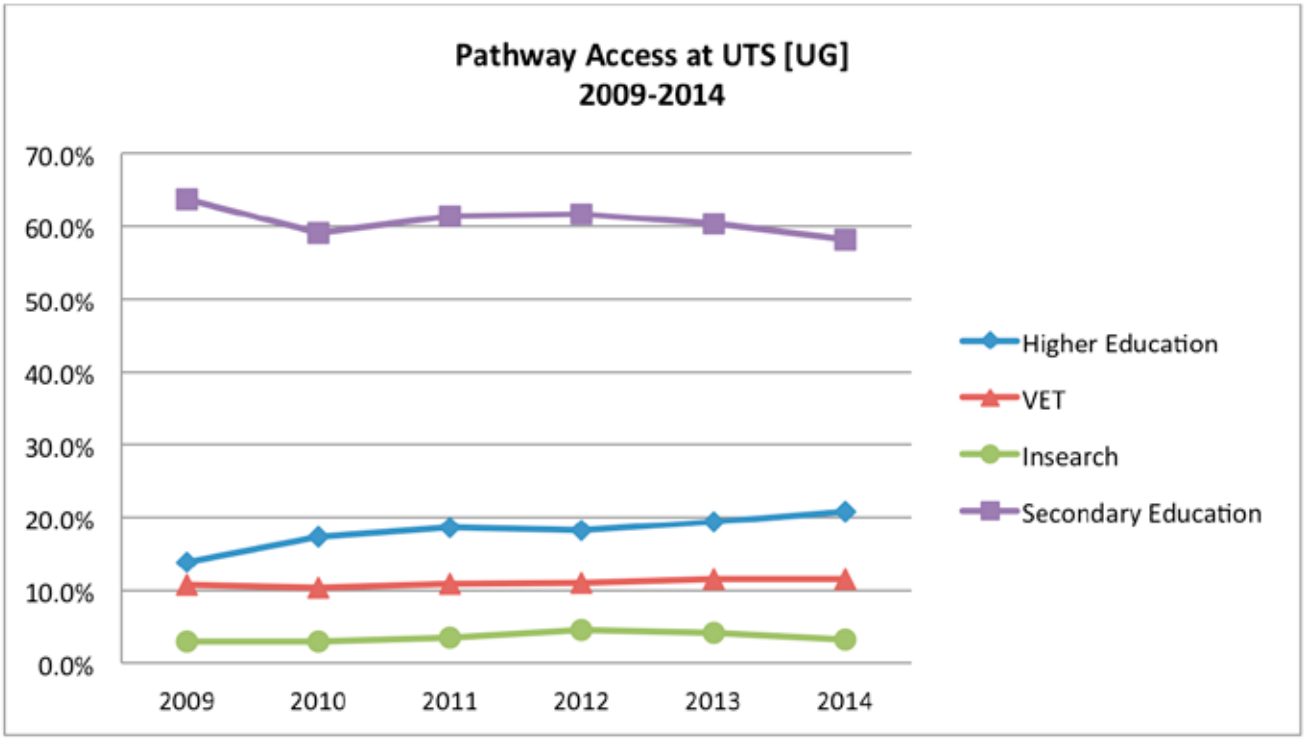
VET Pathway: refers to students admitted to UTS on the basis of prior Vocational Education & Training (VET) through a TAFE or private college.

Insearch Pathway: refers to students gaining entry on the basis of study at Insearch, a UTS specific pathway provider offering academic English programs, UTS Foundation Studies (on behalf of UTS).

Secondary Education Pathway: refers to students admitted to UTS on the basis of secondary studies, regardless of time elapsed since Year 12. This group represents the largest pathway option.

Chart 10

ACCESS: Percentage and headcount of undergraduate students entering UTS through various pathways in their commencing year.



Pathways: Access % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Higher Education	13.9% [669]	17.3% [820]	18.6% [1054]	18.3% [1046]	19.4% [1165]	20.8% [1421]
VET	10.7% [518]	10.3% [486]	10.9% [620]	11.0% [630]	11.5% [689]	11.5% [786]
Insearch	3.0% [144]	3.0% [144]	3.5% [200]	4.5% [257]	4.1% [248]	3.3% [222]
Secondary Education	63.7% [3072]	59.1% [2795]	61.4% [3490]	61.6% [3530]	60.4% [3626]	58.2% [3974]

Data source: UTS Business Intelligence Portal; Cube: utseqdis; Government Domestic Headcount by Basis of Admission and Insearch, Commencing, Undergraduate only. Accessed on 8 May, 2015. Note: The total of commencements and participation do not add to 100% given small numbers of students are admitted on the basis of other qualifications/ arrangements too small to meaningfully include in the charting (e.g. Special Tertiary Admissions Test, forced offers approved by faculty, offers to some courses with Scholarships).

HIGHER EDUCATION

• **Access** by students who have already had one prior year of university study elsewhere has been increasing at a steady rate since 2009. After a sustained increase from 2009 to 2011 of 4.7 percentage points, in 2012 access by 'Higher Education' pathway students remained relatively stable for 12 months, going on to increase from 2012 to 2014 – improving by an additional 2.5 percentage points. From 2013 to 2014 'Higher Education' pathway access rose from 19.4% to 20.8% as a proportion of all commencing domestic undergraduate students. Looking at the student headcount, there has been an increase of 256 students, from 2013 [1165 students] to 2014 [1421 students].

VET

• **Access** by students entering UTS through the VET pathway has remained relatively stable as a percentage from 2009 to 2014, increasing by 0.8 of a percentage point during this time, with some minimal fluctuation. Entry through this pathway has remained consistent as a percentage from 2013 to 2014 [at 11.5%]. Looking at the student headcount, there has been quite an increase from 2013 to 2014 – in line with the overall increase in student load across UTS. This equates to an additional 97 students commencing through the VET pathway in 2014 [786] compared with 2013 [689].

INSEARCH

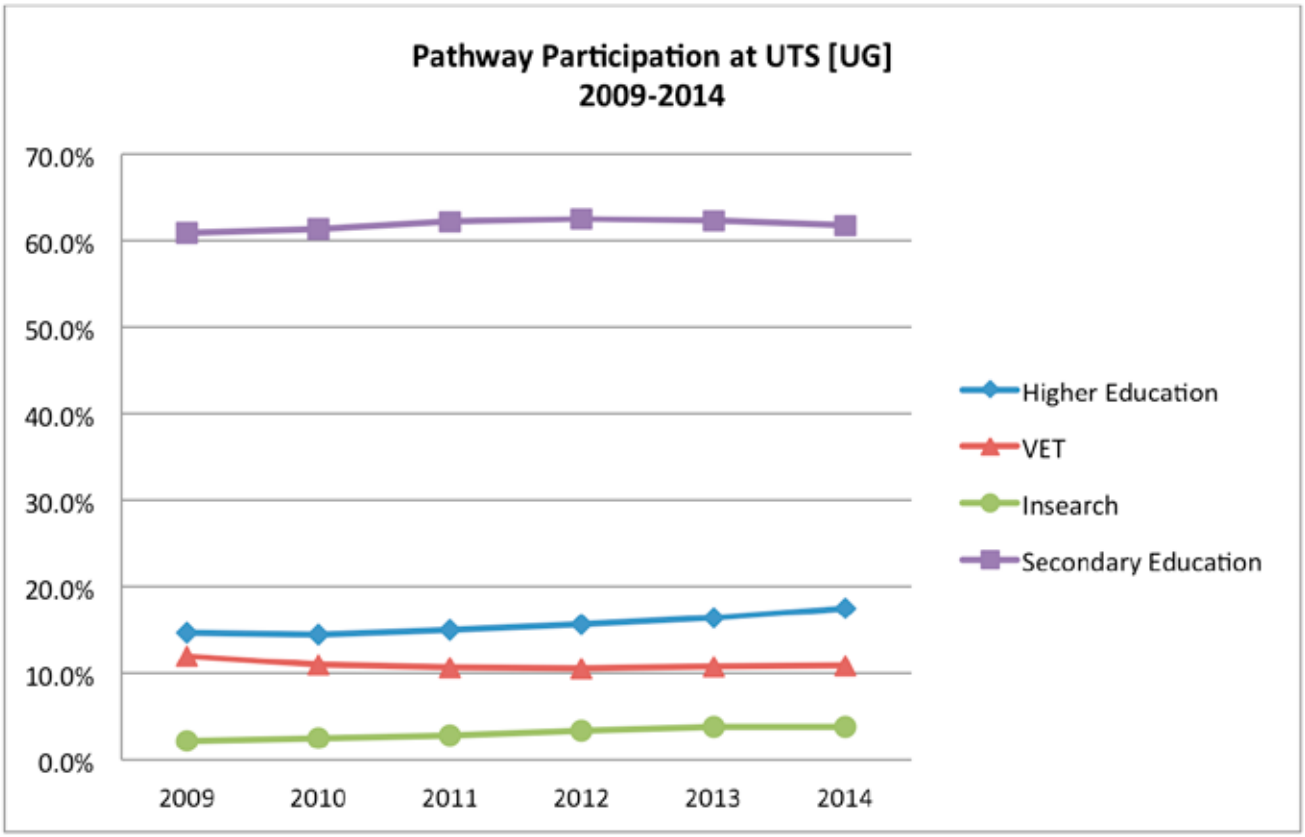
• **Access** by Insearch pathway students fluctuated within 1.5 percentage points from 2009 to 2014 [from a low of 3.0% in 2009 to a high of 4.5% in 2012]. There have been fewer students entering through this pathway from 2012 to 2014, with a decrease of 1.2 percentage points in commencements over the two year period. From this peak in commencements through Insearch in 2013 [257 students], there has been a decrease of 9 students in 2013 [248 students], and a further decrease of 26 students in 2014 [222 students].

SECONDARY EDUCATION

• **Access** the Secondary Education pathway has remained the largest pathway option for incoming undergraduate students over the six year period shown here. This has fluctuated slightly over time, with a correlation to students making use of the Higher Education pathway as a proportion of all commencements. Entry through this pathway is currently at the lowest point in six years as a percentage [58.2%], but also at its highest in terms of headcount [3974 students]. This is due in part to the overall increase in student load.

CHART 11

PARTICIPATION: Percentage and headcount of all undergraduate students who entered UTS through various pathways enrolled in each year.



Pathways: Participation % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Higher Education	14.7% [2573]	14.5% [2482]	15.1% [2680]	15.7% [2865]	16.5% [3154]	17.6% [3618]
VET	12.0% [2102]	11.0% [1887]	10.6% [1895]	10.5% [1925]	10.8% [2063]	10.9% [2244]
Insearch	2.2% [388]	2.5% [433]	2.8% [505]	3.4% [629]	3.8% [735]	3.8% [785]
Secondary Education	60.9% [10635]	61.4% [10536]	62.2% [11066]	62.5% [11436]	62.4% [11951]	61.8% [12723]

Data source: UTS Business Intelligence Portal; Cube: utseqdis; Government Domestic Headcount by Basis of Admission and Insearch, Undergraduate only. Accessed on 8 May, 2015. Note: The total of commencements and participation do not add to 100% given small numbers of students are admitted on the basis of other qualifications/arrangements too small to meaningfully include in the charting (e.g. Special Tertiary Admissions Test, forced offers approved by faculty, offers to some courses with Scholarships).

HIGHER EDUCATION

• **Participation** by students who have already had one prior year of university study elsewhere has been steadily increasing after a low in 2010 [14.5%] to its highest proportion in a six year period in 2014 [17.6%]. This represents a 3.1 percentage point increase in participation of students entering through this pathway over this five year period. There has also been a substantial increase in student headcount from 2013 [3154 students] to 2014 [3618 students], a growth in participation by 'Higher Education' pathway students of 464 over 12 months.

VET

• **Participation** by students entering UTS through the VET pathway has declined as a percentage from a peak in 2009 [12.0%] to its lowest point in 2012 [10.5%], gradually increasing again from 2012 to 2014 [10.9%]. Although there has been only a small increase from 2013 to 2014 (0.1 of a percentage point), there has been a substantial increase in headcount of 181 students in this time. Looking at the six year trend, participation for this group had been gradually increasing after a drop in 2010, with participation from VET pathway students now surpassing the peak from 2009 [2102 students] in 2014 [2244 students].

INSEARCH

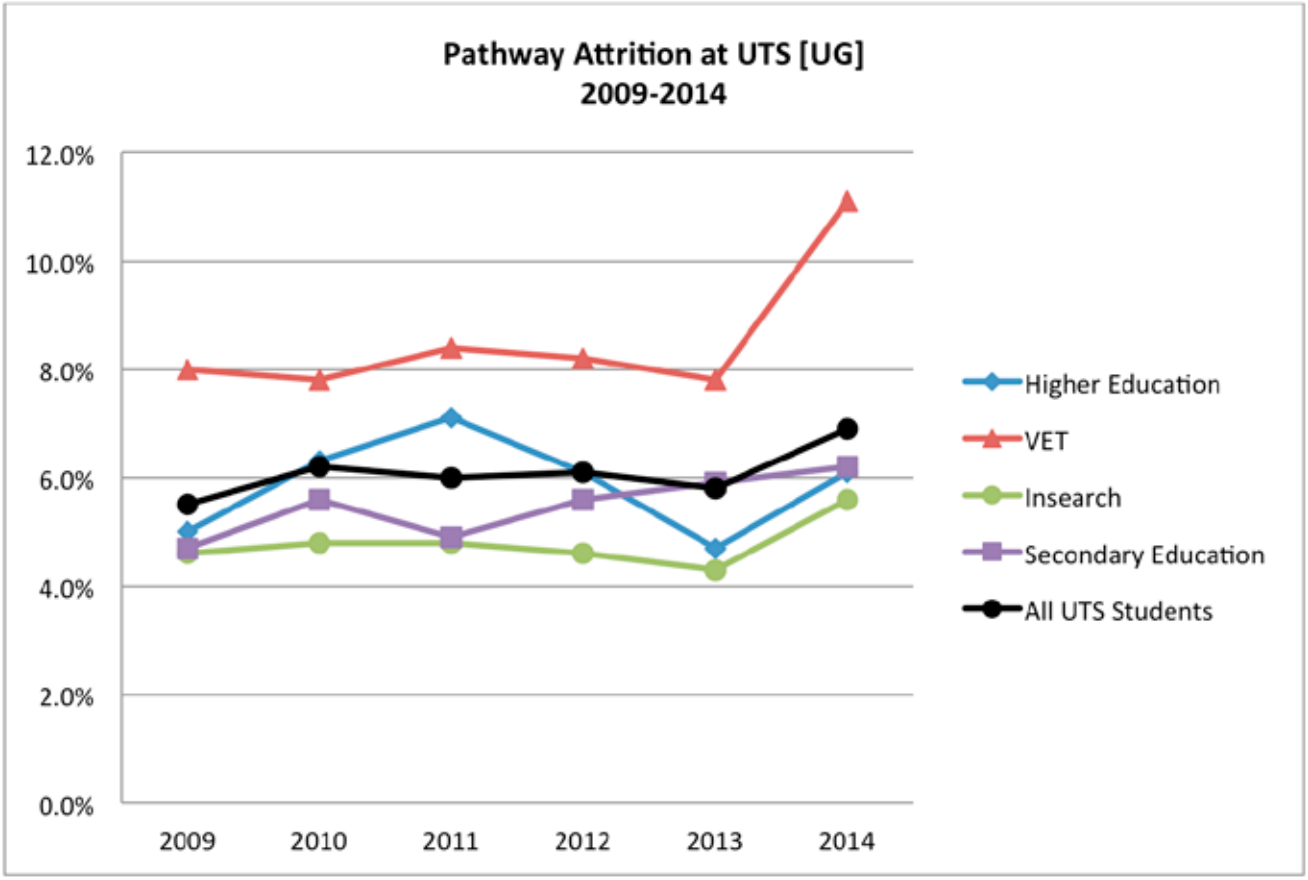
• **Participation** by Insearch pathway students has increased steadily and substantially over the six year period from 2009 [2.2%] to 2014 [3.8%]. This is an increase of 1.6 percentage points. Although there has been no change in terms of percentage in the past 12 months [3.8%], by headcount, Insearch participation has increased by 50 students from 2013 [735 students] to 2014 [785 students]. It should be noted that as we have seen a gradual decrease in access though the Insearch pathway, a commensurate decline in participation may start to be apparent over a 3 year period as students who commenced the peak year [2010] begin to graduate.

SECONDARY EDUCATION

• **Participation** by students who have entered through the traditional Secondary Education pathway comprises the majority of undergraduate students at UTS. Participation by students in this pathway has had minor fluctuations over the six year period shown, however it has stayed within a 1.6 percentage point range [highest in 2012 with 62.5% and lowest in 2009 with 60.9%]. In 2014 there was a decrease in participation in terms of a percentage of the all participating undergraduate students [from 62.4% in 2013 to 61.8% in 2014]. However, by headcount, participation has increased by 772 students from 2013 [11951 students] to 2014 [12723 students], due in part to increases in access over the past few years. The percentage has declined due to the increase in overall student load.

CHART 12

ATTRITION: The percentage and headcount of students who entered UTS through various pathways who did not return to study after being enrolled in the previous year.



Pathways: Attrition % and headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Higher Education	5.0% [144]	6.3% [163]	7.1% [178]	6.1% [165]	4.7% [137]	6.1% [192]
VET	8.0% [179]	7.8% [164]	8.4% [160]	8.2% [156]	7.8% [150]	11.1% [230]
Insearch	4.6% [15]	4.8% [17]	4.8% [22]	4.6% [20]	4.3% [26]	5.6% [43]
Secondary Education	4.7% [462]	5.6% [597]	4.9% [519]	5.6% [625]	5.9% [672]	6.2% [740]
All UTS Students	5.5% [941]	6.2% [1085]	6.0% [1041]	6.1% [1086]	5.8% [1074]	6.9% [1335]

Data source: UTS Business Intelligence Portal; Cube: govt_eqattr; TLC Attrition Rate and Not Continuing From Prior Year by Basis of Admission and Insearch, Undergraduate only. Accessed on 8 May, 2015. Ideally the figures will be low, and trends over time should demonstrate decreasing levels of attition.

HIGHER EDUCATION

• **Attrition** by students who have already had one prior year of university study elsewhere has been somewhat erratic over the past six years shown, with a low of 4.7% in 2013 and a high of 7.1% in 2011. In the past 12 months, attrition for this group has increased from 4.7% [137 students] to 6.1% [192 students]. It should be kept in mind that during this time both access and participation had increased. Note, however, that attrition for students in this category is less than that of UTS students generally [shown in the chart above in black].

VET

• **Attrition** by students entering UTS through the VET pathway has been noticeably higher than other groups across the six year period from 2009 to 2014. From 2009 to 2013 the average difference in attrition between the VET and other pathways has been from 2.1 to 3.1 percentage points. However in 2014, attrition for this group spiked to 11.1%, or 230 students – which was an average of 4.9 percentage points higher than other groups.

INSEARCH

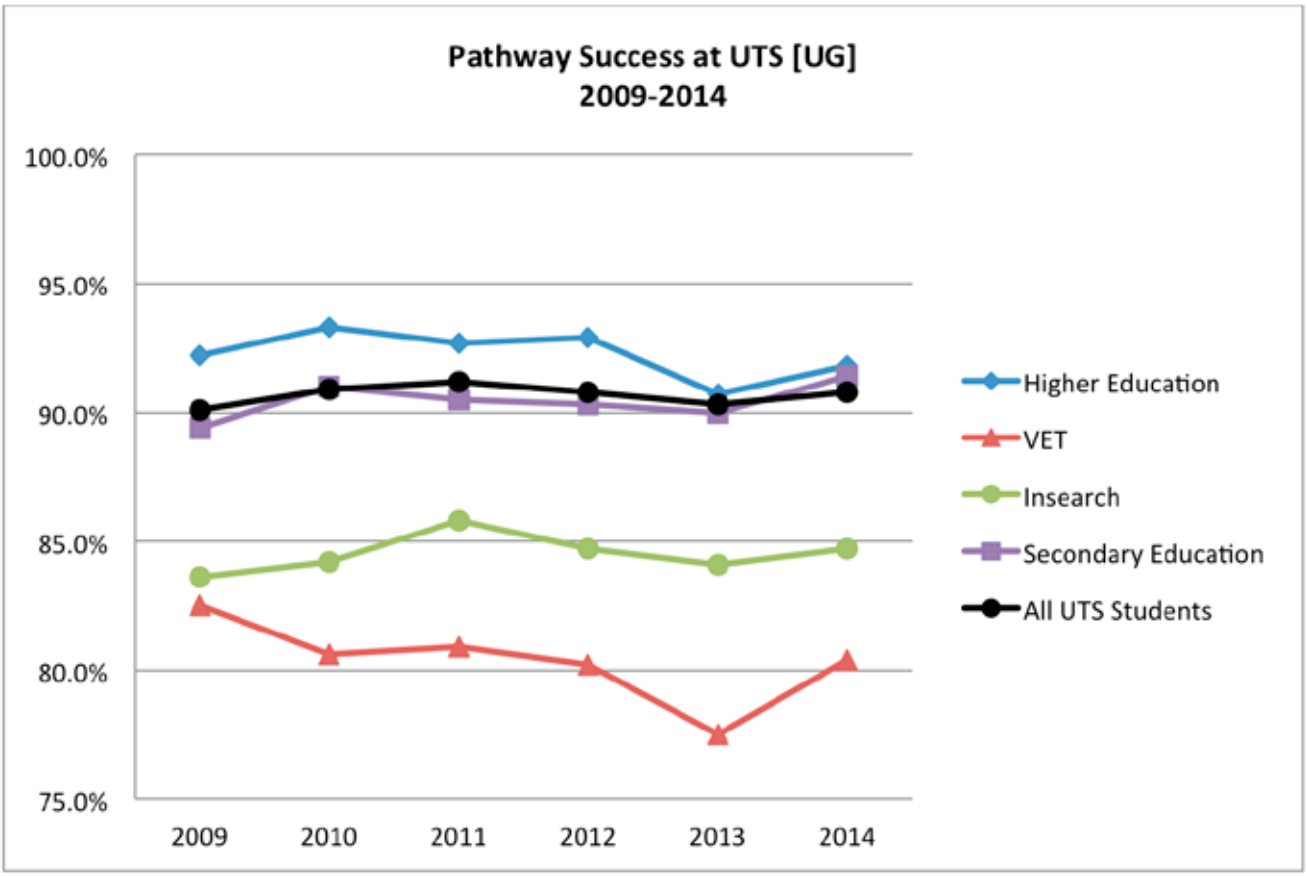
• **Attrition** by Insearch pathway students has typically been quite low, however it has increased from 2013 [4.3%, 26 student attritions] to 2014 [5.6%, 43 student attritions]. Keep in mind that given that there are relatively small numbers of students associated with this group and the overall increase in student load, any fluctuation in the number of attritions will have a noticeable effect on the reported percentages. In addition, attrition for this category is still less than that of all UTS students generally [shown in the chart above in black]. Therefore these results should be interpreted with care.

SECONDARY EDUCATION

• **Attrition** by students who have entered through the traditional Secondary Education pathway has oscillated from a low of 4.7% in 2009 to its current high of 6.2% in 2014. Attrition for this group has been increasing year on year since 2011, with an average increase of 0.4 of a percentage point per year and an average of 74 additional students not continuing their study in the following year.

CHART 13

SUCCESS: Percentage and Equivalent Full Time Student Load [EFTSL] passed by students who entered UTS through various pathways.



Pathways: Success % and Equivalent Full Time Student Load Passed [EFTSL]	2009 % [EFTSL]	2010 % [EFTSL]	2011 % [EFTSL]	2012 % [EFTSL]	2013 % [EFTSL]	2014 % [EFTSL]
Higher Education	92.2% [577]	93.3% [693]	92.7% [884]	92.9% [859]	90.7% [914]	91.8% [1108]
VET	82.5% [337]	80.6% [322]	80.9% [400]	80.2% [379]	77.5% [401]	80.4% [467]
Insearch	83.6% [296]	84.2% [299]	85.8% [348]	84.7% [432]	84.1% [509]	84.7% [540]
Secondary Education	89.4% [2548]	91.0% [2376]	90.5% [2932]	90.3% [2905]	90.0% [2970]	91.4% [3342]
All UTS Students	90.1% [12834]	90.9% [12586]	91.2% [13114]	90.8% [13324]	90.3% [13822]	90.8% [14838]

Data source: UTS Business Intelligence Portal; Cube: utseqsucc; EFTSL Passed and Pass Rate by Basis of Admission and Insearch Report, Undergraduate only. Accessed on 8 May, 2015. Note: EFTSL passed is used to measure success as opposed to headcount. EFTSL rounded to nearest whole number.

HIGHER EDUCATION

• **Success** of students who have already had one prior year of university study elsewhere has improved in 2014 [91.8%] after a decrease in 2013 [90.7%], an increase of 1.1 percentage points and 194 additional EFTSL passed. Success for this group is consistently the highest of any other category shown in this series, as well as that of undergraduate UTS students overall [shown in the chart above in black].

VET

• **Success** of students entering UTS through the VET pathway has recovered in 2014 [up 2.9 percentage points to 80.4%] after a sharp decline in 2013 [down 2.7 percentage points from the previous year to 77.5%]. This is the biggest improvement of any of the groups compared in the past 12 months, as a percentage. In 2014 an additional 66 EFTSL were passed by students who entered through the VET pathway compared with the previous year. However, in should be kept in mind that the success rate for students who entered through this pathway is consistently the lowest of all categories compared here, and more than 10% lower than that of undergraduate UTS students overall [shown in the chart above in black].

INSEARCH

• **Success** of Insearch pathway students has increased by 0.6 percentage points from 2013 [84.1%] to 2014 [84.7%], with an increase of 31 EFTSL passed in 2014. Success for this group has been reasonably stable across the six years shown, with all variation within 1.1 percentage points. Due in part to the increase in overall student load, however, this has equated to a steady increase in success in terms of EFTSL passed by students entering through this pathway, with an average of 49 additional EFTSL passed every year.

SECONDARY EDUCATION

• **Success** of students who have entered through the traditional Secondary Education pathway has increased by 1.4 percentage points from 2013 [90.0%] to 2014 [91.4%], with an increase of 372 EFTSL passed in 2014. Success for students entering through this pathway is now comparable to those who entered by completing a year of university study elsewhere [see Higher Education] and has outperformed the category of all undergraduate students overall [shown in black in the chart above].

APPENDIX 3

STUDENTS FROM LOW SOCIO-ECONOMIC STATUS [LSES] BACKGROUNDS: EQUITY SCHOLARSHIPS

BACKGROUND

The sharp decreases in these data series in 2013 are thought to be related to various changes in the administrative and reporting procedures for scholarships. This was, in part, due to changes in which scholarships are reported to the government as well as the gradual phasing out of UTS administered scholarships towards more centrally administered Commonwealth Scholarships, as well as the introduction of start-up scholarships for LSES students through Centrelink.

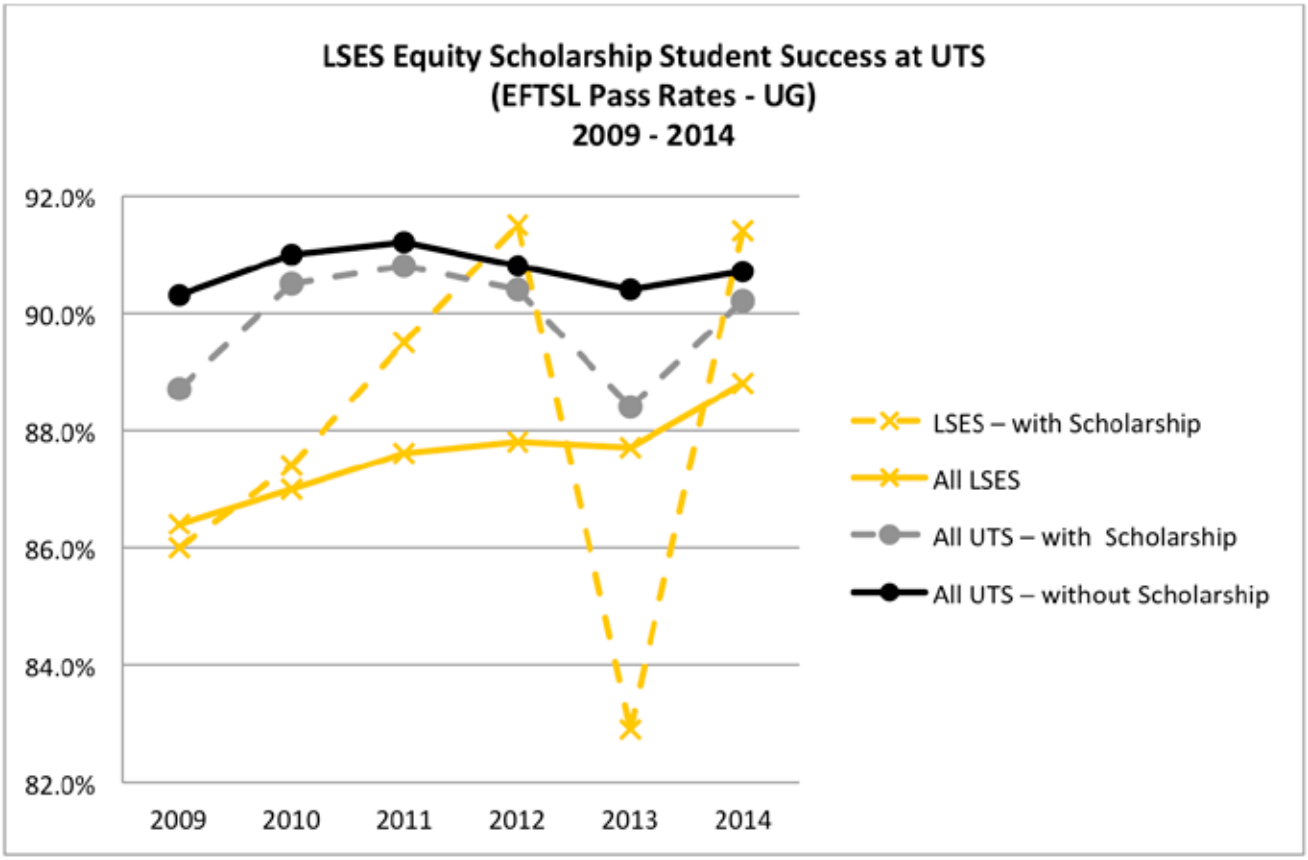
Non-Indigenous Commonwealth scholarships were no longer on offer through UTS from 2010, however those who already had the scholarships were paid out over their remaining time as students at UTS. The large 'drop' in the data in 2013 can be attributed to the last of these scholarship recipients graduating from UTS. The large increase in 2014 is likely to be related to the automation of the reporting of DAS scholarships, as well as the increase in overall load in 2014. As always, when examining data with cohorts of a small size, it should be kept in mind that minimal changes in the data appears to change significantly when viewed as a percentage. This data should be interpreted with care.

TYPES OF EQUITY SCHOLARSHIPS AVAILABLE

The Equity Scholarship students included in this analysis can be the recipients of one or a combination of the following scholarship types:

- **ICECS** – Indigenous Commonwealth Education Costs Scholarships: Scholarships available to future full-time Aboriginal and/or Torres Strait Islander students to assist with the costs associated with higher education.
- **ICAS** - Indigenous Commonwealth Accommodation Scholarships: Scholarships available to assist full-time undergraduate Aboriginal and/or Torres Strait Islander students from low income backgrounds from regional or remote areas for relocation and accommodation costs.
- **IAS** – Indigenous Access Scholarships: Scholarships available to assist full-time undergraduate Aboriginal and/or Torres Strait Islander students or those in an enabling program such as UNISTART, and are able to demonstrate financial need through receipt of Centrelink benefits or proof of low income.
- **IECECS** - Indigenous Enabling Commonwealth Education Costs Scholarship: Scholarships available to assist full-time undergraduate Aboriginal and/or Torres Strait Islander students if they are finding it difficult to meet the costs of associated with a UTS Jumbunna UNISTART Enabling course.
- **IECAS** – Indigenous Enabling Commonwealth Accommodation Scholarship: Scholarships available to assist full-time Aboriginal and/or Torres Strait Islander students enrolled in UTS Jumbunna UNISTART Enabling course, and are able to demonstrate financial need and proof of residency in a regional or remote area, to cover relocation and accommodation costs.
- **DAS** – Diversity Access Scholarship (Institution Equity Scholarship): Scholarships available to assist students from low socio-economic backgrounds who may also be experiencing other forms of educational disadvantage which make it difficult to achieve their educational goals. Must be enrolled in at least 18 credit points per semester unless they have medical conditions or sole parenting responsibilities.

Chart 14
SUCCESS: Percentage and Equivalent Full Time Student Load [EFTSL] passed by equity group



Equity Scholarships Success % and Equivalent Full Time Student Load Passed [EFTSL]	2009 % [EFTSL]	2010 % [EFTSL]	2011 % [EFTSL]	2012 % [EFTSL]	2013 % [EFTSL]	2014 % [EFTSL]
LSES – with Equity Scholarship	86.0% [284]	87.4% [316]	89.5% [162]	91.5% [62]	82.9% [29]	91.4% [99]
All LSES	86.4% [1264]	87.0% [1273]	87.6% [1332]	87.8% [1398]	87.7% [1460]	88.9% [1699]
All UTS – with Equity Scholarship	88.7% [1351]	90.5% [1542]	90.8% [713]	90.4% [300]	88.4% [200]	90.4% [437]
All UTS – without Equity Scholarship	90.3% [11483]	91.0% [11044]	91.2% [12401]	90.8% [13024]	90.4% [13622]	90.8% [14401]

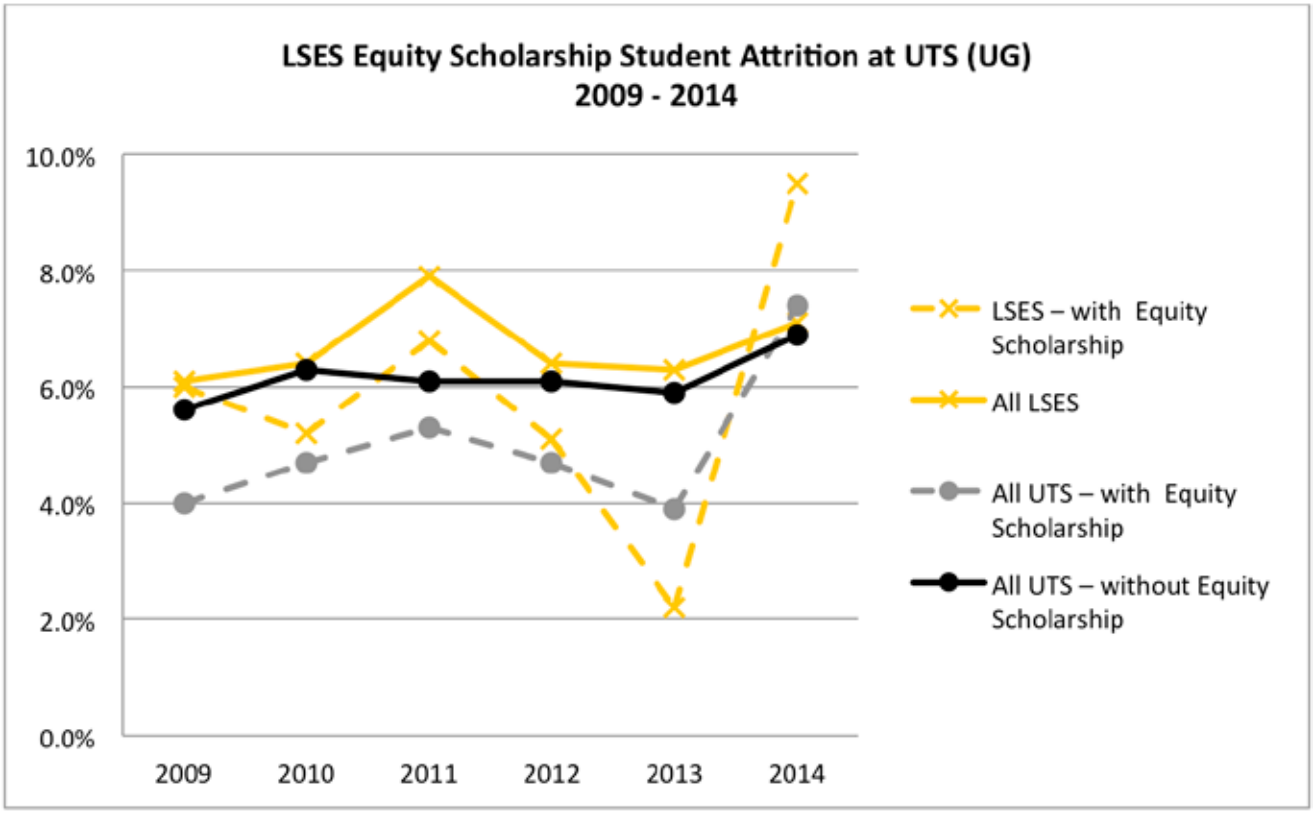
Note: Low SES status of a student is determined by census variables used by the Australian Bureau of Statistics; Scholarships included in the data table above: ICECS, ICAS, DAS, IAS, IECECS, & IECAS any combinations of these types. Data source: UTS Business Intelligence Portal; Cube: utseqsucc; Report: Success – low SES, scholarship type, from 2004 v04 – Compact, Accessed on 8 May, 2015.

LSES [WITH EQUITY SCHOLARSHIP] STUDENTS

• **Success** for LSES students with Equity Scholarships was higher in 2014 [91.4%, 99 EFTSL] after a relative low in 2013 [82.9%; 29 EFTSL]. This is likely to be related to a reduction in the overall number of students with scholarships in 2013 due to the gradual phasing out of UTS administered scholarships towards more centrally administered Commonwealth Scholarships. The increase in 2014 is thought to be related to the automation in reporting of DAS scholarships which increases the sample sizes in question and should reduce these anomalous variations in future reporting years.

CHART 15

ATTRITION: The percentage and headcount of students who do not return to study after being enrolled in the previous year. Ideally this number is low.



Equity Scholarships Attrition % and headcount [No.]	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
LSES – with Equity Scholarship	6.0% [18]	5.2% [19]	6.8% [28]	5.1% [11]	2.2% [2]	9.5% [4]
All LSES	6.1% [108]	6.4% [116]	7.9% [144]	6.4% [121]	6.3% [126]	7.1% [148]
All UTS – with Equity Scholarship	4.0% [51]	4.7% [80]	5.3% [103]	4.7% [44]	3.9% [17]	7.4% [21]
All UTS – without Equity Scholarship	5.6% [890]	6.3% [1005]	6.1% [938]	6.1% [1042]	5.9% [1057]	6.9% [1314]

Note. Low SES status of a student is determined by census variables used by the Australian Bureau of Statistics; Scholarships included in the data table above: ICECS, ICAS, DAS, CAS. CECS, IAS and any combinations of these types. Data source: UTS Business Intelligence Portal; Cube: govt_eqattr; Report: Attrition – low SES, scholarship type, from 2006 v05 – Compact. Accessed on 8 May, 2015.

LSES – EQUITY SCHOLARSHIP STUDENTS

• **Attrition** for LSES students with Equity Scholarships in 2014 has increased substantially as a percentage [9.5%], however as can be seen from the headcount, this is equal to only four students – an increase from only two students in 2013. As previously mentioned, when examining data with cohorts of such a small size, it should be kept in mind that minimal changes in the data appear to change significantly when viewed as a percentage. This data should be interpreted with care.

APPENDIX 4

STAFF DIVERSITY GROUP REPRESENTATION

CHART 16

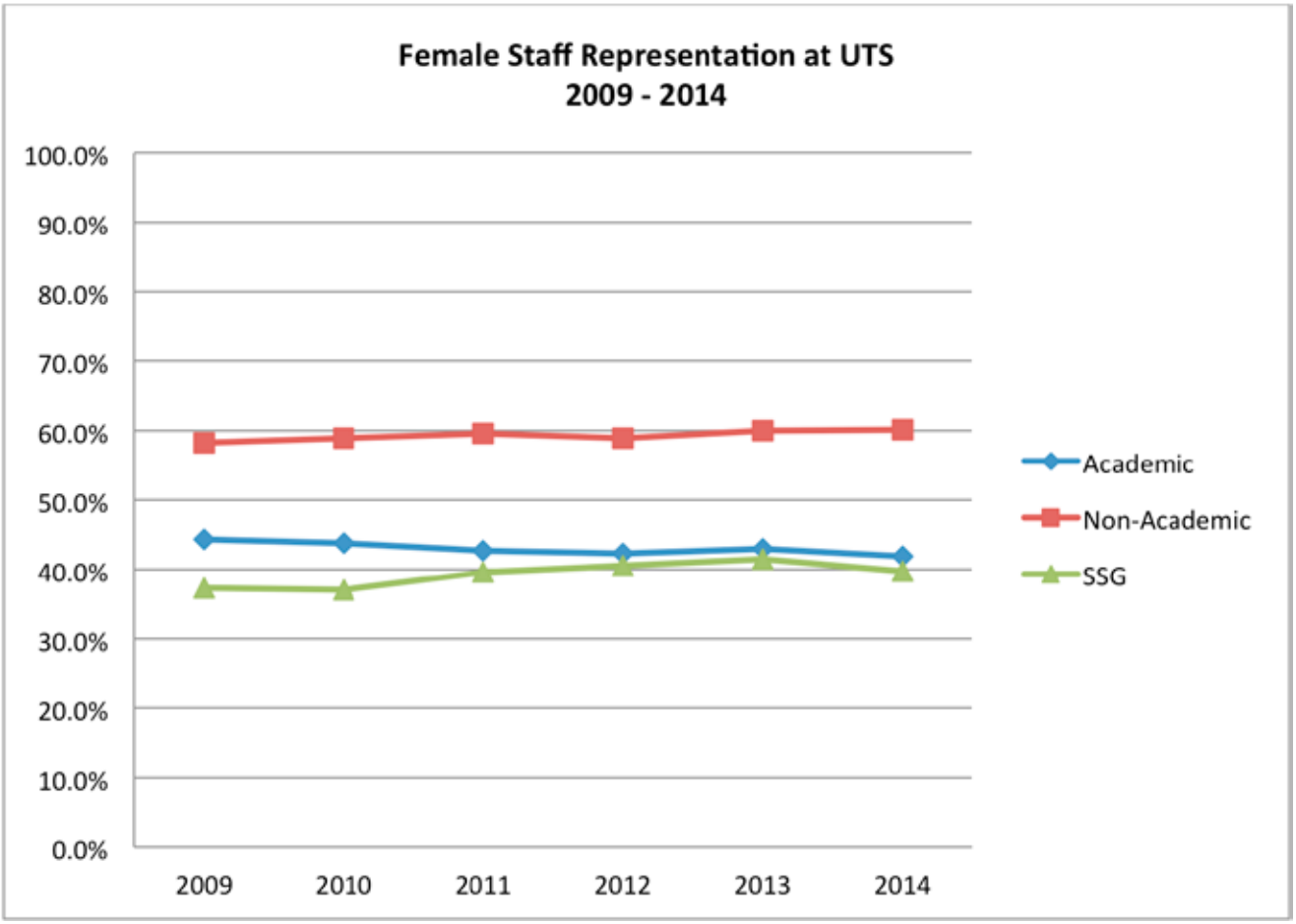
Groups by % and Headcount	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Aboriginal and Torres Strait Islander	1.7% [27]	1.9% [28]	1.3% [19]	2.0% [29]	1.9% [29]	1.9% [29]
People with disability	8.8% [137]	8.5% [127]	8.1% [119]	7.7% [115]	7.5% [110]	6.8% [99]
People with disability requiring workplace adjustment	2.2% [34]	2.0% [30]	1.8% [27]	2.0% [29]	2.0% [29]	1.9% [28]
Language background other than English	32.5% [509]	33.8% [506]	34.8% [509]	34.8% [518]	36.3% [532]	36.2% [525]

Note. This equity data is based on voluntary EEO information reported by staff and shows both percentages [%] as well as a headcounts [No.]. Percentages for Disability and Language Background other than English are based on Data source: UTS Business Intelligence Portal; Cube: Disability Academic & Support All UTS, Language Academic & Support All UTS; Accessed on 31 March, 2015. Indigenous Participation is based on Data source: UTS Business Intelligence Portal; Cube: KPIUEE2: Indigenous Participation - % Aboriginal and Torres Strait Islander staff [utsstaff] Accessed on 6 May, 2015.

Indigenous participation at UTS by % and headcount	2013 % [No.]	2014 % [No.]
Academic Staff	0.8% [11 staff]	0.8% [11 staff]
Professional Staff	1.2% [18 staff]	1.3% [18 staff]
All Indigenous Staff	**2.0% [29 staff]**	**2.0% [29 staff]**
UTS Indigenous Australian Staff Support Network	**38**	**43**

Note: Data source: UTS Business Intelligence Portal; Cube: utsstaff; Report: Aboriginal and Torres Strait Islander Academic and Support All UTS; Accessed on 6 May, 2015.
As per UTS Academic and Support Staff Agreements, the Indigenous Australian Staff Support Network Membership is available to all Indigenous Australian staff employed at UTS. This figure includes those staff who may not have self-identified in NEO.

Chart 17
FEMALE REPRESENTATION: Number of women as a percentage [%] of total staff numbers at UTS as well as a headcount [No.]

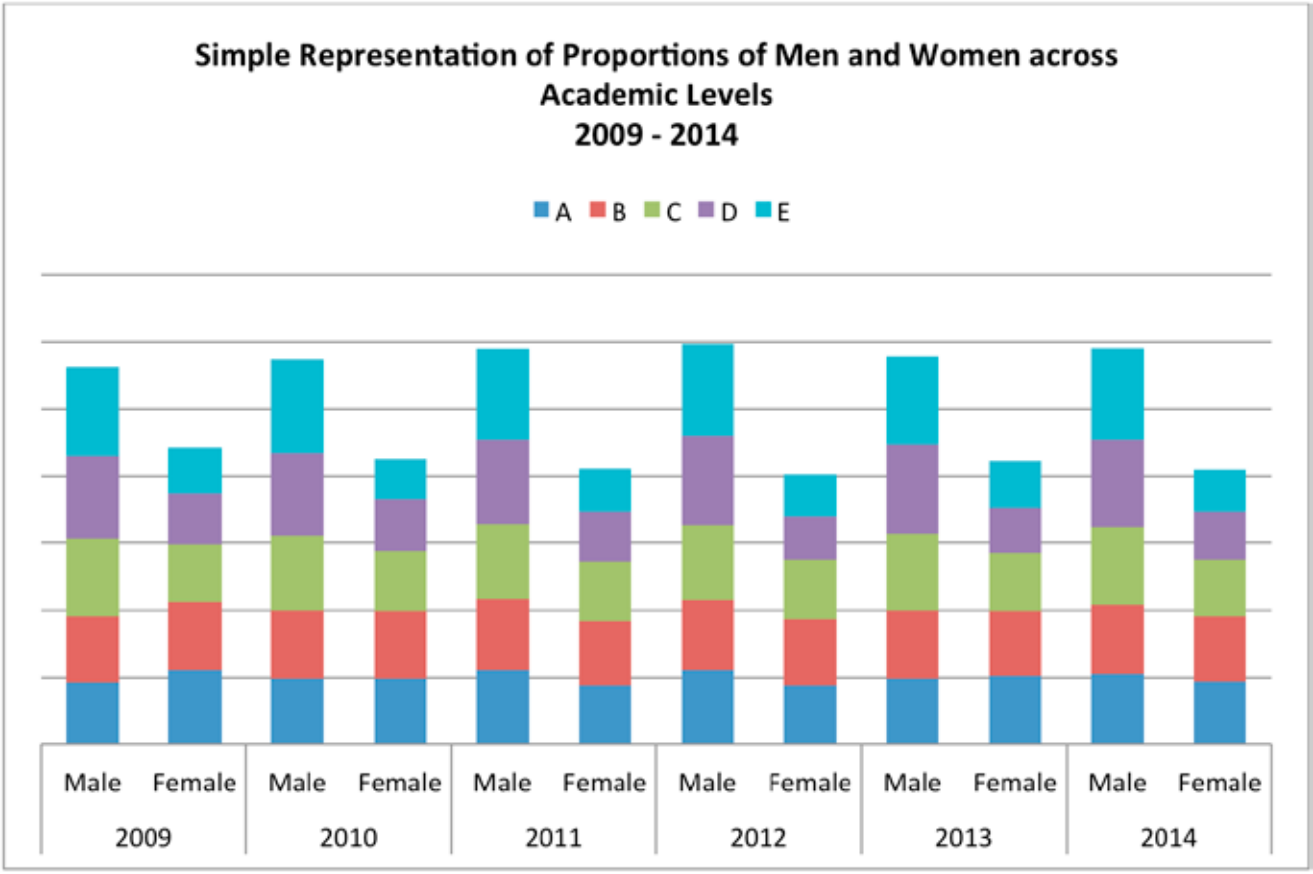


Female Staff	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]	2014 % [No.]
Academic	44.3% [413]	43.8% [421]	42.8% [427]	42.3% [438]	43.0% [461]	41.9% [455]
Non-Academic	58.3% [784]	59.0% [838]	59.7% [873]	59.0% [927]	60.0% [973]	60.2% [963]
SSG	37.3% [70]	37.0% [74]	39.7% [89]	40.6% [96]	41.5% [102]	39.8% [95]

Note. SSG refers to the Senior Staff Group [including senior specialists]. Data source: UTS Business Intelligence Portal; Cube: utsstaff; Report: Female Academic & Support Staff All UTS; Accessed on 1 April, 2014. Additional data obtained from HR system regarding female SSG representation.

Chart 18

ACADEMIC STAFF REPRESENTATION BY GENDER: The number of men and women as a percentage [%] of total staff numbers at UTS over six years, distributed across the five Academic Levels [A through E]



Academic Level	2009 %		2010 %		2011 %		2012 %		2013 %		2014 %	
	M	F	M	F	M	F	M	F	M	F	M	F
A	46.3%	55.7%	50.0%	50.0%	56.1%	43.9%	55.7%	44.3%	48.9%	51.1%	52.7%	47.3%
B	49.0%	51.0%	50.8%	49.2%	52.2%	47.8%	51.7%	48.3%	51.8%	48.2%	52.4%	47.6%
C	57.8%	42.2%	55.3%	44.7%	55.2%	44.8%	55.4%	44.6%	56.1%	43.9%	57.2%	42.8%
D	61.3%	38.7%	61.2%	38.8%	63.1%	36.9%	67.5%	32.5%	66.1%	33.9%	64.2%	35.8%
E	66.7%	33.3%	69.9%	30.1%	68.3%	31.7%	68.3%	31.7%	66.3%	33.7%	68.7%	31.3%
TOTAL	**55.7%**	**44.3%**	**56.2%**	**43.8%**	**57.2%**	**42.8%**	**57.7%**	**42.3%**	**57.0%**	**43.0%**	**58.1%**	**41.9%**

Data source: UTS Business Intelligence Portal; Cube: utsstaff; Report: Female Academic & Support Staff All UTS; Accessed on 1 April, 2015

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