

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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1. ENROLMENTS (ACCESS)

THE UTS COMMITMENT

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.

Further, 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 reflect national population parity. Underpinning the Policy is the Indigenous Education Strategy, which sets strategic objectives and key performance/success indicators to improve educational outcomes.

The Jumbunna Institute for Indigenous Education and Research was established to support and build the aspirations of Indigenous Australians to access and succeed in higher education.

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

STRATEGIES TO IMPROVE ACCESS

There are two overarching strategies at UTS to improve Indigenous access to higher education – a comprehensive alternative pathways program, and an extensive recruitment and outreach program.

Jumbunna Pathways Program

The **Jumbunna Pathways Program** (combined with our Outreach Program detailed below) is the main mechanism used to improve Aboriginal and Torres Strait Islander people's access to higher education. The Program is designed to build aspiration for university study amongst Aboriginal and Torres Strait Islander people. It also aims to increase students' access to university study through alternative pathways. Support is provided to enhance students' capacity to excel and succeed.

The Jumbunna Pathways Program is comprised of Jumbunna's Testing, Assessment and University Experience Scheme, a variety of entry pathways and learning support. The Scheme attracts applicants from a wide range of backgrounds interested in studying at UTS, from highly experienced mature-age students looking to increase their education qualifications or change career pathways, to school leavers with a desire for tertiary education who are seeking a way to develop their capabilities.

Further detail on the Scheme, and on Jumbunna's entry pathways, is detailed below.

Jumbunna Direct Entry Testing, Assessment and University Experience Scheme

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 12 years of schooling with results that allow them to enter into degree program study.

The Direct Entry Testing, Assessment and University Experience Scheme 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 in which they seek to enrol.

In the 2017, there were 4 separate rounds held due to high number of prospective students wanting to gain entry to UTS. Jumbunna focussed on tailoring a personalised pathway for each student with an increased focus on placing students in preparatory and enabling programs (Insearch and Unistart respectively) as a strategy to increase success, retention and completion rates. There were 153 applicants in the 2017 rounds of Testing and Assessment.

Following participation in Testing and Assessment, students may be offered one of three alternative pathways to study at UTS.

➤ *Direct entry to UTS*

Students who are assessed as having the academic skills and capabilities for full-time university-level study are offered direct entry into the UTS course of their choice.

In 2017, 71 students commenced study via this pathway. These students continue to receive learning support throughout their studies.

➤ *Jumbunna Unistart Tertiary Enabling Course – Building opportunity and opening doors*

Unistart is Jumbunna's 12-month enabling course that prepares students for university study and provides an entry pathway to UTS courses in sport and exercise science, nursing, midwifery, education, law and some design courses. Upon completion of Unistart, students receive up to half a year of credit towards their degree.

Through Jumbunna-delivered classes and tutoring sessions, Unistart students develop their understanding of academic cultures and practices and improve their literacy and numeracy skills. Students also undertake faculty subjects and participate in social and cultural activities throughout the year. These activities are designed to foster a sense of belonging and strengthen students' self-belief, resilience and self-management.

The Program was offered for the fourth year in 2016 – 19 students commenced Unistart in 2016, 17 completed the program, and 11 were offered places in UTS degrees in 2017.

➤ *UTS:INSEARCH Indigenous Scholarship Program*

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 UTS: Jumbunna's ability to provide greater opportunities to those students less fortunate in securing a place in an undergraduate degree at UTS.

The UTS:INSEARCH Indigenous Scholarship Program provides Indigenous students with a pathway to UTS study through UTS:INSEARCH’s diploma programs in business, communication, design and architecture, engineering, information technology and science. Students are recommended for either the 12- or 18-month diploma according to their academic capability and readiness for study, based on their results in the Testing, Assessment and University Experience Scheme.

In 2017, nine students undertook diploma studies through this Program. As well as providing discipline-related knowledge and skills, the diploma courses provide students with comprehensive instruction and support in developing key academic skills and readiness for university-level study.

TABLE 1 OUTREACH PROGRAM ACTIVITIES – INITIATIVE AND ENGAGEMENT REACH

Initiative	Engagement reach
<p>NSW Aboriginal Rugby League Knockout: Jumbunna officially sponsored and hosted a stall at the Knockout</p>	<p>In 2017 UTS was the major sponsors to the Redfern All Blacks and the La Perouse Panthers. The event saw over 20,000 Indigenous and non-Indigenous people visit over the 4-day event.</p> <p>After this event, Jumbunna received 60 expressions of interests about pathways and study options at UTS.</p>
<p>ASX Thomson Reuters Boarding School Dinner: Annual dinner for boarding school students across the state to learn more about Sydney-based universities. UTS Jumbunna hosts the event on-campus.</p>	<p>In 2017, 120 students from Years 7-11 and 15 teachers attended this annual dinner.</p> <p>The marks a substantial increase since 2015, when 78 students and 8 teachers attended.</p>
<p>Steaming Ahead Forum: an on-campus career and study workshop for high-achieving Indigenous students.</p>	<p>35 high school students attended this event, which was a new initiative for 2017.</p>
<p>Aboriginal Students’ Day: on-campus experience, which embraces cultural identity and promotes the lifelong benefits of education</p>	<p>100 students attended this event, which was a new initiative for 2017.</p>
<p>FEIT: Galuwa: a 5-day residential and on-campus experience exposing students to Engineering and IT study and career outcomes.</p>	<p>30 Indigenous students undertook workshops and site visits across the engineering and information technology disciplines. Nearly 73% of survey respondents indicated an interest in studying engineering or information technology at UTS.</p>
<p>Design, Architecture and Building: Galuwa: a 5-day residential and on-campus</p>	<p>54 Indigenous students (up from 32 students in 2015) participated in hands-on workshops based around the visual communication and animation, building and architecture disciplines. 88% of survey respondents said the</p>

Initiative	Engagement reach
<p>experience exposing students to Visual Design and Animation study and career outcomes.</p>	<p>program had motivated them to work harder and focus on their studies, had helped them to understand what university is really like, and had given them confidence to contribute positively to a team.</p> <p>Almost 90% of students indicated an interest in studying a university design course at UTS.</p> <p>A film was made during the on-campus experience and may be viewed: https://youtu.be/FBAUrkDzDdw.</p>
<p>Yarn Up: annual debating challenge for Indigenous students in Stage 4. UTS: Jumbunna is the higher education partner.</p>	<p>In 2017, 35 students (Yrs 7 – 8) and 8 teachers attended.</p>
<p>Great Debate: annual debating challenge for Indigenous students in Stage 5 & 6. UTS: Jumbunna is the higher education partner.</p>	<p>In 2017, 35 students (years 9-12) and 6 teachers were in attendance.</p> <p>This is an increase in attendance from 2015, when 32 students (Yrs 9-12) and 8 teachers participated.</p>
<p>Deadly Kids Doing Well Awards: DEC annual awards for Indigenous high school students across a range of categories. UTS hosts the event annually.</p>	<p>In 2017, this Awards event was attended by 700 students (Yrs 7-12), 38 teachers and approximately 150 parents/carers.</p>
<p>UTS: Arts Education and Outreach: UTS ART works in collaboration with Jumbunna to create opportunities for UTS staff, students, the external community and school students to gain knowledge of Indigenous Australians.</p>	<p>In 2017, UTS ART Education engaged with over 320 students from Years 3-10 over the course of the year (Year 6 = 198; Years 7-10 = 122).</p>
<p>Schools Outreach</p>	<p>Jumbunna attended many high schools and directly spoke with Indigenous students about pathways and study opportunities at UTS. In 2017, 1568 high school students were directly contacted face to face and a further 400 students were followed up via email or telephone. School visits included:</p> <ul style="list-style-type: none"> • Alexander Park Community School • Newtown Performing Arts High School • Sydney Secondary School • St Scholastica’s College • St Ignatius Riverview • The Scots College • Colo High School • St Ignatius’ College, Riverview • Windsor High School • Concord High School • Mitchell High School

Initiative	Engagement reach
	<ul style="list-style-type: none"> • Bass Hill High School • Burwood Girls High School • Champagnat Catholic College, Pagewood • Crestwood High School • Cumberland High School • Dulwich High School of Visual Arts & Design • John Edmundson High School • Marist College Eastwood • Mt Annan High School • St Dominic's College
<p>Careers markets and Fairs: participation in Indigenous and non-Indigenous markets across the State.</p>	<p>In 2017, the Outreach Team attended several careers markets and visited community organisations in key rural areas, such as:</p> <ul style="list-style-type: none"> • Ballina • Lismore • Maclean • Kempsey • Taree • Canberra • Nowra • Shellharbour • Dubbo • Wellington • Orange • Bathurst • Lithgow
<p>AIEF partnership campus tour and workshop: Jumbunna hosted an Australian Indigenous Education Fund (AIEF) student forum</p>	<p>More than 35 high-achieving Indigenous students on scholarship from a range of boarding schools in NSW and Victoria attended this event. 2 participants were offered a place to study at UTS.</p>
<p>Career Trackers on-campus workshop: Jumbunna hosted a forum run by Career Trackers which saw students learn more about internship opportunities with the 10 corporate partners – UTS is the only NSW based university in the partnership.</p>	<p>230 Indigenous students attended this workshop about internship opportunities along with 10 corporate partners.</p>
<p>National Aboriginal Sporting Chance Academy on-campus visit</p>	<p>This on-campus visit reached 60 high school students over 2 workshops.</p>
<p>Away From Base promotional campaign: This campaign was developed for the Bachelor of Business Administration and includes</p>	<p>This campaign made 43 direct contacts and 14,000 indirect contacts, and resulting in 33 applications, as well as new flyers and posters developed in conjunction with faculties promoting their Galuwa experiences.</p>

Initiative	Engagement reach
advertising, media, direct mail and information sessions.	
Marketing collateral and promotion	<p>In 2017, the development of new print material was kept to a minimum as a digital (online) and social media strategy was rolled out. This included the development of an online portal to assist with preparing prospective students for university study, plus a digital presence for current students to assess key learning materials. This strategy has provided a more sophisticated and contemporary approach for Jumbunna to communicate with an increasingly technology savvy audience.</p> <p>The Institute has produced a range of new flyers/posters in conjunction with faculties to promote key on-campus experiences and specialised programs. These include the:</p> <ul style="list-style-type: none"> • Bachelor of Business Administration program. Available at: http://www.uts.edu.au/sites/default/files/20151029-BBA-brochure.pdf. • Galuwa Engineering and IT Experience. Available at: https://www.uts.edu.au/sites/default/files/article/downloads/FEIT-Galuwa-2017-Brochure.pdf. • Galuwa DAB Experience – not available online. • Galuwa: NT – not available online.
Jumbunna Pathways Program and Testing, Assessment and University Experience Scheme: an alternative testing and assessment scheme to assist Aboriginal and Torres Strait Islander people gain entry to UTS.	<p>The Pathways program is effectively increasing enrolment of Indigenous students at UTS by offering specialized assistance and alternative pathways into university. In 2017, Jumbunna tested and assessed 81 prospective students of which 60 (74%) were recommended a place in an undergraduate, diploma or enabling program; 21 (26%) were deemed not ready for tertiary studies. A further 67 were assessed for a position at UTS in January, 2018.</p>
Digital and Social Media platforms: Jumbunna has significantly invested in enhancing its online and digital presence to aid outreach activities. Jumbunna has developed a more sophisticated approach to engaging with Facebook and Twitter to develop and maintain connections with prospective students. Both platforms have expanded in <i>Likes</i> and <i>Followers</i> in 2016.	<p>Jumbunna has invested significantly to enhance its online and digital presence in order to aid outreach activities. The institute has developed a more sophisticated approach to engage with Facebook, Twitter and Instagram; all mediums have increased their engagement, reach and social following. The Jumbunna Facebook page has increased traffic from 1063 <i>Likes</i> in January 2016 to 1241 at the end of December 2017. Visit Jumbunna’s Facebook site at: https://www.facebook.com/UTSJumbunnaIHL/.</p> <p>Similarly, Jumbunna’s Twitter account is performing with great success. There are currently 1417 <i>Followers</i>, up from 1266 at the beginning of 2017. Visit Jumbunna’s Twitter profile at: https://twitter.com/UTSJumbunnaIHL.</p> <p>Jumbunna has begun to engage more actively with Instagram; currently the page has 233 followers. The institute is actively encouraging students to upload photos in order to be a student driven platform. Visit Jumbunna’s Instagram page at: https://www.instagram.com/jumbunnaihl/. Similarly Jumbunna’s Twitter account is performing with great success. There are currently 1,266 <i>Followers</i>, up from 1,062 at the beginning of the year. Visit Jumbunna’s Twitter feed: https://twitter.com/UTSJumbunnaIHL</p>

Jumbunna Institute for Indigenous Education and Research has a range of funding sources to support the range of aspiration building initiatives, access, progression and completion initiatives. In 2017, the entire Indigenous Student Success Program funding was allocated to Jumbunna to support the many services and initiatives delivered throughout the year.

EVALUATION OF RECRUITMENT AND OUTREACH PROGRAM

The Indigenous Outreach and Recruitment Program used a variety of metrics to track the success of each initiative, including:

- tracking the number UAC applications to study at UTS
- attendance at on-campus experiences
- expressions of interest e.g. number of enquiries
- participation surveys
- feedback from teachers and career advisers.

In 2017, the project aimed to continue to extend its reach by increasing engagement with high schools, students, and corporate and community partnerships.

Increased enrolment of Indigenous students at UTS

The success of this program is demonstrated by the increased number of applications UTS received, as well as the increase in enquiries about study. In 2017, Jumbunna received 220 enquiries from Indigenous students about study, the largest number of enquiries to date. All faculties across UTS showed an increase in Indigenous enrolments.

Increasing Indigenous students at UTS

Indications of the positive impact of the Jumbunna Undergraduate Recruitment and Outreach project are supported by an increase in enquiries for study at UTS; in 2017, Jumbunna received 220 enquiries. This is the largest number to date and continues to build upon the positive trend of previous years.

The overall headcount in undergraduate, postgraduate, higher degree research (HDR) and enabling programs (Unistart and UTS:INSEARCH) has improved since 2011, there were no students enrolled at UTS:INSEARCH program and 2017 there were 6 students who articulated directly to their chosen degree at UTS. In 2017 the Jumbunna Unistart program saw 9 students complete in comparison to 3 since the commencement in 2013.

Undergraduate commencements from Indigenous students increased slightly from 1.3% in 2016 to 1.4% in 2017. The Indigenous student participation rate has slightly declined from 0.73% in 2015; however, it has increased from 0.70% in 2016 to now stand at 0.72% in 2017. The slight decrease from 2015 is largely due to an increase in the overall UTS headcount and participation rates.

Increasing students' awareness, confidence and motivation towards higher education

The Jumbunna Indigenous Outreach and Recruitment project is effectively building aspiration and increasing student motivation towards higher education. Evaluative data demonstrates how each of the project's initiatives is contributing towards increased overall awareness, confidence and motivation for Indigenous students to consider higher education as a real option.

Success of Galuwa programs

Galuwa programs are fully residential four to five-day on-campus learning and enrichment experiences offered in three UTS faculties in partnership with Jumbunna.

In 2017, 74 students participated in programs delivered by the faculties of Engineering and I, and Design, Architecture and Building (Animation and Visual Communication). Program evaluation (see survey responses detailed in the table above) demonstrates that Galuwa programs are successfully increasing student awareness and motivation towards university study.

Off the back of the success of the traditional state based outreach schedule, the University for the first time was able to offer the Galuwa program solely focussing on students from the Northern Territory. 34 students between years 9 to 12 (m=15; f=19) from three high schools participated – Maningrida Community School, Tennant Creek High School and St Phillip’s College, Alice Springs. Participants undertook a range of workshops over four days across the engineering and information technology, landscape architecture and business disciplines. Jumbunna also provided activities that allowed the students to experience the city of Sydney, including a bus tour and visit to the aquarium. A key sponsor and partner of the visit, Petsure, provided an interactive workshop on-site and the event concluded with a graduation dinner sponsored by the City of Sydney Rotary Club.

Students were housed at the National Centre for Indigenous Excellence for four nights, under supervision by Indigenous Sprout Ambassadors from Jumbunna IIER along with six teachers and departmental representatives.

The post-program survey revealed that 100% of students would recommend a Galuwa on-campus experience to their friend or family. Furthermore, 91% of respondents are now considering university as an option for the future and 100% agreed that the experience has motivated them to work harder and focus more on their studies.

Student comments indicated a greater desire to pursue higher education and an increased awareness of career goals, for example:

“My future will be better when (I) finish university” (Tennant Creek high school student).

“I wasn’t going to uni but now I am” (Tennant Creek high school student).

“My hopes and dreams are to become a video game developer and I now have plans on my career goals” (Maningrida Community School student).

“I loved the tour of Sydney, now I know I will be able to live here for university” (Maningrida Community School student).

“Not sure what I want to study, maybe something with animals, I loved going to Petsure, it was fun” (Tennant Creek high school student).

Overall, the Galuwa programs have received significantly positive feedback from student participants, teachers, parents, carers and Aboriginal Education officers. In 2017, the program will expand into the Business and Law faculties.

Increased teacher, school and community capacity

Over several years, Jumbunna has been building a relationship with the Department of Education and Communities in the Sydney region. As a result, UTS has become the preferred higher education partner for many of their large-scale Indigenous initiatives such as The Great Debate, Yarn Up, Regional Aboriginal Networking Day, Deadly Kids Doing Well Awards and Aboriginal Students Day.

Through this strong relationship, Jumbunna has been able to engage with a range of teachers, parents and the broader community about the range of services and opportunities on offer at UTS.

Although formal evaluation of these programs is beyond the scope of this project, Jumbunna has received informal feedback suggesting a positive impact of these events on the capacity of individuals to support Indigenous students gain access to higher education information and opportunities.

Jumbunna has also invested significant time into attending careers markets where there is a high volume of Indigenous people, including mature aged and high schools students, to increase brand awareness and network with other government and non-government providers. Jumbunna captures the details of interested parties and follows up with a more personalised experience to assist prospective students with pathways opportunities into university.

Jumbunna also hosted the Regional Aboriginal Networking Day that created a real sense of opportunity amongst the participants. Many of the participants indicated that they were unaware of the various pathways to UTS for their Indigenous students.

UTS INDIGENOUS STUDENT ACCESS DATA

In 2017, UTS achieved modest Indigenous student commencement increases on the previous year, as detailed in Tables 2–5 below. It is particularly notable that Indigenous regional commencements increased in 2017, where the trend for non-Indigenous regional commencements was a decline (see Tables 4 and 5).

Note: The below tables do not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification.

Table 2: By headcount – Indigenous student commencements 2016–2017

	2016	2017
Indigenous student access (undergraduate and postgraduate)	125	129
Non-Indigenous student access (domestic undergraduate and postgraduate)	9869	9709

Table 3: By headcount – remote/regional Indigenous student commencements 2016–2017

	MEASURE	2016	2017
Indigenous student access (undergraduate and postgraduate)	Remote	2	2
	Regional	15	24
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	4	7
	Regional	310	289

Table 4: By EFTSL – Indigenous student commencements 2016–2017

	2016 EFTSL	2017 EFTSL
Indigenous student access (undergraduate and postgraduate)	106.93	108.58
Non-Indigenous student access (domestic undergraduate and postgraduate)	12,690.62	13,079.43

Table 5: By EFTSL – remote/regional Indigenous student commencements 2016–2017

	MEASURE	2016 EFTSL	2017 EFTSL
Indigenous student access (undergraduate and postgraduate)	Remote	2	2
	Regional	12	20
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	4	5
	Regional	256	244

FUNDING

The entire ISSP funding is allocated to Jumbunna to support Indigenous student outcomes. However all schools engagement and outreach initiatives are funded under the University’s Widening Participation Strategy, funded under the Higher Education Participation and Partnership Program.

1A SCHOLARSHIPS (2017 BREAKDOWN)

UTS SCHOLARSHIPS FOR SUBSIDISED ACCOMMODATION

UTS recognises that lack of access to affordable accommodation as being one of the most significant barriers to Indigenous participation in higher education, particularly in metropolitan areas where accommodation costs are higher than average. The strain of off-campus living can be especially acute for rural and regional students who have to deal with the cost of relocation as well as cultural adjustment.

UTS opened the Wattle Lane Residence to offer cost-covered accommodation to 58 Indigenous students. For students who don’t qualify for Abstudy, UTS has guaranteed to meet the cost of each student’s accommodation and provide them with a living allowance equal to Abstudy.

In 2017, eight students were awarded the accommodation scholarship.

OTHER SCHOLARSHIPS

Most Scholarships for Indigenous students are managed by the centralised Scholarships Office, located in the Student Administration Unit.

Promotion of Scholarships occurs via the following mechanisms:

- UTS Scholarships Search Tool
- a dedicated Jumbunna Scholarships webpage
- direct email and sms marketing to potentially eligible students
- Jumbunna communications with students, including through social media.

The selection of recipients is made by a scholarships selection committee chaired by the Director of Jumbunna Institute for Indigenous Education and Research (or their nominee). The other selection committee members are determined by the specific Conditions of Award. They may include:

- an academic staff member
- a Scholarships Office staff member
- a staff member from the Equity and Diversity Unit

Table 6: 2017 Scholarships breakdown

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate		0	\$10,552	2		0	\$10,552	2
From Regional/ Remote - postgraduate		0		0		0		0
Undergraduate (non-regional/remote students)	\$87,021	38		0	\$8,000	4	\$84,384	42
Postgraduate (non-regional/remote students)	\$2,637	1		0		0	\$2,637	1
Other (Donor and HD scholarships)							\$1,633,500	37
Total	\$89,658	39	\$10,710	2			\$1,731,073	82

Table 7: Total value of scholarships awarded 2017

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$ 12,997.50
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 13,189.00

2. PROGRESSION (ACCESS AND OUTCOMES)

Indigenous students are offered significant academic, cultural and personal support throughout all stages of their degrees at UTS. The majority of this support is provided through Jumbunna’s Learning Development Program (for Pathways students), via the federally funded ITAS program, through Jumbunna ASSIST’s supplementary tuition, and through other initiatives aimed at improving success of specific student cohorts.

Jumbunna Learning Development Program

Jumbunna’s Pathways Program offers alternative entry into university for Indigenous students while recognising these students begin their university study with different educational experiences. Upon commencement of their studies, Pathway students receive academic support through engaging with the Jumbunna Learning Development team. This support consists of classes covering academic communication skills and mathematics, one-to-one and small group tutorial sessions, and peer-to-peer learning assistance.

The Jumbunna Learning Development Program approach is informed by experiential learning, relational pedagogy, dialogic teaching and scaffolded learning. We see ourselves as working

together with students, as they journey through their university studies. During 2017 over 1050 instances of tuition were supplied to pathway students, equating to approximately 3,500 hours of additional tuition.

Faculty Liaison Program

Jumbunna values the willingness of each UTS Faculty in allowing a faculty academic to work closely with the Jumbunna team in the planning and provision of the testing and assessment event that the diagnostic element of Jumbunna's Pathways Program. The Faculty representative works in close consultation with the Jumbunna team to ensure firstly, effective assessment material that reflects the demands of the degree area and secondly, to participate in the testing and assessment interview process. This relationship ensures that both Jumbunna and faculty representatives remain well informed of both the study demands and the challenges that Indigenous students experience.

In addition, the faculties support ongoing involvement between Jumbunna and faculty staff in order to review the sessional progression of Indigenous students.

Indigenous Tertiary Assistance Scheme

ITAS is a federally funded supplementary tuition scheme, and along with Jumbunna ASSIST (a supplementary tuition program) is a key mechanism for increasing Indigenous undergraduate success and completion rates at UTS.

ITAS accelerates and improves the educational outcomes of Indigenous students through either one-to-one assistance or small group study sessions. ITAS tutors work closely with the Learning Development Team to ensure that they deliver culturally appropriate tutorial sessions that meet the needs of their students.

There has been a steady increase in the number of students opting to participate in ITAS. A total of 4,320 tuition hours were delivered to 149 students in 2017 across nine disciplines.

HDR Student Liaison and Support Program

Jumbunna recognises the challenges that can arise when embarking on the journey of a higher degree research program. In 2017, Jumbunna employed a senior Indigenous academic to the newly created role of HDR Liaison Coordinator to provide high level academic and administrative advice to assist Indigenous students with the admission and transition process.

In addition to this dedicated resource, Jumbunna has employed a part time staff member to coordinate activities and initiatives to support and enhance the Indigenous higher degree by research student experience. Indigenous HDR students are invited to attend workshops on Indigenous methodology and Indigenous theory, as well as annual writing retreats.

The Graduate Research School works with Jumbunna and the Centre for the Advancement of Indigenous Knowledges to deliver appropriate modules to UTS staff and HDR students on appropriate Indigenous issues.

UTS INDIGENOUS STUDENT SUCCESS AND RETENTION DATA

Indigenous student success and retention rates have improved slightly in 2017, contrary to the slight decline in non-Indigenous student success rates.

Indigenous Higher Degree by Research retention rates also improved in 2017, with the Indigenous rate of retention 8 per cent higher than that of non-Indigenous higher degree by research students (see Table 10).

Table 8: Indigenous student success (pass rate) by % (all course levels)

	2016	2017
Indigenous success (undergraduate and postgraduate)	82.6%	82.8%
Non-Indigenous success (undergraduate and postgraduate)	92.2%	92.1%

Table 9: Indigenous student retention rates 2016–2017 (all course levels)

	2016	2017
Indigenous success (undergraduate and postgraduate)	78.5%	81.3%
Non-Indigenous success (undergraduate and postgraduate)	86.9%	86.7%

Table 10: Indigenous higher degree by research retention

	2016	2017
Indigenous HDR retention	93.3%	95.0%
Non-Indigenous HDR retention	84.5%	87.4%

INDIGENOUS CULTURAL COMPETENCY

As articulated in our Indigenous Education and Employment Policy, UTS is committed to ensuring that the University offers a culturally safe and enriching environment and has implemented a number of strategies to improve the cultural competency of our staff (professional and academic) and our students.

The University commits to the development of Indigenous professional competency among its non-Indigenous staff by way of Indigenous-specific cultural awareness sessions run through the Equity and Diversity Unit, several times a year, and also by ensuring all new executive/senior executive staff are made aware of the University's commitment to Indigenous education and employment and of their responsibilities in progressing Indigenous initiatives within their faculty/unit.

In the most recent biennial staff survey, 90% of respondents agreed that UTS commits to supporting Indigenous student/staff success. A further 92% of respondents indicated that they supported the UTS Indigenous policy and strategies. The Indigenous category received the highest percentage of positive replies than any other category, even in the social justice and inclusion/ethics space.

UTS is committed to creating an environment in which all students have the opportunity to gain knowledge of Indigenous Australians. Indigenous content is included in many subjects at UTS, and the subject Aboriginal Sydney Now, offered through the Faculty of Arts and Social Sciences, is proving extremely popular. The subject was run in summer session for the first time in 2017/2018, with over 200 students enrolled.

Since 2015, UTS has also been progressing the introduction of a University-wide Indigenous Graduate Attribute across all degree courses. The aim of the Indigenous Graduate Attribute (IGA) is to ensure that all UTS graduates have an assessed professional capacity to work with and for Indigenous Australians.

The IGA project, led by the Centre for the Advancement of Indigenous Knowledges, is now in the final year of its roll-out phase. CAIK provides intensive support to faculties in relation to the IGA project, and in 2017 ran several workshops for executive staff, program coordinators and teaching

staff involved in IGA implementation. A number of faculties with Indigenous-focussed subjects (for example design studios conducted in Indigenous communities) run their own workshops for academic staff delivering such content. The Graduate Research School also offers workshops specifically for supervisors of Indigenous research projects/Indigenous research students.

At an institutional level, UTS is committed to encouraging acts of Indigenous cultural affirmation and raising the status and visibility of Indigenous people and culture across UTS. Official events and major meetings begin with a Welcome to Country or an Acknowledgement of the Traditional Owners, with the Aboriginal and Torres Strait Islander flags prominently displayed from the main UTS Tower, in the Chancellery, and at official functions.

FUNDING

The ITAS scheme is federally funded; Jumbunna ASSIST is partially funded through Indigenous Student Success Programme funding, and topped up with UTS base funding. Faculties commit their own resources to support Indigenous Liaison Officer positions. The Indigenous Graduate Attribute project is supported by UTS base funding and other university resources (including external partner contributions).

2A TUTORIAL AND OTHER ASSISTANCE PROVIDED (2017 BREAKDOWN)

Table 11: Tutorial and other assistance 2017 breakdown

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	147	4,320	
	Post graduate	2	224	
	Other			
	total	149	4,544	\$346,000
Indigenous Support Unit or other Indigenous student support activities			3,500 – an additional 1050 individual consultations provided to students	
1. Jumbunna Learning Development Program	Undergraduate students			
2. HDR student liaison and support program	Postgraduate and HDR students			
3. Faculty Liaison Program	All students			
	total	151	4,768	\$346,000
Add other categories as relevant				

3. COMPLETIONS (OUTCOMES)

STRATEGIES TO IMPROVE COMPLETIONS

UTS employs similar strategies to improve Indigenous completions as it does to improve Indigenous student success and retention outcomes (as outlined in section 2 of this report). Providing academic assistance to students is of course vital. Jumbunna plays an important role in this through the administration of programs such as ITAS and through its Learning Development team. Indigenous Liaison Officers located in each faculty work to specifically assist Aboriginal and Torres Strait Islander students during their studies. This program has been extremely successful in identifying at-risk students and the Indigenous Liaison Officers as a liaison point for Jumbunna student support staff to discuss any student-related matters that may arise.

Jumbunna also provides culturally appropriate pastoral and personal support to Indigenous students at all stages of their study. This is vitally important given the often challenging circumstances students encounter in their personal lives. It is often life circumstances outside a student's control, rather than academic concerns, which may impact a student's ability to complete their degree.

Jumbunna staff undertake qualitative reporting to investigate Indigenous student attrition, particularly in enabling programs, to identify patterns that could be addressed systematically to reduce attrition.

UTS INDIGENOUS STUDENT COMPLETION DATA

As UTS does not currently have a cohort tracking mechanism, completion rates are reported below as headcounts rather than percentages. As detailed in Table 12, there was a 44% increase in completions from 2016 to 2017.

Table 12: Indigenous student completions (by headcount and course level)

COURSE LEVEL	2016	2017
Postgraduate research	2	1
Postgraduate coursework	7	10
Undergraduate	27	39
All levels	34	49

GRADUATE EMPLOYMENT

Internships

UTS is committed to facilitating employment outcomes for its graduates, and has an extensive program of internships and internship-like experiences for students in many of its courses. In the Indigenous space, UTS has committed to ensuring Indigenous students have access to internships, and in 2015, entered into a partnership with an organisation called CareerTrackers.

CareerTrackers links current students with prospective corporate employers to have a paid internship program. As a result of this partnership, 91% of Aboriginal and Torres Strait Islander students are employed in a graduate program. For the second time in the history of the CareerTrackers Awards, a UTS student was again awarded Intern of the Year. In 2017, the recipient was Clarke Donovan, a UTS Bachelor of Laws / Bachelor of International Studies student. Further, in 2017 Jumbunna Institute for Indigenous Education and Research was awarded the inaugural University Partner of the Year.

Jumbunna also works collaboratively with other areas of the University to provide students, not linked with the CareerTrackers program, to source graduate employment. UTS Careers and UTS Hatchery (a unit that assists students with business start-ups) have been important partners in achieving this goal.

STUDENT OUTCOMES POST-GRADUATION

Monitoring of Indigenous graduate employment outcomes

All UTS graduates are invited to participate in the national Graduate Outcomes Survey. UTS monitors closely all graduate employment outcomes, and we pay particularly close attention to outcomes for Indigenous students (amongst other cohorts).

In the 2017 Graduate Outcomes Survey, UTS achieved excellent results in Indigenous graduate employment, with a rate of 100% overall employment for both Indigenous undergraduates and Indigenous postgraduates. The 100% Indigenous undergraduate employment is a 25% increase from 2016, when the rate of overall employment was 75%. It is notable that for both 2016 and 2017, the Indigenous postgraduate overall employment rate was 100%.

Indigenous alumni

Jumbunna strives to maintain contact with Indigenous alumni and follow their successes. Indigenous alumni are often invited to UTS events and also to participate in enrichment and development activities. In 2017, two of our Indigenous alumni will be accompanying the Vice-Chancellor, the Pro Vice-Chancellor (Indigenous Leadership and Engagement), and other senior Indigenous and non-Indigenous staff to the Garma Indigenous Festival in the Northern Territory. This follows on from 2016, where Indigenous alumni also attended and engaged with senior staff and external donors.

UTS recognises the importance of staying engaged with our Indigenous alumni and will be developing a specific Indigenous alumni strategy. We see a continued role for our alumni in mentoring and modelling success for our current students and recent graduates.

FUNDING

As noted above, strategies to improve graduate completions are largely the same as those to improve Indigenous progression. Please see the response related to funding of those support programs, as detailed in section 2 above.

Indigenous alumni engagement activities are supported by UTS base funding and other university resources (including external partner contributions).

4. INDIGENOUS EDUCATION STRATEGY ACCESSIBLE BY PUBLIC

RECONCILIATION STATEMENT AND INDIGENOUS EDUCATION AND EMPLOYMENT POLICY

UTS has a [Reconciliation Statement](#) that recognises Indigenous Australian people as the first people of this continent, and demonstrates the University's continued commitment to providing opportunities for Indigenous Australian people in the higher education sector.

The University does not have a reconciliation action plan. Rather, it has a whole-University approach that is driven by the [Indigenous Education and Employment Policy](#), which:

- articulates how UTS will achieve the commitments within the Reconciliation Statement
- establishes high-order principles and objectives to improve Indigenous outcomes in all areas of the University's operation

- assigns responsibility to Deans, senior executive and other relevant staff for progression of key objectives at a local level
- imposes a responsibility on Deans for reporting annually on local progress towards the Policy’s education and employment objectives.

The Indigenous Education and Employment Policy also empowers the Indigenous Education Strategy 2015–2018 and the Wingara Indigenous Employment Strategy 2015–2018.

UTS INDIGENOUS EDUCATION STRATEGY 2015–2018

The Indigenous Education Strategy 2015-2018 is the primary Strategy deployed across UTS to address the participation of Australian Indigenous peoples with UTS programs. This Strategy has been in place since 2011 and is thoroughly reviewed at least every four years. UTS is in the process of updating the Strategy for the next strategic period commencing 2019.

The Indigenous Education Strategy 2015–2018 fully meets the requirements set out under section 13 of the [Indigenous Student Assistance Grants Guidelines 2017](#), as detailed in Table 13 below.

The Strategy is publicly accessible via the UTS Policy website:

<http://www.gsu.uts.edu.au/policies/indigenous-education-strategy.html>

Table 13: ISAG Guidelines and UTS Indigenous Education Strategy compliance

SECTION + REQUIREMENT	COMMENT
13 (a) include key performance indicators	<p>Success indicators are specified in relation to all initiatives under the four sections of the Indigenous Education Strategy, relating to Indigenous recruitment and outreach, student services and support, teaching and learning, and research.</p> <p>To complement the Indigenous Education Strategy, the University as a whole has set Indigenous participation, success and retention targets in its Corporate Plan 2018. Overall percentage targets are set at institutional level, and then separate specific targets are set for individual faculties based on previous trends in Indigenous education outcomes within the faculty. These are monitored as part of the annual performance report to UTS Council.</p>
13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards	<p>The Indigenous Education Strategy 2015–2018 meets this criterion by virtue of the following targets it sets for the University:</p> <ul style="list-style-type: none"> • Initiative 1.1, success indicator (a) – Achievement of student participation targets as determined by UTS Council, through annual incremental increases. All faculties will show annual improvement.

SECTION + REQUIREMENT	COMMENT								
	<ul style="list-style-type: none"> Initiative 2.1, success indicator (a) – Annually improving Indigenous student success, retention and completion rates in all award courses, with a view to eventually achieving rates that are equal to those of other UTS students. <p>Each Faculty will achieve annually improving Indigenous student success, retention and completion rates in all award courses, with a view to eventually achieving rates that are equal to those of the Faculty's other students.</p>								
<p>13 (c) facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices</p>	<p>The Indigenous Education Strategy 2015–2018 meets this criterion by virtue of the following initiatives and success indicators targets it sets for the University.</p> <table border="1" data-bbox="794 768 1471 2024"> <thead> <tr> <th data-bbox="794 768 1054 806">Initiative</th> <th data-bbox="1058 768 1471 806">Success indicator</th> </tr> </thead> <tbody> <tr> <td data-bbox="794 810 1054 1563"> <p>3.1 Expand the opportunity for students across UTS to gain knowledge of Indigenous Australians</p> </td> <td data-bbox="1058 810 1471 1563"> <p>a. Maintenance of a committee/working group within the University to coordinate the expansion and delivery of Indigenous content in curricula across UTS as well as monitor the effectiveness of all courses specifically for Indigenous students.</p> <p>b. Maintenance of an across-UTS record of Indigenous studies subjects and Indigenous content.</p> <p>c. Implementation of Indigenous Graduate Attributes (IGAs) or Indigenous Course Intended Learning Outcomes (ICILOs) across UTS.</p> </td> </tr> <tr> <td data-bbox="794 1568 1054 1861"> <p>3.2 Ensure that all courses professionally requiring Indigenous competency amongst its students are compliant</p> </td> <td data-bbox="1058 1568 1471 1861"> <p>a. All courses are professionally compliant in relation to Indigenous content.</p> </td> </tr> <tr> <td data-bbox="794 1865 1054 2024"> <p>3.3 Develop appropriate standards, consultation and</p> </td> <td data-bbox="1058 1865 1471 2024"> <p>a. Introduction of an across-UTS set of standards, protocols and procedures regarding the development and approval of</p> </td> </tr> </tbody> </table>	Initiative	Success indicator	<p>3.1 Expand the opportunity for students across UTS to gain knowledge of Indigenous Australians</p>	<p>a. Maintenance of a committee/working group within the University to coordinate the expansion and delivery of Indigenous content in curricula across UTS as well as monitor the effectiveness of all courses specifically for Indigenous students.</p> <p>b. Maintenance of an across-UTS record of Indigenous studies subjects and Indigenous content.</p> <p>c. Implementation of Indigenous Graduate Attributes (IGAs) or Indigenous Course Intended Learning Outcomes (ICILOs) across UTS.</p>	<p>3.2 Ensure that all courses professionally requiring Indigenous competency amongst its students are compliant</p>	<p>a. All courses are professionally compliant in relation to Indigenous content.</p>	<p>3.3 Develop appropriate standards, consultation and</p>	<p>a. Introduction of an across-UTS set of standards, protocols and procedures regarding the development and approval of</p>
Initiative	Success indicator								
<p>3.1 Expand the opportunity for students across UTS to gain knowledge of Indigenous Australians</p>	<p>a. Maintenance of a committee/working group within the University to coordinate the expansion and delivery of Indigenous content in curricula across UTS as well as monitor the effectiveness of all courses specifically for Indigenous students.</p> <p>b. Maintenance of an across-UTS record of Indigenous studies subjects and Indigenous content.</p> <p>c. Implementation of Indigenous Graduate Attributes (IGAs) or Indigenous Course Intended Learning Outcomes (ICILOs) across UTS.</p>								
<p>3.2 Ensure that all courses professionally requiring Indigenous competency amongst its students are compliant</p>	<p>a. All courses are professionally compliant in relation to Indigenous content.</p>								
<p>3.3 Develop appropriate standards, consultation and</p>	<p>a. Introduction of an across-UTS set of standards, protocols and procedures regarding the development and approval of</p>								

SECTION + REQUIREMENT	COMMENT	
	approval process for the development of Indigenous studies subjects and content in curricula	Indigenous subjects and content.
	3.4 Improve the ability of academic staff to develop students' understanding of Indigenous content and facilitate discussion in tutorials	a. Provision of appropriate training for academic staff.
13 (d) include activities for <i>students</i> and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia	<p>This requirement is partially satisfied by the initiatives and success indicators outlined in the response to section 13 (c) above.</p> <p>It is further satisfied by initiative 3.7 – Provide opportunities through UTS Art for UTS staff, students, community and school students to gain knowledge of Indigenous Australians.</p> <p>Objective 5.1.7 of the Indigenous Education and Employment Policy also articulates the University's commitment to encouraging acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS.</p>	

IMPLEMENTATION OF INDIGENOUS EDUCATION STRATEGY 2015–2018

Overall accountability for the Indigenous Education Strategy rests with the Provost, whose portfolio includes Indigenous strategy.

The Implementation Officer for the Strategy is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)) who is also the Director, Jumbunna Institute for Indigenous Education and Research.

The PVC (ILE) monitors cross-University engagement with the Strategy and progress towards its objectives. The PVC (ILE) also is responsible for review and revision of the Strategy as a whole, in line with the four-year scheduled review process.

An implementation team and executive accountability is specified for each initiative and success indicator of the Indigenous Education Strategy (see the third and fourth columns of the table for each section of the Strategy, for example [Indigenous Recruitment and Outreach](#)).

In this context, the following definitions are used:

- **Implementation Team:** senior staff (usually Unit Directors and faculty Deans) who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each success indicator.
- **Executive Accountability:** members of the University's Senior Executive who have a strategic accountability and ultimate responsibility for the achievement of the success indicator.

EVALUATION OF INDIGENOUS EDUCATION STRATEGY 2015–2018

The initiatives, success indicators and overall effectiveness of the Strategy are evaluated as needed following annual reporting (see subheading below), and as part of a holistic review process every four years. This four-year review process is conducted in consultation with senior staff, Indigenous committees, and the Governance Support Unit's Senior Advisor Governance and Policy.

REPORTING AGAINST STRATEGY TARGETS AND MILESTONES

At the end of each calendar year, a detailed report is prepared address progress on the initiatives and success indicators under the Indigenous Education Strategy. This report is compiled in consultation with all relevant stakeholder groups and the implementation team specified for each success indicator.

This detailed report is referred to the Vice-Chancellor's Indigenous Strategies Committee (VCISC) and the Vice-Chancellor's Indigenous Advisory Committee (VCIAC) for consideration and noting. It is also referred to the University's Academic Board for discussion. The Pro Vice-Chancellor (Indigenous Leadership and Engagement) – an ex officio member of Academic Board – presents the report in person to the Board. The presentation is followed by questions from Board members.

A copy of this report may be supplied to the Department of Prime Minister and Cabinet on request, as it is generally not published outside the University. The main results from the annual report are included in reports on key educational performance indicators in sections 1–4 of this report.

Under the University's Indigenous Education and Employment Policy, Faculties are charged with reporting annually to VCISC on the progression of Indigenous initiatives within their faculty. These reports include both quantitative data (student enrolment, progression and retention rates; staff attraction/retention rates) and qualitative data (forward planning in the Indigenous space). These reports are analysed and presented to VCISC and VCIAC for consideration. The Pro Vice-Chancellor (Indigenous Leadership and Engagement) meets with Faculty Deans individually to discuss progress and provide advice on the inclusion and/or refinement of Indigenous objectives in local strategic plans.

The University also reports against Indigenous student participation targets in its annual performance report to UTS Council.

5. INDIGENOUS WORKFORCE STRATEGY ACCESSIBLE BY PUBLIC

UTS WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2015–2018

The Wingara Indigenous Employment Strategy 2015-2018 is the primary Strategy deployed across UTS to promote the recruitment, retention and career development of Indigenous staff within the University. It has been in place since 1993, with continued revisions and updates made as the strategic landscape has changed.

The Wingara Indigenous Employment Strategy is thoroughly reviewed at least every four years. UTS is in the process of updating the Strategy for the next strategic period commencing 2019.

The Wingara Indigenous Employment Strategy meets the requirements set out under section 12 of the [Indigenous Student Assistance Grants Guidelines 2017](#), as detailed in Table 14 below.

The Strategy is publicly accessible via the UTS Policy website:
<http://www.gsu.uts.edu.au/policies/wingara-strategy.html>

Table 14: ISAG Guidelines and UTS Wingara Indigenous Employment Strategy compliance

SECTION + REQUIREMENT	COMMENT
12 (a) includes key performance indicators	<p>The Wingara Indigenous Employment Strategy meets the requirements of section 12 (a) and (b). The Strategy sets out a number of key initiatives aimed at increasing Indigenous employment – particularly academic and senior academic employees – and details associated success indicators.</p> <p>It includes specific targets for number of Indigenous employees – both academic and professional – to be recruited by the end of the current Strategy (2018) and makes provision for professional development and career advancement schemes.</p> <p>As detailed in Objective 1 of the Strategy, UTS has placed particular emphasis on increasing its Indigenous academic workforce, with faculties given higher targets around recruitment of Indigenous academic staff than professional staff.</p> <p>The Strategy also sets specific targets around building Indigenous senior academic leadership, by increasing the number of Indigenous senior academics – the goal being for each faculty to have at least one Indigenous professor by the conclusion of the 2015–2018 iteration of the Wingara Strategy.</p> <p>The University as a whole has also set an overall target for Indigenous staff participation and monitors this as part of its annual performance report to Council.</p>
12 (b) (i) prioritises increasing the number of academic employees engaged by the provider who are Indigenous persons; and	
12 (b) (ii) prioritises the professional development and career advancement of academic employees engaged by the provider who are Indigenous persons; and	

SECTION + REQUIREMENT	COMMENT
<p>For 2018 and subsequent grant years include a plan that:</p> <p>12 (c) (i) increases the number of employees engaged by the provider who are Indigenous persons to at least 3 per cent of all employees of the provider</p>	<p>The current version of the Wingara Indigenous Employment Strategy is due to expire in 2018. UTS is currently in the process of reviewing and redrafting the Strategy for the next strategic period (2019–2023).</p> <p>While the current version of the Strategy does not specify the 3% target detailed in section 12(c) (i), we will be including a target of at least 3% in the new Strategy for 2019–2023.</p> <p>It is noted that UTS has already made significant progress in relation to the 3% Indigenous staff participation target. As of April 2017, UTS had an Indigenous employment rate of 2.2% (excluding casuals).</p>
<p>12 (c) (ii) provides for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.</p>	<p>UTS appointed a Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016.</p> <p>While provision for the role is not included in the current version of the Wingara Strategy, it will be written in to the next iteration of the Strategy, which is presently being drafted.</p>

IMPLEMENTATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2015–2018

Overall accountability for the Wingara Indigenous Employment Strategy rests with the Provost, whose portfolio includes Indigenous strategy.

The Implementation Officer for the Strategy is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)).¹ The PVC (ILE) monitors cross-University engagement with the Strategy and progress towards its objectives. The PVC (ILE) also is responsible for review and revision of the Strategy as a whole, in line with the four-year scheduled review process.

Implementation agenda and formal accountability is specified for each initiative and success indicator of the Strategy (see the third and fourth columns of the table for each section of the Strategy, for example [Objective 1](#)).

In this context, the following definitions are used:

- implementation agents: UTS units or individual members of staff (including senior staff) who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each success indicator
- formal accountability: senior staff (including members of the University’s Senior Executive and faculty/unit managers) who have a strategic accountability and/or ultimate responsibility for the achievement of the success indicator.

¹ Please note, the current publicly available version of the Wingara Indigenous Employment Strategy is in the process of being updated to reflect the shift of Indigenous employment responsibility from the Equity and Diversity Unit to the Pro Vice-Chancellor (Indigenous Leadership and Engagement). Prior to the creation of the Pro Vice-Chancellor role, the Strategy was implemented by the Equity and Diversity Unit.

The Wingara Indigenous Employment Committee oversees and advises on the development and implementation of Indigenous employment initiatives across UTS in line with the Wingara Indigenous Employment Strategy.

EVALUATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2015–2018

The initiatives, success indicators and overall effectiveness of the Strategy are evaluated as needed following annual reporting (see subheading below), and as part of a holistic review process every four years. This four-year review process is conducted in consultation with senior staff, Indigenous committees, and the Governance Support Unit's Senior Advisor Governance and Policy.

REPORTING AGAINST STRATEGY TARGETS AND MILESTONES

At the end of each calendar year, a detailed report is prepared address progress on the initiatives and success indicators under the Wingara Indigenous Employment Strategy. This report is compiled in consultation with all relevant stakeholder groups and the implementation team specified for each success indicator.

This detailed report is referred to the Wingara Indigenous Employment Committee, the Vice-Chancellor's Indigenous Strategies Committee, and the Vice-Chancellor's Indigenous Advisory Committee for consideration and noting.

A copy of this report may be supplied to the Department of Prime Minister and Cabinet on request, as it is generally not published outside the University.

As detailed in Table 14 above, the University also reports against Indigenous employment numbers in its annual performance report to UTS Council.

5A INDIGENOUS WORKFORCE DATA (2017 BREAKDOWN)

Due to a number of complexities with internal reporting systems, including the right afforded Indigenous employees to not self-identify on UTS human resources systems, it is challenging to identify with precise accuracy and without significant manual and informal intervention the number of UTS Indigenous casual employees.

Rather than report incorrect figures, the tables below outline overall numbers and levels of Indigenous academic and professional staff, excluding casuals.

Table 15 outlines the staff numbers reported to the Federal Government, current at the official deadline of 31 March 2017. These numbers reflect the staff members who have self-identified as Indigenous within UTS HR systems (NEO).

Table 16 shows a higher number of Indigenous staff (54), gathered from Indigenous Staff Network (ISN) membership records at 31 December 2017. For privacy reasons, the names of ISN members are not available to staff other than the Manager, Indigenous Employment and personnel who directly support the Manager's functions.

Table 15: Indigenous workforce data (self-identified Indigenous staff, excluding casuals) at 31 March 2017

STAFF GROUP	LEVEL	NUMBER
Academic	Level E	3
	Level D	3
	Level C	4
	Level B	3
	Level A	0
	Senior Staff Group	1
Professional/non-academic	Level 9 or above	2
	Level 8	2
	Level 7	4
	Level 6	3
	Level 5	5
	Level 4	4
	Level 3	0
	Level 2	0
	Level 1	0
Subtotal (academic)		14
Subtotal (professional/non-academic)		20
TOTAL		34

Table 16: Indigenous workforce data and participation rates excluding casuals (Indigenous Staff Network numbers current at 31 December 2017)

INDIGENOUS STAFF PARTICIPATION AT UTS

(full time and part time only) by % and headcount

		2013	2014	2015	2016	2017
Academic staff*	%	0.8%	0.8%	0.8%	0.7%	0.9%
	Headcount	11	11	11	9	14
Professional staff	%	1.2%	1.3%	1.1%	1.1%	1.3%
	Headcount	18	18	15	15	20
All Indigenous staff	%	2.0%	2.0%	1.8%	1.8%	2.2%
	Headcount	29	29	26	24	34
UTS Indigenous Australian staff support network	Headcount	38	43	51	51	53

*Includes Academic Interns and conventional academic positions.

Note: In calculating Indigenous staff percentages, staff who do not provide information regarding Indigeneity are not included in the total number of UTS staff. Indigenous staff percentages are calculated as a percentage of total UTS staff (as opposed to a percentage of only that particular staff group, eg academic or professional).

Data source: UTS Business Intelligence Portal; Cube: utsstaff; Report: Aboriginal and Torres Strait Islander Academic and Support All UTS. Accessed on 10 April 2018.

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.

6. INDIGENOUS INVOLVEMENT IN DECISION-MAKING

PRIMARY INDIGENOUS GOVERNANCE MECHANISM

The primary Indigenous governance mechanism at UTS is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)). This is in compliance with section 11 (a) (ii) of the Indigenous Student Assistance Grant Guidelines 2017, which states that the Indigenous governance mechanism may be “an appropriately qualified senior executive employee of the provider who is an Indigenous person”.

The PVC (ILE) is also the Director, Jumbunna Institute for Indigenous Education and Research, the unit that provides student services and both academic and pastoral support to Indigenous students.

The PVC (ILE) reports directly to the Provost and is the Provost’s primary source of advice and monitoring regarding the use of Indigenous Student Support Programme (ISSP) grants. The PVC (ILE) and Provost meet each month to discuss matters in the Indigenous portfolio, including funding matters that may arise throughout the course of the year. The PVC (ILE) also provides advice to the Provost about the allocation of ISSP funding during the University’s annual budgeting processes. This satisfies the requirements of section 11 (b) of the Indigenous Student Assistance Grant Guidelines 2017.

The PVC (ILE)’s official role description sets out the position’s authority within the University, as well as criteria for appointment, roles and responsibilities, and decision-making processes. This satisfies the requirements of section (11) (c) and (d) (i)–(iii) of the Indigenous Student Assistance Grant Guidelines 2017.

In relation to authority within the University, we note that the PVC (ILE) is a key member of UTS’s senior leadership team, makes major contributions to strategic direction, and provides cross-University leadership and advice to other senior staff in relation to:

- the University’s Indigenous Education and Employment Policy and its associated strategies
- the recognition of Aboriginal and Torres Strait Islander knowledge and perspectives
- the promotion of teaching and research in Indigenous education and other focus areas
- the employment of Aboriginal and Torres Strait Islander staff,
- engagement with Indigenous and broader communities, and
- distribution within the University of Federal funding to support Indigenous initiatives.

The PVC (ILE) is a key support to the Vice-Chancellor and Provost in the sponsorship of the Indigenous Education and Employment Policy and has a lead responsibility in the coordination and execution of its strategies and the achievement of key results across the whole University in relation to Indigenous staff and students. Within the parameters laid down in University policy, directives and rules, the PVC (ILE) has wide discretion in the development and implementation of practices within the portfolio.

ADDITIONAL INDIGENOUS GOVERNANCE MECHANISMS AND DECISION-MAKING

Commitment to Indigenous self-determination

UTS is committed to the principle of self-determination for Indigenous people. Within the context of UTS, self-determination means the right of Indigenous people to celebrate their culture and identity and to determine the direction of Indigenous education and employment subject to the established rules, management and governance structures of UTS. The aspirations and values of Indigenous

people into the UTS governance framework overall and, in particular, in the [Indigenous Education and Employment Policy](#) and its associated [strategies](#).

UTS is committed to consultation with Indigenous staff and students in the development of major strategies and plans. Indigenous people are also very involved in the University's governance and management of Indigenous education and employment initiatives.

Indigenous participation in decision-making via institutional governance and reporting processes

➤ Indigenous committee representation

There is ex officio Indigenous representation on the majority of University-level committees at UTS. There is currently an Indigenous person appointed to the UTS Council (one of the categories for appointed members is persons who are likely to contribute to the cultural diversity of the University). The Indigenous member of Council currently chairs the Council's Social Justice Committee and the Vice-Chancellor's Indigenous Advisory Committee. The Indigenous member of Council is also a member of the Honorary Awards Committee.

The (PVC (ILE)) is an ex officio member of Academic Board, the Teaching and Learning Committee and the Courses Accreditation Committee. The PVC (ILE) is also an ex officio member of a number of high-level management committees, including, but limited to, the Senior Leaders Group and the Equity and Diversity Committee.

The Student/Council Liaison Group includes Indigenous student representation. The group reports to UTS Council and is a forum for UTS students, members of the University Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body.

The Human Research Ethics Committee (HREC) also includes formal Indigenous representation. The HREC has also established the Indigenous Research Advisory Panel to provide specific advice to applicants proposing to conduct research with Aboriginal and Torres Strait Islander people. The majority of this Panel is primarily Indigenous.

In addition to the above, UTS has a comprehensive system of committees that specifically oversee the progression of Indigenous education and employment initiatives. The following Vice-Chancellor's committees have significant formal Indigenous representation:

- Vice-Chancellor's Indigenous Advisory Committee – chaired by the Indigenous member of UTS Council on behalf of the Vice-Chancellor
- Vice-Chancellor's Indigenous Strategies Committee – chaired by the Provost on behalf of the Vice-Chancellor. All Indigenous professors are formal members of this Committee. The majority of the University's Deputy Vice-Chancellors are also members of this Committee.

Specialist subcommittees of the Vice-Chancellor's Indigenous Strategies Committee (please note these are under scheduled review for 2018):

- Indigenous Recruitment and Outreach Committee
- Indigenous Student Services Committee
- Indigenous Studies Committee – chaired by the Deputy Vice-Chancellor (Education and Students)
- Indigenous Research Committee – chaired by the Deputy Vice-Chancellor (Research)
- Wingara Indigenous Employment Committee.

All Indigenous committees report to the Vice-Chancellor’s Indigenous Strategies Committee, which reports directly to the Vice-Chancellor.

Indigenous representation on committees has increased significantly since the implementation of the IEEP in 2011 (as detailed in Table 16 below).

Table 16: Increase in Indigenous committee participation 2011–2017

Year	Governance structure	#
2011	Council & committees	5
	Academic Board & committees	10
	Management committees	3
	TOTAL	19

Year	Governance structure	#
2017	Council & committees	4
	Academic Board & committees	4
	Management committees	7
	Indigenous committees	35
	TOTAL	50*

Note: the total figure is likely closer to 60, as it the above table does not include Indigenous representation on Faculty boards and committees.

➤ *Indigenous participation and visibility in internal reporting processes*

There are three internal reporting frameworks for Indigenous staff and student outcomes:

- via the Indigenous committee structure, with reference to other bodies/committees at certain key points
- via the annual Social Justice Report
- via the annual UTS Performance Report.

These reports are frequently used to develop, assess, and refine Indigenous education and employment strategy. Indigenous staff participate in this process either through representation on University-level committees or by specific consultation processes with Indigenous staff.

6a. Statement by the Indigenous Governance Mechanism

As required under subsection 17(2)(b) of the Indigenous Student Assistance Grant Guidelines 2017, and as the University of Technology Sydney’s primary Indigenous governance mechanism, I hereby authorise the performance report and acquittal report sections of the UTS 2017 Indigenous Student Success Programme Report.

Professor Michael McDaniel
 Pro Vice-Chancellor (Indigenous Leadership and Engagement)
 Director, Jumbunna Institute for Indigenous Education and Research

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

University of Technology Sydney

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as *estimating other funds* and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	\$1 388 039		\$1 388 039
ISSP Grant 2017 – CSP Preserved	\$34 283		\$34 283
Return of unused scholarship funds to PM&C	(\$11 867)		(\$11 867)
Rollover of funds from previous years	\$0		\$0
Interest earned/ royalties	\$0		\$0
Sale of assets	\$0		\$0
HEPPP income		\$352 301	\$352 301
Direct entry program		\$25 018	\$25 018
Publications		\$624	\$624
Sponsorships		\$10 936	\$10 936
Donations		\$149 356	\$149 356
A. Total Income 2017	\$1 410 455	\$538 235	\$1 948 691

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries (tutorial assistance)	\$486 900		\$486 900
Salaries (other)	\$725 922	\$895 183	\$1 621 105
Administration	\$0	\$106 277	\$106 277
Travel – domestic	\$0	\$179 585	\$179 585
Travel – international	\$0	\$103 453	\$103 453
ISSP Asset purchases	\$0		\$0
Conference fees and related costs	\$0		\$0
Scholarships	\$197 633	\$155 800	\$353 433
Printing and Office Supplies		\$15 922	\$15 922
Staff Development		\$17 262	\$17 262
Events & Entertainment		\$66 225	\$66 225

Consultancy Fees		\$28 984	\$28 984
Marketing and Advertising		\$56 458	\$56 458
B. Total Expenditure 2017	\$1 410 455	\$1 625 149	\$3 035 604
<i>C. Unexpended funds PM&C agreed to rollover</i>	\$0		
<i>D. Unexpended Funds to be returned to PM&C</i>	\$0		
E. TOTAL ISSP Funding use (B+C+D)	\$1 410 455		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is *not* paid to you, *do not complete the table in this section 3.*
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ 0
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
N/A		

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
N/A			

5. Financial Acquittal supported and initialled by:

Mark Leigh

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

Telephone contact: 02 9815 4667 E-mail: mark.leigh@uts.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.