# Indigenous Student Success Program
## 2022 Performance Report

| Organisation | University of Technology Sydney | | |
|---|---|---|---|
| Contact Person | Natasha Mitchell | | |
| Phone | (02) 9514 9315 | E-mail | Natasha.Mitchell@uts.edu.au |

## 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 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 and Research Strategy 2019-2023, which sets strategic objectives and key performance/success indicators to improve educational outcomes.

The Jumbunna Institute for Indigenous Education and Research (Jumbunna) 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 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 to develop their capabilities.

The Program offers prospective undergraduate students an opportunity to illustrate their capability for higher education via a testing, assessment and interview process. Selection is also based on factors including previous education, life and work experience.

Following participation in testing and assessment, students may be offered one of three alternative pathways to study at UTS, as detailed below.

*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.

*Jumbunna Unistart 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.

*UTS College Indigenous Scholarship Program*

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

The development of the UTS College 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.

*TAFE or further preparation*

Jumbunna pathway participants who have the potential for study once they build their knowledge skills will be recommended a TAFE course. These participants are invited to apply for Jumbunna Pathways after they successfully complete their TAFE course.

**Recruitment and Outreach Program**

As per previous years, the Jumbunna Indigenous Outreach team focused on developing deeper and more meaningful engagement with high schools, Indigenous students, corporate and community partnerships. Much of the outreach focused on demystifying the application process and support services when becoming a student. Care is taken to explain what the lectures and tutorials are like, what to expect of the workload, hours of study, what help students can access through Jumbunna and how to make friends. We have found this makes students more curious and interested in university, when their concerns are validated but accompanied by an explanation that university is very much an achievable goal.

Jumbunna understands that teachers, parents and care givers play a pivotal role in providing guidance and increasing motivation in career and study aspirations. The Director, Indigenous Students and Community Engagement and the Deputy Director, Learning Development continue to work alongside teachers in developing high level strategies to better prepare students for post-secondary study. The broader Recruitment and Outreach team continues to build deeper relationships with targeted schools and individual students in creating greater awareness of higher education opportunities at UTS. This program continues to be expanded working more closely with various Departments of Education across various jurisdictions. In 2022, Jumbunna continued the content development of the dedicated portal on the UTS Learning Management System (Canvas) that provides a range of engagement resources for teachers and students.

*Key initiatives*
**Galuwa Residential Experience**
With travel activities being lifted across the state and nation, outreach activities have increased proportionately. One Galuwa program was held in 2022 for the Faculty of Engineering and Information Technology and was attended by 17 participants. A further Galuwa program was scheduled for December 2022 but was postponed due to a COVID outbreak and is rescheduled to June 2023.

**Schools engagement**
In 2022, further resources were made available to engage with local and interstate high schools. The Outreach team directly engaged with the 30 schools listed below (public, private and independent) to deliver presentations, workshops, one-on-one sessions with individual students or meeting with the principal, careers advisor or Aboriginal education workers.

- Saint Ignatius College, Riverview (visit and email)
- Matraville Sports High School (visit and email)
- The Scots College (visit and email)
- Sylvania High School (emails – arranging visit)
- Pymble Ladies College (visit, phone and email)
- St Scholastica's College Glebe (phone and email)
- Randwick Girls High School (phone and email)
- Hawkesbury High School (phone and email)
- Glenwood High School (phone and email, Galuwa participants)
- St Mary's Catholic College (phone and email)
- Aquinas College Menai (phone and email)
- Pacific Hills Christian College (phone and email)
- Sydney Secondary Schools (phone and emails, Galuwa participant)
- Casuarina Senior College (phone, email and visit)
- Haileybury Rendall College (phone, visit and email)
- St Johns College Darwin (phone, visit and email)
- St Philips Alice Springs (phone, emails and visit)
- Tiwi College (phone, email and visit)
- Centralian Senior College (Alice Springs) (phone emails and visit)
- Palmerston College (phone emails and visit)
- Nhulunbuy High School (phone emails and visit)

- Taree Christian College (phone emails and visit)
- Kempsey Adventist (phone emails and visit)
- Kinross Wolaroi (phone emails and visit)
- Macquarie Anglican Grammar School (phone emails and visit)
- Richmond High School (phone and emails, Galuwa participant)
- Windsor High School (phone emails and visit)
- St Joseph's College, Hunters Hill (phone, emails and visit)
- St Gregory's College (phone emails and visit)
- BUSY School (phone and emails, Galuwa participants)

Jumbunna hosted many on-campus experiences for schools including dedicated information sessions

**Community engagement**
Jumbunna continues to engage with local Indigenous communities in Glebe, La Perouse, Redfern and Woolloomooloo to collaborate on significant annual milestones such as NAIDOC Week and Survival Day. Jumbunna sees these initiatives as having positive social and collective impact, though their reach has not been formally quantified or qualified. In 2022, Jumbunna participated in community held events and expos. Jumbunna also supported the following organisations with their Indigenous engagement programs:

- KARI Foundation (pathways to higher education expo)
- Clontarf Foundation (schools engagement program workshop)
- STARS Foundation (schools engagement program workshop)
- NASCA (ARMS program – on-campus workshop)
- CareerTrackers (on-campus event)
- NRL Schools to Work program (on-campus event)
- Aurora Foundation Schools engagement program (information session).

**UTS INDIGENOUS STUDENT ACCESS DATA**
In 2022, there was a slight decline in Indigenous student participation from 365 in 2021 to 357 in 2022 as detailed in Table 1 (headcount, all courses inc. non-award). However, Indigenous student commencements increased from 142 in 2021 to 154 in 2022 (Table 2) mostly due to the increase in Indigenous student postgraduate commencements. The EFTSL for Indigenous student commencements (all courses inc. non-award) declined from 99.2 in 2021 to 95.7 in 2022 (Table 3).

It is important to noted that the data included in the tables below do not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification. As such, it is possible that the number of Aboriginal and Torres Strait Islander students at UTS could be higher.

*Table 1: By headcount – Indigenous student participation*

|  | 2020 | 2021 | 2022 |
| --- | --- | --- | --- |
| Indigenous student access (all courses inc. non-award) | 356 | 365 | 357 |
| Indigenous student participation (all courses inc. non-award) | 1.10% | 1.10% | 1.07% |

*Table 2: By headcount – Indigenous student commencements*

|  | 2020 | 2021 | 2022 |
|---|---|---|---|
| Indigenous student access (all courses inc. non-award) | 138 | 142 | 154 |
| Non-Indigenous student access (all courses inc. non-award) | 11,408 | 11,294 | 10,955 |

*Table 3: By EFTSL – Indigenous student commencements (all courses inc. non-award)*

|  | 2020 EFTSL | 2021 EFTSL | 2022 EFTSL |
|---|---|---|---|
| Indigenous student access | 111.4 | 99.2 | 95.7 |
| Non-Indigenous student access | 9,140.2 | 8,814.9 | 8,686.4 |

**FUNDING FOR INITIATIVES**

Jumbunna has various funding sources to support the range of aspiration building initiatives, access, progression and completion initiatives. In 2022, the entire Indigenous Student Success Program funding was allocated to Jumbunna to support the many services and initiatives delivered throughout the year. Schools engagement and outreach initiatives are funded by the University as recurrent funding.

Table 4 overviews breakdown of payments for the ISSP scholarships in 2022.

**Table 4        ISSP Scholarships - breakdown of 2022 payments[1]**

|  | Education Costs | | Accommodation | | Reward | | Total [2] | |
|---|---|---|---|---|---|---|---|---|
|  | $ | No. | $ | No. | $ | No. | $ | No. |
| Enabling[3] | $3,000 | 1 | $5,000 | 1 | $0 | 0 | $8,000 | 2 |
| Undergraduate[4] | $64,500 | 24 | $10,000 | 2 | $0 | 0 | $74,500 | 26 |
| Post-graduate[5] | $0 | 0 | $0 | 0 | 0 | 0 | $82,500 | 0 |
| Other | $0 | 0 | $0 | 0 | $0 | 0 | $0 | 0 |
| **Total** | $67,500 | 25 | $15,000 | 3 | $0 | 0 | $82,500 | 28 |

*UTS Scholarships for cost covered accommodation*

UTS recognises that lack of access to affordable accommodation is 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 must deal with the cost of relocation as well as cultural adjustment.

UTS offers cost-covered accommodation to Indigenous students in UTS residential housing. For students who don't qualify for Abstudy (including Residential Cost Option), UTS has guaranteed to meet the cost of each student's accommodation and provide them with a living allowance equal to Abstudy. UTS made available $500,000 to support students residing in UTS Housing, who would not otherwise have been able to access tertiary study at UTS.  In 2022, UTS supported 22 students under the Jumbunna Accommodation Scholarship.

**INDIGENOUS RESIDENTIAL COLLEGE**

The establishment of [Australia's first Indigenous university residential college](#) is a major UTS initiative and will provide a step change in how Indigenous education is provided to further increase Indigenous student participation.

Developed and led by the Indigenous leadership team at UTS and the Indigenous community, the Indigenous Residential College aims to remove the barriers, both real and perceived, that prevent Indigenous participation in higher education and the broader economy. The College will aim to do this by raising aspiration, maximising opportunities for entry to higher education and supporting the pursuit of quality employment, careers and contribution to society.

Key features of the College include:

- Accommodation for both Indigenous and non-Indigenous students, with approximately 250 beds envisaged.

- Architect-designed landmark building and contemporary interior design, informed by Indigenous designers with Indigenous culture and identity at its core

- Publicly accessible arts centre and community spaces

- Program of events and opportunities in collaboration with a range of education, cultural, community, industry and government partners

- Scholarships and cost-covered accommodation for Indigenous students.

The College will also build connections with schools and employers, creating a pipeline of leaders of the future.

Planning, design and development of the College was progressed in 2022 with the launch of the Expressions of Interest (EOI) for the Design Competition in December 2022. Engagement also continued with Indigenous senior leaders, government, the community, philanthropic partners and other stakeholders.

## 2. Progression (outcomes)

**Student Support for Unit Completion**
UTS provides a university-wide approach to providing support for Indigenous students. Jumbunna provides centralised academic, social, cultural and wellbeing support to Indigenous students with further support provided at the faculty level through:

- **Faculty Associate Deans (Indigenous)** who monitor systemic issues and provide important support at a local level

- **Faculty Indigenous Student Liaison Officer (FISLO) program and network** – all faculties have appointed officers who provide discipline-specific academic support and advocacy for Indigenous students

- **Faculty Indigenous Strategies Committees** – most faculties have established their Indigenous Strategies Committees which oversee the implementation of their Indigenous Action Plans to support the goals of the various strategies for education, research and employment.

**Tutorial Assistance**

The Indigenous Tutorial Assistance Scheme (ITAS) is an integral part of our current and alumni engagement strategy at Jumbunna. We have seen a high success rate with students who commit to the program and have regular engagement in tutoring sessions. This also enables Jumbunna to deepen relationships with former students and keep them engaged as part of the university's lifelong learning strategy.

The ITAS program continues to prioritise individual tutoring over group tutoring as these allocations have a higher rate of success. We also gauge feedback as much as possible over the course of the year from both students and tutors to help ensure successful tutoring allocations and overall positive outcomes.

Jumbunna is in the process of purchasing a new software platform to streamline the registration and matching of students and tutors. The new platform will provide enhanced functionality for reporting that closely aligns to the Commonwealth reporting guidelines. This new platform is in the process of being implemented and will be available for use in Spring session 2023.

Table 5 overviews the tutorial assistance provided in 2022.

**Table 5       Tutorial assistance provided in 2022**

| Level of study | Number of unique students assisted[6] | Total number of tutorial sessions attended[7] | Total hours of assistance[8] | Expenditure[9]($) |
|---|---|---|---|---|
| Enabling | 14 | 108 | 191.2 | $17,415.25 |
| Undergraduate | 54 | 1063 | 1960.75 | $164,902.59 |
| Post-graduate | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A |
| **Total** | 68 | 1171 | 2152 | $182,317.84 |

**Measuring Success**

As part of the annual reporting on UTS's *Indigenous Education and Research Strategy 2019-2023*, a range of metrics are tracked and reported to various governance forums including the Vice-Chancellor's Indigenous Strategies Committee, the Vice-Chancellor's Indigenous Advisory Committee and the Academic Board as well as through UTS's university-wide Corporate Plan. These metrics include student participation, commencements, success rates and retention rates for Indigenous as compared to non-Indigenous domestic students.

As mentioned above, feedback is also sought from tutors and students on the tutoring programs. The following testimonials are provided from selected students who access the ITAS.

> "ITAS has been a tremendous help to my learning and understanding of content and especially with assignments. Being able to get the assistance and the guidance I need to complete work has been instrumental to the last 4 years of learning" – Bachelor of Marine Biology Indigenous student

> "My ITAS Tutor has been a major help in starting my first year of Uni. He's helped me to gather my thoughts and ideas and structure them in a way that the Uni wants, as well as showing me all the different tools available for my research and academic growth, which I

*can use throughout the rest of my degree. I am so appreciative of his help and guidance as a first-year student" – Bachelor of Communication (Digital and Social Media) Bachelor of International Studies Indigenous student.*

UTS Indigenous Student Success Rates

Indigenous student success declined marginally in 2022 by 1.4% and is 11.9% below non-Indigenous domestic student success as shown in Table 6. Non-Indigenous success rates also declined in the same period by 0.9%.

***Table 6: Indigenous student success (pass rate) by %***

|  | **2020** | **2021** | **2022** |
|---|---|---|---|
| Indigenous success (all courses inc. non-award) | 82.4% | 81.5% | 80.1% |
| Non-Indigenous success (all courses inc. non-award) | 93.0% | 92.9% | 92.0% |

UTS continues to support students in the recovery from the impact of the pandemic which has had a significant detrimental effect on Indigenous student wellbeing, as well as an impact on overall academic and personal success with their university studies.

In post-COVID times, Jumbunna has seen a significant number of students re-engage with on-campus study as measured by the increased and regular use of the Jumbunna student facility.

It is widely acknowledged a student's wellbeing often benefits from the social and personal interaction that takes place with an on-campus experience, this is particularly pertinent in relation to the 'Jumbunna experience' that plays a critical role in creating a sense of belonging. Jumbunna was able to host many student engagement events that played a significant role in fostering student belonging that promotes academic success and cultural wellbeing.

In 2022, Jumbunna reactivated the Indigenous international student experience program. In November and with the support of the UTS International Office, UTS facilitated six Jumbunna students, fully funded, to travel to Aotearoa (New Zealand) as part of a cultural emersion program. It was a wonderful educational experience for the participants to learn from fellow first nations students (Māori students) of issues that have and continue to affect their people.

Since the introduction of the whole-of-university approach in 2011, UTS has seen the highest improvement in NSW in relation to Indigenous success rates – an increase of 18.9 per cent between 2010 and 2020, and had the second highest success rate in NSW as per the table below.

***Table 7: NSW Indigenous student success rates***

| INSTITUTION | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | CHANGE 2010–2020 | AVERAGE 2010-2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New South Wales combined | 75.90 | 74.82 | 75.37 | 75.26 | 75.00 | 75.30 | 76.15 | 75.62 | 76.09 | 75.87 | 76.10 | 0.20 | 75.59 |
| University of New South Wales | 86.03 | 84.51 | 81.7 | 85.12 | 81.29 | 84.44 | 86.35 | 85.05 | 87.05 | 86.4 | 86.38 | 0.35 | 84.94 |
| University of Technology Sydney | 66.81 | 74.66 | 80.9 | 78.17 | 75.02 | 80.24 | 82.34 | 82.67 | 83.83 | 83.86 | 85.67 | 18.86 | 79.47 |
| University of Wollongong | 83.29 | 86.21 | 85.19 | 82.39 | 83.72 | 82.33 | 82.58 | 80.73 | 84.63 | 87.3 | 85.34 | 2.05 | 83.97 |
| The University of Sydney | 84.02 | 83.4 | 85.64 | 84.78 | 85.11 | 84.41 | 85.37 | 84.14 | 85.9 | 85.06 | 84.36 | 0.34 | 84.74 |
| Western Sydney University | 78.72 | 75.08 | 76.57 | 79.22 | 78.61 | 78.92 | 79.19 | 79.17 | 75.85 | 76.73 | 80.66 | 1.94 | 78.07 |
| Macquarie University | 86.06 | 74.69 | 75.12 | 75.79 | 73.81 | 75.86 | 72.42 | 70.43 | 74.43 | 77.02 | 76.69 | -9.37 | 75.67 |
| The University of Newcastle | 75.74 | 77.01 | 77.08 | 74.83 | 75.63 | 76.44 | 77.43 | 79.45 | 76.65 | 76.39 | 74.68 | -1.06 | 76.48 |
| Charles Sturt University | 69.96 | 67.55 | 71.97 | 74.24 | 75.23 | 74.5 | 73.93 | 73.52 | 75.5 | 74.97 | 73.53 | 3.57 | 73.17 |
| Southern Cross University | 69.17 | 67.47 | 60.48 | 58.95 | 59.91 | 59.8 | 63.12 | 63.09 | 62.9 | 63.74 | 66.88 | -2.29 | 63.23 |
| The University of New England | 69.77 | 65.59 | 65.19 | 64.71 | 63.64 | 63.86 | 66.09 | 61.79 | 63.52 | 59.52 | 61.63 | -8.14 | 64.12 |

Source: DESE

UTS Indigenous Student Retention Rates

Indigenous student retention rates declined from 86.4% in 2021 to 77.2% in 2022 as shown in Table 8. Non-Indigenous retention rates had a marginal decline in the same period. During the 2022 academic year, Jumbunna continued to see legacy effects of the previous two years of online learning. It was reported across both autumn and spring sessions, undergraduate Indigenous students cited two key factors contributing to withdrawals:

1. mental health and wellbeing
2. financial burden following years of lack of employment or under employment.

During 2020 and 2021, UTS saw a spike in the number of enrolments to postgraduate coursework programs. Informal feedback during this period indicated declining workforce opportunities cited as a major factor to increase skills and pursue further education. Conversely, in 2022, attrition rates of this cohort and HDR students increased as a result of increased cost living expenses and greater workforce opportunities; this is despite all Indigenous HDR candidates being in receipt of a scholarship or have access to financial assistance outside of full-time employment.

***Table 8: Indigenous student retention rates (all course levels, including HDR)***

|  | 2020 | 2021 | 2022 |
|---|---|---|---|
| Indigenous retention | 82.3% | 86.4% | 77.2% |
| Non-Indigenous retention | 93.0% | 92.3% | 91.5% |

**CULTURAL COMPETENCY OF STUDENTS AND STAFF**

Indigenous Graduate Attribute

The Associate Dean (Indigenous Teaching and Learning) has continued to provide strategic support for the embedding of the Indigenous Graduate Attribute (IGA) across all onshore award courses at UTS.

Strategic leadership has been provided for the UTS 2027 funded "IGA Acceleration Phase" project which encompassed the following IGA governance structures being implemented university-wide:

- UTS Indigenous Graduate Attribute Curriculum Framework including Guidelines for implementation – approved by Academic Board March 2022

- Indigenous Graduate Attribute Phased Approach Model

- Indigenous Graduate Attribute Implementation Plan for the purpose of providing evidence of IGA implementation for Courses Accreditation Committee and Academic Board approval.

In support of the implementation of the IGA university wide, over 20 IGA workshops have been provided in 2022, attended by over 200 academic and education support staff. Over 85 IGA Implementation Plans have been approved through the Courses Accreditation Committee. Significant resources have also been provided including the launch of an IGA website and IGA Library Resource webpage.

UTS also held its inaugural Indigenous Higher Education Curriculum Conference on 29-30 November 2022 attended by 149 delegates across 24 higher education institutions from Australia (all mainland states), Canada, New Zealand and Germany. This highly successful conference had sector-wide impact with the subsequent establishment of an international community of practice comprising of over 80 members across Australia, New Zealand and Canada, which UTS holds the secretariat. The strong

interest from delegates has resulted in the conference being held every second year with other universities now committed to future hosting.

<u>Cultural Training for Staff</u>

At present, cultural safety training is not provided to all staff and students at a UTS-wide level. Staff do however have access to Indigenous cultural awareness and cultural capability training opportunities on avoiding unconscious bias, cultural diversity, and Indigenous cultural awareness.

From September 2021 to February 2023, UTS undertook a pilot program to offer senior staff at UTS access to the Core Cultural Learning Indigenous capability training program. Developed by AIATSIS, the Core training program is designed to enhance cultural understanding, and build personal and professional Indigenous cultural capability.

The pilot will be evaluated in 2023 and an assessment will be made as to whether it is appropriate and possible to continue and extend the availability of this training to all staff.

As part of UTS's implementation of the IGA, cultural safety professional development workshops for academic staff will be provided in 2023. These workshops will provide academic staff with the knowledge and background to increase their cultural capability and capacity to teach the "Knowledge" component of the UTS IGA Curriculum Framework.

Workshops will also be held to provide strategies for developing culturally safe Indigenous teaching and learning practices through implementing specific strategies into curriculum design, development and delivery.

Community of Practice Workshops are being planned for 2023 to provide a safe space for academic staff to share their successes and challenges related to Indigenous curriculum design, development and delivery.

In addition to the formal training opportunities provided for staff, awareness on the importance of cultural safety is also promoted to staff and students via centralised communication campaigns, thought leadership webinars and UTS newsroom articles.

## 3. Completions (outcomes)

**STRATEGIES TO IMPROVE COMPLETIONS**

Parity of completion rates between Indigenous and non-Indigenous students is a key target of the Indigenous Education and Research Strategy.

There are multiple and complex reasons for lagging completion rates – academic, financial, home environments not conducive to studying, mental health, wellbeing pressures, cultural pressures as well as transition issues for students moving from regional, remote and interstate areas.

Anecdotally we know that challenging life circumstances and family responsibilities can be a barrier to completion for Indigenous students. Similarly, recovery from the impacts of the pandemic on overall academic and personal success of Indigenous students remains a key focus with student support provided through the initiatives as listed below.

Improvements to success and by extension, increased completion rates have been targeted through:
- the cultural and wellbeing support provided by Jumbunna
- the Faculty Indigenous Student Liaison Officer (FILSO) program and network, providing important student support and advocacy at the faculty level

- continued provision of academic support through Jumbunna's Indigenous Tutorial Assistance Scheme (ITAS) with the university contributing to additional academic support, over and above what is received via Federal funding for ITAS
- financial assistance supporting:
  - course fees and other study
  - student accommodation – UTS covers accommodation even for those not eligible for Residential Cost Option, but who would like to live in student housing.

**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 of students who have commenced a degree and completed it within a given period of time.

The total Indigenous student completions by headcount declined by two from 2021 to 2022 (Table 9). Declines in completions for postgraduate research, postgraduate coursework and undergraduate course types were largely off-set by the increase in non-award completions.

*Table 9: Indigenous student completions (by headcount and course level)*

| COURSE LEVEL | 2020 | 2021 | 2022 |
|---|---|---|---|
| Postgraduate research | 3 | 10 | 6 |
| Postgraduate coursework | 15 | 20 | 17 |
| Undergraduate | 55 | 50 | 36 |
| Non-award | 0 | 1 | 20 |
| All levels | **73** | **81** | **79** |

**GRADUATE EMPLOYMENT**

Internships

- Many UTS Indigenous students participate in internships via the CareerTrackers organisation. Increasingly, many more students have opportunities to participate in paid internships and vacation programs as a recipient of a scholarship by an organisation. Access to these types of internships is becoming more popular due to the likelihood of obtaining a graduate position.
- In 2022, 23 Indigenous students registered with CareerTrackers. There were 11 scholarship recipients who took part in an internship program throughout the year.
- The Indigenous student employment programs, funded by the Wingara budget and in conjunction with faculties / units in 2022, includes the Indigenous Cadetship Program for undergraduate and honours students; and the Academic Internship Program for postgraduate students, named: 'Indigenous Academic Development Program'.
- In 2022, Wingara Cadets and Academic Interns were employed in Faculties, including Law and Design, Architecture and Building; and Units such as Jumbunna Institute for Indigenous Education and Research.
- In 2022, the total number of individual students who were employed as fixed-term part-time staff, and funded through the Wingara budget, included the following:
  - Cadetships (Professional/Support) = 0
  - Postgraduate/HDR (Academic Interns) = 10.

- A number of Faculties and Units, including Jumbunna, are also employing students (undergraduates and postgraduates) in casual professional and academic roles as support staff; or ITAS tutors; SPROUTs; or academics; or in fixed-term / part-time support roles.
- In conjunction with the Wingara funds (50% of salary), the Ern MacDonald On-Country Fellow was appointed in September 2021, and the fellowship/scholarship will continue to be funded for a further four years.

**STUDENT OUTCOMES POST-GRADUATION**

Monitoring of Indigenous graduate employment outcomes

UTS monitors closely all graduate employment outcomes, and we pay particularly close attention to outcomes for Indigenous undergraduate students (amongst other cohorts).

All UTS graduates are invited to participate in the national Graduate Outcomes Survey. The data is collected three times per year and reported annually with graduates contacted approximately four to six months after they complete their course.

Table 10 outlines the graduate outcomes for Indigenous undergraduate students who responded to the Graduate Outcomes Survey. Key observations include:
- full-time employment for UTS domestic Indigenous undergraduates increased from 92.3% in 2021 to 100% in 2022
- the median salary for Indigenous graduates (undergraduate cohort) declined from $80,000 in 2021 to $72,000 in 2022
- 22.2% of UTS domestic Indigenous undergraduates continued with full-time study in 2022 after completing their course, which is an increase from 20.0% in 2021.

*Table 10: Graduate Outcomes Survey – Indigenous undergraduate*

|  | **2020** | **2021** | **2022** |
|---|---|---|---|
| In full-time employment | 77.8% | 92.3% | 100.0% |
| Median full-time salary | $68,300 | $80,000 | $72,000 |
| In full-time study following completion of course | 17.6% | 20.0% | 22.2% |

Indigenous alumni

Jumbunna strives to maintain contact with Indigenous alumni and follow their successes. Indigenous alumni are often invited to UTS events, enrichment and development activities, and to join select UTS committees and working groups as appropriate.

UTS recognises the importance of staying engaged with our Indigenous alumni and is 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.

The annual UTS Alumni Awards, which recognise the breadth and depth of UTS's alumni community, and the extraordinary ways in which UTS graduates are contributing to their profession and society as a whole, includes a specific category for Indigenous alumni. In 2022, Clarence Slockee won the Indigenous Australian Alumni Award and Professor Jack Beetson won both the Chancellor's Award for Excellence and the Faculty of Arts and Social Sciences Award.

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

# 4. Regional and remote students

Jumbunna has a number of pathways and financial support mechanisms that have been developed to ensure regional and remote students are able to participate in higher education at UTS. The Jumbunna Pathways program plays a key role in facilitating access for regional and remote students. A key pathway is to the UTS College that provides a range of diploma programs for mainstream students. However, all Indigenous students who are offered a place at UTS College are supported by a fully funded scholarship that covers their HECS debt which includes a stipend (provided by Jumbunna). This is a key initiative that annually supports Indigenous regional and remote students each year.

UTS recognises that financial cost is a significant barrier for Indigenous regional and remote students in participating in higher education, especially to live in a large and expensive city such as Sydney. In addition to the UTS Accommodation Scholarship, UTS offers a range of internal and donor related scholarships to support regional and remote students. Jumbunna, together with mainstream university services, has an emergency support program for students to return to their community as well returning them to campus. This program also includes provision for emergency accommodation, food vouchers, study essentials and equipment.  A number of computers and associated equipment were provided throughout the year, to ensure students are equipped to be successful in their chosen discipline.

The away from base program has a high number of regional and remote students. During 2022 the Business School held a number of regional hubs to deliver teaching and support services to these students.  This is in addition to increased access and prioritisation of the Indigenous tuition program (ITAS). Table 10 overviews the ISSP scholarship data for regional and remove students.

**Table 10      ISSP Scholarship data for remote and regional students[10]**

|  | Education Costs | | Accommodation | | Reward | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | $ | No. | $ | No. | $ | No. | $ | No. |
| A. 2021 Payments | $5,608 | 2 | $5,611 | 1 | $0 | 0 | $11,219 | 3 |
| B. 2022 Offers[11] | $9,000 | 3 | $15,000 | 3 | $0 | 0 | $24,000 | 6 |
| C. Percentage[12] (C=B/A*100) | 160.5 | 150 | 267.33 | 300 | 0 | 0 | 0 | 0 |
| **2022 Payments** | $9,000 | 5 | $15,000 | 4 | $0 | 0 | $0 | 0 |

From 2021 to 2022, regional and remote Indigenous student load for undergraduates decreased (Table 11).

*Table 11: By EFTSL – Regional and Remote Indigenous Student Load (undergraduate)*

|  | 2020 EFTSL | 2021 EFTSL | 2022 EFTSL |
|---|---|---|---|
| *Regional* Indigenous student access (undergraduate commencing and continuing) | 36.771 | 30.833 | 23.437 |
| *Remote* Indigenous student access (undergraduate commencing and continuing) | 7.438 | 8.500 | 3.542 |

In 2022, Jumbunna continued to work closely with selected high schools and communities across NSW despite the decline in the number of regional and remote students taking up offers to UTS. Jumbunna made follow up enquiries with students who chose not to study with UTS and discovered many students continued being hesitant to move to a large city and preferred to remain in their community to either study locally or choose employment opportunities due to rising costs of living.

An additional factor to UTS seeing a decline in enrolment numbers of regional and remote students may be attributed and related to a decline in the enrolment for the flagship away from base program (Bachelor of Business Administration).

Additional investment in marketing and communications assets are being undertaken in 2023.

# 5. Eligibility criteria

## 5.1. Indigenous Education Strategy

**RECONCILIATION STATEMENT AND INDIGENOUS 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-of-university approach that is driven by the Indigenous 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 Policy also empowers the Indigenous Education and Research Strategy 2019-2023 and the Wingara Indigenous Employment Strategy 2019-2023.

**UTS INDIGENOUS EDUCATION AND RESEARCH STRATEGY**

The Indigenous Education and Research Strategy 2019-2023 is the primary Strategy deployed across UTS to address the participation of Australian Indigenous peoples with UTS programs and is publicly available on the UTS website. This Strategy has been in place since 2011 and is thoroughly reviewed at least every four years.

The current Strategy (2019-2023) fully meets the requirements set out under section 13 of the Indigenous Student Assistance Grants Guidelines 2017, as detailed in Table 12 below.

*Table 12: ISAG Guidelines and UTS Indigenous Education and Research Strategy compliance*

| SECTION + REQUIREMENT | COMMENT |
|---|---|
| 13 (a) include key performance indicators | Success indicators are specified in relation to all initiatives under the Indigenous Education Strategy.<br><br>To complement the Indigenous Education and Research Strategy, the University as a whole set Indigenous participation, success and retention targets in its Corporate Plan. Overall percentage targets are set at institutional level. These are monitored as part of the annual performance report to UTS Council. |
| 13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards | The Indigenous Education and Research Strategy 2019-2023 meets this criterion by virtue of the following targets it sets for the University:<br>Initiative 3.3 - Achieve an overall Indigenous student participation rate of two per cent (approximately 750 students) by 2023, and associated success indicator 3.3.5 (Each faculty will achieve 2% Indigenous student participation by 2023. Faculties with Indigenous student participation rates at 1.5% or above at 2018 are required to achieve at least a 1% increase above their 2018 participation figure by 2023).<br>Initiative 3.4 Achieve parity between Indigenous and domestic non-Indigenous student success, retention and completion rates by 2023, supported by success indicators that relate to increasing academic, cultural, financial and personal support for Indigenous students, as well as building faculty capacity to provide academic support to Indigenous students. |
| 13 (c) facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices | The Indigenous Education and Research Strategy 2019-2023 meets this criterion by virtue of the following initiative: 3.5 Progress development of a nationally significant Indigenous Graduate Attribute.<br><br>The associated success indicator 3.5.1 requires all faculties to develop an Indigenous Graduate Attribute implementation plan that sets out the faculty's approach to fully implementing the Indigenous Graduate Attribute.<br><br>The Indigenous Graduate Attribute project is overseen by the Pro Vice-Chancellor (Indigenous Leadership and Engagement), with Associate Deans/Directors (Indigenous) within faculties assisting the Deans in monitoring the IGA at faculty level. The Teaching and Learning Committee, Academic Board, and the Vice-Chancellor's Indigenous Strategies Committee all receive reports relating to the Indigenous Graduate Attribute, and IGA questions are built into central curriculum and course accreditation and approval processes. |
| 13 (d) include activities for *students* and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the | This requirement is partially satisfied by the initiatives and success indicators outlined in the response to section 13 (c) above. |

| SECTION + REQUIREMENT | COMMENT |
|---|---|
| diversity of circumstances of Indigenous people in Australia | It is further satisfied by the following statements and objectives in the Indigenous Policy, which applies to all staff and students at UTS:<br><br>4.4 The UTS commitment to Indigenous education extends to providing our community of international students, scholars and staff with the opportunity to gain an understanding of Indigenous Australians.<br><br>4.10 UTS is committed to the development of Indigenous professional competency among its non-Indigenous staff.<br><br>4.14 develop Indigenous competency among its students by creating an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians<br><br>4.18 encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS<br><br>4.21 offer non-Indigenous staff at all levels the opportunity to learn about Indigenous Australia, improve their cultural understanding, and undertake training to build their Indigenous professional competency.<br>4.28 UTS will seek either a Welcome to Country or give an Acknowledgement of the Traditional Owners at all significant UTS events where appropriate. Refer to the Guiding Principles for Welcome to Country and Acknowledgement of Country.<br>4.29 In affirming Indigenous culture and identity, and in recognising the wisdom, knowledge and special status of Elders within Indigenous communities, UTS will seek to engage with Indigenous Elders in the advancement of Indigenous education, research and employment at UTS.<br>4.30 UTS will permanently display the Australian National Flag and the Aboriginal and Torres Strait Islander flags beside each other in a prominent location on the UTS campus. The flags will also be displayed in a prominent position at all significant UTS events.<br>4.31 All Indigenous students, with prior approval from the Pro Vice-Chancellor (Indigenous Leadership and Engagement) or nominee, are able to graduate wearing elements of academic dress that have Indigenous cultural relevance and that celebrate their Indigenous identity. This also applies to Indigenous staff forming part of the academic procession at graduation ceremonies. |

**IMPLEMENTATION OF INDIGENOUS EDUCATION AND RESEARCH STRATEGY 2019-2023**

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 Executive 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 and Research Strategy (see the second and third columns of the table for in Section 3 of the Strategy).

In this context, the following definitions are used:

- Implementation Team: means senior staff who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each key success indicator.

- Executive Accountability: means senior staff (including members of the university's Senior Executive and faculty executive) who have a strategic accountability and/or ultimate responsibility for the achievement of the key success indicator.

**EVALUATION OF INDIGENOUS EDUCATION AND RESEARCH STRATEGY 2019-2023**

The initiatives, success indicators and overall effectiveness of the Strategy are evaluated as needed following annual reporting (see subheading below on reporting), and as part of a holistic review process every four years.

As the current strategy concludes in 2023, phase 1 of the review/rewriting for next strategic period commenced in 2022 and will be continued throughout 2023. This 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 to address progress on the initiatives and success indicators under the Indigenous Education and Research 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 with questions invited from Board members.

A copy of this report may be supplied on request, but 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 1–3 of this report.

Under the University's Indigenous Policy, Faculties are required to report 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.

**Faculty Strategic Engagement**
In support of the objectives of the UTS Indigenous Policy and the Indigenous Education and Research Strategy, the following four initiatives are also implemented to drive achieving the objectives at the faculty level.

- *Faculty Association Deans (Indigenous)* – each faculty has a dedicated Associate Dean (Indigenous) role to support the implementation of the various strategies. Five of the seven faculties had coverage of these roles in either full-time or fractional capacity in 2022.

- *Faculty Indigenous Action Plans* – these plans were finalised in 2021 and they set out the specific activities to meet the targets under UTS's education/research and employment strategies.

- *Faculty Indigenous Strategies Committees* – these committees oversee the implementation of the Faculty Indigenous Action Plans.

- *Faculty Indigenous Student Liaison Officer Program* – as noted above, the Officers support the meeting of the targets under the Indigenous Education and Research Strategy. All faculties have at least one Officer.

**Indigenous knowledge in curricula, graduate attributes, and teaching practices**

Please refer to section 2 on Indigenous Student Cultural Competency all information on Indigenous knowledge in curricula, graduate attributes, and teaching practices.

**Promote Cultural Competency in Indigenous Cultures**

The promotion of Indigenous cultures for students and staff are described in the various initiatives listed in section 2 including the Indigenous Graduate Attribute (students) and the AIATSIS Core Cultural Training (for staff).

## 5.2.    Indigenous Workforce Strategy

**EVALUATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2019-2023**

The initiatives, success indicators and overall effectiveness of the Wingara Strategy are evaluated as needed following quarterly and annual reporting (see subheading below), and as part of a holistic review process every four years.

As the current strategy concludes in 2023, phase 1 of the review/rewriting for next strategic period was commenced in 2022 and included consultation with senior staff, Indigenous committees, and the Governance Support Unit's Senior Advisor Governance and Policy. Further work will continue in

2023 to update the Strategy which will include continued consultation, development of an implementation plan and approvals sought from the relevant governance Committees.

**REPORTING AGAINST STRATEGY TARGETS AND MILESTONES**

Throughout the year, the key initiatives within the Wingara Strategy are reported on at the Wingara Indigenous Employment Committee, the Vice-Chancellor's Indigenous Strategies Committee, and the Vice-Chancellor's Indigenous Advisory Committee.

A detailed progress report is provided at the end of each year to address progress on the initiatives and success indicators under the Wingara Strategy. This report is compiled in consultation with all relevant stakeholder groups and the implementation team specified for each success indicator.

The annual progress report on Indigenous employment 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. Progress on Indigenous employment by each division and Faculty head is also addressed at the University Leadership Team meetings, which is attended by the Pro Vice-Chancellor (Indigenous Leadership and Engagement). A copy of the annual progress report may be supplied on request, as it is generally not published outside the University.

The University also reports against Indigenous employment numbers in its annual performance report to the UTS Council.

**EMPLOYMENT OF ABORIGINAL AND/OR TORRES STRAIT ISLANDER IN SENIOR POSITION**

UTS appointed an identified Aboriginal person, Professor Michael McDaniel AO, as Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016. In November 2022, Professor McDaniel was appointed to a newly created senior role – Special Advisor to the Vice-Chancellor, Major Indigenous Priorities in recognition of the continuously growing Indigenous agenda at UTS. Professor Robynne Quiggin was appointed as Interim Pro Vice-Chancellor (Indigenous Leadership and Engagement) and Executive Director, Jumbunna Institute for Indigenous Education and Research.

The Wingara Indigenous Employment Strategy 2019–2023 includes a provision for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor, Deputy Vice-Chancellor, or equivalent.

UTS has a strong record in relation to Indigenous senior academic leadership. In addition to the PVC (Indigenous Leadership and Engagement) and the Special Advisor to the Vice-Chancellor, Major Indigenous Priorities, UTS has appointed Associate Deans (Indigenous) and senior academics in each faculty and the Jumbunna Institute for Indigenous Education and Research. UTS has a significant Indigenous professoriate with 20 Professors and Associate Professors.

**PROGRESS TOWARD INDIGENOUS WORKFORCE TARGET OF 3%**

UTS continues progress towards the target of 3% including recovery from the impact to Indigenous staffing numbers due to the pandemic.

From 31 March 2022 to 31 December 2022, the head count number of:

- Fixed-term and continuing Indigenous staff increased from 64 to 69

- Fixed-term and continuing Indigenous academic staff increased from 38 to 41

- Fixed-term and continuing Indigenous professional staff increased from 26 to 28

- Indigenous casual staff decreased from 28 to 20.

| As at 31 March 2022 (as reported to Government) | As at 31 December 2022 |
|---|---|
| 38 academic staff | 41 academic staff, which includes 20 professorial appointees |
| 26 professional staff, which includes 3 senior managers | 28 professional staff, which includes 3 senior managers |
| Fixed term and continuing head count: 64 | Fixed term and continuing head count: 69 |
| 28 casual staff | 20 casual staff |
| Total headcount: 92 | Total headcount: 116 |

In progressing to the Indigenous workforce target of 3%, UTS Faculties and Divisions have Indigenous Employment Action Plans, in which they detail their commitment to the UTS 3% target in their relevant areas. The Plans include the number of, and levels of positions for recruitment of Indigenous staff from 2022-2023.

To increase the number of Indigenous employees at UTS, the Office of the PVC (Indigenous Leadership and Engagement), in partnership with the People Unit, launched an Expression of Interest (EOI) process in February 2022. From February to December 2022, UTS received 23 applications from Indigenous people joining the EOI program. The applicants have their qualifications and employment experience actively matched against suitable positions that arise. Progress has been positive with two Indigenous candidates placed in roles at UTS in 2022. The EOI process is being utilised in 2023.

The UTS Academic Development Internship and Cadetship Program has been successful in preparing Indigenous students to be future employees in higher education. In 2022, 10 Indigenous higher degree research students were employed in part-time fixed-term roles across UTS whilst completing their studies. The UTS Indigenous Employment website also promotes the employment opportunities and application processes for undergraduate and postgraduate students.

By the end of 2023, UTS aims to achieve its commitment for a 3% target of its workforce to be of Aboriginal and Torres Strait Islander descent. As at the end of 2022, UTS was at approximately 1.9% Indigenous staff participation for continuing and fixed-term roles, up from 1.7% at the end of 2021.


**PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT**

The UTS Indigenous Employment website:

- promotes staff development programs to UTS Indigenous staff
- includes application processes for professional development.


Due to the impacts of the pandemic, funding was not available in 2022 for academic professional development activities. However, staff were advised of online webinars on Indigenous research topics, in which Indigenous academic staff, professional staff and HDR students participated as well as opportunities to present papers on research topics at conferences.

The easing of restrictions also supported staff participation at various face-to-face networking events and conferences such as the World Indigenous Peoples' Conference on Education (Adelaide,

September 2022) and UTS's Indigenous Higher Education Curriculum Conference (Sydney, November 2022).

## 5.3.    Indigenous Governance Mechanism

The primary Indigenous governance mechanism at UTS is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)), who is also the Executive Director, Jumbunna Institute for Indigenous Education and Research (which conducts Indigenous recruitment and outreach, and provides student services, academic and pastoral support to Indigenous students). The PVC (ILE) is supported by the Director, Indigenous Students and Community Engagement, Jumbunna, who discusses with the PVC (ILE) the allocation of ISSP funding. This satisfies the requirements of section 11 (b) of the Indigenous Student Assistance Grant Guidelines 2017.

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.

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, 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 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 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 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. In 2022, there was one internal member of UTS Council (elected by and from the University's academic staff). The Indigenous member of Council also chairs the Vice-Chancellor's Indigenous Advisory 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 University Leadership Team, Senior Leaders Group, and the Vice-Chancellor's Social Justice and Inclusion 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 Indigenous Research Advisory Panel provides specific advice to applicants proposing to conduct research with Aboriginal and Torres Strait Islander people. The majority of this Panel is 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 internal Indigenous member of UTS Council on behalf of the Vice-Chancellor or by a Chair appointed by the Vice-Chancellor is there is no Indigenous member of Council

- [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:

  - [Indigenous Research Committee](#) – co-chaired by the Associate Dean (Indigenous Research) and the Deputy Vice-Chancellor (Research)

  - [Wingara Indigenous Employment Committee](#) – chaired by the Pro Vice-Chancellor (Indigenous Leadership and Engagement).

  - [Indigenous Teaching and Learning Committee](#) – chaired by the Pro Vice-Chancellor (Education and Students).

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

Indigenous representation generally on committees has increased significantly since the implementation of the Indigenous Policy in 2011 as detailed in Table 19. Indigenous representation has had a marginal decrease in representation from 2021 to 2022 declining from 122 to 121.

*Table 19: Increase in Indigenous committee participation 2011–2022*

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

| Year | Governance structure | # |
|------|---------------------|---|
| 2021 | Council & its committees | 2 |
| | Academic Board & its committees | 6 |
| | Management committees | 14 |
| | Indigenous Research Advisory Panel | 6 |
| | Indigenous committees | 43 |
| | Indigenous Residential College Steering Committee and working groups | 38 |
| | Indigenous Leadership Network | 11 |
| | **TOTAL** | **121*** |

**\*Note**: the total figure is likely significantly higher, as the above table does not include Indigenous representation on Faculty boards and Faculty committees.

### 5.3.1. 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 2022 Indigenous Student Success Program Report.

2 June 2023

**Professor Robynne Quiggin**
Interim Pro Vice-Chancellor (Indigenous Leadership and Engagement)
Executive Director, Jumbunna Institute for Indigenous Education and Research
Univerity of Technology Sydney

# Additional information for completing the template

[1] This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

[2] This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

[3] Include payments to all enabling students, including remote and regional students.

[4] Include payments to all undergraduate students, including remote and regional students.

[5] Include payments to all postgraduate students, including remote and regional students.

[6] Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

[7] Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

[8] Record only hours of instruction received by the students (do not include staff planning or organising time).

[9] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

[10] Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

[11] Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

[12] This data confirms the university's compliance with Section 21(3) of the Guidelines.

# Indigenous Student Success Program
# 2022 Financial Acquittal

**Organisation** | University of Technology Sydney

## 1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) [1]

| Item | ($) |
|---|---|
| A. ISSP Grant 2022 [2] | $1 771 091 |
| B. Other ISSP Related Income | $0 |
| Interest earned/royalties from ISSP funding [3] | $0 |
| *If no interest has been earned briefly state why* | |
| The university is required to maintain a level of liquidity for its daily operations and in many cases (including ISSP funded programs) expenditure occurs before grant income is received therefore the funds are kept within the University transacting account and we do not allocate out the interest to individual grants. Furthermore, we do not allocate interest to the ISSP funds because we also do not charge any overhead costs (e.g. building and occupancy costs, electricity, bank fees etc). | |
| Sale of ISSP assets | $0 |
| **2022 ISSP Grant Income (excluding rollovers)** | **$1 771 091** |

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST)[4]

| Item | ($) |
|---|---|
| A. Other non-ISSP funds [5] | |
| Other funding provided under HESA[6] | $0 |
| Other Commonwealth Government funding | $174 168 |
| Funds derived from external sources[7] | $21 269 |
| UTS Funding (expense allocation from total UTS income) | $2 873 936 |
| **Total of other non-ISSP funds for 2022** | **$3 069 373** |

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) [8]

| Item[9] | Actual ISSP ($)[10] |
|---|---|
| Scholarships from flexible ISSP funding | $183 910 |
| Salaries for staff working on ISSP activities[11] | $1 403 545 |
| Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components) | $183 636 |
| Travel – domestic (airfares, accommodation & meals) | $0 |
| Travel – international (airfares) | $0 |
| Travel – international (accommodation and meals) | $0 |
| Conference fees and related costs[12] | $0 |
| ISSP Asset purchases made during 2022[13] | $0 |
| **A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)** | $1 771 091 |
| **B.** Unexpended 2022 ISSP funds *approved* for rollover into 2023 grant year[14] | *$0* |
| **C.** Unexpended 2022 ISSP funding to be *returned* to the NIAA | *$0* |
| **2022 ISSP funding committed (A + B + C) [15]** | **$1 771 091** |

## 2. Rollovers
Table 2 Rollovers [16]

| | Project Funds Rolled over ($) | Project Funds Expended/committed [17] ($) | Excess Option 1: Unspent funds to be rolled into 2023[18] ($) | Excess Option 2: Unspent funds to be returned to the NIAA [19] ($) |
|---|---|---|---|---|
| | | | *The two options below should total unspent funds for that line* | |
| 2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds | $0 | $0 | $0 | $0 |
| 2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds | $0 | $0 | $0 | $0 |
| Unexpended 2022 Funds (From Table 1c, Rows B and C) | | | $0 | $0 |
| Total funds approved for rollover into 2023 or to be returned[20] | | | $0 | $0 |

## 3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022[21]

| | |
|---|---|
| 1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the *Higher Education Support Act 2003* [22] | $0 |
| 2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) | $0 |
| Amount remitted: $<br>Date remitted:   /   / | Amount remitted: $<br>Date remitted:   /   / | Amount remitted: $<br>Date remitted:   /   / |

## 4. ISSP Assets

Table 4a ISSP Assets inventory [23]

| Asset Description/ category | Adjustable Value[24] | ISSP contribution[25] |
|---|---|---|
| N/A | | |
| | | |

Table 4b ISSP Assets - purchases during 2022 [26]

| Asset Description/ category | Purchase Value | ISSP contribution |
|---|---|---|
| N/A | | |
| | | |

Table 4c ISSP Assets - disposals during 2022

| Asset Description/ category | Adjustable value | Disposals/ Sale Price[27] | ISSP component[28] | Disposals Age[29] |
|---|---|---|---|---|
| N/A | | | | |
| | | | | |

## 5. Endorsement of the Financial Acquittal[30]

2022 Financial Acquittal supported and initialled by authorised officer:

Name: Peter Matruglio

Title: Interim CFO

Phone: 02 9514 4667     Email: Peter.Matruglio@uts.edu.au

Signed: *[signature]*     Date: 26.05.2023

# INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

*Complete this certification after reading the completed 2022 Performance Report and 2022 Financial Acquittal for the Indigenous Student Success Program.*

I certify that:

(i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003;* and

(ii) the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

(iii) the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and

(iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003.*

I understand that:

(i) the Minister or the Minister's delegate may seek further information to support this certification; and

(ii) the information contain in this report may be shared with Universities Australia; and

(iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999;* and

(iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

**Certification recommended by the university's Indigenous Governance Mechanism:**

| | |
|---|---|
| Name: | Professor Robynne Quiggin |
| Title: | Pro-Vice-Chancellor (Indigenous Leadership and Engagement) |

| Signed: | *[signature]* | Date: | 26.05.2023 |
|---|---|---|---|

**Certification made by Vice-Chancellor or equivalent delegate[31]:**

| | |
|---|---|
| Name: | Professor Vicki Chen |
| Title: | Provost and Senior Vice-President |

| Signed: | *[signature]* | Date: | 02-JUN-2023 |
|---|---|---|---|

# Additional information for completing the template

[1] The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.

[2] Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.

[3] Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.

[4] Please estimate the funds available if exact amounts are not known.

[5] Please insert additional lines if the listing below do not suit your university's arrangements.

[6] Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

[7] Examples of other funding are philanthropic donations, other student payments, business income etc.

[8] Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.

[9] Please insert additional lines if the listing below do not suit your university's arrangements.

[10] List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).

[11] If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

[12] Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

[13] Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of $5,000 or more.

[14] This should match the figure in Table 2.

[15] This figure should equal the Grand total in Table 1a

[16] All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.

[17] For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.

[18] This is the amount of the rollover not expended that has been approved to be rolled over into 2023.

[19] This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.

[20] Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.

[21] If GST is not paid to you, do not complete Table 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.

[22] This amount is stated on your Recipient Created Tax Invoices (RCTIs).

[23] Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

[24] Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2022.

[25] The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).

[26] Include any assets purchased during 2022 using ISSP funding that are valued over $5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.

[27] Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

[28] The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.

[29] Where groups of assets are disposed of, an average age can be provided.

[30] Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

[31] For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.