

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 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 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.

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 life, education and work experience.

In 2018, there were 152 initial applications for entry into the 2019 Jumbunna Pathways Program, an increase from 2017 where there were 124 initial applications for entry into the 2018 Jumbunna Pathways Program.

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 2018, 86 students commenced study via this pathway. These students continue to receive learning support throughout their studies.

➤ *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.

In 2018, 5 students completed study through Unistart and all 5 were offered places in UTS degrees in 2019.

➤ *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.

In 2018, 4 students undertook diploma studies through this Program.

➤ *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**

In 2018, the reach of Jumbunna Institute's recruitment and outreach program extended to:

- 8,347 direct contacts with Indigenous primary and secondary students
- 20,000 indirect contacts Indigenous community members
- contact with 800 parents, care givers and Indigenous community members
- contact with 300 school teachers, career advisors and Aboriginal Education Officers

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

- tracking the number of 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.

A detailed account of initiatives and impact is detailed in Table 1 below.

**Table 1 Outreach Program Activities – Initiative And Engagement Reach**

Initiative	Engagement reach
<b>Schools Outreach</b>	In 2018, the Jumbunna Institute Outreach team engaged with 121 local and interstate high schools, visiting 50 in person, and receiving over 119 applications for the Jumbunna Pathways Program as a direct result of those contacts.
<b>Careers markets and Fairs</b> participation in Indigenous and non-Indigenous markets across the State.	As a priority Jumbunna has established strong relationships with key feeder schools and community organisations across the state to promote UTS and the Jumbunna Pathways program. These are an important means of communicating with the large Indigenous gatherings for economies of scale. In 2018, the Outreach team travelled to key communities in NSW and NT attending several careers markets and visiting community organisations in 18 key rural areas. They participated in the following expos and other key events: <ul style="list-style-type: none"> <li>• Shoalhaven Careers Expo</li> <li>• Central Coast Careers Expo</li> <li>• Western Sydney Careers Expo</li> <li>• South western Sydney Careers Expo</li> <li>• Canberra Careers Expo</li> <li>• Sydney Area Health Expo</li> <li>• Various NAIDOC Week events</li> <li>• NSW Aboriginal Rugby League Knock Out</li> <li>• Kari Aboriginal Resources Careers Market</li> <li>• UTS Open Day</li> <li>• UTS Info Day.</li> </ul>
<b>Increased teacher, school and community capacity</b>	Over several years, Jumbunna has been building a relationship with the Department of Education and Communities in Sydney and southern Sydney regions. 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

Initiative	Engagement reach
	Awards, Indigenous Literacy Week 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.
<b>Galuwa: NT-</b> 5-day residential experience exposing students to higher education, career outcomes and life in Sydney.	This is the second year that Jumbunna hosted a group of student from the Northern Territory. 40 students from three high schools participated between years 10 to 12. Participants undertook a range of workshops across the engineering and information technology, landscape architecture, sport and exercise science, law and business disciplines over four days.  As a result of the Galuwa on-campus experience 90% are considering university as an option for their future. A further 100% of respondents agreed that the Galuwa on-campus experience has motivated them to work harder and focus more on studies.
<b>Engineering and IT: Galuwa:</b> a 5-day residential and on-campus experience exposing students to Engineering and IT study and career outcomes.	28 Indigenous students undertook workshops and site visits across the engineering and information technology disciplines. 100% of survey respondents agreed that the experience has encouraged them to go to university, particularly UTS, with 85.7% indicating that they understood what course they would like to study now (compared to 28.5% at the beginning of the program).
<b>Design, Architecture and Building: Galuwa:</b> a 5-day residential and on-campus experience exposing students to Visual Design and Animation study and career outcomes.	The Galuwa: DAB Experience program was held over five days with participants from all across Australia. All regional based students were accommodated at the National Centre for Indigenous Excellence. The DAB Galuwa program has now completed its roll out to all 10 undergraduate degrees in the Faculty. The program has grown in scale from 32 participants in 2016 to 54 in 2017 and in 2018 a record 70 participants from across 32 schools. In 2018, 55% of participants were from outside Sydney, due to a greater awareness of the program.
<b>Jumbunna Boarding School Dinner:</b> annual dinner for boarding school students across the state to learn more about Sydney based universities. Jumbunna is the major university partner and plays host to the event each year held in The Great Hall.	For the fifth year in a row Jumbunna has been the major sponsor and has played host for the AIS / Jumbunna Boarding School Dinner. The 2018 dinner saw 75 students from Years 9-12 attend, from schools across NSW. As a result of this engagement, Jumbunna saw applications for study in 2019.
<b>UTS: Arts Education and Outreach:</b> UTS ART works in collaboration with Jumbunna	For a little over three years, Jumbunna has been a keen supporter of the UTS Arts education and outreach program. Many initiatives such as Indigenous

Initiative	Engagement reach
to create opportunities for UTS staff, students, the external community and school students to gain knowledge of Indigenous Australia.	<p>Literacy Day, curation of the many Indigenous art exhibitions etc are run in collaboration between Jumbunna and the Arts Education team.</p> <p>This year saw the Art Education team curate a collection by Emily McDaniel named Void. This included internship opportunity for a current student, 3 x yarnning circles, a curator's talk, 4 x high school workshops, 6 x workshops for Indigenous Literacy Week and a public lecture panel. In total the program hosted 32 events with 621 program attendees and created 7 internship opportunities (1 Indigenous and 6 non-Indigenous).</p>
<b>Indigenous Literacy Week</b>	In 2018 Jumbunna with UTS Arts and the UTS Library piloted a three day program for students from years 4-6 and 7-9. The program included a workshop developed and facilitated by one of our Indigenous education students.
<b>Partnerships and Community Engagement</b>	In 2018 UTS and Jumbunna continued mutually beneficial partnerships with a number of external organisations and foundations. A key element of these partnerships is cohosting major events, awarding of scholarships, providing on-campus experience and strengthening relationships with identified communities with specific higher education aspiration.
<b>NAIDOC Week community engagement</b>	Jumbunna participated in local NAIDOC events including our first on campus event which hosted 60 students and staff.
<b>Marketing collateral and promotion</b>	In 2018, the development of new print material was kept to a minimum as a digital (online) and social media strategy was the priority. 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 roll out has provided a more sophisticated approach for Jumbunna to communicate with an ever-increasing technology savvy audience.
<b>Digital and Social Media platforms</b>	<p>Jumbunna has invested significantly with enhancing its online and digital presence to aid outreach activities. Jumbunna has developed a more sophisticated approach to engaging with Facebook, Twitter and Instagram; all mediums have increased their <i>Likes</i> and <i>Followers</i>. The Jumbunna Facebook page has increased traffic from 1241 <i>Likes</i> in January 2017 to 1390 at the end of December 2018. Visit Jumbunna's FB site: <a href="https://www.facebook.com/UTSJumbunnaHL/">https://www.facebook.com/UTSJumbunnaHL/</a></p> <p>Similarly, Jumbunna's Twitter account is performing with great success. There are currently 1434 Followers, up from 1417 at the beginning of the year. Visit Jumbunna's twitter feed: <a href="https://twitter.com/UTSJumbunnaHL">https://twitter.com/UTSJumbunnaHL</a></p> <p>Jumbunna has begun to engage more actively with Instagram and there are currently 251 followers up from 233 in 2017. Jumbunna is actively encouraging students to upload photos and to be very much a student</p>

Initiative	Engagement reach
	driven platform. Visit Jumbunna's Instagram page at <a href="https://www.instagram.com/jumbunnaihl/">https://www.instagram.com/jumbunnaihl/</a>

### **Funding for initiatives**

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 2018, the entire Indigenous Student Success Program funding was allocated to Jumbunna to support the many services and initiatives delivered throughout the year.

### **UTS INDIGENOUS STUDENT ACCESS DATA**

In 2018, there was a slight decline in Indigenous student commencements, as detailed in Tables 2–5 below. This is largely due to a decline in regional commencements, though it should be noted that remote student enrolments increased.

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 2016–2018**

	2016	2017	2018
Indigenous student access (undergraduate and postgraduate)	125	129	114
Non-Indigenous student access (domestic undergraduate and postgraduate)	9869	9709	9763

**Table 3: By headcount – remote/regional Indigenous student commencements 2016–2018**

	MEASURE	2016	2017	2018
Indigenous student access (undergraduate and postgraduate)	Remote	2	2	3
	Regional	15	24	11
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	4	7	5
	Regional	310	289	287

**Table 4: By EFTSL – Indigenous student commencements 2016–2018**

	2016 EFTSL	2017 EFTSL	2018 EFTSL
Indigenous student access (undergraduate and postgraduate)	106.93	108.58	98.16
Non-Indigenous student access (domestic undergraduate and postgraduate)	12,690.62	13,079.43	13,271.08

**Table 5: By EFTSL – remote/regional Indigenous student commencements 2016–2018**

	MEASURE	2016 EFTSL	2017 EFTSL	2018 EFTSL
Indigenous student access (undergraduate and postgraduate)	Remote	2	2	3
	Regional	12	20	9
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	4	5	5
	Regional	256	244	243

## FUNDING

The entire ISSP funding allocation is given 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 (2018 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.

#### 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: 2018 Scholarships breakdown**

**Note:** the number of students assisted is reported by EFTSL, for greater accuracy.

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No. (as EFTSL)	\$	No. (as EFTSL)	\$	No.	\$	No. (as EFTSL)
From Regional/ Remote- undergraduate			\$20,081.25	3.75			\$20,081.25	3.75
From Regional/ Remote- postgraduate								
Undergraduate (non- regional/remote students)	\$87,639	32.75					\$87,639	32.75
Post-graduate (non- regional/remote students)	\$2,676	1					\$2,676	1
Other								
<b>TOTAL</b>	<b>\$90,315</b>	<b>32.75</b>	<b>\$20,081.25</b>	<b>3.75</b>			<b>\$110,396.25</b>	<b>37.5</b>

**Table 7: Total value of scholarships awarded 2018**

Value of Scholarships <u>awarded</u> by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	\$10,552.00*
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	\$20,081.25

\* **Note:** the \$13,189.00 figure for the 2017 academic year – as quoted in the 2017 ISSP Report – has been revised following a cross-check of student acceptances vs initial offers.

## 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.

### ***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.

### ***HDR Student Recruitment and Support***

Jumbunna recognises the challenges that can arise when embarking on the journey of a higher degree research (HDR) program. In 2018, Jumbunna created a new continuing position of Coordinator, Indigenous HDR. In addition to promoting HDR opportunities to prospective Indigenous students, this senior Indigenous academic assists prospective students with the application process for Higher Degrees by Research and assists Indigenous HDR students to access scholarships and employment opportunities.

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 rates have improved slightly since 2017 (see Table 8 below). The overall Indigenous student retention rate has declined slightly in 2018 (see Table 9), though this is largely confined to postgraduate coursework retention (which declined by 20.8% from 2017 to 2018 – Jumbunna Institute is investigating the cause of this decline). Undergraduate retention has remained stable, at 81%.

The Indigenous Higher Degree by Research retention rate declined fractionally in 2018 (0.7%), but it was 9.8% higher than the retention rate of non-Indigenous higher degree by research students, which declined by 2.9% in 2017 (see Table 10).

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

	2016	2017	2018
Indigenous success (undergraduate and postgraduate)	82.6%	82.8%	84.0%
Non-Indigenous success (undergraduate and postgraduate)	92.2%	92.1%	92.6%

**Table 9: Indigenous student retention rates 2016–2018 (all course levels)**

	2016	2017	2018
Indigenous retention (undergraduate and postgraduate)	78.5%	81.3%	79.6%
Non-Indigenous retention (undergraduate and postgraduate)	86.9%	86.7%	86.9%

**Table 10: Indigenous higher degree by research retention**

	2016	2017	2018
Indigenous HDR retention	93.3%	95.0%	94.3%
Non-Indigenous HDR retention	84.5%	87.4%	84.5%

## 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 2018 (biennial) staff survey, 90% of respondents agreed that UTS commits to supporting Indigenous student/staff success. A further 93% of respondents indicated that they personally 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 Summer 2018 intake for this subject was 500 students, a 107% increase on the same time in 2017 where 242 students were 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.

2018 was the final year of Phase 1 (initial roll-out) of the IGA project, led by the Centre for the Advancement of Indigenous Knowledges. IGAs are well on the way to being embedded in all faculties and courses across the university. CAIK provided intensive support to faculties in relation to the IGA project, and in 2018 ran workshops for executive staff, program coordinators and teaching staff involved in IGA implementation, along with publishing scholarly papers and disseminating research at conferences. From 2019, oversight for the IGA project in its next phase, will pass to the Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement).

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, and official UTS publications contain an Acknowledgement of the Traditional Owners. The Aboriginal and Torres Strait Islander flags are also 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 (2018 BREAKDOWN)

**Table 11: Tutorial and student support provided in 2018**

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	99	4215.75	
	Post graduate	1	9	
	Other			
	<b>total</b>	<b>100</b>	<b>4,224.75</b>	<b>\$401,601.37</b>
Indigenous Support Unit or other Indigenous student support activities		107	2,000 – an additional 1,430 individual consultations provided to students	
1. Jumbunna Learning	Undergraduate student on and			

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Development Program	individual and group tuition and assistance		across all levels	
2. HDR Student Liaison and Support Program	Postgraduate and HDR student support			
3. Faculty Liaison Program	All Indigenous students			
	<i>total</i>	<b>107</b>	<b>3,430</b>	

### 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 28.6% increase in completions from 2017 to 2018.

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

<b>COURSE LEVEL</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Postgraduate research	2	1	3
Postgraduate coursework	7	10	9
Undergraduate	27	39	51
All levels	<b>34</b>	<b>49</b>	<b>63</b>

## **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.

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 Startups (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 2018 Graduate Outcomes Survey, UTS achieved pleasing results in Indigenous graduate employment, with a rate of 83.3% overall employment for Indigenous graduates (undergraduate and postgraduate combined). The Indigenous undergraduate overall employment rate was 88.9%, higher than that of non-Indigenous domestic students (87.4%).

### ***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 2018, two of our Indigenous alumni and one current Indigenous student accompanied the Vice-Chancellor, the Pro Vice-Chancellor (Indigenous Leadership and Engagement), other senior Indigenous and non-Indigenous staff, and key external partners to the Garma Indigenous Festival in the Northern Territory.

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

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 2019–2023 strategic period. The end date of the 2015–2018 version of the Strategy has been extended until 30 June 2019, or until the 2019–2023 Strategy commences, whichever is the earlier.

The Indigenous Education Strategy 2015–2018 – current during the reporting period – fully meets the requirements set out under section 13 of the [Indigenous Student Assistance Grants Guidelines 2017](#), as detailed in Table 13 below. **Note:** the sections quoted in Table 13 refer to the Guidelines as in force up to 17 December 2018, prior to the 18 December 2018 commencement of the [Indigenous Student Assistance Grants Amendment Guidelines 2018](#).

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				
<p>13 (a) include key performance indicators</p>	<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 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 were 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>				
<p>13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards</p>	<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"> <li>• 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.</li> <li>• 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.</li> </ul> <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="0" data-bbox="798 1702 1452 2000"> <thead> <tr> <th data-bbox="798 1702 1037 1736">Initiative</th> <th data-bbox="1037 1702 1452 1736">Success indicator</th> </tr> </thead> <tbody> <tr> <td data-bbox="798 1747 1037 1904">3.1 Expand the opportunity for students across UTS to gain knowledge of</td> <td data-bbox="1037 1747 1452 2000">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</td> </tr> </tbody> </table>	Initiative	Success indicator	3.1 Expand the opportunity for students across UTS to gain knowledge of	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
Initiative	Success indicator				
3.1 Expand the opportunity for students across UTS to gain knowledge of	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				

SECTION + REQUIREMENT	COMMENT
	<p>Indigenous Australians</p> <p>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 approval process for the development of Indigenous studies subjects and content in curricula</p> <p>a. Introduction of an across-UTS set of standards, protocols and procedures regarding the development and approval of Indigenous subjects and content.</p> <p>3.4 Improve the ability of academic staff to develop students' understanding of Indigenous content and facilitate discussion in tutorials</p> <p>a. Provision of appropriate training for academic staff.</p>
<p>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>	<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,</p>



SECTION + REQUIREMENT	COMMENT
	<p>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 1–3 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. The Vice-Chancellor recently approved the 2019–2023 iteration of the Strategy, which contains ambitious new targets, and will be published on the UTS Policy website:  
<http://www.gsu.uts.edu.au/policies/wingara-strategy.html>.

The 2015–2018 version of the Strategy is current until 30 June 2019, or until the 2019–2023 Strategy is published on the UTS website, whichever is the earlier.

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.

**Note:** the sections quoted below refer to the Guidelines as in force for the majority of the reporting year. That is, the version of the Guidelines in force up to 17 December 2018, prior to the 18 December commencement of the [Indigenous Student Assistance Grants Amendment Guidelines 2018](#). For the 2019 reporting year, UTS will ensure the Wingara Indigenous Employment Strategy complies with the updated provisions.

**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 2015–2018 – current during the reporting period – 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 <a href="#">Objective 1 of the Strategy</a>, 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	
<p><b>For 2018 and subsequent grant years include a plan that:</b></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 Wingara Indigenous Employment Strategy 2019–2023 – recently approved by the Vice-Chancellor and to be published shortly on the UTS policy website – specifies a target of 3% overall Indigenous staff participation target. This target is measured (measured as a percentage of continuing/fixed-term Indigenous vs overall staff FTE, rather than simply by headcount).</p> <p>The 2019–2023 Strategy also goes further by setting 3% (by FTE) Indigenous employment targets individually for faculties and divisions.</p>

SECTION + REQUIREMENT	COMMENT
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>UTS appointed a Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016.</p> <p>While explicit provision for the role was not included in the 2015–2018 version of the Wingara Indigenous Employment Strategy, it has been included in the recently approved 2019–2023 version.</p>

## IMPLEMENTATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY

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)). 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.

Formal accountability is specified for each initiative and success indicator of the Strategy, meaning senior staff (including members of the UTS senior executive and faculty deans/unit directors) have strategic accountability and/or ultimate responsibility for achievement of those initiatives and indicators.

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.

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

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

UTS appointed an Aboriginal man, Professor Michael McDaniel, as Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016.

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.

### INDIGENOUS WORKFORCE TARGET OF 3%

The Wingara Indigenous Employment Strategy 2015–2018 – in force during the reporting year – did not specify an Indigenous workforce target of 3%. The recently approved 2019–2023 of the Strategy, however, specifies a 3% Indigenous employment target, not just for the institution overall, but also for each faculty and division. This target is measured (measured as a percentage of continuing/fixed-term Indigenous vs overall staff FTE, rather than simply by headcount).

Despite not having a 3% Indigenous employment target in place in 2018, UTS increased its Indigenous staff base by 33% between the last Federal Government Indigenous employment reporting deadline of 31 March 2018 and the most recent reporting deadline of 31 March 2019. Table 15 below outlines how UTS has increased Indigenous employment consistently since 2016.

**Table 15 – Indigenous staff increases 31 March 2016–31 March 2019**

Year	2016	2017	2018	2019
Headcount	24	40	48	64

### 5A INDIGENOUS WORKFORCE DATA (2018 BREAKDOWN)

At 31 March 2018, UTS reported a headcount total of forty-eight (48) Indigenous staff. From 1 April 2018 to December 2018 an additional nine (9) Indigenous staff were employed, increasing the number of Indigenous staff to a total of fifty-seven (57).

Indigenous staff were employed across UTS as permanent or fixed-term/part-time academics and professional staff, as recorded in Tables 16 and 17.

Tables 18 and 19 identify the numbers and levels of Indigenous staff by headcount who are employed as academic and non-academic staff. This data is provided separate from position titles, out of privacy considerations.

**Table 16 – 2018 Indigenous staff headcount by UTS faculty/unit/division**

Faculty/Unit/Division	Position	Permanent		Fixed term / Part-time Contract	
		Academic	Non-academic	Academic	Non-academic
Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement)	Pro Vice-Chancellor (Indigenous Leadership and Engagement)			1	

Faculty/Unit/Division	Position	Permanent		Fixed term / Part-time Contract	
		Academic	Non-academic	Academic	Non-academic
Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement)	Manager, Indigenous Employment				1
Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement)	Elder-in-Residence				1
DVCCS MCU.Strategic Communication	Manager, Indigenous Communication				1
DVCES Lib. Scholarly Communication	ATSIDA Coordinator		1		
DVCES Lib. Scholarly Communication	eScholarship Officer				1
DVCCS Reg SAU.Workforce Management	Assistant Services Officer		1		
PROVOST CSJI.Equity and Diversity Unit	Administrative Officer				1
Faculty of Design Architecture and Build	Professor			1	
Jumbunna Institute for Indigenous Education and Research	Director, Research and Academic Programs	1			
Jumbunna Institute for Indigenous Education and Research	Deputy Director, Students and Community Engagement		1		
Jumbunna Institute for Indigenous Education and Research	Senior Researcher			1	
Jumbunna Institute for Indigenous Education and Research	Executive Manager, Jumbunna Research		1		
Jumbunna Institute for Indigenous Education and Research	Administration Coordinator		1		
Jumbunna Institute for Indigenous Education and Research	Senior Researcher			1	
Jumbunna Institute for Indigenous Education and Research	Professor			1	
Jumbunna Institute for Indigenous Education and Research	Industry Professor			1	

Faculty/Unit/Division	Position	Permanent		Fixed term / Part-time Contract	
		Academic	Non-academic	Academic	Non-academic
Jumbunna Institute for Indigenous Education and Research	Coordinator, Indigenous Higher Degree by Research	1			
Jumbunna Institute for Indigenous Education and Research	Academic Intern			1	
Jumbunna Institute for Indigenous Education and Research	Academic Intern			1	
Jumbunna Institute for Indigenous Education and Research	Industry Associate Professor			1	
Jumbunna Institute for Indigenous Education and Research	Senior Researcher	1			
Jumbunna Institute for Indigenous Education and Research	Professor			1	
Jumbunna Institute for Indigenous Education and Research	Academic Intern			1	
Jumbunna Institute for Indigenous Education and Research	Academic Intern			1	
Jumbunna Institute for Indigenous Education and Research	Research Fellow	1			
Jumbunna Institute for Indigenous Education and Research	Research Fellow			1	
Jumbunna Institute for Indigenous Education and Research	Indigenous Outreach and Events Officer		1		
Jumbunna Institute for Indigenous Education and Research	Scholarships Officer		1		
Jumbunna Institute for Indigenous Education and Research	Indigenous Pathways and Outreach Coordinator		1		
Jumbunna Institute for Indigenous Education and Research	Outreach and Events Assistant		1		

Faculty/Unit/Division	Position	Permanent		Fixed term / Part-time Contract	
		Academic	Non-academic	Academic	Non-academic
Jumbunna Institute for Indigenous Education and Research	Indigenous Outreach and Events Officer				1
Jumbunna Institute for Indigenous Education and Research	Indigenous Student Services Officer		1		
Jumbunna Institute for Indigenous Education and Research	Administrative Officer				1
Business Management Discipline Group	Administrative Officer		1		
Business Management Discipline Group	Lecturer	1			
Business. UTS Business School	Administrative Officer		1		
Business. UTS Business School	Manager, Indigenous Programs		1		
Faculty of Law	Professor			1	
Faculty of Law	Academic Intern			1	
Faculty of Law	Research Assistant				1
Faculty of Law					
Faculty of Arts and Social Sciences. Teacher Education	Associate Professor	1			
Faculty of Arts and Social Sciences. Admin Communication School	Administration Officer				1
Faculty of Arts and Social Sciences. Admin Communication School	Administration Officer		1		
Faculty of Arts and Social Sciences. Social and Political Sciences Program	Professor	1			
Faculty of Arts and Social Sciences. Centre for Advancement of Indigenous Knowledges	Director			1	
Faculty of Arts and Social Sciences. Centre for Advancement of Indigenous Knowledges	Professor			1	
Faculty of Arts and Social Sciences. Centre for	Associate Professor			1	



Faculty/Unit/Division	Position	Permanent		Fixed term / Part-time Contract	
		Academic	Non-academic	Academic	Non-academic
Advancement of Indigenous Knowledges					
Faculty of Arts and Social Sciences. Centre for Advancement of Indigenous Knowledges	Administration Officer		1		
Faculty of Health.Sports and Exercise Science	Professor	1			
Faculty of Health.Nursing	Lecturer	1			
Faculty of Health.Nursing	Senior Research Fellow	1			
Graduate School of Health	Lecturer			1	
Graduate School of Health	Senior Resesarcher			1	
Graduate School of Health	Director, Indigenous Programs / Senior Lecturer	1			
Graduate School of Health	Lecturer			1	
Faculty of Engineering and Information Technology	Professor	1			
<b>TOTAL ACADEMIC</b>					<b>33</b>
<b>TOTAL NON-ACADEMIC</b>					<b>24</b>
<b>COMBINED TOTAL (ACADEMIC AND NON-ACADEMIC)</b>					<b>57</b>

**Table 17 – Headcount of positions by work area**

Faculty/Unit/Division	Permanent		Fixed term / Part-time Contract	
	Academic	Non-academic	Academic	Non-academic
Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement)	0	0	1	2
DVCCS MCU.Strategic Communication	0	0	0	1
DVCES Lib. Scholarly Communication	0	1	0	1
DVCCS Reg SAU.Workforce Management	0	1	0	0
PROVOST CSJI.Equity and Diversity Unit	0	0	0	1
Faculty of Design Architecture and Build	0	0	1	0
Jumbunna Institute for Indigenous Education and Research	4	8	11	2

Faculty/Unit/Division	Permanent		Fixed term / Part-time Contract	
	Academic	Non-academic	Academic	Non-academic
Business School	1	3	0	0
Faculty of Law	0	0	2	1
Faculty of Arts and Social Sciences	2	1	0	1
Faculty of Arts and Social Sciences. Centre for Advancement of Indigenous Knowledges	0	1	3	0
Faculty Health	3	0	0	0
Graduate School of Health	1	0	3	0
Faculty of Engineering and Information Technology	1	0	0	0
<b>TOTAL</b>	<b>12</b>	<b>15</b>	<b>21</b>	<b>9</b>

**Table 18 – Non-academic staff numbers by level (excluding casuals)**

Non-academic staff	No of staff
HEW Level 2	-
HEW Level 3	1
HEW Level 4	6
HEW Level 5	6
HEW Level 6	4
HEW Level 7	1
HEW Level 8	1
HEW Level 9 or above	2
SSG	3
<b>Total</b>	<b>24</b>

**Table 19 – Academic staff numbers by level (excluding casuals)**

Academic staff	No of staff
Level E	12
Level D	4
Level C	6
Level B	2
Level A	8
SSG	1
<b>Total</b>	<b>33</b>

## 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”.<sup>1</sup> Professor Michael McDaniel was appointed in 2016 as the University’s inaugural Pro Vice-Chancellor (Indigenous Leadership and Engagement).

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.

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<sup>1</sup> All references to the Guidelines refer to the version in force for the majority of the reporting year. That is, the version of the Guidelines in force up to 17 December 2018, prior to the 18 December commencement of the [Indigenous Student Assistance Grants Amendment Guidelines 2018](#). For the 2019 reporting year, UTS will ensure the Indigenous Governance Mechanism complies with the amended section 11 of the Guidelines.

## **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. As of 1 November 2018, there were two Indigenous members of UTS Council: one external member appointed by UTS Council, and one internal member (elected by and from the University's academic staff). The external Indigenous member of Council currently chairs the Vice-Chancellor's Indigenous Advisory Committee. The internal Indigenous member of Council currently serves on 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 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 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:

- Indigenous Research Committee – chaired by the Deputy Vice-Chancellor (Research)
- Wingara Indigenous Employment Committee – chaired by the Pro Vice-Chancellor (Indigenous Leadership and Engagement).

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

There are further a number of internal management committees that also include substantial Indigenous representation.

Indigenous representation generally on committees has increased significantly since the implementation of the IEEP in 2011 (as detailed in Table 20 below). Indigenous representation has also increased since 2017, when the total number of Indigenous committee members was 50.

**Table 20: Increase in Indigenous committee participation 2011–2018**

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

Year	Governance structure	#
2018	Council & committees	3
	Academic Board & committees	5
	Management committees	15
	Indigenous committees	31
	<b>TOTAL</b>	<b>55*</b>

**Note:** the total figure is likely closer to 65, as it the above table does not include Indigenous representation on Faculty boards and Faculty committees, nor does it include Indigenous staff who attend meetings as advisers, but are not formal members of the committee.

➤ *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 2018 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 – 2018 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 2018 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 2018	1 430 407		
CSP Preserved – ICECS	24 084		
CSP Preserved – ICAS	5 355		
Rollover of funds from previous year Email approval date: .../.../2017	0		
Interest earned/ royalties	0		
Sale of assets	0		
Other Income - HEPPP		389 721	389 721
Other Income – sponsorships		6 185	6 185
Other Income - donations		270 282	270 282
Other Income – research grant		22 500	22 500
(include other categories as appropriate e.g. HEPP for other funds)			
<b>A. Total Income 2018</b>	<b>\$1 459 846</b>	<b>\$688 688</b>	<b>\$2 148 534</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1 288 334	1 035 097	2 323 431
Administration			0
Travel – domestic		181 213	181 213
Travel – international		101 305	101 305
ISSP Asset purchases			0
Conference fees and related costs			0
Rollover of funds for approved activity ^			0
Other - Scholarships	171 512	756 239	927 751

Other – Printing & Office Supplies		11 915	11 915
Other – Staff Development/Training		24 262	24 262
Other – Events & Entertainment		58 314	58 314
Other – Marketing & Advertising		55 238	55 238
Other – Outreach Activities		49 314	49 314
Other - miscellaneous		112 748	112 748
(other major expenditure categories ensuring breakdown sums to total at B below)			
<b>B. Total Expenditure 2018</b>	<b>\$1 459 846</b>	<b>\$2 385 645</b>	<b>\$3 845 491</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>	0		
<b>D. Unexpended Funds to be returned to PM&amp;C</b>	0		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	0		

Note: A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.  
Please delete this box if no roll-over was agreed.

### 3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- 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 2018 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

**5. Financial Acquittal supported and initialled by:**

**Mark Leigh**

(Print name of relevant officer)

**Chief Financial Officer**

(Print position title)

 3/5/19

(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.*

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.


I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme 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) 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
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

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

Name: Professor Michael McDaniel  
Title: Pro Vice-Chancellor (Indigenous Leadership + Engagement)  
Signed:  Date: 8.5.19

**Certification made by Vice-Chancellor or equivalent delegate:**

Name: ANDREW PARFITT  
Title: PROVOST  
Signed:  Date: 7/5/19