

Indigenous Student Success Program

2019 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 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.

At close of business in 2019, Jumbunna had assessed 122 prospective students and 119 were given recommendation; 3 were deemed not ready for tertiary studies. UTS saw increasing numbers of Indigenous students who received mainstream offers from the Universities Admissions Centre totalling 42 students.

➤ *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: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.

➤ *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

A detailed account of Jumbunna Institute's recruitment and outreach program in 2019 – including reach and impact – is detailed in Table 1 below.

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

- tracking the number of applications to study at UTS and the number of application inquiries
- attendance at on-campus experiences
- participation surveys
- feedback from teachers and career advisers.

Table 1 Outreach Program Activities – Initiative and Engagement Reach

Initiative	Engagement reach/impact
<p>Schools engagement: School presentations, workshops and face to face visits</p>	<p>In 2019, Jumbunna made direct contact with 502 Indigenous high school students via school visits.</p>
<p>Careers markets and Fairs participation in Indigenous and non-Indigenous markets across the State.</p>	<p>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.</p> <p>In 2019, Jumbunna attended 11 career markets across the state, with approx. 5,000 Indigenous high school students in attendance.</p>
<p>Increased teacher, school and community capacity</p>	<p>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 Regional Aboriginal Networking Day, Deadly Kids Doing Well 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.</p>
<p>Galuwa: NT- 4-day residential experience exposing students to higher education, career outcomes and life in Sydney.</p>	<p>This is the third year that Jumbunna hosted a group of students from the Northern Territory (NT). 38 students in years 9-12 from across the NT in years participated, undertaking a range of workshops across the engineering and information technology, landscape architecture, sport and exercise science, law and business disciplines over four days. Jumbunna also provided activities for the students to experience the city of Sydney that included a bus tour and visits to other key Sydney attractions. Key sponsors and partners, provided an interactive workshops at their premises. These workshops included visiting a Law firm, pet insurance company and aeronautical engineering firm. The program concluded with a graduation dinner sponsored by the City of Sydney Rotary Club held at the Australian Museum.</p> <p>In the post program survey, 100% of respondents agreed that they would recommend a Galuwa on-campus experience to their friends or family. As a result of the experience, 78.9% of respondents are considering university as an option for the future. A further 73.6% of respondents agreed that the Galuwa on-campus experience has motivated them to work harder and focus more on studies.</p>
<p>Engineering and IT: Galuwa: a residential and on-campus experience exposing students to Engineering and IT study and career outcomes.</p>	<p>In 2019, 27 students participated in the program, which included workshops across the engineering and information technology disciplines, plus several industry site visits. 100% of participants agreed that the experience had been beneficial and had:</p> <ul style="list-style-type: none"> • encouraged them to want to go to university, particularly UTS • helped them understand what they needed to gain entry to UTS, and • provided them greater information about pathways to university. <p>By the conclusion of the program, 74% of respondents understood what course they would like to study at university compared to 33.3% of the respondents at the commencement of the program. As a result of attending the Galuwa program 60% of respondents indicated their interest in studying engineering or information technology at UTS if eligible.</p>

Initiative	Engagement reach/impact
<p>Business and Law: Galuwa – new 3-day on-campus experience offering in 2019</p>	<p>The Faculties of Business and Law ran their first Galuwa enrichment program in 2019. The Galuwa program was held over three days with 25 students from metropolitan Sydney. Accommodated at the National Centre for Indigenous Excellence, the students undertook a range of hands-on activities including a BBQ initiative to raise awareness of homelessness. This helped students grapple with the concept of campaigning for a social justice cause.</p> <p>Students also had the opportunity to participate a live Moot Court and visit a high-profile Indigenous law firm based in Sydney. In a pre-survey, students were asked their motivation to go to university 56% said they did want to go to university. This is in comparison to the post survey results, which indicated 80% of respondents were convinced that they wanted to go to university as a result of participating in Galuwa on-campus experience.</p>
<p>Jumbunna Boarding School Dinner: annual dinner for boarding school students across the state to learn more about Sydney based universities. Jumbunna is the major university partner and hosts the event each year held in The Great Hall.</p>	<p>For the sixth year in a row Jumbunna hosted the AIS / Jumbunna Boarding School Dinner. The 2019 dinner saw 170 students from Years 7-12 attend, from schools across NSW. As a result of this engagement, Jumbunna saw several applications for study in 2019.</p>
<p>Deadly Kids Awards: annual awards for Indigenous high school students across a range of categories</p>	<p>700 students (Yrs 7-12) 35 teachers 150 approx. parents / carers</p>
<p>DEC Aboriginal Networking Day</p>	<p>A professional development workshop for local Aboriginal education officers. In 2019, 32 attended from across southern and south-western Sydney</p>
<p>AIEF Students Day (campus tour and workshops)</p>	<p>35 Year 12 high school students attended this on-campus experience that embraces cultural identity whilst promoting the lifelong benefits of education</p>
<p>Polly Farmer Foundation</p>	<p>23 students and 2 teachers from Western Australia attended this special on-campus experience.</p>
<p>Tribal Warrior partnership experience</p>	<p>22 students; 3 mentors</p>
<p>Brewarrina community visit</p>	<p>25 students and 3 community members attended this a two-day on-campus enrichment program</p>
<p>Career Trackers on-campus forum</p>	<p>230 students attended this annual forum run by Career Trackers, where Indigenous students are inducted and learn more about their internship opportunity with one of CT's corporate partners – UTS is the only NSW-based university in the partnership.</p>
<p>NAIDOC week community engagement</p>	<p>Jumbunna participated in local NAIDOC events including an on-campus event with Jumbunna students and staff members.</p>
<p>Winda Film Festival</p>	<p>Attendance 2,000</p>

Initiative	Engagement reach/impact
Warrabura Nura Indigenous Plant Garden wood-burning workshops	<p>30 participants. The native garden was completed in 2018 the UTS Arts Education program alongside elder Aunty Fran Bodkin Andrews. A dedicated website was developed at the same time. This provides information and is a guide to the properties and uses of the plants in the garden and contains the rich stories that accompany their history.</p> <p>In 2019, to continue the journey of the garden, Jumbunna worked with UTS Arts Education to bring another Indigenous technique to the University community. More information can be found at: http://waraburranura.com/</p>
NRL Schools to Work program	<p>UTS is an educational partner that works with schools based in Sydney, Newcastle and Canberra and NRL's clubs based in these regions to assist with building aspiration for higher education post-secondary studies. There are approximately 100 students and 10 NRL staff actively engaged with the program.</p>
Marketing collateral and promotion	<p>In 2019, the development of new print material was kept to a minimum as a digital and social media strategy were the priority. Jumbunna purchased the UTS mainstream collateral for their schools and community visits. The ongoing development and roll out has provided a more sophisticated approach for Jumbunna with communications with an ever-increasing technology savvy audience.</p> <p>There has some range of new flyers / posters produced in conjunction with faculties to promote key on-campus experiences and specialised programs:</p> <ul style="list-style-type: none"> • Bachelor of Business Administration program. Visit: http://www.uts.edu.au/sites/default/files/20151029-BBA-brochure.pdf • Galuwa Engineering and IT Experience. Visit: https://www.uts.edu.au/sites/default/files/article/downloads/FEIT-Galuwa-2017-Brochure.pdf • Galuwa Business and Laws Experience. Visit: https://www.uts.edu.au/about/uts-business-school/news/igniting-business-and-law-ambitions • Galuwa: NT – not available on the web.
Digital and Social Media platforms	<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 1390 <i>Likes</i> in January 2018 to 1773 at the end of December 2019. Visit Jumbunna's FB site: https://www.facebook.com/UTSJumbunnaIHL/</p> <p>Similarly, Jumbunna's Twitter account is performing equally as well. There are currently 1516 <i>Followers</i>, up from 1434 at the beginning of the 2019. Visit Jumbunna's twitter feed: https://twitter.com/UTSJumbunnaIHL</p> <p>Jumbunna has begun to engage more actively with Instagram and there are currently 328 followers up from 251 in 2018. Jumbunna is actively encouraging students to upload photos and to be very much a student driven platform. Visit Jumbunna's Instagram page at: https://www.instagram.com/jumbunnainstitute/</p>

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 2019, 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 2019, there was an increase in Indigenous student commencements, as detailed in Tables 2 and 3 below.

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 2017-2019

	2017	2018	2019
Indigenous student access (undergraduate and postgraduate)	129	114	135
Non-Indigenous student access (domestic undergraduate and postgraduate)	9709	9765	9988

Table 3: By EFTSL – Indigenous student commencements 2017–2019

	2017 EFTSL	2018 EFTSL	2019 EFTSL
Indigenous student access (undergraduate and postgraduate)	108.58	98.16	113.64
Non-Indigenous student access (domestic undergraduate and postgraduate)	13,079.43	13,271.08	13,523.57

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 (2019 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, and also supports students living in other UTS residential housing. 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 4 Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	0	0	0	0	0	0	0	0
Undergraduate ⁷	\$79,764.75	36	\$10,912	2	0	0	\$90,676.75	38
Post-graduate ⁸	\$4,090.50	2	0	0	0	0	\$4,090.50	2
Other	0	0	0	0	0	0	0	0
Total	\$94,767.25	38	\$10,912	2	0	0	\$94,767.25	40

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 Indigenous Liaison Program

Jumbunna values the willingness of each UTS Faculty in allowing a faculty academic (Faculty Indigenous Liaison Officer) 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.

In 2019, a review of this program was undertaken with recommendations to standardise the Faculty Indigenous Liaison Officer role across the university and further strengthen the program.

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, the Coordinator assisted 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, in 2019 Jumbunna continued to employ 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 2019 (see Table 5 below). The overall Indigenous student retention rate, however, has declined in 2019 (see Table 6), mostly due to a decline in higher degree by research retention as detailed in Table 7. It is noted that as the

Indigenous HDR cohort is small, the withdrawal of even a few students may exercise a significant impact on percentage retention rates.

Table 5: Indigenous student success (pass rate) by % (all course levels, including HDR), 2017-2019

	2017	2018	2019
Indigenous success (undergraduate and postgraduate)	82.8%	83.7%	84.1%
Non-Indigenous success (undergraduate and postgraduate)	92.1%	92.5%	92.7%

Table 6: Indigenous student retention rates 2017–2019 (all course levels, including HDR)

	2017	2018	2019
Indigenous retention (undergraduate and postgraduate)	81.3%	79.6%	75.9%
Non-Indigenous retention (undergraduate and postgraduate)	86.7%	86.9%	85.7%

Table 7: Indigenous higher degree by research (HDR) retention

	2017	2018	2019
Indigenous HDR retention	95.0%	94.3%	82.9%
Non-Indigenous HDR retention	88.2%	84.5%	86.0%

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.

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.

IGAs are well on the way to being embedded in all faculties and courses across the university and oversight for the IGA project is located in the Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement).

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 FOR TUTORIAL ASSISTANCE SCHEMES

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 Faculty Indigenous Liaison Officer positions. The Indigenous Graduate Attribute project is supported by UTS base funding and other university resources (including external partner contributions).

Table 8a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	11	391.75	\$31,600.01
Undergraduate	88	5183.25	\$422,112.46
Post graduate	2	18.5	\$1,789.69
Other			
Total	101	5593.5	\$455,502.16

Table 8b Indigenous Support Activities provided in 2019¹¹

Note: these activities are funded through Higher Education Participation and Partnerships Program (HEPPP) funding, so a detailed expenditure breakdown per activity has not been provided.

The total value of HEPPP funding devoted to these activities was \$350,000.

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Galuwa: FEIT on-campus experience 5-day residential experience exposing students to engineering and IT study and career outcomes.	27 students (Yrs 9 – 12)	
Galuwa: NT on-campus experience 5-day residential experience exposing students to higher education, career outcomes and life in Sydney.	38 students; 4 teachers from (Yrs 10 – 12)	
Galuwa: Business & Law on-campus experience 5-day on-campus residential experience exposing students to design, architecture and building study and career outcomes.	25 students (Yrs 10 – 12)	
Jumbunna / AIS Schools Networking Dinner Annual dinner for boarding school students across the state to learn more about Sydney based universities. Jumbunna is	150 students and 20 teachers (Yrs 7 -12)	

Activity ^{12 13}	Number of student participants	Expenditure (\$)
the major university partner and plays host to the event each year held in The Great Hall.		
<p>UTS: Arts Education and Outreach</p> <p>The UTS Arts Education and Outreach program aims to create more opportunities for UTS staff, students, community members and school students to gain knowledge of Indigenous Australia. This year focussed on the traditional art of wood burning.</p>	Approx. 35 people attended over 3 workshops	
<p>Deadly Kids Awards</p> <p>The Department of Education and Communities' annual awards for Indigenous high school students across a range of categories. The UTS Great Hall is the annual venue.</p>	700 students (Yrs 7-12) 35 teachers 150 approx. parents / carers	
<p>DEC Aboriginal Networking Day</p> <p>A professional development workshop for local Aboriginal education officers.</p>	32 attended from across southern and south-western Sydney	
<p>Australian Indigenous Education Foundation Students Day (campus tour and workshops)</p> <p>An on-campus experience that embraces cultural identity whilst promoting the lifelong benefits of education.</p>	35 Year 12 high school students attended	
<p>Polly Farmer Foundation on-campus experience</p> <p>One day On-campus enrichment program for selected students in WA.</p>	23 students; 2 teachers	
<p>Tribal Warrior partnership</p> <p>Educational partner for the Tribal Warrior schools' engagement program.</p>	22 students; 3 mentors	
<p>Brewarrina community visit</p> <p>Two day on-campus enrichment program for the rural community of Brewarrina Community School.</p>	25 students; 3 community members	
<p>Career Trackers on-campus workshop</p> <p>Jumbunna hosts an annual forum run by Career Trackers where Indigenous students are inducted and learn more about their internship opportunity with one of CT's corporate partners – UTS is the only NSW based university in the partnership.</p>	230 students	
<p>Winda Film Festival</p> <p>Winda means 'stars' in the Gumbaynggirr language from the north coast of New South Wales. The name of the festival draws inspiration from Aboriginal Astronomy, where we look to the stars for guidance, creation and for our ancestors. The logo is the star trail of the Milky Way which is seen across the Southern Hemisphere, and also inspired by The Emu In The Sky dreaming as one of the creation stories that crosses the</p>	Attendance 2000	

Activity ^{12 13}	Number of student participants	Expenditure (\$)
<p>nations of Australia. Many Jumbunna staff creative works were screened during the festival that included Winda artistic director, Pauline Clague.</p> <p>More information can be found at: https://windafilmfest.com/</p>		
<p>Warrabura Nura Indigenous Plant Garden</p> <p>The native garden was completed in 2018 the UTS Arts Education program alongside elder Aunty Fran Bodkin Andrews. A dedicated website was developed at the same time. This provides information and is a guide to the properties and uses of the plants in the garden and contains the rich stories that accompany their history.</p> <p>In 2019, to continue the journey of the garden, Jumbunna worked with UTS Arts Education to bring another Indigenous technique to the University community. More information can be found at: http://waraburranura.com/</p>	30 participants	
<p>NRL Schools to Work program</p> <p>UTS is an educational partner that works with schools based in Sydney, Newcastle and Canberra and NRL's clubs based in these regions to assist with building aspiration for higher education post-secondary studies. There are approximately 100 students actively engaged with the program.</p>	100 students; 10 NRL staff	
<p>Schools engagement: School presentations, workshops and face to face visits</p>	Direct contact with 502 high school students	
<p>Careers markets and fairs: participation in Indigenous and non-Indigenous markets across the State.</p>	Jumbunna attended 11 career markets across the state; approx. 5,000 Indigenous high school students in attendance.	
<p>NSW Aboriginal Rugby League Knock Out (Koori Knockout) App sponsorship</p> <p>Jumbunna has traditionally had a significant presence at the annual event via hosting a stall with merchandise and marketing collateral. However, over the years on site presence had become less valuable therefore the sponsorship of a digital platform has proven to engage large-scale audiences more effectively. Over the 3- day weekend, Jumbunna staff and other university staff that were present undertook interviews and other promotional activities over the KO App and large screen across the venue on the Central Coast of NSW. Visit the KO App at: https://www.thekoapp.com.au/</p>	20,000 in attendance (indirect)	

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Jumbunna Pathways Program An alternative testing and assessment scheme to assist Indigenous people gain entry to UTS. Jumbunna works collaboratively with all faculties and divisions of the University to assist students with a tailored pathway.	Commencing = 132 students (Unistart, Insearch and direct) Participation = 340 (all students)	

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 9, there was an 8% decrease in completions from 2018 to 2019, however without detailed cohort tracking (which UTS is in the process of developing) it is challenging to determine trends within the cohort.

Table 9: Indigenous student completions (by headcount and course level) 2017-2019

COURSE LEVEL	2017	2018	2019
Postgraduate research	1	3	4
Postgraduate coursework	10	9	9
Undergraduate	39	51	45
All levels	50	63	58

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.

Between January to November 2019, a total of 16 Indigenous students were successfully placed into a UTS cadetship or UTS academic internship.

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%). The 2019 Graduate Outcomes Survey results are not yet available in our business intelligence systems.

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 2019, one of our Indigenous alumni – Barbie Lee-Kirby – was the keynote speaker at the Jumbunna / Associate of Independent Schools dinner. Indigenous alumni are also invited to participate on select UTS committees and working groups.

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.

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. Regional and remote students

Strategies to increase rural and regional access to university include those detailed in section 1, specifically the Jumbunna Pathways Program facilitating alternative entry, as well as an extensive program of recruitment and outreach activities. Among these the Galuwa Northern Territory on-campus experience program has been a very successful initiative to increase familiarity with the university environment and appetite for study.

The Jumbunna Outreach team undertake an annual roadshow across regional NSW attending many high schools and participating in careers markets and fairs. The Learning Development team works alongside the Outreach team to work with teachers from regional high schools to assist them with preparing their Indigenous students who aspire going to university. This has involved preparing worksheets in specific disciplines of expected requirements when a student commences a degree. Eg. Sample writing tasks, level of numeracy required.

In addition to the number of scholarships available at UTS to support regional and remote students, Jumbunna has an emergency support program for students to return to their community as well returning them to campus. This program also provides assistance with emergency accommodation, food vouchers, study essentials and equipment.

2019 saw an increase in rural and regional Indigenous student commencements and enrolments, as detailed in Tables 10-13 below.

Table 10: By headcount – remote/regional Indigenous student commencements 2017–2019 (all course types, including HDR)

	MEASURE	2017	2018	2019
Indigenous student access (undergraduate and postgraduate)	Remote	2	3	7
	Regional	24	11	21
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	7	5	10
	Regional	289	287	323

Table 11: By EFTSL – remote/regional Indigenous student commencements 2017–2019 (all course types, including HDR)

	MEASURE	2017 EFTSL	2018 EFTSL	2019 EFTSL
Indigenous student access (undergraduate and postgraduate)	Remote	2	3	7
	Regional	20	9	17
Non-Indigenous student access (domestic undergraduate and postgraduate)	Remote	5	5	7
	Regional	244	243	267

Table 12: By headcount – remote/regional Indigenous student enrolments 2017–2019 (all course types, including HDR)

	MEASURE	2017	2018	2019
Indigenous student participation (undergraduate and postgraduate)	Remote	6	8	13
	Regional	43	36	42
Non-Indigenous student participation (domestic undergraduate and postgraduate)	Remote	15	12	17
	Regional	897	850	851

Table 13: By EFTSL – remote/regional Indigenous student enrolments 2017–2019

	MEASURE	2017 EFTSL	2018 EFTSL	2019 EFTSL
Indigenous student participation (undergraduate and postgraduate)	Remote	5.8	8.4	13.8
	Regional	35.7	29.1	35.8
Non-Indigenous student participation (domestic undergraduate and postgraduate)	Remote	10.9	10.2	12.9
	Regional	712.2	672.1	683.3

Table 14 Scholarship data for remote and regional students^{14 15}

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$0	0	\$14,726.25	3	\$0	0	\$14,726.25	3
B. 2019 Offers ¹⁷	\$6,817.50	3	\$10,912.00	2			\$17,729.50	5
C. Percentage ¹⁸ (C=B/A*100)			74%	67%	n/a	n/a		
2019 Payments	\$6,817.50	3	\$25,638.25	5	0	0	\$32,455.75	8

5. Working with Vulnerable People Requirement¹⁹

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

6. Eligibility requirements

6.1. Indigenous Education Strategy

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-of-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 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. This Strategy has been in place since 2011 and is thoroughly reviewed at least every four years. The Strategy fully meets the requirements set out under section 13 of the [Indigenous Student Assistance Grants Guidelines 2017](#), as detailed in Table 15 below. The Strategy is publicly accessible via the UTS Policy website: <http://www.gsu.uts.edu.au/policies/indigenous-education-research-strategy.html>

Table 15: ISAG Guidelines and UTS Indigenous Education and Research Strategy compliance

SECTION + REQUIREMENT	COMMENT
13 (a) include key performance indicators	<p>Success indicators are specified in relation to all initiatives under the Indigenous Education Strategy.</p> <p>To complement the Indigenous Education 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.</p>
13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards	<p>The Indigenous Education and Research Strategy 2019-2023 meets this criterion by virtue of the following targets it sets for the University:</p> <ul style="list-style-type: none"> • 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). • 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	<p>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.</p> <p>The associated success indicator 3.5.1 requires all faculties to develop an Indigenous Graduate Attribute</p>

SECTION + REQUIREMENT	COMMENT
	<p>implementation plan that sets out the faculty's approach to fully implementing the Indigenous Graduate Attribute.</p> <p>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.</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 the following statements and objectives in the Indigenous Policy, which applies to all staff and students at UTS:</p> <ul style="list-style-type: none"> • 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. • 4.10 UTS is committed to the development of Indigenous professional competency among its non-Indigenous staff. • 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 • 4.18 encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS • 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. • 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 (PDF). • 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

SECTION + REQUIREMENT	COMMENT
	<p>engage with Indigenous Elders in the advancement of Indigenous education, research and employment at UTS.</p> <ul style="list-style-type: none"> • 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. • 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 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 each section 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), 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 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 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.

6.2. Indigenous Workforce Strategy

UTS WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2019-2023

The Wingara Indigenous Employment Strategy 2019-2023 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 and is published on the UTS Policy website:

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

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 16 below.

Table 16: ISAG Guidelines and UTS Wingara Indigenous Employment Strategy compliance

SECTION + REQUIREMENT	COMMENT
12 (a) includes (i) a key performance indicator that the number of employees engaged by the provider who are Indigenous persons is at least 3 per cent, or other higher percentage agreed by the	See section 3.2 of the Strategy, which states: “UTS has set the Indigenous employment target at three per cent full-time equivalent (FTE) continuing/fixed-term to be achieved by 2023.”

SECTION + REQUIREMENT	COMMENT
Minister and the provider before 24 November of the year before the grant year, of all employees of the provider; and	
12 (a) includes (ii) one or more additional key performance indicators relating to the employment of Indigenous persons by the provider; and	<p>The Wingara Indigenous Employment Strategy also sets a number of additional key performance indicators (including a 3% (by FTE) Indigenous employment target individually for faculties and divisions).</p> <p>See sections 6.1.1-6.1.3 for more detail relating to these targets, as well as Indigenous student employment opportunities .</p>
12 (b) (i) prioritises increasing the number of academic employees engaged by the provider who are Indigenous persons; and	<p>See section 6.1.1 (a) which specifies that faculties must achieve at a minimum the following employment targets for continuing/fixed-term appointments*:</p> <ul style="list-style-type: none"> • one (FTE) Indigenous academic level D/E • three (FTE) Indigenous academics at a range of levels • three (FTE) Indigenous professional staff.
12 (b) (ii) prioritises the professional development and career advancement of academic employees engaged by the provider who are Indigenous persons; and	<p>See sections 6.6.1-6.6.3, which outline a range of initiatives and success indicators aimed at supporting Indigenous staff professional development and career advancement.</p>
12 (b) (iii) prioritises employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor, Deputy Vice-Chancellor or Vice-Chancellor, or equivalent level	<p>See section 6.6.2 Provision for Indigenous senior executive position: “To ensure cross-UTS Indigenous leadership at the highest level is maintained and supported, provide for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor, Deputy Vice-Chancellor, Vice-Chancellor, or equivalent level.”</p> <p>UTS appointed its inaugural Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016.</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 and in this is assisted by the Manager, Indigenous Employment within the Office of the PVC (ILE).

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.

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.

EVALUATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2019-2023

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 to 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 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.

PROGRESS TOWARD INDIGENOUS WORKFORCE TARGET OF 3%

UTS has increased the number of Indigenous staff employed annually since 2016, as was reported to the government at 31 March, in its annual data to 2019. The number of staff has further increased at 31 March 2020, to 66, which evidences a 63% increase since 31 March 2016 to 31 March 2020. By 2023, UTS aims to achieve its commitment for a 3% target of its workforce to be of Aboriginal and Torres Strait Islander descent.

Table 17 Indigenous staff increases 31 March 2016–31 March 2020

Year	2016	2017	2018	2019	2020
FTE Headcount Number	24	40	48	64	66

At 31 March 2019, UTS reported a total of sixty-four (64) Indigenous staff employed in its headcount numbers. From 1 April 2019 to December 2019 an additional five (5) Indigenous staff were employed, increasing the number of Indigenous staff (excluding casuals) to a total of sixty-nine (69). By 31 March 2020 the total number of Indigenous staff employed in its headcount numbers was sixty-six (66).

During 2019, a total of 29 casual staff positions were filled by Indigenous employees. Indigenous staff were employed across UTS as permanent or fixed-term part-time academics and professional staff, or as casual staff, as recorded in Table 18.

Tables 19 and 20 identify the numbers and levels of Indigenous staff by headcount who are employed as academic and non-academic staff.

Table 18 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Level/Position	Permanent		Fixed-Term contract		Casual	Total
	Academic	Non-academic	Academic	Non-academic		
Senior Staff Group – Senior Management (Professorial)	2	0	1	0	0	3
Level E	7	0	3	0	0	10
Level D	4	0	1	0	0	5
Level C	3	0	3	0	0	6
Level B	4	0	2	0	0	6
Level A	1	0	5	0	0	6
Other (Casual Academics)	0	0	0	0	11	11
Total Academic	21	0	15	0	11	47
Senior Staff Group – Senior Management	0	0	0	5	0	5
HEW Level 2	0	0	0	0	0	0
HEW Level 3	0	0	0	0	0	0
HEW Level 4	0	2	0	9	0	11
HEW Level 5	0	4	0	6	0	10
HEW Level 6	0	1	0	2	0	3
HEW Level 7	0	1	0	0	0	1
HEW Level 8	0	2	0	0	0	2
HEW Level 9 or above	0	1	0	0	0	1
Other (Casuals)	0	0	0	0	18	18
Total Non-Academic	0	11	0	22	18	51
Combined Total (Academic and Non-Academic)	21	11	15	22	29	98

Table 19 - Non-academic staff numbers by level

Non-academic staff	No of staff
HEW Level 2	-
HEW Level 3	-
HEW Level 4	11
HEW Level 5	10
HEW Level 6	3
HEW Level 7	1
HEW Level 8	2
HEW Level 9 or above	1
Senior Staff Group	5
Casual Support Staff positions	18
Total	51

Table 20 - Academic staff numbers by level

Academic staff	No of staff
Level E	10
Level D	5
Level C	6
Level B	6
Level A	6
Senior Staff Group	3
Casual Academic Staff positions	11
Total	47

6.3. 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 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 Deputy Director, Students and Community Engagement, Jumbunna Institute, who discusses with the PVC (ILE) 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, 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 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. 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 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 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.

Indigenous representation generally on committees has increased significantly since the implementation of the IEEP in 2011 (as detailed in Table 21 below). Indigenous representation has also increased since 2018, when the total number of Indigenous committee members was 55.

Table 21: Increase in Indigenous committee participation 2011–2019

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

Year	Governance structure	#
2019	Council & its committees	4
	Academic Board & its committees	5
	Management committees	3
	Human Research Ethics Committee and Indigenous Research Advisory Panel	4
	Indigenous committees	43
	TOTAL	59*

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.

6.3.1. 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 2018 Indigenous Student Success Program Report.

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

Additional information for completing the template

- ¹ Only payments made during 2019 can 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 Record the number of students (head count) not EFTSL.
- ³ Include both preserved and new ISSP scholarships.
- ⁴ This figures in this column should be the sum of the relevant row.
- ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
- ⁶ Include payments to all enabling students, including remote and regional students.
- ⁷ Include payments to all undergraduate students, including remote and regional students.
- ⁸ Include payments to all postgraduate students, including remote and regional students.
- ⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ¹¹ Add more rows if necessary.
- ¹² Include a brief description of the activity.
- ¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- ¹⁴ Only record amounts which would/did require payment during the 2019 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.
- ¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁶ This figures in this column should be the sum of the relevant row.
- ¹⁷ Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.
- ²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- ²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ²³ There is no longer a requirement to break up these by faculty. Please group together results by level.