

UTS INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Education, Employment and Workplace Relations (DEEWR) requires information from higher education providers relating to their 2009 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as defined in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* (DEEWR)¹ which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DEEWR that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DEEWR with a report on the expenditure of the grant amount. The expenditure report for 2009 ISP funds must be included in this Indigenous Education Statement.

It is recommended that the format for the Indigenous Education Statement noted below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

The Indigenous education statement is due on 30 June 2010 as legislated.

Please submit electronic documents by email to: hedip@deewr.gov.au

DEEWR contact officer:

Bruce Jennings
Director
Equity and Indigenous Programs
Phone: 02 6240 5890
Email: bruce.jennings@deewr.gov.au

FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst it is recommended that this format is followed to ensure providers report against all relevant criteria, providers are invited to comment on a wider range of matters.

UNIVERSITY OF TECHNOLOGY, SYDNEY

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

Further information is available from <http://www.jumbunna.uts.edu.au/index>. For specific program information please see the links provided in section two of this report.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:	
1	Establish effective arrangements for the participation of Indigenous peoples in educational decision-making. <i>Your response to this goal needs to address but is not limited to the following points:</i> • <i>The number of Indigenous Australians involved in institutional decision-making processes and the <u>nature of their involvement</u>, i.e. memberships on boards, committees etc.</i> • <i>If there is no Indigenous membership on key decision making bodies, please provide an explanation.</i> • <i>The roles and responsibilities of Indigenous leaders in your institution.</i> • <i>The role played by your Indigenous Education Unit (IEU) in decision making processes.</i> UTS has established effective arrangements for Indigenous education and training priorities across the university through the following: • UTS has an Indigenous Education Support Unit, Jumbunna Indigenous House of learning or Jumbunna IHL;

	- Indigenous Programs have been established in the Faculty of Arts, Social and Sciences, Faculty of Business, Faculty of Law, Faculty of Nursing, Midwifery & Health, and Faculty of Information Technology; early discussion has begun about the potential for Indigenous content to be included in the Faculty of Design, Building and Architecture's curriculum; - UTS has an Indigenous person on its governing Council. Mr Russell Taylor, a Kamilaroi man, was appointed as member for a fixed term - 2008-2012; Mr Taylor has also been appointed as Adjunct Professor to UTS to help develop cooperative relations between AIATSIS and the University. - The Director of Jumbunna IHL is ex-officio member of the university's Academic Board, University's Teaching & Learning Committee, the Senior Leaders Group and the Director's Network. These are university-wide policy level and senior appointments; - The Board of Studies for Indigenous Education (BOSIE) is a sub-committee of Academic Board and advises on Indigenous education and research issues. Membership includes senior Indigenous and non-Indigenous staff from program areas across the university, three Indigenous student representatives elected by students, as well as two Indigenous community representatives; - The Community Advisory Committee is a committee of Indigenous community members to provide support and advice to Jumbunna Indigenous House of Learning on Indigenous education and research issues; - The Equity Reference Group, provide advice to the Vice-Chancellor and Council on the aims and performance of the university's equity and diversity programs in the university, and Indigenous matters are represented on this group by Indigenous staff members from Equity and Diversity Unit and Jumbunna IHL; - The Wingara Management Committee, which assists with the university's Indigenous employment strategy, also includes in its membership Indigenous staff members from across the university; - The Reconciliation Working Party has Indigenous and non-Indigenous membership from across the university to organise various reconciliation events throughout the academic year; - The Faculty Board of the Faculty of Arts and Social Sciences has an Indigenous academic staff member; - The Library Users' Group is a committee that advises on students' access to and use of information in the university. An Indigenous staff member represents Jumbunna IHL on this group; - The university's Human Research Ethics Committee has an Indigenous research staff member; - The University's Research Management Committee has an Indigenous research staff member; and - The Nursing, Midwifery & Health Faculty Research Committee has an Indigenous research staff member. KEY CONSTRAINTS The level of ISP funding is not commensurate with current workloads. Given the additional measures to increase the low SES enrolments, additional funding is now urgently needed to radically improve the Indigenous numbers to levels expected by the government.	
2	Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.	

Your response to this goal needs to address but is not limited to the following points:

- *An outline of your active Indigenous Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.*
- *Information on your strategies for increasing numbers of Indigenous Australians employed at your university.*
- *The number of Indigenous-specific positions at your university, detailed by occupation and level.*
- *The current number of Indigenous staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level).*
- *The role played by your IEU in improving Indigenous employment at your institution.*
- The Wingara Indigenous Employment and Career Development Strategy 2008-2010 was launched and implemented in 2008. The strategy has a three year timeframe to meet key objectives of the university and is aligned with the NSW State Government target of 2% employment.
- UTS is committed to an Indigenous Employment Officer position working within the Equity & Diversity Unit (EDU), who is responsible for the implementation of the strategy.
- The EDU website provides information about the Wingara Strategy. The website is interactive and gives advice to key stakeholders who would be engaged and targeted for Indigenous employment via the strategy. See <http://www.equity.uts.edu.au/wingara/>
- The 2008-2010 strategy set specific objectives for the triennium:

Recruitment

- i) A goal to employ a minimum of 10 additional FTE staff members
- ii) To actively engage faculties and units to participate in the strategy
- iii) To develop a suite of employment options for faculties and units
- iv) To develop and implement an Academic Internship Strategy to provide academic employment opportunities for graduates

Retention

As part of its Enterprise Agreement, UTS has a commitment to the employment and retention of Indigenous staff via the Indigenous Staff Network. The network meets quarterly and provides a safe space for discussion and information sharing.

Professional Development and Support

Preliminary consultations took place in 2009 about the provision of professional development opportunities to assist in the retention and career progression of Indigenous staff. It is anticipated that a skills audit and a professional development plan will be developed in 2010.

Achieved outcomes

UTS has employed four (4) new staff in 2008 and two (2) new staff in 2009. During 2009 negotiations took place to secure 1 traineeship and 1 academic internship. These were finalised and implemented in 2010;

Meetings and negotiations for employment opportunities were organised with various faculties and units ie. Faculty of Business, Faculty of Science, Institute

for Sustainable Futures, Human Resources Unit to establish employment opportunities within the designated areas within 2010;

Strategies to create opportunities such as traineeships, internships, entry level employment and integrating Indigenous employment into general recruitment at UTS were developed and implemented in 2009;

The UTS Graduate School committed and quarantined two (2) Indigenous Academic Scholarships per year for each successful candidate that qualified and was accepted to complete a doctoral degree at UTS. One scholarship has been allocated and it is anticipated that the remaining scholarship will be allocated in 2010. Each Internship scholarship included academic face-to-face lecturing experience as well as a research and study subsidy; and

EDU engaged a consultant to undertake a career progression plan for both support and academic staff.

In 2009, there were thirty-six Indigenous staff employed across the university and thirty of them occupied Indigenous-designated positions at UTS.

Work Areas	Support	Academic	Identified	Total
Jumbunna IHL	8	1	9	9
Jumbunna IHL Research	1	5	6	6
Arts & Social Science	1	6	5	7
Business	2	1	3	3
Engineering/IT		1	0	1
Nursing & Midwifery		1	1	1
Equity & Diversity Unit	3		1	3
Library	2		2	2
Marketing & Communication Unit	1		1	1
Design, Architecture & Built Environs	1		0	1
Science	1		1	1
Indigenous Academic Internship		1	1	1
Aboriginal and Torres Strait Islander	20	16	30	36

The following table illustrates roles and levels of Indigenous staff in 2009.

Work Areas	Support	Academic	Total
Jumbunna IHL	2 x HEW 8 5 x HEW 7 1 x HEW 5	1 x Level E	9
Jumbunna IHL Research	1 x HEW 4	1 x Level E 4 x Level C	6
Arts & Social Science	1 x HEW 5	2 x Level C 4 x Level B	7
Business	1 x HEW 5 1 x HEW 4	1 x Level C	3
Engineering/IT		1 x Level A	1
Nursing & Midwifery		1 x Level B	1
Equity & Diversity Unit	1 x HEW 9 1 x HEW 7/8 1 x HEW 6		3
Library	2 x HEW 3		2
Marketing & Communication Unit	1 x HEW 4		1
Design, Architecture & Built Environs	1 x HEW 4		1
Science	1 x HEW 3		1
Indigenous Academic Internship		1 x Level A	1
Aboriginal and Torres Strait Islander	20	16	36

	The Wingara Indigenous Employment and Career Development Strategy 2008-2010 is a program that is administered through the UTS Equity and Diversity Unit. The Indigenous Education Unit (Jumbunna IHL) consults with the Equity and Diversity Unit on any Indigenous employment related matters. Jumbunna IHL also has representation on the Wingara Management Committee. KEY CONSTRAINTS During 2009 improved processes were developed between EDU and HR to identify vacancies to encourage areas to target Indigenous candidates. It is anticipated that these changes will increase opportunities in 2010. Current constraints are: • Competitive recruitment limits the incentive for Indigenous employment within the faculties and units • Competition with higher paid positions in NSW public sector makes it difficult to attract suitable candidates at comparative levels • Decentralised recruitment processes within the organisation limits easy or early notification of employment opportunities. • Financial constraints on some faculty and unit budgets limit opportunity to employ outside their core positions ie. Traineeship and internship opportunities	
3	Ensure equitable access of Indigenous students to higher education. <i>Your response to this goal needs to address but is not limited to the following points:</i> • <i>Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008 (please provide an all student comparison).</i> • <i>Programs run, through the IEU or the University, to improve access of Indigenous students.</i> • <i>Details on outreach activities and their success in including and attracting Indigenous students.</i> • <i>Details of Indigenous-specific and other scholarships offered by your university.</i> • <i>Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up.</i> • <i>The role played by your IEU in seeking to improve Indigenous access to your institution.</i> • Jumbunna IHL has a specific recruitment scheme that targets prospective Indigenous students. The recruitment strategy was reviewed in 2008 and a longer-term strategy, and a more integrated strategy with the University's Marketing and Communication Unit (MCU), commenced in 2009 to increase enrolments from the TAFE and school sector; • Jumbunna IHL employs a marketing and recruitment officer specifically for engaging prospective Indigenous students. This position was reviewed in 2008 and redesignated as Indigenous Access Officer in 2009 with a clear brief to coordinate the recruitment strategy with the University's broader strategy; • The 2009 recruitment strategy in collaboration with the MCU involved 15 site visits throughout the NSW community. In addition to these recruitment activities, new partnerships were negotiated with both private and public Schools, TAFE and industry sector now attract enrolments from a wider range of sources. The strategy is also part of the Jumbunna IHL's quality assurance agenda which requires it to	

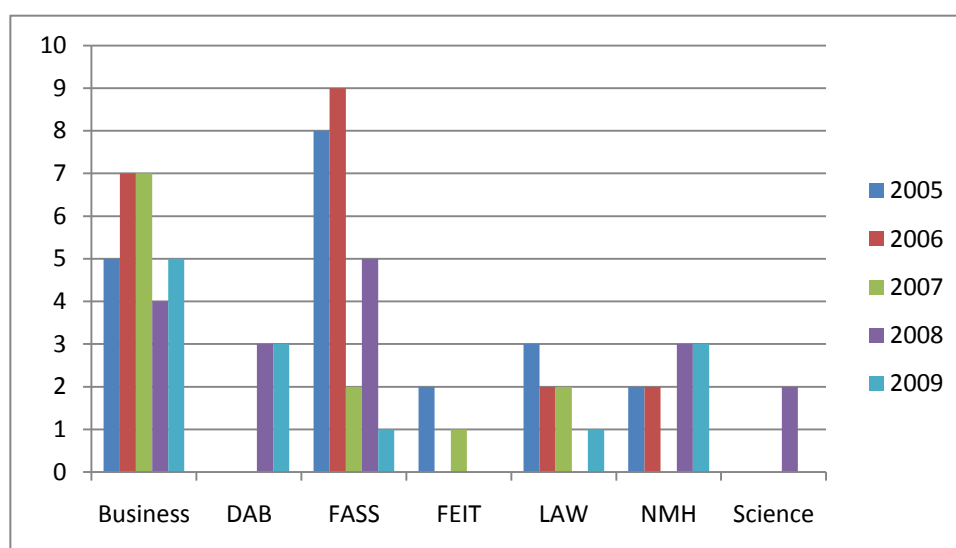
be reviewed annually;

- Corporate engagement. Throughout 2009 a number of major corporate entities were contacted with a view to establishing partnerships with UTS and Jumbunna IHL. The key objective for the partnerships is to market the UTS niche to corporate areas and to seek financial sponsorship for Indigenous students to study in needed areas. Corporates engaged in 2009 include: Qantas; BHP Billiton Iron Ore; Rio Tinto; Myer Foundation; Sea Folly; KPMG; and the Zonta Group;

The numbers Indigenous students enrolling in mainstream post graduate programs are still fluctuating. As can be seen in the following table, in 2008 there were 16 and in 2009 there were 12. The following graph plots the trends over the years by courses undertaken.

COMMENCING STUDENT HEADCOUNT MAINSTREAM PROGRAMS POSTGRAD	2005	2006	2007	2008	2009
Business	5	7	7	4	5
DAB	0	0	0	3	3
FASS	6	9	2	4	0
FEIT	2	0	1	0	0
Law	3	2	2	0	1
NMH	2	2	0	3	3
Science	0	0	0	2	0
Aboriginal and Torres Strait Islander	18	20	12	16	12

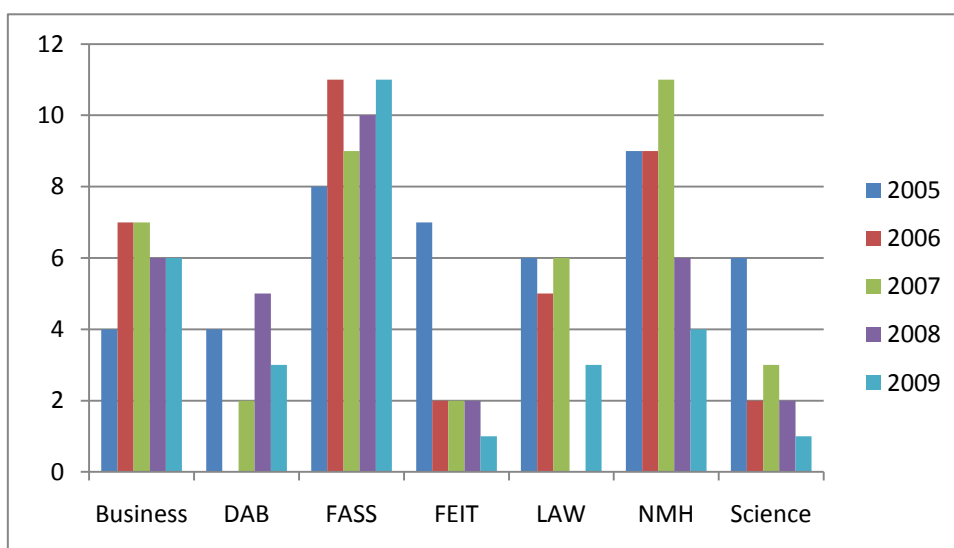
Graph—COMMENCING STUDENT HEADCOUNT MAINSTREAM PROGRAMS POSTGRAD



The fluctuating trend of enrolment numbers in mainstream programs continues at an undergraduate level. As can be seen in the following table, in 2007 there were 44 commencing students in mainstream programs, in 2008 there were 36, and in 2009 there were 29. The following graph plots the trends over the years by courses undertaken.

COMMENCING STUDENT HEADCOUNT MAINSTREAM PROGRAMS UNDERGRAD	2005	2006	2007	2008	2009
Business	4	7	7	6	6
DAB	4	0	2	5	3
FASS	8	11	9	10	11
FEIT	7	2	2	2	1
Law	6	5	6	0	3
NMH	9	9	11	6	4
Science	6	2	3	2	1
SCATS	3	1	4	5	0
Aboriginal and Torres Strait Islander	47	37	44	36	29

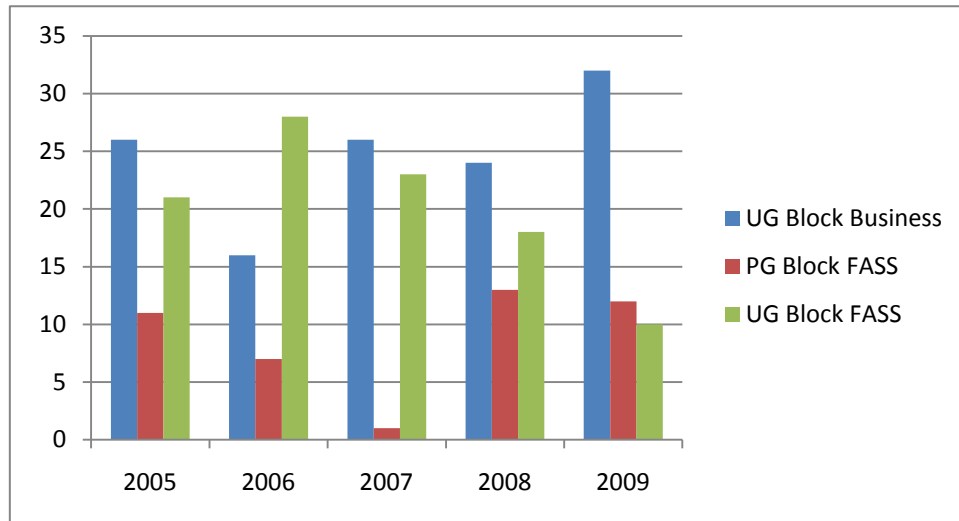
Graph—COMMENCING STUDENT HEADCOUNT MAINSTREAM PROGRAMS UNDERGRAD



- The university also has specialised Indigenous programs in the [Faculty of Arts and Social Sciences](#) and the [Faculty of Business](#). Special assessment tasks and recognised prior learning and experiences play a large part in Indigenous students gaining enrolment places in these programs. Both Faculties directly recruit students for their programs. Their enrolment and retention rates have fluctuated for some years now.

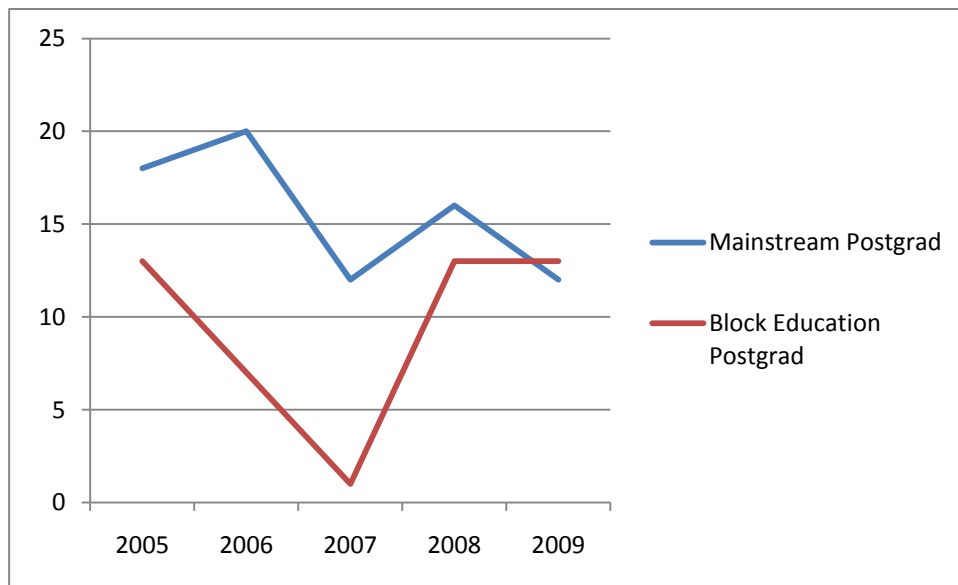
COMMENCING STUDENT HEADCOUNT BLOCK PROGRAMS UNDERGRAD AND POSTGRAD	2005	2006	2007	2008	2009
Education Block Students Undergrad	21	28	23	18	10
Business Block Students Undergrad	26	16	26	24	32
Education Block Students Postgrad	11	7	1	13	13
Aboriginal and Torres Strait Islander	58	51	50	55	55

Graph—COMMENCING STUDENT HEADCOUNT BLOCK PROGRAMS UNDERGRAD AND POSTGRAD

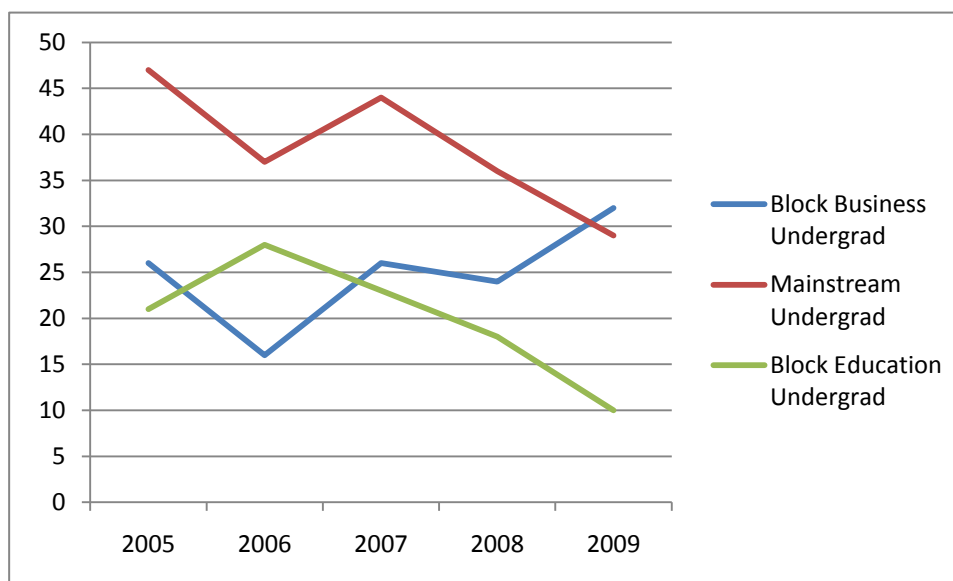


- The graph below shows a decline in mainstream post graduate numbers and an increase in the block postgraduate numbers.

Graph—COMMENCING STUDENT MAINSTREAM AND BLOCK POSTGRAD COMPARISON



Graph— COMMENCING STUDENT MAINSTREAM AND BLOCK UNDERGRAD COMPARISON



- However, overall, the final numbers have reflected a steady rate of decline in commencing students.

COMMENCING STUDENT HEADCOUNT ALL PROGRAMS	2005	2006	2007	2008	2009
Aboriginal origin	117	91	90	92	90
Torres Strait Islander origin	5	6	7	8	3
Aboriginal and Torres Strait Islander origin	1	11	9	7	3
Aboriginal and Torres Strait Islander	123	108	106	107	96

KEY CONSTRAINTS

Despite a change in the Marketing and Recruitment Strategy at Jumbunna IHL and increased communication with Faculties, mainstream course enrolments are declining. The accommodation and living costs for students in central Sydney still appear to be major factors for students in deciding whether to participate in higher education studies. Tightening eligibility conditions and low funding rates set down by ABSTUDY have impeded access rates in higher education studies generally. Supplementary support from CECs and CAS has not made the difference as first thought when they were introduced. This is mainly because the level of funding provided through these schemes does not reflect the real costs students face in Sydney.

- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

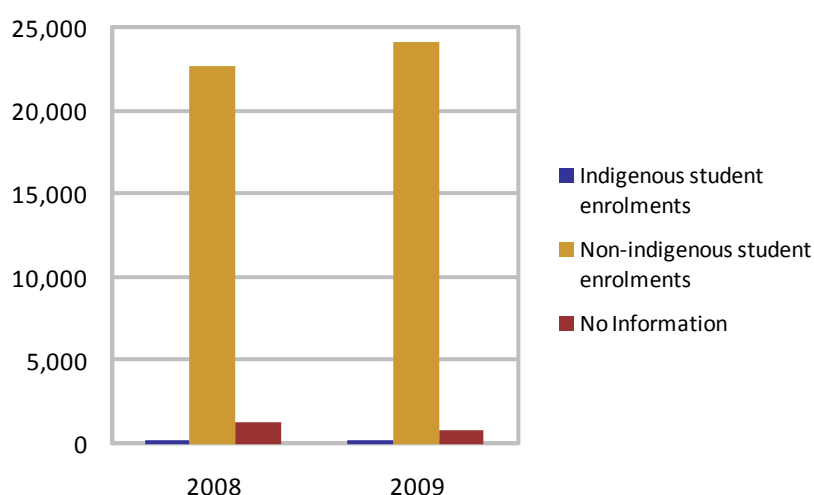
Your response to this goal needs to address but is not limited to the following points:

- *The total number of Indigenous student enrolments for 2009, compared to 2008 (please provide an all student comparison).*
- *Details of your institution's strategies to address Indigenous participation, including the involvement of your IEU.*

		• In addition to the recruitment and marketing strategy noted above, the university's specialised Block Programs, particular to full-time Indigenous students studying in their communities, have enabled much participation in higher education studies for students who are not able to leave their communities for cultural or other reasons; • Faculties all employ student support liaison officers, and some employ additional liaison officers for Indigenous students, to provide day-to-day assistance/consistent support for Indigenous students; • Jumbunna IHL also employs two academic and cultural activities officers to support students in their studies. As noted above, these positions were reviewed in 2008 and redesignated as Indigenous Academic Support Officers to achieve more attention to learning support areas; • The Jumbunna IHL Special Admissions Scheme and its diagnostic tools were reviewed in 2007 and applied in the 2008 enrolments. The testing regime and diagnostics were further refined in 2009 to provide a baseline for case-managing progress with learning outcomes. Making compulsory the Supplementary Courses for Indigenous students as a condition of their special entry enrolment also now provide the Centre with a more explicit organisational strategy for not just enrolling students but also for reducing attrition rates. • Jumbunna IHL facilitates access to information on a number of scholarships and awards to encourage participation in higher education studies; • All scholarships offered by Jumbunna IHL were reviewed in 2008 and reconstituted to be awarded as incentives for pursuing academic excellence. The 2009 scholarships were awarded on this basis; • The University's Vice-Chancellor's Indigenous Undergraduate Tuition Fee Scholarship supports six full tuition fee scholarships for Indigenous students each year from 2006, increasing to a maximum of eighteen scholarships at any one time from 2008. The aim of these UTS scholarships is to promote enrolments across all the disciplines and recipients are selected on academic merit; • The Chicka Dixon postgraduate scholarship established by Jumbunna IHL continues to support one Australian Indigenous student completing her PhD studies; • An initial Research intern program for an Indigenous person was established in 2009 to enable a PhD student an opportunity to work alongside and be mentored by a senior Indigenous research scholar in a university research environment; • The Equity and Diversity Unit offers a range of programs to assist students experiencing financial hardship; • Equity and Diversity Unit provides cultural awareness program for non-Indigenous staff to be more informed about Indigenous students and their communities; • Indigenous representation on Disability Action Planning Group (DAP). A representative from Jumbunna IHL actively participates in the UTS committee overseeing the DAP • Student Administration Advisory Group (SAAG). A representative from Jumbunna IHL participates in the bi monthly meeting of this group. Purpose of the group is to convey information and provide reports on performance of administrative activities in relation to students studying at UTS. Engagement with this group provides Jumbunna IHL the opportunity to feedback issues, concerns or impact for Indigenous students and staff. • Student Administration Unit - Management Directions. A representative from Jumbunna IHL participates in the bi monthly meeting of this group. Purpose of the group is to discuss policy/procedural and systems implementation, upgrades and future planning. Engagement with this group provides Jumbunna IHL the opportunity to feedback issues, concerns raised by Indigenous students and staff. Professional development needs are identified through interaction with this group	
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to benefits Indigenous and non-Indigenous staff.

- Jumbunna IHL works also in partnership with units and organisations both internal and external to the University to deliver events which focus on Indigenous themes and knowledge. The objective here is to maintain currency of Indigenous issues and Indigenous presence on campus. We make focused efforts to engage members of the Indigenous communities across Sydney in all events. In 2009 these included events with Fred Hollows Foundation & Indigenous Literacy Project, Gallery 4A in Chinatown, UTS Library, UTS Gallery, Transforming Cultures Research Centre, Indian Ocean & South Asia Research Network, International Students Office, Marketing & Communications unit, Development Office & Alumni Relations office, the UTS Library, UTS Union and Events & Exhibition unit and Equity & Diversity unit; and
- An annual awards night is organised in second semester each year to recognise academic achievements and to celebrate the year's efforts with our supporters and sponsors;
- The total number of Indigenous student enrolments for 2008 and 2009 when compared with non-Indigenous enrolments can be seen in the following table:



ALL STUDENT HEADCOUNT	2008	2009
Indigenous student enrolments	269	267
Non-indigenous student enrolments	22,767	24,103
No Information	1,362	891
ABORIGINALITY	24,398	25,261

KEY CONSTRAINTS

For Indigenous access to vastly improve to commensurate levels with other Australians, much more attention is needed to improve the academic preparation of students in the school and TAFE sector. This can be achieved through a much closer working relationship on the learning issues around skills and knowledge development as well as through improved credit transfers between the TAFE and higher education sectors.

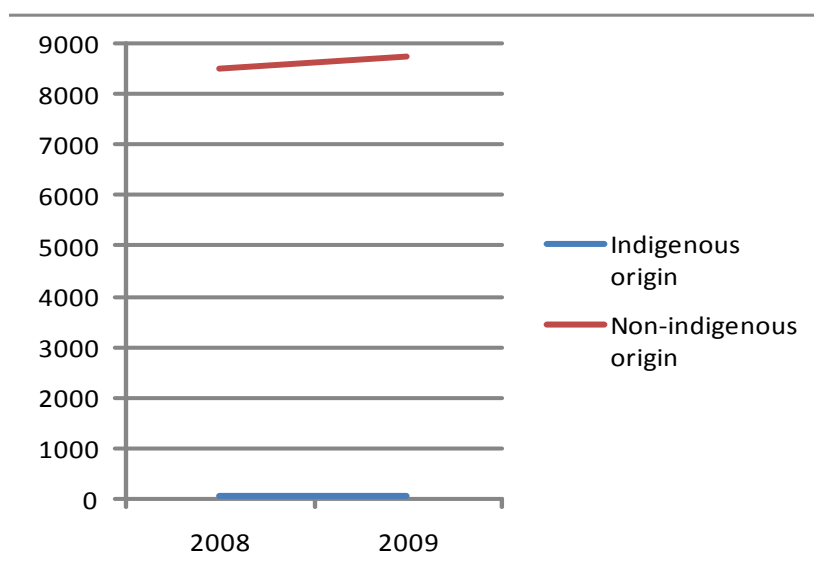
- 5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- *The total number of Indigenous completions at Bachelor level and above in*

2009, compared to 2008 (please provide an all student comparison).

- Support mechanisms you have in place for Indigenous students, including the role of your IEU and Indigenous community involvement.
- The total number of Indigenous completions at Bachelor levels and above in 2008 and 2009 is listed in the following table, and their graduation rates are also compared with non-Indigenous completions.



COMPLETIONS	2008	2009
Indigenous origin	57	52
Non-indigenous origin	8495	8744
No information	470	8
TOTAL	9022	8804

- Jumbunna IHL holds primary responsibilities for learning support to Indigenous students, and Faculty of Business and Faculty of Arts and Social Sciences also provide administrative, cultural and academic support to Indigenous students within their programs;
- Jumbunna IHL meets with its Community Advisory Committee four times a year and the configurations of the learning support strategy have been developed with their full support;
- There is also close working relationship with TAFE curriculum areas to collaborate on the academic preparation of students in TAFE courses;
- Jumbunna IHL manages and coordinates the ITAS program for Indigenous students at UTS. This program enables tutoring support for students during the course of their studies, and is reviewed each semester as to its effectiveness with learning issues;
- The University, through Jumbunna IHL, also operates two Supplementary Courses for Aboriginal and Torres Strait Islander students (SCATS). The success of these subjects have been reported over the years as a factor contributing to higher subject completion rates as well as higher graduation rates than students who do not undertake SCATS. In 2009, SCATS became a mandatory requirement for students who enter through the Special Admissions Scheme and early results are showing higher rates of completions;
- A regular meeting schedule is in place between Jumbunna IHL and Faculties to closely monitor Indigenous student learning issues in courses during semester;

	• A regular review of academic progress of students is also undertaken by Jumbunna IHL and Faculties at the end of each semester, and as a second layer approach to gauging progress; • Similar meeting schedules are also in place with the general UTS student services and student administration staff to deal with other emerging issues, such as status of student enrolments, appeals & results. • A monitoring and tracking system across our campuses developed in conjunction with the overall learning support strategy now forms the basis for our early intervention strategy, and is set down for regular reviews; and • Although it is still early days since developing our broader organisational response to the learning support areas, we expect to see a more focused and sustained approach to arresting the decline in completion rates. KEY CONSTRAINTS The cumulative disadvantage that Indigenous students present with at the time of their enrolment coupled with the limited support from ABSTUDY for students living costs continues to be a challenge for all universities. Having an explicit learning support agenda in conjunction with the faculties has been the primary means at UTS for improving completion rates. This however is very resource-intensive and is beyond what the pastoral, cultural and supplementary support Indigenous Education Centres have traditionally been resourced to do. The signs of benefits coming from a clearly articulated and implemented early intervention strategy are promising. But the benefits are curtailed by the level of resourcing available to employ more staff in the academic learning support areas.	
6	To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures. <i>Your response to this goal needs to address but is not limited to the following points:</i> • <i>Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution.</i> • <i>How you address the cultural competency of your staff and students.</i> • <i>Your involvement with Indigenous community members in working toward this goal.</i> • <i>The role of your IEU in enhancing the status of Indigenous Knowledges and overseeing cultural competency at your institution.</i> • The University, through the Faculties of Arts and Social Sciences and Business, operates two Indigenous degree programs in Adult Education and Community Management. These courses are designed specifically for and by Indigenous staff for Indigenous students and involve some focus on cultural competencies needed for working with Indigenous organisations and communities; • The University, through the Faculty of Arts and Social Science, offers two elective subjects for all students: Reconciliation Studies and Representing Aboriginal People, History and Place; and a number of others were approved for teaching in 2008. These subjects are designed for Indigenous as well as non-Indigenous students, and involve opportunities for students to gain awareness and some competencies with Indigenous matters in their professional training; • The University has embedded two mandatory Indigenous courses for students in the education and nursing degree programs. These subjects are informed by state policy priorities for the development of competencies in professions that deal with Indigenous matters; • An external review of the block away-from-base teaching programs in the Faculties of Arts and Social Sciences and Business was undertaken in 2009 and	

		the final report was handed down in 2010. The University will be acting on the review recommendations during 2010; • The University has Indigenous teaching staff in the Faculties of Law, Engineering & Information Technology, Nursing, Midwifery & Health, Business and Arts and Social Sciences, which helps the promotion of Indigenous matters in curriculum areas; • Indigenous academic staff participate variously in Faculty Boards. These Boards are responsible for the delivery of programs and courses. Indigenous staff involvement at Boards enables added levels of need for Indigenous content in curriculum areas; • The Equity and Diversity Unit runs a cultural awareness program for non-Indigenous staff from across the university at various times throughout the year. Various Indigenous staff are recruited to help teach areas within their expertise; • The Board of Studies for Indigenous Education is a key body in the university to guide Indigenous education and research matters. It is a sub-committee of Academic Board and its membership is made up of Indigenous and non-Indigenous academic and library staff from across the university. Its terms of reference are to advise Academic Board on Indigenous education and research matters. Academic Board is the principal body established by the University Council to advise on academic policy matters in the university; • Jumbunna IHL reports to its Community Advisory Committee on developments throughout the year and among many things, seeks their advice on matters pertaining to graduating well-rounded Indigenous graduates; • Indigenous academic staff have won national teaching awards as well as recognition in university teaching awards, including two commonwealth government Indigenous Staff Scholarships; • Jumbunna IHL continues to run seminar programs through various event formats which feature Indigenous scholars and community leaders. Invitations for events are extended to Indigenous community members as well as the University community. Speakers and artists in 2009 included: Jimmy Little AO, Sharon Bonython-Ericson, Norman Laing, Vernon Ah Kee, Aaron Seeto, Gary Lee, Fiona Foley, Lorraine McGee-Sippel, Dr Allison Cadzow and Prof Heather Goodall, Dr Anita Heiss, the Urab dancers from Poruma Island in the Torres Strait, Suzy Evans and 2008 NAIDOC Artist of the Year, Les Elvin; • Jumbunna IHL in collaboration with the Oodgeroo Unit at Queensland University of Technology established a conference series on Indigenous Studies and Indigenous Knowledge (ISIK) to draw focused discussions across the higher education sector on Indigenous Knowledge and the curriculum areas. A Special Edition of the Australian Journal of Indigenous Education (AJIE) publishes conference papers each year after the papers have been through their peer-reviewed process. The conference has been held in Queensland, New South Wales, Tasmania & Western Australia and ISIK is now in its fifth year. ISIK will be held at University of Queensland in 2010; • Indigenous staff regularly attend other Indigenous education conferences to share developments in teaching and learning areas with Indigenous colleagues from other universities; • A number of Indigenous staff attended the Indigenous Studies and Indigenous Knowledge (ISIK2009) conference in Perth to further discussions on the recruitment of Indigenous knowledge into the curriculum areas; • The Faculty of Law reviewed its Indigenous LLB and there is ongoing development to ensure better exposure of Indigenous content and perspective to all Law students; • Researchers at Jumbunna IHL with their colleagues published two major law texts in 2008: <i>Resolving Indigenous Disputes: Land Conflict and Beyond</i>. Annandale,	
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Federation Press; and Indigenous Legal Relations in Australia, Oxford University Press. In addition, a major text on Indigenous peoples and the law will be researched in 2009 for use in law courses across Australia;

- An Indigenous graduate alumni option for UTS was investigated and a proposal was approved by the University. The UTS Indigenous Alumni was launched in 2009; and
- There is a wide range of social and cultural activities organised for students and staff throughout the year to bring awareness of Australia's Indigenous matters. The Cultural Awareness week run by Jumbunna IHL was reviewed in 2008, and now operates as an ongoing program throughout the academic year.

KEY CONSTRAINTS

The ever-expanding areas of Indigenous education and training in curriculum areas, Indigenous research and research training, Indigenous Knowledge, and cultural competencies have seen the production of much good work and we continue to commit staff time to these emerging areas. However, it is difficult to maintain the level of commitment that Indigenous academic staff members would like to make without a commensurate increase in levels of base funding from the ISP for additional staffing.

Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003* – Other Grants Guidelines (Education) 2008 (DEEWR).

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$1,195,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	TOTAL ISP income for 2009	\$1,195,000

4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** UTS Operational Support Funding ITAS Funding State Government Grants Other Commonwealth Grants Privately Sourced Funds	\$ 1,348,017 1,090,168 113,155 0 18,996 125,698
5	Total Indigenous higher education income for 2009	\$ 2,543,017

6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$1,195,000
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$
6e	Total Indigenous ISP expenditure for 2009	\$ 1,195,000

7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** ITAS Program Costs (Inc. ITAS Tutor Salary & ITAS Administration costs) Research (salary costs) Research (Project Costs)	\$1,348,017 115,538 \$1,005,554 \$226,925
7b	Total Indigenous Other Funds expenditure for 2009	\$ 1,348,017

*** Item 3**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2009 (Item 3) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2009 ISP funds, specifying the purpose the funds will be used for in 2010.

**** Item 4**

Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous education statement, including name(s), position title, phone number and email address.

Where your IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

Professor Nicholas Martin Nakata (B. Ed. Hons. PhD)
Director, Jumbunna Indigenous House of Learning
Chair of Australian Indigenous Education
University of Technology, Sydney
PO Box 123
Broadway NSW 2007
Tel: 02 9514 1902
Fax: 02 9514 1894

SECTION 5 PUBLICATION OF THE STATEMENT

Providers are to publish Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.