

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

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1. Enrolments (Access)

Indigenous Student Data

Commencing Aboriginal and Torres Strait Islander students

	2014	2015	2016	2017	2018
Aboriginal and Torres Strait Islander students	156	132	139	158	170
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	15034	14863	14001	14289	13965

Total number of Aboriginal and Torres Strait Islander student enrolments

	2014	2015	2016	2017	2018
Aboriginal and Torres Strait Islander students	358	335	346	370	397
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	40784	42335	41599	41093	39637

Notes: Source - Institutional Analytics and Planning (IAP) Insights, University of Sydney

There was a decline in commencing students in 2015 as several courses primarily offered to Aboriginal students were under review and were therefore, not offered. Some of these courses were subsequently re-instated while others were permanently retired. This accounts for the decline in both commencing and total student numbers in that year shown in the tables above.

Since 2015 commencing student numbers, total student numbers, and EFTSL have all steadily increased. In 2018 we had 397 students who identified as Aboriginal or Torres Strait Islander studying across every Faculty and School.

Equivalent full-time student load (EFTSL)

ISSP	2014		2015		2016		2017		2018	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	269.43	16	242.02	19	254.7	18	268.78	19	284.8	TBC
EFTSL Regional & Remote	54.95	26	49.68	27	64.18	25	60.18	26	66.1	TBC

Notes: Source - IAP Insights, University of Sydney. 2018 position to be confirmed by the Commonwealth

Strategies to address access and enrolments

Indigenous Student Success Programme (ISSP) supported initiatives underpin the University of Sydney's commitment to increase access and participation in higher education for Aboriginal and Torres Strait Islander people.

Outreach Activities

The primary pre-tertiary components of the University's outreach activities are the week-long residential Summer and Winter programs which provide engaging and powerful learning opportunities that would otherwise not be accessible to many young people. These programs utilise expert teachers and leverage collaborative partnerships to maximise outcomes for participating students to assist in the transition to University.

In 2018, the University reviewed the annual Wingara Mura Bunga Barrabugu (WMBB) Summer Program and decided to move the timing from January to December so the program could be held late in the school term rather than in the summer holidays. This change necessitated the running of two Summer Programs in 2018, but the program will again be run as a single week in December 2019.

The **2018 WMBB January Summer Program**, held from 14 to 20 January, hosted 166 Aboriginal and Torres Strait Islander students from every state and territory, with 66 of these students in Year 12. The week-long residential program enabled Aboriginal and Torres Strait Islander students to explore their futures through an immersive experience of University life. Faculty specific educational experiences enabled students to explore specific areas of interest linked to university courses and careers. At the conclusion of the program, 89.4% of participants reported they were familiar with the university courses available to them in their area of interest, an increase from 59.1% pre-program. Students experienced a 40.9% increase in their self-reported ability to describe what student life looks like at university. Students also reported significant increases in their awareness of the different pathways and scholarships available at the University of Sydney, with 63.6% agreeing with this statement pre-program; increasing to 93.9% post-program. Student understanding of the support services available at the University of Sydney increased from 47% pre-program to 90.5% post-program.

The **2018 WMBB December Summer Program**, held from 3 to 6 December, hosted a total of 163 Aboriginal and Torres Strait Islander students from across Australia, of which 68 were in Year 12. The four-day residential program enabled Aboriginal and Torres Strait Islander students to explore their futures. At the conclusion of the program, 80.8% of participants self-reported their ability to describe what student life looks like at university, an increase of 29.8% from their perception at the start of the program. The program succeeded in its objective to increase knowledge of pathways to and support whilst studying at university with 93.4% of students responding that they had awareness of the support services available at university (an increase from 48.3% pre-program). In addition, 92.1% of participants reported an awareness of the different pathways and scholarships available at the University of Sydney (an increase from 69.5% pre-program).

The **2018 Bunga Barrabugu Winter Program**, held from 9 to 13 July 2018, hosted 41 Aboriginal and Torres Strait Islander students in Year 12 from NSW, Queensland, South Australia and the Northern Territory for an invitational five-day residential program. This program promotes academic preparedness for students' final senior exams and presents information regarding opportunities and pathways to university. Students were introduced to university life, attended subject-specific workshops, received tailored one-to-one academic tutoring, and had time allocated for independent study. There were also several extra-curricular activities undertaken outside of the work day to allow students to experience what life would be like living in Sydney and attending the University of Sydney.

Participants were provided with structured guidance on how to apply to the University of Sydney and had the opportunity to network with current University students, staff and industry representatives. At the beginning of the program, 31.4% believed they could apply a range of techniques to help with study and assessments. Post-program this increased to 71.4%. Students' awareness of the University's scholarship opportunities increased with 88.6% reporting they knew what scholarships were available to them post-program (an increase from 31.4% pre-program) and 82.4% reporting post-program that they knew how to apply for scholarships (an increase from 29.4% pre-program).

Pre-2019 Census information indicates that 14 students from the Winter Program accepted offers to the University of Sydney, with 4 of these students deferring their enrolment for 2019. Twelve of the students entered through the Cadigal Admissions Scheme with the remaining entering through the standard UAC process.¹ Of the 33 Winter Program participants who were successfully contacted to participate in a

¹ Data provided by IAP Insights, University of Sydney as at 19 February 2019

transition survey, 27 had enrolled at a university, which equates to 81% of program participants transitioning to Higher Education. Seven students attained ATARs above 85.00 and two of these attained ATARs above 90.00.

The **2018 STEM Workshop** held from 8 to 13 July, hosted eleven Year 11 Aboriginal and Torres Strait Islander students who showed an aptitude and interest in Science, Technology, Engineering and Mathematics (STEM). ISSP funding supported the participation of two of these students who were alumni of the Wingara Mura Summer Program. Students participated in challenging hands-on activities, worked in teams to develop a cross-disciplinary project, engaged in specific Science and Mathematics subject skills enrichment workshops and participated in external industry site visits. All participating students had attended either the Indigenous Australian Engineering Summer School (IAESS) or the Wingara Mura Bunga Barrabugu Summer Program earlier in the year. Students indicated increased academic confidence, understanding of alternative entry pathways and available support services, and ranked the opportunity to attend external industry site visits, including to the John Holland Group and Laing O'Rourke, very highly.

The **Life at Sydney** residential program was held from 2 to 4 October and provided the opportunity for 14 Aboriginal and Torres Strait Islander students from our partner organisations The Smith Family (via the Learning for Life Program); Education & Training Out West (via the Transition to Uni program); and scholarship recipients through the Harding Miller Education Foundation, to participate in a variety of hands-on faculty-based activities and senior study skills workshops on campus. Program outcomes included increased student preparedness and feelings of confidence in their academic abilities, access to information for planning, and equipping students with an understanding of alternative entry pathways, and available equity scholarships to make informed decisions about their future. At the conclusion of the program, 38% of Aboriginal and Torres Strait Islander participants reported an increased understanding of how higher education can assist in achieving career goals.

Nine Aboriginal and Torres Strait Islander students in Year 12 were supported to participate in the **Open Day** workshops and residential program held on 25 August. These activities are designed to prepare students academically for senior study as well as to provide support to access higher education. The 2018 Open Day program workshops for Years 10 to 12 included individual consultations to support applications to the University's E12 or Cadigal Entry Schemes for eligible students. Students who participated in the residential program were engaged through The Smith Family and Education & Training Out West. 67% of Aboriginal and Torres Strait Islander participants reported an increase in understanding of the scholarships available to them, while 56% reported an increase in their confidence and preparedness for university. Of the Aboriginal or Torres Strait Islander Students who participated in Education & Training Out West's Transition to Uni program, 60% are currently attending university, and the other 40% received offers but have taken a gap year.

Access Activities

The University facilitates access for Aboriginal and Torres Straits Islander students through the Cadigal and Pemulwuy Alternative Entry Schemes and Away From Base courses. The University also offers targeted financial support to Aboriginal and Torres Strait Islander students via a broad range of scholarships, bursaries and prizes (see details in scholarship tables below).

Alternative Entry Schemes

Cadigal and Pemulwuy Alternative Entry Schemes

The Cadigal and Pemulwuy Alternative Entry Schemes are designed to assist prospective Aboriginal and Torres Strait Islander students applying for an undergraduate degree at Sydney. They provide modified entry pathways for applicants who are then supported by an intensive two-week Cadigal Academic Enrichment Program.

The Cadigal Academic Enrichment Program offered to this cohort runs over two weeks. The workshops run through this program equip students with the necessary skills to succeed in their first year of study, such as academic writing, structuring essays, critical thinking, oral presentation, research methods and time management. The student support team facilitates representatives from Centrelink, counselling services, financial assistance, student accommodation services, the Student Representative Council, careers advisors, and Elders from the local community to come to speak with the students. All first-year students are invited to attend this program. Particular emphasis is placed on encouraging Cadigal and Pemulwuy Alternative Entry Scheme students to attend all of the workshops to familiarise themselves with the academic skills required for university study.

The Mana Yura team worked with the University's Learning Centre to update the Academic Enrichment Program for 2018. A key part of this update was the creation of an online learning site that all new Cadigal students were enrolled in. This site supported the transition of Cadigal students and familiarised them with the University's online learning contexts, so they could confidently start the semester. All the learning materials on this Canvas site will be accessible to Cadigal students throughout the course of their degrees.

On the first day (Orientation Day) all first year students were given the opportunity to meet staff from the Aboriginal and Torres Strait Islander Student support teams, Mana Yura and Yooroang Garang, talk with current students from our Mentoring our Brothers and Sisters program (MOBS), learn about scholarships, services and facilities on campus, and access important information about courses. All students are provided with orientation packs that contained essential materials for the program.

The Cadigal Academic Enrichment Program contributes to a sense of belonging at the University, which is essential to the retention and success of Aboriginal and Torres Strait Islander students. In 2018, 45 successful applicants who received an offer through the Cadigal and Pemulwuy Schemes were supported to complete this Academic Enrichment Program. The Program was fully funded by ISSP funding in 2018.

Supported University entry (entry with a lower minimum ATAR) is also available to eligible Aboriginal and Torres Strait Islander students through the University of Sydney's other alternative pathways listed below.

The Early Offer Year 12 (E12) Scheme

E12 is for domestic NSW students currently undertaking the HSC or International Baccalaureate who are financially disadvantaged and/or attend government identified 'low socioeconomic' high schools. Successful applicants receive an early conditional offer to one of over 80 courses at the University of Sydney, guaranteed upon attainment of the lowered minimum ATAR. Since it commenced, a number of Aboriginal and Torres Strait Islander students have received offers to a range of undergraduate courses at the University of Sydney via this scheme.

Broadway Scheme

Current or previous candidates for NSW/ACT Year 12 and interstate equivalent programs attending high school or a TAFE college (or overseas equivalent) who have experienced long-term educational disadvantage may apply to the Broadway Scheme. The methods used for assessing long-term educational disadvantage have been established and are reviewed in conjunction with the Universities Admissions Centre and other universities in NSW and the ACT.

Elite Athletes and Performers Scheme

The Elite Athletes and Performers Scheme is for applicants who are able to demonstrate they are elite athletes or performers, and have had training, competitive and/or practice commitments which have significantly affected their Year 12 results.

Away From Base (block) courses

The Schools of Education and Social Work and Public Health offer flexible options for postgraduate courses that allow students to combine on-campus study with home-based work. The Away from Base mode allows students to attend intensive week-long blocks of study on campus and then complete the remainder of their work off campus. Several hundred students have completed Graduate Diploma, Graduate Certificate and Masters level courses through these block programs. In 2018, 54 students were admitted to these programs. The Away From Base program is mainly funded by the Commonwealth under the Indigenous Advancement Strategy.

Recruitment Activities

There is a dedicated Aboriginal and Torres Strait Islander recruitment unit within the Global Student Recruitment and Mobility team. The unit's overall objectives are to increase the preferences and offers annually, promote alternative entry schemes and grow the overall numbers of Aboriginal and Torres Strait Islander Students studying at Sydney.

This unit attends interstate school Expos and makes school visits both in NSW and interstate, attends community and cultural events to promote the University, attends regional, remote and interstate activities that have a recruitment focus, and provides follow up to schools engaged in our school outreach activities. It also provides recruitment sessions for Summer and Winter Program participants

and coordinates the conversion follow-up for year 12 students who apply through Cadigal Entry Scheme.

In addition, this unit coordinates welcome events at the University's Open and Info days and provides a number of campus tours and experience days for students from school partners including the NRL Schools to Work Program, the Australian Indigenous Education Foundation, and the Australian Indigenous Mentoring Experience.

In 2018 the Aboriginal and Torres Strait Islander recruitment unit employed 14 **Cadigal Student Ambassadors**. The role of a Student Ambassador is to assist the Student Recruitment team in the University's marketing and promotional activities, including campus tours, school visits, careers markets and major recruitment events.

As they are often the first point of contact for future students, the primary function of a Student Ambassador is to provide prospective students with a current student's perspective of university life.

Foundation Year

To increase Aboriginal and Torres Strait Islander student numbers in the future, the University has been exploring how best to support students who are likely to require tailored academic, financial and emotional support to succeed in their studies. The University identified a lack of supported pathways for school-leavers who have missed the ATAR cut-offs, non-recent school leavers, and applicants who do not have an ATAR or school leaving certificate.

Work on a Foundation Year for mature age/low or no ATAR applicants continued in 2018, to enable a larger number of students to receive offers, enrol and successfully graduate from the University of Sydney. This included researching various models to develop the most efficient, cost effective model and working with student administration to ensure the Foundation Year can be set up a stand-alone program.

The new pathway is positioned within the framework of the University's new undergraduate curriculum and the strategic objectives of the University's 2016-202 Strategic Plan. It is hoped that the Foundation Year program will be ready for an intake in the 2020 academic year.

1a ISSP Funded Scholarships (2018 breakdown)

Note: Only preserved Commonwealth Scholarships were funded from ISSP funding.

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote- undergraduate	15,597	3	3,899	2	0	0	5	19,496
From Regional/ Remote- postgraduate	0	0	0	0	0	0	0	0
Undergraduate (non-regional/remote students)	5,199	1	0	0	0	0	1	5,199
Post-graduate (non-regional/remote students)	0	0	2,599	1	0	0	1	2,599
Other	0	0	0	0	0	0	0	0
TOTAL	20,796	4	6,498	3	0	0	7	27,294

Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 26,187
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$ 19,496

Notes: Source – Scholarships Office, University of Sydney

1b Other scholarships, bursaries and awards

The University offers scholarships, bursaries and prizes of varying size to Aboriginal and Torres Strait Islander students funded by the University and from other sources.

In total \$2,108,299 was awarded in 327 scholarships, bursaries, awards and prizes to Aboriginal and Torres Strait Islander students in 2018. A detailed breakdown of these is shown in the table below.

Scholarship details	Funding Source	Amount	No. Awarded	Total Cost	Comments
Australian Aboriginal and Torres Strait Islander Scholarship	University funding	up to \$500	7	\$ 6,500	Advertised Bursary
Bernard Lee Scholarship for Indigenous Australian Students	University endowment funding	\$ 5,000	14	\$ 70,000	Advertised Bursary
Chancellor's Committee Indigenous Australian Undergraduate Bursary	University funding	up to \$2,000	10	\$ 20,000	Advertised Bursary
Charles Perkins Memorial Prize	University endowment funding	\$ 4,000	2	\$ 8,000	Prize
Elaine M. Grierson Scholarship	University endowment funding	\$ 6,000	2	\$ 9,000	Scholarship
Poppy Harris Bursary	University endowment funding	up to \$1,000	2	\$ 2,000	Advertised Bursary
Robert Floyd Marshall and Essen Marshall Scholarship	University endowment funding	up to \$3,000	23	\$ 64,000	Advertised Bursary
Susan Wakil Scholarship - Undergraduate Indigenous	University endowment funding	\$ 29,000	3	\$ 77,835	Scholarship
The Gwen and David Moore Aboriginal Scholarship	University endowment funding	\$ 25,000	1	\$ 12,500	Scholarship
The Professor Ann Curthoys NSW Freedom Ride Accommodation Scholarship	University endowment funding	\$ 12,000	1	\$ 12,000	Scholarship
The Rosebrook Foundation Indigenous Accommodation Scholarship	University endowment funding	\$ 15,000	1	\$ 15,000	Scholarship
The Rotary Club of Sydney Soukup Memorial Scholarship	University endowment funding	\$ 15,000	2	\$ 30,000	Scholarship
The Steglick Indigenous Women's Scholarship	University endowment funding	\$ 6,000	2	\$ 9,000	Scholarship
The William John and Lizzie May Sinclair Scholarship	University endowment funding	\$ 25,000	2	\$ 50,000	Scholarship
University of Sydney Indigenous Accommodation Award and Bursary	University funding	up to \$8,728	19	\$ 165,114	Award
University of Sydney Indigenous Australian Entry Scholarship	University funding	\$ 10,000	11	\$ 105,000	Scholarship
University of Sydney Indigenous Australian Postgraduate Scholarship	University funding	\$ 3,000	16	\$ 17,500	Advertised Bursary
University of Sydney Indigenous Exchange Scholarship	University funding	\$ 5,000	2	\$ 10,000	Scholarship

University of Sydney Indigenous Progress Award	University funding	\$ 2,000	68	\$ 136,000	Prize
Alf Waugh Indigenous Scholarship	University endowment funding	\$ 6,500	1	\$ 6,500	Scholarship
About Scholarship	University endowment funding	\$ 10,000	1	\$ 10,000	Scholarship
Ron Bauman Scholarship	University endowment funding	\$ 6,000	1	\$ 6,000	Scholarship
Western Union Foundation Scholarship	University endowment funding	\$ 7,000	3	\$ 21,000	Scholarship
University of Sydney Indigenous Australian Students Conference Assistance	University funding	up to \$2,000	5	\$ 9,000	Advertised Bursary
Sub-total University funded			199	\$ 871,949	
Australian Rotary Health Research Fund	Industry funding	\$ 5,000	3	\$ 15,000	Scholarship
Biomedical Industry Partner Leadership Scholarship	Faculty funding	\$ 18,000	1	\$ 18,000	Scholarship
BlueScope Indigenous Scholarship in Business	Industry funding	\$ 25,000	1	\$ 12,500	Scholarship
Campus Infrastructure Services Scholarship in Architecture, Design and Planning	Campus Infrastructure Services funding	\$18,000 per year for 3 years	2	\$ 36,000	Scholarship
Class of 1977 Indigenous Scholarship - Sydney Medical School	Faculty funding	up to \$6,000	1	\$ 6,000	Scholarship
Faculty of Health Sciences Aboriginal and Torres Strait Islander Students Summer Research Scholarships	Faculty funding	\$1600 per student	1	\$ 1,600	Scholarship
Herbert and Valmae Freilich Scholarship for Indigenous Australian Medical Students - Sydney Medical School	Faculty funding	\$ 5,000	2	\$ 10,000	Scholarship
National Broadband Network Co. (NBN)	Industry funding	\$ 30,000	1	\$ 30,000	Scholarship
Poche Centre Scholarship - Community Research Skill Set	Poche Centre funding	\$ 1,500	16	\$ 24,000	Scholarship
Poche Centre Scholarship - Apply Fluoride Varnish Skill Set	Sydney Policy Lab grant funding	\$ 1,500	3	\$ 4,500	Scholarship
Poche Centre Scholarship - statement of attainment	Cancer Institute NSW funding	\$ 5,000	11	\$ 55,000	Scholarship
Poche Centre Scholarship - Certificate II/IV Dental Assisting	Poche Centre, NSW Ministry of Health funding	\$ 15,000	25	\$ 375,000	Scholarship
Poche Centre Scholarship - Certificate II/IV Health Services	Poche Centre, Rhodanthe Lipsett funding	\$ 15,000	10	\$ 150,000	Scholarship
Poche Centre Scholarship - Diploma Mental Health	PHN Nepean and Poche Centre funding	\$ 30,000	12	\$ 360,000	Scholarship
Poche Centre Scholarship - Bachelor	Poche Centre funding	up to \$5,000	1	\$ 5,000	Scholarship
Poche Centre - Higher Degree by Research support scholarships	Poche Centre funding	\$ various	4	\$ 70,000	Scholarship

Susan Tompkins Scholarship for Indigenous Health Programs in the School of Public Health	Industry funding	\$ 5,000	27	\$ 27,000	Scholarship
University of Sydney Business School Scholarship with Merit for Excellence in Extracurricular Endeavour	Faculty funding	\$ 6,000	7	\$ 36,750	Scholarship
Subtotal faculty, industry & other scholarships and bursaries			128	\$ 1,236,350	
Total all non-government scholarships and bursaries			327	\$ 2,108,299	

Notes: Source – Poche Centre Scholarship data provided by them. All other information provided by Scholarships Office, Bursaries Office and Student Accommodation Services, University of Sydney. Some students received partial payment in the 2018 year due to studying part-time or for one semester. The amount column indicates the full-time scholarship rate for one year. The total cost shown represents the actual amount awarded in 2018.

University of Sydney Indigenous Accommodation Award and Bursary

Commencing Aboriginal and Torres Strait Islander students are guaranteed a place in University owned accommodation. Students are not required to pay a bond and are able to choose between a range of accommodation options that are University owned and managed. The total value of this award is up to \$8,728 to meet 50% of accommodation costs. A start up bursary of \$1,000 is also provided to the student up-front to assist with relocation expenses. In 2018, 19 students took up this award.

University of Sydney Aboriginal and Torres Strait Islander Entry Scholarship

A \$10,000 scholarship is awarded to Aboriginal or Torres Strait Islander students who have obtained an Australian Tertiary Admission Rank (ATAR) in the NSW Higher School Certificate (or equivalent) of 85.0 or above, and who are commencing the first year of an undergraduate award course at the University of Sydney through the Universities Admissions Centre (UAC). The Mana Yura Student Support team worked in partnership with the University's Scholarships unit to ensure all students who entered through the Cadigal Alternative Entry Scheme with an ATAR of 85.0 (or equivalent), received this scholarship. 11 students were awarded this scholarship in 2018.

University of Sydney Indigenous Progress Award

Aboriginal or Torres Strait Islander students who are enrolled full-time in an undergraduate award course, including diploma (undergraduate) at the University of Sydney, and have completed a full-time study load in an undergraduate award course, including diploma (undergraduate), with an Annual Average Mark (AAM) of 65.0 or higher in the previous academic year are awarded a \$2,000 progress award. In 2018, 68 students received this award.

2. Progression (access and outcomes)

The University has maintained a consistently high success rate for Aboriginal or Torres Strait Islander students over the years. This is due to the focus on both the success and progression of this student cohort by the student support teams and other staff across the University.

ISSP	2014		2015		2016		2017		2018	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position
Success Rate (units passed/units attempted)	85	5	84.41	5	85.37	5	84.14	5	84.9	TBC

Notes: Source - IAP Insights, University of Sydney. 2018 position to be confirmed by the Commonwealth

Strategies to address access and outcomes

Dedicated Aboriginal and Torres Strait Islander Student Support teams offer a strong, scheduled social programme that facilitates community building among Aboriginal and Torres Strait Islander students; provides referrals to additional supports and services available at the University; a peer mentoring programme that builds networks across student cohorts; and discretionary assistance when required through the provision of mandatory study materials (i.e. laboratory coats) and a text book library.

Dedicated Student Support teams

The Mana Yura Student Support team has seven staff and sits within the Student Support Services unit at the University of Sydney. This team's role is to provide culturally appropriate assistance and support to all Aboriginal and Torres Strait Islander students throughout their University journey, from admission to graduation. Strategies to increase the participation and retention of students are the team's core business. The team works in partnership with all student support services to ensure timely referrals to other sources of assistance on campus.

The Mana Yura team offers a strong, scheduled social programme of activities that facilitates community building among Aboriginal and Torres Strait Islander students; provide referrals to additional supports and services available at the University; a peer mentoring programme that builds networks across student cohorts; and discretionary assistance when required through the provision of mandatory study materials (i.e. laboratory coats) and a text book library.

In 2018, Mana Yura supported over 400 students from admission to graduation. Four staff members were responsible for managing the Cadigal Academic Enrichment Program, Indigenous Tutorial Assistance and academic support programs, monitoring student's academic progress and well-being. The other three team members' core focus was to manage and coordinate the student experience projects for this cohort.

For Aboriginal and Torres Strait Islander students studying within the Faculty of Health Sciences, support is provided through the Yooroang Garang Indigenous Student Support Unit. Yooroang Garang, meaning strong space, is based at Cumberland Campus in Lidcombe. This unit is embedded within the Faculty and operates as part of the Faculty's core business. The unit is made up of 2.2 FTE and includes both academic and professional staff. The unit supports students through a case management approach from admission through to graduation and develops opportunities to enhance the student experience such as the Research Scholarship and Student Ambassador opportunities. Yooroang Garang works closely with other teams across the University and has dedicated student study spaces, a common room, and lending library.

In 2018 Mana Yura provided over 6,500 occasions of service to students via telephone, email and face to face consultation while Yooroang Garang provided over 2,000 occasions of service to students. The programs and initiatives run by the Mana Yura team were partially funded by the University, and supplemented by ISSP funding, while the Yooroang Garang team was mainly funded by ISSP funding.

The **Academic Result Monitoring and Early Intervention program** is one of the key programs run by the Mana Yura team. This is an early intervention program which identifies students who are at risk of failure or discontinuation. Through this program, student results are monitored each semester and academic plans are put in place to ensure students are supported in all areas of their university journey. Students are connected with faculty academic support, and to other University services such as the Learning Centre, Accommodation Services, Scholarships and Financial Support.

The **Mentoring Our Brothers and Sisters (MOBS)** program launched in 2017 is a structured, social peer mentoring program where continuing Aboriginal and Torres Strait Islander students mentor first year students. The key aims of the program are to increase the transition and retention rates of Aboriginal and Torres Strait Islander students in their first year of university study, and to build the professional, leadership and personal development capacity of continuing students, embedding pathways for their achievement at university and beyond.

From 2017 to 2018 there was improved participation by both mentees and mentors.

Year	Mentors	Mentees
2017	19	38
2018	30	49

Notes: Source – Mana Yura Student Support Team, University of Sydney

The MOBS program continues to be successful in its key aim of increasing Aboriginal and Torres Strait Islander student retention and progression rates, particularly for students completing their first year of study. Almost all MOBS mentees (first year students) from 2017 have been successful in progressing to their second year of studies in 2018. The significance of this success is strengthened by the high rates of engagement with the program. In 2018, over 50% of Aboriginal and Torres Strait Islander first year students were involved in MOBS as mentees.

In 2018, MOBS introduced and ran Mentee Training covering program logistics, role and expectations of mentors and mentees, and referral services. The leadership and professional opportunities available to support the achievement and success of continuing mentors was also expanded.

The Mana Yura was awarded the 2018 Vice-Chancellor’s Award for Excellence in the category of Outstanding Indigenous Education Strategies for the MOBS program.

In order to create a sense of belonging for students enrolled in Away From Base courses, the Mana Yura team also ran a series of **outreach activities** for these students, providing lunches and morning teas each time students attended a block for their course on campus. In 2018, the team provided over 30 outreach events to build stronger relationships between Away From Base students, staff and current full degree students, and to increase this cohort’s knowledge of the support available to help them participate in their studies.

Indigenous student spaces

Culturally safe spaces are provided for all Aboriginal and Torres Strait Islander students on the Camperdown Campus at the Old Teachers College in the Wingara Mura Centre. It has a fully equipped computer laboratory, photocopying facilities, research library, a tutorial room for study, and a student/staff common room with full kitchen facilities.

The Mana Yura team occupies an office adjacent to these spaces three days per week to facilitate contact with students using these facilities as well as their regular office in the Student Support Services area. Students at the Cumberland Campus also have a culturally safe space run by the Yooroang Garang team. This has a fully equipped computer lab and tutorial rooms and provides students with essential textbooks and professional equipment such as stethoscopes, dynamometers and laboratory coats.

The running of these student spaces was fully funded by ISSP funding in 2018.

Indigenous Tutorial Assistance Support (ITAS)

ITAS is a key academic support mechanism for all Aboriginal and Torres Strait Islander coursework students. ITAS facilitates access to supplementary tutoring, delivered in one-to-one or small group sessions. ITAS was fully funded by ISSP funding in 2018.

Student participation in ITAS has grown over the past four years as outlined in the table below and was at just over 40% of all enrolled students in 2018. 81% of all units of study attempted with the support of an ITAS tutor received a pass rate or higher.

Participation in ITAS has been promoted by the Student Support teams who encourage the use of ITAS for all students following the release of semester 1 and 2 results. This outreach is targeted at students defined as at academic risk using phone calls, in-person meetings and personal academic plans encouraging the use of ITAS. This outreach activity is intended to pre-empt the academic support students might need and make sure a majority of students access support as early as possible.

Table 2: ITAS student participation by year

2014	2015	2016	2017	2018
89	91	128	155	162

Notes: Source – Mana Yura Student Support Team, University of Sydney

Several initiatives to support student success and retention were delivered through ITAS in 2018.

The **Academic Skills sessions** are targeted at improving the skills of ITAS tutors. They are presented in conjunction with the University Learning Centre to provide advice on the different types of learning styles and resources. With this support, effective tutors are able to identify where individual students are struggling and can assist in the development of both study and exam techniques. The Mana Yura Team delivered this session in both semesters 1 and 2 of 2018 for all new tutors and worked with the Learning Centre to develop an online version of this training. The online version of the training will be launched for tutors in 2019.

The National Centre for Cultural Competence at the University of Sydney conducted **Cultural Competence training workshops** designed to help tutors deepen their understanding of relational learning as significant for their pedagogy as ITAS tutors. Tutors were trained in understanding concepts of wellbeing in the context of Aboriginal and Torres Strait Islander communities and offered knowledge and skills for engaging with their students in culturally safe, respectful and responsive ways. In 2018

cultural competence training was offered to tutors through four face-to-face workshops as well as online modules which are available to all staff.

The Mana Yura Team continued the **ITAS 100 procedure** which involves calling all ITAS students before the Census date each semester to check in on students and address any issues that may be impacting on the usefulness of tutoring for the student.

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	111	3224	
	Post graduate	51	755	
	Other	0	0	
	Total	162	3979	\$241,286.44
Indigenous Support Unit or other Indigenous student support activities				\$73,966.83
Other clinical training activities		50	486	0
	Total	212	4283	\$315,253.27

Notes: Source – Mana Yura Student Support Team & Finance, University of Sydney

3. Completions (outcomes)

ISSP	2014		2015		2016		2017		2018	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position
Completions	96	4	72	11	78	8	95	7	88	TBC

Notes: Source IAP Insights, University of Sydney. 2018 position to be confirmed by the Commonwealth.

As noted in Section 1 above, there was a decline in commencing students in 2015 due to several courses primarily offered to Aboriginal students being under review and not offered in that year. Some of these courses were subsequently re-instated while others were permanently retired. This would account for the decline in completion numbers in 2018.

Strategies to address completions and career support

All of the student support activities outlined in Section 2 above (Progression) support students at Sydney to successfully complete their degrees.

Mana Yura and Careers Centre

A dedicated Career Development Officer position for Aboriginal and Torres Strait Islander Students was established within the Careers Centre in 2017. The Careers Centre has been working closely with the Mana Yura Student Support team to engage and support the career development of Aboriginal and Torres Strait Islander students.

A significant area of focus for the Careers Centre has been increasing accessibility of career development activities for Aboriginal and Torres Strait Islander students. The dedicated Career Development Officer works closely with the Mana Yura Student Support team to identify areas and opportunities to engage with students through the provision of tailored services. This Careers Support Program is essential in supporting students to transition from university studies to employment.

To that end, individual careers consultations and weekly drop-in sessions at the student space on the Camperdown campus have continued throughout 2018 and this service was expanded to include Aboriginal and Torres Strait Islander students based at the Cumberland campus in 2019. Currently enrolled students also continue to receive a monthly newsletter and targeted communications relating to selected advertised roles and industry events to increase students' awareness of career opportunities.

The Careers Centre works with industry to identify and promote employment opportunities for students and recent graduates, create opportunities to engage with potential employers, and advertise Indigenous-identified positions on the Sydney CareerHub online jobs database.

In 2018, the Careers Centre was invited to partner with the Faculty of Arts and Social Sciences to pilot an Indigenous Placement Program, in which one student successfully completed a paid summer internship with Westpac.

In addition, the Careers Centre has continued to build engagement with Aboriginal and Torres Strait Islander students by integrating career development content into existing student programs, including Mentoring Our Brothers and Sisters (MOBS) mentor and mentee training, resident advisor training and faculty-based Indigenous school outreach programs.

In 2018 a Postgraduate Support Officer position was created. This position works with postgraduate students to provide pastoral care and administrative support, as well as run networking events. The Postgraduate Officer also developed a Research Symposium for students to present their work to peers and other academic staff.

The dedicated Career Development Officer position was funded by ISSP funding in 2018.

3a Career Support Student Engagement Data

Activity	2016	2017	2018
Drop ins	0	4	85
Appointments	0	6	24
Events attended	2	11	25
CareerHub logins	206	507	614
Identified jobs advertised	19	26	60
Jobs viewed	589	929	1028

Notes: Source – Mana Yura Student Support Team, University of Sydney

4. Indigenous Education Strategy accessible by public

The objectives of the University of Sydney in respect of Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in our integrated strategy **Wingara Mura - Bunga Barrabugu (Wingara Mura)**.

Wingara Mura is founded on the premise that Aboriginal and Torres Strait Islander education, research and engagement are integral to the core business of the University and are the responsibility of our whole University community.

Wingara Mura is a whole-of-university approach that aims to ensure that all faculties and University services are committed to Aboriginal and Torres Strait Islander advancement. It sets ambitious targets for Aboriginal and Torres Strait Islander student enrolments, Aboriginal and Torres Strait Islander staff appointments to academic and service units, research collaborations with Aboriginal and Torres Strait Islander peoples, and for the completion of a range of initiatives.

The Strategy is supported by significant funding from the University which is used for a wide range of initiatives undertaken by Faculties and Professional Service Units.

The full strategy document can be found on the University of Sydney website at:

<https://sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/wingara-mura-bunga-barrabugu.pdf>

Cultural Competence

Cultural competence is a vital part of the University's Strategic Plan and a key focus for increasing and improving opportunities for Aboriginal and Torres Strait Islander staff and students. Thinking in terms of research, teaching and education, and around how the University engages with its environment, this commitment to cultural competence is visible in collaborative work with key partners, culturally competent leadership programs, and the ongoing development of resources for students and staff.

Working closely with Aboriginal and Torres Strait Islander community organisations, Local Aboriginal Land Councils (LALC), national networks of cultural competence champions and engaged individuals contributed to a series of highlights in this space in 2018.

Indigenous cultural competence is a defining feature of culturally competent leadership the University of Sydney. To support the process of transformational change that culturally competent leadership activates, the University invested significant resources into expanding the **Culturally Competent Leadership Program** in 2018.

In addition to delivering the program to emerging leaders, variants of the program were trialled with Executive leaders, and with the University's Associate Deans, Indigenous (AD ISS). The emerging leaders program includes a 3.5-day off-site retreat with an integrated cultural immersion program. The AD ISS program had a non-residential format and included a cultural immersion tour run by Kadoo Tours with the approval of La Perouse LALC. The Executive leadership program was designed to be a time efficient one-day masterclass in cultural competence and anti-racism.

Cultural competence is one of six core graduate qualities the University is incorporating into undergraduate degree programs. The **open learning environment (OLE)** is being utilised as one of multiple ways that students and staff can develop capacity to engage productively, collaboratively and openly in diverse groups and across cultural boundaries. In 2018 two cultural competence OLEs were released - Cultural Competence: Fundamentals and Cultural Competence: Aboriginal Sydney. These are both offered as zero and two credit point courses.

The University's **Cultural Competence: Aboriginal Sydney Massive Open Online Course (MOOC)** was released in February 2017. The MOOC is designed to further the University community's understanding of local Aboriginal histories, narratives and cultures through a cultural competence framework. At the end of 2018 enrolments were at 3,383 learners and 16% of learners had completed the course. Typical completion rates for MOOCs range from 5% to 15%. These enrolment and completion figures corroborate feedback from learners that there is a real appetite for culturally competent engaging resources.

In April, the National Centre for Cultural Competence hosted the **Cultural Competence & The Higher Education Sector: Dilemmas, Policies & Practice conference**. 210 people attended from around Australia and internationally. The conference brought together academics and practitioners from across the university, government and community sectors and highlighted the depth and breadth of innovative work being done in the cultural competence field.

At the end of 2018 the **Cultural Competence Service Learning Symposium** was run with partners from the Murdi Paaki Regional Assembly (MPRA) and Tiwi Islands Regional council (TIRC). The symposium highlighted best-practice strategies in working effectively with Aboriginal and Torres Strait Islander communities in experiential learning settings.

Service Learning

The University of Sydney's Service Learning in Indigenous Communities (SLIC) program has enabled undergraduate and postgraduate students to apply their academic knowledge and develop their cultural competence and interdisciplinary group-work skills through meaningful service-based projects in collaboration with Aboriginal communities.

These interdisciplinary, real-world projects were designed in collaboration with Aboriginal community organisations in the Tiwi Islands (NT), Murdi Paaki region (NSW), and Warburton (WA), through a curriculum grounded in meaningful community service and critical self-reflection. The projects were designed to address issues identified and prioritised by communities and generate outcomes desired by communities, reflecting the ethic of reciprocity and mutual benefit embedded in the program.

The ensuing learning experience was not only culturally enriching and firmly aligned with the University's graduate qualities outlined in the Strategic Plan (2016-2020), but an incubator for the development of industry-ready skills for working in intercultural and global contexts.

A comprehensive review of the SLIC program led by the Deputy Vice-Chancellor Education was undertaken in late 2017. As a response to the review, a unit titled Service Learning in Indigenous Communities (FASS 3500) was established in 2018 within the Faculty of Arts and Social Sciences in close consultation with the Associate Dean Indigenous.

FASS 3500 is an interdisciplinary unit of study where students from across the University have the opportunity to work with the University's community partners on real-world projects, which have been designed and prioritised by Aboriginal and Torres Strait Islander communities. The unit includes pre-placement preparation including participation in a series of cultural competency workshops led by the National Centre for Cultural Competence; an initial placement in the community to consult with the partner organisation, community members, and relevant local stakeholders about their priorities and ideas related to the project; four two-hour post-placement seminars during Semester 1 to guide

students' project-based learning, and skills in interdisciplinary effectiveness, complex problem-solving and writing/presenting to diverse audiences; and an optional return trip to the community to present project findings, receive and incorporate community feedback, and prepare a handover for the next cohort of students.

5. Indigenous Workforce Strategy accessible by public

Indigenous Staff Data

In 2018 the University employed a total of 119 staff who identified as Aboriginal or Torres Strait Islander. Of this total, 91 staff were permanent (FTE: 84.9) while 28 were casual (estimated work FTE: 6.3)². This was an improvement over 2017 in terms of both pure numbers, and the percentage of staff who identify as Aboriginal or Torres Strait Islander.

A breakdown of staff by employment type, employment area and employment level is shown in the tables at section 5a below.

	Past performance					Minimum ISSP Target
	2014	2015	2016	2017	2018	
Total Indigenous staff numbers	81	74	84	93	119	
Total number of staff per Annual Report				7470	7945 ³	
Percent				1.3%	1.49%	3%

Notes: Source - pre-2018 data provided by the Commonwealth. 2018 data provided by Workforce Development, University of Sydney. Indigenous staff data is headcount as at December 2018 and includes all paid employment types.

The University of Sydney Aboriginal and Torres Strait Islander Employment Framework was finalised in 2018 and implemented within the University. The Framework can be found online at: <https://sydney.edu.au/content/dam/corporate/documents/about-us/careers-at-sydney/Aboriginal%20and%20Torres%20Strait%20Islander%20Workforce%20Strategic%20Framework%202019-2021.pdf>

This Framework, which fulfils our obligations under Section 12 of the ISSP Guidelines, has a number of key success indicators that are evaluated internally through Human Resources and the University Executive (Indigenous Strategy and Services) Committee on a quarterly basis and reported annually to the Joint Consultative Committee. The representation of Aboriginal and/or Torres Strait Islander staff is also included within the Annual Report of the University.

The Framework is built on the premise that recruitment, retention and career development of Aboriginal and Torres Strait Islander staff is core business and the responsibility of the entire University community. To achieve this, the University has developed several strategies to progress Aboriginal and Torres Strait Islander employment.

The Manager Indigenous Employment and Cultural Diversity and the Inclusion and Diversity Advisors within the Human Resources will work with individual faculties and professional service units in the development of locally based implementation plans.

The Research and Data Analyst team provides assistance to Human Resources and Faculties and Professional Service Units to monitor success against the employment targets that are set within both the employment framework and the University of Sydney Enterprise agreement.

² FTE for permanent staff is based on their arrangement as at 31st December 2018. For casual staff, no FTE arrangement is recorded so the FTE shown for casual staff is estimated based on hours worked during the year

³ The 2018 University of Sydney Annual Report has not been published at the time of writing

Positions are advertised and/or disseminated via the University's external facing Recruitment website, via appropriate print media and by word-of-mouth, social media, including LinkedIn, and in designated Aboriginal and Torres Strait Islander media. Aboriginal and Torres Strait Islander staff retention initiatives include career development, staff mentoring and staff networking.

The University's Merit Appointment Scheme, offering an internal subsidy to employing units to appoint meritorious Aboriginal and Torres Strait Islanders to vacant positions, was introduced in 2012 and has resulted in the appointment of new staff across the University at all levels. In 2018, 26 of our Aboriginal and Torres Strait Islander staff had been appointed under this scheme.

The University appointed Professor Lisa Jackson Pulver AM the new Deputy Vice-Chancellor, Indigenous Strategy and Services in 2018. Professor Jackson Pulver is the most senior Aboriginal staff member at the University and is a member of both the University Executive and the Senior Executive Team.

5a Indigenous workforce data (2018 breakdown) as at December 2018

Permanent Staff

Faculty/PSU	Position Title	Position	Headcount	Position Title	Position	Headcount
Business School	Associate Lecturer	Academic	1	Administrative Officer	Professional	1
Campus Infrastructure Services				Apprentice Gardener	Professional	1
Campus Infrastructure Services				Precinct Officer	Professional	1
Campus Infrastructure Services				Senior Compliance Officer	Professional	1
DVC Education				Research and Learning Specialist	Professional	1
DVC ISS	Academic Lead	Academic	2	Administration Officer	Professional	1
DVC ISS	Associate Lecturer	Academic	1	Senior Administrative Officer	Professional	1
DVC ISS	Deputy Vice-Chancellor ISS	Academic	1	Marketing & Sponsorship & Research Officer	Professional	2
DVC ISS				Senior Project Officer	Professional	6
DVC (Research)	Director, Aboriginal and Torres Strait Islander Research	Academic	1	Assistant Animal Technician	Professional	1
DVC (Registrar)				Aboriginal & Torres Strait Islander Student Support Coordinator	Professional	1
DVC (Registrar)				General Recruitment Assistant	Professional	1

DVC (Registrar)				Manager, Indigenous Recruitment and Outreach (AUS & NZ)	Professional	1
DVC (Registrar)				Project Engagement Officer	Professional	1
DVC (Registrar)				Recruitment Assistant	Professional	1
DVC (Registrar)				Schools Outreach Officer	Professional	1
DVC (Registrar)				Student Engagement Officer	Professional	1
Faculty of Arts and Social Sciences	Associate Lecturer	Academic	3			
Faculty of Arts and Social Sciences	Lecturer	Academic	4			
Faculty of Arts and Social Sciences	Postdoctoral Fellow	Academic	1			
Faculty of Arts and Social Sciences	Senior Lecturer	Academic	2			
Faculty of Health Sciences	Associate Professor	Academic	1	Indigenous Student Support Officer	Professional	1
Faculty of Health Sciences	Lecturer	Academic	2			
Faculty of Health Sciences	Research Associate	Academic	1			
Faculty of Health Sciences	Senior Lecturer	Academic	1			
Faculty of Medicine and Health	Associate Dean (ISS)	Academic	1	Aboriginal Community Development & Education Officer	Professional	1
Faculty of Medicine and Health	Associate Lecturer	Academic	5	Administrative Assistant	Professional	1
Faculty of Medicine and Health	Lecturer	Academic	2	ARDAC Aboriginal Medical Service Liaison Officer	Professional	1
Faculty of Medicine and Health	Patron and Chair of the National Poche Network	Academic	1	Director, Poche Centre for Indigenous Health	Professional	1
Faculty of Medicine and Health	Research Associate	Academic	1	Community Engagement Officer	Professional	1

Faculty of Medicine and Health	Research Fellow	Academic	2	Education Support Officer	Professional	1
Faculty of Medicine and Health	Senior Lecturer	Academic	1	Executive Assistant	Professional	1
Faculty of Medicine and Health				Project Administrator	Professional	1
Faculty of Medicine and Health				Project Officer	Professional	1
Faculty of Medicine and Health				Project Officer	Professional	1
Faculty of Medicine and Health				Research and Administration Assistant	Professional	1
Faculty of Medicine and Health				Research and Administration Support Officer	Professional	1
Faculty of Medicine and Health				Research Assistant	Professional	1
Faculty of Medicine and Health				Senior Project Officer	Professional	1
Faculty of Science				Education Support Officer	Professional	1
Faculty of Science				Senior Technical Officer	Professional	1
Financial Services				Director, Procurement and Finance Service Centre	Professional	1
Human Resources				HR Contact Centre Manager	Professional	1
Human Resources				Manager - Indigenous Employment and Cultural Diversity	Professional	1
Information & Communications Technology				Project Manager	Professional	1
Sydney School of Architecture, Design and Planning	Lecturer	Academic	1			
Sydney School of Architecture, Design and Planning	Professor of Indigenous Creative Practice	Academic	1			

University of Sydney Law School	ARC Discovery Australian Aboriginal and Torres Strait Islander Award Fellow	Academic	1			
University of Sydney Law School	Wingara Mura Postgraduate Fellow	Academic	1			
University Library				Executive Assistant		1
University Library				Information and Research Skills Officer		1
University Library				Project Team Assistant		1
University Library				Research Data Officer		1
University Library				Site Services Advisor		1
University Library				Site Services Assistant		1
Vice Chancellor's Portfolio				Manager of Governance & Deputy Secretary to Senate		1
Vice Chancellor's Portfolio				Policy Register Administrator		1
Vice Principal (External Relations)				Assistant Curator		1
SUB TOTAL			38			53
TOTAL PERMANENT STAFF						91

Casual Staff

Faculty/PSU	Position Title	Position	Total Headcount	Position Title	Position	Total Headcount
Business School	Casual	Academic	1			
Campus Infrastructure Services				Casual Admin	Professional	1
DVC (Registrar)	Casual	Academic	1	Casual Admin	Professional	13
Faculty of Arts and Social Sciences	Casual	Academic	2	Casual Admin	Professional	1
Faculty of Medicine and Health	Casual	Academic	2	Casual Admin	Professional	4

Faculty of Science	Casual	Academic	1			
Sydney School of Architecture, Design and Planning	Casual	Academic	1			
Sydney Conservatorium of Music				Casual Admin	Professional	1
SUB TOTAL			8			20
TOTAL CASUAL STAFF						28

Notes: Source - Workforce Development, University of Sydney

6. Indigenous involvement in decision-making

The University fulfils its obligations to have an Indigenous Governance Mechanism under section 11 of the *ISSP Guidelines* by having an appropriately qualified senior academic employee who is an Indigenous person. This person holds the position of Deputy Vice-Chancellor, Indigenous Strategy and Services, and this position has the responsibilities and authority outlined in the *ISSP Guidelines*.

Aboriginal and Torres Strait Islander people participate in the University's decision-making at all levels. These include:

- An Aboriginal person holds the role of Deputy Vice-Chancellor, Indigenous Strategy and Services (DVC (ISS)) reporting directly to the Vice-Chancellor (VC)
- The DVC (ISS) participates as a full member of the University Executive (UE) which is the most senior structure for the University's strategic planning, decision-making and oversight
- The DVC (ISS) is also a member of the University's Senior Executive Team and the Academic Board.
- The DVC (ISS) chairs a UE Sub Committee (UE Indigenous Strategy and Services). This Committee is tasked with developing strategies, policies and procedures and co-ordinate activity across the University to implement, monitor and refine the integrated Indigenous Participation, Engagement, Education and Research Strategy.

The Terms of Reference for the UE Indigenous Strategy and Services Committee were reviewed in 2018 and the Committee now consists of 22 members representing a range of faculties and professional service units. This Committee makes recommendations to the University Executive.

Aboriginal and Torres Strait Islander participation in decision-making extends across a number of other governance and decision-making bodies at faculty, professional service unit or whole of University level.

These include the:

- Academic Board
- UE Research Committee
- UE Research Education Committee
- UE Education Committee
- Joint UE Academic Board Cultural Taskforce
- Strategy Governance Board
- Governing Committee of the Charles Perkins Centre
- Advisory Board for the Poche Centre for Indigenous Health
- Wingara Mura - Bunga Barrabugu Summer and Winter Program Steering Committee
- Cross-University Aboriginal and Torres Strait Islander Student Activity Committee.

The University also has a number of leadership roles based within faculties and professional service units which are held by Aboriginal and Torres Strait Islander staff (see staffing table in Section 5 for details).

6a. Statement by the Indigenous Governance Mechanism

The University fulfils its obligations to have an Indigenous Governance Mechanism under subsection 17(2)(b) of the *ISSP Guidelines* by having an appropriately qualified senior academic employee who is an Indigenous person.

I was appointed to the role of Deputy Vice-Chancellor, Indigenous Strategy and Services in October 2018 and am delighted to be back at my alma mater.

I can confirm that the activities reported above are in keeping with the *ISSP Guidelines* and represent a whole of University commitment to Aboriginal and Torres Strait Islander education, research and engagement.

In addition to ISSP funding, the University provides substantial funding for the activities outlined above and for other initiatives specifically aimed at supporting and embedding Aboriginal and Torres Strait Islander ways of ways of knowing, being and doing across the University.

I look forward to taking the University on the next phase of the journey to optimise Aboriginal and Torres Strait Islander participation, engagement, and leadership for students, staff and communities.