

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

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|----------------|--------------------------|--------|-------------------|
| Organisation | University of Wollongong | | |
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1. Enrolments (Access)

Woolyungah Indigenous Centre (WIC) is the primary driver and strategic owner of programs, activities and initiatives related to Indigenous student retention, recruitment and completion for University of Wollongong (UOW). WIC's Unit Plan (2018 – 2022) provides key result areas that align to UOW's Strategic Plan (2016 – 2020) and further connects and underpins the UOW's Aboriginal & Torres Strait Islander Education, Research, Engagement and Enabling Strategy (ATSIEREES). WIC is directly funded by ISSP.

Specific to student recruitment, our WIC Alternative Admissions Program (AAP) underwent extensive review in 2018. Comparative analysis of other Australian university pathways were explored and considered. The localised changes that have been adopted include the introduction of the widely used higher education numeracy and literacy tool, as hosted by the Australian Council for Education Research Centre. Further changes are scheduled to be introduced in 2019 to encompass a more robust assessment process that provides students with simulated testing and assessment experiences as exposed to in undergraduate courses. Overall, in 2018, 63% of our AAP participants received direct offers to UOW and 14% of our participants were offered bridging /enabling opportunities in 2018.

The improved position of our Equivalent Full-Time Student Load (EFTSL) highlights the key initiatives specific to future student recruitment engagements including the development of an outreach and events calendar that strategically places WIC at career expos, specific AIME Year 12 student activities and community events within our campus footprint. Working more collaboratively within the wider UOW community including the Access, Participation and Transition team, Advancement team, Community Engagement and Student Services Division has been productive and potentially attributed to the improved position.

In 2018, the Indigenous Governance Advisory Group endorsed the new ISSP scholarship model and simultaneously approved the presented grants and initiatives framework. Considerable investment into the implementation, promotion and delivery of this model has occurred, which is reflective in the significant increase in scholarship funds awarded in 2018. The explicit changes to UOW's ISSP Scholarship model include extending the accessibility and promotion of our scholarships to regional, remote, enabling and post graduate students. Training of WIC staff in the new ISSP scholarship model and increasing their knowledge of our grants initiatives along with the execution of the model has directly attributed to the remarkable increase in scholarship expenditure. The successful implementation of a secondary Assessment tool and the introduction of an ISSP Scholarship Assessment Panel has provided notable increases in the delivery and allocation of our ISSP Scholarships.

1a Scholarships (2018 breakdown)

| Student category | Education Costs | | Accommodation | | Reward | | Total/ Students Assisted | |
|-----------------------|-------------------|-----------|-------------------|-----------|-----------------|-----------|--------------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| From Regional/ Remote | 53,00.00 | 20 | 107,580.00 | 14 | 1,750 | 7 | 162,330.00 | 41 |
| Undergraduate | 196,850.00 | 65 | 130,600.55 | 19 | 3,000.00 | 12 | 330,450.00 | 96 |
| Post-graduate | 5,250.00 | 2 | 0 | 0 | 250.00 | 1 | 5,500.00 | 3 |
| Other | 7,000 | 2 | 14,030.00 | 1 | 0 | 0 | 21,030.00 | 3 |
| Total | 248,996.91 | 69 | 159,840.55 | 20 | 3,250.00 | 13 | 412,087.46 | 102 |

| | |
|--|----------------------|
| Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers) | \$46,213.00 |
| Value of Scholarships offered by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers) | \$ 196,830.00 |

In November 2018, WIC held our Inaugural Student Success Awards night, where we celebrated our graduates and overall student successes for the academic year. We had over 120 students in attendance at the event, where we awarded 13 students with 'Reward Scholarships'. Each Reward Scholarship was valued at \$250. The Reward Scholarship categories included:

- 1st Year Rising Star (x2)
- Academic High Achiever (x4)
- Achieving Academic Excellence (x2)
- Community Contribution (x1)
- Warrior (x2)
- Future Warrior (x2)

2. Progression (access and outcomes)

The data as presented in December 2017, identifies a declining trend in our overall success rates over the last three years. To address this trend, WIC has introduced an Academic staff position to the current organisation structure. This position sits within the Indigenous Tailored Academic Program (ITAP) service stream. The Associate Lecturer's responsibility is to improve and contribute to our total success and the progression rates of our Aboriginal and Torres Strait Islander students. Through the development of individual tailored academic support programs and individual student academic plans, this new Academic role is tasked with the tracking of student's progress at specific markers within the academic calendar. The position enables direct access to additional academic consultation and advice in a variety of communication modes including face to face sessions, Skype and telephone.

The Associate Lecturer position works closely with our Heads of School, Heads of Students and other key academic and professional staff within our faculties. The teaching model is

proactive and attempts to eliminate the reactive management of our identified at risk students. Agile, readily accessible and responsive academic support for both students and tutors alike is central to this newly implemented role. Additionally, a strategic element of the role is to provide students with identified support through the tracking and trending of their individual academic journey. This position works collaboratively with the Director of WIC, the Indigenous Student Support Specialist, the Learning, Teaching and Curriculum unit, Student Success Advisor, Student Services Division and the Tutorial Support Officer.

In 2018, WIC was also a trailblazer in the development of a UOW first 'Student Strengths and Needs Self - Assessment tool' (SS&N). The SS&N tool engages our students and specialised staff in a face to face; loosely structured conversation to identify what aspects of the student's life outside of University, may affect their studies. The aim of the tool is to provide a proactive approach to managing potential risks and factors that may impact negatively on our student's academic success. Emerging challenges are inevitable however will be minimised through exploration of the numerous domains that are discovered through engaging the student to utilise the Assessment tool. The domains include accommodation, carer responsibilities, mental health, cultural connection, family commitments and relationships amongst several other domains. By completing the tool, priority domains and risks are identified, additional assistance and potential referral pathways can be made to support our Aboriginal and Torres Strait Islander student cohort. The tool simultaneously illuminates the strengths of the individual student to celebrate, acknowledge, utilise and building on to enhance the student's higher education journey. Ultimately, the SS&N tool provides a structured and proactive method of providing support, aimed to retain our students. This project and tool development were funded through other University resources.

The cultural competency of staff and students of UOW was invested into across several of our campuses with several 'Close the Gap' activities taking place including events on our Shoalhaven, Sydney Business School, Bega and Batemans Bay campuses. In addition, several Reconciliation events were also held across our campuses during May. Our Wollongong campus showcased the remarkable work of highly regarded Indigenous lawyer Terri Janke as a guest lecturer. All events aimed to showcase and be a vehicle for increasing the awareness of Aboriginal & Torres Strait Islander culture and cultural safety on our campuses. These events we co-funded by ISSP and other UOW funding sources.

Tailored Cultural Competency training with localised content and relevance for our Indigenous Tailored Academic Program (ITAP) tutors was invested into. This mandatory training is provided to ensure our employed ITAP tutors/staff are culturally competent, provide safe practices to our students and understand the local landscape of our Aboriginal people and communities.

Throughout 2018, WIC's organisational structure comprised of nine full time employees. WIC's change management process, as triggered by the 'UOW Review of Woolyungah Indigenous Centre (2016)', included significant changes to position descriptions thus role clarity and service stream configuration for WIC staff. Woolyungah Indigenous Centre positions for 2018 included:

1 FTE x Director

- 1 FTE x Student Support Advisor
- 1 FTE x Student Support Advisor - Regional Campuses
- 1 FTE x Student Success Co-ordinator
- 1 FTE x Future Student and Community Engagement Co-ordinator
- 1 FTE x Indigenous Tutorial Assistance Officer
- 1 FTE x Indigenous Tailored Academic Support – Associate Lecturer (introduced October)
- 1 FTE x Administration Assistant
- 1 FTE x ITAP & Engagement Assistant

2a Tutorial and other assistance provided (2018 breakdown)

| Assistance type | Level of study | Number of students assisted | Hours of assistance | \$ |
|--|--|-----------------------------|---------------------|----------------|
| Tutorial assistance | Undergraduate | 222 | 10,436 | |
| | Post graduate | 9 | 514 | |
| | Other | 2 | 208 | |
| | <i>total</i> | 233 | 11,158 | \$477,338.00 |
| Indigenous Support Unit or other Indigenous student support activities | (optional breakdown of major activities or just total) | 265 | 11,800 | \$1,216,877.00 |
| | <i>total</i> | 423 | 24,116 | \$1,694,215.00 |
| Add other categories as relevant | | | | |

3. Completions (outcomes)

Since 2015, we have seen an impressive rising trend towards improving our position specific to completions. Historically, our retention and success outcomes hinged primarily on our ITAP, however this has shifted in 2018. With the development of the SS&N tool, our commitment to understand appropriately and aptly our student’s individual experiences and current and historical situations has increased. The investment in knowing, understanding and managing any identified potential risks and/or factors that could impact on the individual student’s ability to complete their studies is now neatly interlaced as a student success strategy.

We can also attribute the success of our upward trend to the UOW funded WIC~ed program. WIC formally engaged and collaborated with the Learning, Teaching and Curriculum (LTC) Unit to work closely with students to enhance student learning outcomes and develop specific tertiary literacies relevant to their area of study. Funding has been provided by UOW to produce appropriate and useful resources that are delivered to students at various stages of their academic journey, as an additional academic and/or employability support.

WIC has worked collaboratively with internal stakeholders including the Graduate Career Development and Employability division and external bodies including Federal and State government agencies, CareerTrackers and corporate partners to promote and refer our graduates for employment and employability opportunities. In addition to these partnerships, WIC designed and implemented a student employability project in 2018, which was funded from other UOW resources. The project aimed at connecting graduates with employment (both within and outside of the institution). The project undertook an audit and data dive into our Aboriginal and Torres Strait Islander student cohort and their area(s) of study. Using the data compiled, the Project team were able to identify existing, embedded and potential work-integrated learning opportunities. These opportunities were harnessed with a view to provide Aboriginal and Torres Strait Islander students with Work Integrated Learning (WIL) and Work Related Learning (WRL) experiences in authentic workplaces, aligned to their area(s) of study. These learning opportunities were advertised, showcased and used as an incentive for Aboriginal and Torres Strait Islander students to remain engaged in their study whilst gaining valuable employment experiences. Furthermore, case studies and testimonials promoting these learning experiences were created and used to market and continue to increase the appeal of engaging in these WIL and WRL activities to other prospective workplaces and employers.

In 2018, we held two separate events to reach out and engage our Aboriginal and/Torres Strait Islander Alumni. An Alumni re-union and dinner were held and it was agreed by 97% of attendees surveyed, that the commencement of a 'Mentoring Alumni Chapter' were the desired next steps of engagement. This activity will be introduced in 2019, to provide our current students with a mentor to further enhance their educational experience, provide them with expert professional advice and a structured mentoring program.

We launched our WIC Future Student Ambassador Program, which aimed to provide students with soft employment skills, the opportunity to be financially remunerated and exposure to working in a large organisation. The program recruited five current UOW Indigenous students casually throughout the year. Their roles varied according to each event, activity and engagement however overall they were tasked with illuminating higher education access pathways; celebrating UOW as a preferred university and attesting to higher education as a viable and achievable option whilst sharing their personal journeys with future students. This program has provided these five students with transferrable and valuable employment skills, an understanding of working in large institutions, employee responsibilities and provided them with employment experiences that are applicable in their future employment endeavours.

4. Indigenous Education Strategy accessible by public

The PVC (Inclusion & Outreach), Professor Paul Chandler has been tasked with implementing strategies to advance Aboriginal and Torres Strait Islander people and affairs at a more global level.

The Aboriginal and Torres Strait Islander Education Research Engagement Enabling Strategy 2017 – 2020 (ATSIEREES) was developed through a long consultation process at UOW and implemented by the Pro Vice-Chancellor (Inclusion and Outreach) and his team. This strategy and the outcomes continue to meet the requirements of ISSP. The strategy was

refreshed in 2018 and is systematically broken into five categories: Curriculum and Research, Student Completion, Cultural awareness and recognition, Community and Consultation.

All categories Curriculum and Research, Student Completion, Cultural awareness and recognition and, Community and Consultation categories progressed well during 2018 with completion of strategy goals on track for 2020. The embedding of the Indigenous perspectives, knowledge's and pedagogies through the Jindaola program has been a phenomenal success winning the inaugural 2018 Australasian Academic Development Good Practice Award and also received the Peer's Choice Award. This is the highest award in Australasia for higher education academic development. Jindaola is now employed in all 5 Faculties in UOW and many services units with over 30 subject involving dozens of academics and many hundreds of students.

The formation of inaugural UOW Base Cultural Awareness Program was constructed in 2018 and is now being trialed with volunteer staff units (both professional and academic) with the goal of expanding to all UOW students and staff in 2020. This has been very positively perceived by University and ensures a base level of cultural awareness for all UOW students and staff.

The UOW Aboriginal Advisory Committee was formed to address cultural and consultancy issues with UOW and community. One of the main goals of the Committee is to assure non-research projects initiated by UOW adhere to appropriate consultation principles. The success in simply forming this committee has already been demonstrated with a large number of projects seeking consultation on projects and a dramatic fall in projects infringing consultation principles. The formation of the broader UOW Aboriginal Advisory Group is a forum for all Aboriginal and Torres Strait Islander staff to address broader issues relevant to Aboriginal and Torres Islander staff.

In addition, the PVC Unit is responsible for the creating the Inaugural UOW Reconciliation Action Plan (RAP) which tracked well in its development during 2018 and is being officially opened by Vice-Chancellor in July, 2019.

The use of ISSP and UOW funding has been instrumental in ensuring students and employees programs specific to promoting the cultural competency in indigenous cultures, traditions and histories including Bush Tucker tours, Close the Gap and Reconciliation events.

Strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students as located on our webpage include the following:

<https://www.uow.edu.au/content/groups/public/@web/@wic/documents/doc/uow245484.pdf>

<https://www.uow.edu.au/wic/itas/UOW152703.html>

<https://www.uow.edu.au/wic/itas/index.html>

<https://www.uow.edu.au/wic/services/index.html>

<https://www.uow.edu.au/wic/altadmissions/UOW152702.html>

<https://www.uow.edu.au/dvca/lrc/teachdev/jindaola/index.html>

5. Indigenous Workforce Strategy accessible by public

5.a Indigenous workforce data (2018 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

| UNIVERSITY OF WOLLONGONG (UOW) | | | | | |
|---|---------------------|------------|--------------|--------------|--------------|
| Faculty | Level/position | Perm/ >1yr | | Casual/ <1yr | |
| | | Academic | Non-academic | Academic | Non-academic |
| Accommodation Services | Level 3/4 | 0 | 1 | 0 | 0 |
| AllIM Research Facility | Level 3/4 | 0 | 1 | 0 | 0 |
| Deputy Vice-Chancellor (Academic) | Level 3/4 | 0 | 1 | 0 | 0 |
| Facilities Management Division | Apprentice | 0 | 2 | 0 | 0 |
| Faculty of Business | Level 1/2 | 0 | 1 | 0 | 0 |
| Faculty of Business | Level 3/4 | 0 | 1 | 0 | 0 |
| Faculty of Business | Level 5 | 0 | 1 | 0 | 0 |
| Faculty of Business | Level B | 1 | 0 | 0 | 0 |
| Faculty of Business | Level C | 1 | 0 | 0 | 0 |
| Faculty of Business | Level E | 1 | 0 | 0 | 0 |
| Faculty of Engineering and Information Sciences | Academic Casual | 0 | 0 | 1 | 0 |
| Faculty of Engineering and Information Sciences | Level 6/7 | 0 | 1 | 0 | 0 |
| Faculty of Law, Humanities and the Arts | Academic Casual | 0 | 0 | 1 | 0 |
| Faculty of Law, Humanities and the Arts | Level B | 2 | 0 | 0 | 0 |
| Faculty of Science, Medicine and Health | Academic Casual | 0 | 0 | 2 | 0 |
| Faculty of Science, Medicine and Health | Level 5 | 0 | 1 | 0 | 0 |
| Faculty of Science, Medicine and Health | Level 10 | 0 | 1 | 0 | 0 |
| Faculty of Science, Medicine and Health | Level C | 2 | 0 | 0 | 0 |
| Faculty of Science, Medicine and Health | Non-academic Casual | 0 | 0 | 0 | 2 |

| UNIVERSITY OF WOLLONGONG (UOW) | | | | | |
|---|---------------------|------------|--------------|--------------|--------------|
| Faculty | Level/position | Perm/ >1yr | | Casual/ <1yr | |
| | | Academic | Non-academic | Academic | Non-academic |
| Faculty of Social Sciences | Academic Casual | 0 | 0 | 3 | 0 |
| Faculty of Social Sciences | Level 3/4 | 0 | 2 | 0 | 0 |
| Faculty of Social Sciences | Level 8/9 | 0 | 1 | 0 | 0 |
| Faculty of Social Sciences | Level A | 1 | 0 | 0 | 0 |
| Faculty of Social Sciences | Level B | 1 | 0 | 0 | 0 |
| Faculty of Social Sciences | Non-academic Casual | 0 | 0 | 0 | 1 |
| Financial Services Division | Level 10 | 0 | 1 | 0 | 0 |
| Human Resources Division | Non-academic Casual | 0 | 0 | 0 | 1 |
| Human Resources Division | Level 5 | 0 | 1 | 0 | 0 |
| Inclusion and Outreach * | Pro-Vice Chancellor | 1 | 1 | 0 | 0 |
| Inclusion and Outreach | Level 6/7 | 0 | 1 | 0 | 0 |
| Information Management and Technology Services | Level 5 | 0 | 1 | 0 | 0 |
| Learning, Teaching and Curriculum | Level 5 | 0 | 1 | 0 | 0 |
| Learning, Teaching and Curriculum | Level B | 1 | 0 | 0 | 0 |
| Learning, Teaching and Curriculum | Non-academic Casual | 0 | 0 | 0 | 1 |
| Deputy Vice-Chancellor (Health and Communities) | Level 10 | 0 | 1 | 0 | 0 |
| Deputy Vice-Chancellor (Health and Communities) | Level 3/4 | 0 | 1 | 0 | 0 |
| Pro-Vice/Chancellor Students | Level 6/7 | 0 | 1 | 0 | 0 |
| Research and Innovation Division | Level 5 | 0 | 0 | 0 | 1 |
| Research and Innovation Division | Non-academic Casual | 0 | 0 | 0 | 1 |

| UNIVERSITY OF WOLLONGONG (UOW) | | | | | |
|--------------------------------|---------------------|------------|--------------|--------------|--------------|
| Faculty | Level/position | Perm/ >1yr | | Casual/ <1yr | |
| | | Academic | Non-academic | Academic | Non-academic |
| Student Services | Level 3/4 | 0 | 2 | 0 | 0 |
| Student Services | Level 5 | 0 | 1 | 0 | 0 |
| Woolyungah Indigenous Centre | Academic Casual | 0 | 0 | 3 | 0 |
| Woolyungah Indigenous Centre | Level 3/4 | 0 | 2 | 0 | 0 |
| Woolyungah Indigenous Centre | Level 5 | 0 | 1 | 0 | 0 |
| Woolyungah Indigenous Centre | Level 6/7 | 0 | 1 | 0 | 0 |
| Woolyungah Indigenous Centre | Non-academic Casual | 0 | 0 | 0 | 1 |
| Totals | | 11 | 30 | 10 | 8 |
| | | 41 | | 18 | |
| Grand total | | 59 | | | |

*ISSP requirement to appoint at least one Indigenous person as a senior executive employee at DVC or PVC level, or equivalent

UOW's Indigenous Employment Strategy

UOW is committed to working towards reconciliation and the success of our Aboriginal and Torres Strait Islander communities. Underpinned by our Indigenous Employment Strategy, we have set a target of 3% Aboriginal and Torres Strait Islander employment by 2020.

UOW Indigenous Employment Strategy

<https://staff.uow.edu.au/content/groups/public/@web/@eed/documents/doc/uow154518.pdf>

As outlined in UOW's Indigenous Employment Strategy, a range activities were undertaken throughout the reporting period that are designed to create, develop and sustain career opportunities for Indigenous people at UOW. In the area of Career Development ongoing activities include:

- Circulation of scholarships and other financial support to staff
- Career development discussions
- Identification of opportunities for Affirmative Action appointments
- UOW funding to support staff pursuing Undergraduate, Masters and PhD studies

Our commitment to ensuring staff are supported to undertake further development opportunities and additional study was realised when approximately 12 Aboriginal and Torres Strait Islander employees gained financial support through a stipend initiative developed through WIC, to continue their academic and professional journey.

A Leadership and Management course was designed in partnership with Illawarra ITEC and offered to five Aboriginal and Torres Strait Islander staff. This course focused on developing strong and emerging leaders who are equipped to progress to management roles, which will support both their current and future work at UOW and enhance career development pathways for Indigenous staff. Staff were also provided with information on accessing Study Time (also see below). In conjunction with the above leadership program, supervisors were also reminded of availability of study time for staff undertaking additional study.

In keeping with UOW's commitment to support career opportunities for Aboriginal and/or Torres Strait Islander academics, a Postdoctoral Research Fellowship was created to support an Indigenous early career academic to undertake full-time research and grow our Indigenous research capacity.

Focus groups were held throughout the first half of 2018 to gather and document feedback first-hand from staff their experiences and views which align to the Indigenous Employment Strategy Refresh. The focus groups successfully assisted to identify key themes and focus areas for the Reconciliation Action Plan (RAP) and UOW's Indigenous Employment Strategy refresh.

Under the umbrella of new Employment Opportunities in 2018, UOW has engaged in the following ongoing activities:

- Advertising job opportunities via targeted websites, organisations and networks
- Recruitment practices that are flexible and culturally sensitive
- Use of targeted statements in recruitment advertising
- Annual UOW funding to support employment opportunities targeting Undergraduate, Masters and PhD studies

In late 2018, UOW was successful in applying for a S126 exemption to increase the numbers of new employment opportunities for Indigenous people. Achieving the exemption has provided UOW with a mechanism to provide wider scope of employment opportunities and career progression for Indigenous employees. The exemption will assist the University to strategically target a wider range of roles, including academic roles for Indigenous graduates, and to progress us closer to our target of 3% of our staff being Aboriginal or Torres Strait Islanders.

Overall the Working Environment has continued to engage in the following activities:

- Promotion of Indigenous cultural and other activities through the all-staff newsletter
- Promotion of new Indigenous staff through all-staff newsletter and on UOW website

In 2018, UOW hosted a NAIDOC week event with approximately 120 guests. The theme "Because of her, we can!" recognised the invaluable contributions Aboriginal and Torres Strait Islander women have made – and continue to make - to our communities, families, our rich history and to our nation. We celebrated by convening a panel of UOW Aboriginal and Torres Strait Islander academics and professional services staff to explore the theme and reveal their personal journeys with the audience and to talk about the women who have had an impact on their lives.

Specific to Community Engagement the key activities included:

- Participation in community forums by the Aboriginal Employment Strategy Officer as a representative of UOW
- Promotion of Indigenous Alumni through all-staff newsletter and on UOW website

Additionally, Employment pathways were a focus for 2018 and UOW developed and implemented the 'High School Workplace Learning Policy'. This policy supports the process for identifying work experience opportunities throughout faculties and divisions for high school students in years 9-12. This has led to the introduction of school based traineeships and apprenticeships.

Specific to the National Indigenous Higher Education Workforce Strategy, UOW has ensured the following activities have been ongoing:

- Aboriginal Employment Strategy Officer meets regularly with UOW leaders and managers to discuss Strategy implementation, opportunities and any barriers to progress
- Indigenous Employment Strategy actions are reported at Workforce Diversity Reference Group meetings (held bi-monthly)
- Aboriginal Employment Strategy Officer updates are reported at HR Divisional meetings (held monthly)

Key achievements in the area of National Indigenous Higher education Workforce strategy include UOW business planning templates now also provide for faculties and divisions to include strategies for achieving 3% target in their local business planning. Furthermore, progress on achievement of Indigenous Employment Strategy goals is reported and monitored as weekly, quarterly and annual reporting.

To support our activities, UOW's Aboriginal Employment Strategy Officer is embedded in the Human Resources (HR) Division. This positioning enables the role to focus on strategic and critical recruitment activities through close relationships with the staff Recruitment function. This role also works closely with HR Business Partners in managing day to day employment matters for Aboriginal and Torres Strait Islander staff including, but not limited to, promotion, probation, career development and retention. UOW also has a range of complementary initiatives to attract Aboriginal and Torres Strait Islander staff including development of mandatory selection criteria in position descriptions and job advertising.

Equity, Diversity and Inclusion Policy Information

UOW's commitment to our Indigenous Employment Strategy is further supported by the following documents:

UOW Equity, Diversity and Inclusion Policy

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow157844.pdf>

UOW Equity, Diversity and Inclusion Strategy

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf>

6. Indigenous involvement in decision-making

The purpose of the Indigenous Governance Advisory Group is to have responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants. Indigenous Governance Advisory Group is not a formally constituted committee of Council or Senate. The quorum for a meeting is a majority of the members of the Advisory Group.

The Indigenous Governance Advisory Group function is to:

1. Provide direction on strategic distribution of ISSP funds at UOW in accordance with the guidelines provided
2. Advise on Government reporting and internal performance monitoring pertaining to the use of ISSP funds;
3. Consider proposals for use of ISSP funds;

In 2018 the Indigenous Governance Advisory Group consisted of:

- Professor Alison Jones - Deputy Vice-Chancellor (Health & Communities) (only non-Aboriginal or Torres Strait Islander group member (8 years)
- Professor Paul Chandler - PVC (Inclusion and Outreach) (10 years)
- Matthew Wright - Director, Financial Services (19 years)
- Hayley McCarrol - Faculty Management Accountant (10 years)
- Violet Green - Aboriginal Employment Strategy Officer, Human Resources (2 years)
- Jaymee Beveridge – Director Woolyungah Indigenous Centre (1 year)*

*The Director of WIC was appointed as Chair for 2018

Quarterly meetings were held over the year, however the group did not meet in December as scheduled. The main agenda items discussed throughout the year included:

- Scholarships
- Tutorial support
- Aboriginal employment
- Financial reporting

6a. Statement by the Indigenous Governance Mechanism

In 2018 the Indigenous Governance Mechanism (IGM) continued in the form of Indigenous Governance Advisory Group. The IGM has governed the use and implementation of the ISSP funding appropriately. The performance report highlights that UOW is effectively utilising the funding in accordance with the ISSP guidelines.

On review of the 2018 data, as provided to the Vice Chancellor, the IGM has successfully endorsed significant changes to the ISSP Scholarships model. The clear parameters and strategic objectives of the scholarships and grants programs, enable access for support to our entire Indigenous student cohort, additionally a strategic priority focuses on our regional/ remote and/or financially disadvantaged indigenous students. These objectives have been successfully established and enacted in 2018.

The Director of WIC, has continued to work closely with Department of Prime Minister and Cabinet and other universities to ensure appropriate initiatives to support the success of our indigenous students are both in place and in accordance to the ISSP guidelines.

Overall, UOW is exceptionally well placed to continue to deliver successful measures and outcomes for our Indigenous students.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

University of Wollongong

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|---|-----------------------|---------------------------|-----------------------|
| ISSP Grant 2018 | 1,961,022.45 | 0 | 1,961,022.45 |
| Rollover of funds from previous year Email approval date: 18/06/2018 | 255,000.00 | 0 | 255,000.00 |
| Interest earned/ royalties | 0 | 0 | 0 |
| Sale of assets | 0 | 0 | 0 |
| Aboriginal & Torres Strait Islander Education, Research & Engagement Enabling Strategy | 0 | 509,362.00 | 509,362.00 |
| UOW – Woolyungah Contribution | 0 | 171,180.10 | 171,180.10 |
| SSA-Indign Cult Identity H & W | 0 | 60,000.00 | 60,000.00 |
| SSA-WIC ED | 0 | 30,000.00 | 30,000.00 |
| HEPP18-Opening Doors | 0 | 68,581.40 | 68,581.40 |
| A. Total Income 2018 | \$2,216,022.45 | \$839,123.50 | \$3,055,145.95 |

2. Expenditure (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|--|------------------|---------------------------|------------------|
| Salaries Director WIC Indigenous Engagement & ITAP Assistant Indigenous Tailored Academic Support Indigenous Tutorial Support Officer Student Support & Recruitment Advisor x 2 Tutorial Coordinator Administrative Assistant x 2 Indigenous Student Support Advisor Senior Manager Indigenous Future Student and Engagement Coordinator ISSP Tutors Future Student & Engagement Ambassadors | \$1,414,768.30 | 330,031.87 | 1,744,800.17 |
| Administration | 0 | 0 | 0 |
| Travel – domestic | 0 | \$29,765.27 | 29,765.27 |
| Travel – international | 0 | 0 | 0 |

| | | | |
|--|-----------------------|---------------------|-----------------------|
| ISSP Asset purchases | 0 | 0 | 0 |
| Conference fees and related costs | 0 | 0 | 0 |
| Rollover of funds for approved activity ^ | 255,000.00 | 0 | 255,000.00 |
| Advertising & Promotion | 700.00 | 46,095.84 | 46,795.84 |
| Catering | 609.73 | 22,742.91 | 23,352.64 |
| Computer Expenses | 6,764.00 | 8,823.01 | 15,587.01 |
| Consumables/Materials | 0 | 46,480.15 | 46,480.15 |
| Maintenance | 0 | 6,997.11 | 6,997.11 |
| Motor Vehicle Expenses | 0 | 973.66 | 973.66 |
| Other | 154.32 | 61,881.98 | 62,036.30 |
| Photocopying/Printing/Publications | 1,596.00 | 17,527.95 | 19,123.95 |
| Postage | 0 | 508.88 | 508.88 |
| Professional Development | 10,960.82 | 63,499.80 | 74,460.62 |
| Stationery | 0 | 2,144.29 | 2,144.29 |
| Scholarships – Accommodation | 159,840.55 | 0 | 159,840.55 |
| Scholarships – Education | 248,996.91 | 0 | 248,996.91 |
| Subscriptions | 0 | 2,934.22 | 2,934.22 |
| Telephone | 0 | 1,969.79 | 1,969.79 |
| Grants | 16,631.82 | 49,761.00 | 66,392.82 |
| Equipment Rental | 0 | 16,999.84 | 16,999.84 |
| WIC Refurb | 100,000.00 | 0 | 100,000.00 |
| B. Total Expenditure 2018 | \$2,216,022.45 | \$709,137.57 | \$2,925,160.02 |
| <i>C. Unexpended funds PM&C agreed to rollover</i> | 0 | | |
| <i>D. Unexpended Funds to be returned to PM&C</i> | 0 | | |
| E. TOTAL ISSP Funding use (B+C+D) | \$2,216,022.45 | | |

Note: A-E must equal zero

^ Rollover of funds- The original tendered scope of works as funded by the roll over funds is complete. Minor variations to the tender will be completed by mid April 2019. Any additional costs will be paid by other UOW sources

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

- If GST is *not* paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

| | | |
|--|---------------------|---------------------|
| 1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs). | | \$0.00 |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) | | \$0.00 |
| Amount remitted: \$ | Amount remitted: \$ | Amount remitted: \$ |
| Date remitted: / / | Date remitted: / / | Date remitted: / / |

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

| Asset Description/ category | Adjustable Value | ISSP contribution |
|-----------------------------|------------------|-------------------|
| Nil return | | |
| | | |
| | | |
| | | |
| | | |

4a ISSP Asset - acquisitions and disposals summary

| Asset Description/ category | Acquisitions Purchase Value | Disposals/ Sale Price | Disposals Average Age |
|-----------------------------|-----------------------------|-----------------------|-----------------------|
| Nil Return | | | |
| | | | |
| | | | |
| | | | |
| | | | |

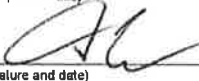
5. Financial Acquittal supported and initialled by:

Mr Damien Israel

(Print name of relevant officer)

Chief Finance Officer

(Print position title)



(Signature and date)

10/4/2019

Telephone contact: 02 4221 4620 E-mail: damien@uow.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

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

I certify that:

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

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance:

Name:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date:

