Indigenous Education Strategy 2015–2018

Dates

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<tr>
<td>Strategy approved</td>
<td>12/12/2014</td>
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<tr>
<td>Strategy takes effect</td>
<td>29/01/2015</td>
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<tr>
<td>Strategy is due for review</td>
<td>12/2018</td>
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<td>(up to three years)</td>
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<td>Strategy amendment approved</td>
<td>30/05/2017</td>
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<th>Vice-Chancellor</th>
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Latest amendment: Director, Governance Support Unit

(see change history for details)

Implementation Officer

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<tr>
<th>Implementation Officer</th>
<th>Director, Jumbunna Institute for Indigenous Education and Research</th>
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Relevant to

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<th>All staff and/or all students</th>
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Related documents

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<tr>
<th>Related documents</th>
<th>Indigenous Education and Employment Policy</th>
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<tr>
<td></td>
<td>UTS Reconciliation Statement</td>
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Legislation

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Superseded documents

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Version control and change history

Purpose and strategic alignment

The UTS Indigenous Education Strategy is the primary planning and implementation document regarding Indigenous education at UTS.
This multi-year document realises the sentiments and commitments contained within the UTS Reconciliation Statement, aligns with the UTS Strategic Plan and the UTS Indigenous Education and Employment Policy (IEEP) and sets out a range of specific initiatives aimed at progressing each of the relevant objectives contained within that Policy.

UTS Reconciliation Statement

The University of Technology Sydney acknowledges the Gadigal People of the Eora Nation and the Boorooberongal People of the Dharug Nation upon whose ancestral lands the University now stands.

The University recognises Indigenous Australian people as the first people of this continent, and understands that the history and knowledge developed over many thousands of years by Indigenous Australian people was severely disrupted at the time of early colonial settlements. The past two hundred years have left many Indigenous people at the crossroads with poor health, education and employment prospects.

This Statement of Reconciliation is to reassert an ongoing commitment by the University to provide educational opportunities in the higher education sector for Indigenous people and, through research and education, the restoration of their histories and knowledge systems.

As part of this ongoing commitment, the University will strive to build an educational environment that is genuinely inclusive of the Indigenous people. This will be done through the following:

- ongoing collaboration with Indigenous people to develop and implement in all faculties educational programs/courses/subjects that recognise Australian Indigenous people, knowledge and experience
- increasing the representation of Indigenous staff and students throughout the University, through the active implementation of the Indigenous Education Strategy and the Wingara Indigenous Employment Strategy and through other strategies as required
- continuing to develop a supportive organisational culture which values and respects Indigenous culture and accommodates cultural differences wherever possible within the University's policies and practices
- supporting activities and programs in all faculties that explore contemporary social justice issues
- supporting activities and programs that foster communication and collaboration between Indigenous and non-Indigenous staff, students and community members
- establishing relationships with Indigenous staff, students and community members based on the principles of self-determination, social justice, equal partnership, and equity, and
- promoting across the broader community awareness and appreciation of Australia's Indigenous heritage, and the importance of protection and preservation of significant Indigenous sites across the land.
This Reconciliation Statement demonstrates University of Technology Sydney’s continuing commitment to provide opportunities for Indigenous Australian people in the higher education sector.

**Alignment with UTS Strategic Plan**

The UTS Strategic Plan 2009–2018 identifies Aboriginal and Torres Strait Islander interests as a cross-strategic priority. The Plan states:

> we will know we have grown our national and international reputation when [...] Aboriginal and Torres Strait Islander peoples participate in education and employment across UTS at rates reflecting, at least, population parity and experience achievement comparable to their non-Indigenous peers.

Indigenous strategic interests, as set out in the UTS Indigenous Education and Employment Policy, have a direct relationship to all four Objectives of the UTS Strategic Plan 2009–2018. This is in keeping with Principle 4.5 of the Indigenous Education and Employment Policy, which states:

> 4.5 This Policy and the progression of its objectives will be considered in preparation of all strategies, plans, programs and reviews across UTS.

**Alignment with UTS Indigenous Education and Employment Policy**

This Strategy also aligns with the following sections of the UTS Indigenous Education and Employment Policy.

**Section 4 Policy principles**

**Principle 4.1**

UTS is committed to the principle of self-determination for Indigenous people. Self-determination is the internationally recognised right of Indigenous peoples to control their own affairs, maintain their culture and heritage and determine their own future.

Within the context of UTS, self-determination means the right of Indigenous people to celebrate their culture and identity and to determine the direction of Indigenous education and employment subject to the established rules, management and governance structures of UTS.

The UTS Indigenous Education and Employment Policy achieves this balance by embedding the aspirations and values of Indigenous people into the UTS governance framework.

**Section 5.1 Objectives**

In developing and delivering Indigenous education and employment, UTS aims to:

5.1.1 achieve Indigenous undergraduate and postgraduate student enrolment rates that are at least reflective of State population parity

5.1.2 achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal at least to those of other undergraduate and postgraduate students at UTS
5.1.3 ensure that all courses specifically offered to Indigenous students are of a high quality, appropriately supportive, academically rigorous, and are aligned to the expectations of students, Indigenous community and requirements of potential employers

5.1.4 develop Indigenous competency amongst its students by striving to create an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians

5.1.5 ensure that all UTS graduates have a professional capacity to work with and for Indigenous Australians

5.1.6 develop and promote Indigenous research across UTS

5.1.7 encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS

5.1.8 encourage the internationalisation of Indigenous education

5.1.9 achieve Indigenous staff employment rates that are at least reflective of state population parity, and Indigenous retention rates are at least equal to those of UTS non-Indigenous staff

5.1.10 offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession.

Roles and responsibilities

Accountable Officer: the Accountable Officer for this Strategy is the Provost.

Implementation Officer: the Implementation Officer for this Strategy is the Director, Jumbunna Institute for Indigenous Education and Research (JIIER).

Implementation of initiatives and executive accountability

The initiatives and success indicators of this Strategy, outlined in the tables below, refer to the following:

• Implementation Team: senior staff (usually Unit Directors and faculty Deans) who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each success indicator.

• Executive Accountability: members of the University’s Senior Executive who have a strategic accountability and ultimate responsibility for the achievement of the success indicator.
## 1. Indigenous Recruitment and Outreach

### UTS IEEP Alignment

In developing and delivering Indigenous education UTS aims to:

- **Objective 5.1.1**: achieve Indigenous undergraduate and postgraduate student enrolment rates that are at least reflective of State population parity.

### Initiative: Improve the coordination of Indigenous student recruitment and outreach across UTS

<table>
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<tr>
<th>Initiative</th>
<th>Success Indicator</th>
<th>Implementation Team</th>
<th>Executive Accountability</th>
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<tbody>
<tr>
<td>1.1 a.</td>
<td>Achievement of student participation targets as determined by Council, through annual incremental increases. All faculties will show annual improvement.</td>
<td>Director, JIIER • Director, Equity and Diversity Unit (EDU) • Director, Marketing and Communications Unit (MCU) • Deans</td>
<td>Provost • DVC (Corporate Services) (DVC (CS)) • DVC (Education and Students) (DVC (ES))</td>
</tr>
<tr>
<td>1.1 b.</td>
<td>Maintenance of a committee/working group within the University to coordinate Indigenous recruitment and outreach across UTS.</td>
<td>Director, JIIER</td>
<td>Provost</td>
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<tr>
<td>1.1 c.</td>
<td>Clear roles and shared cross-UTS responsibility regarding Indigenous student recruitment.</td>
<td>Director, JIIER • Director, MCU • Deans</td>
<td>Provost • DVC (CS)</td>
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### Initiative: Ensure effective marketing and recruitment strategies

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<tr>
<td>1.2 a.</td>
<td>Development and strategic distribution of a range of high-quality and well-designed promotional materials.</td>
<td>Director, JIIER • Director, MCU</td>
<td>Provost • DVC (CS)</td>
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<td>1.2 b.</td>
<td>Strategic participation in a range of careers events, school/community visits, open-days across NSW.</td>
<td>Director, JIIER</td>
<td>Provost</td>
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<tr>
<td>1.2 c.</td>
<td>Effective, well-coordinated and year-</td>
<td>Director, JIIER</td>
<td>Provost</td>
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<tr>
<td>Initiative</td>
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|            | round marketing of Away-From-Base (AFB) courses. In part involving active engagement with key external stakeholders. | • Director, MCU  
• Deans with AFB courses | • DVC (CS) |
| d. | Development and maintenance of an effective and appropriate UTS Indigenous web presence. | • Director, JIIER  
• Director, MCU | • Provost  
• DVC (CS) |
| e. | Strategic use of radio, TV and social media as marketing tools. | • Director, JIIER  
• Director, MCU | • Provost  
• DVC (CS) |
| f. | Development of Indigenous-inclusive promotional materials for all UTS courses. | • Director, JIIER  
• Director, MCU  
• Deans | • Provost  
• DVC (CS) |
| g. | Development and maintenance of strategically relevant relationships with TAFE and VET sector providers. | • Director, JIIER  
• Director, EDU | • Provost  
• DVC (ES) |
| 1.3 Build aspirations and support the academic capacity of prospective Indigenous students to enter into tertiary study at UTS | a. Development and delivery of a comprehensive set of Indigenous school student engagement programs, and activities to engage Indigenous TAFE and other mature-age students. This will involve active participation by faculties where appropriate. | • Director, JIIER  
• Deans | • Provost |
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<tr>
<td>1.4 Develop and maintain an effective alternative entry program for Indigenous students wishing to access UTS undergraduate courses</td>
<td>a. Annually increasing use of the Jumbunna: Direct Entry Program.</td>
<td>• Director, JIIER</td>
<td>• Provost</td>
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<td></td>
<td>b. Faculty provision and maintenance of clearly articulated and promotable alternative entry selection/assessment criteria for all UTS undergraduate courses.</td>
<td>• Director, JIIER • Deans</td>
<td>• Provost</td>
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<tr>
<td></td>
<td>c. Faculty staff participation in Jumbunna: Direct Entry Program testing and assessment workshops.</td>
<td>• Director, JIIER • Deans</td>
<td>• Provost</td>
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<td>d. Development and implementation of a timely and effective Indigenous undergraduate applicant assessment and offer process.</td>
<td>• Director, JIIER • Director, Student Administration Unit (SAU) • Deans</td>
<td>• Provost • DVC (CS)</td>
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2. Indigenous Student Services and Support

UTS IEEP Alignment

In developing and delivering Indigenous education UTS aims to:

- **Objective 5.1.2**: achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal at least to those of other undergraduate and postgraduate students at UTS
- **Objective 5.1.7**: encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS
- **Objective 5.1.8**: encourage the internationalisation of Indigenous education.

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<tr>
<td>2.1 Improve the coordination and promotion of Indigenous student services and support across UTS, where possible avoiding duplication of services, and ensure Indigenous students have access to information regarding the full range of services and supports available to them</td>
<td>a. Annually improving Indigenous student success, retention and completion rates in all award courses, with a view to eventually achieving rates that are equal to those of other UTS students. Each Faculty will achieve annually improving Indigenous student success, retention and completion rates in all award courses, with a view to eventually achieving rates that are equal to those of the Faculty’s other students.</td>
<td>• Director, JIIER  • Director, Student Services Unit (SSU)  • Deans</td>
<td>• Provost  • DVC (ES)</td>
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<td>b. Maintenance of a committee/working group within the University to coordinate Indigenous student services and support across UTS.</td>
<td>• Director, JIIER</td>
<td>• Provost</td>
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<td>c. Clear roles and responsibilities regarding Indigenous student services and support.</td>
<td>• Director, JIIER</td>
<td>• Provost</td>
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| 2.2 Support Indigenous student success and completion through the provision of a strategic range of scholarships | a. Availability of a competitive and strategic range of scholarships to Indigenous undergraduate students. Faculties will collaborate with industry partners to create new Indigenous scholarships. | • Provost  
• Director, JIIER  
• Director, External Relations  
• Director, SAU | • Provost  
• DVC International and Advancement (DVC (IA)) |
|                                                                           | b. Full expenditure of all UTS Indigenous scholarships.                          | • Director, JIIER  
• Director, SAU | • Provost  
• DVC (CS) |
| 2.3 Participate in the placement of UTS Indigenous students into a range of external cadetships and internships | a. Indigenous student employment in a range of private and public sector cadetships and internships that is at an annually increasing rate. | • Director, JIIER  
• Director, SSU | • Provost |
| 2.4 Ensure Indigenous students have access to a high-quality, culturally-affirming and easily-accessible support, study and social space | a. Development of a high-quality, culturally-affirming and easily-accessible support, study and social space for Indigenous students. The final facility would also allow for the co-location of all Jumbunna staff as well as Indigenous community engagement. | • Director, Facilities Management Office (FMO)  
• Director, JIIER | • Provost  
• DVC (Resources) |
| 2.5 Develop and maintain systems that track Indigenous student             | a. Development and maintenance of effective Indigenous student tracking systems that can produce on-demand | • Director, JIIER  
• Deans  
• Director, PQU | • Provost |
<table>
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<td>success and are capable of identifying high-achieving students and/or students academically at risk</td>
<td>reports identifying high-achieving students and/or students who are academically at risk.</td>
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| 2.6 Develop and offer Indigenous students a range of learning support/development initiatives, including early intervention | a. Development and delivery of appropriate learning development initiatives specifically for Indigenous students.  
   b. Promotion to Indigenous students of the full range of learning development/assistance initiatives offered to UTS students generally.  
   Indigenous students introduced to tutors/lecturers, to assist in establishing early lines of communication.  
   c. Faculties to identify an academic member of staff for each course or group of courses to act as an Indigenous student liaison person.  
   Faculties to keep statistics of rates of Faculty consultations with Indigenous students and publish these by means of their annual reports to the Vice-Chancellor’s Indigenous Strategies Committee. | • Director, JIIER  
   • Provost  
   • Provost  
   • Provost  
   • Provost  |                          |
| 2.7 Encourage Indigenous students to take advantage of existing           | a. A rate of Indigenous student overseas experience comparable to other UTS students achieved through an annual | • Director, JIIER  
   • Director, UTS: International | • Provost  
   • DVC (IA) |
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<td>opportunities to study overseas and create opportunities for Indigenous students to learn through overseas travel</td>
<td>increase in the numbers of Indigenous students traveling overseas.</td>
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<td>2.8 Organise events that celebrate Indigenous achievements, affirm culture and raise the status and visibility of Indigenous people across UTS</td>
<td>a. Planning and coordination of an appropriate range of Indigenous events.</td>
<td>• Director, JIIER&lt;br&gt; • Director, EDU&lt;br&gt; • Director, Marketing and Communications Unit (MCU)</td>
<td>• Provost&lt;br&gt; • DVC (CS)</td>
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3. Indigenous Teaching and Learning

UTS IEEP Alignment

In developing and delivering Indigenous education UTS aims to:

- **Objective 5.1.2**: achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal at least to those of other undergraduate and postgraduate students at UTS

- **Objective 5.1.3**: ensure that all courses specifically offered to Indigenous students are of a high quality, appropriately supportive, academically rigorous, and are aligned to the expectations of students, Indigenous community and requirements of potential employers

- **Objective 5.1.4**: develop Indigenous competency amongst its students by striving to create an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians.

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</table>
| 3.1 Expand the opportunity for students across UTS to gain knowledge of Indigenous Australians | a. Maintenance of a committee/working group within the University to coordinate the expansion and delivery of Indigenous content in curricula across UTS as well as monitor the effectiveness of all courses specifically for Indigenous students. | • Director, JIIER | • Provost  
• DVC (ES) |
| | b. Maintenance of an across-UTS record of Indigenous studies subjects and Indigenous content. | • Director, Centre for the Advancement of Indigenous Knowledges (CAIK)  
• Deans | • Provost  
• DVC (ES) |
| | c. Implementation of Indigenous Graduate Attributes (IGAs) or Indigenous Course Intended Learning Outcomes (ICILOs) across UTS. | • Director, CAIK  
• Director, Institute for Interactive Media and Learning (IML)  
• Deans | • Provost  
• DVC (ES) |
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| 3.2 Ensure that all courses professionally requiring Indigenous competency amongst its students are compliant | a. All courses are professionally compliant in relation to Indigenous content. | • Deans | • Provost  
• DVC (ES) |
| 3.3 Develop appropriate standards, consultation and approval process for the development of Indigenous studies subjects and content in curricula | a. Introduction of an across-UTS set of standards, protocols and procedures regarding the development and approval of Indigenous subjects and content. | • Director, CAIK  
• Director, IML  
• Director, JIIER | • Provost  
• DVC (ES) |
| 3.4 Improve the ability of academic staff to develop students’ understanding of Indigenous content and facilitate discussion in tutorials | a. Provision of appropriate training for academic staff. | • Director, CAIK  
• Director, JIIER  
• Director, IML  
• Director, Human Resources Unit | • Provost  
• DVC (CS)  
• DVC (ES) |
| 3.5 Ensure all Away-From-Base (AFB) courses are of a high quality | a. All AFB programs will:  
• be supportive  
• be academically rigorous  
• be relevant to the expectations of students and requirements of potential employers  
• have success, retention and completion rates comparable to those of Indigenous undergraduate students enrolled in other UTS courses. | • Director, JIIER  
• Director, IML  
• Deans (with AFB courses) | • Provost  
• DVC (ES) |
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</table>
| 3.6 Ability to offer Indigenous students enabling pathways into UTS       | a. Continued development and/or refinement of enabling pathways by Jumbunna in consultation with faculties and other stakeholders. | • Director, JIIER  
• Director, IML | • Provost  
• DVC (ES) |
| 3.7 Provide opportunities through UTS Art for UTS staff, students, community and school students to gain knowledge of Indigenous Australians | a. Opportunities provided through UTS Art programs.                                                 | • Director, MCU                        | • Provost  
• DVC (CS) |
4. Indigenous Research

UTS Strategic Objective 2: Enhance our research performance: increase the scale, quality and impact of research in our discipline fields.

UTS IEEP Alignment

In developing and delivering Indigenous education and employment UTS aims to:

- **Objective 5.1.1**: achieve Indigenous undergraduate and postgraduate student enrolment rates that are at least reflective of state population parity
- **Objective 5.1.2**: achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal at least to those of other undergraduate and postgraduate students at UTS
- **Objective 5.1.6**: develop and promote Indigenous research across UTS
- **Objective 5.1.8**: encourage the internationalisation of Indigenous education
- **Objective 5.1.10**: offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession.

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<tbody>
<tr>
<td>4.1 Encourage the development of Indigenous research across UTS by taking a coordinated approach</td>
<td>a. Enable the Indigenous Research Committee (IRC) to set goals and work towards them.</td>
<td>Deans, Director, JIIER Research Unit, Indigenous Employment Officer (IEO), EDU</td>
<td>Provost, DVC (Research)</td>
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<td></td>
<td>b. Development and maintenance of a register of Indigenous-related research occurring across UTS, and development of a mechanism to identify new Indigenous research projects.</td>
<td>Director, Research and Innovation Office (RIO), Deans, Director, JIIER Research Unit, IEO, EDU</td>
<td>Provost, DVC (Research)</td>
</tr>
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<td></td>
<td>c. Develop capacity of JIIER Research Unit to take leadership role in progressing Indigenous research at UTS, including</td>
<td>Director, JIIER Research Unit</td>
<td>Provost, DVC (Research)</td>
</tr>
</tbody>
</table>
| 4.2 Increase Indigenous staff research capacity | a. Establishment of a network of Indigenous staff engaged in research and researchers focused on Indigenous topics. | • Deans  
• Director, JIIER Research Unit  
• IEO, EDU | • Provost  
• DVC (Research) |
| | b. Establishment of an annual writing retreat for research-active Indigenous staff. | • Director, JIIER Research Unit  
• IEO, EDU | • Provost  
• DVC (Research) |
| | c. An increased number of UTS Indigenous academic staff enrolled in or holding doctoral degrees. | • Deans  
• Director, JIIER Research Unit  
• IEO, EDU  
• Dean, Graduate Research School (GRS) | • Provost  
• DVC (Research) |
| 4.3 Increase Indigenous higher degree by research (HDR) student enrolment rates | a. Systematic early identification of, and contact with, Indigenous undergraduate students showing potential as HDR students. | • Deans  
• Director, JIIER Research Unit  
• Dean, GRS | • Provost  
• DVC (Research) |
| | b. Development of effective, flexible and supportive enrolment procedures for Indigenous applicants seeking entry into HDR courses. | • Deans  
• Director, JIIER Research Unit  
• Dean, GRS | • Provost  
• DVC (Research) |
| | c. Creation of a HDR Co-ordinator position to facilitate the enrolment process for Indigenous HDR applicants. | • Director, JIIER  
• Director, JIIER Research Unit | • Provost  
• DVC (Research) |
| | d. Achievement of the following targets:  
• enrolment of at least 20 Indigenous HDR students by 2018 (includes new | • Deans  
• Director, JIIER Research Unit  
• Dean, GRS | • Provost  
• DVC (Research) |
and continuing enrolments

• at least 2.2 per cent Indigenous HDR student participation by 2020.
By 2018 all faculties will have increased their Indigenous HDR student enrolments.

| 4.4 Improve Indigenous HDR student retention and progression rates | a. Indigenous HDR student retention and progression rates that are comparable to those of other UTS HDR students. By 2018 Indigenous HDR students in all faculties will have retention and progression rates comparable to those of other UTS HDR students. | Deans
• Dean, GRS
• Director, JIIER Research Unit | Provost
• DVC (Research) |
| b. Establishment of a competitive HDR scholarship scheme for Indigenous students. This will also contribute to achieving Success Indicator 4.3.d, above. | Deans
• Director, JIIER Research Unit
• Dean, GRS | Provost
• DVC (Research) |
| c. Establishment of a UTS Indigenous HDR student network of peer support and mentoring. | Deans
• Dean, GRS
• Director, JIIER Research Unit
• IEO, EDU | Provost
• DVC (Research) |
| d. Improved supervisor training. | Dean, GRS
• Director, JIIER Research Unit | Provost
• DVC (Research) |
| 4.5 Promote the protection of Indigenous cultural knowledge | a. Development and provision of appropriate advice and protocols relating to the protection of Indigenous cultural knowledge to UTS researchers of Indigenous topics. | • Deans  
• UTS ethics committee/s  
• RIO | • Provost  
• DVC (Research) |
|---|---|---|---|
| 4.6 Encourage international Indigenous research linkages | a. Development of a process of identification for potential international collaborations based on UTS Indigenous research interests. | • Deans  
• Director, JIIER Research Unit | • Provost  
• DVC (Research) |
| | b. Creation of a strategy for developing productive international collaborations with researchers identified as being strategically aligned with UTS research on Indigenous issues. | • Deans  
• Director, JIIER Research Unit | • Provost  
• DVC (Research) |
| 4.7 Ensure UTS adopts best practice relating to Indigenous research | a. Review ethics processes to ensure that they are best practice. | • Deans  
• UTS ethics committee/s  
• Director, RIO  
• Director, JIIER Research Unit | • Provost  
• DVC (Research) |
| | b. Development of a process whereby all research on Indigenous issues is passed through UTS ethics committee/s. | • Deans  
• UTS ethics committee/s  
• Director, RIO | • Provost  
• DVC (Research) |
## Version control and change history

<table>
<thead>
<tr>
<th>Effective date</th>
<th>Version</th>
<th>Approved by, resolution no. (date)</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/01/2015</td>
<td>1</td>
<td>Vice- Chancellor (12/12/2014)</td>
<td></td>
</tr>
<tr>
<td>18/02/2015</td>
<td>1.1</td>
<td>Director, Governance Support Unit (12/02/2015)</td>
<td>Administrative changes (under Delegation 3.17): reflecting the Provost’s executive accountability for the achievement of Indigenous Research success indicators.</td>
</tr>
<tr>
<td>27/01/2016</td>
<td>1.2</td>
<td>Director, Governance Support Unit (21/12/2015)</td>
<td>Changes (approved under Delegation 3.17) to update references to the Traditional Owners, following UTS handover of Kuring-gai Campus.</td>
</tr>
</tbody>
</table>
| 17/03/2016     | 1.3     | Vice-Chancellor (14/03/2016)       | Amendments to:  
• broaden student recruitment initiatives to include mature-age students  
• include references to UTS Art and the Centre for the Advancement of Indigenous Knowledges, and  
• include additional implementation team members for certain initiatives. |
| 13/10/2016     | 1.4     | Academic Board, AB/16-2/31 (01/06/2016) | Amendments to update cross-references to the numbering and wording of Indigenous Education and Employment Policy principles and objectives. |
| 30/05/2017     | 1.5     | Director, Governance Support Unit (30/05/2017) | Changes approved under Delegation 3.17 to implement 2017 change of name to Jumbunna Institute for Indigenous Education and Research. |