

INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 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 Mechanism:

Name:
Title:

Signed:
Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed:
Date:

Indigenous Student Success Program 2019 Performance Report

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1. Enrolments (Access)

In reference to data provided to the Vice Chancellor in December 2018, comment on:

- *strategies to improve access to university for Aboriginal and Torres Strait Islander students;*

UNSW provides several key programs to improve Aboriginal and Torres Strait Islander access to UNSW. These programs are predominately coordinated by Nura Gili Indigenous Programs Unit and include:

- 1) The UNSW Indigenous Science & Engineering Program;
- 2) UNSW Indigenous Winter School Program;
- 3) The Indigenous Admissions Scheme;
- 4) UNSW Indigenous Preparatory Program and;
- 5) Outreach activities which are documented in the table below.

Indigenous Science and Engineering Program

The Indigenous Science & Engineering Program (ISEP) is designed to stimulate interest in the areas of Science, Mathematics and Engineering for Indigenous high school students in years 7-9. The camp is a 3-day, 2 night residential where students spend a day with the science faculty, a day with the engineering faculty and on the third day participate in a field trip to learn the practical element behind the industry. In 2019, 29 students from across Sydney participated in the camp.

UNSW Indigenous Winter School

The UNSW Indigenous Winter School Program is our flagship program and is designed to increase Indigenous student access to UNSW degree programs. In 2019, the program attracted 79 students who participated in a week-long residential on-campus experience with representation from every state and territory in Australia. Participants of the program are introduced to tertiary studies in the discipline area of their choice and get an opportunity to experience university life with Indigenous students from across the country.

The program offers a comprehensive, fun and engaging schedule of activities. Participants are mentored by Indigenous students currently studying at UNSW, along with graduates, academics and experts from industry. Participants also have the opportunity to meet staff from the university who can help them identify their areas of interest, discuss their subject choices for the Higher School Certificate and provide further information on gaining entry into their degree.

Indigenous Admissions Scheme

The Indigenous Admissions Scheme (IAS) provides an alternative pathway for Indigenous students into UNSW undergraduate programs. There are three components to the IAS:

- An application to UAC
- Completion of an online application to Nura Gili
- Undertaking an interview and submission of a written task related to the Individual's course preference.

This alternative entry program means consideration is given to an applicant's relevant life, work, educational and training experience as preparation for study in addition to any formal qualifications. The interview assists

us to ensure an applicant is selecting the most appropriate course relative to their interests. The written task helps us to assess an applicant's likelihood for academic success and the level of academic support that may be required in the first year of study.

Assessment for entry is conducted by both a Nura Gili staff member and a member of the respective faculty team. In 2019, 23 students were interviewed for the Indigenous Admissions Scheme.

Indigenous Preparatory Program

The UNSW Indigenous Preparatory Program (Pre-Program) is coordinated by Nura Gili in partnership with participating UNSW Faculties and Schools. Pre-programs have been developed in the disciplines of Business; Education; Law; Medicine; Social Work; Science and Engineering and they offer a taste of what study is like in the undergraduate degree programs for these disciplines.

The three week residential pre-program, conducted over November and December, provides a great opportunity to assess an individual's aptitude, interest and capacity to succeed in the respective undergraduate degree program. Participants have the opportunity to meet inspirational support staff and academics who will answer any questions about their studies and the discipline in a safe, nurturing environment.

In 2019, 61 students applied to participate in Pre-Programs with 50 receiving offers for the residential programs. From these 50 students, 43 were made offers into a UNSW undergraduate program. During the program students participated in academic workshops in their chosen faculty whilst also participating in tutoring each night and cultural activities that are run by Nura Gili.

Outreach activities

Activity	Engagement Reach
<i>Souths Cares Road Show:</i> Nura Gili staff members partnered with UNSW staff and the team at Souths Cares to deliver educational workshops in high schools in the towns of Wellington and Mudgee in Western NSW. The presentations, which were held in February, focused on delivering information about pathways and programs at UNSW for young Aboriginal and Torres Strait Islander students.	In total, five schools were visited across two days which enabled us to access and engage with an audience of ~ 1000 students.
<i>Walgett Schools visit with UNSW Aspire:</i> As part of a joint initiative between Nura Gili and UNSW Aspire, our staff travelled out to the Walgett community to promote UNSW through facilitating and delivering targeted workshops. The workshops were delivered to the primary school, high school and the Dharriwaa Elders Group.	A large number of the community were present at the workshops. Audience age ranged from primary school students in kindergarten, all through high school and right up through to the Aboriginal elders in the community.
<i>Walama Muru:</i> Walama Muru is a community outreach program whereby each year a specific Aboriginal community is selected and a project is undertaken by a group of UNSW volunteers to assist that community. In 2019, the project took place in the Northern NSW town of Tabulum. The group painted the community sports hall, redone the landscaping around the exterior and assembled furniture for the children space.	The entire community was involved in a welcome to country as well as participating in cultural activities throughout the week.
<i>NSW Koori Knockout Rugby League Carnival:</i> The 2019 NSW Koori Knockout was hosted by the Newcastle All Blacks (NAB) at Tuggerah on NSW Central Coast and was held on the long weekend in October. Nura Gili sent staff and students to run a stall over the four-day event to promote the Nura Gili pathways, aspirational camps and to provide	The event attracts over 30,000 Aboriginal people and the staff and ambassadors engaged with more than 300 community members over the four days.

advice on admissions, accommodation and scholarships etc.	
<i>Open Day 2019:</i> The 2019 UNSW Open Day was hosted in September with a large crowd turning out to experience what UNSW has to Offer. Nura Gili ran a stall and opened the Centre up for the day to show potential students and families around the study space.	We had 16 students register on the day and visit Nura Gili to learn more about our pathway programs, accommodation and scholarships.
<i>Yabun:</i> Yabun was hosted on January 26 th at Victoria Park in Sydney and is the largest Survival Day event in the City. Nura Gili had a stall to attract potential students. Our staff discussed admissions programs, scholarships, accommodation and support.	We engaged more than 200 Indigenous People.
<i>NAIDOC Week:</i> Nura Gili participated in several key NAIDOC week events including events in Newcastle, Hyde Park Sydney, Central Coast and the National Centre of Indigenous Excellence (NCIE) Redfern. Each event was used to promote UNSW services to potential Indigenous students discussing our aspirational programs, admissions, scholarships and accommodation.	Each event attracted thousands of Aboriginal people and more than 100 people were engaged with on each day.

- the rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL);

UNSW has seen a slight increase in the EFTSL for Indigenous students however not enough to see an increase in the national ranking. Although our EFTSL numbers have increased from 248 in 2015 to 308 in 2018 we have not moved from the 18th ranked university out of the 40 that currently receive ISSP funding. UNSW has since launched its inaugural Indigenous Strategy (in October 2018) and together with the University's 2025 strategy, there is increased focus on increasing the number of Indigenous students at UNSW.

- which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.

The activities and programs identified above to improve access are funded from other University resources excluding the positions of Recruitment and Outreach Officer and Student Support Officers which are funded by ISSP. The scholarships identified in the below table are also funded by the ISSP.

Table 1 ISSP Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁴	0	0	0	0	0	0	0	0
Undergraduate ⁵	62,452.42	14	0	0	0	0	62,452.42	14
Post-graduate ⁶	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	62,452.42	14	0	0	0	0	62,452.42	14

- Number of enabling Indigenous students that received any form of ISSP scholarship:
- Number of undergraduate Indigenous students that received any form of ISSP scholarship:
- Number of post-graduate Indigenous students that received any form of ISSP scholarship:
- Number of other students that received any form of ISSP scholarship:

e) Total number of Indigenous students that received any form of ISSP scholarship⁷:

2. Progression (access and outcomes)

In reference to data provided to the Vice Chancellor in December 2018, comment on:

- *strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander*

The UNSW Indigenous Strategy (2018-2025) comprises three pillars which are inextricably linked and each centred on providing a welcoming, supportive culture at UNSW to help attract and retain Indigenous students at UNSW right through to achieving a degree or other award. The Culture and Country pillar is focused on promoting and celebrating Indigenous culture so students can feel proud to be Aboriginal or Torres Strait Islanders and know that UNSW is a place where they can succeed. Grow Our Own aims to attract an increasing number of high school students to UNSW each year, supporting them through their undergraduate studies, nurturing them through post graduate studies and eventually onto academia and research careers. The objective of the Give Back pillar is to develop a culture of civic responsibility in our students and instil in them a mindset to use their education for the betterment of society and particularly to improve outcomes for Aboriginal and Torres Strait Islander Peoples.

The Nura Gili Student Services Team provides expert advice to students to ensure they are academically, socially and culturally engaged in their studies. These teams have offered the following activities to Indigenous students for the 2019 reporting year:

- **Indigenous Tutoring Program (ITP)**
The popular and effective scheme enables Indigenous students to access extra tutorial assistance, up to a maximum of 1 hour per week per subject, during the teaching period. See more specific information related to take up rates for 2019 below.
- **SNAGS program**
Our program SNAGS (an acronym for Students Not At Good Standing) is designed to track and monitor students whom are at risk of failing their courses. When a student is considered 'not at good standing' our student services team contact the student to discuss any issue or context that may contribute to their situation.
- **Academic Advising**
The Nura Gili student support team comprises both academic advisors and pastoral support advisors. Academic advisors offer generic assistance on topics such as essay writing, research skills, managing time, selecting tutors, assisting with enrolment, intervening for students not at good standing, helping with degree planning and subject choices, timetabling clashes etc.
- **Ngurra Orientation Day**
This is a day whereby all commencing Indigenous students to UNSW are brought together and where they receive information on the support programs available at both Nura Gili and at UNSW more broadly. They also hear from the Indigenous student ambassadors, who are current students in various faculties across UNSW, who share their own stories about what first year at University was like for them and provide some advice and tips on how best to transition successfully.
- **Indigenous Nationals**
This is a national week-long sporting event for Indigenous students who participate in mixed competition of four sports: touch football; basketball; netball; and volleyball. Whilst celebrating the rich sporting culture of indigenous Australia it also brings together Indigenous tertiary students from across the county who can share their stories and make lifelong connections.
- **Student Ambassador Program**
This is a program which provides many varied opportunities for Indigenous students to be actively involved in promoting Indigenous education and assisting first year students to transition successfully into life at University. It is also a chance to develop their leadership and organisational skills and gain workplace experience that can be used in future employment opportunities. These opportunities include:
 - Assisting with winter school and supervision of high school students
 - Assisting with pre-programs

- Participating in NGurra orientation day
- Being involved in recruitment and outreach activities
- Becoming tutors for the ITP
- Indigenous Women’s Group
 - An opportunity for female students to engage with Aboriginal elders to stay culturally connected during their time away from home.
- Indigenous Men’s Didgeridoo Group
 - An opportunity to connect male students and reinforce a sense of pride in Aboriginal heritage and a sense of belonging at UNSW.
- Student Lunches

- *the rise or fall of success/progression rates;*

UNSW has performed well nationally in relation to the rise and fall of our success rates. In 2015, UNSW was ranked 4th with a success rate of 84.45%. There has been a steady increase over the past four years with an increase of almost 3%. We have increased our ranking from fourth to third with a success rate of 87.05%. Our success ratio is 0.92 (a success rate of 1 or greater means an Indigenous student has equal or better chance at success than a non-Indigenous student).

- *the number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2019;*

In the 2019 reporting period, a total of 186 students received tutoring through the Indigenous Tutoring Program (ITP). This consisted of 167 Undergraduate students, 9 enabling and 10 postgraduate students. Students received a total of 8,780 hours broken into 8110 hours for undergraduate, 428 for enabling and 242 for postgraduate.

- *the size of the Indigenous Support Unit or other Indigenous student support activities;*

As an organisation Nura Gili employs a total of 14 staff members. This is divided up into three portfolios: Academic Team which runs the Indigenous Studies program, Student Services Team and Administration. The student services team consists of Academic Support Officers (n=4) and Student Support Officers (n=3) plus a Student Services Manager.

- *strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment;*

UNSW’s recruitment and career development program for all staff is built around demonstrating 5 key behaviours: driving innovation, building collaboration, demonstrating excellence, displaying respect and embracing diversity. The latter two are inextricably linked with building and maintaining a culturally safe environment for all staff and students including Aboriginal and Torres Strait Islander students.

- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.*

The ITP program is fully funded from ISSP funds. In addition, the salaries for the 4 academic support officers and the three student support officers are funded through the ISSP.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	9	428	22,098
Undergraduate	167	8,110	435,980
Post graduate	10	242	12,563
Other – Academic Support Staff			601,652

Total	186	8,780	1,072,292
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3. Completions (outcome)

In reference to data provided to the Vice Chancellor in December 2019, comment on:

- *strategies to improve award course completion of Aboriginal and Torres Strait Islander students;*

The most effective support mechanism to assist students to successfully complete their degree is their access to a team of dedicated student support staff who can help them both academically as well as help with pastoral care and general support. In addition the discipline-specific tuition provided by tutors from the students' own school/faculty through the ITP is highly effective.

The academic support staff in Nura Gili has access to Student Performance reports which enable them to monitor students' academic performance each term. Nura Gili staff collaborates very closely with each faculty to identify any downward trends in performance early and enable early intervention as required. This close relationship also assists in selecting the most appropriate tutors in each faculty for the students who are availing of tuition through the ITP.

Through the strong relationships Nura Gili has forged with other student service providers across the University, our students have availed of other generic university services including the 'Student Academic and Career Success' unit which connects UNSW students with academic support and career building opportunities as well as the health and counselling services which Nura Gili actively promotes to normalise access to health services for our student cohort and encourage them to take proactive measures for their own health and wellbeing.

The close collaboration between Nura Gili and faculty staff is also key in ensuring support is available for students prior to them reaching crisis point. The supportive network encourages struggling students to push through when they could so easily have dropped out.

Our support strategies are reinforced via the recognition of Indigenous student achievement. The main mechanism for this is the Annual Indigenous Awards Night which is a program designed to acknowledge the academic achievements of our Indigenous student cohort. It is held at the end of the year on campus with award winners being chosen by faculty members for two awards: an academic achievement award and a spirit award. The latter award acknowledges the students' persistence and perseverance with their studies, whilst the former acknowledges the highest academic achieving Indigenous student in the faculty. This prestigious event fosters students' motivation to continue and successfully complete their studies.

- *the rise or fall of completions;*

Although UNSW did not improve in the rankings between 2017 and 2018, we nonetheless had an increase in the number of graduations of Indigenous students from 48 to 63 in that two year time period meaning UNSW was ranked 17th for both of those years. The number of Indigenous students graduating from UNSW shows steady growth over the years: in 2011 UNSW had 18 Indigenous students graduate and by 2018 the number graduating had increased to 63.

- *strategies connecting graduates with employment (both within and outside of the institution);*

UNSW has strong links to industry through our professional development program and real-world research with a large variety of industry partners.

UNSW has a dedicated Student Academic and Careers Success unit which is set up specifically to prepare graduates for employment. The SACS unit offers a range of services such as:

- 1:1 appointments for career advice
- Professional development programs
- Career development seminars (incl. preparing resumes, succeeding at interview and networking)
- A career portal where jobs are advertised; jobs both internal and external to UNSW
- Employer presentations and opportunity to have 1:1 discussions with employers for career opportunities in their organisation

In addition, the Nura Gili student services team host lunchtime sessions with a variety of different employers. These sessions are specifically focussed to connecting students with government agencies and corporate businesses who offer a variety of graduate programs. In 2019, these included HSBC, Department of Science, Career Trackers and Lendlease.

Nura Gili staff and students also participated in the UNSW Diversity Showcase, again with the aim of connecting employers who value having Indigenous staff on their workforce, with our students. The day consisted of presentations, workshops and an expo across a full day. The showcase connected UNSW staff, students, academics, industry experts and alumni across all diversity dimensions.

Opportunities for cadetships and other employment opportunities are regularly shared with current students through email newsletters and social media. Where appropriate, our staff actively support students in applying for these opportunities by writing references and offering advice.

Networking evenings and Faculty led initiatives also provide students with opportunities to discuss internships, graduate opportunities, research options and career progression with employers.

- *strategies to assist graduates;*

Transitioning to Employment

Nura Gili provides a broad range of services to directly and indirectly assist, develop, build and engage students in a way that assists their transition from education to graduate employment. These services include:

- Ambassador program: Students are employed to work closely with Nura Gili staff in the delivery of flagship programs such as Winter School, Pre- programs and Ngarra
- Industry Partnerships: Working in partnership with industry to actively market and promote graduate employment opportunities e.g. Aboriginal Employment Services, Construction firms looking for graduate engineers, law firms looking for recent law graduates etc.
- Internal Partnerships: Working closely with UNSW Student Careers and Employment to deliver initiatives targeting specific needs such as resume writing, interviewing skills and job application writing including addressing selection criteria
- Providing space at Nura Gili for students to undertake telephone interviews if required
- Student support officers performing mock interviews with students to build their confidence

Transitioning to Further Study

Nura Gili staff has strong relationships with UNSW's Graduate Research School (GRS) and the PSCI has funded a dedicated staff officer working on graduate research pathways. In line with the 'Grow our Own' pillar in the UNSW's Indigenous strategy, students who have shown interest and aptitude in continuing their studies are nurtured and supported towards postgraduate study such as Masters by coursework degrees or Higher Degree Research opportunities. Nura Gili works with the GRS and the faculties to find appropriate supervisors for these students. Nura Gili also hosts events which bring Indigenous HDR students from across the University together both to socialise and to participate in research seminars.

- *strategies to monitor student outcomes after graduation; and*

This is an area of further development for UNSW and Nura Gili is working closely with the Alumni Office and UNSW Philanthropy to further develop this space.

- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources?*

The Student Support Officers in Nura Gili, who work across the strategies outlined above, are all funded by ISSP.

4. Regional and remote students

- *outreach providing information to potential students from regional/ remote areas*

As mentioned in Section 1 of this report, Nura Gili participated in two regional trips in 2019: Mudgee and Walgett. The team was also present at local community events which attracted Indigenous participants from regional and remote areas including the Koori Knockout and various NAIDOC events in July 2019.

- *strategies to improve access to university study*

Strategies to improve access include the Indigenous Admissions Scheme and The Preparatory Programs. The Preparatory program involves a 3 and a half week intensive residential program and is offered at no costs to students. This attracts students from regional and remote areas where the cost barriers associated with travel and living in Sydney are removed. Both programs offer an alternative entry pathway into UNSW than through the traditional ATAR route. These schemes help to overcome the perceived academic disadvantage a student may have coming from regional or remote communities.

- *activities to support students during their studies*

Whilst Nura Gili does not specifically run programs tailored directly to students from regional and remote backgrounds these students are heavily involved in activities and programs including The Student Ambassador Program. This program offers students employment whilst they deliver outreach activities on behalf of UNSW. Activities include the Winter School Program, Indigenous Science & Engineering Experience and participating at community stalls including NAIDOC and the Koori Knockout. Nura Gili also contributes to the running of the Indigenous Men's and Women's group which support students and ensure their strong links to culture and traditions are upheld and strengthened. Many of the students involved in these groups have relocated to Sydney for their university study.

- *any special measures to help students maintain connections with home*

Nothing specific in 2019

- *distance learning support or mixed mode delivery options*

Nothing specific in 2019

- *rationale for any rise or fall of Indigenous Equivalent full-time student load*

N/A

Table 4 Scholarship data for remote and regional students^{10 11}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) ¹²	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	34,380.00	9	5,355.00	1	0	0	39,735.00	10
B. 2019 Offers +continuing commitments ¹³	50,180.92	9	0	0	0	0	50,180.92	9
C. Percentage ¹⁴ (C=B/A*100)							126%	
2019 Payments	50,180.92	9	0	0	0	0	50,180.92	9

4a. Number of Remote and Regional students that received a scholarship in 2019¹⁵: **8**

5. Working with Vulnerable People Requirement¹⁶

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

- *Explain how the university has met its requirements under section 13 of the ISSP Guidelines;*

Section 13 of the ISSP guidelines requires the University to have developed an Indigenous Education strategy which has:

- Set KPIs
- Commits to increasing the number of Indigenous students that enrol, succeed and complete their studies to obtain an award
- Include Indigenous knowledge in curricula, graduate attributes and teaching practices
- Promote cultural competency in Indigenous cultures, traditions and histories amongst staff and students

The UNSW Education Strategy has incorporated all of these requirements.

- *Include current link to the university's website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures.*

The two documents that satisfy this criterion are:

UNSW Indigenous Strategy which is available at this [web address](#):

UNSW Education Plan which is available at this [web address](#)

- *Comment on the university's Reconciliation Action Plan if appropriate;*

UNSW has not developed a Reconciliation Action Plan. There is a philosophical opposition from many to Australia's reconciliation process via RAPs. The Indigenous collegiate strongly believe that such a document pays lip service to genuine reconciliation and generally a lack commitment to truth and justice; the twin pillars of reconciliation. UNSW has instead developed a comprehensive UNSW Indigenous Strategy with three pillars, 'Culture and Country', 'Grow our Own' and 'Give Back' underpinned by a solid truth and justice foundation. This strategy has KPIs listed in the Indigenous Education Plan and the Indigenous Workforce plan attached to the Indigenous Strategy.

- *Discuss the practical implementation and evaluation of your Indigenous Education Strategy;*

Nura Gili, as the Indigenous Education Unit of UNSW, has primary responsibility for delivering the objectives set in UNSW's Education Plan, a plan which emanates from the overall UNSW Indigenous Strategy. Additionally Nura Gili works in consultation with the various faculties who have also been allocated responsibility for delivering certain aspects of the strategy. Nura Gili has developed a local Operational Plan to set out tasks, responsibilities and timelines to achieve the objectives in the Education Plan for which it is responsible. This Operational Plan is reviewed annually. The Nura Gili Student Services team is responsible for driving both the Recruitment and Outreach program and for providing academic and pastoral support for existing Indigenous students. Monthly team meetings are held to ensure activities are progressing in accordance with the Operational Plan. In addition, regular meetings are held with faculty representatives to ensure actions assigned to the faculty also progress.

Nura Gili reports to the Pro Vice-Chancellor Indigenous who in turn reports to the Deputy Vice-Chancellor Education (DVCE) who is a member of UNSW's Management Board. The DVCE holds fortnightly reports with his direct reports, all of whom are required to produce a fortnightly report outlining progress in their respective areas.

Prior to the end of the year a review meeting is held with PVCI and Nura Gili to discuss achievement of targets set in the Education Strategy.

- *Report progress against targets and milestones outlined in the strategy*

In 2019, an external review was undertaken on the Nura Gili Indigenous Education Unit; the first review that has been undertaken since the unit's formation in 1990. Following the appointment of UNSW's first Indigenous Pro-Vice Chancellor Professor Megan Davis and the adoption of UNSW's inaugural Indigenous Strategy, the PVCI instigated a review into Nura Gili to gauge its preparedness to implement the core pillars of the UNSW Indigenous Strategy and to develop a roadmap to align Nura Gili with the strategy.

This external review involved extensive consultations with stakeholders from across UNSW including faculty staff, current and past students and other service providers at UNSW who engage directly with Nura Gili.

The external review found Nura Gili was not sufficiently aligned with the UNSW Indigenous strategy to deliver on its objectives effectively. The recommendations arising from the review were adopted and while many were implemented in 2019 some are continuing to be implemented in 2020.

In addition, the following lists some further examples of activities undertaken to progress the Education Plan:

- Faculty consultations were held to assess measures being taken in the faculty to support their cohort of Indigenous students and to discuss curriculum review for the various faculty pre-programs and their respective content in the Winter school program
- A paper was submitted to Management Board (and the strategy office) outlining the need for a change in the flagship Winter school program as a result of UNSW's transition to a trimester in 2019. The lack of on-campus accommodation in the July school holidays means changing to a Spring and Autumn camp – 2 camps requires additional funding.
- Nura Gili worked closely with the Division of Equity, Diversity and Inclusion on widening access programs and assisted in the development of a business case to secure funding for scholarships
- Nura Gili continued to build relationships and collaborate with other areas of the University to ensure Indigenous students are well informed about these other networks and support mechanisms e.g. UNSW Accommodation, Health and Counselling services, Graduate Research School, Student Services and Support, Arc, Student Academic and Career Success etc.
- In mid-2019 a review of the curriculum for the Indigenous Studies Courses commenced.
- The office of the Pro Vice-Chancellor Indigenous (PVCI) participated in the review process for the Indigenous applications to the UNSW Scientia PhD program (this is an extremely competitive scheme to attract the most outstanding candidates). Currently UNSW has 4 Indigenous Scientia PhD scholars.
- The office of the PVCI also collaborated with the Graduate Research School to explore options for scholarships in an Indigenous PhD program (for those that don't make it to the Scientia PhD program).
- UNSW held a 'NAIDOC After-Dark' week-long event in July 2019, which was coordinated by the Office of the PVCI, to showcase Indigenous arts and culture

6.2. Indigenous Workforce Strategy

- *Explain how the university has met its requirements under section 12 of the ISSP Guidelines;*

Section 12 of the ISSP Guidelines requires UNSW to have developed a workforce strategy which incorporates:

- Setting an aspirational target for 3% Indigenous workforce participation
- Prioritising the employment of Indigenous academics
- Prioritising career advancement of Indigenous academics
- Ensuring an Indigenous Member on the University's Executive team

The UNSW Workforce plan has included all of these requirements.

- *Include current link to the university's website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the development of current Aboriginal and Torres Strait Islander employees.*

The two documents are:

UNSW Indigenous Strategy which is available at this [web address](#):

UNSW Workforce Plan which is available at this [web address](#)

- *Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy;*

The need to have an Indigenous recruitment coordinator, specifically focused on recruitment of Indigenous staff was recognised as a critical requirement to drive the implementation of the workforce strategy and in 2019, the Office of the PPCI worked with the Division of Equity, Diversity and Inclusion to incorporate such a role in the Athena Swan business case. For various reasons the business case was not presented to Management Board until early 2020. At the time of writing this report the business case was approved including funding for a Level 8 Indigenous Recruitment Coordinator.

In the meantime, the following progress has been made in 2019 with respect to Indigenous workforce representation:

- PPCI staff member is a member of, and regularly attended, various faculty-based steering committees which are focused on implementing the Indigenous strategy. These committees work on initiatives such as increasing support for their Indigenous students, identifying roles suitable for Indigenous-identified staff and holding events that celebrate Indigenous Culture.
- PPCI worked with HR to obtain an exemption to section 126 of the Anti-Discrimination Act allowing us to advertise positions only open to Aboriginal and Torres Strait Islander candidates
- PPCI office worked closely with the Division of Research to recruit Indigenous candidates to the prestigious Scientia Fellowship scheme. By the end of 2019 there were a total of 8 Indigenous Fellows employed at UNSW.
- Special leave provisions were included in the UNSW Enterprise Agreements to enable Indigenous staff to take an extra 5 days leave for cultural purposes
- An Indigenous staff member was recruited to run the current Indigenous Law Centre in late 2019 and begin its transition to an Indigenous Research Institute based at Nura Gili. This will be a significant development for the 'Grow our Own' pillar in the Indigenous strategy i.e. identifying talented undergraduate students who can be steered towards impactful Indigenous research that will be measurably transformative for Aboriginal communities. With the research institute based at Nura Gili, it is intended that the Indigenous scholars and the research conducted will attract more indigenous students and provide role models and mentoring opportunities as the Indigenous student body and the Institute share the same physical space in the Balnaves building dedicated to Nura Gili.
- PPCI has also engaged a distinguished Aboriginal academic to lead the Academic and Research work of PPCI and Nura Gili and to forge relationships within the DVR portfolio to investigate early research career options for HDR students.
- The PPCI and her staff continued in 2019 to strengthen relationships with Indigenous organisations and Aboriginal land councils across Australia. The research work undertaken by the PPCI over the past 16 years, based at UNSW, together with these strong and sustained collaborations with land councils, were key factors in the delivery of the historic Uluru Statement from the Heart and have helped drive the national conversation towards constitutional reform. A successful referendum, to enable the enshrinement of an Indigenous Voice in the constitution, will significantly determine the type, breadth and depth of research required to achieve enduring positive outcomes for First Peoples. The UNSW Indigenous Research Institute is being established to drive this research work.

- *Report progress against targets and milestones outlined in the strategy;*

UNSW's Workforce Plan provides for the recruitment of Indigenous staff at a sustainable rate. The Workforce Plan includes objectives aimed at faculties and divisions to determine roles that would benefit from having an Indigenous staff member and establish Indigenous-identified positions for such roles. In 2019, the Office of

Pro-Vice Chancellor Indigenous worked closely with the Faculty of Medicine in the successful recruitment of two identified roles: the Indigenous Education Support Officer and the Director of Indigenous Health Education. Furthermore, in progressing the Workforce Plan targets, the Office of Pro-Vice Chancellor Indigenous has worked closely with UNSW Human Resources Department to develop an Indigenous Employment Coordinator position within HR.

The UNSW Enterprise Agreement also secured workplace entitlements outlined as targets within the Workforce Plan including the provision of cultural and ceremonial leave, a language allowance commitment to a financial compact that will guarantee dedicated funding (of no-less than \$1.5 million per year) for initiatives associated with advancing Indigenous employment outcomes, and reimbursement of fees for formal study with an approved higher education provider in an Indigenous Language.

- *Discuss plans to support the current or future employment of an Aboriginal and/or Torres Strait Islander person in a senior position at the Pro-Vice Chancellor, Deputy Vice Chancellor or an equivalent level;*

UNSW employed its first Pro Vice-Chancellor Indigenous in July 2017. This position is a member of the UNSW Executive team. Professor Davis is a Cobble Cobble woman from Queensland.

- *Discuss plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2019.*

The approval of a position dedicated to driving Indigenous recruitment at UNSW, which was approved by Management Board in early 2020, will have a significant impact in assisting UNSW move towards this aspirational target in the next 5 years.

Table 6.2 Indigenous workforce data (2019 breakdown)^{17 18 19 20}

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
HEW 4				
Administrative Assistant		1		
Collection Access Officer		1		
Research Assistant				2
HEW 5				
Administrative Assistant		1		
Administrative Officer				1
Administrator		1		
Education Support Administrator		1		
Finance Services Team Member		1		
Postgraduate Administrator		1		
Talent Acquisition Admin				1
HEW 6				
Ast CAPEX/OPEX Accountant		1		
Education Support Officer		1		
Project Officer				1
HEW 7				
Academic Language Facilitator		1		
Electronics Engineer				1
Governance Officer		1		
Human Resources Consultant		1		
IT Systems Officer		1		

Level/position	Permanent		Casual and contract	
Student Support Officer		1		2
HEW 8				
Business Partner		1		
Centre Manager				1
Counsellor		1		
Director				1
Precinct Services Manager		1		
Project & Admin Coordinator		1		
Project Officer		1		
Senior Project Officer				1
Yuwaya Ngarra-li Project Mgr				1
HEW 9				
Project Manager				1
Project Manager, SIS		1		
Senior CAFM Business & Technol				1
HEW 10				
Director		1		
Head of Int Student Experience		1		
Senior Estate Management BP				1
Level A				
Associate Lecturer	1		1	
Postdoctoral Fellow			2	
Level B				
ARC DECRA Fellow			1	
Lecturer	1		2	
Scientia Fellow			1	
Scientia Fellow (Level B)			1	
Scientia Fellow (Level C)			1	
Level C				
Director of Indigenous Health			1	
Scientia Fellow (Level C)			3	
Senior Lecturer	3			
Senior Research Fellow (UNSW)			1	
Level D				
Professor	1			
No match				
Aboriginal Cultural Mentor				1
Administrative Assistant				2
Casual Academic			46	
Clerk				4
EDI Student Ambassador				1
Project Manager				1
Research Assistant				20
Student Assistant				6

Level/position	Permanent		Casual and contract	
Teaching Fellow			1	
P V-C				
Pro Vice-Chancellor Indigenous	1			
Grand Total	7	22	61	50

Casual Indigenous positions not included in HR data above:

No match				
Casual Academic – ISSP tutor			25	
Level				
Student Ambassador -?				TBA
Grand Total	0	0	25	

6.3. Indigenous Governance Mechanism

- *Provide details of the university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines);*

Section 11 of the ISSP guideline requires:

- An Indigenous Governance Mechanism which consists of at least 2 Indigenous persons; at least one of whom is a senior academic, which has responsibility for advising on the use of ISSP funds and an established charter for their employment

UNSW's Indigenous Governance Mechanism has been established through hiring a Pro Vice-Chancellor Indigenous (PVCi) who is a member of the UNSW Executive and to whom the Indigenous Education Unit (Nura Gili) reports. The Director of Nura Gili meets regularly with the PVCi (fortnightly/monthly) and there is regular dialogue that occurs between the office of the PVCi and staff of Nura Gili. Decisions regarding the allocation and use of ISSP resources are made by the Senior Management Team at Nura Gili and the Office of PVCi and taken to the PVCi for review and endorsement.

- *the name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism;*

Name	Position	Duration of service
Professor Megan Davis	Pro Vice-Chancellor Indigenous	2.5years (approx.)
Professor Reuben Bolt	Director of Nura Gili	10 years (approx.)

- *other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.*

Both the PVCi and the Director of Nura Gili attend the University's Academic Board meeting where high level decisions on academic programs and courses are discussed and made.

The PVCi, or a nominee where appropriate, is a member of the following UNSW Committees or Boards:

- UNSW Executive
- UNSW Equity, Diversity and Inclusion Board;
- The Gonski Institute, which was established specifically to address inequity in Australian education
- The Institute for Global Development
- Scientia committee meetings for both selection of Indigenous PhD candidates and Indigenous Fellowship positions.

An Indigenous member of staff from the Office of the PVICI, together with staff from Nura Gili as required, attends faculty consultation meetings to ensure the faculty's implementation of the UNSW Indigenous Strategy is aligned with the overall intent.

Indigenous staff was widely consulted on the development of UNSW's inaugural Indigenous Strategy.

PVICI Indigenous staff led the review of the current Indigenous studies curriculum which commenced in 2019.

There is Indigenous staff representation on the University's Enterprise Bargaining committee.

6.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to this performance report and the acquittal report.

I declare this report is an accurate reflection of the activities undertaken by UNSW in 2019. My appointment as Pro Vice-Chancellor Indigenous fulfils our obligations under section 11 of the ISSP Guidelines. I am confident that our UNSW Indigenous Strategy will provide us with the strategic direction and vision to improve our programs and services so that we make a positive impact on current and future Indigenous students and staff. In addition, I declare the information in the accompanying acquittal report to be accurate.

Additional information for completing the template

¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ Include payments to all enabling students, including remote and regional students.

⁵ Include payments to all undergraduate students, including remote and regional students.

⁶ Include payments to all postgraduate students, including remote and regional students.

⁷ Total of the four questions above.

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹¹ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹² This figures in this column should be the sum of the relevant row.

¹³ Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.

¹⁴ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁵ This question provides information on how many regional and remote students received scholarships rather than the total number of scholarships awarded or offered for 2019 (which is recorded in Table 4 above). This is required because a student can receive more than one scholarship in a year.

¹⁶ This section confirms that the provider complies with Section 35A of the Guidelines.

¹⁷ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

¹⁸ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

¹⁹ The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²⁰ There is no longer a requirement to break up these by faculty. Please group together results by level.