

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

UNSW Sydney

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	1,765,078		1,765,078
Rollover of funds from previous year Email approval date:/....../2017			
Interest earned/ royalties			
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)			
A. Total Income 2018	\$ 1,765,078	\$	\$ 1,765,078

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,711,555		1,711,555
Administration Scholarships	56,602		56,602
Travel – domestic			
Travel – international			
ISSP Asset purchases			
Conference fees and related costs			
Rollover of funds for approved activity ^			
(other major expenditure categories ensuring breakdown sums to total at B below)			
B. Total Expenditure 2018	\$1,768,157	\$	\$ 1,768,157
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	1,768,157		

Note: A-E must equal zero

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).	\$	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$	
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

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and Initialled by:

SHEENA KEE
(Print name of relevant officer)
TRAINING MANAGER - INDIA/EX
(Print position title)
[Signature] 1/4/19
(Signature and date)

Telephone contact: 0355 8546 E-mail: S.KEE@UNSW.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: Megan Davis
Title: Pro-Vice Chancellor Indigenous

Signed:  Date: 15.5.19

Certification made by Vice-Chancellor or equivalent delegate:

Name: MERLIN CROSSLEY
Title: DEPUTY-VICE-CHANCELLOR ACADEMIC

Signed:  Date: 20.5.19

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	University of New South Wales		
Contact Person	Dr. Reuben Bolt		
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Background and Context

The University of New South Wales (UNSW) has a long history of commitment to Indigenous education and proactively supporting Indigenous students. In 1987 the Aboriginal Education Program (AEP) was established, and later merged with the Aboriginal Research and Resource Centre in 2003. This merger informed the 2004 establishment of the Nura Gili Centre for Indigenous Programs. By 2017 UNSW appointed its first Pro Vice-Chancellor Indigenous, and in 2018 the UNSW Indigenous Strategy was launched. This strategy consists of three key pillars 1) 'Culture and Country', 2) 'Give Back' and 3) 'Grow Our Own' and provides a strategic direction for the future of Indigenous education at UNSW.

The ISSP funding scheme has played a critical role in Indigenous student access, support, retention and successful completion of degree programs at UNSW. Whilst part of this success over the years is directly attributed to the work of the Nura Gili Indigenous Programs Unit, we acknowledge and thank the contribution of UNSW faculty staff that continue to make a significant contribution. They are an integral component of our core business. Without the dedicated work of our faculty partners we would not have the capacity nor acumen to deliver the much-needed disciplinary insights into the curriculums that are delivered in the various programs we offer.

1. Enrolments (Access)

The access rate for Aboriginal and Torres Strait Islander students at UNSW has increased exponentially from 2015 to 2017 (see table 1). For the years 2015 to 2016 there was a 21% increase, and for the years 2016 to 2017 there was a 34% increase. This rate of increase was much higher than for non-Indigenous domestic students with a 2.36% increase and 2.53% decrease, respectively.

Table 1: Aboriginal and Torres Strait Islander student access

	2015	2016	2017
Aboriginal and Torres Strait Islander students	92	112	151
Non-Aboriginal and Torres Strait Islander students (Domestic only)	12,927	13,232	12,896

Aboriginal and Torres Strait Islander student participation at UNSW also increased each year from 2015 to 2017 (see table 2). The increase from 2016 (n=361) to 2017 (n=408) was more than double the rate of increase from 2015 (n=341) to 2016 (361). Conversely, the non-Indigenous domestic student cohort decreased from 2015 to 2016, whilst there was a slight increase the following year.

Table 2: Total number Aboriginal and Torres Strait Islander student participation

	2015	2016	2017
Aboriginal and Torres Strait Islander students	341	361	408
Non-Aboriginal and Torres Strait Islander students (Domestic only)	39,640	39,407	39,580

These current trends for access and participation are positive indicators of Indigenous success at UNSW for the near future.

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

One key strategy to improve Aboriginal and Torres Strait Islander access to UNSW is to engage them before they begin their higher education study. Our engagement at this early phase occurs via a range of programs that are predominantly coordinated by the Nura Gili Indigenous Programs Unit including, 1) the UNSW Indigenous Preparatory Program, 2) the UNSW Indigenous Winter School Program, 3) the Indigenous Admissions Schemes, 4) the Indigenous Science and Engineering Program (ISEP); and 5) outreach activities which are documented in the table below.

The UNSW Indigenous Preparatory Program

The UNSW Indigenous Preparatory Program (Pre-Programs) is coordinated by Nura Gili in partnership with participating UNSW Faculties and Schools. Students that successfully apply are engaged in a three-and-half-week residential program during November/December, and participate in one of the following five streams of study of their choosing:

- Business;
- Law;
- Social Work;
- Education; and
- Medicine.

For the 2018 reporting year four streams of study were offered due to the limited number of applications received for the Education stream. Pre-Program participants are introduced to university life in a culturally supportive environment and are consistently assessed on a range of criteria including their ability to participate academically in their stream of choice, and their commitment, attitude and aptitude for study. They are provided multiple opportunities to meet support staff and academic staff about their studies, living on campus and any pastoral and/or academic support needs. 34 students participated in the program in 2018, 25 of whom were made offers into UNSW degree programs or bridging programs.

The UNSW Indigenous Winter School Program

The UNSW Indigenous Winter School Program is our flagship program and is designed to increase Indigenous student access to UNSW degree programs. The program provides opportunities for more than 100 Indigenous students to participate in a week-long residential on-campus experience. The program targets Indigenous high school students in years 10-12 with the option of studying one of 11 faculty group areas:

- Built Environment (Architecture, Construction and Design);
- Business;
- Creative Arts & Media;
- Education;
- Engineering;
- Indigenous Studies;
- Law;
- Medicine;
- Science;
- Social Work; and
- Visual Art.

The students that attend the program are mentored by more than 40 current Indigenous students that supervise specific faculty groups during the day as well as night activities. In 2018, 110 students attended the UNSW Indigenous Winter School Program.

Indigenous Admissions Scheme

The Indigenous Admission Scheme provides an alternative entry pathway for Indigenous students into UNSW undergraduate degree programs. The program provides students with an opportunity to meet Nura Gili staff, become familiar with the Nura Gili facility, experience campus and ask any questions about university and university life. In 2018 54 students were interviewed for the Indigenous Admissions Scheme, and all 54 received an offer.

Indigenous Science and Engineering Program

The Indigenous Science and Engineering Program (ISEP) is targeted at school-aged Indigenous students in years 7-9. The program aims to broaden student experience, stimulate interest in STEM and assist in the development of knowledge and understanding of the requirements for further study. The program is delivered by UNSW experts providing a variety of fun activities and interactive learning experiences. In 2018, 32 students participated in the program, and were predominantly from schools across the Sydney region.

Outreach Activities

Nura Gili delivered a range of outreach activities during the reporting year.

Activity	Engagement reach
<i>NSW Koori Knockout Rugby League Carnival:</i> The 2018 NSW Koori Knockout was hosted by Newcastle Yowies Rugby League Club in Dubbo during the October long weekend. Nura Gili had a stall for each of the four days of the competition and engaged numerous Aboriginal community members. It is the largest gathering of Indigenous peoples in the country, attracting more than 30,000 attendees.	Nura Gili staff and student ambassadors spoke to more than 200 community members over four days about possible future study at UNSW.
<i>Year 12 Information Day:</i> Nura Gili offers opportunities for schools and community organisations/programs to engage with us through off-campus and on-campus workshops. Our outreach and recruitment team along with our student ambassadors visit schools, organisations and community groups throughout Sydney and the wider-Sydney region. Our workshops are designed to inspire our communities and people to believe in the power of education and provision of tertiary experiences that demonstrate the link between student's lived experience, classroom learning, future career and study options.	15 students attended the Information Day.
<i>National Indigenous Football Championships:</i> Nura Gili had a stall at the 2018 National Indigenous Football Championships hosted in Nowra. The event brings in teams from across the country with participants ranging from 12-40 years of age.	Approximately 3,000 people attended. We engaged more than 100 community members.
<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 admission programs, scholarships, accommodation and support.	We engaged more than 100 Indigenous people.
<i>NAIDOC:</i> UNSW celebrated NAIDOC with a flag raising ceremony and specific events, such as a seminar co-hosted by the Black Dog Institute and the Qualitative Research Network Hub. UNSW Media shot a NAIDOC video. The UNSW Department of Workplace Diversity developed an information pack for distribution to schools/units/faculties to develop their own NAIDOC activity/event.	UNSW-wide engagement, external networks and the general public.

- ***The Rise of fall of Indigenous Equivalent full-time loads (EFTSL)***

There has been a recent decline in EFTSL for Indigenous students at UNSW. In 2013 we were ranked 11th (2.75.04 EFTSL) of the 40 higher education institutions in Australia that receive ISSP funding. Interestingly for the following year 2014, our EFTSL increased (280.25 EFTSL), yet our ranking dropped to 15th. For 2015 we experienced a sharp decline in EFTSL (248.04 EFTSL) and subsequent drop in position to 18th. The following year 2016, our ranking dropped one place to 19th and our EFTSL decreased to 249.04. We recognise this decline as an issue to be addressed and have developed a whole of university Indigenous Strategy led by the Pro Vice Chancellor Indigenous. A review of the Nura Gili Indigenous Programs Unit immediately followed the UNSW Indigenous strategy launch and was designed to determine the aspects of the programs and services that work well, those that require adjustment, and to ensure Nura Gili better aligns to the UNSW Indigenous Strategy. The review is also important in the context of the development of a revitalised Nura Gili Strategic Plan which will have a specific focus on recruitment, retention and completion of Indigenous students into degree programs at UNSW. This work will continue in 2019 with the view to ensure there is an increase in the number of Indigenous students studying and graduating at UNSW.

- ***The Rise of fall of Indigenous Equivalent full-time loads Regional (EFTSL)***

For the year 2013 we ranked 11th in the country for EFTSL for Indigenous students from regional and/or remote communities. Whilst this is a relatively strong performance, unfortunately, our ranking for 2014, 2015 and 2016 was significantly lower at 19th, 22nd and 19th respectively. Our UNSW Indigenous Strategy will focus on the recruitment, retention and completion of all Indigenous students, including those from rural and remote communities.

- ***Which strategies are directly funded by ISSP?***

The activities/programs identified above are funded from other University resources, albeit the Recruitment and Outreach Officer is funded from the ISSP. The scholarships identified in the table below are funded by the ISSP.

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	\$34,380	9	\$5,355	1	0	0	10	\$39,735
From Regional/ Remote-postgraduate	0	0	0	0	0	0	0	0
Undergraduate (non- regional/remote students)	\$17,394	7	0	0	0	0	7	\$17,394
Post-graduate (non- regional/remote students)	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
TOTAL	\$51,774	16	\$5,355	1	0	0	17	\$57,129

Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 38, 241.50
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$ 39,735.00

2. Progression (access and outcomes)

- **Strategies to improve success rates and retention of Aboriginal and Torres Strait Islander students;**

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 2018 reporting year:

- Indigenous Tutoring Program (ITP)
- Degree planning
- Academic Assistance (proof reading assignments and feedback)
- Men's Didgeridoo Group
- Women's Sessions
- Indigenous Nationals
- 24/7 study space with kitchen area
- Ngurra Orientation Day
- Support with Special Consideration

- **The rise and fall of success/progression rates**

We have performed well nationally in relation to the rise and fall of our success rates. In 2013 we ranked 4th. Whilst our ranking fell to 9th the following year 2014, we regained 4th position in 2015 and subsequently improved our ranking to 3rd for 2016. Our national ranking is relative to the 'actual number' and consistently reflects the success rates that have risen and fallen over the years. For example, our 2013 ranking of 4th consisted of 85 students, whilst our 2014 ranking of 9th consisted of 81 students. For 2015, both our ranking and actual numbers increased.

- **The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that receive tutorial assistance in 2017**

For the 2017 reporting period, a total of 200 UNSW Indigenous students were engaged in the Indigenous Tutoring Program (ITP) as a recipient. This consisted of 185 undergraduate students and 15 postgraduate students. The total number of tutoring hours received for Indigenous students was 7,865 hours. This consisted of 7,275 hours received by undergraduate students, and 590 hours received by postgraduate students.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	185	7,275	406,083
	Post graduate	15	590	40,119
	Other	0	0	0
	total	200	7,865	446,202
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	N/a	N/a	N/a
	total	N/a	N/a	N/a

Add other categories as relevant		N/a	N/a	N/a
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- ***The size of the Indigenous Support Unit or other Indigenous student support activities***

The Nura Gili Indigenous Programs Unit is designed to support Indigenous students enrolled in various degree programs at UNSW. The 800m² premises are located at the centre of the university and consists of study space, common areas, dedicated support services, offices for administration, student support and teaching and research staff, as well as a dedicated office area for Higher Degree by Research (HDR) students. In 2011 the Balnaves Foundation made a substantial donation to Indigenous education, and subsequently renovated the entire bottom floor of the Electrical Engineering Building. As an organisation Nura Gili employs a total of 22 staff including 4 members of the Nura Gili Management Team (Nura Gili Director, Student Services Manager, Unit Manager and Academic Coordinator). The Student Services Team consists of Academic Support Officers (n=5), Student Support Officers (n=4) and an outreach and recruitment officer. The Administration Team led by the Unit Manager consists of three administration staff. And the academic team, led by the Academic Coordinator consists of five teaching and research staff.

- ***Strategies to improve cultural competency of staff***

The strategy to improve the cultural competence of UNSW staff is embedded in the key pillar of the UNSW Indigenous Strategy, 'Culture and Country'. This pillar will be further developed over the course of 2019 and includes the development a series of speaking opportunities such a public lecture series, yarning circles and in-conversations which are designed to promote debate and discussion on Indigenous issues. A suite of vignettes will be developed as an online resource to ensure historical information about culture and country is accurate and reflects Indigenous perspectives. 'Culture and Country' focuses on the cultural footprint of UNSW and acknowledges the importance of Indigenous knowledge and practice that has occurred 'on country' for thousands of years by our First Nations peoples. The Office of the PVICI, Nura Gili and the Faculties are committed to working together to ensure Indigenous culture is not only celebrated during NAIDOC week, but is showcased throughout the entire year.

In the latter part of the funding year Nura Gili established a Men's Didgeridoo Group for Indigenous students. The initial meeting was well attended by the male Indigenous student cohort, with more attending subsequent meetings. The group performed at the Nura Gili Awards night to share culture with those in attendance. The establishment of the Men's Didgeridoo Group inspired the Indigenous female student cohort to establish and develop an Indigenous women's group.

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

The Indigenous Tutoring Program and salaries for the Student Services Team are funded by the ISSP. All other activities in this section are funded by other university resources.

3. Completions (outcomes)

- ***Strategies to improve award course completion of Aboriginal and Torres Strait Islander students?***

UNSW continues to develop and invest in programs and services that improve award course completion for Aboriginal and Torres Strait Islander students at UNSW. For example, our complement of support staff consists of 5 x Academic Support Officers and 4 x Student Support Officers and are designed to service the needs of our cohort of 400+ Indigenous students. This student to staff ratio provides us with enough resources that provide dedicated and appropriate services to our Indigenous students.

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 contacts the student to discuss any issues or context that may contribute to the student's situation. Similarly, our PATS program is designed to check in with students at regular intervals before census date to ensure they are appropriately supported, particularly first year students that have made the transition from the high school system to the higher education sector.

The establishment of our Men's Didgeridoo Group has reinforced a sense of pride in Aboriginal heritage particularly for our male students whom are members. This sense of pride is also felt by staff members and other Indigenous students at UNSW more broadly. The establishment of the Men's Didgeridoo Group has also instilled a sense of belonging amongst the Indigenous student cohort more broadly, and informed Indigenous female students' decision to establish an Indigenous women's group.

The annual Nura Gili Awards is a program designed to acknowledge the academic achievements of our Indigenous student cohort at UNSW. It was held in October of 2018, at Leighton Hall in the Scientia Building on main campus. Award winners are chosen by faculty members for two awards: an academic achievement award and a spirit award. The latter award acknowledges the student's persistence and perseverance with their studies, whilst the former acknowledges the highest academic achieving Indigenous student in the faculty.

- ***The rise and fall of completions***

The rise and fall of Indigenous student completions at UNSW has fluctuated over the period 2013-2016. Our national ranking decreased from 14th in 2013 to 21st in 2015. However, for 2016 our ranking increased to 16th. This upward trend is reflective of the actual number of completions. For the years 2013 to 2016 the actual number of completions was 53, 55, 44 and 54 respectively. Our performance has been quite consistent, with the exception of 2015 (n=44).

- ***Strategies connecting graduates with employment (both inside and outside of the institutions)***

UNSW offers a range of programs that connect graduates with employment. This includes the Career Leaders Program, which is designed to give students practical skills and is AHEGS accredited. UNSW also offers faculty specific programs including the Arts and Social Sciences Career Ready Mentoring Program, the Built Environment Career Mentoring Program and the Business School Career Mentoring Program. Students also have the option to study career, leadership and professional practice courses that are 6 Units of Credit (UoC). These courses can be studied as a general elective and can be counted toward their degree program. UNSW also provides a range of entrepreneurial programs that assist

students/staff to start up their own businesses. This is targeted at those wanting to focus on a business start-up, accelerate their ideas, networking and/or mentorship.

To assist Indigenous students more specifically over the reporting year, the Nura Gili Indigenous Programs Unit engaged various government departments including the Department of Science, the Department of Infrastructure and the Australian Taxation Office. Nura Gili was also invited by the Division of Equity, Diversity and Inclusion to showcase Equity, Diversity and Inclusion initiatives at UNSW. This showcase connected UNSW staff, students, academics, industry experts and alumni across all diversity dimensions.

Nura Gili offered paid employment opportunities (for current Indigenous students and graduates) for several key programs including the PrePrograms and Winter School.

- ***Strategies to assist graduates***

Nura Gili provided a range of services for Indigenous students to assist them with their job seeking efforts. This included resume writing to ensure their resumes were up-to-date and professionally presented. Whilst careers advice was not specifically offered by Nura Gili to Indigenous graduates, information regarding options for further study at Nura Gili was provided. Nura Gili offers an Indigenous Studies Honours program and Indigenous Studies PhD program. Discussions have begun about offering an Indigenous stream within the Masters of Philosophy and Masters by Research degree programs. These discussions will continue into 2019 and are expected to be further developed over the course of the year.

- ***Strategies to monitor student outcomes after graduation***

The Nura Gili Indigenous Programs Unit and UNSW Philanthropy has identified this as an area of work that requires further development. Both departments worked closely over the reporting year to develop an Indigenous alumni database which will be used to inform the development of an Indigenous alumni strategy. As an institution, UNSW has a rich 70 year history which has produced an alumni data base of more than 300,000 members, from more than 137 countries around the world. Further work on the development of the UNSW Indigenous Alumni Strategy will be important in the context of UNSW's commitment to Indigenous education. This will also become an important resource for boarder engagement with Indigenous peoples and Indigenous communities, as well as the communities (i.e. business, organisations, industries etc) that our Indigenous alumni work with and engage.

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

All programs identified in this section are funded from other University resources, albeit many of the programs are delivered by Nura Gili student services staff, whose salaries are funded by the ISSP.

4. Indigenous Education Strategy accessible by the public

The UNSW Indigenous Strategy was launched in October of 2018, providing an overarching framework for Indigenous issues at UNSW, including issues related to Indigenous education. It is available at:

<http://www.nuragili.unsw.edu.au/unswindigenoustategicobjectives>

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

UNSW's Indigenous strategy incorporates aspects that are specifically referred to in section 13 of the ISSP guidelines.

- **Discuss the practical implementation and evaluation of your indigenous education strategy**

The launch of the UNSW Indigenous Strategy did not occur until October of the reporting year and thus reporting on its implementation is premature. Nonetheless, UNSW has continued activity relating to outreach and provision of student support as outlined in previous sections of this report.

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

There is no report on progress given the UNSW Indigenous Strategy was launched in October of the reporting year.

5. Workforce Strategy accessible by public

The UNSW Indigenous Strategy was launched in October of 2018 and provides an overarching framework for Indigenous issues at UNSW, including issues related to the UNSW Indigenous workforce. It is available at:

<http://www.nuragili.unsw.edu.au/unswindigenoustategicobjectives>

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

UNSW has developed an Indigenous Strategy comprising the three pillars: Culture and Country; Grow our Own and Give Back. The 'Grow our Own' pillar is centred around attracting higher numbers of Indigenous students, particularly targeting low SES Indigenous students, supporting them academically and psychologically to successful graduation and then further nurturing them to post graduate study and opportunities for academic careers at UNSW. To complement the Indigenous Strategy a workforce plan has been developed. This was developed in consultation with various work units across the University including faculty representatives, Human Resources, Graduate Research School, Finance and Philanthropy.

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

UNSW successfully obtained an exemption under section 126 of the Anti-Discrimination Act 1977 (NSW) to designate and recruit professional and academic positions for Aboriginal and Torres Strait Islander persons only to fulfil UNSW's goal of a representative workforce rate. It is anticipated that an Indigenous Recruitment Coordinator will also be recruited to assist faculties and divisions with the recruitment process and advertising avenues. The University has set KPIs for Indigenous employment and education participation; these are reported to UNSW Council annually.

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

The Indigenous strategy was launched in October 2018. Following the launch, the next priority was to ensure alignment of the Indigenous Education Unit with the strategy objectives. Consequently, a review of Nura Gili was considered the next focus area which is still in progress. Thus, it is still too early to have made significant progress on the Indigenous workforce participation.

- ***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; and***

The appointment of Professor Megan Davis to the position of Pro Vice Chancellor Indigenous, a member of the UNSW Executive team, occurred in July 2017. Professor Davis is a Cobble Cobble woman from North Queensland.

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

UNSW's focus is to recruit at a sustainable rate with meaningful employment opportunities particularly in academia. Having outstanding Indigenous academic role models will attract more Indigenous students and it is anticipated that onward study to post graduate study and research careers will be a consequence of this strategy. UNSW is focused on advancing the lives of Indigenous communities in rural and remote Australia and conducting research that directly benefit them.

5a 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.

Faculty	Level/position	Permanent		Casual/contract	
		Academic	Non-academic	Academic	Non-academic
Div of Finance and Operations	HEW 5 - Technical Officer		1		
Div of Finance and Operations	HEW 8 - Senior Business Analyst		1		
Division of Human Resources	HEW 5 - Childcare Worker		1		
Division of Philanthropy	HEW 9 - Administrative Officer		1		
	HEW 9 - Manager		1		
DVC (Research)	HEW 10 - Director		1		
DVC Academic	HEW 10 - Director		1		
	HEW 4 - Library Assistant		1		
	HEW 7 - Professional Officer		1		
	HEW 9 - Project Manager		1		
Faculty of DVC Education	HEW 9 - Student Services Manager		1		
	HEW 5 - Administrative Assistant		1		
	HEW 6 - Administrative Officer		1		
	HEW 7 - Professional Officer		1		
	HEW 7 - Student Services Officer		1		
	HEW 8 - Administrative Officer		1		
	HEW 8 - Senior Administrative Officer		1		
	HEW 9 - Administration Manager		1		
Faculty of Medicine	HEW 4 - Technical Assistant		1		
	HEW 5 - Administrative Officer		1		

Faculty of Science	HEW 5 - Administrative Assistant		1		
	HEW 7 - Computer Systems Officer		1		
	HEW 7 - Manager		1		
UNSW Business School	HEW 7 - Manager		1		
Div of Finance and Operations	HEW 1 - Clerk				2
	HEW 7 - Program Co-Ordinator				1
	HEW 9 - Senior Business Analyst				1
	Senior Staff - Manager				1
Division of External Relations	HEW 1 - Student Ambassador				1
	HEW 3 - Research Assistant				1
	HEW 8 - Project Manager				1
Division of Human Resources	HEW 7 - Human Resources Consultant				1
Division of Philanthropy	HEW 1 - Student Assistant				1
DVC (Research)	HEW 8 - Senior Project Officer				1
DVC Academic	HEW 1 - Student Assistant				4
	HEW 2 - Clerk				1
	HEW 7 - Application Developer				2
	HEW 7 - Senior Administrative Officer				1
	HEW 8 - Application Developer				1
	HEW 8 - Project Manager				1
	HEW 8 - Project Officer				1
	HEW 9 - Manager				1
DVC Enterprise	HEW 7 - Administrative Officer				1
Fac of Arts & Social Sciences	HEW 1 - Research Assistant				3
	HEW 4 - Research Assistant				2
	HEW 5 - Research Assistant				3
	HEW 5 - Research Officer				2
	HEW 6 - Research Assistant				1
	HEW 9 - Research Officer				1
Faculty of Art & Design	HEW 5 - Executive Assistant				1
	HEW 8 - Director				1
Faculty of Built Environment	HEW 1 - Research Assistant				1
	HEW 5 - Administrative Assistant				1
Faculty of DVC Education	HEW 1 - Student Assistant				8
	HEW 1 - Supervisor				1

	HEW 7 - Student Services Officer				4
Faculty of Medicine	HEW 4 - Administrative Assistant				1
	HEW 5 - Research Assistant				1
	HEW 5 - Research Officer				1
	HEW 6 - Project Officer				1
	HEW 8 - Research Assistant				1
Faculty of Science	HEW 1 - Student Assistant				1
	HEW 4 - Research Assistant				1
UNSW Business School	HEW 1 - Student Assistant				3
UNSW Canberra at ADFA	HEW 7 - ADFA Administrative				1
UNSW Law	HEW 1 - Research Assistant				1
	HEW 3 - Research Assistant				4
	HEW 5 - Research Assistant				1
DVC Academic	P V-C - Pro-Vice-Chancellor (Research)	1			
Fac of Arts & Social Sciences	Level A - Research Associate	1			
Faculty of Medicine	Level A - Associate Lecturer	1			
	Level C - Senior Lecturer	1			
UNSW Canberra at ADFA	Level D - Associate Professor	1			
UNSW Law	Level C - Senior Lecturer	1			
Fac of Arts & Social Sciences	Casual Academic - Casual Academic			8	
	Level A - Associate Lecturer			1	
	Level C - Senior Research Fellow (UNSW)			1	
Faculty of Art & Design	Casual Academic - Casual Academic			1	
	Level B - Lecturer			2	
	Level C - Senior Lecturer			1	
Faculty of DVC Education	Casual Academic - Casual Academic			26	
	HEW 1 - Casual Academic			1	
	Level D - Director			1	
Faculty of Engineering	Casual Academic - Casual Academic			2	
Faculty of Medicine	Casual Academic - Casual Academic			3	
	Level A - Associate Lecturer			1	
	Level B - Scientia Fellow (Level B)			1	
	Level C - Senior Research Fellow (UNSW)			1	
Faculty of Science	Casual Academic - Casual Academic			1	
	Level A - Post-Doc Res Fellow (UNSW)			1	
	Level B - Aus Research Fellow (ARC)			1	

UNSW Business School	Casual Academic - Casual Academic			1	
UNSW Law	Casual Academic - Casual Academic			2	
	Level C - Scientia Fellow (Level C)			1	
Grand Total		6	24	57	70

6. Indigenous involvement in decision-making

UNSW has met the requirements of section 11 of the ISSP guidelines by employing an Indigenous member of staff at the level of Pro Vice-Chancellor. In 2017 Professor Megan Davis was appointed as the inaugural Pro Vice-Chancellor Indigenous and actively served in the role for the 2018 reporting year. Professor Davis is a member of the UNSW Executive and plays a key leadership role on Indigenous issues across the institution. Professor Davis is the direct line supervisor of the Director of the Nura Gili Indigenous Programs Unit, Associate Professor Reuben Bolt, and they meet regularly (at least monthly) to ensure there is regular dialogue and communication between the office of the PVCI and the Nura Gili Indigenous Programs Unit. The Nura Gili Management Team meets monthly to discuss the operations of Nura Gili, risk management, strategy and finances including the allocation and use of ISSP. This is then taken to the PVCI for subsequent review and endorsement.

Both PVCI and the Director of Nura Gili attend the UNSW Academic Board meeting where high-level discussion and subsequent decisions are made regarding academic programs and courses. UNSW launched its first Indigenous Strategy (2018-2025) in October 2018. Consultations were held throughout 2018 with representatives from across the University for input into the strategic direction of Indigenous education at UNSW. These consultation sessions involved faculty representatives, Nura Gili staff, Indigenous students and other members of the UNSW Indigenous collegiate. Following the launch of the Indigenous Strategy, UNSW subsequently commissioned a review of Nura Gili in November/December 2018, to identify the work Nura Gili does well, the areas for improvement, and how it can better align to the UNSW Indigenous Strategy. This will ensure UNSW as an institution can attract high quality Indigenous students and staff and be recognised nationally and internationally as an Indigenous education centre of excellence. A review of the current Indigenous curriculum is a planned subsequent activity to be carried out in 2019.

6a. Statement by the Indigenous Governance Mechanism

I declare this report is an accurate reflection of the activities undertaken by UNSW in 2018. My appointment as Pro Vice-Chancellor Indigenous fulfils our obligations under section 11 of the ISSP Guidelines, and I am confident that our UNSW Indigenous Strategy 2018-2025 will provide us with the strategic direction and vision to improve our programs and services that will make a positive impact on current and future Indigenous students and staff.

