INDIGENOUS STUDENT SUCCESS PROGRAMME 2022 Certification

Complete this certification after reading the completed 2022 Performance Report and 2022 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 2022 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 2022 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 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) the information contain in this report may be shared with Universities Australia; and

(iii) 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

(iv) 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:	Tanya Griffiths
Title:	Acting Director Nura Gili

Signed:	*Tanya Griffiths*	Date: 26/04/2023

Certification made by Vice-Chancellor or equivalent delegate:

Name:	Professor Attila Brungs
Title:	President and Vice-Chancellor

Signed:		Date: 1/5/23

Indigenous Student Success Program
2022 Performance Report

Organisation	University of New South Wales
Contact Person	Tanya Griffiths

Phone	9348 0074	**E-mail**	tanya.griffiths@unsw.edu.au

1. Enrolments (Access)

What embedded ISSP strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2022? [if these strategies have been reported in previous years, please just note in summary]

The programs to improve access for Aboriginal and Torres Strait Islander students which have been reported in previous years are:

➢ **Indigenous Preparatory Program (**Pre-Programs**).** This program is offered as an almost three-week residential program and is available for the following fields of education: Law, Business, Medicine, Education, Social Work, and Science and Education. This intensive pre-program prepare candidates for their specific degree and help students navigate university life whilst in a culturally supportive and nurturing environment. In 2022 the program was held between 21 November and 9 December and attracted 25 participants.

➢ **Indigenous Admission Scheme (IAS).** This is an alternative admission scheme which is administered by Nura Gili in conjunction with faculties. Candidates are assessed for their suitability for an undergraduate degree program by members of Nura Gili staff as well as representatives from the respective faculty. Consideration is given to an applicant's relevant life, work, educational and training experience. This pathway is available for the fields of education which do not have a pre-program. In 2022, there were two intakes of students - one in June and one in November. Nura Gili received a total of 17 IAS applications and 12 of them enrolled as commencing students in 2023.

➢ **Youth Leaders program. This is a one-week program for high school students in years 10, 11 and 12.** The program offers a cross-faculty experience whilst engaging in real world problem-solving activities. There is a strong cultural component embedded and the aim is for students to envision how education, cultural leadership and problem-solving can shape their future. The 2022 Youth Leaders program was held between 4 and 8 July and attracted 20 participants.

Some outreach activities occurred in the latter half of 2022 but not as much as had originally been planned. These included marketing at events known to attract large numbers of Aboriginal and Torres Strait Islander peoples e.g. Yabun Festival (January 26th) and the Koori knockout (NSW rugby league tournament) held over 4 days in September.

The staff of the Nura Gili Future Students team also held a stall at UNSW's annual Open Day on 3 September and provided information to prospective students and their families on UNSW's pathway programs, scholarships, support offered by Nura Gili etc.

The future students team produced a newsletter and marketing collateral which was posted out to high schools in NSW containing testimonials from current students and alumni to showcase their own personal stories and, for those who have already graduated, outlined the benefit of their qualification. This initiative generated extra follow-up enquiries from teachers and career guidance staff at the various high schools. These schools will be targeted for visits by the outreach coordinator and student ambassadors in 2023.

Hybrid teaching was still a feature for Term 1 2022 and transitioning back to campus occurred in Term 2. Although UNSW had planned to recruit an Outreach officer who would work with ambassadors on a dedicated outreach program, this did not eventuate and recruitment was stalled until 2023.

How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2022?

Approximately 140 Indigenous students received a scholarship to UNSW in 2022. Scholarships are a definite incentive and can be the deal breaker for enrolment especially when students receive offers from several universities.

What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding?

Each of the faculties at UNSW has a person in the faculty responsible for working closely with Nura Gili and assisting with the Indigenous recruitment programs. These staff are responsible for working with academics in the faculty to maintain the curriculum used for the pre-program in their faculty (e.g. the pre-med or pre-law program etc.). These staff also assist with assessment of applications and interviews for the Indigenous Admissions Scheme.

Other strategies to broaden access included Nura Gili working with the Gateway program; a program targeted to Years 10, 11 and 12 high school students from a Gateway school. A Gateway school is one which is classified as being in a low SES area based on SEIFA criteria and currently there are over 350 such schools in New South Wales.

The Office of Pro Vice Chancellor Education and Student Experience holds the partnership with Souths Cares; the community arm of South Sydney Rabbitohs. Nura Gili attends their regional NSW High School and community engagement tours. In 2022, the tour was held in Dubbo NSW and UNSW/Nura Gili presented to 4 High Schools and 1 community event focussing on education and careers pathways.

Table 1   ISSP Scholarships - breakdown of 2022 payments[i]

	Education Costs		Accommodation		Reward		Total [ii]	
	$	No.	$	No.	$	No.	$	No.
Enabling[iii]	-	0					-	0
Undergraduate[iv]	$49,153.40	8					$49,153.40	8
Post-graduate[v]	$6,980.74	1					$6,980.74	1
Other	-	0					-	0
Total	$56,134.14	9					$56,134.14	9

2. Progression (outcomes)

What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units? [if these strategies have been reported in previous years, please just note in summary]

UNSW has a number of strategies in place to support students when they get to UNSW and assist them successfully complete their courses and progress each year until completion. These strategies have been reported on previously and are summarised below:

- The Indigenous Tuition Program provides tutoring support for students and is offered as either 1:1 or small group tutoring sessions (see separate section below on indigenous Tuition Program ITP). In addition, table 2 provides specific detail on tutoring provided in 2022.
- Ngarra Orientation Program. in 2022 this was run as an online program during O-week in Term 1. It attracted ~30 participants. Students received information to assist with transitioning into university studies including information on personal, wellbeing and academic support services on campus.
- The PATS program: Pastoral Academic Transitional Support. This involves reaching out by phone to each Indigenous student between week 2 and week 3 of Term 1 and 3 to see how they are going and to identify additional support that might be needed. The highest priority cohort for the calls are the 'students not at good (academic) standing' SNAGS. Subsequent to the call, follow up emails and appointments are scheduled as required to assist get the student back on track if possible.
- The Nura Gili centre itself is a culturally safe study space. The re-opening of the space following an almost-18 months closure due to COVID was much welcomed by students. The centre re-opened from 8am to 10pm 7 days per week. The centre has several consult rooms which can be booked to organise small group sessions. These rooms are fitted with computers and large screens and a vast amount of free software is available to students. In addition, the Nura Gili kitchen is well stocked with food staples.
- Various student success workshops were held throughout each term e.g. academic skills such as effective researching, assignment planning, time management, preparing for exams, degree planning etc.
- A symposium was held in November to showcase the work of some of our Higher Degree by Research students and some Honours students. This was a great opportunity for the students, who presented to a mixed audience of fellow students, staff of Nura Gili, some leaders of UNSW including the Provost, community and family members.
- During exam weeks each term, extra support was provided e.g. lunchtime activities and food to bring students together socially and assist with de-stressing. We organised therapy dogs (PAWS the Pressure) and their handlers to come and visit the centre; they have proved very effective for highly stressed students!
- Throughout the year academic support was provided via consults or group sessions e.g. enrolment guidance, subject selections guidance, support with program progression, guidance around special considerations, support with student appeals, navigating university systems and processes etc.
- Similarly, pastoral support was provided including providing advice on accommodation options, support with scholarships, support with centrelink, cultural advice etc.
- Student success staff organised referrals to other agencies - internal or external – for students as required e.g. referrals to faculty, referrals to Equitable Learning Services, Health Service / Psychology and wellness referrals internal and external, liaising with the Elite Athletes program etc.
- Student success staff organised cultural workshops on and off campus for Indigenous students as well as organised events and activities for significant cultural days on the calendar such as NAIDOC week etc.
- Emergency financial support was supplied to students on a needs' basis (students were required to complete a financial hardship application) through vouchers, or one-off payments to help support attendance at conferences, workshops etc. Printing credit was made available for students also as required.
- The student newsletter for Indigenous students was produced and distributed in weeks 2 and week 10 for each of terms 1, 2 and 3 respectively.
- Financial support was provided to enable a team of students to attend the 2022 Indigenous Nationals which were held in Brisbane from 26th to 30th June.
- An 'end of year' event was held at the UNSW Roundhouse in November to which ALL Indigenous students and some recent Alumni were invited. It was a great opportunity to not only celebrate student success but to reconnect socially following the COVID lockdown.

Customer Relations Management (CRM)
The rollout of the Customer Relations Management (CRM) tool at Nura Gili has resulted in a more successful and consistent level of service to UNSW Indigenous students. All emails to the shared inbox are routed through

the CRM and actioned by the student success team until closed. The CRM enables better tracking of student enquiries and the ability to ensure that the follow-up required for each 'case' is implemented.

Indigenous Tuition Program
The Indigenous Tuition Program (ITP) is a free tutoring service offered to Indigenous students studying at UNSW. Students register their interest in receiving tuition on an ITP portal at the commencement of each term/ semester. Tutors also register on the same portal. Tutors are 'matched' with students if they have obtained sufficient marks (distinction and higher distinction) in the course requested by the student and have been successfully interviewed by a member of the student success team to ensure their affinity with and understanding of the challenges faced by Indigenous students.

The ITP Coordinator is responsible for liaising with students when organising their tutors, negotiating allocation of hours and collating relevant information and data regarding their courses.

How does the university measure the effect these strategies have on student progression?
The effect these programs have on progression can be measured by looking at retention and success rates. [Source: Student Data - Department of Education, Australian Government]

Retention
The graph below shows overall retention rates for UNSW Indigenous students from 2016 - 2020:

Overall Retention Rate Indigenous students 2016 to 2020
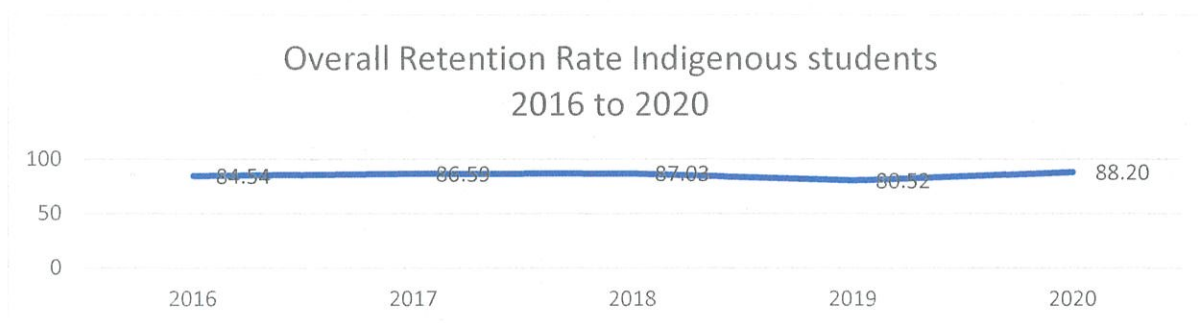
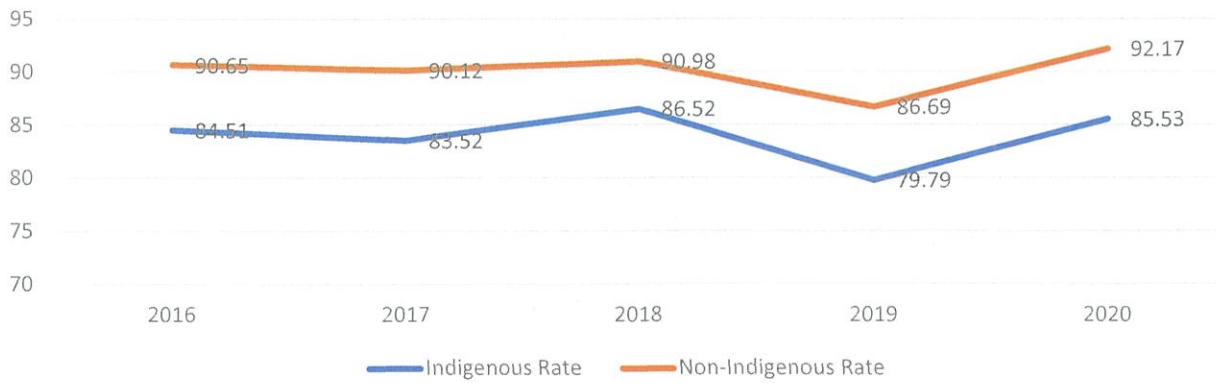Retention is showing a fairly consistent pattern over the five years.

Looking at retention rates in 2020 across other Table A Universities in NSW and across Australia, UNSW Indigenous students have the highest overall retention rates (i.e. all degree programs) of all Indigenous students in the 10 New South Wales universities at 88.20% (new normal retention) and have the 2nd highest retention rates of all Table A providers in Australia (beaten only by Australian National University at 89.17%). See table below.

State	Institution Name	Equity Group	Year	Table Type	Rate ▾
Australia	The Australian National University	Indigenous	2020	Table A Providers	89.17
Australia	University of New South Wales	Indigenous	2020	Table A Providers	88.20
Australia	Macquarie University	Indigenous	2020	Table A Providers	86.31
Australia	The University of Melbourne	Indigenous	2020	Table A Providers	84.81
Australia	Queensland University of Technology	Indigenous	2020	Table A Providers	84.07
Australia	The University of Newcastle	Indigenous	2020	Table A Providers	84.02
Australia	University of Canberra	Indigenous	2020	Table A Providers	82.88
Australia	The University of Queensland	Indigenous	2020	Table A Providers	82.37
Australia	Monash University	Indigenous	2020	Table A Providers	81.78
Australia	RMIT University	Indigenous	2020	Table A Providers	80.88
Australia	Victoria University	Indigenous	2020	Table A Providers	80.00
Australia	The University of Adelaide	Indigenous	2020	Table A Providers	79.76
Australia	The University of Sydney	Indigenous	2020	Table A Providers	79.57
Australia	University of Wollongong	Indigenous	2020	Table A Providers	79.32
Australia	The University of Western Australia	Indigenous	2020	Table A Providers	77.89
Australia	Federation University Australia	Indigenous	2020	Table A Providers	76.19
Australia	Murdoch University	Indigenous	2020	Table A Providers	76.07
Australia	Australian Catholic University	Indigenous	2020	Table A Providers	75.98
Australia	Griffith University	Indigenous	2020	Table A Providers	75.95
Australia	Western Sydney University	Indigenous	2020	Table A Providers	75.68
Australia	Edith Cowan University	Indigenous	2020	Table A Providers	73.93
Australia	Flinders University	Indigenous	2020	Table A Providers	73.50
Australia	University of the Sunshine Coast	Indigenous	2020	Table A Providers	73.27
Australia	Charles Darwin University	Indigenous	2020	Table A Providers	72.68
Australia	Deakin University	Indigenous	2020	Table A Providers	72.51
Australia	Swinburne University of Technology	Indigenous	2020	Table A Providers	72.27
Australia	La Trobe University	Indigenous	2020	Table A Providers	72.13
Australia	James Cook University	Indigenous	2020	Table A Providers	71.30
Australia	University of Southern Queensland	Indigenous	2020	Table A Providers	70.72
Australia	University of Technology Sydney	Indigenous	2020	Table A Providers	70.40
Australia	Curtin University	Indigenous	2020	Table A Providers	69.78
Australia	Batchelor Institute of Indigenous Tertiary Education	Indigenous	2020	Table A Providers	69.23
Australia	Charles Sturt University	Indigenous	2020	Table A Providers	67.31
Australia	Southern Cross University	Indigenous	2020	Table A Providers	66.48
Australia	CQUniversity	Indigenous	2020	Table A Providers	66.31
Australia	The University of New England	Indigenous	2020	Table A Providers	66.13
Australia	University of Tasmania	Indigenous	2020	Table A Providers	65.38
Australia	University of South Australia	Indigenous	2020	Table A Providers	65.18

Looking at rates over a 5-year period from 2016 to 2020, retention rates for COMMENCING Indigenous students in a Bachelor program are slightly less compared to retention rates for COMMENCING non-Indigenous students in a Bachelor program.

The graph also shows that retention rates for UNSW Indigenous Bachelor students dipped in 2019 to the lowest rate they have been for 5 years. Interestingly retention rates dropped by a similar degree for non-Indigenous students over this period also.

Retention rate **Commencing** Indigenous and non-Indigenous students
Bachelor degree 2016 to 2020

Indigenous Rate — Non-Indigenous Rate

(2016: Indigenous 84.51, Non-Indigenous 90.65; 2017: Indigenous 83.52, Non-Indigenous 90.12; 2018: Indigenous 86.52, Non-Indigenous 90.98; 2019: Indigenous 79.79, Non-Indigenous 86.69; 2020: Indigenous 85.53, Non-Indigenous 92.17)

Success

The graph below shows the overall Success rates for UNSW Indigenous students from 2016 to 2021

Overall Success Rate Indigenous students
2016 to 2020

(2016: 86.35; 2017: 85.05; 2018: 87.05; 2019: 86.40; 2020: 86.38; 2021: 89.80)
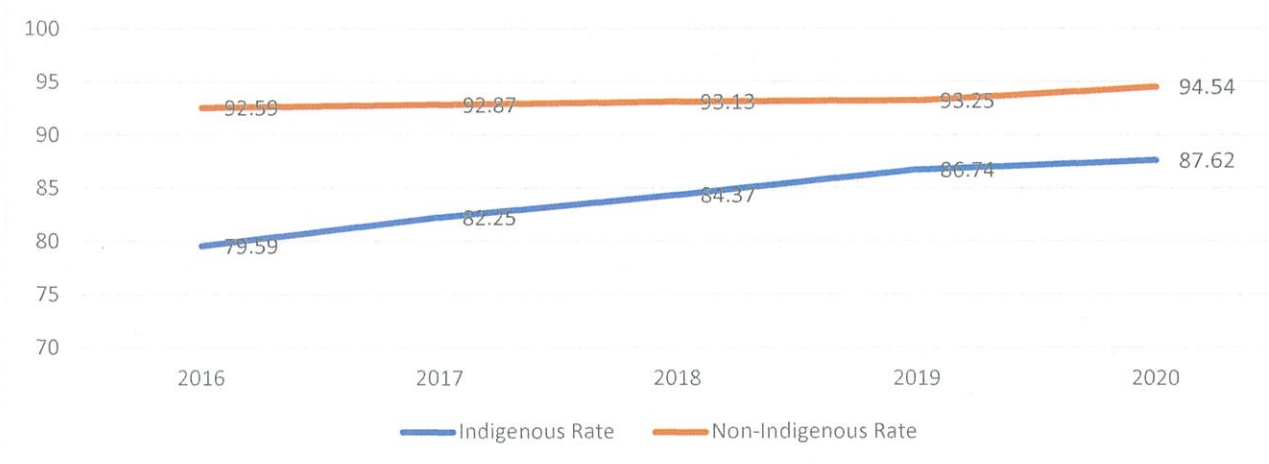
In 2021, UNSW's Indigenous students had a success rate of 89.80% overall which is the highest across the 10 New South Wales universities and places UNSW in third place nationally with the Batchelor Institute in first place (94.23%) and ANU in 2nd place (90.87%). See table below:

State	Institution Name	Equity Group	Year	Table Type	Rate ▾
Australia	Batchelor Institute of Indigenous Tertiary Education	Indigenous	2021	Table A Providers	94.23
Australia	The Australian National University	Indigenous	2021	Table A Providers	90.87
Australia	University of New South Wales	Indigenous	2021	Table A Providers	89.80
Australia	Victoria University	Indigenous	2021	Table A Providers	86.37
Australia	University of Technology Sydney	Indigenous	2021	Table A Providers	83.67
Australia	The University of Queensland	Indigenous	2021	Table A Providers	83.54
Australia	University of Wollongong	Indigenous	2021	Table A Providers	83.42
Australia	Australian Catholic University	Indigenous	2021	Table A Providers	82.93
Australia	The University of Sydney	Indigenous	2021	Table A Providers	82.75
Australia	The University of Melbourne	Indigenous	2021	Table A Providers	81.87
Australia	Monash University	Indigenous	2021	Table A Providers	80.85
Australia	La Trobe University	Indigenous	2021	Table A Providers	79.45
Australia	The University of Notre Dame Australia	Indigenous	2021	Table A Providers	78.76
Australia	RMIT University	Indigenous	2021	Table A Providers	78.41
Australia	Charles Sturt University	Indigenous	2021	Table A Providers	77.66
Australia	University of Canberra	Indigenous	2021	Table A Providers	77.24
Australia	University of Tasmania	Indigenous	2021	Table A Providers	76.21
Australia	Macquarie University	Indigenous	2021	Table A Providers	76.01
Australia	The University of Newcastle	Indigenous	2021	Table A Providers	75.78
Australia	Queensland University of Technology	Indigenous	2021	Table A Providers	75.06
Australia	Edith Cowan University	Indigenous	2021	Table A Providers	74.88
Australia	Western Sydney University	Indigenous	2021	Table A Providers	74.50
Australia	Griffith University	Indigenous	2021	Table A Providers	74.11
Australia	Federation University Australia	Indigenous	2021	Table A Providers	73.89
Australia	Southern Cross University	Indigenous	2021	Table A Providers	73.71
Australia	Deakin University	Indigenous	2021	Table A Providers	72.97
Australia	University of the Sunshine Coast	Indigenous	2021	Table A Providers	72.28
Australia	The University of Adelaide	Indigenous	2021	Table A Providers	71.95
Australia	Murdoch University	Indigenous	2021	Table A Providers	71.33
Australia	Flinders University	Indigenous	2021	Table A Providers	70.65
Australia	Swinburne University of Technology	Indigenous	2021	Table A Providers	70.36
Australia	University of South Australia	Indigenous	2021	Table A Providers	70.11
Australia	James Cook University	Indigenous	2021	Table A Providers	70.06
Australia	CQUniversity	Indigenous	2021	Table A Providers	67.74
Australia	The University of Western Australia	Indigenous	2021	Table A Providers	65.78
Australia	Curtin University	Indigenous	2021	Table A Providers	63.44
Australia	The University of New England	Indigenous	2021	Table A Providers	62.93
Australia	Charles Darwin University	Indigenous	2021	Table A Providers	58.40
Australia	University of Southern Queensland	Indigenous	2021	Table A Providers	57.92

Success rates for COMMENCING Indigenous students in a Bachelor program have shown a gradual increase from 2016 to 2020 moving from 79.59 to 87.62 over the five-year period as shown:

Success rate Indigenous and non-Indigenous students Bachelor degree 2016 to 2020

Chart showing success rates from 2016 to 2020.

Non-Indigenous Rate: 92.59 (2016), 92.87 (2017), 93.13 (2018), 93.25 (2019), 94.54 (2020)

Indigenous Rate: 79.59 (2016), 82.25 (2017), 84.37 (2018), 86.74 (2019), 87.62 (2020)

How does the university invest in the cultural competency of staff and students? How is it measured?

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. There are no specific measurements in place to measure effectiveness but reinforcement of the 5 behaviours occurs during the annual myCareer discussions with all staff.

What other broad strategies does the university implement to support student progression that does not rely on ISSP funding?

The partnerships with faculty staff are key to ensuring we can provide the right type of support to our students at the right time. Keeping a close eye on performance and having ready access to performance reports for each student assists in providing targeted support in a timely fashion.

During 2022, the focus was on strengthening collaborative partnerships with key stakeholders to improve UNSW's strategic framework to ensure Aboriginal and Torres Strait Islander students remain supported for the duration of their degree program. This work included the provision of holistic wrap around support to students by:

- Working collaboratively with faculties to develop and implement early intervention initiatives as required. This included monitoring and tracking student performance and regularly checking-in with both the faculty and students by way of follow-up.
- Participating in professional development programs to improve online service delivery. This included engaging internal and external service providers to deliver workshops and information sessions to the Nura Gili Student Success Team.
- Continually improving internal processes to provide a seamless online support service to all Aboriginal and Torres Strait Islander students.

Table 2   Tutorial assistance provided in 2022

Level of study	Number of unique students assisted[vi]	Total number of tutorial sessions attended[vii]	Total hours of assistance[viii]	Expenditure[ix]($)
Enabling	7	16	20.5	1,101.88
Undergraduate	284	2582	3467.25	187,345.94
Post-graduate	109	211	296.5	16,110.30
Other				
Total				**204,558.12**

3. Completions (outcomes)

What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students? [if these strategies have been reported in previous years, please just note in summary]

Final year students are encouraged to reach out for extra tuition if required to enable them to finish their degree programs.

Showcasing the opportunities available to students once they have graduated can be highly motivating and encourage students in the final years to push through and continue. Each year, UNSW runs careers fairs through its Employability program. This is an opportunity for students to hear from industry and community leaders as they reflect on their career journeys and provide unique insights to help students in their decision making around future careers. There is also a career mentoring program which connects students from their second year of study with established industry professionals and allows students to plan for their future career development.

Nura Gili has a close working relationship, and meets regularly, with the Employability team and this ensures that opportunities for Aboriginal and Torres Strait Islander students are also showcased at the careers' fairs. The **UNSW Connect** is a jobs board which has over 600 employers advertising positions for UNSW students and alumni. These include internships, part-time roles as well as graduate positions – offering a variety of options to enable students to fit work in with their University study.

Many of our students availed of various internships via this program in 2022.

There are also opportunities for Indigenous students to gain employment within UNSW whilst continuing their studies. In 2022 many of our Indigenous students took up opportunities as student ambassadors and ITP tutors; two great opportunities in terms of offering both flexibility and income. These opportunities also fulfill the 'Give Back' pillar of the Indigenous strategy; senior Indigenous students involving themselves in opportunities where they are assisting more junior students e.g. assisting with outreach programs as a student ambassador or providing tuition on a course they themselves undertook and in which they achieved success.

See tables in section 5 under Education Strategy for completions data.

Regional and remote students

What support was offered through ISSP to regional and remote students, how were these students prioritised?

The strategies and initiatives outlined in section 1 of this report apply equally for the recruitment of regional and remote students. The youth leaders program provides the opportunity for an immersive introductory experience at the University, particularly for individuals who live far from the main campus. It helps to "demystify" university and show how it can be a realistic option particularly when accommodation scholarships are included for those struggling financially.

Once enrolled, Aboriginal and Torres Strait Islander students from regional and remote areas have access to all the services outlined in section 2 of this report. The ability to avail of the dedicated study and meeting space at Nura Gili and meet fellow students from other regional and remote areas as well as the easy access to the dedicated student success team all assist these students cope with being so far away from home and community.

Table 4   ISSP Scholarship data for remote and regional students[x]

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2021 Payments	$55,980.52	8					$55,980.52	8
B. 2022 Offers[xi]	$56,134.14	9					$56,134.14	9
C. Percentage[xii] (C=B/A*100)							100.27%	
2022 Payments	$56,134.14	9					$56,134.14	9

4. Eligibility criteria

4.1.   Indigenous Education Strategy

How has the university implemented its Indigenous Education Strategy 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:
  o   Set KPIs
  o   Commits to increasing the number of Indigenous students that enrol, succeed and complete their studies to obtain an award
  o   Include Indigenous knowledge in curricula, graduate attributes and teaching practices
  o   Promote cultural competency in Indigenous cultures, traditions and histories amongst staff and students.

UNSW has developed an overarching Indigenous Strategy having an Education plan and a Workforce plan as key components.

The UNSW Indigenous Education Plan incorporates all of the elements listed above: High_Level_Indigenous_Education_Strategic_Objectives.pdf (unsw.edu.au)

Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers

A concentrated effort to drive the implementation of the Indigenous Strategy was hampered by the vacancy in key roles at UNSW during 2022. A workplace change following COVID saw several staff take voluntary redundancy and many of these roles have not yet been replaced. Similarly the incumbent in the role of Pro Vice Chancellor Indigenous took up a new role at UNSW in July 2022 leaving the position of PVC Indigenous also vacant for half of the year. The position of Director of Nura Gili has also been vacant for the whole of 2022 with the Current Students lead having acted in this role for the second half of the year.

Despite this, some aspects of the Education Plan that we were able to continue implementing included:

➢ Running a successful 2022 Indigenous Pre-Program which incorporated both academic and social components; the social aspects aimed at facilitating a sense of community amongst the students before coming to UNSW. 25 students attended the 2022 residential pre-program.
➢ Developing closer working relationships with the UNSW scholarships office and developing a better understanding amongst the staff within our current students' team of scholarship allocation processes.
➢ Partnering with UNSW Employability team and ensuring opportunities for internships and graduate employment for Aboriginal and Torres Strait Islander students were showcased during 2022.
➢ Working with UNSW's Equity Diversity and Inclusion division to provide workshops to the Indigenous participants of the Winter Gateway Program which connects with those schools across NSW having high numbers of Low-SES students.
➢ Achieving similar retention and success rates to previous years and having as many students graduate as in previous years (looking at internal unofficial data only).
➢ Building closer relationships with UNSW Accommodation services and external accommodation providers.

How has the strategy increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?

The number of Indigenous students **commencing** at UNSW has been increasing year on year from 2016 to 2021.

ACCESS: Number of Commencing Indigneous students at UNSW 2016 TO 2021
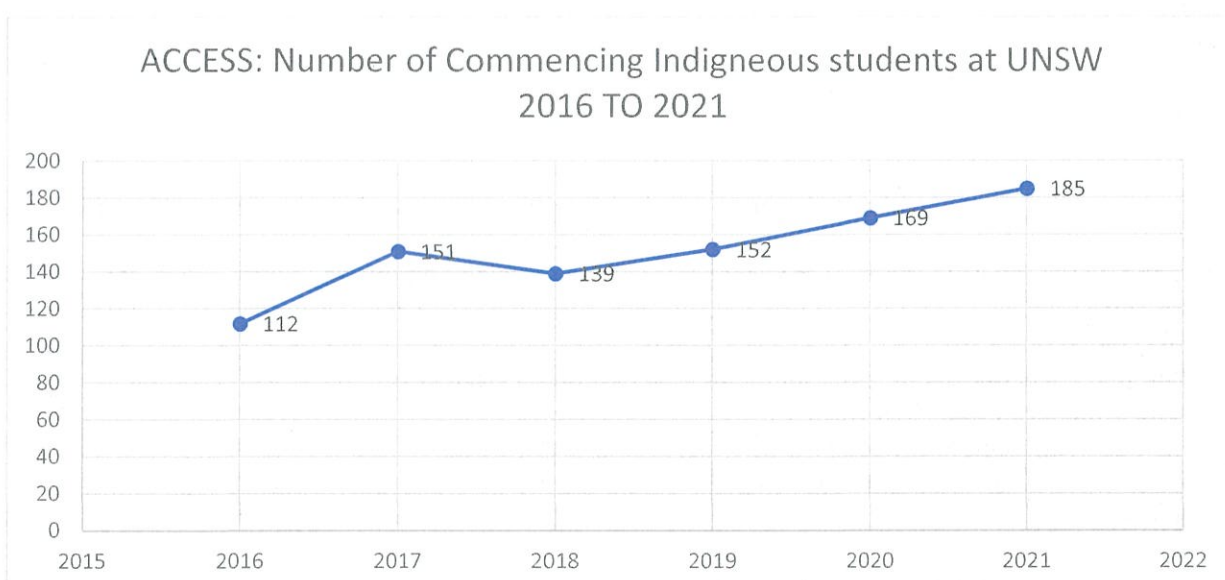
Source: Higher Education Student Statistics [Microsoft Power BI](#)

The trend for the Total (Commencing and Continuing) enrolled Indigenous students is also largely on an upward trajectory for the years between 2016 and 2021 except for a slight reduction in 2020. See Participation graph:

**PARTICIPATION: No. of Total enrolled Indigenous students at UNSW
2016 to 2021**
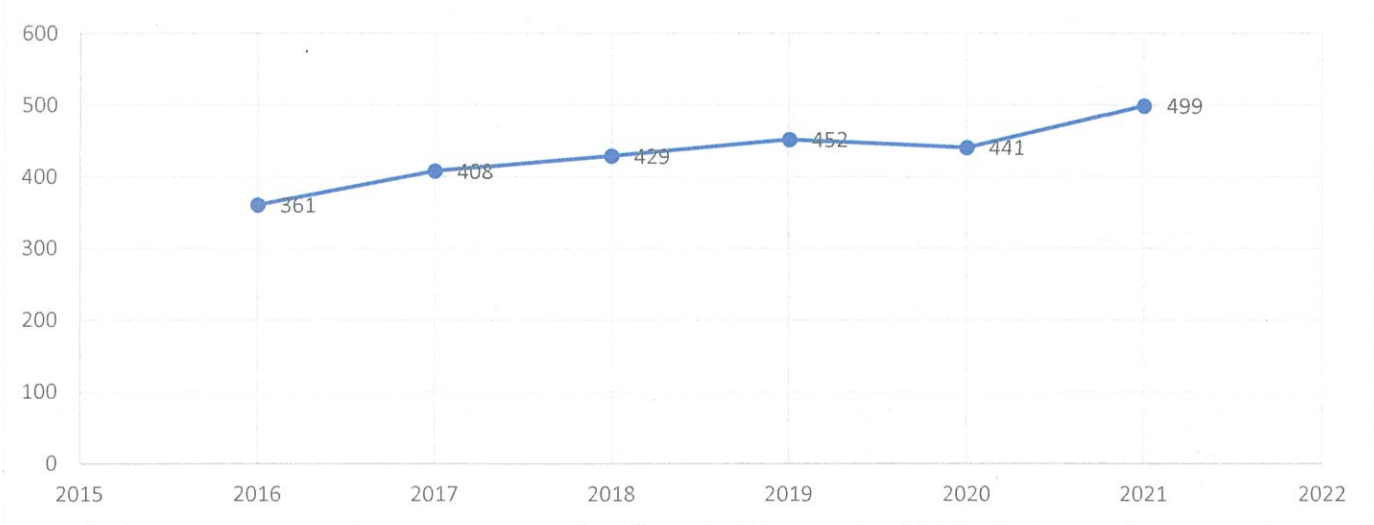
The Completions Data from 2015 to 2022 moves in a general upwards trajectory although dipped significantly in 2020 without an obvious explanation.

**COMPLETIONS: # of Indigenous students
completing an award program
2016 to 2021**
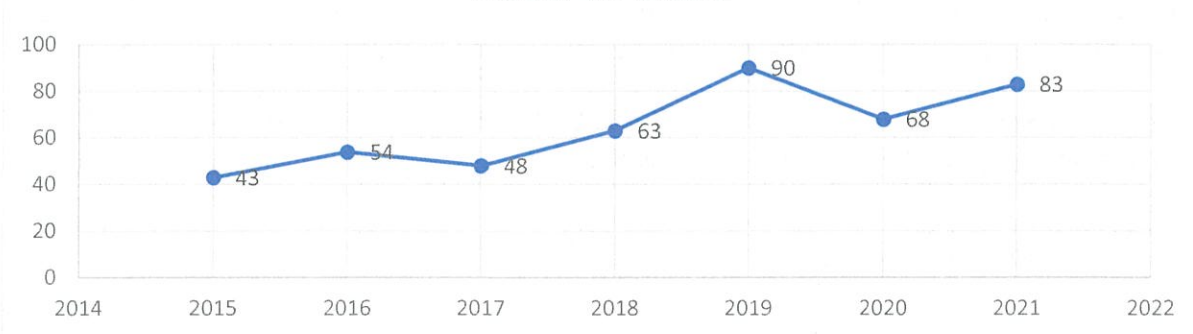
How has the strategy promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices?

Progress in this area has been mixed, largely driven by the needs and motivation of the faculty. It has not been the highest priority area of the strategy as there is strong belief that unless it is done very well (and therefore properly resourced), it can be counterproductive.

How has the strategy included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.

At UNSW, the focus is on promoting respectful behaviours in general as well as embracing diversity. In terms of Indigenous cultures in particular, the focus is on promoting an awareness of Indigenous history; an example of

the Aboriginal and Torres Strait Islander historical timeline is available on our website:
History | Indigenous Strategy, Education & Research (unsw.edu.au)

Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.

The Indigenous Education Plan is current to 2025 and is reviewed annually.

4.2. Indigenous Workforce Strategy

How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

Section 12 of the ISSP Guidelines requires UNSW to have 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
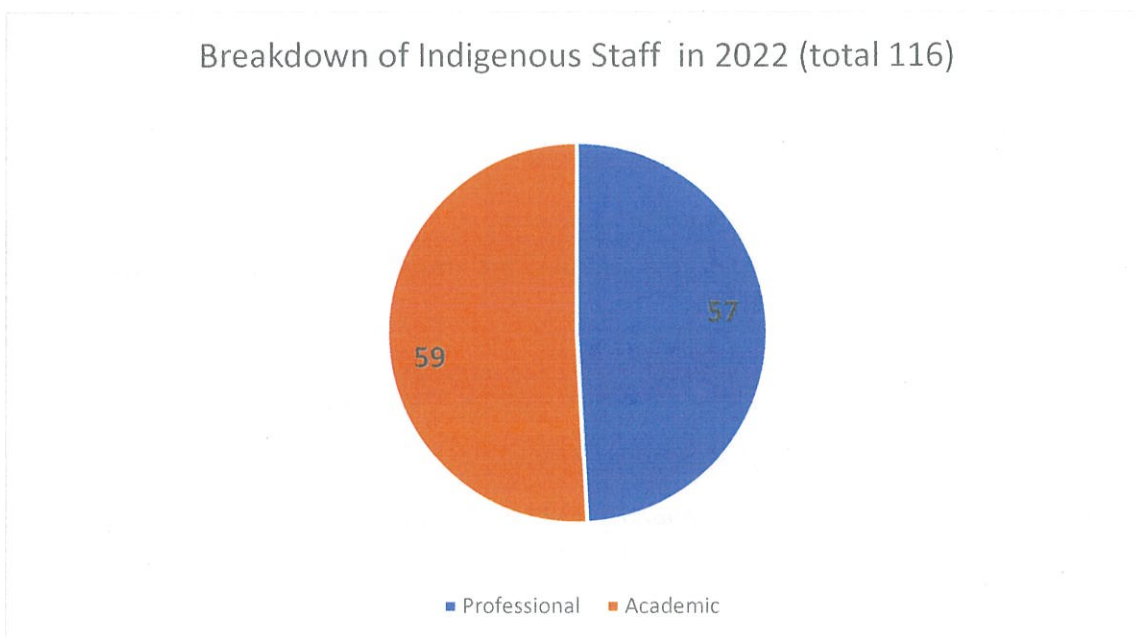- ➢ Ensuring an Indigenous Member on the University's Executive team

UNSW has developed an overarching Indigenous Strategy having an Education plan and a Workforce plan as key components.

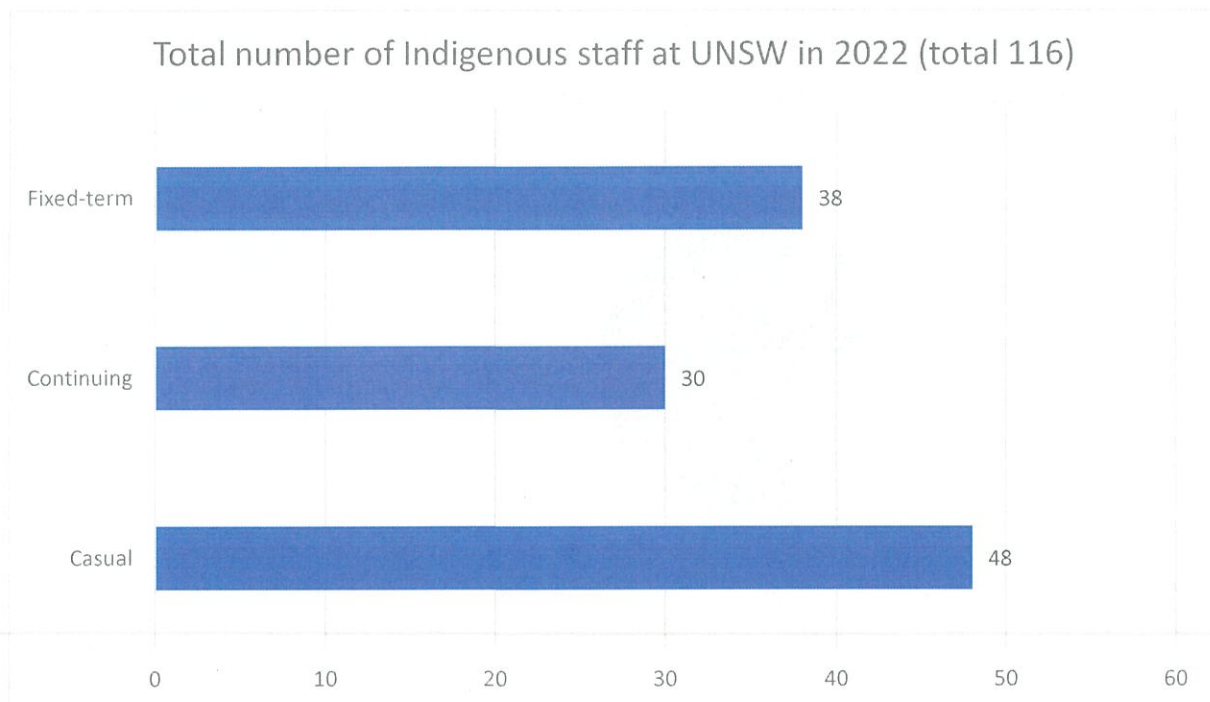The UNSW Workforce plan includes all elements listed above:
UNSW Indigenous Workforce Plan | Indigenous Strategy, Education & Research

Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers.

In 2022 a total of 116 Indigenous staff were employed at UNSW. The breakdown between academic and professional was fairly evenly split (59 academic and 57 professional).

Breakdown of Indigenous Staff in 2022 (total 116)


- ■ Professional ■ Academic

The breakdown by contract types is as follows:

Total number of Indigenous staff at UNSW in 2022 (total 116)

Contract Type	Number
Fixed-term	38
Continuing	30
Casual	48

For the 59 Academic staff, the numbers of staff by contract type is broken down as follows:

Staff numbers by contract type - ACADEMIC staff
**Total 59**

■ Casual   ■ Continuing   ■ Fixed-term
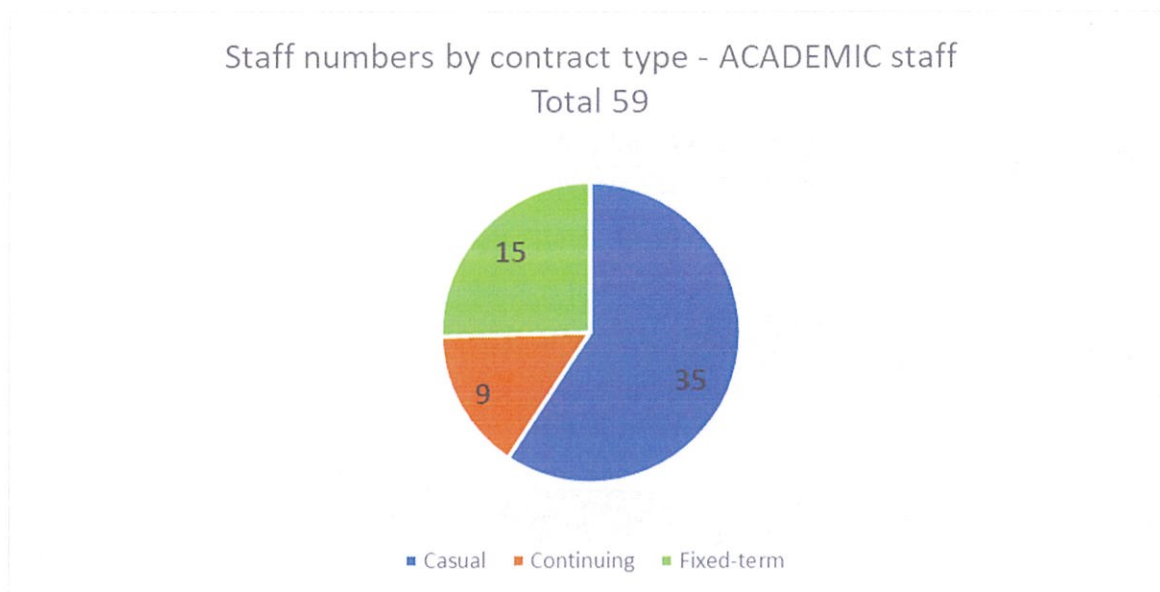
The priority is to increase the number of staff in fixed term and continuing appointments; currently the combined total for each of these for ACADEMIC staff is still less than those employed on a casual basis (24 versus 35 casual).

For PROFESSSIONAL staff those in continuing and fixed term appointments exceed those on casual contracts (44 versus 13 casual staff).

Staff numbers for various employment types - PROFESSIONAL staff
Total 57

■ Casual   ■ Continuing   ■ Fixed-term
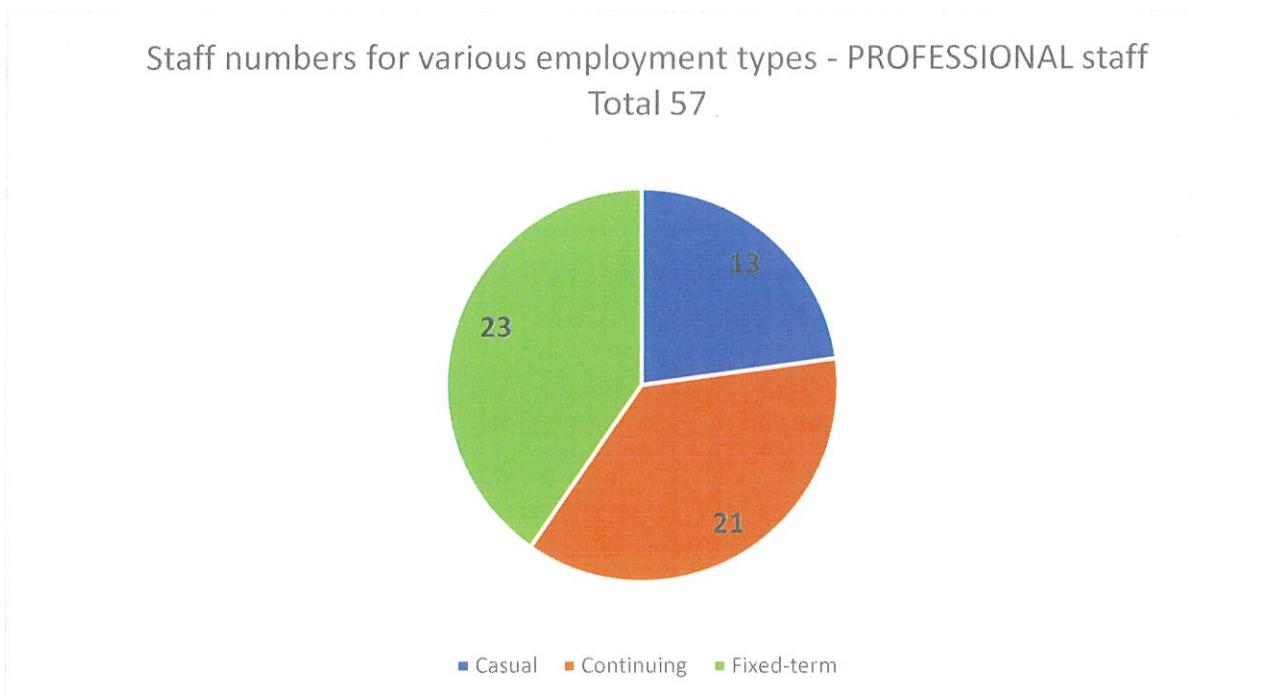
The most accurate comparison to see the trend in Indigenous employment at UNSW is to look at the numbers of Continuing appointments (permanent staff).

Number of Continuing (Permanent) Indigenous staff at UNSW 2018 to 2022
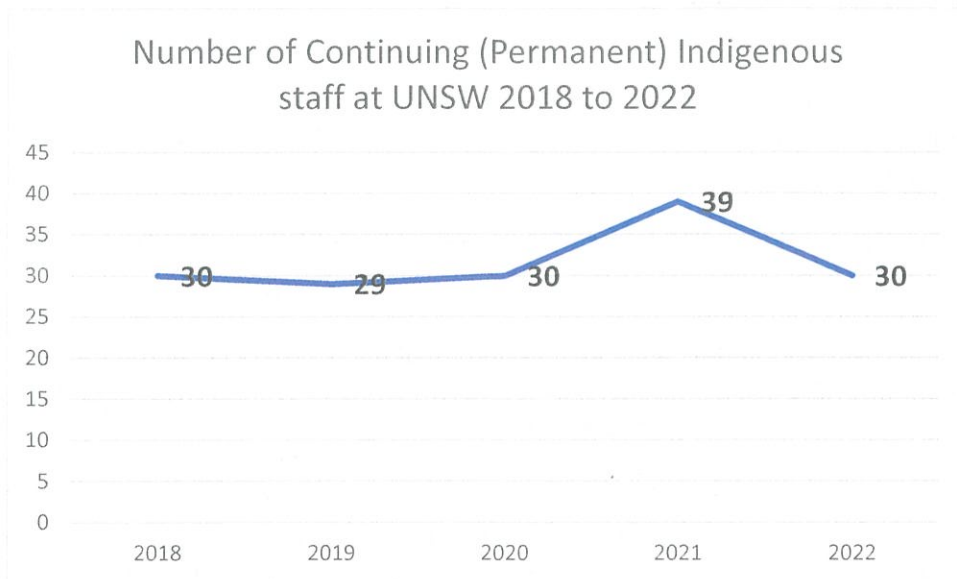
Unfortunately, between December 2021 and December 2022, UNSW lost 9 Indigenous staff on continuing contracts, the majority to other Universities.

Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?

Recruitment of Indigenous staff is an area of improvement for UNSW. Although several positions were advertised during 2022, no applicants had the necessary experience for the advertised roles. It is a highly competitive market and UNSW's "Grow our Own" pillar of the Indigenous strategy is thwarted by the luring of its graduates to corporate roles which attract a higher profile and higher salary. Many of the big corporates have Reconciliation Action Plans where attracting Indigenous graduates is a KPI.

Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?

In early 2022 the Pro Vice-Chancellor Indigenous continued to work closely with the PVC Research on the recruitment and support of Early Career Researchers under the UNSW Scientia Fellowship Program. In addition, the PVC Indigenous also worked with various faculties on the development of Indigenous identified positions and associated position descriptions in their respective areas.

The myCareer process at UNSW is specifically established to ensure that all staff have an annual plan to discuss career progression at UNSW. Similarly, UNSW offers a 40% discount on tuition fees for all staff to undertake study at UNSW either short courses to enhance their existing qualifications or to undertake a full degree program. This incentive is promoted to all Indigenous staff to assist them progress in their careers.

Does the university employ one or more Indigenous senior academics, if so, what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?

UNSW employs a Pro-Vice Chancellor – Indigenous (Level E). See also comments in section 5.3 and 5.4

Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?

The Indigenous Workforce Plan is current to 2025 and is reviewed annually.

4.3. Indigenous Governance Mechanism

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'.

The two Indigenous persons making up the UNSW Indigenous Governance Mechanism consists of (1) the PVC Indigenous (a Level E academic) and (2) the Director of Nura Gili.

The PVC Indigenous is responsible for the development and implementation of the UNSW Indigenous Strategy at UNSW. The PVCI role is a member of UNSW's Senior Leadership Group (which includes the Vice Chancellor, Provost, Deputy Vice Chancellors, Pro Vice Chancellors and Executive Deans.

The PVC Indigenous and the position of Director of Nura Gili are responsible for the planning and expenditure relating to the ISSP program. In July 2022, the incumbent in the role of PVC Indigenous took up a newly created role at UNSW (PVC Society) to enable them to focus on their work in Constitutional reform and continue to provide direction and advice on an Indigenous Voice to Parliament. This work became all-consuming after the Labour party won the Federal election on 21 May 2022 and the new Prime Minister declared his commitment to the "Uluru Statement from the Heart in full" and promise to hold a referendum on constitutional enshrinement of an Indigenous voice to parliament in his first term.

Although recruitment for a replacement PVC Indigenous took place, no suitable applicants were found. Decisions made by the Indigenous collegiate at Nura Gili, particularly in relation to student recruitment and success, were signed off by the Provost as an interim measure.

4.3.1. Statement by the Indigenous Governance Mechanism

I confirm that the details in this report and accompanying financial acquittal are an accurate reflection of 2022 activities. I am confirming this as the Acting Director of Nura Gili and in the absence of a Pro Vice Chancellor Indigenous (this role has been vacant since July 2022).

There were a number of organisational changes at UNSW in 2022 including the appointment of a new Vice Chancellor in January 2022. Although the position of PVC Indigenous was advertised in August 2022, no suitable candidate was sourced and Nura Gili commenced reporting into the position of Provost (a senior leadership position which deputises for the Vice Chancellor).

In 2022, UNSW continued its strong performance with respect to Indigenous access, progression and recruitment. Recruitment for a DVC/PVC Indigenous is underway at the time of writing this report and the inevitable refreshment of the Indigenous strategy and accompanying education and workforce plans that will eventuate as a consequence of this appointment will position UNSW as a leader in Indigenous student outcomes for the future.

Additional information for completing the template

----

[i] This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should 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.

[ii] This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

[iii] Include payments to all enabling students, including remote and regional students.

[iv] Include payments to all undergraduate students, including remote and regional students.

[v] Include payments to all postgraduate students, including remote and regional students.

[vi] Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

[vii] Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

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

[ix] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

[x] Only record amounts which required payment during the 2022 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

[xi] Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

[xii] This data confirms the university's compliance with Section 21(3) of the Guidelines.