INDIGENOUS STUDENT SUCCESS PROGRAMME
2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 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 2020 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 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:	Professor Megan Davis
Title:	Pro Vice Chancellor Indigenous

Signed:		Date:	27.4.21

Certification made by Vice-Chancellor or equivalent delegate:

Name:	Professor Ian Jacobs
Title:	President and Vice-Chancellor

Signed:		Date:	29 April 2021

Indigenous Student Success Program
2020 Performance Report

Organisation	University of New South Wales (UNSW)
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1. Enrolments (Access)

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

Access Programs

UNSW has two admissions pathways to improve access to university for Aboriginal and Torres Strait Islander students. These are:

- The Indigenous Preparatory Program (Pre-Programs) for students seeking entry into areas of Business, Law, Education, Medicine, Social Work, and Science and Engineering.
- The Indigenous Admission Scheme (IAS) which provides an alternative pathway for Aboriginal and Torres Strait Islander people into UNSW undergraduate degree programs. Entry takes into consideration an applicant's relevant life, work, educational and training experience to assess their preparation for tertiary study, in addition to any formal qualifications.

Both the IAS and Pre-Programs are funded by ISSP.

Through these enabling programs, access to university for Aboriginal and Torres Strait Islander students is improved and encouraged, with students given the opportunity to demonstrate their capabilities and interest in their area of study beyond their school grades.

In 2020, we made the decision to run the Pre-Programs and IAS online due to COVID-19. This was the first time that these programs had not been run in a face-to-face format. Under the leadership of our Future Students Lead – a role introduced in late 2020, a coordinated approach was taken which involved working closely with faculty partners to develop online collaborative tools and adapt the programs for online use. In taking this approach we were able to maintain enrolment numbers going in to 2021 despite the pandemic.

Recruitment and Outreach Programs

UNSW offers outreach programs aimed at students in high school to encourage their interest in university. These programs are fully funded by ISSP funds.

- Indigenous Science and Engineering Program, open to secondary students in years 7-9, provides an opportunity for students to experience UNSW's Faculty of Science and Faculty of Engineering as well as other learning environments.
- Indigenous Winter School for students currently in year 10-12, provides students with a week-long residential program where they are introduced to tertiary studies in the discipline area of their choice.

Unfortunately, these programs were not offered in 2020 due to COVID-19. Similarly, due to COVID-19 restrictions we were unable to visit high schools or host students on campus in 2020. In response, we focussed on online engagement and customer service. We worked closely with other UNSW partners such as the UNSW Winter Gateway Program – an access program for high school students from low-SES backgrounds, UNSW student communications, and our Media and Content Coordinator to promote our admissions pathways through a variety of media including an increased presence on social media. In addition, extended hours for phone contact were provided for peak times e.g. last few weeks of each of our three terms.

Table 1   Scholarships - breakdown of 2020 payments[1] [2] [3]

	Education Costs		Accommodation		Reward		Total[4] [5]	
	$	No.	$	No.	$	No.	$	No.
Enabling[6]	0	0	0	0	0	0	0	0
Undergraduate[7]	65,399.00	11	0	0	0	0	65,399.00	11
Post-graduate[8]	0	1	0	0	0	0	0	0
Other	0	1	0	0	0	0	0	0
Total	65,399.00	11					65,399.00	11

2. Progression (access and outcomes)

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

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

The UNSW Indigenous Strategy (2018-2025) comprises three pillars aimed at providing a welcoming and supportive culture at UNSW to help attract and retain Indigenous students at UNSW. 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.The Culture and Country pillar is also aimed at educating the broader campus and providing them with opportunities to learn more about First Nations cultures. The "Grow Our Own" pillar is about creating a pipeline of Indigenous thinkers and scholars and researchers from high school to academia. It 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, in particular for First Nations students, to return to their own community or to another community to use their skills and knowledge to improve outcomes for Aboriginal and Torres Strait Islander Peoples.

In the second half of 2020, UNSW underwent workplace change in response to the financial challenges presented by the COVID-19 pandemic and the exclusion of the University sector from Job Keeper. The workplace change created the opportunity to make structural changes to implement the UNSW Indigenous Strategy more effectively and improve strategic alignment between the Office of the Pro-Vice Chancellor Indigenous and Nura Gili. This work resulted in:
- o   The PVC Indigenous absorbing the role of Director of Nura Gili.

- The Office of the PVCI and Nura Gili merging into one operating unit including the administrative and reporting functions.
- The Student Services unit dividing into two functional areas, Future Students and Current Students.
- The establishment of Student Success Officers roles, which involved merging the role of a Student Support Officer (which traditionally focussed on pastoral support) and the role of an Academic Liaison Officer to offer a more holistic, end-to-end support service to students.

The Nura Gili Student Services Team provides advice to current students to ensure they are academically, socially and culturally engaged in their studies. During 2020, the COVID Pandemic created challenges as well as opportunities in service delivery whilst staff worked remotely to support students studying in lockdown conditions.

During the 2020 reporting year, the Current Student Success team offered the following:

- **Indigenous Tutoring Program (ITP)**

The 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 2020 below.

- **SNAGS program**

Our program SNAGS ("Students Not At Good Standing") is designed to track and monitor students who are at risk of failing their courses. When a student is considered 'not at good standing' our Current Students team contacts the student to discuss what may be contributing to their lack of success and provide strategies and tools to improve their performance in future assessment.

- **Academic Advising**

The Nura Gili Current Students team comprises both academic advisors and pastoral support advisors. Their roles transitioned into Student Success Officer roles during 2020 to provide end-to-end student support in addition to providing fundamental academic advice. An example of the work undertaken includes: providing tips on managing time more effectively, course planning, assisting with enrolment, intervening for students not at good standing, helping with degree planning and subject choices, timetabling clashes etc.

- **Ngurra Orientation Day**

On this day, commencing Indigenous students are brought together to receive information on the support programs available at Nura Gili and at UNSW more broadly. They also hear from the Indigenous student ambassadors, current students in various faculties across UNSW, who share their stories about their own first year experience at University and provide advice on how best to transition successfully.

- **Indigenous Nationals**

Due to the COVID-19 pandemic restrictions, the 2020 Indigenous Nationals program was cancelled. This is a national week-long sporting event for Indigenous students who participate in mixed competition in 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 was significantly impacted by the COVID-19 pandemic restrictions. This program provides opportunities for Indigenous students to be actively involved in promoting Indigenous education and assisting first year students to transition successfully into life at University. The program is also designed for students to develop their leadership and organisational skills and gain workplace experience.

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

UNSW has performed well nationally in relation to our student success rates. In 2016, UNSW was ranked 3rd with a success rate of 86.35%. Although there has been a slight drop in rank for 2017 to 4th position, in 2018 this had improved with a raking of 3rd. In 2019, success rates dropped by 0.65% which resulted in UNSW achieving a 6th ranking. Notably over the same period, completions increased from 63 to 90 which improved our position to 12th, the highest position achieved between 2016-2019.

- *the number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2020;*

In the 2020 reporting period, a total of 158 students received tutoring through the Indigenous Tutoring Program (ITP). This consisted of 146 undergraduate students, 6 enabling and 6 postgraduate students. Students received a total of 5,496 hours broken into 5,227 hours for undergraduates, 141 for enabling and 128 for postgraduate students.

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

As an organisation, in 2020 Nura Gili employed a total of 12 staff members. This is divided 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=3) and Student Support Officers (n=1) 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; and*

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?*

In addition to the ITP program being fully funded from ISSP funds, the following activities were partially funded by ISSP and UNSW operational funds:
- Marketing and promotional activities to attract and retain students.
- Staffing roles that provide direct service and support to Aboriginal and Torres Strait Islander Students.
- Provision of welfare support to students including vouchers, resources and printing credit.

Table 2a   Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance[9]	Expenditure[10] ($)
Enabling	6	141	$7303
Undergraduate	146	5227	$272,552
Post-graduate	6	128	$6,686
Other			
Total	158	5496	$286,541

Table 2b   Indigenous Support Activities provided in 2020[11]

Activity[12] [13]	Number of student participants	Expenditure ($)

Yarning circles with the PVC Indigenous	25	0
Pastoral and Tuition Support Program (the PATS program)	400	0
Provision of IT resources especially IT dongles for internet access	25	5K
3 X Nura Gili online N'Gurra Orientation programs In Term 1 for each of UNSW's three terms	60	0
Yarns and virtual cultural tour with a respected Elder from the local La Perouse Aboriginal community	60	0

3. Completions (outcomes)

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 Nura Gili Student Services Team provides advice to current students to ensure they are academically, socially and culturally engaged in their studies. During 2020, the COVID-19 pandemic created challenges as well as opportunities in service delivery whilst staff worked remotely to support students studying in lockdown conditions.

The most effective strategy to improve course completions for Aboriginal and Torres Strait Islander Students is UNSW strategic commitment to ensure all Aboriginal and Torres Strait Islander students have access to a dedicated space and team with the capacity to provide end-to-end support for the duration of their degree program.

In addition to the discipline-specific tuition as part of the ITP program, service modification and improvements were made across Nura Gili in response the COVID-19 pandemic to minimise service delivery disruptions. Having access to Student Performance reports, whilst the team worked remotely during the COVID-19 shutdown period, was critical for the team to continually monitor students' academic performance.

The staff at Nura Gili invested heavily in 2020 in strengthening working relationships with other key UNSW stakeholders that assist with identifying student performance trends. This enables the team to:
- Work collaboratively to develop and implement early intervention initiatives as required.
- Identify and recruit faculty and course-specific tutors under the ITP program.
- Identify opportunities to actively engage students in broader university activities to improve performance outcomes.
- Build networks that assist the team with referrals to internal and external service providers.
- Increase opportunities for Aboriginal and Torres Strait Islander students to access mainstream services such as 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.
- Actively promote health and wellbeing activities to build resilience.
- Assist build student support networks so students remain connected through the pandemic lockdown.

- *the rise or fall of completions;*

Between 2018-2019, UNSW improved its ranking from 17 to 12 with an increase in completions from 63 in 2018 to a total of 90 in 2019. The number of Indigenous students graduating from UNSW between 2017-2019 has shown positive results year-on-year in completions from 48 to 90 in 2019.

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

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

In addition, the UNSW Indigenous strategy "Give Back" pillar is aimed at developing a culture of civic responsibility in our students, to instil in them a mindset to use their education for the betterment of society and give back to Aboriginal and Torres Strait Islander communities. This is supported and reinforced through UNSW professional development programs and real-world research across a large variety of industry partners. Opportunities for employment, internships, cadetships and scholarships are regularly shared with current students through website, email newsletters, social media and the e-learning Moodle platform. Where appropriate, our staff actively support and assist students in applying for employment opportunities.

More broadly across UNSW, Faculty based initiatives and Networking evenings also provide students with opportunities to discuss internships, graduate opportunities, research options and career progression with industry professionals and potential employers. In addition to this, UNSW Careers Expo is held twice a year and provides an opportunity for students to meet and discuss potential employment and internship opportunities with over 100 participating employers including: BHP Billiton, Shell, Commonwealth Bank of Australia, Deloitte, HSBC, Microsoft, IBM Australia and many more.

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

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

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

Key positions within the Student Support team that have responsibility for completions are directly funded by ISSP funding.

4. Regional and remote students

Comment on support offered to regional and remote students during the 2020 year:
- *strategies to improve access to university study*

The staff at Nura Gili worked in close partnership with the Division of Equity and Diversity to help deliver the UNSW Winter Gateway program. This is a program which has specific targets to increase the proportion of low SES students to UNSW and to also attract students from regional and remote Australia. Staff from Nura Gili delivered targeted sessions throughout the program – some which focussed on regional and remote students.

- *activities to support students during their studies*

All programs and services offered by Nura Gili incorporates and supports the needs of regional and remote students.

During 2020, several initiatives were implemented to support students particularly during this unprecedent pandemic year. These included:
- Establishing virtual networks and peer support groups to ensure students remain connected to each other and to other support networks.
- Conducting days on country in partnership with the local La Perouse community.
- Including Elders and traditional owners in key activities and events.
- Conducting online workshops.
- Providing welfare checks (PATS).
- Assisting with student accommodation enquiries and needs.
- Resourcing COVID related expenses such as printing vouchers.

- *scholarship provided (offers and amount paid)*

Refer to table 4

- *the rise or fall of Indigenous Equivalent full-time student load*

The PVC Indigenous and Nura Gili staff are working closely with the Planning and Performance unit at UNSW to enable better tracking and monitoring of students from regional and remote Australia. It has been difficult to provide trends in this measure to date.

Table 4   Scholarship data for remote and regional students[14] [15]

	Education Costs		Accommodation		Reward		Total[16]	
	$	No.	$	No.	$	No.	$	No.
A. 2019 Payments	50,180.92	9	0	0	0	0	50,180.92	9
B. 2020 Offers[17]	57,377.50	8	0	0	0	0	57,377.50	8
C. Percentage[18] (C=B/A*100)							114.3%	
2019 Payments	50,180.92	9	0	0	0	0	50,180.92	9

Working with Vulnerable People Requirement[19]

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

5. Eligibility requirements
6.1 Indigenous Education Strategy

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

The UNSW Indigenous Education Strategy [2018-2025] includes key performance indicators against timeframes and prioritises increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards. The Education Strategy sits under the UNSW Indigenous Strategy which champions initiatives to increase Indigenous student enrolments and success under the Grow Our Own pillar of the Strategy. The Education Strategy also includes objectives underpinned by our Culture and Country pillar to establish market leading Indigenous curricula that requires students to engage critically with disciplines and promote Indigenous programs widely to ensure that Indigenous culture, knowledges and perspectives are a valued and visible aspect of the UNSW experience. The Strategy also includes objectives related to activities for students and employees of UNSW that promote cultural competency in Indigenous cultures through a commitment to educating our students on the historical cultural footprint of our campus sites and their Aboriginal significance. UNSW Indigenous Strategy documents can be found here: *https://www.nuragili.unsw.edu.au/about-us/indigenous-education-statements-strategy*

- *Discuss how the university is including Indigenous knowledge in curricula, graduate attributes and teaching practices, and activities to improve all students and staffs' cultural competency;*

The UNSW Indigenous Strategy provides a framework within which faculties and divisions of the university can develop practices appropriate to their discipline or workplace to ensure cultural competency. For example, the Faculty of Arts, Design, and Architecture has developed a local Indigenous Strategy which includes cultural competency practices developed in conjunction with the faculty's Indigenous student representative body.

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

UNSW has not developed a Reconciliation Action Plan. The Indigenous collegiate strongly believe that such a document pays lip service to genuine reconciliation and generally lacks commitment to truth and justice; the twin pillars of reconciliation. As mentioned, the UNSW Indigenous Strategy and its associated Education and Workforce Strategies promote methods for genuine engagement with truth and justice practices. The University views the Uluru Statement from the Heart as correcting the limitations of "reconciliation".

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

In 2020, we introduced the role of Indigenous Strategy Implementation Lead to drive implementation across the University in both the Education and Workforce strategy components. This more pointed oversight and focus on implementation will operate in addition to the work of Nura Gili, as the Indigenous Education Unit of UNSW, which has primary responsibility for delivering the objectives set out in UNSW's Education Plan. Nura Gili reports to the Pro Vice-Chancellor Indigenous who in turn reports to the Deputy Vice-Chancellor Academic (DVCA) who is a member of

UNSW's Management Board. The DVCA holds fortnightly meetings with his direct reports, all of whom are required to produce a fortnightly report outlining progress in their respective areas.

Strategy activities in 2020 were significantly affected by COVID-19. UNSW, including Nura Gili, closed to students and staff in March 2020 and whilst some areas of UNSW introduced a controlled and staged return, Nura Gili remained closed for the rest of the year. Much of the university's resources were focussed on adapting to new ways of learning and teaching, supporting students, and recruitment.
However, we were able to focus on some aspects of the Strategy including:

- Working with the Aim High team located in UNSW's Equity Diversity and Inclusion division to provide workshops to the Indigenous participants of the Winter Gateway Program which connects with schools all over the state that have high numbers of Low-SES students.
- Providing online delivery of the 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.
- Developing a working group of UNSW faculty representatives to better coordinate the content for the Pre-programs program and associated assessment methods and criteria.
- Developing closer working relationships with the UNSW scholarships office and developing a better understanding amongst the staff of the student success team of scholarship allocation processes.
- Implementation of a new service delivery model at Nura Gili including the delivery of academic skills workshops which provide more generic academic support to students in addition to the more discipline-specific support offered by the Indigenous Tuition Program.
- Utilizing a university-wide workplace change process to develop a new staff structure better suited to strategy implementation including the recruitment of several Indigenous academics to review and develop market leading Indigenous curricula.
- Hosting weekly yarning circles with Indigenous students via Zoom during lockdown to promote the discussion of current political issues to facilitate high level discussion and debate.

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. UNSW Indigenous Strategy documents can be found here: https://www.nuragili.unsw.edu.au/about-us/indigenous-education-statements-strategy

- *Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy;*
In 2020, we introduced the role of Strategy Implementation Lead. As a commitment to the implementation and evaluation of the Workforce Strategy, a significant part of the Strategy Implementation role is to develop clearer and better oversight of the UNSW Indigenous Strategy which includes the Indigenous Workforce Strategy. This more pointed oversight and focus on implementation will assist to coordinate the efforts of university staff who play a role in recruiting and supporting our Indigenous workforce.

In 2020, as a result of COVID-19, UNSW underwent a university-wide workplace change process. The process resulted in the creation of a number of new Indigenous identified roles. No Indigenous staff members were affected by forced redundancies during this process.

- *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 the current state and plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2020.*

In 2020, the Pro Vice-Chancellor Indigenous worked closely with the PVC Research on the recruitment and support of Early Career Researchers under the UNSW Scientia Fellowship Program. In 2020, the PVC Indigenous also worked with various faculties on the development of Indigenous identified positions and associated position descriptions in their respective areas.

Many aspects of the Workforce Strategy have been satisfied under the Indigenous provisions of the Enterprise Bargaining Agreement which can be found at: https://www.hr.unsw.edu.au/services/indrel/ea.html

The PVC Indigenous met with the NTEU in 2020 to report on the progress of the university's obligations under the EBA.

Table 6.2   Indigenous workforce data (2020 breakdown)[20] [21] [22] [23]

Level / Position	Permanent		Casual and Contract	
	Academic	Non-Academic	ACADEMIC	Non-Academic
HEW 4				
Administrative Assistant		1		1
Library Assistant		1		
Research Assistant				1
HEW 5				
Education Support Administrator		1		
Education Support Administrator		1		
Program Support Administrator		1		
Technical Officer		1		
HEW 6				
Admissions & Scholarships Officer		1		
Ast CAPEX/OPEX Accountant		1		
News & Content Coordinator				1
Project Officer				1
Teaching Support Officer		1		
HEW 7				
Academic Language Facilitator		1		

Level / Position	Permanent		Casual and Contract	
	Academic	Non-Academic	ACADEMIC	Non-Academic
Governance Officer		1		
HR Consultant		1		
IT Systems Officer		1		
Research Officer				1
Senior Technical Officer		1		
Student Success Officer				1
HEW 8				
Business Partner		1		
Counsellor		1		
Precinct Services Manager		1		
Research Training Coordinator		1		
Senior Case Manager		1		
Team Leader/Dig Lib Initiative		1		
HEW 9				
Project Manager				1
Project Manager, SIS		1		
Strategy Implementation & FS L		1		
HEW 10				
Director		1		
Senior Estate Management BP				1
Level A				
Associate Lecturer	1		2	
Postdoctoral Fellow			1	
Postdoctoral Research			1	
Level B				
ARC DECRA Fellow			1	
Lecturer	1		1	
Scientia Fellow (Level C)			1	
Level C				
Associate Professor	1		1	
Director of Indigenous Health			1	
Scientia Fellow (Level C)			3	
Senior Lecturer	2			
Level E				
Professor	1			
No match				
Aboriginal Cultural Mentor				1
Administrative Assistant				1
Casual Academic			27	
Casual Client Services Officer				1
Clerk				1
Research Assistant				6
Research Officer - Indigenous				1

Level / Position	Permanent		Casual and Contract	
	Academic	Non-Academic	ACADEMIC	Non-Academic
Student Ambassador				1
Student Assistant				3
Teaching Fellow				
P V-C				
Pro Vice-Chancellor Indigenous	1			
Grand Total	**7**	**23**	**40**	**23**

5.1. Indigenous Governance Mechanism

- *Provide details of the university's current Indigenous Governance Mechanism (including how theuniversity 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 ofwhom 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 second member of the governance mechanism is the Strategy Implementation and Future Students Lead who meets weekly with the PVC Indigenous.

Decisions regarding the allocation and use of ISSP resources are made by the Indigenous Governance Mechanism.

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

Name	Position	Duration of service
Professor Megan Davis	Pro Vice-Chancellor Indigenous	2.5years (approx.)
Gemma McKinnon	Indigenous Strategy Implementation and Future Students Lead	4 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 the Academic Programs unit at 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 PVCI, 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.

PVCI Indigenous staff led the review of the current Indigenous studies curriculum which commenced in 2019. In addition, there is Indigenous staff representation on the University's Enterprise Bargaining committee.

5.1.1. 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 2020. 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 2020 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] This figures in this column should be the sum of the relevant row.

[5] The total may not be the sum of the previous columns as some students may receive several scholarships.

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

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

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

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

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

[11] Add more rows if necessary.

[12] Include a brief description of the activity.

[13] Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

[14] Only record amounts which would/did require payment during the 2020 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.

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

[16] This figures in this column should be the sum of the relevant row.

[17] Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

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

[19] This section confirms that the provider complies with Section 35A of the Guidelines.

[20] 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.

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

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

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