

Indigenous Student Success Program

2021 Performance Report

Organisation	RMIT University		
Contact Person	Nicole Shanahan		
Phone	03 9925 6016	E-mail	nicole.shanahan@rmit.edu.au

1. Enrolments (Access)

Indigenous Outreach program

The Ngarara Willim Centre developed an Indigenous Community Outreach plan for 2021 with strong aspirations of reinstating school visits and connecting with our young people, community and community organisations. The implementation of this plan was again impacted by the COVID-19 pandemic and the ensuing restrictions throughout the year.

Unable to deliver on planned activity throughout semester one, the Centre instead utilised the time to build our online connections with the Koorie Education workforce in Victoria through Community meetings, participation in the Koorie Staff Network (KSN) and Toorong Marnong meetings, and participation in forums held by Victorian Aboriginal Education Association Incorporated (VAEAI). Outreach and Access staff held four online sessions with 39 Engagement Support Officers and Koorie Engagement Coordinators from across Victoria to build on connections and information sharing in order to support the aspiration of our young people.

The Centre developed hard copy promotional materials and completed a mailout of Ngarara Willim Centre information including posters, flyers and information sheets to every secondary school and Koorie Education workforce staff member in Victoria.

With COVID restrictions easing throughout semester two, we reinstated our engagement with schools, both regional and metro, and visited where possible. The Centre attended careers information sessions with 84 Aboriginal and Torres Strait Islander students at the Ganbina Careers Expo in Shepparton, the Western Victoria Regional Careers Expo online and at Reservoir High School, as well as hosting 22 Year 10 students from the eastern metro region with an 'On Campus' experience day at the Ngarara Willim centre.

We continued our partnership with Victorian based universities to deliver the Victorian Indigenous Engineering Winter School (VIEWS). This program extended our outreach to regional schools in Western Australia, New South Wales and Northern Territory, increasing awareness of RMIT in the regions. Twenty-five students from several schools participated in the five-day event.

Working together with the College of STEM, the Ngarara Willim Centre delivered five information sessions and two virtual EnGenius sessions to secondary students. EnGenius is RMIT's School of Engineering capstone program, co-created with industry for groups of secondary students to problem solve real word challenges in innovative and creative ways.

We ended the year with the delivery of the Regional Science Roadshow held in the North-Western and Northern regions of Victoria. Our staff delivered face to face sessions with primary and

secondary students and shared information on the Ngarara Willim Centre and RMIT to secondary schools.

Indigenous Access program

Following changes to RMIT's Admissions policy to enhance Indigenous admissions and the rights of Indigenous people to self-determination, the Ngarara Willim team improved access for Aboriginal and Torres Strait Islander peoples. Through our Access and Engagement processes, we continue to advance our approach of communicating with applicants early and continuously. Sixteen higher education applications applied through the Indigenous Access program and were supported into programs at RMIT.

We built on our work with Aboriginal and Torres Strait Islander young people and Community in supporting their seamless entry into study at RMIT. Early connections and information are provided to build students relationship with the Ngarara Willim Centre, and the support available to them at RMIT. We inform them about scholarships, accommodation applications and opportunities, and connect them with staff to support their application, enrolment and transition into RMIT. We introduce them to our Gama-dji Orientation program, cultural and social supports and events, the Equitable Learning Service, and the Careers and Global teams at RMIT. This is an important step in the process of setting Aboriginal and Torres Strait Islander people up for success through individualised pre-planning and by providing a seamless transition from application to enrolments.

Further to this, the Centre reviewed the way students engage with support staff and have planned to implement a new individualised student advisor model in semester 1, 2022, to build closer relationships with commencing and current students to support them in their studies.

Indigenous commencing students and EFTSL saw a slight decrease in 2021 for both the entire student cohort as well as the regional/rural cohort. This is the result of the impact of COVID-19 and continued online learning, restricting physical access to campus and support, the inability to travel and the general health and wellbeing of the student community.

Table 1. Commencing Indigenous students for All RMIT Higher Education, 2015-2021

	2016	2017	2018	2019	2020	2021
Commencing students	68	87	91	96	92	78

Table 1.1 EFTSL for All RMIT Higher Education Indigenous Students

	2016	2017	2018	2019	2020	2021
EFTSL - all	123.13	147.88	157.13	152.38	167.63	163.125
EFTSL - regional/remote	35.88	46.38	44.63	42.75	44.63	43.000

Scholarships

RMIT provides students with a variety of sources to seek financial assistance. RMIT's Student Hardship Assistance offers immediate one-off grants and assists students impacted by COVID restrictions. The Hardship Assistance supported students effected by the loss of jobs or reduction in work hours. ISSP Scholarships, like other RMIT Scholarships, were impacted by COVID-19 as students took a leave of absence from study or did not wish to commence due to continued online learning for most programs.

In 2021, The Ngarara Willim Centre utilised ISSP to provide scholarships to students through our Gama-dji Grant, Ngarara Willim Grant, Professional Development Fund, Hardship Grant and Postgraduate Coursework Scholarship:

- The Gama-dji Grant is provided to students who attend the Ngarara Willim Centre's Gama-dji Orientation program at the start of each semester. After attending orientation, 15 higher education students received this scholarship.
- The Ngarara Willim Grant funds students requiring financial assistance to access resources to support them through study. Scholarships were granted to 45 students throughout the year.
- The Ngarara Willim Professional Development Fund provides financial assistance to students to connect with extra development opportunities to support their study and career aspirations. Students can apply for this financial support to engage in industry body membership, conference attendance, professional institution meetings, seminars and workshops. Three students applied for this support in 2021.
- The Ngarara Willim Hardship Grant was provided to five students who required financial support and/or assistance for critical needs that may impact their study.
- The Ngarara Willim Postgraduate Coursework scholarship provided three students with financial assistance to study in Postgraduate degrees.

In 2021, several new student scholarship opportunities were developed. The University launched and awarded the first recipient of the Jillian Weaven Memorial Scholarship. The Scholarship was established as a tribute to Jillian Weaven, a passionate Aboriginal advocate and a trusted Senior HR Business Partner to the College of Design and Social Context. The scholarship is intended to create valuable career pathways for Aboriginal and Torres Strait Islander women and will be awarded annually to a student who identifies as a woman and is a postgraduate student in Human Resources at RMIT.

Following an ongoing partnership with RMIT, Wilson Security developed an award for the Ngarara Willim Centre to provide laptop scholarships to students, with eight students benefitting from this scholarship in 2021.

The Ngarara Willim Centre and RMIT Scholarships Office were invited to collaborate with the Department of Health (Mental Health and Wellbeing Division) and the Victorian Aboriginal Community-Controlled Health Organisation (VACCHO) to develop and implement the Aboriginal Social and Emotional Wellbeing Scholarship RMIT. The scholarship is being offered in 2022 to Aboriginal and Torres Strait Islander students enrolled in and working or intending to work in the social and emotional well-being workforce. The scholarship provides financial support to cover tuition and student fees throughout a course of study, with further support available for successful applicants.

Table 1.2 ISSP Scholarships - breakdown of 2021 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Undergraduate ⁴	\$221,000	40	\$45,000	9	N/A	N/A	\$266,000	49
Post-graduate ⁵	\$12,000	2	\$6,000	1	N/A	N/A	\$18,000	3
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	\$233,000	42	\$51,000	10	N/A	N/A	\$284,000	52

2. Progression (outcomes)

Notwithstanding the impacts of COVID-19 throughout the year, RMIT continued with a comprehensive approach to supporting all students to ensure continuity in their learning. This saw an uplift in digital platforms, online quality guidelines, increased learning support, as well as a diverse range of wellbeing support for impacted students, inclusive of hardship funds, career and employability support and specific engagement with Aboriginal and Torres Strait Islander students through the Ngarara Willim Centre.

The Centre consolidated our personalised approach of continuous communication through calls, emails, Microsoft Teams, and the Ngarara Willim Canvas site. Students were encouraged to participate in a broad range of activities online including, the Ngarara Willim Reading Club, weekly conversations with Boon wurrung Elder N'Arweet Dr Carolyn Briggs AO and engagement with Woi wurrung Wurundjeri Elder Bambu Di Kerr as part of the Ngarara Willim Leadership and On Country Experience Program.

The Centre continued to deliver academic assistance to Aboriginal and Torres Strait Islander students with a slight increase in students accessing tutoring assistance delivered online due to COVID-19. While many of the technical issues of the previous year were solved, feedback provided to staff from some students confirmed that they had online and isolation fatigue and were unwilling to participate in further online study.

This resulted in the Centre undertaking a review of our tutorial assistance requirements, including identifying needs, developing a business case, researching a tutoring system, supporting resources and online tools to update and improve operational efficiency and student success, as outline in our 2021 rollover request.

Table 2. Tutorial assistance provided in 2021

Level of study	Number of unique students assisted ⁶		Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling					
Undergraduate	25		653	1307	83,971.47
Post graduate	9		399	798	\$51,282.48
Other					
Total	34		1052	2105	\$135,253.95

With support from the RMIT Data and Analytics team, the Centre reviewed and improved the Ngarara Willim student dashboard. This work was conducted in 2021 and included data and information that supports early intervention. Staff are now able to capture student attendance, results:

- Improved/upgraded visibility of demographic information
- Visibility of VE student attendance
- Visibility of VE Course work progress

- Incorporating course delivery type
- Refreshing the current dashboard layout and refresh
- Assessment progress for VE students
- Incorporate WIL and Course enrolment validations
- LLN data for VE students

The University continues to invest in the cultural competency of staff and students. Following on from the development of the RMIT Reconciliation Capability Development Framework in 2020, the Framework was soft launched across RMIT in late 2021. This included the design of an information pack to provide guidance to staff in the development of reconciliation capability, as well as the building of a series of professional development learning modules. In December 2021, the learning pathway, *Reconciliation: racism and cultural safety*, was launched. Housed on the RMIT WorkDay platform, the pathway guides staff through three learning modules: *Building your Reconciliation Capability: An Introduction*, *Cultural Safety at RMIT* and *Advancing Reconciliation*. Completion and evaluation data will be captured by Workday throughout 2022. To be given access to the Ngarara Willim student data, academics must have completed the *Cultural Safety at RMIT* module. The development of these offerings for staff was complemented by the creation of a *Truth Telling: Racism and Reconciliation* micro credential for students. *Truth Telling* ran four times between April and September and had 744 applications for the 464 places available.

Working closely with the Ngarara Willim Centre, RMIT Careers Success team continued to provide employment and careers assistance to Aboriginal and Torres Strait Islander students by connecting them with industry stakeholders. Together, we met with Industry partners and delivered two sessions with stakeholders to build on engagement and improve services and opportunities for students. We also continued to support students with internships through our partnership with Career Trackers.

The Deadly Careers Website continues to provide employment opportunities and connection to support, along with promotion of careers. The Ngarara Willim Canvas site provides weekly updates on internships, employment and careers.

We saw a retention rate for Aboriginal and Torres Strait Islander students of 83.5% (pending government verification) in 2020 and a rise from previous years, increasing from 71.1% in 2019. The success rate of our students saw a slight decline in 2021, from 84.3% in 2020 to 78.7%. These results were expected given a second year of restrictions and challenges for students throughout 2021.

Table 2.1 Indigenous student retention rates (%)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Retention rate	72.1	87.1	71.2	74.4	78.6	71.8	76.4	71.1	83.5	NA

2021 data is not available as retention rate for this year also requires data in following year 2022.

Table 2.2 Indigenous student success rate (%)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Success rate	83.2	81.7	77.6	82.7	84.0	82.1	84.1	80.8	84.3	78.7

2021 to be verified by June 2022; pre-2021 extracted as at 1 April 2021 D&A HEAL or based on DESE's verified data.

3. Completions (outcomes)

With continued academic support and engagement, we saw an increase in completions with a total of 104 Aboriginal and Torres Strait Islander students graduating at RMIT in 2021, 59 of these students in Higher Education programs.

Table 3. Indigenous student completions

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Award completions	24	28	20	22	19	36	47	42	48	59

2021 preliminary and to be verified by June 2022; pre-2021 extracted as at 1-Apr-2021 D&A HEAL or based on DESE's verified data.

Assistance with career success planning was given to 112 students and included engagement with employment, support with placements, internships and resume and interview development. In addition, students within their final year of study were contacted through our 'Final Years' program. Twenty-seven potential graduates were provided with assistance into employment or further study pathways.

As restrictions continued, the Centre decided on an alternative to our end of year graduation and hosted an afternoon of celebrations with our graduates and their families following the RMIT Graduation Ceremony. This was an opportunity for staff, students and families to come together to celebrate their achievements.

The Deadly Alumni program continued to progress and engage with potential graduates and Alumni through various communications and activities throughout the year with an emphasis on employment. The Deadly Alumni newsletter and Social media page shared opportunities and engagement with the Ngarara Willim Centre activities.

4. Regional and remote students

RMIT prioritises regional and remote students in our scholarship's scoring matrix and offers all Indigenous students who apply a study support scholarship. If students need to relocate for study, they are also offered an accommodation scholarship.

Given the lockdowns in Melbourne throughout the year, RMIT classes were held via online learning. This meant that students did not need to relocate to Melbourne to study. As a result, less accommodation scholarships were accepted by regional and remote students. RMIT also provides a purpose-built student accommodation scholarship, offered prior to other scholarships as it provides a community environment for the residents, rather than a single room with a bed.

Fewer students took up the Indigenous Commonwealth Accommodation Scholarship (ICAS) in 2021 as some students accepted alternate accommodation scholarships.

Table 4. Accommodation Scholarships

Accommodation Scholarship	Number of 2021 recipients	2021 Total Value
Cedar Pacific Indigenous Accommodation Scholarship	6	\$69,162
Total	6	\$69,162

In addition to accommodation scholarships, RMIT also offered scholarships to regional and remote vocational and higher education Indigenous students. Predominately, these scholarships were used to assist with study costs.

Table 4.1 Scholarships to regional/remote students

Scholarship name	Number of recipients	2021 Total value
Tertiary Access Payment	1	\$5,000
Carey Lyon Scholarship	1	\$7,500
RMIT Indigenous Study Support Scholarship - VE	4	\$4,595
Inder Kaur Reconciliation Scholarship	1	\$10,000
RMIT Equity Notebook Grant	3	\$3,999
RMIT Indigenous Study Support Scholarship - PG	1	\$1,250
Singh and Kaur Scholarship	1	\$5,000
RMIT Indigenous Study Support Scholarship - HE	1	\$2,500
Ngarara Willim Grant	27	\$14,792
Gama-dji Grant	6	\$3,000
Ngarara Willim Professional Development Grant	1	\$866
Total	47	\$58,502

Table 4.2 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$130,903	29	\$41,333.34	7	N/A	N/A	\$172,236.34	36
B. 2021 Offers ¹¹	\$51,000	9	\$51,000	9	N/A	N/A	\$102,000	18
C. Percentage ¹² (C=B/A*100)							59%	
2021 Payments	\$130,000	26	\$51,000	10	N/A	N/A	\$181,000	36

5. Eligibility criteria

Indigenous Education Strategy

RMIT University continues to meet requirements under Section 13/ISSP guidelines. RMIT has used the internal document *Dhumbah Goorowa 2019-2020*, RMIT's Reconciliation Plan to support Aboriginal and Torres Strait Islander education, employment, student and staff community, and governance and leadership plans. The completion of the Dhumbah Goorowa action areas was originally planned for the end of 2020. As we are all well aware, COVID-19 and the ensuing pandemic radically changed the way in which we worked, including our focus and our ability to enact activities on campus. Due to continuing disruptions, 2021 became a bridging year for the Plan as we worked hard to complete activities and reframe Action Areas that were no longer fit for purpose.

The [RMIT Reconciliation Plan 2019-2020](#) provides a whole of university approach to reconciling relationships with Aboriginal and Torres Strait Islander people. The document supports the principle

authority RMIT Act 2010 (specifically Section 5f) to meet its commitment to and investment in Aboriginal and Torres Strait Islander staff, students and community. The monitoring and evaluation of *Dhumbah Goorowa* is undertaken at the highest level by the Reconciliation Implementation Committee, chaired by the Vice Chancellor with senior executive staff as members of this Committee, providing leadership and responsibility in supporting RMIT's whole of university approach to reconciliation.

Similarly, 2021 was a bridging year for [RMIT Education Plan to 2020](#), with the Plan continuing to highlight RMIT's significant commitment to Indigenous students. The Education Portfolio monitors and evaluates outcomes through this Portfolio's governance structures.

2021 was the final year of *Dhumbah Goorowa*, and the University will report publicly on its performance relative to its commitments in the first half of 2022. We achieved 71% of our target of 85% of actions completed, as several aspects of the Plan continued to be impacted by ongoing COVID-19 lockdowns and the absence of senior Indigenous leadership during 2021. Several strategically important initiatives that commenced but were not completed under *Dhumbah Goorowa* have been carried into 2022 in the RMIT Annual Operating Plan. These include the development of an Indigenous Research Strategy, the continuation of the RMIT-wide policy review and the ongoing implementation of Indigenous workforce development initiatives.

In 2021 the newly formed College of Vocational Education (VE) opened, amalgamating all the vocational education programs across the University into one college. The Ngarara Willim Centre strengthened our commitment to supporting our Indigenous Vocational Education cohort by consolidating relationships with staff across Vocational Education programs. We held fortnightly meetings between the College of VE Leadership and the Ngarara Willim Centre to ensure the continued implementation of student success initiatives. We appointed a College of VE Reconciliation Advisor and recruited for a Manager of Indigenous Pedagogies to support the College's focus on creating culturally safe classrooms, curriculum and assessments.

5.1. Indigenous Workforce Strategy

RMIT continues to meet requirements under Section 12/ISSP Guidelines. A key focus for 2021 was the development of RMIT's workforce through the implementation of our *Aboriginal and Torres Strait Islander Employment Plan 2021-2022* (see attached) and the *Aboriginal and Torres Strait Islander Future Workforce Strategy 2021-2025* (see attached), approved by Vice Chancellor in February 2021. The strategy and plan implemented a whole of university approach to employment, development and retention and embedding hybrid accountability with each College and Portfolio.

The individual Indigenous Employment Action Plans developed by the Colleges and Portfolios were endorsed by the Aboriginal and Torres Strait Islander Employment Committee.

In 2021, RMIT reframed its approach to an Aboriginal and Torres Strait Islander Employee Value Proposition, which included recruitment videos, an Indigenous careers page, and candidate prospectuses. Targeted guidelines for the Employment and Retention of Aboriginal and Torres Strait Islander people were developed to promote a cultural shift in the practices of hiring managers and the People team to ensure Indigenous recruitment was encouraged across all roles.

RMIT exceeded its scorecard target of the recruitment of 15 staff by the end of 2021, with 46 Aboriginal and Torres Strait Islander people employed by the University in continuing positions. (There are also nine casual staff members bringing the total number of Aboriginal and Torres Strait Islander people employed by the University to 57).

RMIT also exceeded its Indigenous workforce retention target, recording 90% retention in 2021 (compared to a target of 80 per cent). In addition, seven Aboriginal and Torres Strait Islander staff received promotions or internal transfers as part of internal mobility initiatives, which was an increase on pre-pandemic levels. We also invested in professional development for members of the Indigenous Staff Network and scoped trainee, graduate and apprenticeship programs that will continue to be developed in 2022.

A highlight of the year was the announcement in October of the appointment of Professor Gary Thomas as the University's first Pro-Vice Chancellor Indigenous Education, Research and Engagement. Professor Thomas commenced in February 2022 and will work with the Indigenous Governance Committee, the Indigenous Staff Network and the University community to set a new strategic agenda for Indigenous Education, Research and Engagement at RMIT.

Table 5.2 Indigenous workforce data (2021 breakdown) ¹³

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Academic Level D	1		1	
Academic Level C	2			
Academic Level B	3			
Academic Level A			11	
Academic Casual			4	
HEW 9		2		
HEW 8		5		4
HEW 7		5		2
HEW 6		3		5
HEW 5		1		
HEW 4				1
HEW 3				4
HEW 2				1
HEW 1				2
Teacher 5	1			
Childcare Services		1		
Total	7	17	16	17

5.2. Indigenous Governance Mechanism

RMIT Indigenous Governance Committee

Title	Current Incumbent	Community
Elder	N'Arwee't Carolyn Briggs	Boon Wurrung
Manager, Indigenous Student Education	Nicole Shanahan	Arabana Miriuwung Gajerrong
Reconciliation Advisor, College of Design and Social Context	Cathy Doe	Irukandji
Indigenous Workforce Development Advisor	Leanne Miller	Dhulanyagan Ulupna Yorta Yorta Nation
Reconciliation Advisor College of Business and Law	Gheran Yarraman Steel	Boon Wurrung
Reconciliation Advisor College of Vocational Education	Laurie Whitehead	Kamilaroi

In 2021, the Indigenous Governance Committee membership was updated as an interim plan for the year while we awaited the appointment and direction of our new Pro Vice Chancellor Indigenous Education, Research and Engagement. The committee met regularly throughout the year to provide input and advice across the University and the Office of Indigenous Education and Engagement on:

- Employment – development of new roles and structure
- Indigenous Education – program planning and support – Student Dashboard and Cultural Safety module
- Indigenous Research – draft Indigenous Research and Innovation Strategy
- Learning and Teaching – Curriculum Architecture, Anti Racism workshops
- Strategy - RMIT University Score card & KPI 10
- Finances and budgets
- Planning and reporting

Supporting this committee, RMIT also has an Indigenous Staff Network (ISN) which was constituted through the Enterprise Agreement. The Indigenous Staff Network meets four times a year to health check our business within the university and Community.

RMIT's Aboriginal and Torres Strait Islander Employment Committee (ATSIEC) guides the Indigenous Employment and Workforce practices of the University. ATSIEC ensures that the appropriate employment culture and practices are in place to support the development and advancement of the careers of current Aboriginal and Torres Strait Islander employees and to increase the overall number of Aboriginal and Torres Islander employees at RMIT. The ATSIEC committee meets four times a year.

5.2.1. Statement by the Indigenous Governance Mechanism

Members of RMIT's Indigenous Governance Committee endorse the approval of the performance and financial acquittal reports provided in this statement.

RMIT Indigenous Governance Committee member, Cathy Doe, Reconciliation Advisor, College of Design and Social Context (cathy.doe@rmit.edu.au).

Certification is signed by Professor Gary Thomas, Pro Vice-Chancellor, Indigenous Education, Research and Engagement.

¹ This information provides for the number of students and cost of the scholarships expended in 2021. 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 2021 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.

² 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.

³ Include payments to all enabling students, including remote and regional students.

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

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

⁶Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ 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).

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

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

¹⁰ Only record amounts which required payment during the 2021 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.

¹¹ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.

¹³ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed