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University of Tasmania Strategic Plan for Aboriginal Engagement 2017-2020

The University of Tasmania’s Strategic Plan for Aboriginal Engagement 2017-2020 enacts the University’s commitment to revitalise and embed its relationship with Aboriginal people, communities, culture and knowledge. The plan spans all areas of operation of the University and will be implemented in partnership with Tasmanian Aboriginal students, scholars and community. Stronger Aboriginal engagement contributes significantly to the breadth of the University’s social, intellectual and cultural diversity.

The Strategic Plan for Aboriginal Engagement aligns with the University’s Open to Talent Strategic Plan – 2012 Onwards. It enhances the Open to Talent Vision, contributing Aboriginal deep history, knowledges and contemporary presence to the University’s distinctive sense of Tasmanian belonging and identity and fosters Aboriginal social, cultural, intellectual and economic capacity. The Plan contributes to the Open to Talent Mission by foregrounding the University’s Aboriginal cultural, intellectual and community relationships in how we “be” the University of Tasmania and adds the strength of Aboriginal cultural values to the Open to Talent Values.

The Plan aligns with the key findings and recommendations of the Review of Higher Education and Access and Outcomes for Aboriginal and Torres Strait Islander People (2012) (The Behrendt Report), (see Attachment 8 for a list of recommendations), while also being reflective of the distinct aspirations and strengths of Tasmanian Aboriginal people. The National Best Practice Framework for Indigenous Cultural Competency in Australian Universities adopted in October 2011 also informs this Strategic Plan.

The primary goal of the Strategic Plan for Aboriginal Engagement is to:
- situate a vibrant, intellectual, highly visible Indigenous, especially Tasmanian Aboriginal, presence as an openly valued aspect of the life, culture and knowledge traditions of the University of Tasmania.

The primary objective of the Strategic Plan for Aboriginal Engagement is to:
- set the guidelines for a co-ordinated whole of University suite of policies and processes to achieve this goal, identify policy gaps and renew the University of Tasmania’s Aboriginal Employment Strategy and Aboriginal Education Strategy.

The Strategic Plan for Aboriginal Engagement outlines the steps required to consolidate and reinvigorate, across all areas, the University’s Aboriginal engagement. This acknowledgement respects and promotes integration of Indigenous knowledges, perspectives and culture into the University’s programs. This includes the inclusion of Indigenous knowledges in curriculum, graduate attributes and teaching practices. In this document these steps are organised around strategic goals, performance indicators and strategic actions across the areas of:
- Undergraduate Students
- Learning and teaching
- Staff
- Research
- Research Higher Degrees
- Community
- Governance

No area should be viewed in isolation. A systemic, co-ordinated approach is required to energise the drivers and processes requisite to achieving the Plan’s aims and objectives. The full implementation of strategies in this document will exceed the 2017-2020 time period. A refreshed Plan will be developed in 2020 building on the successes of the 2017-2020 Plan. An abridged version of the Plan will be registered with Reconciliation Australia as the University of Tasmania’s Reconciliation Plan in 2017.

1 The terms Aboriginal, Aboriginal and Torres Strait Islander and Indigenous are used alternately. Aboriginal reflects that most Indigenous people in Tasmania are Tasmanian Aborigines. Indigenous and Aboriginal and Torres Strait Islander reflects the welcome presence of other Indigenous people at the University.
1. Undergraduate Students

Aboriginal and Torres Strait Islander students at the University of Tasmania are under-represented within the student population at undergraduate level. Increasing the participation, retention and success of Indigenous students requires more than raising levels of recruitment. Students need to see university as an option that is both open and welcoming across all their interactions. As per Behrendt Report Recommendation 10, a whole-of-university approach to Aboriginal and Torres Strait Islander student success requires colleges, faculties, institutes and corporate support services to hold primary responsibility for supporting Aboriginal and Torres Strait Islander students, backed up by the specific services of Riawunna, the University’s Indigenous Education Unit.

This undergraduate student section of the Strategic Plan for Aboriginal Engagement replaces the University’s Aboriginal Education Strategy 2013 and aligns with the University of Tasmania’s Student Experience Strategy, 2016-2020 Pillars 1-5.

Supporting analysis of research literature and data of Aboriginal and Torres Strait Islander Undergraduate Students is at Attachment 1.

Setting the Strategic Goal

Indigenous student enrolment trends indicate that while growth in Aboriginal and Torres Strait Islander participation is strong, there will need to be a more than 200 percent increase before Aboriginal students are participating at the same rate as non-Indigenous students. Achieving this goal requires significant change in how the University of Tasmania attracts and supports Aboriginal and Torres Strait Islander students. It cannot be assumed that the 2013-2016 rises in Indigenous student numbers will continue through to 2020. Nor can responsibility for maintaining such increases be relegated to Riawunna alone. Riawunna has a central role to play, but its activities need to be supported by and embedded within the wider University student recruitment and support activities. The quality of the University’s relationship and engagement with Tasmanian Aboriginal people and communities, across all sectors, is a central element of increasing our Indigenous student numbers to parity. The knowledge environment, where it is demonstrable to Aboriginal and Torres Strait Islander students that Indigenous knowledges form an accepted and respected part of the University’s programs is also a critical factor.

The development of the Associate Degree program at the University of Tasmania will provide more opportunities for Aboriginal and Torres Strait Islander students to engage with tertiary study.
Strategic Goal
Position the University of Tasmania as the premium tertiary education destination for Tasmanian Aboriginal students and Aboriginal and Torres Strait Islander students nationally.

Performance Indicator
An average of a 15 percent per annum increase in undergraduate Aboriginal and Torres Strait Islander student enrolment numbers for the period 2017-2020.

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Responsibility</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the 20 recommendations of the 2015 Riawunna Review</td>
<td>HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td>December 2017</td>
</tr>
<tr>
<td>Institute a set of annual student prizes and scholarships</td>
<td>HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td>December 2018</td>
</tr>
<tr>
<td>Schools, faculties and student recruitment units to co-ordinate school</td>
<td>PVC (College), Principal (University College), Deans of Faculties and Student</td>
<td>July 2017</td>
</tr>
<tr>
<td>recruitment visits with those of Riawunna to ensure Aboriginal students are</td>
<td>Recruitment Unit HoS Riawunna Ex. Dir. Student Exp</td>
<td></td>
</tr>
<tr>
<td>a target group at each visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools, particularly those with low Indigenous enrolment, to develop, in</td>
<td>Evaluation of strategies to be undertaken annually and reported to the PVC AR&amp;L</td>
<td>July 2018</td>
</tr>
<tr>
<td>collaboration with Riawunna, strategies for raising their Indigenous enrolment,</td>
<td>PVC (College), Principal (University College) and Deans of Faculties HoS</td>
<td>Annually</td>
</tr>
<tr>
<td>retention and completion rates</td>
<td>Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td></td>
</tr>
<tr>
<td>All student support services units to work with Riawunna to ensure Indigenous</td>
<td>HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td>January 2017 –</td>
</tr>
<tr>
<td>students have ease of access to high level, culturally appropriate services</td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td>Evaluation of Riawunna/Student Services collaborative working relationship</td>
<td>HoS Riawunna Ex. Dir. Student Exp</td>
<td>January 2017 –</td>
</tr>
<tr>
<td>annually by Ex. Dir. Student Experience</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>Student support services, inclusive of Student Counselling services, to</td>
<td>HoS Riawunna Ex. Dir. Student Exp</td>
<td></td>
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<tr>
<td>develop contact and promotional material aimed at Aboriginal and Torres</td>
<td></td>
<td></td>
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<tr>
<td>Strait Islander students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure each campus has an Aboriginal and Torres Strait Islander student</td>
<td>PVC AR&amp;L HoS Riawunna Ex. Dir. Student Exp</td>
<td>Ongoing Evaluate</td>
</tr>
<tr>
<td>space that is highly visible, provides supportive services and allows culturally</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>safe student interaction and access to student support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build and maintain relationships with key stakeholders at university,</td>
<td>HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td>Ongoing Evaluate</td>
</tr>
<tr>
<td>community, local, national and international level to support and inform service</td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>provisions to Indigenous students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a set of actions/protocols that support the building of an equitable</td>
<td>Aboriginal HEO HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td>December 2018</td>
</tr>
<tr>
<td>and inclusive environment at the University that overtly understands and</td>
<td>Aboriginal HEO HoS Riawunna Ex. Dir. Student Exp PVC AR&amp;L</td>
<td></td>
</tr>
<tr>
<td>respects Aboriginal knowledges, values and world views</td>
<td>Aboriginal HEO HoS Riawunna Ex. Dir. Student Exp</td>
<td></td>
</tr>
<tr>
<td>University librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include an evaluation of the Indigenous student experience within student</td>
<td>Aboriginal HEO HoS Riawunna Ex. Dir. Student Exp</td>
<td>July 2017</td>
</tr>
<tr>
<td>experience evaluation mechanisms</td>
<td></td>
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</tbody>
</table>
A whole-of-university Aboriginal engagement in Teaching and Learning enriches our curricula and the capabilities we can offer our students. The quality and accessibility of Aboriginal and Torres Strait Islander curriculum content is a critical aspect of the University of Tasmania’s social, intellectual and cultural breadth. Benefits flow to the University’s teaching and learning program and student body across three dimensions.

For Aboriginal and Torres Strait Islander students, Indigenous content in the curriculum inclusive of Indigenous scholarship and perspectives reinforces the value placed on Indigenous knowledge systems and their own place within higher education.

For the majority non-Indigenous student body, local and international, high visibility of Aboriginal culture, perspectives and knowledge systems within university teaching and research create a unique point of attraction. High quality, scholarly Indigenous content utilises our island setting and its deep Aboriginal history and culture to create a distinctive student experience with teaching spaces where students can engage with a broad range of Aboriginal culture, research and knowledge traditions.

High quality Indigenous content is also central to our vision of graduating students who have the knowledge, skills and expertise to work with confidence in a wide diversity of cultural settings: locally, nationally and globally.

Supporting analysis of research literature and data of Aboriginal and Torres Strait Islander Learning and Teaching is at Attachment 2.

**Setting the Strategic Goal**

To achieve progress in this area, academics and course co-ordinators need to be supported to deliver high quality, coherent Aboriginal and Torres Strait Islander informed learning and teaching across discipline and course areas as per Behrendt Report Recommendation 18.
Strategic Goal

The University of Tasmania, across schools and disciplines, be known for its delivery of high quality Indigenous curricula that: reinforces the values of Indigenous, especially Aboriginal, knowledge systems and Indigenous scholarship; creates a distinctive student experience through engagement with a broad range of scholarship based Indigenous content; and graduates culturally competent students across a variety of Indigenous cultural settings.

Performance Indicator

Annual evaluation of Aboriginal and Torres Strait Islander related curricula at the University of Tasmania to confirm progress in the embedding of Indigenous content across courses and disciplines and that such content is demonstrably focused on excellence, is reflective of Indigenous scholarship, knowledges and perspectives and is available, in some formats, to all under-graduate students over the course of their studies.

Strategic Actions

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Responsibility</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive supportive engagement of academics across disciplines with the Aboriginal Learning and Teaching Service based in TILT on Indigenous curricula content</td>
<td>AHEA Head, TILT</td>
<td>On-going Reviewed Annually</td>
</tr>
<tr>
<td>Redesign new course/unit application templates to include a section requesting course/unit proposers provide information on the need for, and proposal to include Indigenous content</td>
<td>Head TILT, AHEA PVC AR&amp;L</td>
<td>December 2017</td>
</tr>
<tr>
<td>Develop, deliver a foundation Indigenous Breadth Unit, reflective of Indigenous scholarship, knowledges, perspectives, locally and globally made accessible to under-graduate students from all Faculties</td>
<td>PVC AR&amp;L, Academic staff, Riawunna</td>
<td>July 2017</td>
</tr>
<tr>
<td>Annual audit of quality and quantity of Indigenous content across the University and monitoring of progress strategic actions</td>
<td>AHEA, PVC AR&amp;L</td>
<td>Ongoing Evaluate 2020</td>
</tr>
<tr>
<td>Liaison with Faculties on embedding Indigenous content within their curricula and supporting excellence in over-course coherence</td>
<td>AHEA Head, TILT</td>
<td>Ongoing Evaluate 2020</td>
</tr>
<tr>
<td>Inclusion of an Aboriginal and Torres Strait Islander related University of Tasmania graduate attribute</td>
<td>DVC (S&amp;E)</td>
<td>January 2019</td>
</tr>
<tr>
<td>Development of Aboriginal and Torres Strait Island cultural competence on-line workshops for inclusion in academic and professional staff orientation program</td>
<td>AHEA, PVC AR&amp;L</td>
<td>July 2018</td>
</tr>
</tbody>
</table>
This section of the Strategic Plan is also the University of Tasmania’s Aboriginal Employment Strategy.

The building of the Indigenous workforce has been long recognised as a key enabler of broader improvements in higher education outcomes for Aboriginal and Torres Strait Islander people (ATSIHEAC 2015). The visible presence of Aboriginal or Torres Strait Islander academics within the teaching and research staff of a university across disciplines reflects back to Indigenous under-graduate and post-graduate students that the institution recognises and values Indigenous knowledges and high quality Indigenous teaching and learning content. The visible presence of Aboriginal or Torres Strait Islander professional staff, especially when these staff occupy ‘mainstream’ rather than Indigenous identified positions, identifies to students and the Aboriginal people that the University is inclusive and responsive to the need for the diversity of staff members to reflect the diversity of the community it serves.

The importance of an Indigenous higher education workforce to higher education outcomes is a key message of the 2012 Behrendt Report. The principal relevant recommendation is Recommendation 28, which states that:

Universities develop strategies informed by the National Indigenous Higher Education Workforce Strategy to recruit, support and retain Aboriginal and Torres Strait Islander staff to meet the parity targets set by the Australian Government.

The Core Objectives and Key Actions of the National Indigenous Higher Education Workforce Strategy are included in Attachment 9.

This Employment section of the Strategic Plan for Aboriginal Engagement replaces the University’s Aboriginal and Torres Strait Islander Employment Strategy (2010-2013). Increasing the employment of Aboriginal and Torres Strait Islander people is an on-going and long term commitment of the University of Tasmania. The University’s commitment to increasing Indigenous employment is made manifest in the 2013 – 2016 University of Tasmania Staff Agreement which commits to a ‘potential figure of approximately 60 employees by 2020’. This plan constitutes the policy framework referenced in Equal Opportunity Tasmania Exemption number 1505027.

Supporting analysis of research literature on Aboriginal and Torres Strait Islander Employment is at Attachment 3.

Setting the Strategic Goal

Increasing the number of Aboriginal and Torres Strait Islander staff at the University of Tasmania requires a new approach to recruitment, accountability and providing a culturally competent and sensitive environment for Indigenous staff.

Strategic Goal

Situate the University of Tasmania as a preferred employer for Aboriginal people to increase the full time equivalent proportion of Aboriginal and Torres Strait Islander academic and non-academic staff, across Colleges, Faculties and Divisions. Situate Aboriginal staff as an employee asset to the University of Tasmania, bringing unique sets of cultural and community engagement strengths and opportunities.

Performance Indicator

The increased recruitment of academic and non-academic FTE Aboriginal and Torres Strait Islander staff per annum so that Indigenous staff make up two percent of academic FTE staff and two percent of non-academic FTE staff by 2020

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<tr>
<th>Strategic Actions</th>
<th>Responsibility</th>
<th>Time-Frame</th>
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</thead>
<tbody>
<tr>
<td>Colleges, Faculties and Divisions to develop an Aboriginal Employment Strategy for their area for 2017-2020</td>
<td>PVC (College), Principal (University College), Deans of Faculties and Heads of Divisions</td>
<td>By June 2017</td>
</tr>
<tr>
<td>PVC (College), Principal (University College), Deans and Heads of Divisions to report annually to the PVC AR&amp;L on progress of their Aboriginal Employment Strategy</td>
<td>PVC AR&amp;L</td>
<td>December 2017-2020</td>
</tr>
<tr>
<td>Develop a suite of strategic actions and mechanisms to enhance the opportunities and confidence of Aboriginal and Torres Strait Islander people to apply for positions at the University of Tasmania</td>
<td>Ex. Director, HS Aboriginal Employment Co-ordinator, PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
</tbody>
</table>
Performance Indicator

Retention and support of current Aboriginal and Torres Strait Islander staff demonstrated by a less than 10 percent separations of existing (Jan 1 2017) staff in any year 2017-2020. Overall annual increase in the number of Indigenous staff undertaking higher education so all staff either have higher level qualifications or are progressing in tertiary study by 2020.

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<thead>
<tr>
<th>Strategic Actions</th>
<th>Responsibility</th>
<th>Time-Frame</th>
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</thead>
<tbody>
<tr>
<td>Examine all positions directly aligned with Aboriginal activities within the University as they become vacant to evaluate if they should be nominated as Indigenous Identified Positions as per Identified Aboriginal Positions Guidelines, November 2014</td>
<td>Executive Director, HR Aboriginal Employment Co-ordinator</td>
<td>January 2018 Evaluate</td>
</tr>
<tr>
<td>Develop recruitment protocols for when no appropriately qualified Aboriginal or Torres Strait Islander candidate is available for an identified position</td>
<td>Executive Director, HR Aboriginal Emp Co-Ord PVC AR&amp;L</td>
<td>January 2018</td>
</tr>
<tr>
<td>Initiate an Aboriginal graduate placement program at the University of Tasmania</td>
<td>Executive Director, HR Aboriginal Emp Co-Ord PVC AR&amp;L</td>
<td>January 2018</td>
</tr>
<tr>
<td>Initiate Indigenous academic pathway positions in Riawunna and faculties, targeting Indigenous post-graduates</td>
<td>Executive Director, HR Aboriginal Emp Co-Ord PVC AR&amp;L HOS Riawunna</td>
<td>December 2018</td>
</tr>
<tr>
<td>Reform the University of Tasmania Aboriginal Employment Committee. New AEC to be chaired by the PVC AR&amp;L with representation drawn from Human Resources, NTEU and Aboriginal staff to monitor progress on Indigenous employment within the University</td>
<td>Executive Director, HR Aboriginal Emp Co-Ord PVC AR&amp;L</td>
<td>March 2017</td>
</tr>
</tbody>
</table>
4. Research

The Strategic Plan for Aboriginal Engagement links into our tradition of world class excellence in scholarship in place. The research aspect of the Strategic Plan is to build, over time, a world class Indigenous research program, positioning the University of Tasmania as a national/international leader in the field. This program will foster multidisciplinary Indigenous research and Indigenous research relationships shaped by Indigenous perspectives and methodologies. This is a two-way exchange. An Indigenous research program extends access to Western knowledge for Indigenous students as well as opening up Indigenous knowledge systems to non-Indigenous researchers. This section of the Strategic Plan is the University’s Indigenous Research Strategy.

Supporting analysis of research literature on Aboriginal Aboriginal and Torres Strait Islander Research is at Attachment 4.

Setting the Strategic Goal

Despite the current low number of Aboriginal or Torres Strait Islander researchers at the University of Tasmania, there is an existing cohort of experienced researchers in various Indigenous related fields. Harnessing the current expertise to facilitate the development of current and new Indigenous researchers as well as building collaborative Indigenous research initiatives could potentially situate the University of Tasmania as a national/international leader in the broad field of Indigenous research.
Strategic Goal

The University of Tasmania, across disciplines, be known locally, nationally and internationally as a centre of contemporary Indigenous research and researcher excellence.

Performance Indicator

The adoption of an Indigenous Research Strategy inclusive of the formation of pro-active collaborative Indigenous researcher group. Outcomes to include a sustained rise in the initiation and funding of Indigenous related research projects led by University of Tasmania researchers and an increase in the number of Aboriginal or Torres Strait Islander researchers Indigenous knowledges and methodologies to be seen and understood as an integrated element of research knowledge systems.

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Responsibility</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct full audit of Indigenous research capacity at the University of Tasmania</td>
<td>PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
<tr>
<td></td>
<td>PVC (Researcher Development)</td>
<td></td>
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<tr>
<td>Form a University of Tasmania Indigenous research/researcher group with the aim</td>
<td>PVC AR&amp;L</td>
<td>December 2017</td>
</tr>
<tr>
<td>of developing collaborative, funded research projects</td>
<td>PVC (Researcher Development)</td>
<td></td>
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<tr>
<td></td>
<td>PVC (College) and Deans of Faculties</td>
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<td></td>
<td>DVC (R)</td>
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<tr>
<td>Develop workshop with associated on-line training program on Indigenous</td>
<td>PVC AR&amp;L</td>
<td>July 2019</td>
</tr>
<tr>
<td>knowledges and methodologies and their place in research to be undertaken by</td>
<td>PVC (Researcher Development)</td>
<td></td>
</tr>
<tr>
<td>all new UTAS researchers (academic and HDR) and all applicants for grants or</td>
<td>PVC (College) and Deans of Faculties</td>
<td></td>
</tr>
<tr>
<td>research funding on Aboriginal and Torres Strait Islander related topics</td>
<td>DVC (R)</td>
<td></td>
</tr>
<tr>
<td>Establish a visiting national/international Indigenous scholar program</td>
<td>PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
<tr>
<td>Initiate a public lecture series and provide a specific space for rigorous</td>
<td>PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
<tr>
<td>intellectual discussions led by esteemed national and international Indigenous</td>
<td>PVC (Researcher Development)</td>
<td></td>
</tr>
<tr>
<td>scholars</td>
<td>PVC (Researcher Development)</td>
<td></td>
</tr>
<tr>
<td>Develop discipline related support teams for early career Indigenous academics</td>
<td>PVC AR&amp;L</td>
<td>July 2018</td>
</tr>
<tr>
<td>to support and develop research capacity and track record.</td>
<td>PVC (College) and Deans of Faculties</td>
<td></td>
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<tr>
<td></td>
<td>PVC (Researcher Development)</td>
<td></td>
</tr>
<tr>
<td>Develop on-line Indigenous research ethics module based on NHMRC Values and</td>
<td>PVC AR&amp;L</td>
<td>July 2019</td>
</tr>
<tr>
<td>Ethics in Aboriginal and Torres Strait Islander Health Research module to be</td>
<td>PVC (Research Training) and PVC (Researcher Development)</td>
<td></td>
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<tr>
<td>undertaken by all new UTAS researchers (academic and HDR) and all applicants for</td>
<td>Manager Research Integrity and Ethics</td>
<td></td>
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<tr>
<td>grants or research funding on Aboriginal and Torres Strait Islander related</td>
<td></td>
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<tr>
<td>topics</td>
<td></td>
<td></td>
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<tr>
<td>Faculties to consider the recruitment of an Indigenous academic into their</td>
<td>PVC AR&amp;L</td>
<td>December 2017</td>
</tr>
<tr>
<td>Faculty as a research priority</td>
<td>PVC (College) and Deans of Faculties</td>
<td></td>
</tr>
<tr>
<td>Link UTAS Indigenous academics into national training and capacity building</td>
<td>PVC AR&amp;L</td>
<td>On-going</td>
</tr>
<tr>
<td>opportunities</td>
<td>PVC (Researcher Development)</td>
<td>Evaluate 2018</td>
</tr>
<tr>
<td></td>
<td>PVC (College) and Deans of Faculties</td>
<td></td>
</tr>
<tr>
<td>Link UTAS Indigenous academics into international Indigenous scholarly</td>
<td>PVC AR&amp;L</td>
<td>On-going</td>
</tr>
<tr>
<td>community and networks</td>
<td>PVC (College) and Deans of Faculties</td>
<td>Evaluate 2018</td>
</tr>
</tbody>
</table>
Higher Indigenous research post-graduate participation underpins the development of a high quality Indigenous research program and academic future. Building the Aboriginal and Torres Strait Islander research higher degrees (HDR) cohort need to not only expand the size of the cohort but also expand the fields of research open to our researchers, broadening our research terrain past the present concentration in the humanities and social sciences.

Aligned recommendations from the Behrendt Report (2012) are:

20: That universities incorporate Indigenous supervision in their planning as a competency within their internal training for higher degree by research (HDR) supervisors and consider, where appropriate, flexible co-supervision arrangements that provide for Indigenous supervisors who are not necessarily academic staff in a university

22: That the Australian Government work with universities through compact negotiations to ensure that they:

- Allocate Research Training Scheme funding equivalent to a university’s Indigenous HDR student target to support Indigenous research training and a pipeline of HDR students
- Allocate APA funding equivalent to a university’s Indigenous HDR student target to support the completion of degrees by Indigenous HDR students and a pipeline of Indigenous HDR students

Situating the University of Tasmania as a national leader in Indigenous research aligns with the University’s Strategic Research Plan 2014-2018 strategic objectives. Each of the five areas of thematic research focus: Environment, Resources and Sustainability; Creativity, Culture and Society; Better Health; Marine, Antarctic and Maritime; and Data, Knowledge and Decisions contain within them delineated Indigenous aspects.

Supporting analysis of research literature on Aboriginal and Torres Strait Islander Research Higher Degrees is at Attachment 5.

Setting the Strategic Goal

Overcoming the sizable barriers to raising the number of Aboriginal and Torres Strait Islander HDR candidates at the University of Tasmania requires a new approach. A two way strategy is proposed: building enrolments from under-graduate to post-graduate; and ensuring appropriate supports for retention and completion. Success for both strategies is founded on the establishment of an Indigenous friendly, culturally competent post-graduate environment. An integral aspect of this environment is an understanding and acceptance of Indigenous research methodologies as legitimate research frameworks by supervisors/assessors and the graduate research office.
Strategic Goal

The University of Tasmania, across schools and disciplines, be known locally and nationally for its proactive Indigenous friendly and culturally sensitive postgraduate environment. That the University of Tasmania be a national leader in the development and implementation of innovative support systems for inspiring, attracting and retaining Aboriginal and Torres Strait Islander research higher degree students.

Performance Indicator

A suite of Indigenous Research Higher Degree growth and support mechanisms to be in place and the number of Aboriginal and Torres Strait Islander to increase to 25 current candidates by 2020.

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Responsibility</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Aboriginal and Torres Strait Islander HDR Supervisors training program, inclusive of modules on Indigenous knowledges and methodologies available on-line. All supervisors of Indigenous students and all graduate research office staff to complete</td>
<td>PVC AR&amp;L PVC (Researcher Development)</td>
<td>January 2018</td>
</tr>
<tr>
<td>Competitive scheme of top-up bursaries established for Indigenous HDR candidates</td>
<td>PVC AR&amp;L PVC (Researcher Development)</td>
<td>November 2017</td>
</tr>
<tr>
<td>Process of identifying and mentoring and supporting higher achieving undergraduate students towards HDR enrolment established</td>
<td>PVC AR&amp;L PVC (College) and Deans of Faculties HOS Riawunna</td>
<td>November 2017</td>
</tr>
<tr>
<td>Active mentoring program for HDR students developed and operational</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development) PVC (College) and Deans of Faculties</td>
<td>July 2017</td>
</tr>
<tr>
<td>Pathway from undergraduate to post-graduate clearly articulated in UTAS Aboriginal and Torres Strait Islander Web presence</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development)</td>
<td>July 2018</td>
</tr>
<tr>
<td>Establish and advertise flexible pathways for undergraduate qualified public service and community organisation employees into HDR opportunities</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development) PVC (College) and Deans of Faculties</td>
<td>July 2018</td>
</tr>
<tr>
<td>Link UTAS post-graduate and aspiring undergraduate students into national training and capacity building opportunities</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development) PVC (College) and Deans of Faculties</td>
<td>On-going Evaluate 2018</td>
</tr>
<tr>
<td>Link UTAS HDR candidates into international Indigenous scholarly community and networks</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development) PVC (College) and Deans of Faculties</td>
<td>On-going Evaluate 2018</td>
</tr>
<tr>
<td>Broaden our approach to Indigenous research, encouraging and supporting Aboriginal and Torres Strait Islander students to take up HDR studies in fields outside traditional areas</td>
<td>PVC AR&amp;L PVC (Research Training) and PVC (Researcher Development) PVC (College) and Deans of Faculties</td>
<td>On-going Evaluate 2018</td>
</tr>
<tr>
<td>Create new Aboriginal and Torres Strait Islander specific HDR scholarships in addition to the existing University of Tasmania HDR scholarships reserved for Aboriginal and/or Torres Strait Islander HDR candidates</td>
<td>PVR AR&amp;L Pro Vice-Chancellor (Research Training) and Dean of Graduate Research</td>
<td>July 2018</td>
</tr>
</tbody>
</table>
6. Community

The University of Tasmania Strategic Plan for Aboriginal Engagement presumes a deep engagement with Aboriginal people, an active responsiveness to our broader community obligations and the centering of community interaction as an underpinning element. This presumption aligns with Behrendt Report (2012: 144) which notes that partnerships built between the academy, community and funding bodies are based on goodwill, patience and persistence as a critical success factor for successful Indigenous community engagement. These three aspects are pertinent to the University of Tasmania’s resetting of its relationship with Aboriginal people in Tasmania.

Aboriginal community engagement as outlined in this Strategic Plan has dual direction. Aboriginal/University engagement brings a richness of Aboriginal culture, knowledges and belonging to our distinctive identity and cultural breadth. It bases our strong sense of Tasmanian belonging on Aboriginal deep history and contemporary present in ways that will resonate through our institution and into the broader non-Aboriginal Tasmanian community. In the other direction, our University of Tasmania/Aboriginal engagement delivers capacity for Tasmanian Aboriginal social, cultural intellectual and economic enhancement via participation, particularly as students, in University life. Aboriginal community engagement is a function of all sectors of the University, with the acknowledgement of Riawunna, the Centre for Indigenous Education as the primary physical space for cultural exchange and engagement.

The Strategic Plan for Aboriginal Engagement Community sub-plan aligns with the University’s Community and Partnerships Strategic Plan 2015-2018. This Plan situates community as a central aspect of what it is to be the University in Tasmania and ‘engaging with our Aboriginal community and culture’ is listed as one of the ways in which the University of Tasmania makes tangible its relationship with and responsibilities to the broader Tasmanian community. Community engagement in the Community and Partnerships Strategic Plan is defined as:

▼ the respectful and genuine collaboration between institutions of higher education and their larger communities (local, regional, national and global) for the mutually beneficial exchange of knowledge and resources in a context of democratic partnership and reciprocity.

This definition of community engagement is applicable to the University’s engagement with Aboriginal people in Tasmania with the addition of inter-cultural respect and the specific recognition of Indigenous knowledges within the knowledge exchange space. This definition also highlights that community as used in this document is inclusive of all Tasmanian Aboriginal people as well as national and international people and groups.

The renewed significance of the diverse University Indigenous/cultural collections is a primary site of intercultural respect in our recognition that these collections represent embodied cultural and knowledge systems. Aboriginal engagement on their discoverability, interpretation and utilisation is the starting point for inter-cultural understanding. Supporting analysis of research literature on Aboriginal and Torres Strait Islander Community is at Attachment 6.

Setting the Strategic Goal

A stronger, more visible, embedded cultural engagement between the University of Tasmania and Aboriginal people of Tasmania has the potential for two-way benefit. Aboriginal cultural and knowledge engagement provides a distinctive student environment for our international, national and local students. For Aboriginal people in Tasmania a more engaged relationship with the University of Tasmania offers social, cultural and economic opportunities at the individual and the community level.
Strategic Goal

That the University, across schools, disciplines and divisions, foreground our relations with Tasmanian Aboriginal people in how we ‘Be’ the University of Tasmania through the visible situating of Aboriginal people and culture, community, culture, knowledge systems and scholarly traditions as a valued aspect of the life and culture of the University.

Performance Indicator

A resetting of the University’s relationship with Aboriginal people and culture demonstrated by the normalized presence of Aboriginal community members and community engagement processes on all campuses and the strength and vitality of Aboriginal cultural life and knowledges at the University.

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Responsibility</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a set of guiding protocols to ensure that research projects or teaching units or other University processes about Tasmanian Aboriginal people are developed and implemented with adequate and appropriate involvement of Aboriginal people</td>
<td>PVC AR&amp;L, TILT/ AHEA, Office of Research Services</td>
<td>July 2017</td>
</tr>
<tr>
<td>Develop policy to ensure that all engagement projects (whether research or community engagement) that involve Aboriginal people are assessed as meeting Indigenous research ethics standards</td>
<td>PVC AR&amp;L, Office of Research Services, Manager Research Integrity and Ethics</td>
<td>July 2017</td>
</tr>
<tr>
<td>Institute a process of co-ordination of and recording of University Aboriginal staff cultural contribution to wider University teaching, research and events</td>
<td>HOS Riawunna, AHEA, PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
<tr>
<td>Establish an Aboriginal and Torres Strait Islander Relations Group consisting of University events personnel and Aboriginal staff to have carriage of developing and co-ordinating an annual program of Aboriginal inspired collaborative activities across our three campuses</td>
<td>HOS Riawunna, AHEA, PVC AR&amp;L, Media/Events</td>
<td>December 2017</td>
</tr>
<tr>
<td>Relocate the physical Riawunna spaces in Hobart to a more central location. Ensure that Riawunna at the Launceston and Cradle Coast campuses retain a high visible presence in current and future locations</td>
<td>HOS Riawunna, Executive Director, Student Experience PVC AR&amp;L, CSD</td>
<td>January 2017 for Hobart Riawunna Evaluate 2019</td>
</tr>
<tr>
<td>Redo the University website to provide a single ‘Aboriginal Business’ page from which all other Aboriginal related information can be accessed</td>
<td>PVC AR&amp;L, HOS Riawunna, Marketing, Events, Communications</td>
<td>June 2017</td>
</tr>
<tr>
<td>Liaise with appropriate University and Community people and bodies to develop physical recognitions on University campuses</td>
<td>PVC AR&amp;L, CSD, AHEA</td>
<td>On-going Evaluate January 2018</td>
</tr>
<tr>
<td>The Aboriginal Leadership Group to work with Aboriginal Relations groups to develop a set of priorities and aspirations for Aboriginal social, cultural economic opportunities that can be supported/facilitated by the University of Tasmania</td>
<td>PVC AR&amp;L, HOS Riawunna AHEA</td>
<td>January 2018</td>
</tr>
<tr>
<td>Develop a set of protocols whereby the discoverability, interpretation and utilisation of the diverse Indigenous/cultural collections held by/associated with the University formally recognise the Aboriginal/Indigenous community interests embodied within those collections.</td>
<td>PVC AR&amp;L; PVC Community; Aboriginal Advisory Committee (internal and external Aboriginal group which will replace the Policy working group in 2017)</td>
<td>December 2017</td>
</tr>
</tbody>
</table>
7. Governance

Indigenous participation in University governance is a pre-requisite for developing and embedding a whole of University strategic approach to Indigenous policy and engagement. Such participation equates to meaningful engagement in the decision making and accountability structures of the University. The participation of Aboriginal staff, students and community members in governance across divisions, faculties and policy committees ensures that Indigenous perspectives are heard where and when University's strategic priorities are set. Participation translates to Indigenous perspectives being included, as part of business as usual, within the implementation of those strategic priorities.

Recommendation 32 of the Behrendt Report states in part that Universities continue to develop and implement a range of strategies to:

- Increase the number of Aboriginal and Torres Strait Islander people in senior management positions
- Increase the number of Aboriginal; and Torres Strait Islander people represented in the highest level governance structures
- Increase accountability of faculty leaders and senior management for achieving parity targets and improved outcomes.

Supporting analysis of research literature on Aboriginal and Torres Strait Islander Governance is at Attachment 7.

Setting the Strategic Goal

This overview indicates that the University of Tasmania has made substantial progress over the last few years in increasing the number of Indigenous people in senior management positions and Indigenous representation at the highest level of governance structures. More needs to be done, however, to embed Indigenous people and perspectives into the University's governance and decision making processes to meet Recommendation 32 of the Behrendt Report. For example, an Aboriginal community representative on Council would provide a clear signal to Indigenous and non-Indigenous staff, students and wider community that the University values the Aboriginal perspective. A high level Aboriginal Advisory Committee could also add value to this position and provide a point of community interaction and engagement for University leaders.
## Strategic Goal

That the University of Tasmania have an Indigenous presence embedded into governance and decision making system at all levels of the University’s governance structure.

## Performance Indicator

An increase by 2018 and again in 2020 in the number of Aboriginal staff in senior management positions, an increase the number of Aboriginal; and Torres Strait Islander people represented at all levels of governance structures within the University

<table>
<thead>
<tr>
<th>Strategic Action</th>
<th>Responsibility</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the inclusion of a Tasmanian Aboriginal person of high standing as a member of the University of Tasmania Council when positions become vacant</td>
<td>Chancellor</td>
<td>July 2018</td>
</tr>
<tr>
<td>Inclusion of the PVC AR&amp;L as a member of the Senior Management Team of the University where appropriate*</td>
<td>Vice-Chancellor Provost</td>
<td>July 2017</td>
</tr>
<tr>
<td>Form an Aboriginal Leadership Group consisting of the PVC AR&amp;L, the AHEA and HOS Riawunna to ensure co-ordination and coherence of across University Indigenous engagement and strategy</td>
<td>HOS Riawunna Executive Director Student Experience PVC AR&amp;L</td>
<td>July 2017</td>
</tr>
<tr>
<td>Form an Aboriginal Advisory Committee to provide advice and guidance to the Aboriginal Leadership Group at the end of the current Aboriginal Policy Working Group’s term (Dec 2016)</td>
<td>PVC AR&amp;L</td>
<td>December 2017</td>
</tr>
<tr>
<td>Provide mechanisms for the Aboriginal Staff Group, which meets bi-annually, to have input into relevant governance and decision making processes within the University</td>
<td>PVC AR&amp;L HOS Riawunna AHEA</td>
<td>December 2017</td>
</tr>
<tr>
<td>Provide mechanisms for Elders in residence to meet regularly and to have input into relevant governance and decision making processes within the University</td>
<td>PVC AR&amp;L HOS Riawunna</td>
<td>December 2017</td>
</tr>
<tr>
<td>Include a formal accountability mechanism for faculty leaders and senior management in achieving Indigenous parity targets and improved outcomes across their schools and portfolios</td>
<td>PVC AR&amp;L Deans, Heads of Schools Heads of Divisions</td>
<td>July 2018</td>
</tr>
</tbody>
</table>

*This document recognises the Vice-Chancellor’s Executive as an equivalent body
8. Monitoring, evaluating and reporting

The Pro Vice-Chancellor Aboriginal Research and Leadership, with the support and guiding expertise of the internal and external members of the University of Tasmania Aboriginal Policy Working Group, has led the development of this document. An annual evaluation of the Strategic Plan’s progress will be developed and compiled by the Pro Vice-Chancellor Aboriginal Research and Leadership and submitted to the University Senior Management Team Executive.
References


ATSIHEAC (2015) ATSIHEAC recommendations: accelerating the pace of change in Indigenous higher education. Aboriginal and Torres Strait Islander Higher Education Advisory Committee.


Aboriginal and Torres Strait Islander Students at the University of Tasmania

As at 27th September 2016 there were 767\(^1\) Aboriginal or Torres Strait Islander student enrolments\(^2\) at the University of Tasmania\(^3\). These enrolments equate to 409.15 EFTSL and form 2.2 percent of the 2015 domestic student population (24,707 students).

Geographically, students are spread across the three Tasmanian campuses in a slightly different pattern to non-Indigenous students, which in turn is reflective of the spread of the Aboriginal population in Tasmania. As shown in Figure 1.1a and 1.1b, a majority are enrolled in Hobart with a substantial minority enrolled through the Launceston\(^4\) campuses. Comparing 2015 and 2016 figures, as per the figures below, it is clear that while there has been a substantial increase in numbers in Launceston (207-255) the area of greatest growth is at the Hobart campus (269-447).

Aboriginal student enrolments has risen consistently over the last five years. As per Figure 1.2, enrolments (not all necessarily full-time and with some students being enrolled in more than one course) have increased from 387 in 2013 to the current 767. The overall proportion of Indigenous students is also growing. In 2013, 1.9 percent of the undergraduate domestic student population were Indigenous, with this proportion rising to 2.0 in 2014, to 2.2 percent 2015 and 2.5 in 2016.

The rise in Aboriginal students enrolling at the University of Tasmania is higher than rises at the national level at both the numeric and proportional level. ATSIHEAC (2015) report that national Indigenous student growth in the period 2003 – 2014 rose at a similar rate to that of non-Indigenous students resulting in the national Indigenous proportion of all domestic students increasing from 1.3 to 1.4 percent. In contrast the growth in Indigenous enrolment numbers from 2013-2016 indicates that differences between the University of Tasmania and national proportions is primarily driven by relative and absolute growth in Indigenous students, rather than a lower growth rate of non-Indigenous undergraduate student enrolments.

Aboriginal and Torres Strait Islander enrolments also vary considerably by age, gender and enrolment status. There are twice as many female as male students. Younger students are more likely to be enrolled full-time. The standout feature, however, is the large number of female students aged 40 years and above enrolled on a part-time basis. As a University we need to ensure that we have the appropriate supports in place for these students.

1 Student figures taken from students who identify as Aboriginal and/or Torres Strait Islander at enrolment
2 Some students might be enrolled in more than one course
3 Student data figures provided by the Planning and Institutional Performance unit
4 Data on student campus reflects the campus from which the student’s course originates. Some students may be doing distance units from one campus but live in another area
Figure 1.2: Aboriginal and Torres Strait Islander Student Enrolments by Campus and Year

Figures 1.3a and 1.3b: Male and Students by Enrolments Status

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male N=240</th>
<th>Female N=527</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 – 39</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>30 – 34</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>25 – 29</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>20 – 24</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>&lt;20</td>
<td>19</td>
<td>28</td>
</tr>
</tbody>
</table>

Part Time | Full Time | Part Time | Full Time
Under-Representation at the University and within Faculties

These data indicate that University of Tasmania’s efforts, centred on the activities of Riawunna, have been successful in increasing the recruitment of Indigenous students. The implementation of the recommendations of the 2015 Riawunna Review throughout 2016 will enhance Riawunna’s ability and capacity to support further growth in Aboriginal and Torres Strait Islander student numbers. An important caveat however is that current rises come off a low base. Census 2011 figures indicate Aboriginal people make up around 4 percent (and growing) of the total Tasmanian population, and 6.2 percent of those in the prime university 18-24 age group. Indigenous participation rates will therefore need to nearly triple to achieve population parity.

Comparative Tasmanian participation rates reflect this under-representation. In 2011, just over 7 percent of Aboriginal young people aged 18-24 were attending university compared to 22 percent of non-Indigenous same age Tasmanians. The dramatically different demographic profiles of Aboriginal and non-Aboriginal Tasmanians are also a vital aspect of Indigenous enrolment activity. As shown in Figures 1.3 and 1.4, the Tasmanian Aboriginal population is much younger, with a median age of 22, and 35 percent of people are aged under 15. In comparison, the non-Indigenous population has a median age of 40, with 19 percent aged less than 15 years.

A closer analysis of Indigenous student data shows distinctive patterns of enrolment by course and field. In the years 2013-2016 the greatest enrolment growth was in the Bachelor degree area. As per Table 1.1 below, the number of Aboriginal and Torres Strait Islander students enrolled in a Bachelor degree (other than the Bachelor of General Studies) has increased from 218 to 444, a rise of more than 100 percent over the four year period.

By field of undergraduate study, as shown in Figure 1.5 below, health related courses, inclusive of relatively high numbers in nursing, draw the highest enrolments. Enrolments are also comparatively high in Arts and Social Science. Undergraduate enrolments in the Faculty of Education remain relatively low in 2016. Enrolment in the Science, Engineering and Technology field is diverse with small numbers of students enrolled in a large array of courses and in the Faculty of Business most students are enrolled in the Bachelor of Business. Enrolments in Law remain low. The Australian Maritime College (AMC) also has an Aboriginal and Torres Strait Islander student cohort over and above the 10 students portrayed in Figure 1.5, especially via their enrolment of a small but significant number of Torres Strait Islander students into AMC programs.

Table 1.1: Aboriginal and Torres Strait Islander Student Enrolments by Course Type and Year

<table>
<thead>
<tr>
<th>Course Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying (including Murina)</td>
<td>89</td>
<td>81</td>
<td>91</td>
<td>71</td>
</tr>
<tr>
<td>Associate Degree/Diploma</td>
<td>37</td>
<td>12</td>
<td>8</td>
<td>147</td>
</tr>
<tr>
<td>Bachelor of General Studies</td>
<td>8</td>
<td>20</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>218</td>
<td>257</td>
<td>333</td>
<td>444</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
<td>409</td>
<td>540</td>
<td>716</td>
</tr>
</tbody>
</table>

This figure does not include post-graduate (n=34) and HDR (n=17) enrolments.
**Table 1.2: Comparative Indigenous Participation, Retention and Success Ratio**

<table>
<thead>
<tr>
<th>Participation Ratio</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table A Institutions</td>
<td>0.60</td>
<td>0.62</td>
<td>0.62</td>
<td>0.61</td>
<td>0.53</td>
<td>0.53</td>
<td>na</td>
</tr>
<tr>
<td>University or Tasmania</td>
<td>0.47</td>
<td>0.45</td>
<td>0.42</td>
<td>0.45</td>
<td>0.41</td>
<td>0.37</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention Ratio</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table A Institutions</td>
<td>0.86</td>
<td>0.85</td>
<td>0.86</td>
<td>0.85</td>
<td>0.87</td>
<td>0.89</td>
<td>na</td>
</tr>
<tr>
<td>University or Tasmania</td>
<td>0.96</td>
<td>0.88</td>
<td>0.95</td>
<td>0.99</td>
<td>1.00</td>
<td>1.07</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Ratio</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table A Institutions</td>
<td>0.79</td>
<td>0.79</td>
<td>0.81</td>
<td>0.81</td>
<td>0.83</td>
<td>0.84</td>
<td>0.84</td>
</tr>
<tr>
<td>University or Tasmania</td>
<td>0.86</td>
<td>0.92</td>
<td>0.91</td>
<td>0.89</td>
<td>0.90</td>
<td>0.94</td>
<td>0.91</td>
</tr>
</tbody>
</table>

Source: Derived from Appendix 5 – Institutional Student Equity Performance Data, 2008-2014
Department of Education and Training statistical tables
retention and success ratios are above the national average. In addition to the participation ratio for the University of Tasmania being below the national average, the Participation Ratio comparative data also shows an overall downward trend, despite year to year increases in the numbers of Aboriginal and Torres Strait Islander students enrolling. What this contra-intuitive result indicates is that the level of increase in undergraduate student enrolment is lower than the overall increase in the Tasmanian Aboriginal population. The University’s retention ratio and the success ratio are both above the national average across the 5/6 years of comparison. Each also shows an, albeit small, trend upwards over the period. This indicates that while the University of Tasmania has work to do to raise overall participation rates, undergraduate students who have enrolled are being retained and succeeding in completing their studies at a higher than national level. This achievement is something we want to build on in the coming four years.

There are new funding rules as further motivation to increase Aboriginal and Torres Strait Islander undergraduate enrolment, participation and success ratios. From 2017 the current three major sources of Indigenous funding to Universities, the Indigenous Tutorial Assistance Scheme (ITAS), the Commonwealth Scholarships Programme (CSP) and Indigenous Support Program (ISP) will be merged into one pool. The funding formula will also change with 25 percent allocated based on EFTSL enrolment figures with an additional 10 percent regional/remote EFTSL loading and a further 35 percent for retention rates and another 30 percent for completions (Universities Australia 2015).

The Department of Prime Minister and Cabinet cites the new Indigenous funding rules as a way of giving Universities more flexibility in how they deploy their Indigenous student related funding to increase participation, retention and completion of Aboriginal and Torres Strait Islander students.
Indigenous Teaching and Learning and Aboriginal and Torres Strait Islander Students

In relation to Dimension 1, the Behrendt Report (2012) points to the critical importance of universities providing a point of interface between Indigenous and Western knowledge systems. Such an interface is built around respectful, scholarly, long-term relationships between a university and its Aboriginal and/or Torres Strait Islander communities. The Behrendt Report cites the example of the Aboriginal Astronomy Centre (p.155). This Centre, working closely with Aboriginal and Torres Strait Islander Elders, custodians and communities, is using approaches from the physical and social sciences to better understand the astronomical knowledge and traditions of Aboriginal and Torres Strait Islander people.

The growing body of global Indigenous scholarship across a wide variety of fields and disciplines also needs to be positioned as a prime resource for Indigenous curricula content. This Indigenous scholarship, inclusive of Tasmanian, Australian and international scholarship, has direct and contemporary relevance to University teaching programs. Indigenous scholarly perspectives moves Indigenous content from an out-dated approach, being primarily about Indigenous peoples, culture, knowledge, society and traditions, to curricula content being inclusive of Indigenous peoples, culture, knowledge, society and traditions. As Howlet et al. (2008) conclude, Indigenous students are more likely to enter, or remain in, a tertiary degree when their chosen university supports a positive self-image of Indigenous peoples and their knowledge.

Indigenous Teaching and Learning and the Wider Student Body

On Dimensions 2 and 3 of the Behrendt Report (2012), core University vocationally linked courses, such as Medicine, Education, Nursing and Social Work have Indigenous content requirements linked to accreditation. The quality of Indigenous content in these courses is critical to ensuring the doctors, teachers, nurses and social workers we graduate from the University of Tasmania have all the requisite knowledge and skills to work effectively with Aboriginal and Torres Strait Islander peoples. That Indigenous people will make up a disproportionate number of patients, students and clients is ensured by the poor health and socio-economic status of Indigenous people across Australia, regardless of location (Walter 2008) and the young demographic profile of Aboriginal people, including the Tasmanian population, where the median age is 21 years compared to 40 years for the non-Indigenous Tasmanian population (ABS 2011).

All courses requiring Indigenous content currently meet accreditation standards. This Strategic Plan, the 2016 Curriculum Renewal process and current curriculum initiatives by some faculties now position the University of Tasmania to directly consider the specific needs of Aboriginal people in Tasmania in these courses, as students and as prospective professional work populations, over and above national standards. This is an emerging trend from other first world nations. For example, the University of Ontario has recently introduced a specific Bachelor of Education degree program with the express purpose of raising the number of First Nations and Metis teachers in the province (Casey 2016).

The Faculty of Education at the University of Tasmania has been pro-active in this space in 2015, working with the University’s Aboriginal Higher Education Advisor (AHEA) to provide Indigenous identified scholarships for Aboriginal teacher aides. Within Australia, the UTS Faculty of Health has made an explicit commitment to improving cultural competency of both staff and students, inclusive of such cultural competency, based around respect, engagement and sharing becoming a graduate attribute for all students within the Faculty.

Other courses, almost without exception, also require our students to have an understanding of Aboriginal culture, knowledge traditions, and perspectives and lived realities as the professional workers of tomorrow.

Attachment 2: Aboriginal and Torres Strait Islander Teaching and Learning
Inventory of University of Tasmania Indigenous Teaching and Learning

An initial inventory of University of Tasmania listed units (January 2016) with specified Indigenous content finds 33 units which include the terms ‘Indigenous’ or ‘Aboriginal and Torres Strait Islander’ in the title. Another 70 units were identified which specified Indigenous content within their unit description. Other units may also include Indigenous content but it is not at a sufficient level to warrant inclusion in the unit description. The patterning of the distribution across Schools is displayed in Table 2.1 below.

Units with overt Indigenous content are heavily concentrated in the Schools of Humanities and Social Sciences, with only four units outside of these schools offering units with an identified focus on Indigenous content. The School of Medicine, as might be expected, offers 12 units with Indigenous related content in their descriptions across its various disciplines. This leaves only 15 units with identified Indigenous content across all the other University schools. This seems very low and not a base from which the University

<table>
<thead>
<tr>
<th>School</th>
<th>Medicine</th>
<th>Health Science</th>
<th>Education</th>
<th>College of the Arts</th>
<th>Humanities</th>
<th>Social Science</th>
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<td>103</td>
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<td>EMT593; 640</td>
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</tbody>
</table>


*Not all listed units are available in 2016.
Recommendation 18: suggested course of action is outlined in the Behrendt Report recognises the uneveness of the inclusion of Indigenous content and perspectives in current university curriculums, highlighting many of the issues identified at the University of Tasmania. The suggested course of action is outlined in Recommendation 18:

- That universities develop and implement an Aboriginal and Torres Strait Islander teaching and learning strategy applicable across a range of curricula focused on standards of excellence, as applied by the other curricular content and feeding into descriptions of graduate attributes, with an initial focus on priority disciplines to close the gap such as teaching and health professions.

As an exemplar of what can be done, the University of Winnipeg is, from 2016, mandating that all undergraduate students, regardless of program, will need to complete a three-credit course on Indigenous knowledge within their study program (Halsall 2015).

**Breadth Units**

Four units identified as having Indigenous content are Breadth Units (XBR 104; 107; 203; 206). None, however, are Indigenous focused. A new breadth unit, Indigenous Life Worlds: From the Local to the Global is in the process of development that may address at least in part the limited level of Indigenous content in curricula across the University. This unit uses the theoretical concept of the ‘Life World’ to invite students from all backgrounds to explore the cultural traditions, identity, shared practices and lived socio-economic and political realities of the palawa Tasmanian, Noongar (Western Australia) and Navajo peoples. This unit will be offered to undergraduate students in Semester 1, 2017.

**Addressing Indigenous Content Issues**

Two interrelated reasons can be advanced for the current very uneven spread of Indigenous content across University of Tasmania curricula. The first is the very low number of Indigenous academics employed at the University of Tasmania. As discussed in the next section, the University of Tasmania ranks 30 out of 39 in the proportion of Indigenous academic staff employed. As at Semester 1, 2016 only two Aboriginal academic staff are engaged directly in teaching students. There is, therefore, especially outside of the discipline of Aboriginal studies, a likely lack of expertise in Indigenous curricula development and delivery.

Non-Indigenous academics can be, should be, and are engaged in Indigenous course content development and delivery. But, developing Indigenous curriculum and content, can be a difficult area for many non-Indigenous academics. Common concerns include uncertainties about how to access quality scholarly materials, the appropriateness of materials, cultural sensitivities and the contemporary relevance of sources and resources. To assist, in early 2015, the Pro Vice-Chancellor, Aboriginal Research and Leadership, the Registrar and the AHEA (located in TILT) established the Aboriginal Teaching and Learning Service (ATLS). The ATLS formalises access for academic staff across the University to timely advice, information and guidance on Indigenous content related issues. The AHEA has primary responsibility for the day to day activities of the role. Evaluation of 2015 ATLS activity indicates reasonable usage, that will be supported by broader promotion and proactive contact activity from the AHEA in 2016.

Within disciplines and courses that do offer Indigenous content there can also be problems of coherence. An important aim of Indigenous content within any course is that, combined, the material provided, builds a cumulative body of knowledge over the full course. The risk is that if such content is not formally co-ordinated, the Indigenous content may be scattergun rather than planned. Individual lecturers may offer similar content leading to repetition of some and potential absence of other important content. The AHEA can also offer advice and guidance in this area.
Indigenous Staff at the University of Tasmania

Aboriginal and Torres Strait Islander staff numbers have not increased at the University of Tasmania over the last three years and are currently lower than they were five years ago. Although there is expected to be an improvement in 2016, Higher Education Statistics data reports 16 FTE Indigenous staff at the University of Tasmania, one lower than 2014 with seven academic and 9 non-academic staff. Proportionally (on 2014 data) this equates to around 0.52 percent of academic staff and 0.71 non-academic staff.

As shown in Tables 3.1 and 3.2, these figures put the University of Tasmania at the lower end of Australian universities for non-academic Aboriginal staff and the bottom of the third lowest quarter for Indigenous academics employed.

If the data are adjusted for proportion of the state population who are Aboriginal the University of Tasmania’s rank position declines further. For example, four Victorian universities rank lower than the University of Tasmania on raw academic proportions but with the Aboriginal people making up only 0.6 percent of the Victorian population, most of these universities would only need to double their number of Indigenous academics to achieve population parity. For the University of Tasmania a more than 800 percent increase is required for population parity.

In addition to low numbers, most current Indigenous staff are relatively junior. In the professional ranks roughly half are employed at the HEO3 and HEO4 level and the other half at the HEO5 and HEO6 level. Academic staff are employed as Academic A, Associate Lecturer level or Lecturer (Level B) except for one staff member at the Senior Lecturer (Level C) level and another at the Professor (Level E) and Pro Vice-Chancellor Level (4 /6). The majority are also either casual employees or on relatively short term contracts.

Ongoing Impact of Low Staff Numbers

Low Indigenous staff numbers have consequence for students, Indigenous and non-Indigenous, the University and the broader community. These include the invisibility, or lack of visibility, of Aboriginal culture, perspectives and understandings within university teaching and research, a lack of aspirational role models for current as well as potential students and frequently a lack of Indigenous scholarship and worldviews reflected in the Indigenous content of courses. In the research space the relative absence of Indigenous researchers does little to reorient the perception that research is done about, not by, Aboriginal people. Taken together, these consequences likely reinforce the idea that the University of Tasmania is not directly relevant or responsive to the educational needs of Aboriginal students.

Figure 3.1: Number of Indigenous Academic Staff by Institution (2015)

Source: Table derived from Table 1: FTE for Full Time Indigenous Staff by State, Higher Education: Higher Education Statistics, Department of Education.

Attachment 3: Aboriginal and Torres Strait Islander Employment
The University has made some progress in the past two years to addressing the under-recruitment of Indigenous staff. These include the employment of a new Aboriginal Employment Co-ordinator at a higher level position within Human Resources (2015) and the creation of the new position of Pro Vice-Chancellor, Aboriginal Research and Leadership (2014). These changes are welcome but it is clear from the data presented above that without a major alteration in the way the University of Tasmania recruits and retains Aboriginal and Torres Strait Islander staff, commitments made in the Enterprise Bargaining Agreement (2013-2016) are unachievable, now or into the foreseeable future.

Principle of Employment Proportionality

To reinvigorate the University’s progress on the goal in this area, employment proportionality is proposed as the underpinning principle for the University’s Aboriginal Employment Strategy (2017-2020).

This principle obligates all Divisions and Faculties to strategically work towards increasing the proportion of Aboriginal staff to two percent of their overall staff numbers. This level is half of the current Tasmanian Aboriginal population proportion of four percent. Based on 2014 total academic staff numbers (1165) and non-academic staff numbers (1551) at the University of Tasmania this equates to 23 Aboriginal and/or Torres Strait Islander academic staff and 31 Aboriginal and/or Torres Strait Islander non-academic staff. The achievement of this goal will not only require an intensification of the University’s activities to recruit Aboriginal and Torres Strait Islander staff but also the development of a new set of programs and initiatives to attract Aboriginal applicants. Such programs and initiatives also need to support and develop our existing Aboriginal and Torres Strait Islander staff and minimising the casualisation of this workforce.

For an employment policy to be successful, recruited staff need to be retained. The current very small number of Aboriginal staff employed outside of Riawunna Centres increases the risk of such staff feeling isolated, likely being the only Aboriginal staff member in their area or School. Systems to keep staff connected to other Indigenous staff members within the University and to ensure the perhaps unique Aboriginal related duties of that staff member do not preclude their wider opportunities for advancement and up-skilling.

The environment of the workplace and the cultural sensitivity skills of colleagues is also important. A 2011 National Tertiary Education Unit survey of Aboriginal and Torres Strait Islander staff members from around Australia found that nearly 80 percent of respondents reported that they felt that they were not given as much respect as non-Indigenous workers in the workplace. Only 15 percent of the respondents indicated that their institution adequately addressed racial discrimination in the workplace.
Indigenous Research at the University of Tasmania

As shown in the previous section, there are currently only a few Aboriginal or Torres Strait Islander academics employed at the University of Tasmania. Low numbers of Indigenous researchers does not translate to a low level of Indigenous related research at the University of Tasmania. An initial inventory on the University’s WARP using the search terms ‘Indigenous’ and ‘Aboriginal’ produces a list of 127 separate researchers and 496 separate publications that use these terms in the title of the publication. Twelve researchers have published 10 or more Indigenous or Aboriginal related items and three of these are Aboriginal academics. A further 23 researchers have published between 4 and 9 items.

The spread of researchers in the field is across faculties and disciplines. The table below indicates the organisation unit of researchers, the number of researchers identified within that unit and the number of publications associated with those researchers.

Table 4.1: WARP Publications by Organisational Unit/No. of Researchers/Publications

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<thead>
<tr>
<th>Organisational Unit</th>
<th>With &lt;=4 publications</th>
<th>Researchers Identified</th>
<th>Publications Identified</th>
</tr>
</thead>
<tbody>
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<td>Architecture and Design</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>Centre for Rural Health</td>
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<td>11</td>
<td>41</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Computing and Information Systems</td>
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<tr>
<td>Education</td>
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<td>7</td>
<td>37</td>
</tr>
<tr>
<td>Geography and Environmental Studies</td>
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<td>6</td>
<td>35</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>4</td>
<td>11</td>
<td>41</td>
</tr>
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<td>Humanities</td>
<td>8</td>
<td>14</td>
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<td>IMAS</td>
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</tr>
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<td>Law</td>
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<td>Maritime and Logistics Management</td>
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</tr>
<tr>
<td>Medicine</td>
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<td>18</td>
<td>68</td>
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<tr>
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<td>11</td>
<td>26</td>
</tr>
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<tr>
<td>Wicking Dementia Research and Education Centre</td>
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</tr>
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</table>

* Researchers with an administrative centre listed as their organisational unit were included in figures for their discipline area.
A more detailed analysis of the topic, date and type of publication needs to be undertaken, but even with this initial analysis it is clear that the University of Tasmania already hosts a significant level of Indigenous research expertise. Harnessing that expertise to build an Indigenous research agenda alongside expanding the Indigenous researcher cohort could position the University of Tasmania as a centre of Indigenous research excellence.

This will not happen by chance. Strategic and formal links need to be made between researchers, Indigenous and non-Indigenous, to facilitate collaborative and innovative research projects. Within these projects the mentoring and research capacity building of Indigenous researchers needs to be prioritised. The aim is to build strong connections between all researchers, Indigenous and non-Indigenous, and support our (currently) small cohort of Indigenous researchers to achieve research excellence.

**Re-visioning Indigenous Research**

Envisioning Indigenous research as a research strength at the University of Tasmania involves a re-visioning of what Indigenous research is and how it is undertaken. The traditional research approach, whereby Indigenous research is research about Indigenous people and the Indigenous are positioned as the societal, cultural and racial ‘other’, has been challenged and critiqued by Indigenous and non-Indigenous scholars for more than 20 years. The paradigm shift accompanying this critique reverses the traditional object/subject positioning of Indigenous people within research. Contemporary Indigenous research practice, inclusive of Indigenous and non-Indigenous researchers, recognises all research as a social, cultural artefact that reflects the social/cultural positioning of the researcher.

Contemporary Indigenous research is also cognisant of Indigenous perspectives and knowledges in how the research is approached, negotiated and undertaken. The field of Indigenous methodologies challenges traditional acceptances of what is constituted and accepted as legitimate knowledge systems, assumptions around epistemological prioritisation and ontologies through the contribution of Indigenous knowledge systems.

Aligned with Indigenous knowledge systems, global Indigenous scholarship is a rapidly growing field that encompasses a wide variety of disciplines and areas. The Native American and Indigenous Studies Association, for example, formed in 2009, now hosts an annual conference that brings together more than 900 Indigenous and non-Indigenous researchers from across the globe. It is critical to link our Indigenous researchers, inclusive of post-graduate research higher degree students into these global networks. The building of strong, collaborative national and international connections between University of Tasmania researchers, and aspiring researchers, is fundamental for the project of Indigenous research excellence.

Building the University of Tasmania’s contemporary Indigenous research excellence also requires the University taking intellectual leadership in initiating scholarly conversations of local, national and global Indigenous significance. It is critical to open the wider academy and the wider community, Indigenous and non-Indigenous of the breadth and depth of contemporary Indigenous scholarship and to inspire our students on what an Indigenous intellectual life can be and can achieve.
The National Picture

Nationally, Aboriginal and Torres Strait Islander HDR numbers are low. In 2014, there were 365 Aboriginal or Torres Strait Islander Doctorate by Research candidates, nationally, up from 300 in 2010. This is an absolute increase, albeit a relatively small increase, over a five year period. However, the overall increase in the number of Doctorate by Research candidates across Australia in the same period means that there has actually been a small relative decrease in the proportion of Indigenous participants. As shown in Figure 5.1 below, the trend line is down over the 2010-2015 period. The proportional increase required to achieve national population parity also rises during this period from 311% to 365%.

Figure 5.1: Indigenous Doctorate by Research Candidates as Proportion of National Total of Doctorate by Research Candidates 2010-2015

Source: Figure derived from Department of Education and Training Student Summary Tables 2010; 2011; 2012; 2013; 2014 and Indigenous Student Tables 2010; 2011; 2012; 2013; 2014.
The data also suggest significant issues for Aboriginal and Torres Strait Islander HDR participation and retention. Retention and completion data for Indigenous HDR students is not easily obtainable but reports, inclusive of the Behrendt Report, suggest that retention and completion rates for Aboriginal and Torres Strait Islander HDR candidates are below that of non-Indigenous counterparts.

The national picture of Indigenous proportions in Masters by Research is not as dire as that for doctorates, with a 100 percent increase needed to approach national population parity. There is no information available on the number of Masters to PhD translations.

Figure 5.2: Indigenous Masters by Research Candidates as Proportion of National Total of Masters by Research Candidates 2010-2015

The national picture of Indigenous proportions in Masters by Research is not as dire as that for doctorates, with a 100 percent increase needed to approach national population parity. There is no information available on the number of Masters to PhD translations.

Figure 5.2: Indigenous Masters by Research Candidates as Proportion of National Total of Masters by Research Candidates 2010-2015

Source: Figure derived from Department of Education and Training Student Summary Tables 2010; 2011; 2012; 2013; 2014 and Indigenous Student Tables 2010; 2011; 2012; 2013; 2014.
Indigenous Research Higher Degrees at the University of Tasmania

Building the Indigenous research workforce at the University of Tasmania will take significant time. The University currently records very low numbers of Aboriginal or Torres Strait Islander students undertaking post-graduate studies with a research component although there has been a significant upswing in PhD numbers in 2016. As per Table 5.1 below, more than three quarters of Indigenous Masters enrolments are coursework based. Aboriginal and Torres Strait Islander PhD numbers have more than quadrupled since 2013, with most growth occurring in 2016. Despite this growth Indigenous students still make up just 1.5 percent of total domestic PhD candidates in 2016. The fields of study of the research higher degree Indigenous candidates is varied across disciplines and faculties and includes nursing, society and culture, architecture, arts, life sciences and regional development.

The University, currently, has few specific support options for Aboriginal and Torres Strait Islander HDR candidates. Two annual Indigenous identified scholarships are offered and administered by the Office of Graduate Research (see www.utas.edu.au/research/degrees/scholarships/domestic-scholarships#786918). In addition, as part of the University’s 2012 commitment to the ARC funded National Indigenous Researcher and Knowledges Network (NIRAKN), two PhD scholarships were also made available to incoming University of Tasmania PhD candidates. One was awarded to a PhD candidate undertaking research in Tasmanian Aboriginal history in 2014 and the remaining scholarship was awarded in 2016 to an Aboriginal PhD candidate undertaking research in the social sciences.

Increasing the number of PhD scholarships available for Indigenous applicants is one strategy to attract and retain Indigenous HDR candidates at the University of Tasmania. It is also a strategy common at other Australian universities. For example, at the University of Melbourne, from 2016, all Aboriginal or Torres Strait Islander who are successful in their applications to a PhD program are guaranteed an Australian Post-Graduate Award Level scholarship (Anderson perscom Feb 4, 2016). While more scholarships for Aboriginal and Torres Strait Islanders HDR students is worthwhile, current rates of ABSTUDY for Masters and Doctoral students are paid at rates commensurate (and with additional benefits) to PhD stipends. Given the availability of ABSTUDY to many of our potential candidates, a better strategy might be to introduce top-up bursaries available whether a candidate is reliant on ABSTUDY or a PhD stipend.

At the University of Tasmania, currently, apart from designated Indigenous scholarships, the process of allocating APAs does not place any considerations of Indigeneity. However, current consultation papers (see Sharper incentives for engagement: New research block grant arrangements for universities Department of Education and Training May 2016) are proposing that Australia follow the New Zealand model where the Performance Based Research Fund includes an X2 equity weighting for Maori and Pacific Islander HDR completions (ATSIHEAC 2015). The introduction of such a model would significantly increase the value of Aboriginal and Torres Strait Islander research higher degree students to the University. It may also increase competition between universities for such students.

Supports and Barriers to Higher Participation

The literature on Indigenous higher education participation is limited, but the research in Australia and elsewhere points to the centrality of an Indigenous friendly environment and culture. Within this literature (see Schofield, O’Brien & Gilroy 2013) what constitutes an Indigenous friendly environment and culture is inclusive of:

– highly visible support systems for Indigenous HDR candidates
– a culturally sensitive post-graduate environment

<table>
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<th>Course Type</th>
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</tr>
<tr>
<td>PhD</td>
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<td>3</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>
– a recognition of Indigenous knowledges and culture within the institution
– a recognition of Indigenous research methodologies by post-graduate co-ordinators and supervisors
– access to Indigenous supervisors and training for non-Indigenous supervisors.

The need for an Indigenous friendly and culturally sensitive post-graduate environment is an essential aspect of maximising Indigenous HDR retention and completion. The most important element of that environment is supervision. Potential supervisors, and post-graduate co-ordinators need to be culturally competent and to have an understanding and a recognition of Indigenous research methodologies as legitimate research frameworks before engaging with Aboriginal or Torres Strait Islander PhD candidates. Appropriate training for supervisors therefore needs to be available and easily accessible.

Broader financial barriers are also likely more acute for Indigenous candidates. Financial barriers are exacerbated by the fact that few Indigenous HDR candidates following the mainstream pathway of Grade 12, undergraduate degree and then post-graduate degree in quick succession. Most are mature age at HDR entry and frequently have family obligations. Most also have few other family financial resources they can access. A PhD stipend, or ABSTUDY, is therefore likely to be supporting the candidate and dependents.

The Behrendt Report (2012) also notes that low Indigenous HDR numbers are at least partially due to poor transitions from undergraduate to post-graduate level. This explanation is valid at the University of Tasmania where we are only just beginning to establish formal strategies to facilitate the transition pathways for potential HDR students. Establishing facilitative and encouraging pathways for under-graduates into research higher degrees requires a multi-level program. Items needing to be considered include:

– systems established for identifying higher achieving under-graduate students
– provision of formal encouragement of HDR academic aspirations
– provision of mentoring from potential HDR candidates among undergraduate students
– research placement opportunities for interested undergraduate students
– entry pathways into HDR courses for Aboriginal and Torres Strait Islander students more clearly articulated
– support for students in their application phase.

The difficulty of establishing a solid under-graduate to post-graduate pipeline is compounded by good employment prospects for Indigenous graduates, especially in the Commonwealth and State Public Services. The attraction of relatively well paying employment further reduces the pool of potential HDR candidates. What the University offers high achieving students, therefore, needs to be attractive in terms of opportunities and future rewards. The public service, however, at the State and National level does offer a HDR recruitment opportunity, especially if flexibility in the recognition of prior learning such as long term policy or community work were integrated into the University’s current HDR candidate assessment.

An example of the sort of programs that will encourage higher achieving under-graduate students to widen their post-graduation options is the recently established cultural/educational exchange program between the University of Tasmania and the Northern Arizona University. The aims of the program are to challenge high achieving students through exposures to high level, educationally linked, cultural exchange and scholarship and facilitate links into global scholarly communities and networks. A secondary aim is to inspire the wider Indigenous under-graduate student population to high achievement as a pre-requisite for the program.
Attachment 6: Aboriginal and Torres Strait Islander Community

Aboriginal/University of Tasmania Community Engagement

Community engagement from the direction of Aboriginal peoples’ engagement with the University of Tasmania provides a unique, ‘only found here’ source of knowledge, culture and intellectual traditions. Engaged with appropriately, these contributions, have the capacity to enhance the University’s sense of place and global brand through our University embedded links with Aboriginal deep history, knowledge and cultural richness.

Teaching and/or Research About Us is Teaching/ Research With Us

As outlined in the Teaching and Learning and Research sections Aboriginal/University of Tasmania engagement is a rich and unique source of opportunities for redefining how we be the University of Tasmania. These include the provision of learning experiences for the broader University student body in terms of formal courses/ units and wider cultural exposures and in our capacity to build our Indigenous research presence and activity.

There is, however, significant risk that enthusiasm for embracing these opportunities can lead to situations where courses, units, research proposals etc. are devised and implemented without adequate or appropriate engagement and inclusion of the very people and culture that sit at the heart of what is being proposed. To reduce this risk, to both the University and Tasmanian Aboriginal people and culture, it is important that Aboriginal/University of Tasmania engagement be guided by a set of readily available, clearly articulated protocol redevelopment is also required, contacts, personnel and roles. A virtual scholarship, graduate and under-graduate, University inclusive of: enrolment procedures, entry page in an easily negotiable format, the full range of Aboriginal Business at the University through items such as cultural and supported and also as the University/ Aboriginal community hub.

Contributions

Aboriginal University engagement already exists. This engagement is most clearly seen in the contribution of Aboriginal staff, students and community members at major cultural times such as NAIDOC week and National Sorry Day. Supported by non-Indigenous staff and areas, these events are central aspects of Aboriginal/ University relations, and showcase for the University and wider community our strong connections. For example, the events of NAIDOC week 2015, included cultural workshops on making string, kelp baskets and traditional foods, a series of children’s craft and storytelling events, a film night with a panel of Aboriginal community discussants and a public lecture from an international Indigenous scholar. These events were attended by hundreds of people across the University. The continued co-ordination of such events through Riawunna, with the support of University media and events staff, as happened in 2015, will ensure the quality and value of these for the wider University community in coming years.

Another large contribution to Aboriginal/ University engagement is less recognised. A survey of University Aboriginal staff members reveals nearly all regularly provide a cultural contribution to the University that is outside their job description. Most provide these cultural services, almost always free of charge, to schools, faculties and divisions to enhance teaching and research events. For example, Elders in residence, employed to support Indigenous students at Riawunna report providing Indigenous art and history tutorials for non-Indigenous students across two faculties in 2015. Another staff member employed as a technician has performed regular Welcome to Country and smoking ceremonies (providing his own ochre and firebrand) on at least six occasions for different student and wider University events in 2015. The fact that these cultural contributions tend to be negotiated on an individual basis mean the size of this contribution to the cultural life of the University is not widely recognised.

Riawunna and Community Engagement

The Riawunna Centre, while tasked with Aboriginal student support, is also the central space for Aboriginal community/University interaction. Riawunna is, in the broadest sense, the cultural interface between the University of Tasmania and Tasmanian Aboriginal people. Riawunna’s role, therefore, is inclusive of providing a culturally safe place where Aboriginal students are nurtured and supported and also as the University/ Aboriginal community hub.

Such positioning allows the University to be viewed within the wider community as a place where Aboriginal presence is encouraged, welcomed and celebrated AND where interactions of Aboriginal and non-Aboriginal staff, students and community are normalised as part of everyday University business. To fulfil that role Riawunna, as a physical space, needs to be centrally located on University campuses. The inclusion of other culturally appropriate spaces such as a cultural garden adds to this environment. The physical Aboriginal presence, however, needs to be extended beyond Riawunna to other parts of the University through items such as cultural and historical interpretation boards at each of our campuses, murals, or the naming of buildings after significant Aboriginal figures.

There are other less tangible spaces that also need re-development and resituating. These include the virtual Indigenous presence on the University’s website and within the University’s formal events and protocols. At present Riawunna is the only easily identifiable Aboriginal presence on the University web-site. A redevelopment of the virtual presence is required, setting out on the one entry page in an easily negotiable format, the full range of Aboriginal Business at the University inclusive of: enrolment procedures, scholarships, graduate and under-graduate, contacts, personnel and roles. A virtual protocol redevelopment is also required, again in an easily locatable format protocols, around items such as Welcome to Country or Acknowledgement or Country, a set of appropriate contacts and details of how to interact with Aboriginal Elders.
University of Tasmania/Aboriginal Community Engagement

The University/Aboriginal Community Engagement aspect of the SPAE focuses on how the University can contribute to Tasmanian Aboriginal social, cultural and economic development, building pathways into, and through, higher education. Many of the strategies and activities related to this sub-plan have already been included in previous sections on students, teaching and learning and research. The purpose of this section is to highlight additional actions needed to fulfill the University’s obligation to Aboriginal community engagement.

A central concern is to normalise the specific inclusion of Aboriginal needs in all the University Community Engagement activities and innovations. For example, Aboriginal youth, who as shown earlier are heavily over-represented among low socio-economic and educationally disadvantaged groups, need to be identified for specific activities within innovations such as the Underwood centre or the Children’s University. It cannot be assumed that strategies and activities designed for non-Indigenous young people will also work for Aboriginal youth.

Recommendation 12 of the Behrendt Report is relevant to how the University contributes to Tasmanian Aboriginal social, cultural, intellectual capacity. Recommendation 12 states:

That University, professional bodies, employers and Aboriginal and Torres Strait Islander professional organisations better support Aboriginal and Torres Strait Islander communities by: Refining university planning processes to take account of the likely future needs of Aboriginal and Torres Strait Islander communities for a professional workforce.

Translating this recommendation into University/Aboriginal community engagement equals Faculties and Schools linking with Aboriginal professional organisations such as the Indigenous Accountants, the Australian Indigenous Doctor’s Association; the Aboriginal Health Workers Group; Aboriginal psychologists and other such groups to maximise the opportunities for supporting students in these fields through their studies and maximise post graduate opportunities.
Aboriginal Governance at the University of Tasmania

The current highest level of Indigenous participation at the University of Tasmania is via the position of Pro Vice-Chancellor, Aboriginal Research and Leadership. This position, created as a part-time (.6) position in 2014, is an ex-officio member Senate and a member of the Vice-Chancellor’s Executive. There is currently no Aboriginal or Torres Strait Islander member of the University Council, the Senior Executive or the Senior Management Team. Other senior Aboriginal staff members are the AHEA, located in the Tasmanian Institute of Learning and Teaching (TILT) and the Head of Service, Riawunna.

There is some existing community and Elder participation in University governance. Five senior Aboriginal staff members and 10 external community members participate in the University of Tasmania Aboriginal Policy Working Group. Six Elders in Residence are also employed by Riawunna (2 at each Tasmanian Campus) and this Elders group also provides formal guidance and advice to the Pro Vice-Chancellor, Aboriginal Research and Leadership through a series of quarterly meetings.

Aboriginal Governance within the Higher Education Sector

Patterns of Indigenous governance at other Australian universities indicate a growing consensus within the sector that Indigenous participation in decision making is appropriate at the highest level. The University of Canberra, for example, has appointed an Aboriginal Chancellor, Dr Tom Calma OA, and the University of Sydney appointed a Deputy Vice-Chancellor (Indigenous Strategy and Services) in 2011. The occupant of this position, Professor Shane Houston, was acting Vice-Chancellor while the Vice-Chancellor was absent in 2015.

The Pro Vice-Chancellor Indigenous Education at the University of Queensland (Professor Cindy Shannon) is a member of the university’s executive as is Pro Vice-Chancellor Indigenous Leadership at Charles Darwin University. A survey of other Indigenous Pro Vice-Chancellor or Dean across Australia (University Newcastle, University of Central Queensland; University of Notre Dame, University of Western Sydney, University of Canberra; James Cook University) indicates Indigenous participation at this level of governance is usual. Contacted senior Aboriginal and Torres Strait Islander staff regard participation at this level of university governance as a prerequisite for achieving parity targets and improved outcomes.

Participation in University governance by Aboriginal and Torres Strait Islander community members is also a widespread and relatively long-standing practice at many Australian universities. The University of Melbourne has had, since 2009, an Indigenous Affairs Advisory Committee with the key role of advising Council on:

- matters relating to the University’s relationship with the Indigenous community
- about opportunities to create awareness of contemporary Indigenous educational matters and on opportunities relating to Indigenous education
- to enable high level input into strategic decision making.

At Griffith University the Council of Elders participates in university committees and provides cultural support for students and act as cultural supervisors for Aboriginal and Torres Strait Islander post-graduate students.

Attachment 7: Aboriginal and Torres Strait Islander Governance
Attachment 8: Behrendt Review Recommendations

Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People

Recommendations

What are we trying to achieve?

Parity for Aboriginal and Torres Strait Islander students and staff in the higher education sector

Recommendation 1

That the Australian Government:

- define the population parity rate (parity) as the proportion of the population aged between 15 and 64 years that is Aboriginal and/or Torres Strait Islander according to ABS population statistics—this national parity rate is currently 2.2%
- revise the parity figure each time new census data is available
- use this parity rate to set national targets for Aboriginal and Torres Strait
- Islander student and staff enrolments.

Recommendation 2

That universities use the population parity target identified by the Australian Government to set their own targets and timeframes:

- for the proportion of the total domestic student population to be Aboriginal or Torres Strait Islander students, focusing initially on priority disciplines that support the Closing the Gap agenda or where Aboriginal and Torres Strait Islander students are currently most underrepresented
- for the proportion of domestic students undertaking higher degrees by research or research training programs to be Aboriginal or Torres Strait Islander people
- for the retention and completion rates by Aboriginal and Torres Strait Islander students, matching the rates for those of non-Indigenous students across the disciplines, and at each of the levels of study
- building Aboriginal and Torres Strait Islander peer and family networks to encourage higher education as a shared goal
- providing students in Years 10 to 12 with mentoring, pathway support and case management and academic enrichment
- providing relevant information to students in Years 10 to 12, their families and communities about the transition to university for graduating secondary students
- clarify that HEPPP funding should be targeted at generic promotion of higher education rather than promotion of universities’ individual courses.

Unlocking capacity and empowering choices

Schools

Recommendation 4

That the Australian Government work with state and territory education departments to ensure that career advisers and teachers:

- encourage Aboriginal and Torres Strait Islander students to consider higher education as a post-school option
- have access to professional development that increases their capacity to teach and advise Aboriginal and Torres Strait Islander students.

Recommendation 5

That the Australian Government revise the guidelines for the Higher Education Participation and Partnerships Program (HEPPP) to:

- refocus the emphasis of projects that are aimed at Aboriginal and Torres Strait Islander young people to a greater extent on:
- developing academic skills, especially in mathematics and sciences, in primary and early secondary schools, while still also giving some priority to:
- building aspiration to go to university

Other pathways

Recommendation 6

That universities and the vocational education and training (VET) sectors:

- work with employers and professional associations to encourage them to support their Aboriginal and Torres Strait Islander employees to undertake higher education, including through cadetship models, scholarships and flexible leave arrangements
- collaborate with professional bodies and private and public sector employers to build and extend alternative pathways into higher education, including pursuing better credit transfer arrangements between VET and universities, pursuing delivery partnerships, and ensuring that VET providers are promoting higher education as an option post-VET
- support Aboriginal and Torres Strait Islander students to enrol in and complete higher-level (at least Certificate IV and above), but also diploma and advanced diploma-level, qualifications.
Recommendation 7
That the Indigenous Higher Education Advisory Council work with the National VET Equity Advisory Council to provide joint advice to governments on how to improve pathways between VET and higher education.

Enabling programs

Recommendation 8
That the Australian Government, VET providers and universities collaborate to improve the reach and effectiveness of enabling courses for disadvantaged learners, particularly Aboriginal and Torres Strait Islander students, including:

- reforming Commonwealth Grant Scheme funding so that it increases with the number of students undertaking higher education enabling courses
- facilitating tracking of students who undertake enabling courses at one university and move to and enrol at a second university so that both universities gain recognition for success.

Access to information

Recommendation 9
That universities and the Australian Government improve the access to and effectiveness of the information they provide for potential Aboriginal and Torres Strait Islander students, including through:

- dedicated contact points and Aboriginal and Torres Strait Islander higher education advisers located within universities
- a campaign in Indigenous media to promote the importance and relevance of higher education to Aboriginal and Torres Strait Islander students
- developing capacity within the MyUniversity website through which potential Aboriginal and Torres Strait Islander students can access information on scholarships, financial and other supports available to students undertaking higher education, and requirements for entry to and success in higher education.

Recommenndation 10
That universities adopt a whole-of-university approach to Aboriginal and Torres Strait Islander student success so that faculties and mainstream support services have primary responsibility for supporting Aboriginal and Torres Strait Islander students, backed up by Indigenous Education Units.

Recommenndation 11
That universities:

- continue to support Indigenous Education Units to provide a culturally safe environment for Aboriginal and Torres Strait Islander students, including postgraduate and higher degree by research students
- review whether their Indigenous Education Units have appropriate objectives, funding, structures and accountability measures to ensure quality student outcomes with a focus on:
  - outreach work with schools and other sectors
  - improvements in retention and completion rates
  - access to quality tutoring services
  - collaborate with each other and government to build an evidence base and share good practice.

Aboriginal and Torres Strait Islander student success

Provision of support through Indigenous Education Units and the faculties

Recommendation 12
That universities, professional bodies, employers and Aboriginal and Torres Strait Islander professional organisations better support Aboriginal and Torres Strait Islander communities by:

- refining university planning processes to take account of the likely future needs of Aboriginal and Torres Strait Islander communities for a professional workforce
- developing innovative local partnerships to drive and support demand for growing the number and breadth of Aboriginal and Torres Strait Islander professionals
- encouraging Aboriginal and Torres Strait Islander membership of professional bodies and the establishment of Aboriginal and Torres Strait Islander professional and student associations within professions.

Provision of Aboriginal and Torres Strait Islander-specific support to universities and students

Indigenous Tutorial Assistance Scheme – Tertiary Tuition

Recommendation 13
That the Australian Government reform funding for supplementary Aboriginal and Torres Strait Islander support programs, including the Indigenous Support Program and the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT), in time for the 2013 academic year, based on the following design principles:

- Allow universities greater flexibility to provide locally relevant, tailored support for Aboriginal and Torres Strait Islander students and staff
– Target available funding to achieve an improvement in current enrolment levels but also with a greater emphasis on retention and completion rates
– Ensure that funding would be simple to administer
– Ensure that funding would support clear outcome-focused accountability for universities.

The new funding model should include consideration of tutoring support for students who were previously ineligible for ITAS-TT assistance.

Recommendation 14
That universities collaborate to share tutoring (ITAS-TT) best practice and explore the establishment of a national tutor database.

Support for Aboriginal and Torres Strait Islander students from regional and remote areas

Recommendation 15
That universities consider how best to support the needs of regional and remote Aboriginal and Torres Strait Islander students, including through:

– the use of virtual networks and other technology-based solutions to provide greater access to universities by remote and regional students
– options to provide additional and affordable housing specifically for Aboriginal and Torres Strait Islander people relocating away from their families. These options could include developing further partnerships and philanthropic support to deliver affordable accommodation on campus.
– working with the Higher Education Standards Panel to develop quality standards for Away-from-Base education delivery
– collaboration to allow recognition of the effort of universities that may enrol students who then go on to complete their degrees at different universities.

Recommendation 16
That the Australian Government revise the Away-from-Base funding guidelines to align with the quality standards developed in response to Recommendation 15.

Financial support for Aboriginal and Torres Strait Islander students

Recommendation 17
That the Australian Government and universities, in consultation with Aboriginal and Torres Strait Islander student representatives:

– examine any outstanding issues regarding government income support payments for Aboriginal and Torres Strait Islander students, including issues relating to ABSTUDY, Australian Postgraduate Awards and income support for students undertaking postgraduate degrees that were formerly undergraduate degrees, focusing on the needs of students with children, and explore opportunities to partner with philanthropic and private sector organisations to provide additional income support for students
– amalgamate existing Commonwealth scholarships for Aboriginal and Torres Strait Islander students into one program based on the overarching reforms outlined in Recommendation 13.

Aboriginal and Torres Strait Islander knowledge and research

Recommendation 18
That universities develop and implement an Aboriginal and Torres Strait Islander teaching and learning strategy applicable across a range of curriculums, focused on standards of excellence as applied to other curriculum content and feeding into descriptions of graduate attributes, with an initial focus on priority disciplines to close the gap such as teaching and health professions.

Recommendation 19
That the Australian Government continue to support the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) to digitise and thus preserve its collection for future generations and particularly for use in higher education, and encourage the development of a national approach to data digitisation working with states, territories and community groups to ensure that Indigenous knowledge be digitised appropriately and preserved.
Higher degrees by research and research training

Recommendation 20
That universities incorporate Aboriginal and Torres Strait Islander supervision in their planning and as a competency within their internal training for higher degree by research (HDR) supervisors, and consider, where appropriate, flexible co-supervision arrangements that provide for Aboriginal and Torres Strait Islander supervisors who are not necessarily academic staff in a university.

Recommendation 21
That the Australian Research Council consider conducting an early review of implementation of the Aboriginal and Torres Strait Islander Researchers’ Network to ensure that it is appropriately targeting HDR students.

Recommendation 22
That the Australian Government work with universities through compact negotiations to ensure that they:

- allocate Research Training Scheme funding equivalent to a university’s Aboriginal and Torres Strait Islander HDR student target to support Aboriginal and Torres Strait Islander research training and a pipeline of Aboriginal and Torres Strait Islander HDR students. Universities will need to report on their strategy and level of funding as well as report on outcomes through the compact.

- allocate Australian Postgraduate Award funding equivalent to a university’s Aboriginal and Torres Strait Islander HDR student target to support the completion of degrees by Aboriginal and Torres Strait Islander HDR students and a pipeline of Aboriginal and Torres Strait Islander HDR students. Universities will need to report on their strategy as well as on outcomes through the compact.

Aboriginal and Torres Strait Islander research capability

Recommendation 23
That universities develop Aboriginal and Torres Strait Islander research strategies within their business planning processes, for inclusion in their mission-based compacts. Strategies should include increasing the number of Aboriginal and Torres Strait Islander academics with completed higher degrees by research and the use of ethical research practices when undertaking research involving Aboriginal and Torres Strait Islander communities.

Recommendation 24
That the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) provide more formal guidance to publicly funded research agencies, universities and researchers on ethical research practice. This could include, for example, information on the AIATSIS website of case studies and materials to assist Australian researchers.

Recommendation 25
That the Australian Government consider revisions to the National Research Priorities that recognise the importance of:

- closing the gap between Aboriginal and Torres Strait Islander people and all other Australians
- protection of Indigenous culture and knowledge.

Recommendation 26
That the Australian Research Council (ARC) examine the adoption of a strategic approach to building capacity in Aboriginal and Torres Strait Islander researchers across its funding programs, building on the experiences of the National Health and Medical Research Council. The ARC should examine:

- current barriers to winning competitive grants experienced by Aboriginal and Torres Strait Islander people
- whether available funding programs can better assist in supporting Aboriginal and Torres Strait Islander researchers achieve research outcomes, particularly early career researchers
- the performance of the new Discovery Indigenous scheme
- whether ethical research practices are sufficiently supported within its competitive grants and grant approval processes.

Recommendation 27
That the Australian Research Council (ARC) examine the adoption of a strategic approach to building capacity in Aboriginal and Torres Strait Islander researchers across its funding programs, building on the experiences of the National Health and Medical Research Council. The ARC should examine:

- current barriers to winning competitive grants experienced by Aboriginal and Torres Strait Islander people
- whether available funding programs can better assist in supporting Aboriginal and Torres Strait Islander researchers achieve research outcomes, particularly early career researchers
- the performance of the new Discovery Indigenous scheme
- whether ethical research practices are sufficiently supported within its competitive grants and grant approval processes.

Recommendation 28
That the Australian Research Council and the Australian Bureau of Statistics work together to create an Indigenous research code to better identify research relating to Indigenous knowledges.

Recommendation 29
That the Australian Research Council examine the adoption of a strategic approach to building capacity in Aboriginal and Torres Strait Islander researchers across its funding programs, building on the experiences of the National Health and Medical Research Council. The ARC should examine:

- current barriers to winning competitive grants experienced by Aboriginal and Torres Strait Islander people
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- whether available funding programs can better assist in supporting Aboriginal and Torres Strait Islander researchers achieve research outcomes, particularly early career researchers
- the performance of the new Discovery Indigenous scheme
- whether ethical research practices are sufficiently supported within its competitive grants and grant approval processes.
Recommendation 30
That the Australian Government bring forward work to implement an Aboriginal and Torres Strait Islander researcher workforce plan under the national Research Workforce Strategy.

Recommendation 31
That the Australian Government consider developing:
- a funding program to provide additional scholarships at both the undergraduate and postgraduate level to support universities’ ability to ‘grow their own’ Aboriginal and Torres Strait Islander academic staff
- a 'top-up' funding program for positions for three years to support universities to attract new Aboriginal and Torres Strait Islander staff members to join the higher education sector.

University culture and governance

Recommendation 32
That universities continue to develop and implement a range of strategies to:
- improve the cultural understanding and awareness of staff, students and researchers within their institution, including the provision of cultural competency training
- increase the number of Aboriginal and Torres Strait Islander people in senior management positions
- increase the number of Aboriginal and Torres Strait Islander people represented in the highest-level governance structures
- increase accountability of faculty leaders and senior management for achieving parity targets and improved outcomes.

The way forward: an Aboriginal and Torres Strait Islander higher education strategy and evaluation framework

Development of an Aboriginal and Torres Strait Islander higher education strategy and the role of the Indigenous Higher Education Advisory Council

Recommendation 33
That the Australian Government work with the higher education sector, Aboriginal and Torres Strait Islander academics, students, communities and other stakeholders to develop an Aboriginal and Torres Strait Islander higher education and research strategy that responds to the recommendations of this report.

Recommendation 34
That the Indigenous Higher Education Advisory Council play a leadership role and an advisory role to the Minister on the development and implementation of the proposed Aboriginal and Torres Strait Islander higher education and research strategy in response to this Review.

Development of a monitoring and evaluation framework

Recommendation 35
That the Australian Government and universities work together to:
- develop a national Aboriginal and Torres Strait Islander higher education monitoring and evaluation framework
- develop a set of standardised words to be used by universities, based on the national census’s Indigenous identification question, when asking whether a person identifies as Aboriginal or Torres Strait Islander
- encourage Aboriginal and Torres Strait Islander students to identify themselves as such to their university.