

# Indigenous Student Success Program

## 2022 Performance Report

**Organisation**

University of Tasmania

**Contact Person**

Professor Gregory Lehman, Pro Vice-Chancellor Aboriginal Leadership

**Phone**

0437315315

**E-mail**

greg.lehman@utas.edu.au

### 1. Enrolments (Access)

#### 1.1 Overview of Enrolments for 2022

Enrolment of Aboriginal and Torres Strait Islander students across all campuses declined by 6% from 2021 to 2022, dropping from 983 to 926 students. The decreases were most notable at the Launceston campus, with a 20% drop, and the Rozelle/Sydney campus, with a 50% decrease. Significant variations in course enrolment were also experienced. Bachelor with Honours degrees saw a 46% decline. However, enrolment grew in other areas. Distance education enrolment rose 5% and Online course enrolment also increased. Graduate Certificates expanded by 62% and Open Access courses grew by 77%. As in prior years, females constituted the majority (69%) of Aboriginal and Torres Strait Islander students, while males accounted for 30% of enrolment, with a small number (8) of non-binary students. The significant increase in non-binary students between 2020 and 2022 is likely to reflect increased rate of identification, rather than an enrolment trend.

Across all Colleges, the largest age cohort was 20-29 years, encompassing 54% of the Indigenous student population. Preferred colleges for Indigenous enrolments were Health & Medicine (29%), College of Arts, Law, and Education (29%), and Business & Economics (22%). The most common programs were Bachelor Pass degrees (40%) and Diplomas (16%). The data shows that the largest portion of students, over half at 57%, were distance learners. The Hobart campus had the second highest enrolment at 26% of students. Enrolment numbers decreased at most physical campuses, except for the Distance and Online learning options. This suggests that continued focus on Distance learners should continue to be a priority.

While some areas saw minor decreases, more substantial declines were evident in the Rozelle/Sydney campus, Bachelor Honours degrees and Master's by Coursework. However, despite the overall downward trend in enrolments, some areas of growth are promising. Reviewing program offerings and support services at the Launceston and Rozelle/Sydney campuses could help address these enrolment drops. Focusing recruitment on Diploma, Graduate Certificate and female or mature-age students may also help increase future enrolment.

Although overall enrolment is decreasing, growth in some areas shows promise. Distance education and Online learning are increasingly attractive options to Indigenous students. Addressing drops in enrolment at certain campuses and in particular programs could help improve the situation. Targeting marketing and support services at demographic groups experiencing enrolment growth may strengthen enrolment numbers. Maintaining a range of program options and admission points provides more choice and access for these students. With strategic interventions, enrolment could stabilise and start to rebound in the coming years. Additional details on enrolment data can be found in Table 1.1.

**Table 1.1<sup>1</sup> Aboriginal and Torres Strait Islander Enrolments**

<b>Year</b>		<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>'21 - '22 change</b>
<b>Campus</b>	Hobart	363	290	240	-17%
	Distance	643	501	528	5%
	Launceston	172	137	109	-20%
	Cradle Coast	49	41	33	-20%
	Rozelle/Sydney	14	12	6	-50%
	Hong Kong/ Shanghai	3	1	0	-
	Online	0	0	8	-
	Other	4	1	2	-
<b>Gender</b>	Female	834	658	639	-3%
	Male	416	322	279	-13%
	Non-Binary	0	3	8	167%
<b>Age</b>	<20	210	185	179	-3%
	20-24	348	287	260	-9 %
	25-29	190	144	135	-6 %
	30-34	112	91	91	0%
	35-39	98	65	65	0%
	40+	292	211	196	-7 %
<b>Course Type</b>	Adv. Diploma	0	3	1	-67%
	Associate Degree	38	40	34	-15%
	Bachelor's Hons	176	156	85	-46%
	Bachelor's Pass	438	399	373	-7%
	Cross-institution PG	1	1	0	-
	Cross-institution UG	0	1	2	100%
	Diploma	250	138	145	5%
	Enabling course	157	47	36	-23%
	Grad Certificate	37	47	76	62%
	Grad Dipl new area	2	3	4	33%
	Grad Dipl prev area	5	7	24	243%
	Inbound Study Abroad	0	0	0	-
	Master's by Coursework	79	61	39	-36%
	Non-award course	1	0	1	-
	OUA Open Access (Non- award)	36	26	46	77%
	Other award course	7	1	2	100%
	Ph.D/ MRes	23	23	20	7%
Undergraduate Short Course	0	30	38	27%	
<b>College/Division</b>	Academic Division	147	42	57	36%
	College of Arts, Law, and Education	298	296	272	-8%
	College of Business & Economics	312	217	202	-7%
	College of Health & Medicine	323	287	270	-6%
	College of Sciences & Engineering	142	112	101	-10%
	Division of Future Students	0	0	0	-
	Research Division	28	29	24	-17%
<b>Total</b>		<b>1250</b>	<b>983</b>	<b>926</b>	<b>-6%</b>

<sup>1</sup> 2020 and 2021 data from Table 1.1 differs slightly from UTAS' 2021 ISSP performance report, as it has been revised to reflect the most up to date statistics. Further, the reporting template has slightly altered to be consistent with UTAS's revised categories.

## 1.2 Access Strategies Activities and Programs 2022

The University of Tasmania has recognised the importance of supporting and improving access for Aboriginal students and has implemented various initiatives to achieve this goal. These initiatives, delivered through the Riawunna Centre for Aboriginal Education, include established and innovative programs. New initiatives in 2022 included appointment of a second Aboriginal Student Adviser (ASA) to assist with providing support on Sandy Bay campus and supporting the University's Colleges. The University has also reviewed and updated the Financial Hardship application processes, as well as Student Portal and Riawunna website access points to make them more accessible and informative for students and staff. In addition, the University has targeted new schools to engage with and promote Riawunna services, including dedicated engagement with grades 11 and 12, extended connections with Catholic schools, and more exposure and attendance at school expos and events.

Furthermore, the University has introduced new initiatives such as establishment of the University's first Aboriginal Community Engagement Officer for Rozelle campus (to be recruited in 2023), extending ASA visits to the Riawunna facility at Cradle Coast campus, and recruiting new community Aboriginal Cultural Knowledge holders to provide students with cultural guidance and to strengthen a culturally welcoming learning and support environment. Finally, Aboriginal and Torres Strait Islander students were supported to represent the University at the Indigenous Nationals University Games, receiving the Spirit Award for their impeccable conduct, behaviour, and sportsmanship. Table 1.2 categorises these initiatives as either existing or new, with a brief description of each initiative.

**Table 1.2 New and Existing Initiatives**

<b>Initiative</b>	<b>Description</b>	<b>Initiative Status</b>
Second Aboriginal Student Adviser (ASA)	A second ASA was appointed on Sandy Bay to assist the current ASA and extend support the University Colleges.	Existing
Recruitment of an Aboriginal Community Engagement Officer (ACEO)	The recruitment of an ACEO for the Rozelle campus, NSW, included consultations with local Aboriginal community and organizations and cultural collaboration initiatives.	New
Regular visits by ASA	Regular visits and presence by the Newnham ASA on Cradle Coast campus to provide students from the northwest region with improved guidance and advice.	New
Financial Hardship Application form	The Financial Hardship Application form was reviewed and updated to be more understandable, informative, and easier to use.	Existing
Student Portal and Riawunna website	The Student Portal and Riawunna website reviewed and updated to improve access for students and staff to up-to-date information on services for students.	Existing
Targeting new schools	New secondary schools targeted by ASAs and ACEOs to promote higher education pathways.	Existing
Recruitment of new community Aboriginal cultural knowledge holders	Riawunna initiative to enhance cultural safety and broaden perspectives and understandings.	New
Support for sport and other competitions and events	Increased activity by Riawunna to support students attending Indigenous Nationals University Games.	Existing

### 1.3 Scholarships, bridging and Enabling Support

The University of Tasmania has utilised scholarship, bridging and enabling support, and outreach services to improve access for Aboriginal students. One of the key initiatives is the Murina program, a bridging program offered by the University's Riawunna Centre for Aboriginal Education, which has provided Aboriginal and Torres Strait Islander students with skills and knowledge necessary to make a successful transition to university studies. The University has also targeted young people at a wider range of schools and provided them with firsthand accounts of university life, pathways to scholarship opportunities and study, which has helped to increase awareness and participation in higher education.

In 2022, the University's ongoing and innovative approaches have had a positive impact on Aboriginal students. Murina units received an Academic Commendation for outstanding results from e-valuate surveys, demonstrating the program's effectiveness. Although student numbers in the Murina program were not high post-COVID, retention and transition to further studies have increased. This is a testament to the hard work of the Riawunna staff, who have guided students through preparation and application phases with a more informative and seamless approach, creating an inclusive and supportive environment for Aboriginal students from diverse backgrounds. The university's commitment to outreach and providing support to Aboriginal students at all stages of their educational journey has also enhanced participation. Overall, the University of Tasmania has demonstrated its commitment to improving access for Aboriginal students through ongoing and new approaches, and these initiatives have had a positive impact on Aboriginal students in 2022.

### 1.4 Scholarships Breakdown

Table 1.3 shows the breakdown of the Indigenous Student Success Program's (ISSP) scholarship payments for the year 2022 at the University of Tasmania. The table highlights that the ISSP granted scholarships to 34 Indigenous students, with the majority awarded for Undergraduate studies (22). The scholarships cover expenses such as education costs, accommodation, and rewards for Indigenous students, with education costs being the most significant expense in all categories. The University allocated a total of \$186,875 to scholarships, with \$91,875 allocated for education costs, \$62,000 for accommodation, and \$33,000 for rewards. The ISSP scholarships aim to provide Indigenous students with financial support to help them pursue their studies, and the data in Table 1.3 emphasises the University of Tasmania's continued focus on supporting Indigenous students in higher education.

**Table 1.3 ISSP Scholarships - breakdown of 2022 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>	\$17,500	4	\$16,000	2	\$14,250	3	\$37,750	8
Undergraduate <sup>4</sup>	\$66,875	15	\$46,000	5	\$13,750	2	\$126,625	22
Post-graduate <sup>5</sup>	\$7,500	2	\$0	0	\$5,000	1	\$12,500	3
Other								
<b>Total</b>	\$91,875	21	\$62,000	7	\$33,000	6	\$186,875	34

### 1.5 Supporting Post Graduate Access

In 2022, the University of Tasmania continued to prioritise support for postgraduate Indigenous students. The Office of the Pro Vice-Chancellor Aboriginal Leadership (OPVCAL) provided essential

assistance to these students in developing initial research plans for higher degrees by research (HDR) study, connecting them with potential supervisors, and supporting them throughout the enrolment and scholarship application processes.

To further enhance postgraduate support, the University developed and recruited a new role of Academic Director Aboriginal Engagement (appointee commencing in 2023). This position was designed to provide strategic leadership and support to enhance academic excellence for Indigenous students, with a particular focus on the success of HDR candidates. The Academic Director is to play a crucial role in integrating Indigenous knowledges and perspectives across the university curriculum, fostering an environment essential for the holistic success of Aboriginal undergraduate, as well as postgraduate students pursuing higher degrees by research. The creation of the Academic Director of Aboriginal Engagement role at the University represents a strategic investment in the successful participation of Indigenous students and their communities in research. By cultivating a supportive environment, building key partnerships, and implementing culturally inclusive programs and curricula, the University continues to prioritize the success of Indigenous postgraduate students and contributes to the broader process of reconciliation.

## **2. Progression (outcomes)**

### **2.1 Aboriginal Student Advisers**

Throughout 2022, the ASA team provided essential support to Aboriginal and Torres Strait Islander students across the University of Tasmania. As part of the College-based student services, the team offered discipline-specific assistance and ensured a smooth transition for students to achieve academic success. To facilitate this, the ASAs utilised the Student Advice and Mentoring Program (SAM), which connected students to a range of services provided by the Colleges and Riawunna, including Uni Start and the Safe and Fair Community Unit. SAM emphasizes the importance of preparing students for their studies, ensuring engagement, providing constructive assessment feedback, and identifying those who require early intervention. This approach relied on shared accountability among Colleges and Divisions and required the cooperation of academic and professional staff.

In addition to their work with SAM, the ASAs also facilitated cultural support and connections for Aboriginal students by connecting them to Riawunna Centre across three campuses and partnering with the Future Students Team to attend UTAS Expos held at Colleges across the university's three regions. They provided one-on-one specialist support to monitor retention, progression, and intervene as needed, all framed within an Aboriginal cultural support framework. In 2022, the team placed increased emphasis on providing online and phone call support to better assist students who were unable to attend in-person sessions.

The ASAs are crucial in facilitating a smoother approach to student support and maintaining progress for Aboriginal and Torres Strait Islander students at the University of Tasmania. Their discipline-specific expertise and cultural understanding aim to ensure that these students achieve academic success and feel culturally supported throughout their time at the University. The ASA team is dedicated to supporting these students through seamless transitions, specialist advice, mentorship, and access to cultural resources.

### **2.2 Aboriginal Community Engagement Officers**

Throughout 2022, the Riawunna community program provided comprehensive support to Indigenous students. The program is led by the ACEOs, individuals who possess comprehensive knowledge of Tasmanian Aboriginal culture and traditions and are committed to helping all Indigenous students succeed academically. The Riawunna team further supports the program by offering a diverse range of academic and personal support services to students. The program continues to take a holistic

approach to assisting students, including sharing Aboriginal knowledge and perspectives. This practice aids students in connecting with their culture and identity, key factors in developing a sense of belonging and self-esteem. The program also connects students to the array of support and other programs available through Riawunna, which provides further assistance in both academic progression and personal development.

Overall, the Riawunna community program played an essential role in supporting Aboriginal students as they faced unique challenges at university. The program's approach involved sharing Aboriginal knowledge, providing access to diverse support services and programs, and enabling students to connect with their culture. These efforts have been key to helping students overcome obstacles and achieve academic success. The program's continued dedication to providing comprehensive support to Aboriginal students demonstrates its importance and effectiveness in the University community.

### **2.3 Riawunna Tutoring Program**

The Riawunna Tutoring Program has achieved exceptional progress in 2022 by building upon its existing foundation and reaching more students than ever before. The Program achieved a 20% increase in the number of Aboriginal students receiving tutoring assistance between 2021 and 2022; a significant achievement. The program's dedication to delivering excellent tutoring services has allowed a greater number of Aboriginal students to access academic support, resulting in improved academic outcomes. This growth in the number of students demonstrates the program's effectiveness in engaging and positively impacting the Aboriginal community. By helping more Aboriginal students achieve their academic goals, the program is contributing to narrowing the education gap and creating a more promising future for Indigenous Australians.

The program's dedication to delivering tutoring services remotely through an online platform has resulted in increased geographical participation and an expanded range of supported subjects. One of the most noteworthy accomplishments of the program is the enhancement of its tutor base, with 5 more tutors being signed up in 2022. The program has successfully matched students with tutors possessing expertise in a greater variety of disciplines, improving tutoring quality and contributing to positive learning outcomes for students.

The Tutoring Program has also launched innovative initiatives to enhance the student experience. Improvements and updates to 'Chronus,' the program's online mentoring and tutoring platform, have been implemented. These improvements include resources for tutor professional development, cultural awareness training, a community hub for students and tutors to connect, tutor availability calendars, and changes facilitating immediate academic support access for students. Furthermore, the program has onboarded five new tutors in 2022, instrumental in supporting students in law, science, psychology, and general academic assistance. This expansion of the tutor base has provided superior flexibility in matching students with tutors possessing the expertise needed to excel academically.

The Riawunna Tutoring Program's success, growth, and impact in 2022 have been commendable. The program's commitment to providing high-quality tutoring services remotely has enabled more students to access academic support, improve their grades, and achieve their academic goals.

### **2.4 Tutorial Assistance Breakdown**

Table 2 presents information on the tutorial assistance provided to Aboriginal and Torres Strait Islander students 2022. The assistance was across various levels of study, including Enabling, Undergraduate, Post-graduate, and Other. A total of 104 students received tutorial support, with 30 enrolled in the Enabling level, 66 in the Undergraduate level, and 8 in Post-graduate studies. The students collectively attended 1188 tutorial sessions, which amounted to 2273.75 hours of assistance. The total cost of the tutorial support provided was \$152,256.95, funded through ISSP.

The increase in the number of students and tutorial sessions attended in 2022 highlights the program's dedication to providing academic support to more students in need. Additionally, the expenditure for the program has only increased from \$143,670.00 in 2021 to \$152,256.95 in 2022, which indicates that the program has been successful in expanding its reach and impact while maintaining financial sustainability. Overall, the data from 2022 highlights the program's continued success in providing high-quality tutoring services and contributing to the academic success of students.

**Table 2.1 Tutorial assistance provided in 2022**

<b>Level of study</b>	<b>Number of unique students assisted<sup>6</sup></b>	<b>Total number of tutorial sessions attended<sup>7</sup></b>	<b>Total hours of assistance<sup>8</sup></b>	<b>Expenditure<sup>9</sup>(\$)</b>
Enabling	30	182	475.75	\$23, 844.50
Undergraduate	66	698	1573	\$108, 961.50
Post-graduate	8	308	225	\$19, 450
Other	0	0	0	0
<b>Total</b>	104	1188	2273.75	\$152, 256.95

## **2.5 Post Graduate Progression Support**

The OPVCAL carried the momentum of its 2021 initiatives into 2022 and enhanced support for Indigenous HDR students. Supplementary funding opportunities increased, including a general research and study expenses scholarship and conference attendance scholarship. Administrative support also expanded, with monthly collaboration between the OPVCAL and Graduate Research Office to monitor student progress, identifying roadblocks emerging for students, and determining the best ways of overcoming them. Dedicated support from the Aboriginal Strategic Engagement Officer included regular contact and correspondence to provide opportunities for students to raise issues, obtain information critical to their candidature, and monitor progress against milestones. The Officer maintained ongoing availability and contact with students to promptly address concerns, as well as assisting with preparing applications and supporting documentation for supplementary funding scholarships. The capacity and capability of this program will be significantly increased with the appointment of the Academic Director in 2023.

## **2.6 Cultural Competency Initiatives**

The University of Tasmania implemented initiatives to promote cultural competency/capability among staff and students, enhancing understanding and respect for diversity (see section 5.1 for more comprehensive details). These include Cultural Awareness Workshops for new staff, an Indigenous Health Theme Bank, Recommended Teaching Resources, annual Teaching Matters Events, student Cultural Awareness Sessions in key faculties, and On-Country experiences funding. Positive responses and feedback indicate these effectively develop capability, though scope remains high-level, with key actions, targets, impacts and measures of progress noted but not extensively covered.

## **2.7 Non-ISSP Initiatives for Progression**

In 2022, the University of Tasmania supported Indigenous students progressing through various initiatives not funded by the Indigenous Student Success Program. These included funding Aboriginal Student Support and engagement positions in the College of Health and Medicine, and the College of

Science and Engineering. These positions provided targeted guidance and assistance to Indigenous students enrolled across a range of STEM teaching programs. The Health and Medicine position became vacant due to the departure of the staff member during 2022. However, the College plans to review its Indigenous student support in 2023 with the objective of increasing identified Indigenous employment for student support, teaching, and learning.

Another strategy through Health and Medicine included a targeted enrolment pathway. This involved the College supporting Aboriginal and Torres Strait Islander students by encouraging them to apply for the Medicine (BMedScMD) program through the Aboriginal Entry Application Process (AEAP), which provides more flexible options for meeting entry criteria and does not require a UCAT score. HECS scholarships and other scholarships were available for Indigenous students, and the University's Riawunna Centre provided services and support with walk-in advice at each campus.

### 3. Completions (Outcomes)

#### 3.1 Overview of Completions in 2021

Table 3.1 shows the number of degrees completed by Aboriginal and Torres Strait Islander students at the University. The data reveals a mix of positive trends and areas needing improvement. Completions for distance students increased significantly, from 56 in 2021 to 97 in 2022. This suggests that initiatives supporting remote and online learning are effective. Completions also rose consistently in the College of Health & Medicine, from 39 in 2020 to 46 in 2021 to 58 in 2022, indicating the success of targeted support in this disciplinary field.

The data also shows increasing diversity among completing students. The number of female completions grew by 12% from 2021 to 2022. Completions by students aged 35-39 and over 40 increased by 53%, showing that mature age Aboriginal students are thriving in their studies. However, some areas saw minor declines. Completions at the Hobart campus decreased from 63 in 2021 to 37 in 2022, signalling that students there may need extra support. Completions in the College of Business and Economics also slightly declined, from 44 in 2021 to 35 in 2022, highlighting the need for ongoing support in this discipline. In summary the increases in completions through Distance Learning, Health, and Medicine courses, and among female and mature-age students indicate improved outcomes.

**Table 3.1<sup>2</sup> Aboriginal and Torres Strait Islander Completions by Campus, Gender, Age, and College**

Year		2020	2021	2022	'21-'22 % change
<b>Campus</b>	Hobart	72	63	37	-41%
	Distance	47	56	97	73%
	Launceston	31	25	24	-4%
	Cradle Coast	6	11	3	-
	Other	5	5	1	-
<b>Gender</b>	Female	104	105	118	12%
	Male	57	55	43	-21%
	Non-Binary	0	0	1	-

<sup>2</sup> 2020 and 2021 data from Table 3.1 differs from UTA's 2021 ISSP performance report, as it has been revised to reflect the most up to date statistics. Further, the reporting template has slightly altered to be consistent with UTA's revised categories.



<b>Age</b>	<20	10	9	10	10%
	20-24	74	75	64	-15%
	25-29	39	25	21	-16%
	30-34	10	15	17	13%
	35-39	11	10	10	-
	40+	17	26	40	53%
<b>College/Division</b>	Academic Division	1	1	1	-
	College of Arts, Law, and Education	40	38	51	34%
	College of Business & Economics	51	44	35	-20%
	College of Health & Medicine	39	46	58	26%
	College of Sciences & Engineering	28	29	17	-41%
	Division of Future Students	0	0	0	-
	Research Division	2	2	0	-
<b>Total</b>		161	160	162	1%

### 3.2 Riawunna Supporting Student Completions

Riawunna is dedicated to providing ongoing support throughout their academic journey to assist in completing their studies. The team recognises that the path to completing a degree can be challenging and is committed to offering the necessary resources and support to ensure that Aboriginal students successfully complete their studies. Riawunna's Community Engagement Officers and Aboriginal Student Advisors who play a crucial role in supporting students in achieving their academic goals.

The Aboriginal Student Advisors and Community Engagement Officers work closely with Aboriginal students to provide the necessary resources and support to ensure that they successfully complete their studies. The Aboriginal Student Advisors provide one-on-one support, including academic and personal support, and connect students with services such as tutoring, study skills workshops, and counselling services. They also offer discipline-specific advice to students and work collaboratively with academic staff to ensure that students have access to the necessary resources to complete their degree programs.

Furthermore, Riawunna creates a supportive and inclusive environment for Aboriginal students, ensuring that they feel culturally safe and connected to their community while completing their studies. Both the Aboriginal Student Advisors and the Community Engagement Officers are responsible for identifying and addressing any barriers that may prevent students from completing their studies, such as financial difficulties or personal challenges. Together, their support and guidance help Aboriginal students overcome challenges and achieve their academic goals, leading to better opportunities and outcomes for themselves and their communities.

Riawunna partners with UTAS' Career Connect to provide Aboriginal and Torres Strait Islander students with specialised employment, career planning, and leadership development opportunities. Through engagement with industry organizations and professional networks like CATSINam, AIDA, and IAHA, students can enhance their employability and transition into postgraduate study or employment. Additionally, programs like Aurora Education Foundation Internship and Career Trackers Indigenous Internship offer exciting opportunities for students to gain hands-on experience in their chosen field. The University is committed to helping Aboriginal and Torres Strait Islander students succeed in their academic journey and beyond.

#### 4. Regional and Remote Students

All areas of Tasmania are classified as regional. Riawunna’s Aboriginal Student Advisors and the Aboriginal Community Engagement Officers support students by connecting them to Riawunna services and other student support programs across the state to ensure that geographical disadvantage is minimised. As Tasmania is considered remote, the data in Table 4.1 is similar to the data presented in Table 1.1. The table shows that in 2021, a total of \$46,125 was spent on 14 remote and regional Indigenous students, while in 2022, offers were made to 36 students, with a total offer amount of \$192,875. Most of the financial support provided by the program is allocated for education costs, with \$91,875 spent on this category in 2022. The data presented in Table 4.1 highlights the University of Tasmania's continued commitment to supporting remote and regional Indigenous students in their pursuit of higher education, particularly through financial assistance provided by the Indigenous Student Success Program.

**Table 4.1 ISSP Scholarship data for remote and regional students<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	\$24,375	6	\$16,000	2	\$5,750	6	\$46,125	14
B. 2022 Offers <sup>1</sup>	\$91,875	21	\$78,000	9	\$23,000	6	\$192,875	36
C. Percentage <sup>1</sup> (C=B/A*100)							418%	
<b>2022 Payments</b>	\$91,875	21	\$62,000	7	\$33,000	6	\$186,875	34

#### 5. Eligibility Criteria for ISSP Funding

During 2022, the University continued to prioritise the initiatives and actions outlined in the Strategic Plan for Aboriginal Engagement (SPAЕ) in 2022. The University's Riawunna Centre continued to deliver essential services such as community engagement, pathways and enabling programs, scholarships, supplementary tuition, and personalised support to maximise Indigenous student success. The creation of Curriculum Indigenisation working groups, annual dialogue facilitated by Colleges, and course development focused on Indigenous contexts, were also continued with the aim of embedding Indigenous knowledges and epistemologies throughout the University’s teaching programs. The University's commitment to promoting cultural competency and Indigenising curricula continued in 2022, with the aim of improving the educational outcomes and experiences of Indigenous students and staff.

##### 5.1 Cultural Competency Initiatives

The University of Tasmania recognises the importance of promoting cultural competency among its staff and students and has implemented various initiatives and programs to achieve this objective. The following initiatives have been put in place to enhance understanding and respect for cultural diversity:

- Cultural Awareness Workshops for new staff are one such initiative that aims to familiarize new employees with Aboriginal history in Tasmania. The University has hosted four sessions, with 50 staff members attending, feedback forms were completed after each session. The positive responses indicated that the sessions were informative and engaging.
- The University has also developed the Indigenous Health Theme Bank to assist health practitioners in including Indigenous content in their respective courses. This resource bank provides a wealth of materials, including case studies, videos, and interactive resources, to develop cultural competency in the field of Indigenous health. Similarly, the Recommended Teaching Resources are hosted by the University to provide staff with access to valuable information on Australian Indigenous cultural awareness, including videos, podcasts, and teaching materials. By monitoring the usage of these resources, the university can measure the effectiveness of these initiatives in promoting cultural competency among staff.
- Annually, the University hosts the Teaching Matters event, which provides staff with an opportunity to engage with Indigenous culture and learn from Indigenous experts. After the event, a survey is sent to participants to gather feedback and evaluate the effectiveness of the program. Additionally, Cultural Awareness Sessions are delivered to students as a core element of their studies in various faculties, including Social Work, Nursing, Pharmacy, Psychology, Medicine, Physiotherapy, Environmental Health, Marine and Antarctic Studies, and Education. Feedback forms are completed after each session, and the responses from the students have been positive, indicating that the sessions are informative, engaging, and beneficial.
- ISSP funding has also contributed to support On-Country experiences for staff and students involved in the Indigenous Lifeworlds units delivered by the Schools of Humanities and Social Sciences.

Overall, the University of Tasmania has demonstrated its commitment to promoting cultural competency and awareness among staff and students through a wide range of successful initiatives. The positive responses and feedback received from staff and students indicate the effectiveness of these initiatives in achieving the University's goal of creating a more inclusive and supportive environment for Indigenous students and the staff that supervise, teach, and support them.

### **5.1. Indigenous Workforce Strategy**

The University of Tasmania is committed to creating a culturally safe and inclusive workplace and increasing the number of Aboriginal and/or Torres Strait Islander employees to 3% by 2024. To achieve this goal, the university developed and implemented the [University of Tasmania Aboriginal Employment Plan 2021-2024](#), which has four key strategic priority areas. In addition, the University offers Indigenous-specific career development scholarships and has several initiatives to increase Indigenous recruitment, particularly in academic staff positions. In 2022, the University established a new leadership role of Academic Director of Aboriginal Engagement, which is designed to foster an environment that is essential for the holistic success of Aboriginal students by leading the integration of Indigenous knowledges and perspectives into the University curriculum, and providing dedicated support for Aboriginal higher degree by research (HDR) students. Starting in January 2023, the Academic Director will play a crucial role in integrating Indigenous knowledges and perspectives into the University curriculum and fostering a supportive environment for the holistic success of Indigenous students.

To address workforce objectives in a systematic way, the *Aboriginal Employment Plan 2021-2024* was endorsed by the University Executive in December 2020 and implemented in 2021. The Plan has four key strategic priority areas, which include:

- supporting our workplace environment and wellbeing to ensure that we have a culturally safe and inclusive workplace

- increasing the number of Aboriginal and/or Torres Strait Islander employees at the University to 3% by 2024 with a range of key initiatives designed to assist building our Indigenous workforce
- provision of resources and funding by delivering a range of functions and roles that will assist in facilitating workforce participation
- building a connected community to ensure the Aboriginal Employment Plan is successful by engaging with key contributors from within the University network.

The University also offers Indigenous specific career development scholarships to fixed term and continuing Indigenous employees for the provision of work-related training, support to attend and present at conferences, workplace workshops and individual career enhancement opportunities. Several Indigenous staff members accessed these scholarships in 2022. Importantly, the University continues to strive towards a 3% Indigenous workforce target. At December 2022, the proportion of Indigenous staff was 1.51%. This is just over half of our 3% target, but the highest number of Indigenous staff the University has ever employed. This increase has been achieved by a sustained effort aimed at the creation of continuing identified positions, as well as addressing rates of separation.

**Table 5.1 Indigenous employment data snapshot 2017-2022**

	2017	2018	2019	2020	2021	2022	Minimum Target
Total Aboriginal Staff Number (total *headcount including ongoing, fixed term)	38	38	37	38	36	46	3%
Total number of staff as at 31 December	2655	2983	3001	2861	2922	3046	
Percentage	1.43%	1.27%	1.23%	1.32%	1.23%	1.51%	

*\* Headcount data do not include casual staff*

UTAS continues to support increasing the number of early career research positions, and 2022 saw several initiatives to increase Indigenous recruitment, particularly Academic staff. This included creating two new Indigenous Fellow Level A positions and one level B position. The University currently has a total of seven level A and B Indigenous Fellows and one level C Senior Indigenous Research Fellow. These positions provide employees with the opportunity to complete their PhD, obtaining academic experience. The University also has two Aboriginal and Torres Strait Islander Health Education Level C positions. Professor Greg Lehman was appointed to the position of Pro Vice-Chancellor Aboriginal Leadership in 2019 and an Associate Dean Indigenous within the College of Arts Law and Education will be appointed in 2023.

### Workforce Data

The University of Tasmania has a diverse workforce that includes academic and non-academic staff, both permanent and casual/contract/fixed-term employees. The University has several positions

dedicated to supporting Aboriginal and Torres Strait Islander students and employees, including the Pro Vice-Chancellor Aboriginal Leadership. In addition, several academic positions have been established, including Associate Dean, Lecturer, and Fellows dedicated to Health, Creative Arts, Criminology, Social Work, Geography and Spatial Sciences, History and Literature. In addition, there are several non-academic positions, including Aboriginal Strategic Engagement Officer, Learning Coordinator, and Aboriginal Community Engagement Officer, dedicated to supporting Indigenous students and communities. As of December 2022, the University has made significant progress towards its workforce target, with 14 permanent staff, 21 permanent staff, four casual/contract/fixed-term, as well as 10 casual/contract/fixed-term staff. See Table 5.2 for a full workforce data breakdown.

**Table 5.2 Indigenous workforce data 2022**

Level/position	Permanent		Casual/contract/fixed term	
	Academic	Non-academic	Academic	Non-academic
<b>* ISSP funded</b>				
<b>**initially ISSP funded, then continuing</b>				
2TR - Pro Vice-Chancellor Aboriginal Leadership				1
Academic D – Senior Advisor, Indigenous Education*	2			
Academic C - Senior Lecturer, Aboriginal & Torres Strait Islander Health Education	1		1	
Academic C - Indigenous Fellow, Social Work**	1			
Academic B - Indigenous Fellow, Criminology, Humanities (x2)**	3			
Academic B - Research Fellow**	1		1	
Academic B - Lecturer in Sociology (Indigenous Health)			1	
Academic B - Lecturer in Health & Sciences	1			
Academic B – Lecturer, Maritime Training (Coastal)	1			
Academic B - Lecturer and Teaching-Intensive Scholars in Bioscience	1			
Academic B - Lecturer, Riawunna*	1			
Academic A - Indigenous Fellow Creative Arts**	1			
Academic A - Indigenous Fellow, Geography & Spatial Sciences**	1			
1 SG - Director, Marketing				1
HEO Level 9 - Head of Service Riawunna*		1		
HEO Level 8 - Senior People and Wellbeing Business Partner		1		
HEO Level 7 - Aboriginal Strategic Engagement Officer*		1		
HEO Level 7 - Learning Coordinator				1
HEO Level 7 - Project Officer, Curriculum & Quality		1		
HEO Level 6 - Indigenous Planning & Projects Officer**		1		
HEO Level 6 - Learning & Research Librarian		1		
HEO Level 6 - Aboriginal Student Advisor*		1		2
HEO Level 6 - Contracted Services Administrator (Grounds and Maintenance)		1		
HEO Level 6 - Facilities Technical Officer South - Plumber		1		
HEO Level 6 - Talent Acquisition Partner		1		
HEO Level 6 - Exhibitions and Program Coordinator		1		
HEO Level 6 - Student Living Support Officer		1		
HEO Level 6 - Indigenous Facilitator				1
HEO Level 5 - School Administration Officer		1		
HEO Level 5 - Client Liaison Officer		1		
HEO Level 5 - Client Services Officer (IT)		1		
HEO Level 5 - Graduate Indigenous Collections Officer**		1		
HEO Level 4 - Administrative Officer*		1		1
HEO Level 4 - Aboriginal Community Engagement Officer*		3		
HEO Level 4 - Customer Services Officer		1		
HEO Level 4 - Student Enquiries Officer				1
Casuals - 3			1	2
<b>Total</b>	<b>14</b>	<b>21</b>	<b>4</b>	<b>10</b>

## Non ISSP Funded Positions

The position of Talent Acquisition Partner Aboriginal Employment was made ongoing and is now funded by People and Wellbeing after initial strategic initiative funding support from ISSP, which represents a substantial commitment to Aboriginal workforce development at the University. All Predoctoral Fellows are initially funded at 0.6 EFT for three years using ISSP funding. On successful completion of a Doctorate, they are then fully-funded by the University as continuing positions. Full details of non-ISSP funded Indigenous employment is provided in Table 5.2.

**Table 5.3 Indigenous Staff Turnover 2017-2022**

	2017	2018	2019	2020	2021	2022
Overall Ave FTE	23	28	29	33	33	39.5
UTAS Head Count Terminated	4	5	8	7	8	10
Percentage	17%	18%	28%	21%	24%	25%

*Source: University of Tasmania Data Analytics (2022)*

Transactionally, the 2022 calendar year provided a range of positive staff movements, including six new academic and fourteen new professional appointments at the University. Three new Identified professional positions were created in the areas of Cultural Collections, Planning and Projects and Ecology and Biodiversity. However, whilst there are positive staff movements, the retention of Indigenous staff is still an area of concern with nine professional staff and one academic staff member leaving the University in 2022. Table 5.3 shows that there continues to be a significantly high turnover of Indigenous staff at the University of Tasmania.

An Aboriginal and/or Torres Strait Islander Talent Register was launched in 2022 which allows Aboriginal and/or Torres Strait Islander people interested in a career at the University in any area, to express their interest and to be contacted if suitable positions become available. Five Indigenous students had the opportunity to participate in the Aboriginal Student Employment Program in 2022 in the areas of IT Services, the Office of the Vice-Chancellor, International Admissions, Community Experience, and Information Management, all providing positive feedback from their time in the program. 2023 will see a suite of initiatives including specialised talent recruitment personnel, the creation of new Identified positions, the development of an Aboriginal Alumni Network and continued support for career progression for current staff. Given the timing of this report, it is also important to note that many contracts cease at the end of the year and academic casuals are not working at this time.

## 5.2. Indigenous Governance Mechanism

The University of Tasmania established its first Indigenous Governance Mechanism in 1993, with the formation of the Aboriginal Education Committee, chaired by the Dean of the Faculty of Education, then by the Deputy Vice Chancellor. This was replaced by the Riawunna Board and the ISSP Governance Committee following establishment of the Program after 2003.

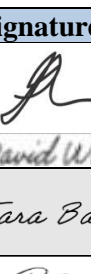
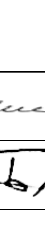
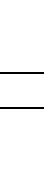
Currently, the ISSP Governance Committee comprises members appointed by the University responsible for management of Indigenous strategy, community engagement, student support,

teaching and learning and research, as well as observers responsible for administration of these programs. The Committee is chaired by the PVC Aboriginal Leadership, and deputy chaired by the Riawunna Head of Services, and Senior Advisor, Aboriginal Education. The Committee maintains an Indigenous majority and has primarily responsibility for monitoring expenditure of ISSP funding for consistency with ISSP Guidelines, approving new staffing positions, program proposals and project initiatives, as well as monitoring expenditure.

The committee was scheduled to meet monthly during 2022, and conducted ten formal meetings, as well as consideration of relevant matters out of session. Terms of Reference for the Committee can be found at <https://www.utas.edu.au/community-and-partners/aboriginal-business/pro-vice-chancellor>

Following reviews of the SPAE in 2021 and Riawunna in 2022, Indigenous governance at the University will be evaluated during 2023, with the aim of providing better representation of Indigenous students and community, and to impact Indigenous student success more positively.

Members of the University of Tasmania ISSP Governance Committee have read this report and approve its submission as the formal 2022 ISSP Performance Report and Acquittal Report for the University of Tasmania.

Name	Signature	Date
Greg Lehman		25 April 2023
Dave Warrener	<i>David Warrener</i>	25 April 2023
Tara Bailey	<i>Tara Bailey</i>	26 April 2023
Clair Andersen	<i>Clair Andersen</i>	26 April 2023
Jacob Prehn		9 May 2023
David Rose	David Rose	18 May 2023
Rob Anders	<i>Rob Anders</i>	10 May 2023
Jennifer Evans		10 May 2023



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<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>2</sup> This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

<sup>3</sup> Include payments to all enabling students, including remote and regional students.

<sup>4</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>5</sup> Include payments to all postgraduate students, including remote and regional students.

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

<sup>7</sup> Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

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

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