



Australian Government

Department of the Prime Minister and Cabinet

Professor Rufus Black
Vice-Chancellor and President
University of Tasmania
Private Bag 51
SANDY BAY TAS 7001

Dear Professor Black

I am pleased to provide you with documentation regarding participation in the Indigenous Student Success Program (ISSP) in 2019. The ISSP offers eligible providers supplementary assistance to increase the number of Aboriginal and Torres Strait Islander students enrolling in, progressing in and completing higher education awards. Please find attached:

1. Your institution's estimated 2019 entitlement ([Attachment A](#)).
A first payment of 50 per cent of this estimated entitlement is expected to be made to your nominated bank account in February 2019. A second ISSP payment is expected to be paid in July 2019 after reassessing entitlements considering unused preserved scholarships.
2. Data on your institution's past performance, as well as how your institution compares to other participating providers ([Attachment B](#)).
3. Performance and financial reporting templates to acquit 2019 ISSP activity ([Attachment C](#)).
These need to be completed and returned to the Department by 30 April 2020.

Program eligibility

All participating ISSP providers are required to maintain an Indigenous Education Strategy, an Indigenous Workforce Strategy and an Indigenous Governance Mechanism during 2019 to remain eligible for funding under ISSP. If at any time during the year the institution does not have these in place, you should notify the Department within 30 days so a plan can be agreed to meet these eligibility requirements.

Senator the Hon Nigel Scullion, Minister for Indigenous Affairs, has expressed concern about the lack of apparent planning by some universities in ensuring continuity in meeting the basic requirements of Indigenous Education and Workforce Strategies set out for ISSP eligibility. He expects all universities to be fully compliant with these requirements in 2019 and to plan ahead to ensure that updated eligibility requirements are in place for the whole of 2020.

2018 ISSP Post-Implementation Review

I would like to thank your staff for participating in the 2018 post-implementation review of ISSP. The Minister has made a number of changes to ISSP guidelines following the review.

- It is now an ongoing requirement to offer remote and regional Indigenous students scholarships that total a value of no less than 95% of scholarship payments made to remote and regional Indigenous students during the previous year. The Minister has made it clearer that the “offer” amount in the grant year can include both new offers as well as honouring continuing scholarship commitments. This measure seeks to ensure providers maintain efforts to support students from remote and regional areas.
- From 2020, the Indigenous Governance Mechanism is to comprise of at least two people.
- The requirement for the provider to monitor progress towards a 3 per cent Indigenous employment target continues in 2019 as part of the Indigenous Workforce Strategy. Where providers have already achieved this target, or are likely to, the Minister may agree an alternative “stretch” target with your institution for 2020 and into the future.
- Institutions have a continuing requirement to include in the Indigenous Workforce Strategy, strategies to attract or develop Indigenous staff into Pro Vice-Chancellor or Deputy Vice-Chancellor roles. From 2020, the Vice-Chancellor position will be added to the range of positions where targeted strategies should be developed.
- Guidelines now make clearer provision for the treatment of providers that leave the program, or those that commence participation in ISSP.
- Working with vulnerable people requirements have been strengthened.

Revised guidelines are accessible at www.legislation.gov.au/Details/F2018C00933 and further information on the review outcomes is expected to be included on the Department’s website in the new year.

The Department has simplified reporting templates and provided additional information and guidance (Attachment C). The Department will continue to work with your staff, Universities Australia and the Department of Education and Training to simplify reporting while maintaining appropriate accountability for public funding. In addition, a plain English handbook will be added to the Department’s website in 2019 to assist your staff in administering ISSP.

Should you or your staff require further information please email ISSP@pmc.gov.au or contact Dr Peter Kay, Director, Grants Management and Acquittals on (02) 6152 3454.

Thank you for your continuing commitment to improving the outcomes of Aboriginal and Torres Strait Islander people.

Yours sincerely



Patrick Burford
Assistant Secretary
Education and Youth Policy Branch
20 December 2018

Indigenous Student Success Program

Estimated entitlement for 2019

The table below provides details of your institution's estimated ISSP funding entitlement for the 2019 grant year.

- The ISSP flexible pool component is calculated based on the formula set out in Schedule 1 of the *Indigenous Student Assistance Grants Guidelines*.
- The Preserved Pre-2017 Scholarships component has been allocated based on the advice your institution provided in September 2018 regarding continuing obligations to those that had Commonwealth Scholarships prior to 1 January 2017.

Table 1 **Estimated 2019 ISSP entitlement**

| Institution Name: | | University of Tasmania |
|------------------------|-------------------------------|------------------------|
| Program | Preserved Scholarship Numbers | Funding |
| ISSP (flexible pool) | N/A | \$2,643,577 |
| CSP – Preserved | | |
| ICECS | 11 | \$29,997 |
| ICAS | 2 | \$10,912 |
| TOTAL | 13 | \$2,684,486 |

Please note that Preserved Pre-2017 Scholarships funding can only be used on preserved scholarship obligations and cannot be redirected to any other activities.

Preserved ISSP Scholarship values are indexed annually. The 2019 values per full-time equivalent student are:

- Indigenous Commonwealth Education Costs Scholarship (ICECS) \$2,727
- Indigenous Commonwealth Accommodation Scholarship (ICAS) \$5,456

The preserved scholarship amounts are updated annually on our website at <https://www.pmc.gov.au/indigenous-affairs/education/indigenous-student-success-program>.

The Department will seek updated information on your institution's preserved scholarships obligations in May 2019. This will inform a recalculation of the institution's entitlement so that the balance of the entitlement can be paid in July 2019, subject to continued eligibility for ISSP funding.

Indigenous Student Success Program

Performance data

Table 1 below outlines your institution's performance over the last four years and identifies how your institution compares across the 40 institutions currently participating in the ISSP. The 2017 data has been used to determine each institution's estimated ISSP funding allocation for 2019 (as outlined in [Attachment A](#)).

Table 1 Indigenous student data - Performance and comparative position¹

| Institution Name: | University of Tasmania | | | | | | | |
|---|------------------------|----------|--------|----------|--------|----------|--------|----------|
| Indigenous Student Success Program | 2014 | | 2015 | | 2016 | | 2017 | |
| | Actual | Position | Actual | Position | Actual | Position | Actual | Position |
| EFTSL | 309.08 | 12 | 356.22 | 8 | 414.91 | 7 | 434.72 | 8 |
| EFTSL – Regional & Remote | 184.76 | 8 | 214.55 | 7 | 365.86 | 3 | 375.89 | 3 |
| Success Rate (units passed/units attempted) | 77 | 18 | 75.84 | 22 | 80.26 | 16 | 78.07 | 18 |
| Completions (head count) | 39 | 24 | 82 | 8 | 82 | 6 | 117 | 5 |

Table 2 Indigenous staff data²

Staff data does not impact funding, but is provided as a resource to track your institution's progress towards lifting the employment outcomes of Aboriginal and Torres Strait Islander people in the higher education sector.

| | Past Performance | | | | Minimum ISSP Target ³ |
|--|------------------|------|------|------|----------------------------------|
| | 2014 | 2015 | 2016 | 2017 | |
| Total Indigenous Staff Number | 39 | 38 | 32 | 62 | |
| TOTAL number of staff as per Annual Report | | | | 2451 | |
| Percent | | | | 2.5% | 3% |

¹ 2017 full-year data on Equivalent Full-Time Student Load (EFTSL), success rate and award completions for Aboriginal and Torres Strait Islander Students has been obtained from the Higher Education Information Management System database managed by the Department of Education and Training. This is the most recently published full-year data available at the time of calculating 2019 estimated ISSP funding entitlements.

² Data obtained from Institutional Indigenous Education Statement and ISSP Performance Report.

³ Your Indigenous Workforce Strategy may include another target, but all eligible ISSP providers must monitor progress against a 3% target as a minimum requirement.

Indigenous Student Success Program 2019 Financial Acquittal

Organisation

University of Tasmania

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)¹

| Item | (\$) |
|--|------------------|
| A. ISSP Grant | |
| ISSP Grant 2019 (flexible component) | 2,643,577 |
| ISSP Grant 2019 for preserved scholarships | 16,362 |
| <i>Subtotal ISSP Grant</i> | 2,659,939 |
| B. Other ISSP Related Income | |
| Rollover of ISSP funds from 2018 | |
| Interest earned/royalties from ISSP funding | |
| Sale of ISSP assets | |
| <i>Subtotal other ISSP related income</i> | |
| Grand total | |

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²

| Item | (\$) |
|--|---------------|
| A. Other non-ISSP funds | |
| Other funding provided under HESA ³ | |
| Other Commonwealth Government funding | |
| Funds derived from external sources ⁴ (UTAS Contribution to projects) | 12,700 |
| Total of other non-ISSP funds | 12,700 |

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)⁵

| Item | Actual ISSP (\$) ⁶ | Estimate other funds (\$) ⁷ | TOTAL (\$) ⁸ |
|--|-------------------------------|--|-------------------------|
| Preserved scholarships | 16,362 | | 16,362 |
| “New” scholarships from flexible ISSP funding | 237,864 | | 237,864 |
| Teaching and learning ⁹ | | | |
| Salaries for staff working on ISSP activities ^{10 11 12} | 1,915,015 | | 1,915,015 |
| Administration for staff working on ISSP activities ¹³ | 210,960 | | 210,960 |
| Travel – domestic (airfares, accommodation & meals) | 143,000 | | 143,000 |
| Travel – international (airfares) | | | 55,255 |
| Travel – international (accommodation and meals) | 46,069 | | 46,069 |
| Conference fees and related costs ¹⁴ | 29,370 | | 29,370 |
| ISSP Asset purchases made during 2019 ¹⁵ | | | |
| Other | 18,745 | | 18,745 |
| A. Total Expenditure 2019 | \$2,672,639 | \$ | \$2,672,639 |
| <i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i> | | | |
| 2019 ISSP funding committed (A + B) | | | |
| <i>D. Other unexpended 2019 ISSP Funds to be returned to PM&C¹⁶</i> | | | |
| <i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&C</i> | | | |

2. Rollovers

Table 2 Rollovers agreed

| | Rolled over (\$) (A) | Expended/committed ¹⁷ (\$) (B) | Excess to be returned to the Department ¹⁸ (C) (C = A – B) |
|--|----------------------|---|---|
| 2018 funds rolled over into 2019 | | | |
| 2019 funds agreed for rollover into 2020 | | | |

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019¹⁹

| | | |
|---|---|---|
| 1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰ | | \$ 0 |
| 2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹ | | \$ 0 |
| Amount remitted: \$ Date remitted: / / | Amount remitted: \$ Date remitted: / / | Amount remitted: \$ Date remitted: / / |

4. ISSP Assets

Table 4a ISSP Assets inventory²²

| Asset Description/ category | Adjustable Value | ISSP contribution |
|-----------------------------|------------------|-------------------|
| | | |
| | | |

Table 4b ISSP Assets - acquisitions and disposals during 2019

| Asset Description/ category | Acquisitions Purchase Value | Disposals/ Sale Price | Disposals Average Age |
|-----------------------------|--------------------------------|--------------------------|--------------------------|
| | | | |
| | | | |

5. Endorsement of the Financial Acquittal²³

Financial Acquittal supported and initialled by:

Jarrold Shaw

(Print name of relevant officer)

Financial Controller

(Print position title)



5 June 2020

(Signature and date)

Telephone contact: _____+61 3 6226 1991_____

E-mail: _____finance.research@utas.edu.au_____

INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance Mechanism:

Name:
Title:

Signed:  Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed:  Date:

Indigenous Student Success Program 2019 Performance Report

| | | | |
|-----------------------|------------------------|---------------|-------------------------|
| Organisation | University of Tasmania | | |
| Contact Person | Professor Greg Lehman | | |
| Phone | 03 6226 6747 | E-mail | Greg.Lehman@utas.edu.au |

University of Tasmania Institutional Context and Overview: 2019

This report presents an overview the progress of University of Tasmania during 2019, in respect to:

- The enrolment, retention and success of Aboriginal and Torres Strait Islander¹ students;
- The initiatives executed in order to advance student enrolment, retention and success; and
- Demonstrate the financial support committed by the University of Tasmania to further developing outcomes for Aboriginal and Torres Strait Islander student and staff across each of its campuses and locations.

The success of Aboriginal and Torres Strait Islander students at the University of Tasmania is, in following best practice of scholarship a ‘whole-of-university’ initiative and responsibility,² which is coordinated and led by the Pro Vice Chancellor of Aboriginal Research and Leadership (PVC ARL), with the counsel and support of the Aboriginal Leadership Group and staff. The Aboriginal Leadership Group membership comprises the PVC ARL, Aboriginal Higher Education Advisor, and the Riawunna Head of Services. Each member is an Aboriginal person with collective experience across areas of policy, strategy, curriculum, pedagogy, student support and cultural engagement. The Office of the PVC ARL comprises three professional staff to assist the PVC ARL advance the initiatives of the *Strategic Plan for Aboriginal Engagement 2017-2020* (see below), one executive assistant and two project officers. The Indigenous Student Success Program Governance Committee has oversight over the ISSP budget and its expenditure, providing review and approval of any ISSP-funded initiatives, as well as governance for ISSP initiatives.

¹ This performance report uses the descriptor terms Aboriginal and Torres Strait Islander and Indigenous interchangeably. The term Aboriginal is used when referring to the Tasmanian Aboriginal community.

² See Behrendt, L., Larkin, S., Griew, R., & Kelly, P. (2012). *Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: Final Report*. Department of Industry, Innovation, Science, Research and Tertiary Education, Canberra, Australian Government.

The commitment of the University of Tasmania to contribute to and improve the enrolment, retention and completion of Indigenous students, the employment of Indigenous staff (academic and professional) and involvement of Indigenous persons in governance is outlined in and guided by the *Strategic Plan for Aboriginal Engagement 2017-2020* (SPAЕ).³

1. Enrolments (Access)

Improving access and participation at the University of Tasmania is a whole of University responsibility. However, the University's Indigenous student support unit, the Riawunna Centre, is the primary place of undergraduate student support and community outreach. The Riawunna Centre aspires to create positive change for Aboriginal and Torres Strait Islander peoples, through educational experiences that build independent, resilient and confident learners, supported through shared celebrations of culture and Community.

A range of programs were offered in 2019 through the Riawunna Centre. These included welcome events, orientation days, and an enabling program directly addressing access and enrolment by informing and encouraging potential students to enter an award course by building confidence and capability. Equally important were the projects that enrich the University environment by providing a venue for honouring and sharing distinctive cultural practices. These acknowledge the continuity and value of Aboriginal cultural knowledge and practice, demonstrating their important place in campus life and the learning that contributes to graduation. Cultural events are usually documented through video so they can be further utilised as a resource for cultural competency training for University staff and for Indigenisation of curriculum across a range of disciplines.

Riawunna Orientation Program

In 2019 the Riawunna Centre hosted an Orientation Program at each of the Tasmanian campuses of Sandy Bay, Newnham and Cradle Coast. The Riawunna Orientation Program is designed to provide a culturally safe and nurturing environment that introduces Aboriginal and Torres Strait Islander students to the University of Tasmania, the staff and community of Riawunna, and other key personnel such as Student Experience staff, community members, as well as other Indigenous staff (academic and professional). The Program is led by the Riawunna Team, including Aboriginal Student Success Leaders and internal and external key stakeholders (such as Elders). The program includes activities such as yarning circles, assisting students to acquire their IDs, touring the campus, engaging with Student Retention and Success Team personnel, and provision for an overview of the essential details of beginning university life. A total of 42 students participated in the orientation program in 2019. **ISSP Expenditure: \$632.70**

Student Support Activities - Schools Engagement, Outreach Campaign and Admissions Cycle Strategy

In addition to outreach during key recruitment periods of the University of Tasmania, Aboriginal Student Success Officers (ASSOs) established and built relationships with 17 schools throughout the calendar year. Regular correspondence and communication, and on-going administration and negotiations with Tasmanian schools, has resulted in greater connection with students, a deeper understanding of student and community aspirations

³ See https://www.UTAS.edu.au/_data/assets/pdf_file/0011/987446/240716UTAS-Strategy-Plan-Aboriginal-V8.pdf

and needs, and ongoing relationships with schools. Table 1a lists the schools engaged with across 2018-2019.

Table 1a Riawunna Schools Engagement activities 2019

| Campus | Institution Visited |
|--------------|--|
| Sandy Bay | Claremont College Clarence High School Guilford Young College Hobart College Career Expo Kingston High School MacKillop Catholic College Rosny College Career Expo St Mary's College UTAS Open Day |
| Newnham | Brooks High School Launceston Church Grammar School Launceston College Newstead College St Patrick's College UTAS Open Day |
| Cradle Coast | Don College Hellyer College Marist College TasTAFE UTAS open Day |

Source: University of Tasmania, Riawunna

Welcoming Week and Open Day

In 2019 Riawunna facilitated the cultural components for the University's Welcoming Week events on the Sandy Bay, Newnham & Cradle Coast campuses, conducting meaningful Welcome to Country ceremonies, smoking ceremonies and dance. The events showcased Tasmanian Aboriginal culture and gave students and staff exposure to the underpinning theme of the commitment to place-based knowledges and to Aboriginal people as the first people. The Student Experience portfolio provided Aboriginal food and music and organised banners Welcoming students in *palawa kani* (Tasmanian Aboriginal language) at each campus. As a part of Welcoming Week, Riawunna organised a stall as part of the University's Expo, which included cultural activities and information about Riawunna. In consultation with Riawunna, the Student Experience Engagement team commissioned culturally appropriate banners welcoming students in *palawa kani*, displaying these at each of the campuses. Riawunna similarly participates in the University's Open Day each year holding a stall on each campus and sharing cultural activities with current and potential students and their families.

ISSP Expenditure: \$5,930

UTAS Expenditure: \$11,685

Student Contact

In 2019, all new Indigenous students were contacted by telephone by an ASSO, as well as those who had been identified as being disengaged by the university (e.g. missing first assessments, absences), and those identified as experiencing difficulty in progressing through their degrees. For new students, subsequent calls were made across both semesters to check-in on progress and well-being. The Riawunna Centre distributes a number of e-mail across the year to invite students to community events, which serve as an important means to engage and contribute to student wellbeing.

Riawunna student support staff record all student appointments on the University's Client Record Management (CRM) system in order to better understand demand for student support and plan to meet those needs. Data from a 3-month period in 2019, shown in Table 1.4 provides an overview of how Aboriginal and Torres Strait Islander students are engaging with the service over the three campuses.

Table 1b CRM Recorded Activity, Aboriginal Student Support, 1 April - 1 June 2019

| Incident/Signpost | CCC | NHM | SBY | Total |
|---|-----------|-----------|-----------|------------|
| Appointment | 0 | 0 | 3 | 3 |
| Phone Calls or other communications | 1 | 1 | 1 | 3 |
| Employment opportunities for ATSI people | 2 | 1 | 1 | 4 |
| Exams | 0 | 0 | 0 | 0 |
| Enrolment advice | 1 | 2 | 2 | 5 |
| Event invites | 2 | 0 | 0 | 2 |
| Spam | 30 | 0 | 1 | 31 |
| General | 16 | 2 | 2 | 20 |
| Admin Enquiry | 0 | 1 | 7 | 8 |
| Student Grants | 1 | 0 | 0 | 1 |
| Internships, Cadetships, scholarships and bursaries | 5 | 0 | 0 | 5 |
| murina Program | 0 | 0 | 0 | 0 |
| Student Success / Support | 1 | 2 | 4 | 7 |
| Conferences/Workshops career expos | 7 | 1 | 1 | 9 |
| Uni games | 0 | 1 | 0 | 1 |
| Riawunna Tutoring Program | 23 | 14 | 17 | 54 |
| Welcome to Country | 0 | 2 | 1 | 3 |
| College and Schools Transitions engagement | 1 | 1 | 2 | 4 |
| RSVPs | 1 | 0 | 0 | 1 |
| palawa kani enquires | 0 | 1 | 0 | 1 |
| Distance enquiry | 1 | 0 | 0 | 1 |
| Total | 86 | 29 | 42 | 163 |

Source: University of Tasmania Data Analytics (2020)

murina program

A flagship service of the Riawunna Centre is the pre-degree *murina* pathway program, offered across the Cradle Coast, Newnham and Sandy Bay by two Associate Lecturers employed through Riawunna (one based at the Newnham Campus and one at the Sandy Bay Campus). It is designed to offer a supportive environment through which students, particularly those aged 18-35, are equipped for entrance into undergraduate study, engaging with written communicative and public speaking skills. A feature of the program is the tailored approach to service delivery, within a culturally and individually nurturing environment. In 2019 a total of 46 students were enrolled in the *murina* program. Indigenous pedagogies are utilised (yarning) alongside contemporary methods (lectures and workshops) both on campus, on-line and on-country and as such adopts a blended-learning approach. Table 1b shows enrolments across *murina* program units.

ISSP Expenditure: \$1,165,247

Student information sessions

The Riawunna Centre hosts a number of information sessions across the year as a means of engagement and recruitment of students. These sessions provide information on course content, introduce aspirants to the Riawunna staff and the respective campuses, and offer assistance in the enrolment process. A session was held at each campus in the first two months of 2019, with 50 individuals expressing interest in the program.

ISSP Expenditure: \$1,128

Figure 1a *murina* program unit summaries

Unit summaries

(n.b. utilising Aboriginal knowledge's from students, Academics and Community to teach)

| | | | | | | |
|---------------------|---|---|--|---|---|---|
| SEMESTER ONE | nuritinga palawa 1 RWA010 | Academic Studies 1 RWA030 | Culture, C C to Art 1 RWA031 | Examining Stories RWA111 | Foundation Communication Skills RWA116 | Negotiated Research Topic RWA032 |
| TOPICS | Tas Aboriginal history and culture pre invasion to Settlement | Core Study Skills using Aboriginal content | Develop Art portfolio using a variety of art mediums | Examine Aboriginal story telling through the arts | Introduce fundamental knowledge of Uni Culture and services | Research a topic of interest to develop research skills |
| SEMESTER TWO | nuritinga palawa 2 RWA020 | Academic Studies 2 RWA034 | Culture, C C and Art 1 RWA035 | Sharing Stories RWA112 | Vocation Communication Skills RWA117 | Negotiated Research Topic RWA032 |
| TOPICS | Tas Aboriginal history and culture Settlement to current | Research and Writing Skills via photo essay | Develop Art portfolio using a variety of art mediums | Sharing stories through choice of art medium | Explore vocational pathways and develop personal goals | Research a topic of interest to develop research skills |

Table 1c *murina* program unit enrolments 2019

| Unit Name | Semester 1 | | Semester 2 | |
|---|------------|-----------|------------|-----------|
| | EFTSL | Headcount | EFTSL | Headcount |
| RWA010 <i>tunapri milaythina</i> 1 (WOD) | 5.25 | 21 | 0.00 | 0 |
| RWA020 <i>tunapri milaythina</i> 2 (WOD) | 1.50 | 6 | 6.25 | 25 |
| RWA030 University Preparation 1 (WOD) | 2.75 | 22 | 0.00 | 0 |
| RWA034 University Preparation 2 (WOD) | 0.75 | 6 | 3.125 | 25 |
| RWA146 <i>pakana</i> Life Writing 1 (WOD) | 2.25 | 9 | 0.00 | 0 |
| RWA146 <i>pakana</i> Life Writing 2 (WOD) | 0 | 0 | 3.00 | 12 |
| Total | 12.500 | 64 | 12.375 | 62 |

Source: University of Tasmania Data Analytics (2020)

Outreach campaign – Aboriginal Community Engagement

In continuing the Community Engagement Strategy developed in 2018 for strengthening the connection between community and the University, each of the core campuses are staffed by an Aboriginal Community Engagement Officer to engage with Community members, Aboriginal organisations, non-government agencies, and represent Riawunna at Community events. Each Community Engagement Officer has strong cultural connections with the Aboriginal community within their locale.

Menzies On-Country Experience

In 2019, in partnership with Menzies Institute for Medical Research, the Riawunna Centre facilitated an On-Country site interpretation at *putalina* (Oyster Cove) and *piyura kitina* (Rison Cove). Community members and recipients of the Menzies Research Scholarship for Aboriginal Students assembled for the event to hear about Riawunna programs and services, and participate in an On-Country experience as a means of developing rapport and meaningful relationships, whilst investing in future study opportunities for Aboriginal people. These events were attended by 29 Indigenous people.

ISSP Expenditure: \$2,244

Workshops: Fire Stick Making, Dance and Cultural Strings

The Community Engagement Officer and ASSO at the Cradle Coast Campus facilitated a traditional fire torch making workshop bringing young Aboriginal men onto the campus, including aspects of traditional fire management.

Riawunna at the Sandy Bay campus hosted a two-day workshop facilitated by the Tasmanian Aboriginal Dance group, *kanaplila pakana*. The workshop engaged with Aboriginal community and university students, as a means of showcasing and providing instruction in culture. There were 15 students present on day 1 and 10 on day two, accompanied by a group of 25 including community members, children and staff.

In November, Riawunna hosted a three-day Cultural Strings Gathering: Shell, Beads and Feathers in the north of the state, attended by 40-50 Aboriginal women and children from across the state. It comprised a series of workshops run by knowledge holders and practitioners from five Indigenous nations, sessions including feathering, beading,

Indigenous epistemologies and research methodologies, shell stringing, and yarning circles. The event was facilitated by the following:

- Aunty Lola Greeno of lutruwita/Tasmania, recipient of a Living Treasure Master of Australian Craft Award in 2014;
- Krystal Hurst, a Worimi artist from Taree, New South Wales;
- Aunty Doreen Kemora from the Secwepemc nation of British Columbia, Canada;
- Krista Leddy, a Metis woman from Edmonton, Canada;
- Dr Gretchen Stolte, Research Fellow at the University of Western Australia.



Students and community members at the Cultural Strings Gathering

The Gathering provided a cultural experience and the opportunity for Aboriginal women to reconnect, yarn, deepen social networks, and respect as part of a collective within the University of Tasmania in an environment of cultural learning and sharing.

ISSP expenditure: \$26,257

Scholarships

In 2019 Riawunna, in partnership with the Scholarships and Prizes Office, established the Riawunna *wurakara* to Higher Education Bursary as a component of the Springboard to Higher Education program. This bursary was designed to assist Aboriginal and Torres Strait Islander students with expenses associated with the undertaking of pre-tertiary education (viz. Year 11 and 12), encouraging students to consider and commence tertiary studies at the University of Tasmania. Each year up to 8 bursaries are on offer, with 2 bursaries being assigned across each of four regions. These are valued up to \$22,000 depending on the length of study (\$1,000 each year at pre-tertiary level, \$5,000 per year of tertiary study at the University of Tasmania).

Table 1d Riawunna Scholarship Outcomes 2019

| Scholarship/Bursary | No. awards available | No. awards offered | No. awarded accepted |
|---|----------------------|--------------------|----------------------|
| Riawunna Access Bursary | Varies | 8 | 7 |
| Riawunna West North-West Bursary | 1 | 1 | 1 |
| Riawunna Postgraduate Scholarship | 1 | 0 | 0 |
| Takamuna Scholarship for Education Costs – Sem 1 intake (Commonwealth supported) | Varies | 17 | 15 |
| Takamuna Scholarship for Accommodation – Sem 1 intake (Commonwealth supported) | Varies | 1 | 0 |
| Tunapri rrala Scholarship | 1 | 1 | 1 |
| Lucy Beeton Aboriginal Teacher Scholarship | 2 | 2 | 2 |
| Lech Kula Scholarship | 1 | 1 | 1 |
| Takamuna Scholarship for Education Costs – Sem 2 intake (Commonwealth supported) | Varies | 11 | 8 |
| Takamuna Scholarship for Accommodation – Sem 2 intake (Commonwealth supported) | Varies | 0 | 0 |
| Riawunna wurakara to Higher Education Bursary as component of the Springboard to Higher Education program | 8 | 8 | 7 |

Source: University of Tasmania, Scholarships Office

Table 1e ISSP Scholarships - breakdown of 2019 payments

| Course | Education Costs | | Accommodation | | Reward | | TOTAL | |
|---------------|-----------------|-----------|---------------|-----|----------------|-----------|----------------|-----------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling | 2,187 | 2 | | | 1,250 | 2 | 3,437 | 4 |
| Undergraduate | 49,998 | 26 | | | 26,000 | 9 | 75,998 | 35 |
| Postgraduate | 625 | 1 | | | 200,000 | 5 | 200,625 | 6 |
| Other | | | | | | | | |
| Total | 52,811 | 29 | | | 227,250 | 16 | 280,060 | 45 |

Source: University of Tasmania, Scholarships Office

The most recent data from the Department of Education and Training (2018, 2019), re-presented in Table 1f, shows that there was a reduction of incoming Indigenous students taking on a full-time load between the years 2017-2018 for male and female students.

Table 1f University of Tasmania Indigenous Student EFTSL 2017-2020

| Year | Commencing Load | | | All Load | | |
|------|-----------------|---------|-------------|----------|---------|-------------|
| | Males | Females | TOTAL EFTSL | Males | Females | TOTAL EFTSL |
| 2017 | 78 | 146 | 224 | 146 | 296 | 442 |
| 2018 | 63 | 133 | 196 | 134 | 274 | 408 |
| 2019 | 85 | 156 | 241 | 164 | 289 | 453 |

Source: University of Tasmania, Business Intelligence.

Data from the University of Tasmania's Business Intelligence Department indicates a **favourable increase in the load in 2019 compared to 2017 and 2018. Total Indigenous student data indicated a 9.5% increase in EFTSL from 2018-2019.** This increase suggests that the incoming Aboriginal students feel more competent in undertaking full enrolment loads, possess employment or other means of financial support permitting them to study full-time, or not have other familial commitment which are known to inhibit Indigenous Australians from studying (caring responsibilities). Unfortunately, at this time the University is **unable to identify 'regional and remote' student load** in such a way as to allow a comparative report against this data in Table 1 (Attachment B) of the Department of Prime Minister and Cabinet's advice on the University of Tasmania's past performance.

2. Progression (access and outcomes)

The Riawunna Centre has strategies in place to improve access to the University for Aboriginal and Torres Strait Islander peoples through several Programs. The strategies are aligned with Riawunna's Operational Plan 2019-2024, the Strategic Plan for Aboriginal Engagement 2017-2020 and the University's Strategic Direction.

Aboriginal Student Success Leaders

Riawunna has established 6 Aboriginal Student Success Leader (ASSL) positions to provide employment opportunities for Aboriginal and Torres Strait Islander students to build their confidence and skills within a working environment. The ASSLs assist the Riawunna team, with two stationed at the Sandy Bay, Newnham and Cradle Coast campuses. They also support Riawunna in the Welcoming Campaign and with major events and activities. ASSLs work closely with the ASSOs to complement the work done with the first-year cohort, assisting the Riawunna Centre to provide a proactive welcoming campaign that focuses on commencing students to aid their transition and support retention. This work is done in collaboration with the University's Retention and Success team and is facilitated by their Hobart call centre. ASSLs also assist Riawunna staff with the delivery of key events throughout the year including Riawunna's Orientation Program, UTAS Orientation, Mental Health Week, Open Day, NAIDOC Week and other key events.

Welcoming Calls Campaign

Complementing the University's broader approach to supporting first year transition, the Aboriginal Student Success Officers and the Aboriginal Student Success Leaders commenced the 2019 Welcoming Calls to every first-year Aboriginal and Torres Strait Islander student enrolled at the University of Tasmania. Riawunna worked with the Retention and Success Team to co-ordinate with the University's success and retention strategies. Riawunna continues contacting students with a second intervention call in semester one, and intervention three and four calls in semester 2.

Student Engagement

Several bulk mail campaigns were conducted in 2019 to increase the engagement of our students in different events and programs hosted by Riawunna and to increase awareness of Riawunna services for the Indigenous student cohort. Riawunna provided support to various faculties throughout the University to assist in more effective communications with

Indigenous students. These include the Centre for Rural Health, the College of Health and Medicine, and a mailout on behalf of the Dean of Law.

2019 Indigenous Nationals University Games

Indigenous Nationals is a week-long multisport competition for Aboriginal and Torres Strait Islander student-athletes. The annual event aims to bring together student athletes from universities across Australia to compete in a variety of sports and ultimately crown one university team the champion of the games. In 2019, the University of Tasmania entered a team of 11 athletes (including 2 competing staff) and were fortunate to compete in finals for the first time. A Most Valuable Player competition, *riyawina nayri*, resulted in awarding of a medal and \$100 voucher from Running Edge.

ISSP expenditure: \$13,875

UTAS expenditure: \$6,384



UTAS Indigenous Nationals University Team and Awards

Riawunna Tutoring Program

The Riawunna Tutoring Program provides one-on-one or group tutoring to Aboriginal and Torres Strait Islander students enrolled at the University of Tasmania. In 2018, Riawunna conducted a mapping process to provide a clear line of sight for the Program and to identify areas for improvement and opportunities for efficiencies, which were integrated into 2019 offerings. The Program is promptly integrated each semester, with most tutors and students matched at the beginning of the academic year. The number of students seeking extra tutorial assistance under the Program increases after the Welcoming Call and other intervention initiatives, subsequent to additional students being made aware of the program.

The Aboriginal Student Success Officers facilitated tutor training with the Student Success and Retention team and Associate Professor Clair Andersen, including the following:

- Tutors are encouraged to attend 'Come Walk with Us' training;
- Face to face induction for Student Leaders delivered by Student Retention and Success Team;
- Keeping the Code and Supporting Independent and Resilient Learners modules delivered by Student Retention and Success Team.

Tutors are required to obtain their Working with Vulnerable People accreditation to work with Aboriginal and Torres Strait Islander students in the Riawunna Tutoring Program. This tuition is made available from enabling-level to postgraduate-level students. Tutors provide advice within tailored one-to-one sessions in areas such as theories and concepts, discipline-specific problem solving (e.g. legal reasoning), essay writing, and examination techniques. In 2019 73 students were supported through this program, the majority being undergraduates.

The Office of the PVC AL continues to support Indigenous HDR candidates, with an Higher Degree by Research (HDR) adviser to assist with research training inquiries. The Office delivers HDR training sessions, two being run in 2019, one on Indigenous research methods and another on literature review skills.

In 2019 20 enabling students and 50 undergraduate students received tutorial assistance through the Riawunna Tutoring Program.

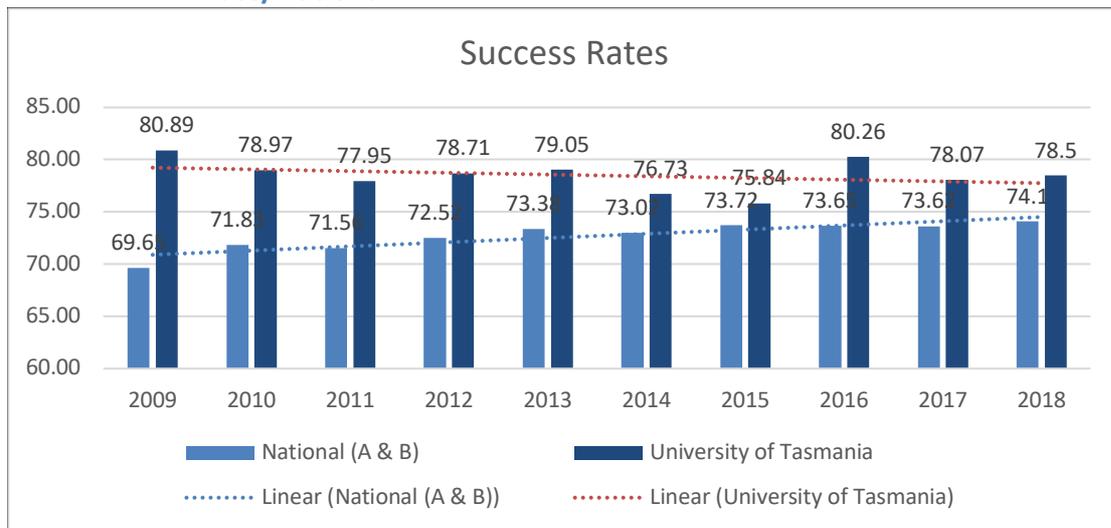
Table 2c Tutorial assistance provided in 2019

| Level of study | Number of students assisted | Total hours of assistance | Expenditure (\$) |
|------------------|-----------------------------|---------------------------|------------------|
| Enabling | 3 | 92.5 | |
| Undergraduate | 50 | 2165.13 | |
| Postgraduate | 0 | | |
| Other (enabling) | 20 | 187.5 | |
| Total | | 2445.13 | 117,924 |

Source: University of Tasmania, Riawunna

Data drawn from the Department of Education and Training (2019), represented in data Figure 2a, shows that the Indigenous Student Success Rate (EFTSL passed/EFTSL passed, failed, withdrawn) remains higher than the National Rate, with a marginal increase since the previous year. As was the case in the previous year, the trend line continues to decline slightly, following increases in enrolment numbers of Indigenous students at the University of Tasmania.

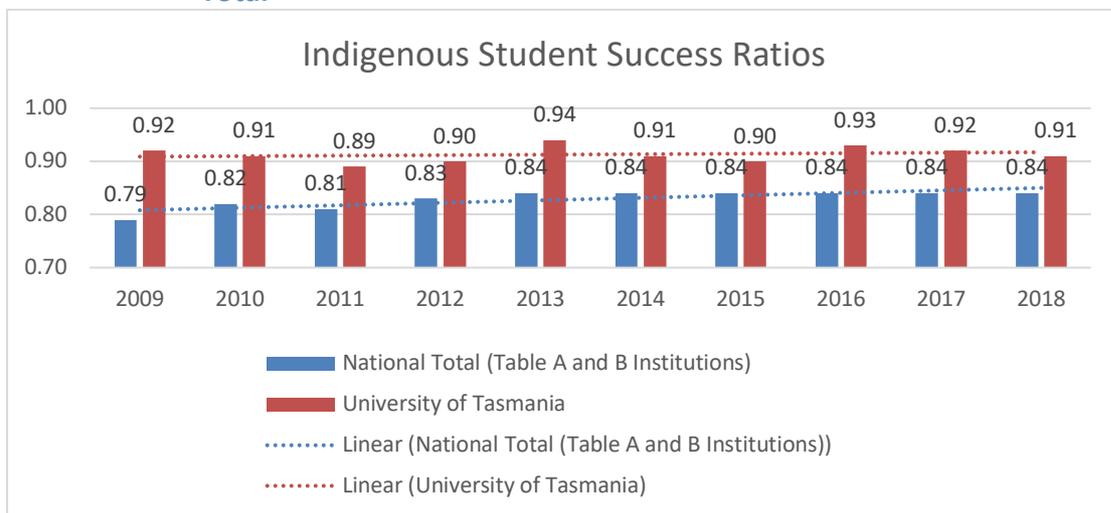
Figure 2a Indigenous Student Success Rate 2009-2018: University of Tasmania Rate/National



Source: Department of Education and Training (2019): Table 16.8: Equity - Success Rates for Domestic Students at Table A and B Institutions, 2009 to 2018. Data includes students studying at all award course levels

The Success Ratio data (the Success rate of Indigenous students/Success rate of other student) demonstrates that **the success ratio of Aboriginal and Torres Strait Islander students at the University of Tasmania is almost at parity to non-Indigenous students**. As shown below in Figure 2b the University scores higher than the National Rate (A & B), noting however **there has been a very slight decrease from 2017-2018**.

Figure 2b Indigenous Success Ratio 2009-2018: University of Tasmania/National Total



Source: Department of Education and Training (2019): Table 16.8: Equity - Success Rates for Domestic Students at Table A and B Institutions, 2009 to 2018. Data includes students studying at all award course levels

Indigenous Support Staff and Operations

The Riawunna Centre staff include:

- Head of Services, Riawunna (HEO9)
- 1x Counsellor and Student Wellbeing (HEO7)
- 1x Co-ordinator of Aboriginal Student Success (HEO7)

- 1x Aboriginal Student Success Pathway Officer (0.8 HEO5)
- 3x Aboriginal Student Success Officers (HEO5)
- 2x Aboriginal Community Engagement Officers (HEO4)
- 2x Administrative Officer (HEO4)
- 1x Trainee Administrative Officer (HEO2)
- 6x Aboriginal Student Success Leaders (interns)
- 2x Associate Lecturers, *murina* Program (Academic A)

The Office of the Pro Vice Chancellor of Aboriginal Research and Leadership includes:

- PVC Aboriginal Research and Leadership (0.6 Academic E)
- Aboriginal Higher Education Adviser (Academic D)
- Executive Assistant (HEO6)
- 2x Project Officers, Digital Engagement and Curriculum, (1.4 HEO7)

2019 salaries for staff working on ISSP activities totalled \$1,915,015, including committed funding of \$462,067 for 4 x 3year Academic Pathways Officer positions (Indigenous Fellows) in 2020. UTAS funds 40% of these Academic A salaries for this period, then contributes full continuing employment.

ISSP expenditure: continuing salaries \$1,315,430 + committed \$462,067 + total operating costs \$262,545 = total \$2,040,092

UTAS expenditure: salaries \$211,302 + total operating costs \$51,005 = total \$261,384

Staff Development for 2019

The Riawunna team were presented with several professional and career development opportunities to build capability and leadership during 2019.

ISSP expenditure: \$17,209

Table 2d Staff Development in 2019

| Staff development opportunity | Number of staff | Outcomes |
|---|-----------------|---|
| Teaching – Local to Global Indigenous Life Worlds | 3 | Participation in UG program delivery and marking |
| Teaching Matters Conference | 2 | Presentation and publishing opportunity |
| Aboriginal Student Success Forum at ECU | 2 | Presented on Riawunna's welcoming calls campaign at Edith Cowan University |
| ANZSSA Conference | 4 | Site visits conducted, Executive member on the ANZSSA, convenor of the Indigenous Focus group |
| UTAS Student Experience Planning | 4 | Student Experience planning and presentation on Aboriginal people's connection to Invermay |
| First Aid Training | 2 | Certificates obtained |
| Foundational Workshop | 1 | Further knowledge on conversational control |
| Academic Division Leadership Program | 2 | Presentation on respectful engagement with external stakeholders to senior University leaders |
| Professional Boundaries | 12 | Professional development |

| Staff development opportunity | Number of staff | Outcomes |
|--|-----------------|---|
| NAISA Conference | 1 | Academic growth teaching and research in Indigenous Knowledges |
| Lateral Violence training | 12 | Lateral violence and working within a respectful workplace |
| Indigenous Cultural Educational Exchange Program | 1 | Indigenous Cultural and Educational Exchange Program with 11 UTAS Aboriginal and Torres Strait Islander students to USA and Canada as part of Indigenous Lifeworlds |
| Aboriginal and Torres Strait Islander Staff Career Scholarship | 1 | Conducted research for HDR and attended Conference at ANU |
| AIATSI | 1 | Presentation on Progressing Indigenization at UTAs. |

Source: University of Tasmania, Riawunna

Cultural Competency

The University of Tasmania articulates a high-level commitment to cultural acknowledgement in the *Strategic Plan 2019-2024*.⁴

We acknowledge the palawa and Gadigal, the traditional owners of the land on which we live and work, and we recognise their enduring culture. We also recognise that decisions about the future shape of Aboriginal education and research here are, first and foremost, ones to be made by Aboriginal leaders within the University, in discussion with other senior leaders. We seek the wisdom of Aboriginal leaders with their deep knowledge of country as we explore how to be a university that has place as the centre of its thinking.

Welcomes to Country and Acknowledgements of Country are regularly performed at University committees, meetings and public events. Riawunna facilitates participation of Aboriginal community members, performers and Elders to assist this. Cultural protocols⁵ are available to staff and the broader University community on the Riawunna website.

Welcome to Country Ceremonies 2019

Riawunna facilitates Welcome to Country ceremonies for the University and for external stakeholders. The number of Welcome to Country ceremonies is increasing each year as the University moves to include Indigenous Knowledges into the curriculum. Well respected Elders Uncle Dougie Mansell and Aunty Nola Hooper, and Cultural Educator David Gough, deliver most Welcome to Country ceremonies for the University of Tasmania. For major Welcome to Country ceremonies community dancers are invited and smoking ceremonies may be held. A total of 92 Welcome to Country ceremonies were held across all campuses in 2019.

⁴ https://www.UTAS.edu.au/_data/assets/pdf_file/0004/1255234/UTAS-Strategy-Document-2019.pdf

⁵ <https://www.UTAS.edu.au/riawunna/welcome-ceremony-protocols>

NAIDOC Week 2019

The Riawunna team facilitates annual NAIDOC Week activities across the three campuses to share culture, history and place with the University of Tasmania community. Activities include flag raisings, panel discussions, speeches, cultural food events and BBQs. In 2019 two flag poles were erected on the Sandy Bay campus. As a result, NAIDOC commenced on the Sandy Bay campus with a flag raising for the first time, with the Vice Chancellor delivering a powerful speech to approximately 150 people.

The Vice-Chancellor Professor put the *Uluru Statement from the Heart* at the forefront of his 2019 NAIDOC address, calling for a new constitution that empowers Aboriginal and Torres Strait peoples:

“The Uluru Statement from the Heart is a document that stands as a profound pivotal piece of Aboriginal political writing, delivering the wisdom of elders and the Aboriginal people who developed it... The Statement contains the aspirations for a constitutional voice, a treaty. We have been invited by Aboriginal and Torres Strait Islander peoples to join them at the table...It’s an invitation of rethinking, including and action.

ISSP expenditure: \$916



2019 NAIDOC flag raising Sandy Bay campus

Language Use

The University of Tasmania has embraced use of *palawa kani*, a revitalised traditional language developed by the Tasmanian Aboriginal Corporation. Use of *palawa kani* contributes to the embedding of Tasmanian Aboriginal culture into the sense of place of University campuses and facilities. In 2019, the Tasmanian Aboriginal Corporation agreed to the University using *palawa kani* words for a range of Tasmanian animals as names for sections of a new student annexe. The project included an interpretation board to explain the meaning of the words.

ISSP expenditure: \$2,017

UTAS expenditure: \$15,859

Teaching & Learning Activities contributing to the cultural capability of staff

The research literature strongly indicates that Aboriginal and Torres Strait Islander students are more likely to succeed at University if courses and programs are culturally relevant and culturally responsible. As many non-Indigenous academics feel that they lack skills in Indigenous knowledge related curriculum the Aboriginal Higher Education Advisor (AHEA) located in the Teaching and Learning Institute provides guidance to academic staff on their course content and contributes expertise to course reviews. This position is jointly (50/50) funded by the University of Tasmania and ISSP.

Inclusion of Indigenous perspectives

During 2019 content advice was provided by the AHEA to

- 2 course Reviews - Bachelor of Nursing and the Geography degree;
- 3 Masters courses: Strategic Communications; Media Studies; Tourism;
- 5 Diploma courses: Graduate Research; Music; Fine Arts; Engineering; Building and Construction;
- Associate Degree in Equipment Design and Technology;
- Bachelor of Fine Arts (Hons);
- Unit development in Dementia Care and Land Management;
- development of the following: A College of Business & Economics Mentoring program, an Aboriginal Tasmania short course proposal and inclusion of an Indigenous Policy unit within the Politics and Industrial Relations program.

Senior Executive Development

The 2019 Garma Festival was selected as an opportunity to enhance the cultural competency of three University of Tasmania Executive Team Members. The Deputy Vice Chancellor Research; Executive Dean of the College of Arts, Law and Education; and Executive Dean of the College of Health and Medicine attended the event and fully participated in a range of forums, ceremony and dance events. They were accompanied by an Indigenous HDR student and staff member of the Office of the PVC ARL in lieu of the PVC, who was unavailable at the time.

ISSP expenditure: \$15,855

Uni of Auckland cultural/student support

An initiative to provide professional development for Aboriginal to gain exposure to Indigenous student support at an international higher education institution - University of Auckland programs for Maori and Pacifica students. With an exceptional range of services and interactions with students, this opportunity provided an opportunity to learn and share work experiences, celebrations and challenges with experienced staff. A competitive process allowed Aboriginal staff members who work in the areas of recruitment, student support and student activities to attend.

ISSP expenditure: \$11,101

Indigenous Life Worlds Local to Global XBR113

Revision was commenced during 2019 in preparation for inclusion in the Bachelor of Arts. The unit uses the theoretical concept of 'Life worlds' to frame an exploration of the perspectives and experience of Indigenous peoples globally; across cultural, social being and doing of Indigenous peoples at the local (*palawa/pakana*) Tasmania, national (*Noongar*), and Native American contexts (Navajo [Dine]). All three peoples are distinct socially, culturally and historically and this distinctiveness is a central element of the unit. It also addresses the lived reality of colonised minorities within their traditional lands.

ISSP Expenditure: \$2,148

***Palawa* Story of Place**

The AHEA co-ordinated a research project to tell the *palawa* story of place for 2 UTAS sites, Emu Bay and Sandy Bay, to further build on a 2017 Community Engagement project, Aboriginal Tasmania Story Map.⁶ Consultation and information gathering took place during 2017, building the website *Linking2Bays – palawa* story of place at UTAS⁷ was progressed during 2018 and was launched in 2019. This is an important resource for both UTAS students and staff, to understand and respect Indigenous culture and history and be more inclusive for Indigenous students and community. This resource contributes to the University of Tasmania being recognised for its respectful relationship with Aboriginal Tasmanians and demonstrates the value of Indigenous knowledge systems. In 2020 this work will be expanded to tell the *palawa* story of place for Launceston to build on the previous project *Linking2Bays* which captured the stories of UTAS sites at Emu Bay and Sandy Bay.

ISSP expenditure: \$1,485

Cultural Awareness

Delivery of The University's Aboriginal and Torres Strait Islander Cultural Awareness Training, 'Come Walk with Us' was co-ordinated by the AHEA with Aboriginal students supporting the co-facilitation. This program is delivered for all new staff to the University of Tasmania and forms part of many vocational courses. During 2019 sessions were delivered as part of the police, nursing, education, social work, pharmacy and psychology courses. An external organisation, the Tasmanian Aboriginal Centre, was contracted to deliver 2 sessions at Risdon Cove (Aboriginal land) for approximately 120 UTAS medical students.

In 2019, 24 sessions were delivered including 10 Sessions for students as part of their course of study:

Semester 1

Institute of Marine & Antarctic Studies Staff - Hobart (20), Launceston (14)

Social Work students - Hobart (43), Launceston (23), Cradle Coast (15)

Pharmacy students - Hobart (22), Launceston (15)

Architecture – Launceston (5)

Total: 152

External groups

Rural Health (25)

Primary Health Professionals Hobart (32), Launceston (12), Cradle Coast (29) **Total: 98**

⁶ www.UTAS.edu.au/aboriginal-tasmania-storymap

⁷ <http://palawa-places.org.au>

Semester 2

Psychology - Hobart (26), Launceston (21)

Architecture - Launceston (38)

Sustainability staff & students (15)

Wicking Centre staff – Hobart (11)

UTAS staff - Hobart (15), Launceston (14)

Total: 116

External groups

Primary Health Tas - Launceston (23), Hobart (17), Cradle Coast (15)

Reconciliation Tas - Hobart (14), Launceston (13), Cradle Coast (11)

Total: 93

24 sessions delivered with total participants: 459

Professional development for UTAS staff

At the Teaching Matters Symposium on 26 November 2019, UTAS staff were provided with an opportunity to hear how Auckland University has progressed inclusion of Maori and Pacifica studies across disciplines. HRD students also participated in a workshop with the presenters:

Dr 'Ema Wolfgramm-Foliaki (*PhD*), Lecturer and Dr Hinekura Lisa Smith, Academic Developer Maori in the Centre for Learning and Research in Higher Education (CLeaR) at the University of Auckland. They also conducted a yarning circle with community members. These teaching and learning activities were jointly funded through ISSP and UTAS.

ISSP expenditure: \$1,548

Indigenising the curricula

In September 2019 a workshop on Indigenising the Curricula was run for the College of Arts, Law and Education, providing an overview of what curricula indigenisation entails and where to start. This is a part of the University's on-going initiative to Indigenise the curricula across each of the Colleges over the next several years. A report was produced by the Office of the PVC ARL mapping Indigenous content in the Bachelor of Arts. This report will be followed by similar mapping exercises across other degrees.

ISSP expenditure: \$2,148

UTAS Aboriginal staff career development sponsorship

Aboriginal staff career development sponsorships provide University of Tasmania Indigenous staff opportunities to attend conferences, undertake professional development and training activities, relevant to their employment or post-graduate study. Sponsorships are made available to all Aboriginal staff across the University, with selection processes managed by the Office of the PVC ARL.

ISSP expenditure: \$16,554

Pathways

At present 2 Indigenous professional staff and 4 Indigenous academic staff are undertaking higher educational training. In 2019 a major initiative to increase in the number of staff undertaking higher education was commenced, with the appointment of an Indigenous fellow in social work. Fellows in Education, Nursing and Criminology will follow in 2020. All

Indigenous staff at the University of Tasmania are encouraged and supported in the undertaking of further education, particularly those serving in the Riawunna Centre.

ISSP expenditure on Indigenous Fellowship: \$10,902

UTAS expenditure: \$4,360

Table 2e Indigenous Support Activities in 2019

| Activity | Number of student participants | ISSP Expenditure (\$) |
|---|--|-----------------------|
| <i>murina</i> undergraduate enabling program – including student support operations | 46 (<i>murina</i>) 250 (est. total) | 1,194,075 |
| Total scholarships | 32 | 280,060 |
| Aunty Ollie Ralph Book launch | 50 (incl students) | 180 |
| Black Man’s Houses Anniversary screening | 34 | 234 |
| Guilford Young College students | 10 | 32 |
| Harmony Day | 40 | 65 |
| Launch of the Leonie Dickson Health Honours Scholarship | 28 | 60 |
| Meet and Greet with Aboriginal Medical Students | 10 | 35 |
| Murina Presentations | 18 | 50 |
| Niyakara Mob – launch of student body | 10 | 104 |
| Primary school Leadership Certificate presentation | 10 | 50 |
| Putalina Festival stall | 20 (potential students) | 357 |
| Reception and tour for students from Alice Springs | 20 | |
| Reconciliation Tasmania consultation | 8 | 91 |
| Soup Days | 20 | 80 |
| Alice Springs student tour | 20 | 0 |
| South American Elders visit | 30 | 62 |

Source: University of Tasmania, Riawunna

3. Completions (outcomes)

Alongside the above strategies of tutoring, and financial support (scholarships and bursaries), the University of Tasmania through the Riawunna Centre and the PVC ARL offered a suite of measures to improve course completion for Indigenous students through targeting areas such as general wellbeing, social networks, cultural immersion and resiliency, and engagement with inspirational scholars.

Health and Wellbeing – Riawunna Counsellor and Development Officer

Riawunna acknowledges that health, safety and wellbeing is a critical factor in the academic journey of its students, their wellbeing and academic success. A dedicated Aboriginal Development Counsellor works for Riawunna with students and is also a member of the UTAS Counselling team. This approach has worked well, with a good balance and understanding between Riawunna, the Counselling team, and other University wellbeing support services. The Wellbeing Development Counsellor facilitated a series of events for students, staff and Community members throughout 2019, including workshops, presentations, information sessions and On Country experiences, with an emphasis on mental health and social and emotional wellbeing. The focus of the Wellbeing Development Counsellor is on providing culturally appropriate services to assist Aboriginal students, staff and Community members to further develop mental health awareness and wellbeing skills that will support a healthy balance between study and personal life.

ISSP Expenditure on events: \$267

Riawunna Wellbeing Week activities

At the University of Tasmania, we recognise the clear link between wellbeing and student success. The University is committed to supporting the health and wellbeing of its students and staff, cognisant that a safe, supportive and healthy environment enhances the University experience for students. The Riawunna team facilitated several events for students and Community members throughout Wellbeing Week at each Tasmanian campus.

ISSP expenditure: \$4,717



Participants in Wellness Tree Project

Table 3a Wellness Week Activities in 2019

| Activity Name | No. of students | Outcome |
|---|-----------------|---|
| Wellness tree, Sandy Bay campus | 15 | Students contributed to a 'Well Being Tree' banner - invited to write and draw how they learn, connect, keep active, take notice etc |
| Network event 'five ways to wellbeing', Newnham campus | 16 | Students gathered around the fire to form a yarning circle. Each person was given a leaf indicating one of the 5 ways to wellbeing. A brief was offered on the significance of fire in Community to heal and purify |
| Network event 'five ways to wellbeing', Cradle Coast campus | 7 | Connecting students on our regional campus with the broader University community to encourage a sense of belonging |

Source: University of Tasmania, Riawunna

Riawunna Hardship Scheme 2019

The Riawunna Centre strives to deliver services and programs to ensure success and a positive experience for Aboriginal and Torres Strait Islander students at the University of Tasmania. Riawunna has established the Riawunna Financial Assistance Guidelines to assist those students who are experiencing financial hardship and support them to remain enrolled and continue with their studies. Riawunna provided support to 14 students in 2019. **ISSP expenditure: \$9,056**

Visiting Aboriginal Scholars – Snapshots

Riawunna hosted two academics and a senior Aboriginal Elder during the 2019 academic year. Dr Yunkaporta and Senior Aboriginal Elder Uncle Jim Everett spent time lecturing and connecting with students and the Aboriginal Community on the Newnham and Sandy Bay campuses and Professor Sen delivered a session streamed to the Newnham campus. In addition, occasional guest lectures by prominent national Indigenous scholars were hosted.

Dr Tyson Yunkaporta

Riawunna's Visiting Scholars Program includes Aboriginal academics and Elders sharing their expertise, experiences and Aboriginal Knowledges with the students, staff and the Aboriginal Community. This is a strategy for supporting students to gain access to high level Aboriginal academics. Riawunna hosted Dr Tyson Yunkaporta, a senior lecturer from Deakin University in 2019. Dr Yunkaporta delivered a public lecture on the Newnham and Sandy Bay campuses: 'From growth to increase: a return to Indigenous (human) logics and systems'. Dr Yunkaporta expanded on his ideas from his book *Sand Talk*, using Indigenous Knowledges as a lens to view global systems. Dr Yunkaporta led two yarning circles on the Newnham and Sandy Bay campus with good participation at both yarning circles unpacking his ideas further.

Professor Asha Sen

Riawunna hosted international academic Professor Asha Sen to present to the *murina* students and a yarning circle on her experiences as an Indigenous academic trying to decolonise and reclaim her space. Professor Sen's interests include the ways Muslim women writers have been revisiting Islam in their own search for social justice and equity, as well as

ways in which communities are working towards achieving social justice through different forms of spiritual activism. The lecture provided an opportunity for students and the broader Aboriginal Community to gain further insight into the writing and research of a respected academic. The yarning circle allowed participants to share their perspectives around Aboriginal narratives and storytelling inspired by the *murina* Program's *pakana* Life Writing Unit.

Uncle Jim Everett - puralia meenamatta

Riawunna hosted yarning circles at the Newnham and Sandy Bay campuses that were open to students, staff and the Aboriginal community, led by senior Aboriginal Elder, Uncle Jim Everett. Students and Community members travelled from the Cradle Coast to Newnham to participate. Uncle Jim's topic was on Eldership: 'What makes an Elder, and Welcome to Country ceremonies'. Uncle Jim generated challenging and engaging discussions with participants in the yarning circle about Eldership.

ISSP expenditure: \$15,252

Annual Japanangka Errol West Lecture

This annual event honours the life and work of the late Japanangka Errol West, a leading Tasmanian Aboriginal academic, known for his scholarship in the field of Indigenous methodologies and pedagogies. Previous guests include Professor Marcia Langton who delivered a lecture titled: *The Scholar as Educator, the Educator as Disruptor* (2018), and Professors Linda Tuhiwai Smith, Graham Hingangaroa Smith, and Huia Tomlins-Jahnke, who hosted a panel on *Indigenous Research Methodologies* (2017). The annual Japanangka Errol West Indigenous Scholarship lecture series takes place in NAIDOC week to highlight the importance of Indigenous knowledge to Aboriginal and Torres Strait Islander students, non-Indigenous students, University staff, the Tasmanian Aboriginal Community and the broader Tasmanian community. In 2019 the University of Tasmania hosted Professor Chad Hamill, from the Northern Arizona University to deliver a lecture titled 'Coyote Made the Rivers'.

ISSP expenditure: \$16,507

Sustainability Integration Program for Students (SIPS) Aboriginal Internships

In 2019 Riawunna, together with the University's sustainability team, offered an internship for Aboriginal students to explore the possibility of developing a sustainable Tasmanian Aboriginal community garden on the Sandy Bay campus. The Internship Program allowed students to be involved in meaningful campus sustainability work applying the knowledge and skills gained at university. The Sustainability team and Riawunna worked with the University's Careers team. An Aboriginal student was successful gaining the internship.

SIPS expenditure: \$5,582

Opportunities for HDR Graduates

One of the benefits of being a smaller University is that there are greater degrees of communication between departments as to research projects and teaching opportunities, particularly when these require the skill of Indigenous students. The Office of PVC ARL actively identifies opportunities for tutoring and research to be undertaken by Indigenous HDR candidates. In 2019 as in previous years, a collection of research assistant projects and marking opportunities were referred to and accepted by HDR graduates and near completed HDR candidates.

Indigenous Cultural and Educational Exchange Program

2019 was the 5th year the Indigenous Cultural and Educational Exchange (ICEE) Program has been run through the Office of the PVC RAL. This initiative provides Aboriginal and Torres Strait Islander, Maori and Native American Students studying at participating universities (University of Tasmania, University of Waikato, Northern Arizona University, University of Arizona and Thompson Rivers University) with an international cultural and educational experience. For University of Tasmanian students, this provides a component of the Indigenous Lifeworlds unit as part of their undergraduate degree program. Students undertake a mixture of academic classes, cultural activities and field trips. Previous participants have emphasised the importance of participation in the program, reporting participation as a positive life-changing experience and enhancing aspiration. The program targets high achieving students, creating a culture of achievement and success amongst Indigenous students. All participants have gone on to further their studies.

In July 2019, the PVC ARL team welcomed eleven students and four staff from Northern Arizona University, University of Arizona and Thompson Rivers University. Riawunna facilitated a Welcoming ceremony with Tasmanian Aboriginal cultural foods prepared by two respected Elders, and a large Community gathering at the Tasmania Aboriginal Elders Council in Launceston, which catered for over one hundred Aboriginal community members, students, staff and international guests

University of Tasmania provided 8 Indigenous students with the opportunity to participate in the 2019 ICEE Program. Visits were made to:

- Northern Arizona University: 25/01/2019 to 02/02/2019;
- University of Arizona: 02/02/2019 to 09/02/2019; and
- Thompson Rivers University: 09/02/2019 to 16/02/2019.

The visiting group of international Indigenous students, visited:

- University of Tasmania: 20/07/2019 to 29/07/2019
- University of Sydney: 29/07/2019 to 03/08/2019
- University of Waikato: 03/08/2019 to 07/08/2019

ISSP expenditure: \$97,948



Indigenous Cultural and Educational Exchange Program – Aboriginal Elders Council of Tasmania

The Riawunna Centre and the Office of PVC ARL undertake the following strategies to assist graduates:

- Riawunna promotes employment and internship opportunities on the Riawunna Facebook page and targets graduates;
- Riawunna works with the Tasmanian State Government to promote and recruit Aboriginal graduates for the Graduate Development Program through the hosting of an information sessions.

At present, no formal strategies or systems are in place to monitor student outcomes post-graduation. Work has commenced by the Office of the PVC ARL to establish an alumni network for Indigenous students of the University of Tasmania in 2020. This will establish a network of expertise for the Indigenous graduate community and create a channel for referral of career development opportunities.

Completions

Table 3b indicates that there has mostly been a decline in the number of Indigenous completions at the University of Tasmania. Of 13 degree types offered, 7 have experienced decline, 4 degree levels have shown no change, and 2 demonstrate increase. Of the improvements seen, completions in diplomas have increased fourfold.

Table 3b Indigenous Student Completions by Course Type 2018-2019

| Course Level | 2018 | 2019 | Status |
|-----------------------|------|------|----------|
| Bachelors | 93 | 78 | Decrease |
| Bachelors Hons | 11 | 10 | Decrease |
| Masters by Coursework | 19 | 19 | |
| Grad Certificate | 30 | 32 | Increase |
| Grad Dip new area | 6 | 3 | Decrease |
| Grad Dip prev area | 13 | 8 | Decrease |
| Adv Diploma | 0 | 0 | |
| Assoc Degree | 6 | 2 | Decrease |
| Diploma | 4 | 16 | Increase |
| Other award course | 1 | 1 | |
| Masters by Research | 1 | 0 | Decrease |
| Doctorate | 1 | 0 | Decrease |

Source: University of Tasmania Data Analytics (2020)

Table 3c includes data of the completion of Indigenous students from the University of Tasmania according to the College/Division within which they studied. **There has overall been a decline in completions from 2018-2019** across most Colleges/Divisions, with exception of University College (offering associate degrees and pathway programs), the college of Sciences and Engineering, and the Division of Future Students. **An evaluation of Indigenous undergraduate support programs and activity has commenced and will be completed as part of the review of the University's SPAE. Qualitative analysis and qualitative surveys will aim to identify factors influencing this concerning decline. Significant scope will be provided by the review to modify service delivery in response to findings.**

Table 3c Indigenous Student Completions by College/Division 2014-2019

| College/Division | Aboriginal and Torres Strait Islander Completions | | | | | |
|------------------------------------|---|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| College of Arts, Law and Education | 12 | 32 | 32 | 59 | 49 | 43 |
| College of Business & Economics | 8 | 11 | 7 | 18 | 22 | 19 |
| College of Health & Medicine | 16 | 30 | 33 | 44 | 81 | 68 |
| College of Sciences & Engineering | 11 | 14 | 22 | 21 | 23 | 28 |
| University College | 1 | 3 | 2 | 3 | 6 | 10 |
| Research Division | 0 | 0 | 0 | 6 | 3 | 0 |
| Division of Future Students | 0 | 3 | 3 | 0 | 1 | 1 |
| Totals | 48 | 94 | 99 | 151 | 185 | 169 |

Source: University of Tasmania Data Analytics (2020)

4. Regional and remote students

The Riawunna Centre have made a number of efforts to instigate connection with students in regional and remote areas across the state of Tasmania through correspondence with a set of schools and organisations in these areas. Particular success has been achieved in respect to four schools, Lilydale District School, Port Dalrymple High School, Deloraine High School and Flinders Islander District High School; each of which record 10% of its student population identify as Indigenous (Flinders Island District High School with 25%). Discussions

with Port Dalrymple and Deloraine High School were held about a University Experience Program which commenced from Term 1, 2019, with the support of school leadership.

Travel includes:

- State-wide school engagement;
- Aboriginal community engagement;
- *murina* Program academic weekly travel in semester one & two to Cradle Coast Campus;
- Statewide Aboriginal student counselling;
- Head of Service travel to Newnham campus and Cradle Coast campus;
- E-vouchers Elders and community members to and from the Sandy Bay, Newnham and Cradle Coast campuses for Welcome to Country ceremonies, events and activities;
- Fuel for Riawunna cars

ISSP expenditure (total student support travel): \$36,622

Other outreach efforts included correspondence with the following organisations listed in Table 4a below.

Table 4a Organisation in regional/rural areas contacted by Riawunna 2019

| Organisation | Region |
|--|-------------|
| Cape Barren Island Community Centre | Bass Strait |
| Circular Head Aboriginal Corporation | North West |
| Cygnets Primary School | South |
| Flinders Island Aboriginal Association | Bass Strait |
| Geeveston Child and Family Centre | South |
| Geeveston Community House | South |
| Geeveston Food Bank | South |
| New Norfolk Child and Family Centre | South |
| New Norfolk Community House and Primary School | South |
| No 34 Aboriginal Health Service | North West |
| Tasmanian Aboriginal Corporation | North West |

At present there are no specific programs that have been introduced at the University of Tasmania for regional/remote Indigenous students, instead all support measures for Indigenous students are offered state-wide through Riawunna.

If required, the ASSO and the Aboriginal Community Engagement Officer assist students making connexions with home and family, and to maintain their connexion with Country. One of the Riawunna ASSOs has the portfolio for supporting distance students, providing a welcoming call and the following intervention calls, as well as serving as a communication point for if further assistance is required. Specific study assistance is provided through the Riawunna Tutoring Program.

Student Load by Region

Data drawn from the University's Business Intelligence database indicates an increase in the EFTSL of Indigenous students at the University of Tasmania between 2018 and 2019 across each of the three campus regions. These changes may be due to a number of factors, including Indigenous students feeling confident to undertake full-time studies, that the assistance offered through Riawunna initiatives assists students to undertake and complete a full-time load, and that students may minimise work hours or acquire welfare assistance in order to focus on their studies.

Table 4b Change in Indigenous Equivalent full-time student load by region (EFTSL) 2018-2019

| EFTSL Rate by Region | North | North West | South |
|----------------------|-------|------------|-------|
| 2018 | 63.1 | 108.5 | 163.9 |
| 2019 | 76.1 | 126.6 | 168.2 |

Source: University of Tasmania Data Analytics (2020)

Table 4c Scholarship data for remote and regional students 2018-2019

| | Education Costs | | Accommodation | | Reward | | TOTAL (of preceding columns) | |
|--|-----------------|-----|---------------|-----|-----------|-----|------------------------------|-----|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2018 Payments | 82,063.50 | 43 | 28,920.00 | 8 | 6,125.00 | 7 | 117,108.50 | 58 |
| B. 2019 Offers +continuing commitments | 61,561.00 | 34 | 5,000.00 | 1 | 36,305.70 | 25 | 102,866.70 | 60 |
| C. Percentage (C=B/A*100) | | | | | | | 80.1% | |
| 2019 Payments | 52,811.00 | 29 | - | - | 36,305.70 | 25 | 89,116.70 | 54 |

Source: University of Tasmania, Scholarships Office

5. Working with Vulnerable People Requirement

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

The University is currently developing more consistent messaging and approaches to ensuring that certification is attained by relevant staff.

6. Eligibility requirements

Indigenous Education Strategy

The University of Tasmania's Indigenous Education Strategy, the *Strategic Plan of Aboriginal Engagement 2017-2020*⁸ (SPAЕ) has served as the guiding document for the support of Aboriginal and Torres Strait Islander students and staff since 2017. This strategic plan is the first document of its kind at the University of Tasmania, and as such, sought to introduce a number of initiatives for Indigenous people across the University as a whole, with 7 focus areas:

1. Undergraduate
2. Teaching and Learning,
3. Employment,
4. Higher Degree Research,
5. Research,
6. Community and
7. Governance.

Implementation of the SPAЕ's 65 strategic actions was led by PVC ARL in collaboration with the Riawunna Centre, Human Resources, and other departments of the University. The dividing of responsibilities between persons and departments assisted both the timely implementation of these strategic actions, as well as the quality of results consequent to tasks being assigned to personnel in line with their experience, resources and authority. For example, the bulk of initiatives pertaining to undergraduate students were assigned to the Riawunna Centre given their role as an Indigenous support unit, whilst the PVC ARL took charge of the portfolio of HDR students and research. Given the achievements to date with the present assigning of roles and responsibilities, it is likely that a similar approach will be adopted for the next iteration of the SPAЕ.

At the time of this report, 40 of these 65 actions were completed, 16 were ongoing (8 of which completed), 12 in progress, and 1 discontinued. We contend that this is positive progress within a three-year period. Each of the aforementioned areas were underpinned by a commitment to an overarching performance indicator, alongside a set of strategic actions, a majority of which had been met or nearly achieved, as detailed below.

Undergraduate

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.*

Evidence: The following table presents the total number of undergraduate student enrolments over the 2017-2020 period. During this period there has been an increase of enrolments by 8.6% between 2017 and 2020, although as shown in Table 6a the annual enrolments do not meet the desired target. Nevertheless, the University is seeing an increase in the number of Indigenous undergraduate enrolments overall, which is a positive improvement.

⁸ https://www.UTAS.edu.au/_data/assets/pdf_file/0004/1255234/UTAS-Strategy-Document-2019.pdf

Table 6a Undergraduate Indigenous Enrolments by Year 2017-2019

| Degree Type | 2017 | 2018 | 2019 |
|------------------------------------|------------|------------|------------|
| | ABTS | ABTS | ABTS |
| Bachelors | 413 | 323 | 330 |
| Bachelors Hons | 93 | 117 | 118 |
| Adv. Diploma | 2 | 1 | 2 |
| Associate Degree | 51 | 24 | 29 |
| Diploma | 94 | 100 | 140 |
| Enabling course | 114 | 116 | 140 |
| Total | 767 | 681 | 759 |
| Percent change since previous year | NA | 11.21% | 11.45% |

Source: University of Tasmania Data Analytics (2020)

Teaching and learning

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.*

Evidence: There has been proactive supportive engagement of academics across disciplines, including several workshops delivered across several schools. Further, a review of the Indigenisation of curricula has been conducted within the College of Arts Law and Education, which will serve as an evidence document for the expansion of curricula Indigenisation and the embedding of Indigenous content. Additionally, the unit Indigenous Lifeworlds (XBR113) has been created. This unit has been run in semester 1 at UTAS for the last 4 years. There has been outstanding student feedback, and the components of the unit have been very well received by students.⁹ It is expected that this unit format will be expanded in 2021 to be included within the Humanities and Social Sciences. Further, 3 modules for cultural competency capacity building have also been developed, providing an invaluable resource for staff available via the Aboriginal business page.

Employment

Performance Indicator: This section had three performance indicators, namely:

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.

⁹ For an exploration of this favourable feedback see Prehn, J, Peacock, H, Guerzoni MA and Walter M (2020) 'Virtual tours of Country: creating and embedding resource-appropriate Aboriginal pedagogy at Australian universities'. *Journal of Applied Learning and Teaching* 3(1): 1-9.

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.

Evidence:

At the time of this report the total FTE of Aboriginal and Torres Strait Islander staff was 34.9FTE, a total headcount of 14 (12.4 FTE) academic and 24 (22.5 FTE) professional fixed term and ongoing Aboriginal and Torres Strait Islander employees. This equates to 1.24% of University of Tasmania employees identifying as Aboriginal and Torres Strait Islander people. Consequently, the desired target has not been reached. Notwithstanding this, there have been initiatives to increase the number of Aboriginal staff at the University in professional and academic roles. The Office of the PVC ARL employed 2 additional staff in 2019, and during 2019 three continuing academic positions were created at the University of Tasmania for Aboriginal and Torres Strait Islander people, with commitments for one further continuing and one further fixed term academic position to commence in 2020.

Data from the University’s Business Intelligence Unit suggests that the majority of Aboriginal and Torres Strait Islander staff have served for less than 5 years at the University, at the time of this report the FTE of staff service of up to 5 years stood at 19.70, for 5-14 years (5.60), 15-24 years 5, and 25-34 years 3. However, the table below shows that there is a high turn-over of Indigenous staff at the University of Tasmania, data only being available from 2018 onwards. This is explained in part by the majority of terminations; the result of the conclusion of these contracts. A range of initiatives are being taken in 2020 to identify and address recruitment and retention trends for Aboriginal people at the University.

Table 6b Indigenous Staff Turnover 2017-2019

| | 2017 | 2018 | 2019 |
|--------------------------------|--------|--------|--------|
| Rolling 12-Month Avg Headcount | 17.250 | 25.250 | 30.000 |
| UTAS Head Count Terminated | NA | 5 | 8 |
| Percentage | NA | 20 | 27 |

Source: University of Tasmania Data Analytics (2020)

Higher Degree Research

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.*

Evidence: The University of Tasmania has established an environment within which Indigenous students are actively encouraged and supported to pursue and attain Research Higher Degrees, particularly within the College of Arts, Law and Education. These efforts have been further assisted by the establishment of several scholarship initiatives aimed to enable Indigenous candidates to commit themselves to research and mitigate risk of

withdrawal due to financial difficulties. At the time of reporting, there were 12 Research Higher Degree candidates (with 1 awaiting graduation and 3 on leave of absence) at the University of Tasmania, with close to a dozen Indigenous persons having expressed interest in candidature in Research Higher Degrees.

Research

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.*

Evidence: A University of Tasmania Indigenous research/researcher group has been created under the PVC ARL and communicates with academic staff when funding projects become available. The PVC ARL has also created an Indigenous (and allies) visiting scholar program and lecture series where prominent national and international scholars are invited to deliver workshops and/or lectures regarding their scholarship. Further, the development of online workshops regarding indigenous knowledges are becoming more available, for example the implementation of an Indigenous component in the HDR induction at UTAS. The PVC ARL team also links UTAS Indigenous academics into national training and capacity building opportunities, including international Indigenous scholarly community and networks. This is done by the PVC ARL office through email correspondence when opportunities become available, and a pool of financial support is offered to those HDRs and academic staff that have their abstracts accepted into conferences. Furthermore, Indigenous academics within the School of Social Sciences and the PVC ARL have collaborated over the past 12 months on a range of projects and publications.

ISSP expenditure: \$3,339

Community

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.*

Evidence: The development 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 as been completed. There are Aboriginal Ethics Advisors to guide research projects, teaching units, or other university processes. The Office of PVC ARL has become a contact point for this through the Aboriginal Business Page. Furthermore, the University's research ethics procedures have been updated to include specific guidelines for any project to do

with Aboriginal community business to ensure engagement projects abide by the guiding ethical research standards.

A process of co-ordinating and recording of University Aboriginal staff cultural contributions to wider University teaching, research and events has now been installed. The PVC ARL and Riawunna and Aboriginal staff are regularly contacted to contribute to wider teaching, research and events.

The physical Riawunna spaces in Hobart has been moved to a more central location on the main (Sandy Bay) campus, which has increased the visibility and presence of the Aboriginal community at the University. Along with this, there has been a large increase in the number of physical recognitions of Aboriginal culture on University campuses. There are banners across the university during different times of the year which recognise Aboriginal people, for instance the large *ya pulingina* (welcome) sign above the Morris Miller archway walkthrough on the Sandy Bay campus. Similar recognitions are being developed for future campuses. Along with the increase in physical presence, there has been an increase in the online space, with the development of the 'Aboriginal Business' page from which all online Aboriginal related information can be accessed. This website is continually updated when appropriate.

Governance

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.*

Evidence: There has been significant progress made in including Indigenous staff at higher levels of governance, a prime example of this is that the PVC ARL has now been included as a member of the Senate, Provost Executive Group and University Executive Team. Along with this, the formation of an Aboriginal Leadership Group consisting of the PVC RAL, the AHEA and HOS Riawunna ensures co-ordination and coherence of Indigenous engagement and strategy across the University. The Aboriginal Leadership Group meets regularly to discuss Aboriginal business and guide the implementation of the SPAE. Further, the whole-of-University Aboriginal Staff Group, which meets bi-annually, has input into relevant governance and decision-making processes within the University where applicable. ISSP funding is managed and approved by an ISSP Governance Committee.

Strategic Initiatives

There is also a goal to include a formal accountability mechanism for College leaders and senior management in achieving Indigenous parity targets and improved outcomes across their schools and portfolios. To do this, a pool of ISSP funding for facilities was made available to support Colleges to capability to improve Indigenous student success.

ISSP expenditure:

- **Health Science Precinct, Aboriginal History Installation: \$25,088**
- **Careers in Medical Research: \$7,426**

- **Postdoctoral Research Fellow: \$1,169**
- **Understanding Barriers to Access in Accounting for Secondary Students: \$2,564**
- **Understanding the Experiences of Past and Present Social Work Students: \$11,102**
- **Creative Country, Developing a Pilot Educational Model: \$1,630**
- **Aboriginal Centre for Performing Arts Gospel Choir Project: \$15,201**
- **Sharing Better Practices, increasing enrolments in Sciences: \$997**

Reconciliation Action Plan

The University of Tasmania does not currently have a Reconciliation Action Plan but is however a member of Reconciliation Tasmania's Reconciliation Collective. Further consideration of a RAP will be made through the review of the University's SPAE.

Indigenous Workforce Strategy

The total headcount of University of Tasmania staff who have identified as Aboriginal and/or Torres Strait Islander people (permanent, contract and casual) as at 31st December 2019 was 47, which equates to 1.12% of the total staffing population.

- Of these staff, 8 were permanent academic and 12 permanent non-academic employees;
- with 4 fixed term contract academic and 4 casual academic employees;
- with 13 non-academic fixed term contract and 6 casual non-academic employees.

Table 6c Employment Data Snapshot 2017 – 2019

| | 2017 | 2018 | 2019 | Minimum Target |
|--|--|---|---|----------------|
| Total Indigenous Staff Number (total headcount including ongoing, fixed term and casual headcount) | 62 (38 Fixed Term /Ongoing and 24 Casuals) | 53 (38 Fixed Term/Ongoing and 15 Casuals) | 47 | 3% |
| Total number of staff as per Annual Report | 6117 (2451 Fixed Term/Ongoing and 1215 Casuals) | 4199 (2983 (Fixed Term/Ongoing and 1306 Casuals) | 4212 (3027 Fixed Term/Ongoing and 1185 Casuals) | |
| Percentage | 1.01% | 1.26% | 1.12% | |

Source: University of Tasmania Data Analytics (2020)

There is currently no reporting mechanism for casual staff to identify as Aboriginal and/or Torres Strait Islander employees. Several staff also have multiple positions including casual positions but have only been counted once for purpose of this report. **There has been a significant decrease in the number of total University staff**, and this can be attributed to the decrease in casualisation and commitment to fixed term and ongoing employment contracts. Data reporting is also as at 31st December each year, and for some fixed term contracts expiration of contracts often occur at year end.

The University of Tasmania continues to meet its obligations under section 12 of the ISSP Guidelines with the ongoing appointment of the established position of Pro Vice Chancellor

Aboriginal Leadership (0.6FTE) in 2019, with recruitment of the position into 2020 as a 1.0 FTE position. The University of Tasmania Strategic Plan 2019–2024 includes the objective of a 3% employment target to ‘achieve greater engagement with the Aboriginal community by targeting a 3% workforce participation rate of Aboriginal people by 2025.

The University’s Indigenous Workforce Strategy is contained within the Strategic Plan for Aboriginal Engagement 2017-2020 (Section 3) with three key performance indicators:

- Increase recruitment of academic and non-academic FTE Aboriginal and Torres Strait Islander staff per annum so that Indigenous staff make up 2% percent of academic FTE staff and 2% of non-academic FTE staff by 2020;
- Retention and support for current Aboriginal and Torres Strait Islander staff demonstrated by a less than 10 % separations of staff in any year 2017-2020;
- Increase the number of Aboriginal and Torres Strait Islander staff undertaking higher education so all staff either have higher level qualification or are progressing in tertiary study by 2020.

Eleven Strategic Actions are listed against the Employment Strategic Goal for completion in the period 2017-2020. As at 31 December 2019, seven of these were complete and four progressing towards completion.

The University continues to work towards a range of targeted initiatives that will increase Aboriginal and Torres Strait Islander employment pathways including:

- Casual internship roles for undergraduate students;
- Newly created Indigenous Research Fellow positions (Academic Level B) across Colleges and Divisions provides academic progression for early career research academics;
- The University works to ensure that the workplace is a culturally safe space for Aboriginal and Torres Strait Islander staff;
- Provision of career development scholarships to enhance knowledge and career aspirations for Aboriginal and Torres Strait Islander employees;
- International opportunity was offered for an Aboriginal and/or Torres Strait Islander staff member to accompany students on the 2019 University of Tasmania/Indigenous Cultural Educational Exchange Program;
- The Office of the Pro Vice Chancellor Aboriginal Research and Leadership hosted two annual staff meetings to discuss Aboriginal business at the University of Tasmania.

Table 6d Indigenous workforce data (2019 breakdown)

| Level/position | Permanent | | Casual and contract | |
|--|-----------|--------------|---------------------|--------------|
| | Academic | Non-academic | Academic | Non-academic |
| Academic E – Distinguished Professor, Pro Vice Chancellor Aboriginal Research and Leadership | 1 | | | |
| Total Academic E - 1 | | | | |
| Academic D – Associate Lecturer | 1 | | | |
| Total Academic D - 1 | | | | |
| Academic C – Senior Lecturer Aboriginal Health Education | 1 | | | |
| Academic C – Senior Research Fellow in Epigenetics | 1 | | | |
| Total Academic C - 2 | | | | |

| Level/position | Permanent | | Casual and contract | |
|---|-----------|--------------|---------------------|--------------|
| | Academic | Non-academic | Academic | Non-academic |
| Academic B – Academic Research | | | 1 | |
| Academic B – Lecturer Rural Health | | | 1 | |
| Academic B – Indigenous Fellow Academic Development | 1 | | | |
| Academic B – Lecturer and Teaching Intensive Scholars, Bioscience | 1 | | | |
| Academic B – Lecturer | 1 | | | |
| Academic B – Lecturer in Paramedicine | 1 | | | |
| Total Academic B - 6 | | | | |
| Academic A – Associate Lecturer – Riawunna | | | 1 | |
| Total Academic A - 2 | | | | |
| Senior Manager Level – Director- Central Science Lab | | 1 | | |
| Total Senior Manager - 1 | | | | |
| HEO Level 9 – Head of Service Riawunna | | 1 | | |
| Total non-academic Level 9 - 1 | | | | |
| HEO Level 8 – Business Manager – Rural Health | | | 1 | |
| HEO Level 7 and 6 – Aboriginal Education and Strategy Officer + Senior Technical Officer | | 1 | | |
| HEO Level 7 – Executive Officer Aboriginal Employment, Equity and Diversity | | 1 | | |
| HEO Level 7 – Riawunna Wellbeing Development Counsellor | | | | 1 |
| HEO Level 7 – Aboriginal Digital Engagement Officer | | | | 1 |
| Academic A – Associate Lecturer – Riawunna | | | 1 | |
| HEO Level 7 – Indigenous Higher Education Curricula Officer | | | | 1 |
| Total non-academic Level 7 - 5 | | | | |
| HEO Level 6 – Project Officer | | | | 1 |
| HEO Level 6 – Field Education Officer | | | | 1 |
| HEO Level 6 – Aboriginal Health Careers Promotion Officer | | | | 1 |
| HEO Level 6 – Learning Librarian | | 1 | | |
| HEO Level 6 – Contracted Services Administrator | | 1 | | |
| HEO Level 6 & 4 – Project Officer Aboriginal Research and Aboriginal Community Engagement Officer | | | | 1 |
| Total non-academic Level 6 - 6 | | | | |
| HEO Level 5 – Aboriginal Student Success Officer | | 1 | | |
| HEO Level 5 – Aboriginal Student Success Officer | | 1 | | |
| HEO Level 5 Aboriginal Student Success Officer | | 1 | | |
| HEO Level 5 – Aboriginal Student Success Pathways Officer | | | | 1 |
| Total non-academic Level 5 - 4 | | | | |
| HEO Level 4 – Aboriginal Community Engagement Officer | | | | 1 |
| HEO Level 4 – Aboriginal Community Engagement Officer | | | | 1 |
| HEO Level 4 – Community Engagement Officer and Administration Officer – Arts Operations | | 1 | | |
| HEO Level 4 – Client Services Officer (IT) | | 1 | | |
| HEO Level 4 – Administrative Officer | | | | 1 |
| HEO Level 4 – Administrative Officer | | | | 1 |
| Total Non-academic Level 4 – 6 | | | | |
| HEO Level 3 – Administrative Assistant | | | | 1 |
| Total Non-academic Level 3 – 1 | | | | |
| Total Casual – Academic staff | | | 4 | |
| Total Casual – Non-academic staff | | | | 6 |

Source: University of Tasmania, People and Wellbeing

7. Indigenous Governance

The University of Tasmania has met the requirements of section 11 of the ISSP Guidelines. The University of Tasmania has robust Indigenous involvement in decision making that includes:

- **Pro Vice Chancellor, Aboriginal Research and Leadership** who is a member of the University Executive Team, the Provost's Executive and Senate;
- **Aboriginal Higher Education Advisor**, situated in the Tasmanian Institute of Learning and Teaching, who has commenced an annual audit of quality and quantity of Indigenous content across the University, and monitors progress in embedding Indigenous content within curricula and supporting excellence in courses;
- **Aboriginal Leadership Group**, comprising the Pro Vice Chancellor, Aboriginal Research and Leadership, Head of Service, Riawunna and the Aboriginal Higher Education Advisor who meet bi-monthly;
- **Strategic Plan for Aboriginal Engagement Steering Committee**: an appointed group of seven senior Aboriginal community members, all alumni of the University of Tasmania, who meet twice per annum to provide guidance to the Aboriginal Leadership Group on the implementation of the Strategic Plan;
- Members of the Aboriginal Leadership Group also participate as members of formal University of Tasmania Committees focused on increasing and improving student experience and outcomes. In 2019 these included:
 - Student Experience Committee;
 - School and Community Engagement Advisory Committee;
 - University of Tasmania Senate;
 - Equity and Diversity Committee;
 - Academic Division Executive;
 - University Executive Team;
 - University Teaching and Learning Committee;
 - University Research Ethics Committee;
 - Sustainability Committee.
- The Head of Service Riawunna and the Aboriginal Higher Education Advisor are also active members of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC). Interaction with other Heads of Student Centres and Indigenous academics around Australia enables sharing ideas around Indigenous student participation/retention/success within the higher education sector.

ISSP Governance Committee 2019

The University of Tasmania also implemented a specific **ISSP Indigenous Governance Mechanism** in 2017 as per Clauses 10 and 11 of the ISSP Guidelines. The members of the ISSP Governance Committee were appointed in January 2017 and remained members in 2019. Additional members were added during 2019.

| | |
|---------------------------|---|
| Prof Maggie Walter | Pro Vice Chancellor, Aboriginal Research and Leadership (10 years+) |
| Assoc Prof Clair Andersen | Aboriginal Higher Education Advisor (10 years+) |
| Ms Caroline Spotswood | Head of Service, Riawunna (3 years) |

| | |
|-----------------------|---|
| Ms Jacinta Vanderfeen | Aboriginal & Torres Strait Islander Employment Co-ordinator (5 years) |
| Ms Wendy Aitken | Aboriginal Academic (10 years+) |
| Mr Jacob Prehn | Aboriginal Fellow (2 years) |
| Mr Rob Anders | Aboriginal Professional Staff (10 years+) |
| Ms Stephanie Taylor | Executive Director, Student Experience |
| Mr Russell Pockett | Finance (Non-Voting member) |
| Mr Chris Dillon | Manager, Scholarships, Prizes & Academic Scheduling (Non-Voting member) |

The University of Tasmania ISSP Governance Committee met formally 10 times during 2019 and meeting procedures and decision-making processes were determined by the *ISSP Governance Committee Terms of Reference*. The quorum is five of the eight voting members. The Governance Committee is chaired by the Pro Vice Chancellor, Aboriginal Research and Leadership and seven of the eight voting members are Aboriginal staff members.

The primary role of the ISSP Governance Committee is to make decisions on how ISSP funding is used within the University. All ISSP funding allocations come before the Steering Committee, including the budget for running the Riawunna Centre for approval. Applications for funding must be made on a University developed ISSP funding application which requires a program/initiative description, budget, timeframe expected outcomes and how the program/initiative meets ISSP Guidelines. Decisions on funding are made by majority vote.

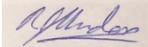
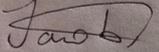
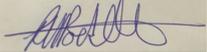
Secretariat support was supplied by the Office of the PVC ARL and each meeting is supported by a formal agenda and the recording of meeting minutes, including discussion of and voting on ISSP funding applications. A copy of minutes is provided to all members for confirmation after each meeting.

Statement by the Indigenous Governance Mechanism

The University of Tasmania Indigenous Student Success Program Governance Committee was involved in the preparation of this performance report and acquittal report. All members of the University of Tasmania ISSP Governance Committee have read this report and approve its submission as the formal 2019 ISSP Performance Report and Acquittal Report for the University of Tasmania.

Note: The Chair of the ISSP Governance Committee for this report is Professor Greg Lehman, PVC, Aboriginal Leadership; replacing Professor Maggie Walter, PVC, Aboriginal Research and Leadership from 13 January 2020.

| Name | Signature | Date |
|--------------------|---|--------------|
| Greg Lehman |  | 11 June 2020 |
| Caroline Spotswood |  | 12 June 2020 |
| Jacinta Vanderfeen |  | 19 June 2020 |
| Clair Andersen |  | 12 June 2020 |

| Name | Signature | Date |
|------------------|---|--------------|
| Rob Anders |  | 22 June 2020 |
| Stephanie Taylor |  | 19 June 2020 |
| Wendy Aitken |  | 12 June 2020 |
| Jacob Prehn |  | 15 June 2020 |
| Russell Pockett |  | 22 June 2020 |
| Chris Dillon |  | 22 June 2020 |