

Indigenous Student Success Program

2020 Performance Report

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1. Enrolments (Access)

Overview of Enrolments for 2020

Aboriginal and Torres Strait Islander enrolments at the University of Tasmania increased by 20% during 2019 to 2020, from 908 to 1088 enrolments. Influenced by COVID-19-19, this rise in enrolments was entirely driven by an increase in distance student numbers of 58%. All 3 major campuses saw slight decreases in enrolments. Hobart remained the campus with the most enrolments but experienced a 10% decrease, with Launceston dropping 6% and Cradle Coast 16%.

Much like previous years, Aboriginal and Torres Strait Islander women enrolled in larger numbers than males, although both categories saw increases. In 2020 the proportion of female students remained at 68% of the Aboriginal and Torres Strait Islander cohort, similar to national trends. Enrolments of students under 20 years of age decreased by 11% in 2020. All other age groups increased from 2019 to 2020. The most notable was the cohort of mature age students over the age of 40, which increased 63%.

Across disciplines, the highest increase in total enrolments was in the College of Health and Medicine, which overtook the College of Arts, Law and Education (CALE) as the most popular College for Aboriginal and Torres Strait Islander students. University College also achieved a substantial increase from 2019 to 2020 (21%). The College of Sciences and Engineering, and the College of Business and Economics have the lowest enrolments, and both experienced a significant decrease. The Academic Division (which includes the Murina Program, Unistart Program and Open University Access [OUA] courses) had the largest percentage increase of 53%.

Table 1.1 Aboriginal and Torres Strait Islander Enrolments by campus, Gender, Age, course type and college*

Year		2019	2020	% change
Campus	Cradle Coast	57	48	-16
	Distance	390	616	+58
	Hobart	278	250	-10
	Launceston	168	158	-6
	Rozelle	9	12	
	Sydney	1	1	
	Unknown	5	3	
Gender	Female	616	743	+21
	Male	292	345	+18
Age	<20	216	192	-11
	20-24	230	270	+17
	25-29	125	150	+20
	30-34	87	100	+15
	35-39	71	85	+20
	40+	179	291	+63
Course Type	Adv. Diploma	3		
	Associate Degree	31	37	+19
	Bachelor with Hons	126	162	+29
	Bachelor	363	368	+1
	Diploma	147	237	+61
	Enabling course	140	153	+9
	Grad Certificate	16	36	+125
	Grad Diploma	9	4	
	Inbound Study Abroad	2		
	Masters by Coursework	50	27	-46
	Masters by Research	10	10	nil
	Other award course		3	
	OUA Open Access (Non Award)		36	
PhD	11	13	+18	
College	Academic Division	93	142	+53
	College of Arts, Law and Education	239	277	+16
	College of Business & Economics	54	43	-20
	College of Health & Medicine	232	302	+30
	College of Sciences & Engineering	100	95	-5
	Division of Future Students	2		
	Research Division	25	28	+12
	University College	163	201	+23
Total		908	1088	+20%

Source: University of Tasmania data analytics 2020

*categories with fewer than 10 enrolments do not report % change.

Enrolment Strategies – outreach, pathways, enabling

Riawunna Centre

Riawunna Centre initiatives to increase the access, participation and completion of Aboriginal and Torres Strait Islander students are set out in the [University's Strategic Plan for Aboriginal Engagement 2017-2020 \(SPAЕ\)](#) and *Riawunna's Operational Plan 2019-2024*. Riawunna is a key driver for implementing Aboriginal and Torres Strait Islander student support services, delivering the Murina Program, and cultural experiences and knowledges across the University.

The Riawunna Centre is the Aboriginal and Torres Strait Islander student support hub for the University of Tasmania, with dedicated Aboriginal staff based in three centres on the Sandy Bay, Newnham, and Cradle Coast campuses. Riawunna offers culturally welcoming and safe facilities, makes referrals and advocates for students. The Riawunna team recognises the individual and collective learning, social and cultural needs of Aboriginal and Torres Strait Islander students. Riawunna facilitates a range of cultural experiences across the campuses and Welcome to Country ceremonies throughout the academic year.

Riawunna's graduate staff model the value of tertiary education to current and prospective students. The success of Aboriginal and Torres Strait Islander students is enhanced by providing academic tuition, wellbeing support, financial assistance, and a supportive cultural environment.

Community Program

The Riawunna Community Program facilitates cultural activities to encourage Aboriginal people and families onto campus. It is a Program that engages with potential students on campus to inspire aspirations to enrol in the University. Three community activities were facilitated by the team in 2020. The dates of the activities reflected the reactivation of on-campus activity in late 2020, following COVID-19 interruptions to normal on-campus activity.

Year 10, 11 and 12 Health Careers Event

The Health Careers event invites secondary college students and their families to engage with University College Health and Medicine staff, other UTAS teams, local health professionals and students. Riawunna promotes its services and programs to Aboriginal and Torres Strait Islander students at this event.

Schools Engagement

Schools Engagement was limited for 2020, with Aboriginal Student Support Officers (ASSOs) engaging with six schools in the south, two in the north-west and one in the north. In addition, the Future Teams Newsletter, targeting Tasmanian Year 12 students, featured two articles about Riawunna. Schools visited included the Hutchins School; Guilford Young College; Claremont College; Queechy High School; St Brendan Shaw College; Burnie High School; Hobart College; Elizabeth College; and Rosny College. This program resulted in engagement with approximately 200 students. Regular correspondence was maintained through phone and email with these schools.

Table 1.2a School engagement activity

School	Location	Event	Participants	Expenditure
Hutchins School	South	Hutchins School, Sandy Bay campus	60	No cost
Guilford Young College	South	Student Expo	100	No cost
Claremont College	South	Opening of the Cultural Garden - Riawunna Info session	50 5	No cost
Queechy High School	North	Aboriginal student presentation	20	No cost
St Brendan Shaw College	North-West	Face-to-face meeting with students and teachers	11	\$55.00 hire UTAS vehicle
Burnie High School	North-West	Promotion wurakra bursary	Staff	\$55.00 hire UTAS vehicle
Hobart College	South	Discussions with new College Aboriginal Education Officer	Staff	No cost
Elizabeth College	South	ASSO networking	Staff	No cost
Rosny College	South	ASSO networking	Staff	No cost
Total				\$110.00 ISSP

Source: University of Tasmania, Riawunna Centre

Table 1.2b School engagement external and internal by other communication channels (phone and email)

Location	External data	Internal data: Future Students team
North-West	35	21
South	10	24
North	1	1

Source: University of Tasmania, Riawunna Centre

Orientation Program

The Riawunna Orientation Program is held at the beginning of semester one and two on the Sandy Bay, Newnham, and Cradle Coast campuses. The purpose of the program is to introduce Aboriginal students from across the University to a culturally welcoming environment. Participants are provided with information on Riawunna services and programs, scholarships, the Safe and Fair Community Unit, AFL Job Ready, Career Tracker and Centrelink information. A dedicated session by the Aboriginal Counsellor on Health and Wellbeing is also provided. Students are invited to break-out sessions about their enrolments, Library PIN, exploring the student portal, timetables, student ID card support, learning about University, key dates, and a campus tour. The Program finishes with a yarnning circle, giving students an opportunity to ask questions of the team.



Riawunna Orientation Program On the Sandy Bay Campus

Murina Program

Riawunna's Murina Program is a pathway designed for Aboriginal and Torres Strait Islander students to gain the skills and confidence to explore undergraduate studies and/or other vocational goals. We invite Aboriginal Knowledge holders to share about people, place and politics through storytelling, yarns, reading and research, all through a Tasmanian Aboriginal lens. Our Riawunna team provides a range of programs to support students to succeed. The Murina Program is offered on the Sandy Bay, Newnham and Cradle Coast campuses via online, face-to-face classes and On Country experiences within a Tasmanian Aboriginal cultural framework.

The Murina Information session is a campus-based initiative to showcase, inform and update potential students about the program and the pathways it offers, and to meet the Riawunna team. Murina Information sessions are held on all Tasmanian campuses prior to the commencement of semester one and two. These events provide information to students about course learning outcomes, units offered for semester two, timetable, and a student checklist to support students to prepare for Murina in semester two 2020. They are crucial to successful student outcomes as they bring students together to create mutually supportive relationships and to make informed choices about academic pathways.

There was a total of 50 enrolments in the Murina program. Over both semesters of 2020. Due to a variety of reasons, 15 students withdrew. Three withdrawals were due to COVID-19 challenges; five transitioned to further studies and seven withdrew for personal reasons unrelated to COVID-19.

Riawunna invited eight Aboriginal guest sharers (Community members and staff) to share their knowledges and perspectives as lecturers in the unit Gathering and Sharing Stories. An On-Country experience at the Great Lakes in collaboration with Aboriginal Heritage Tasmania was facilitated in semester one for students to connect to Country. During COVID-19-19 Riawunna worked to support students to engage online, facilitating technical support and providing IT resources such as laptops and WiFi dongles. Students and staff adapted well and engaged in the program with confidence.

Murina Program celebrations for 2020

The Murina Program is not an accredited course, however Riawunna facilitates a celebration for students to acknowledge their achievements and contributions on completion of the program. The celebration focuses on the achievements of students, shared with students, families, and staff.

Table 1.3 Riawunna Expenditure table, enrolment and access (non-salary)

Date	Location	Event	Participants	ISSP Expenditure
11/2/2020	Cradle Coast	Murina Information	10	\$230.00 ISSP
12/2/2020	Sandy Bay	Murina Information	30	\$50.00 ISSP
12/2/2020	Newnham	Murina Information	23	\$151.55 ISSP
10/3/2020	Burnie	Health Careers	13	No cost
11/3/2020	Latrobe	Health Careers	10	No cost
17/2/2020	Cradle Coast	Orientation Day	11	\$750.00
17/2/2020	Sandy Bay	Orientation Day	45	UTAS contribution
17/2/2020	Newnham	Orientation Day	15	\$2,529.80
8/7/2020	Zoom	Orientation Day	40	No cost
10/7/2020	Zoom	Orientation Day/Community yarns	10	No cost
22/9/2020	Sandy Bay	Copyright Workshop	9	No cost
24/11/2020	Sandy Bay	Weaving Workshop	9	\$537.20
24/11/2020	Newnham	Shell Stringing workshop	16	\$681.00
2020	Various	School engagement	~200	\$110.00
11/11/2020	Various	Murina celebrations	62	\$306.11
Total ISSP				\$5345.66

Source: University of Tasmania, Riawunna Centre

Riawunna Scholarships & Bursaries

Riawunna provides a range of Scholarships and Bursaries as part of the University of Tasmania's Scholarship Program, providing opportunities for Aboriginal and Torres Strait Islander students, to promote and facilitate enrolment.

Table 1.4 Riawunna Scholarships & Bursaries expenditure

Award	Number	Value per annum
Riawunna Access Bursary	3	\$2,000
Riawunna Postgraduate Scholarship	1	\$5,000
Riawunna West North-West Bursary	1	\$5,000

Takamuna Scholarship for Accommodation (relocation from regional or remote area)	multiple	\$8,000
Takamuna Scholarship for Education Costs (support for undergraduate costs)	multiple	\$5,000
Tunapri rrala Scholarship (high achieving undergraduate)	1	\$10,000
Riawunna wurakara to Higher Education Bursary (incentive for undergraduate enrolment and completion)	8	\$1,000 (yr 11, 12) \$5,000 (undergrad)
Riawunna palanawina Accommodation Scholarship (with balance as Living Allowance for 3 to 4 years. Scholarship paid directly to Student Living)	6	\$12,000

Source: University of Tasmania, Riawunna Centre

Table 1.5 Scholarships - breakdown of 2020 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	25,625.00	7	-	-	2,250.00	4	27,875.00	10
Undergraduate	93,252.50	24	27,000.00	4	33,750.00	7	154,002.50	34
Post-graduate	11,875.00	5	-	-	5,750	2	17625.00	7
Other								
Total	130,752.50	36	27,000.00	4	41,750.00	13	199,502.50	51

Source: University of Tasmania Scholarships Office

2. Progression (access and outcomes)

Promoting Success

The University of Tasmania maintains a network of teams and roles across its Colleges and Divisions to advance the objectives of the *Strategic Plan for Aboriginal Engagement 2017-2020 (SPAЕ)*. While current programs for delivery of focussed services to Aboriginal and Torres Strait Islander students is the responsibility of the Riawunna Centre, a review of the SPAЕ conducted in 2020 aims to increase the capacity of services across all Divisions and Colleges to meet the needs of these students and establish accountabilities for performance outcomes through a range of action plans relevant to each Business Unit that recognises accountabilities for Aboriginal and Torres Strait Islander student success.

Strategic, Teaching and Learning Development

The Office of the Pro Vice Chancellor, Aboriginal Leadership is committed to building the capability of the University to engage meaningfully with Indigenous people locally, nationally and internationally. The Office of comprises a small team that works closely with the University's Institute of Teaching and Learning and People and Wellbeing, as well as a network of Indigenous

colleagues across the university to pursue excellence in social, cultural and economic outcomes for palawa/pakana people in Tasmania and Indigenous peoples across Australia. Initiatives include:

- Implementation of the *Strategic Plan for Aboriginal Engagement*
- Responsibility for ISSP funded activity and governance requirements
- Review and development of strategy, policy and guidelines across the University to maximise the recognition of Aboriginal and Torres Strait Islander educational contexts
- Expert advice to University executive and leadership on embedding Aboriginal engagement as core business at the University
- In co-operation with People and Wellbeing, Indigenous workforce recruitment, retention and development
- Professional development and cultural competency of research and teaching staff
- In co-operation with Colleges, and the Tasmanian Institute of Learning and Teaching, Indigenisation of existing curricula and development of new units and resources across all disciplines to ensure respect and inclusion of Indigenous knowledges and perspectives
- Supporting the Vice Chancellor, Provost and all Divisions and Colleges in the management of stakeholder relationships, internally and externally
- Maintaining and developing national and international Indigenous teaching and research networks

University Services and Student Success

The Riawunna Centre works closely with teams across the University maximise Aboriginal and Torres Strait Islander student success and community engagement. Riawunna is located in the Academic Division and is part of the Student Experience portfolio. Riawunna plays the key role in supporting undergraduate student success through strategies to improve outcomes for Aboriginal and Torres Strait Islander students through several programs:

- Access and transition into University
- Community engagement
- Aboriginal Pathway Program
- Health and Wellbeing
- Financial Hardship assistance
- Cultural engagement under the Riawunna Community Program
- Tutoring under the Riawunna Tutoring Program
- Provides a welcoming cultural space on three campuses
- Welcoming calls to students under the SAM model
- Scholarship assistance
- Workshops - stress, procrastination, shared behaviours, cultural safety and lateral violence
- Accessing government support
- Support with study load
- Student employability assistance
- Schools engagement
- Accommodation support
- External and internal referrals to support services
- Referral to Colleges for academic support

Staff Profile and Roles

Table 2.1 Dedicated roles to support Aboriginal and Torres Strait Islander Success at the University of Tasmania in 2020

Position	Level	Location
Office of the Pro Vice Chancellor, Aboriginal Engagement		
Pro Vice Chancellor, Aboriginal Engagement	Academic E	State-wide – Hobart
Aboriginal Higher Education Curriculum Officer	HEO7	State-wide – Hobart
Aboriginal Digital Engagement Officer	HEO7	State-wide – Hobart
Aboriginal Student Success Project Officer	HEO6	Hobart
Riawunna Centre		
Head of Service, Riawunna Centre	HEO9	State-wide – Hobart
Coordinator, Aboriginal Student Success	HEO6 (vacant)	State-wide – Hobart
Coordinator, Murina Program	Academic B	State-wide – Hobart
Lecturer, Murina program	Academic A (vacant)	State-wide - Launceston
Aboriginal Counsellor & Development Officer	HEO7	State-wide – Launceston
Aboriginal Student Success Officer	HEO5	Hobart
Aboriginal Student Success Officer	HEO5 (leave)	Launceston
Aboriginal Student Success Officer	HEO5	Burnie
Community Engagement Officer	HEO4	Hobart
Community Engagement Officer	HEO4	Launceston
Community Engagement Officer	HEO4 (vacant)	North West
Administrative Officer	HEO4	Hobart
Administrative Officer	HEO4	Launceston
Tasmanian Institute of learning and Teaching		
Aboriginal Higher Education Advisor	Academic D	State-wide – Hobart
People and Wellbeing		
Executive Officer Aboriginal Employment, Equity and Diversity	HEO8	State-wide – Burnie

Note: all occupants of ISSP funded roles identify as Aboriginal and/or Torres Strait Islander

Aboriginal Student Success Officers

The Aboriginal Student Success Officers (ASSOs) are a key element to Aboriginal student success at the University. Located on the Sandy Bay, Newnham and Cradle Coast campuses, they are the main contact for Aboriginal and Torres Strait Islander students. The ASSOs service delivery is strategically aligned with the University's priorities, the Strategic Plan for Aboriginal Engagement, Riawunna's and the Student Experience Portfolio's priorities. ASSOs provide a high level of support to Aboriginal and Torres Strait Islander students working with colleagues to provide a seamless transition from

admission through to completion. They support students through face-to-face, phone based and email advice and guidance to meet the student's needs. They offer a broad knowledge of other services and programs for referrals across the University, with case notes maintained for student records.

ASSOs facilitate the Riawunna Tutoring Program, conduct school visits, engage with external stakeholders, liaising with the Tasmanian Aboriginal Community, Aboriginal organisations and service providers to promote the University and Riawunna Centres, courses and programs to raise the aspirations of Aboriginal and Torres Strait Islander people in Tasmania. ASSOs maintain strong relationships with internal stakeholders to ensure that appropriate support mechanisms are in place to ensure student success. For example, they work to improve internal schools' engagement and collaborate with University Colleges to improve services, promote events, and facilitate projects with a focus on improving access and increasing Aboriginal and Torres Strait Islander participation to completion. The Aboriginal Student Success Team facilitate cultural and social activities for students to build their connections, friendships, and sense of belonging to Riawunna and the University.

The ASSO on the Cradle Coast campus, in collaboration with senior leaders, engages Aboriginal community members through meetings on campus and On-Country experiences, in order to consult and yarn with Community, keeping them up to date with campus life. In 2020, this involved preparation for relocation to the new campus at West Park. This ASSO convened five successful community meetings during 2020.

For most of 2020, the Riawunna team had three vacant positions and one staff member on leave. Recruitment to these vacancies was hindered by COVID-19-19. Riawunna delivered strategies and priorities to assist Aboriginal student success with nine staff members across the University's campuses. Riawunna staff work closely with other University student services and programs, offering workshops and events to support students in their transition to the University and to enhance their academic, personal and career development through their student life cycle.

Murina Program Co-ordinator

The Murina Program is delivered by academic staff located in Launceston and Hobart. The Co-ordinator role also teaches in the Murina Program and facilitates contributions from community knowledge sharers and University staff to deliver a program that has a high level of Aboriginal knowledges embedded throughout the curriculum. Further, the Co-ordinator collaborates with internal stakeholders, including University College to ensure continuous improvement in curriculum development, student access, engagement, and success.

In 2020, with the support from Riawunna and the Executive Director Student Experience, the Murina Co-ordinator applied for academic promotion and was successful gaining the promotion to an Academic Level B. This is the first Murina Program academic promotion, and the Riawunna Team are particularly proud that an Aboriginal academic has been acknowledged for their significant contributions to learning and teaching in this unique and important enabling program.

Mid-Year Check-Ins

ASSOs complete a mid-semester check-In with students. A checklist has been developed with a set of questions to help identify key areas related to course enrolment, academic, cultural, and social support and any difficulties students may have experienced during the semester. The Riawunna Team use the Customer Relationship Management (CRM) tool to record student interactions and outcomes.

During 2020, team members reached out to students, staff, and the Community online to encourage and sustain connection.

- Online films and yarns through Zoom
- Student yarns through Zoom
- Community yarns through Zoom
- Community engagement video
- Murina engagement video
- Health and Wellbeing video - <https://www.facebook.com/RiawunnaCentre/videos/195173278431660>

Welcoming Calls Campaign under the Student Advice and Mentoring (SAM) Model

The SAM Model uses analysis from the Strategy team to understand the drivers of attrition at UTAS. The SAM Model ensures targeted students receive five touchpoints during a semester, including phone, personal contact and follow-up emails as required (Retention and Success Strategy). ASSOs across the three regions make a welcoming phone call to each commencing Aboriginal and Torres Strait Islander student. Follow up calls and emails are made at certain touch points during the academic year.

Promotion of Scholarships, Internships and referrals

ASSOs promote opportunities such as Scholarships, Internships, Riawunna tutoring and other student supports to Aboriginal and Torres Strait Islander students through face-to-face, Facebook, and bulk emails. Other University support services promoted to Aboriginal students include:

- Peer Assisted Study Sessions (PASS) - student led study groups for specific units
- Student Advisers - one-on-one specialised support to help stay on track
- Learning workshops and webinars - live and pre-recorded sessions across a range of topics
- 24 Hour Study Support - live chat anytime with subject matter experts for assignment feedback
- Learning Lounge - drop in and talk with other students and peer mentors.

Health and Wellbeing

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 is based in Riawunna 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. A range of events were facilitated during 2020 (see Table 2.2) with a strong focus on health and wellbeing during COVID-19-19. These initiatives did not utilise ISSP expenditure.

Table 2.2 Health and Wellbeing Activities 2020

Event	Participants
Shared Behaviours – University’s Statement of Values	35 Aboriginal students and staff
RUOK promotions	University community
Cultural Safety and Lateral Violence	Riawunna team
Health and Wellbeing video message	Aboriginal students and staff
National Mental Health Day activity	Information to Aboriginal staff on suicide, health and wellbeing
Mental Health Week virtual yarning circle	15 Aboriginal students and staff
Healthy Relationships for Let’s Talk series (co-presenter)	16 Aboriginal students and staff
Working from Home resource for Riawunna staff	Riawunna team
Stress and Coping for Let’s Talk series	14 Aboriginal students and staff

Source: University of Tasmania, Riawunna Centre

Community Engagement

The Aboriginal Community Engagement Officers (ACEOs) engage through face-to-face and other communication channels, including social media. ACEOs contact a range of service organisations across Tasmania, promoting Riawunna and the Murina Program. In 2020 a video introducing the ACEO role, the Murina program and other Riawunna activities was developed to assist in this. The ACEOs engaged with 14 Aboriginal community organisations and 74 non-government agencies including local councils, community houses, employment providers, Children and Family Centres, Anglicare, Relationships Australia, Headspace, Vinnies and Community Housing.



Shell necklace making by Aunty Lola Greeno, as part of Orientation Week program at Newnham Campus

The ACEOs support the Riawunna team with Welcome Week activities, Orientation Program, On Country experiences, Welcome to Country ceremonies and recordings. They presented their

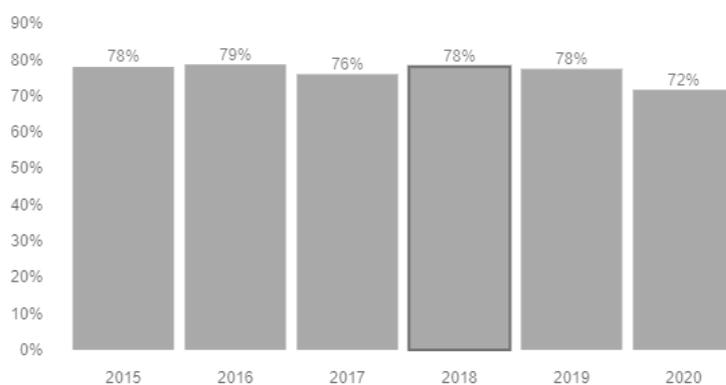
knowledges in the Murina program and facilitate Riawunna Community Program activities, bringing Tasmanian Aboriginal culture onto the campus. The Northern ACEO also supports community engagement on the North West Coast.

Aboriginal Student Success Leaders

Aboriginal Student Success Leaders (ASSLs) are role models for Aboriginal and Torres Strait Islander students. Three ASSLs assisted the Riawunna team with Health and Careers events on the North-West and with the Welcoming Calls campaign on the Newnham campus for semester two. This role provides employment for Aboriginal and Torres Strait Islander students to build their confidence and skills within a working environment.

Figure 2.1 Aboriginal and Torres Strait Islander Student Satisfaction

Chart 4. Overall Educational Experience Satisfaction (UG)



Source: University of Tasmania Student Survey

Student Satisfaction

A high proportion (72%) of Aboriginal and Torres Strait Islander students were satisfied with their overall educational experience in 2020; a decrease of 6% from 2019. This is understandable due to the impact of COVID-19-19 on student experience. The pandemic created challenges in communication and support provision to students, which was exacerbated by a substantial and rapid shift to online delivery of teaching, and remote delivery of support during periods of lock down. This was confirmed as a University-wide issue through student surveys.

Financial Hardship

The Riawunna Hardship Scheme provides financial support to assist Aboriginal and Torres Strait Islander students who experienced financial hardship to remain enrolled and continue with their studies. During 2020, twenty-four students accessed the scheme compared to fourteen students in 2019, an increase of 71%. The scheme was accessed by sixteen students from Sandy Bay, three students from Newnham and five students from the Cradle Coast campus.

Table 2.4 Financial Hardship Assistance by Campus 2020

Sandy Bay		Newnham		Cradle Coast	
Cost	Item	Cost	Item	Cost	Item
\$699	Laptop	\$699	Laptop	\$699	Laptop
\$699	Laptop	\$39	Dongle	\$699	Laptop
\$699	Laptop	\$30	Recharge	\$39	Wifi Dongle
\$39	Wifi Dongle			\$39	Wifi Dongle
\$39	Wifi Dongle			\$30	Recharge
\$39	Wifi Dongle				
\$39	Wifi Dongle				
\$30	Recharge				
\$30	MyPrint				
\$30	Greencard				
\$1132	Accommodation				
\$387.70	Rent				
\$30	MyPrint				
\$179	Computer				
\$30	Greencard				
\$339	Software				
\$4,440.70		\$768.00		\$1506.00	
Total					\$6,714.70

Source: University of Tasmania, Riawunna Centre

Accommodation (Living) Support

The Aboriginal Student Success Officers and the Riawunna Counsellor supported students and the Student Living team with individual student needs, financial assistance, and cultural support. They worked in collaboration to minimise risks to retention.

Riawunna Tutoring Program

The Riawunna Tutoring Program provides one-on-one or group tutorial assistance for Aboriginal and Torres Strait Islander students. Most students and tutors are matched at the beginning of each semester. Riawunna promotes the Program to students through bulk communications. In addition, the University's student portal has dedicated Riawunna tutoring access for Aboriginal students. Other avenues included UTAS social media, notice boards and through College communication channels. The Program was successfully delivered online for most of 2020.

Table 2.5 Tutorial assistance provided in 2020

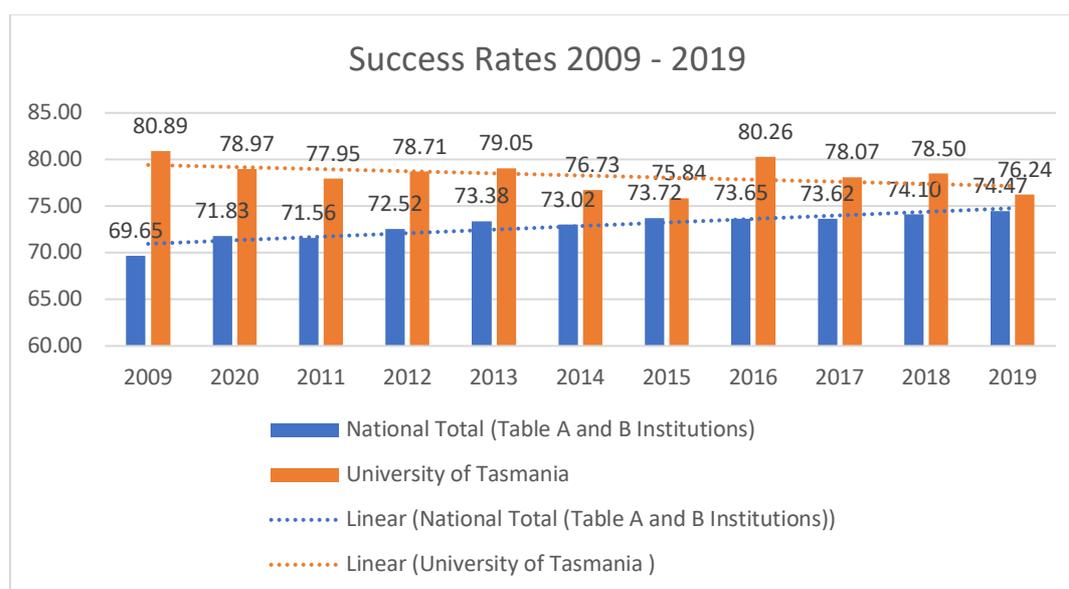
Level of study	Number of students assisted	Total hours of assistance ¹	Expenditure ² (\$)
Enabling	30	274.65	
Undergraduate	19	1472.62	
Post graduate	Nil	Nil	
Other	Unknown	57.91	
Total	49	1805.18	\$159,163

Source: University of Tasmania, Scholarships Office

Trends in Success Rates and Retention

Figure 2.1 shows that the Indigenous Student Success Rate (EFTSL passed/EFTSL passed, failed, withdrawn) remains higher than the national rate, with a small decrease since the previous year. As was the case in 2019, the trend line continues to decline slightly, in line with increases in enrolment numbers of Indigenous students at the University of Tasmania. While the national trend is toward parity, the University's performance continues to be variable.

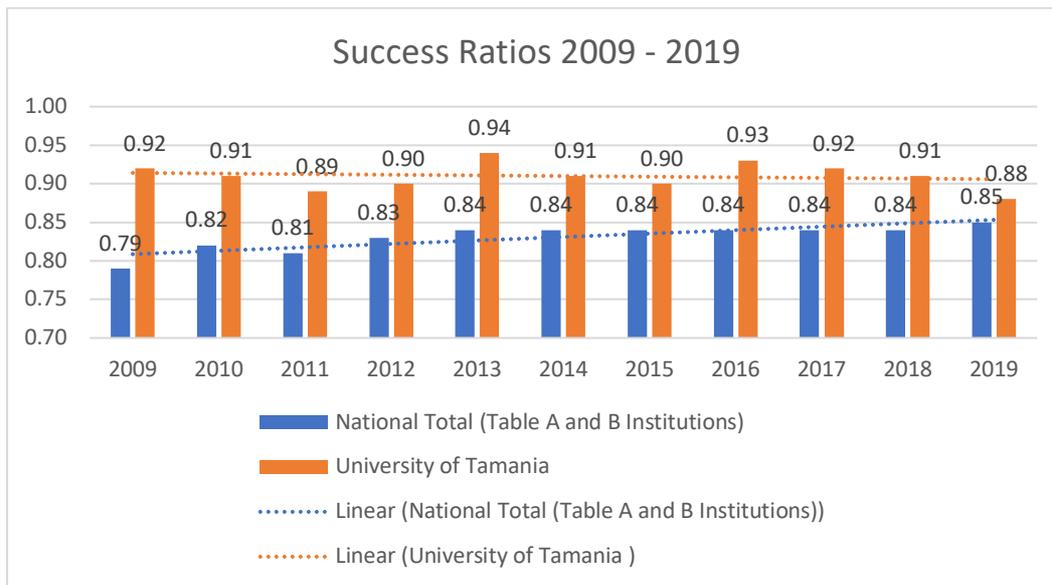
Figure 2.2a Indigenous Student Success Rate 2008-2019: University of Tasmania Rate/National



Source: Department of Education and Training (2020): Table 16.8: Equity - Success Rates for Domestic Students at Table A and B Institutions, 2009 to 2019 Data includes students studying at all award course levels

The Success Ratio data shown in Figure 2.2 indicates that the University of Tasmania continues to score higher than the National Rate (A & B). A very slight downward trend in the success ratio from 2009 to 2019 is apparent for the University. This compares unfavourably with the sustained improvement in the national trend over the same period.

Figure 2.2b Indigenous Success Ratio 2009-2019: University of Tasmania/National Total



Source: Department of Education and Training (2020): Table 16.8: Equity - Success Rates for Domestic Students at Table A and B Institutions, 2009 to 2019. Data includes students studying at all award course levels.

Strategies to improve cultural competency of staff and a culturally enriching environment



Cultural performers and Elder Uncle Doug Mansell present a Welcome at an On-Country Orientation program at piyura kitina (Risdon Cove)

Welcome to Country ceremonies

Riawunna facilitates Welcome to Country ceremonies for the University and for external stakeholders. For 2020 the number of Welcomes delivered at the University decreased to 15 in contrast to the 2019 academic year when Riawunna facilitated 92 Welcomes, due to COVID-19-19. Respected Elders Aunty Nola Hooper, Uncle Dougie Mansell and Cultural Educator David Gough delivered most Welcomes.

A range of professional development options were available to UTAS staff in 2020. Details are available at this link: <https://universitytasmania.sharepoint.com/sites/people/learning-development/SitePages/Australian-Indigenous-Cultural-Awareness.aspx>

Staff were offered a range of training options aimed at increasing awareness of Australian Aboriginal Culture and creating a culturally safe and inclusive University environment.

- **Come Walk With Us** is an Aboriginal Cultural Safety Program run on a regular basis for staff and students. The program aims to: Improve participants knowledge of how to communicate effectively with different Aboriginal cultures and improve understanding of the impact of past policies on Aboriginal health, well-being and identity.
- The [Kinship Module](#) offered by the University of Sydney is a useful tool to improve participants knowledge about Aboriginal people, it can also be used as a teaching tool.
- ['Interactive Ochre'](#) is an entertaining and engaging contemporary resource providing an Aboriginal perspective on cultural awareness training that can be adapted for use across all educational and industry sectors. Music, visuals and animation are combined to create the entry point for learners, who are invited to explore activities that lead to application of the concepts in their own workplace. Aimed to foster and develop inclusive work and learning environments, 'Interactive Ochre' is multifunctional, empowering both Indigenous and non-Indigenous learners in urban, rural and remote contexts.
- **Cultural Competence - Aboriginal Sydney:** is an open online course offered by the University of Sydney which explores some of the key themes and capabilities of cultural competence by exploring Aboriginal experiences and narratives of Sydney. At the heart of this MOOC is the theme that Sovereignty was never ceded and Sydney always was and always will be Aboriginal Land. Despite this the Aboriginal presence in the city is often invisible to non-Aboriginal eyes. This course aims to bring to light marginalised narratives of Aboriginal presence in this space. Course learning outcomes:
 1. Develop knowledge about cultural competence capabilities.
 2. Develop a deeper and multi-layered knowledge and understanding about Aboriginal peoples, cultures and places in Sydney.
 3. Develop a greater understanding of how history, cultures and places are represented, contested and interpreted and how that relates to their own context.

Reconciliation Through Indigenous Education

The Faculty of Education at the University of British Columbia offers the Massive Open Online Course (MOOC) Reconciliation Through Indigenous Education. This free six week course supports professional and personal learning for advancing Indigenous priorities and reconciliation in community, education, and work settings. It runs asynchronously, which means participants view materials and engage in the course at their own pace. There are many exemplars from Canada, Australia, the US, and New Zealand from which to learn.

- **Creative Spirits:** Allows users to browse Aboriginal mobile apps that help students experience culture, explore stories or learn an Aboriginal language.

- **Your Story** <https://www.yourstoryyourjourney.net/> These resources have been developed to empower schools and teachers to build effective partnerships with First Nations peoples and communities, contributing to improvements in outcomes for all Aboriginal and Torres Strait Islander peoples.
- **Share our Pride** <http://www.shareourpride.org.au/> has 5 online modules plus resources to explore. It is designed to take students and teachers on an awareness-raising journey, providing an introduction to traditional cultures and learning about shared histories.

Teaching practice – Annual Teaching Matters Symposium

For University teaching staff to provide the best educational experience to Indigenous students it is necessary to understand and respect Indigenous culture and ways of teaching and learning. Teachers need to be aware of the difficulties and barriers faced by Indigenous students, and more importantly need to understand how to best support Indigenous students to succeed at UTAS. Riawunna's Academic participated in the 2020 Teaching Matters Symposium.

A Professional Learning event was held online via zoom in Semester 2 as part of the Teaching Matters Symposium. The expected outcomes from this event are that University of Tasmania teaching staff gain a better understanding of Indigenous culture, learning and teaching practices to support student success and provide a more culturally inclusive and respectful university experience for Indigenous students and more broadly provide a culturally rich and respectful curriculum reflective of UTAS's commitment to deliver high quality Indigenous curricula.

Indigenising and Decolonising @ UTAS

UTAS has adopted the following framework for all course content:

- nature and significance of culture;
- general understanding of Indigenous issues;
- explore individual and dominant society values and attitudes;
- critical examination of the relevant professional culture;
- professional or vocational specific content and
- skills for working with Indigenous people (Andersen, 2012, p3).

The following key components are recommended for inclusion within courses:

- knowledge of pre-history, historical and contemporary experience of Indigenous Australians, to develop understanding of Indigenous cultures and histories along with relevant state, national and international legislation and guidelines;
- cultural reflection on personal values and attitudes and those of the respective professions, to explore and understand own values, power, and privilege and examine the respective profession in Indigenous contexts; and
- development of culturally appropriate skills and strategies, to build on the first two components through knowledge of culture, values and skills for the profession (Andersen, 2012, p4).

Strategies to improve cultural competency of students

The inclusion of Indigenous content in the curriculum demonstrates the values placed on Indigenous knowledge systems in higher education. The Policy on Generic Attributes of Graduates of the University of Tasmania specifies five generic attributes of UTAS graduates, which act as a common set of outcomes expected of all graduates of the University. The development of these attributes will better prepare graduates for employment and life-long learning. The full policy is at https://www.teaching-learning.utas.edu.au/_data/assets/pdf_file/0005/1103/GA_developing_and_tracking.pdf

The *Global Perspective* attribute is that Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives, and enables UTAS to focus on the following Student Qualities:

- Aboriginal and Torres Strait Islander students see themselves, their identities and their cultures reflected in curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem.
- Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Indigenising the Curriculum

The appointment of an Aboriginal Higher Education Advisor in 2017 to the Tasmanian Institute for Learning and Teaching (TILT) signaled growing support for the important work of Indigenising curriculum. Also, the University Teaching and Learning Committee now requires that Indigenous cultural implications and content be addressed for all new proposals for units, subjects, courses and degrees. This is done in consultation with the Aboriginal Higher Education Advisor. Courses involved during 2020 included the Master of Physiotherapy, Bachelor of Pharmacy, Bachelor of Agricultural Science, Graduate Research Degree, College of Business and Economics Mentoring program. Two new units, Living and Working with Cultural Diversity and Indigenous Life-Worlds: Local to Global are available to all students, and have also increased the opportunity to reach more students to foster a deeper understanding of Indigenous cultures and histories.

Come Walk with Us

This cultural safety/awareness program is delivered as a core element in the following undergraduate courses: Social Work, Nursing, Pharmacy, Psychology & Education. No face-to-face sessions were delivered in 2020 due to COVID-19 restrictions. Instead, students were encouraged to work through each of the 5 topics under the heading "Learn" on the Reconciliation Australia site <http://www.shareourpride.org.au/> Development of an online short course 'Reconciliation in Education' was progressed during 2020 in preparation for delivery in 2021.



Aboriginal Student Success Officer, Nala Mansell speaking on palawa kani naming of student facilities

Activities to improve students and staff cultural competency

Palawa Sites project

This project tells the palawa story of place for two UTAS sites, Emu Bay and Sandy Bay. Palawa Sites 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.

The expected outcomes from the project are that University of Tasmania staff and students gain a better understanding of Indigenous culture and history and that a more culturally inclusive and respectful university experience is provided for Indigenous students.

Over time several strategies have been introduced to support cultural affirmation at UTAS including: A pre-degree bridging initiative, the Murina program, for Aboriginal and Torres Strait Islander students. Flying Aboriginal and Torres Strait Islander flags on each campus, palawa kani (Aboriginal language) signs welcoming students on campus, along with Community lunches, and Aboriginal film nights, which all students are invited to attend. Special events such as public lectures, forums and yarning circles are convened to show case Indigenous scholars and Indigenous role models.

Indigenous knowledges and reflective writing have been included in course content and an Indigenous Cultural and Educational Exchange Programme has been developed with Northern Arizona University, University of Arizona and Thompson Rivers University. News of these events is shared via the Riawunna Facebook page and our Aboriginal Business website. These activities enhance pride in Aboriginal heritage for our Aboriginal students and increases the understanding of our non-indigenous students, who are welcome to attend the public events including presentations, film nights and lectures by Indigenous scholars. Due to COVID-19 restrictions many of our usual activities were not undertaken during 2020.



Palawa kani language included in Virtual Open Day 2020

palawa kani Language Use

The use of palawa kani (Tasmanian Aboriginal language) words to name new facilities in the Sandy Bay Living Precinct deepened student engagement with culture. The naming project aimed to bring together staff, students, and the Aboriginal community to share and understand the research and background of palawa kani language. The launch included a Welcome to Country, conducted by Uncle Doug Mansell, and a speech by Heather Sculthorpe, CEO Tasmanian Aboriginal Centre, with a response by Robin Black, Head of Student Communities on the Sandy Bay Campus. Language also continued to feature on welcome (*ya pulingina*) signage across all Tasmanian campuses.

Table 2.6. Indigenous support activities provided in 2020

Activity	Number of student participants	ISSP Expenditure
NAIDOC Week activities - Online Welcome to Country, Flag Raising, Aboriginal Art exhibition, and exploration of the 2020 theme with students, staff, and the community	419	UTAS Contribution
Film screening in collaboration with Hobart City Council	50	City of Hobart Contribution
Short video to promote National Sorry Day to the University Community	University Community	No cost
Promotion of Riawunna programs at Launceston Aboriginal Community Sports Day	200	No cost
On-Country experience (North-West)	18	\$455.00
On-Country experience (south)	20	\$272.25
Cultural Experience (north)	8	\$536.65
On-Country experience (south)	28	\$272.25
Film screening - In My Blood It Runs	4	\$20.00
Film screening - In My Blood It Runs	4	No cost
Community engagement gathering in the North - Aboriginal Artists engagement for Inveresk campus redevelopment (north)	11	\$130.35
Music celebrations with Conservatorium of Music students (state-wide)	Online event	\$2,900.00
Launch of palawa kani naming for Student Communities facilities at Sandy Bay campus	40	\$63.70
Total		\$4,650.20

3. Completions (outcomes)

Due to the impacts of COVID-19 during 2020, the University of Tasmania has seen a decrease in Aboriginal and Torres Strait Islander completions. Outcomes in 2021 are expected to compensate for this, with University business and Aboriginal student success programs resuming normal operation. Table 3.1 provides student graduation data for 2019 and 2020 and indicates a 25% decline in the total number of Aboriginal and Torres Strait Islander graduates. The Hobart Campus accounted for the majority in the drop, with a decrease in completions by 62%. Some notable categories indicating increases in completions include the Launceston campus (+9%), along with Bachelor's degree with honours completions, which doubled in 2020 compared to 2019.

Table 3.1 Aboriginal and Torres Strait Islander student completions*

Completions		2019	2020	% change
Total		110	83	-25%
Campus	Cradle Coast	3	6	
	Distance	37	35	-5%
	Hobart	48	18	-62%
	Launceston	22	24	+9%
Gender	Female	78	55	-29%
	Male	32	28	-12%
Age	<20	4	6	
	20-24	54	39	-28%
	25-29	23	17	-26%
	30-34	8	2	
	35-39	9	7	
	40+	12	12	
Course Type	Associate Degree		2	
	Bachelor Hons	6	13	+117%
	Bachelor	60	42	-30%
	Diploma	13	15	+15%
	Grad Certificate	5	4	
	Grad Dip new area	2		
	Grad Dip prev area	2	2	
	Masters by Coursework	22	5	-77%
College	College of Arts, Law and Education	35	26	-26%
	College of Business & Economics	20	7	-65%
	College of Health & Medicine	28	27	-4%
	College of Sciences & Engineering	18	13	-28%
	University College (non-degree)	9	10	+11%

Source: Data Analytics, University of Tasmania 2020.

*categories with fewer than 10 enrolments do not report % change.

Monitoring graduate outcomes

Riawunna continues to develop strategies informed by data to monitor 2020 graduate student outcomes post-graduation during 2021, linking strategies to the *SPAЕ*. Students using the services of Riawunna are encouraged to stay connected through the friends of Riawunna mailing list. Riawunna promotes employment opportunities and Internships to students, graduates and the Aboriginal community through word of mouth, via Facebook, mailing list, student gatherings, bulk emails, and Community events. Riawunna works with Career Trackers to maintain contact with Aboriginal and Torres Strait Islander Alumni. The University is committed to students completing their degrees to become leaders in their communities.

Higher Degrees

Table 3.2 indicates Aboriginal and Torres Strait Islander enrolments in Higher Degree studies. Since 2015 there has been a gradual increase in Aboriginal and Torres Strait Islander HDR enrolments. In 2020 there were 23 HDR candidates, just two below the target of 25.

Table 3.2. Aboriginal and Torres Strait Islander HDR enrolments 2015 -2020

Course Type	2015	2016	2017	2018	2019	2020
Masters by Research	3	3	3	5	9	10
PhD	6	14	13	11	11	13
Total HDR	9	17	16	16	21	23

Source: Data Analytics, University of Tasmania 2020

Higher Degree Programs

The Office of the PVC Aboriginal Leadership offers a number of higher degree support programs through the Graduate Research Office to increase the number of Indigenous graduates with research masters and doctoral degrees, and actively encourages staff to undertake further training concurrent to their present role. Alongside efforts to encourage undergraduate students with research training through mentoring and scholarship opportunities, HDR workshops will again be offered to all Aboriginal and Torres Strait Islander students as COVID-19-19 restrictions on travel diminish.

Research Higher Degree Scholarships

The Japanangka errol West Scholarship is offered annually and supports an Indigenous graduate who has demonstrated excellent results in their honours year. Four Senior Indigenous Scholarships are offered biannually to recognise Indigenous people who have made a significant contribution to Aboriginal community development through professional or research-related activity but may not have had access to conventional pathways to higher degrees. Special entry is available to a Masters by Research degree, or a Doctoral degree if the applicant meets the requirements of the School for admission.

Commencing in 2018, the objective of this HDR Scholarship (3 years for PhD, 2 years for MRes), is to strengthen Aboriginal engagement at the University of Tasmania by supporting higher degree research projects of importance and providing opportunity for senior Aboriginal and Torres Strait Islander people to undertake higher degree research projects of importance to Aboriginal communities, particularly palawa and pakana people of Tasmania. This initiative provides a supportive pathway for Indigenous research, with supervision from experienced Aboriginal researchers tailored to the individual needs of the candidate, ongoing skill-development workshops, and a generous stipend (\$40,000pa) for the duration of the candidature.

In 2020, 4 Senior Indigenous Scholarships were awarded. Topics being addressed by current scholars include:

- Aboriginal women and coastal marine resources
- Biography of Dalrymple Briggs

- Curating Tasmanian Aboriginal Art
- Human Development Models and Treaty-making

The program has been an outstanding success, with all candidates progressing successfully to Confirmation, and one Master by Research admission successfully applying for conversion to a PhD program.

Predocctoral Fellowships

The Indigenous Predocctoral Pathways program awards fellowships to Indigenous PhD candidates who have recently commenced their research. Developed in collaboration with targeted schools and with ongoing support from the Colleges of Arts Law and Education, and Health and Medicine, these are offered at Academic level A or B, depending on experience, and are 60% ISSP funded for three years. After this time, the host School provides 100% (UTAS) funding for continuing employment. Negotiations to extend the Predocctoral Pathways Program into the Colleges of Science and Engineering, and Business and Economics will be progressed in 2021. This is a key initiative for increasing the University's Indigenous academic workforce.

Table 3.3 Office of the PVC Aboriginal Leadership Higher Degree by Research Initiatives

HDR Initiative	2020	Expenditure \$ ISSP/UTas
Japanangka errol West Scholarship	1 Scholarship	28,005
Senior Indigenous Scholarships	4 Scholarships	197,367
Predocctoral Pathways	1 Nursing Fellowship	65,947/43,964
	1 Social Work Fellowship	50,837/33,891
	1 Education Fellowship	63,025/42,016
Total		\$405,180/\$119,871

Other HDR initiatives

Other supplementary scholarships include the Aboriginal Higher Degree by Research Candidate Supplementary Funding (full-time only) \$5,000 and the Conference attendance & research skills development bursaries (full-time only) up to \$5,000. Alongside scholarships, HDR students are invited to participate in HDR workshops. Given 2020 circumstances i.e., COVID-19 19, we were restricted from providing face-to-face HDR workshops. These will resume in 2021. While these workshops are optional, they are delivered by leading Indigenous academics and have included: Research Presentation and Networking; Indigenous Methods and Methodologies; and writing workshops.

The Office of the PVC Aboriginal Leadership keeps in regular contact with our HDR candidates as well as potential HDR students to help and provide encouragement and support wherever required. This includes communicating personal development opportunities, and scholarship opportunities.

2020 ISSP Expenditure summary

Table 3.4 outlines the variety of ISSP expenditure for 2020. Expenditure falls under five main categories:

- Operations/Strategy
- Scholarships
- Student Support and Learning
- Curriculum Development
- Career/Professional Development, and
- Student Experience and Cultural Awareness

Due to COVID-19 restrictions activities and expenditure in most areas were significantly lower than previous years, however there was an increase in Senior Indigenous Research Scholarship positions.

Table 3.4. Summary of ISSP Project and Operational Expenditure 2020

Operations/Strategy	Expenditure
Office of the PVC Aboriginal Leadership salaries*	371,595
Visiting Scholars and Professional Staff Public Lectures	591
SPAE Steering Committee	78
Gifts	2,436
taypani milaythina-tu <i>Returning to Country</i> exhibition	772
Lessons from COVID-19-19	959
Evaluation and Review of SPAE	16,717
Northern Arizona University and University of Arizona Visits	(5,426)
	387,722
Scholarships, Student Support and Learning	
Scholarships	205,003
Riawunna	1,007,532
Indigenous Tutorial Assistance Scheme (ITAS)	159,506
Riawunna Financial hardship Student Assistance	5,931
Senior Indigenous Research Scholarship	201,583
Aboriginal Higher Education Officer (ISSP)	193,298
	1,772,853
Curriculum Development	
Indigenous Lifeworlds Redevelopment	3,802
Indigenous Higher Education Curriculum Officer	64,917
Indigenous Staff Development Funding	2,189
Higher Degree by Research Conference & Research Development	1,652
Student Internships	8,575
	81,135
Career/Professional Development	
ISSP Aboriginal Employment Strategy	42,000
Academic Pathways Fellowships	180,426
Japanangka Errol West Indigenous Scholarship Lecture 2017	28,005
Strengths and barriers regarding Aboriginal Leadership	12,486
Bush Adventure Therapy	5,000
	267,917
Student Experience and Cultural Awareness	
On Country Cultural Awareness	9,918
Aboriginal Digital Engagement Officer	92,272
Too Many Cooks Exhibition (curriculum material)	13,375
Uncle Rex Greeno book publication –(curriculum material)	1,500
	117,065
Total	2,626,690

*note: Office of PVC Aboriginal Leadership staff costs were carried by the University of Tasmania up to 2019. In response to COVID-19-19, and in anticipation of underspend due to reduced operational

capacity, these costs were transferred to ISSP until the end of 2021. This change was agreed by the ISSP Governance Committee.

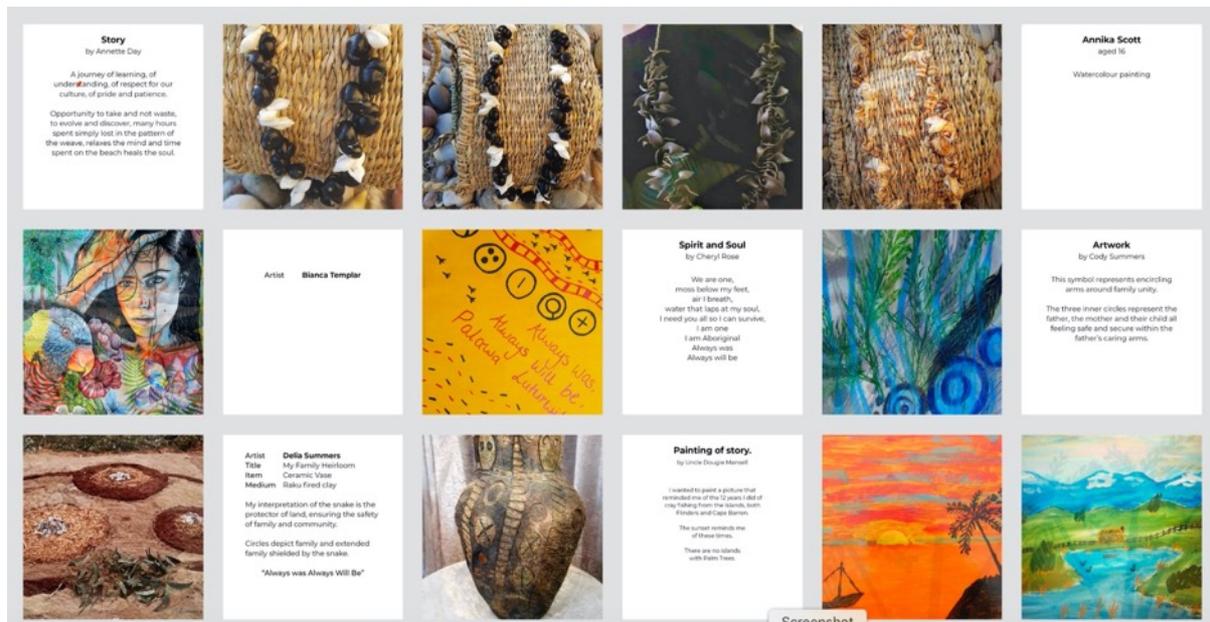
Cultural Acknowledgement

An important strategy to support completion by Indigenous students is to ensure that the University offers a rich and innovative range of learning resources and environments to maximise the retention of Indigenous students.

The Riawunna Centre offered an extensive array of virtual NAIDOC events through on line delivery (see <https://www.utas.edu.au/naidoc>), including an exhibition of Aboriginal community art, cultural practice and writing, digital Welcome to Country, flag raising, presentations by the Provost and Head of Services, as well as Community Yarns. The NAIDOC digital resource also included the video 'Blood of Life' by Elder and Senior Indigenous Scholar, Uncle Jim Everett.

The Office of the PVC Aboriginal Leadership delivered a number of events including a public lecture by Professor Lyndall Ryan 'Mapping Massacres: exposing Australia's colonial frontier'. A nationally-significant exhibition 'Too Many Cooks' critically examined the 250th anniversary of Captain Cook's Third Voyage, accompanied by development of a suite of digital curriculum resources including a virtual gallery tour, 3D photogrammetry of cultural objects, an online webinar, and participation in virtual seminar series with the University of Adelaide and the Smithsonian Institute, Hawai'i. The exhibition was also undertaken in co-operation with National Science Week, to celebrate Tasmanian Aboriginal boat-building. Grant funds were secured from the Gordon Darling Foundation for publication of the exhibition catalogue.

The 2020 Japananka errol West Lecture was offered online for the first time in 2020. Assoc Professor Sana Nakata presented 'Tragedy of the Inarticulate: exploring the politics of Indigenous knowledge' (<https://youtu.be/qNyiSU7Mvig>).



Online Community Art Exhibition - NAIDOC Week 2020

4. Regional and remote students

Riawunna continues to support students in remote and regional areas of Tasmania. The Aboriginal Student Success Officers and the Aboriginal Community Engagement Officers support students by connecting them to Riawunna services and other student supports. Table 4.1 suggests that the only significant change in Remote and Regional EFTSL between 2019 and 2020 occurred with an increase in EFTSL in the South.

Table 4.1 2019 EFTSL Remote and Regional

Region	Aboriginal		Torres Strait Islander		Aboriginal & Torres Strait Islander		Total	
	2019	2020	2019	2020	2019	2020	2019	2020
North	43	39	1	2	4	2	48	43
North west	110	114	5	3	7	6	122	123
South	124	160	8	6	6	6	138	172

Post Codes Excluded: 7000,7001, 7004, 7005, 7007, 7008, 7009, 7250, 7252, 7253

Source: University of Tasmania Business Intelligence Unit

The Aboriginal Community Engagement Officers (ACEOs) promote and encourage participation in the Murina program and University events to remote and regional areas within the state, such as engagement by the northern ACEO with Community members on Cape Barren Island for potential student Murina enrolments for 2021. ACEO and the Aboriginal Student Success Officers (ASSOs) regularly engaged with Aboriginal and non-Aboriginal organisations in remote areas of Tasmania. Engagement activity included:

- Promotion of University events
- Promotion of the Murina Program to potential students for 2021
- Contact students via phone, email, and social media

The Riawunna team connects with students via Facebook Messenger to provide support for IT access from home, bulk emails, and phone calls. The Aboriginal Student Success Officers undertook strategies to support students in remote or regional areas, including making contact under the SAM model and linking them to the Riawunna Tutoring Program and other support services. Riawunna promotes employment and internship opportunities on Facebook to remote and regional students. The Aboriginal Student Counsellor provided online counselling to students in remote and regional areas.

Table 4.2 Organisations in regional /remote area contacted by Riawunna 2020

Organisation	Region
South East Tasmanian Aboriginal Corporation	South
Geeveston Child and Family Centre	South
Geeveston Community and Family Centre	South
No.34 Aboriginal Health Service	North-West
Tasmanian Aboriginal Centre	North-West

Circular Head Aboriginal Corporation	North-West
Cape Barren Island Health and Wellbeing Centre	Bass Strait
Flinders Island Aboriginal Association	Bass Strait
Cape Barren Island Community Centre	Bass Strait

Source: University of Tasmania, Riawunna Centre

Table 4.3 Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total ³	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	52,811.00	29	-	-	27,250.00	11	80,061.00	40
B. 2020 Offers	187,755.00	38	48,000	6	54,000	14	289,755.00	58
C. Percentage (C=B/A*100)								
2019 Payments	28.13%				50.46%		27.63%	

Source: University of Tasmania, Scholarships Office

5. Working with Vulnerable People Requirement

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

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

The University of Tasmania's Indigenous Education Strategy, the *Strategic Plan for Aboriginal Engagement 2017-2020*¹ (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 seven focus areas:

- Undergraduate
- Teaching and Learning
- Employment
- Higher Degree Research

¹ https://www.UTAS.edu.au/_data/assets/pdf_file/0004/1255234/UTAS-Strategy-Document-2019.pdf

- Research
- Community, and
- Governance

Implementation of the SPAE's 65 strategic actions was led by PVC Aboriginal Leadership in collaboration with the Riawunna Centre, People and Wellbeing, and other Divisions and Colleges of the University. The sharing of responsibilities across the University 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 majority of initiatives pertaining to undergraduate student success were assigned to the Riawunna Centre given their role as the Aboriginal and Torres Strait Islander support unit, whilst the PVC Aboriginal Leadership was responsible for the portfolio of HDR students and research.

At the time of this report, 40 of these 65 actions were completed. Of the incomplete actions, 16 are ongoing with the remainder in progress to be completed. One action was discontinued. We contend that this is positive progress within a four-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.

SPAЕ Review

The *SPAЕ 2017-2020* was developed in consultation with an Aboriginal Policy Working Group during 2015-16 by PVC Aboriginal Leadership and approved by University Council.

- A review of performance outcomes was undertaken by the Office of the PVC Aboriginal Leadership during 2020
- Anonymous surveys of staff and Aboriginal students, together with focus group and individual interviews provided qualitative feedback on success and aspirations for improvement of Aboriginal engagement initiatives
- A revised SPAЕ 2021-2024 will maintain and enhance program structures across key domains of student support, teaching and learning, research, HDR, community and governance from the *SPAЕ 2017-2020*
- Gaps in performance and growth are addressed in the new Plan, including increased academic resourcing for Riawunna to improve student success, further embedding of Aboriginal student support in Colleges, enhanced cultural safety across the University, increased training and resources for Colleges to Indigenise curricula, development of an Indigenous Research Strategy, and enhanced Aboriginal governance processes
- *SPAЕ 2017-2020* review and new Plan development has occurred in partnership with People and Wellbeing, resulting in the development of an Aboriginal Employment Plan
- The new Plan provides an overarching framework to guide annual operational priorities and resourcing across the University community
- The new Plan will facilitate a transition from current supplementary initiatives, towards an institutional commitment to embedding of Aboriginal engagement
- The Office of the PVC Aboriginal Leadership will refocus to facilitate capability building in Colleges and Divisions, while Riawunna Centre programs support this process with specialist support and advice
- Some reallocations of resources will be required. This will include ISSP funding and dedication of existing Divisional and College funding
- Embedding will require a shift away from current 'enclave' models of program delivery, emphasis on engagement with local and regional Aboriginal communities, enhanced leadership will guide transition, and development of procedure frameworks consistent with University behaviours and values will reshape cultural and community engagement to improve inclusivity and cultural safety.

Undergraduate Success

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: Table 6.1 presents the total number of undergraduate student enrolments over the 2017-2020 period. In 2019 and 2020 the University exceeded the performance indicator of a 15% Increase in Aboriginal and Torres Strait Islander enrolments. These annual enrolments fall above the desired target, and the University is seeing an increase in the number of Indigenous undergraduate enrolments in all areas, which is a positive improvement.

Table 6.1 Indigenous Undergraduate Enrolments 2017 - 2020

Degree type	2017	2018	2019	2020
Bachelors	413	323	363	368
Bachelors Hons	93	117	126	162
Adv. Diploma	2	1	3	nil
Associate degree	51	24	31	37
Diploma	94	100	147	237
Enabling course	114	116	140	153
Total	767	681	810	957
% change from previous year	NA	+11%	+16%	+18%

Source: Data Analytics, University of Tasmania 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 undergraduate 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 was conducted within the College of Arts Law and Education in 2019, which now serves 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 5 years. There has been outstanding student feedback, and the components of the unit have been very well received by students.² 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.

² 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.

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.

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 end of 2020, the total FTE of Aboriginal and Torres Strait Islander staff was 33 FTE, a total headcount of 13 academic and 20 professional fixed term and ongoing Aboriginal and Torres Strait Islander employees. This equates to 1.23% of University of Tasmania employees identifying as Aboriginal and Torres Strait Islander people at 31st December 2020 (no change since 2019). Despite the lack of progression on this front, there have been and continue to be initiatives to increase the number of Aboriginal staff at the University in professional and academic roles over the life of the next Strategic Plan for Aboriginal Engagement.

Data from 2020, much like 2019, indicates that most Aboriginal and Torres Strait Islander staff have served for less than 5 years at the University. At the end of 2020, the FTE of staff service of up to 5 years stood at 16.93, for 5-14 years 6.30, 15-24 years 4.00, and 25+ years 2.00.

Much like 2019 and prior years, Table 6.2 below shows that there continues to be a high turn-over of Indigenous staff at the University of Tasmania, yet there has been a slight decrease in 2020 compared to 2019, which is promising. A range of initiatives will be undertaken in 2021 to identify and address recruitment and retention trends through the SPAE and the Aboriginal Employment Plan.

Table 6.2 Indigenous Staff Turnover 2017-2019

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

Source: University of Tasmania Data Analytics (2021)

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 candidates to increase to 25 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 including the Indigenous Senior Scholarships. In 2020, there were 23 Research Higher Degree candidates (10

Masters by research candidates and 13 PhD candidates) at the University. While 23 enrolments in 2020 falls short of the desired 25, we are expecting more candidates in 2021 and beyond.

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: The PVC Aboriginal Leadership team continues to support our Indigenous academics in national training and capacity building opportunities, including international Indigenous scholarly community and networks. A pool of financial support has continued to be offered to those academic staff who have their abstracts accepted into conferences. It must be noted that COVID-19 placed significant restrictions on national and international opportunities for collaboration. With several Indigenous researchers having to cancel conference attendance.

At the same time, there has been a significant increase in publications from Indigenous academics at the University with an extraordinary increase in Indigenous-related research output (575% for Indigenous staff) comparing the 2014-2016 and 2017-2019 periods. This is the key achievement for this area.

Discussions have been commenced with the DVC Research on the development in 2021 of an Indigenous Research Strategy for the University. Indigenous interests in intellectual property (IP) were recognised when the University's new IP Policy was adopted by University Council, and it was agreed that the development of Indigenous Intellectual and Cultural Property Guidelines will proceed in 2021. In the interim, an Aboriginal Research Ethics page (<https://www.utas.edu.au/aboriginal-business/research-ethics>) has been established to provide guidance and best practice documents to the University research community. This, together with planning for a research project to develop a governance framework for Indigenous research will continue to progress work on the Indigenous Research Strategy.

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: In 2020, despite the challenges of COVID-19-19, the University continued to present significant public events, including public lectures, on line exhibitions and cultural resources aimed at strengthening and celebrating understandings of Indigenous history, culture and knowledges.

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: The PVC Aboriginal Leadership continues as a member of the Senate, Provost Executive Group, Student Experience and Equity Committees of the University. The PVC Aboriginal Leadership also chairs the ISSP Governance Committee, which manages and approves ISSP funding allocations and expenditure. Along with this, the formation of an Aboriginal Leadership Group consisting of the PVC Aboriginal Leadership, the Aboriginal Higher Education Advisor 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 to guide implementation of the SPAE. Further, the Whole-of-University Aboriginal Staff Group, which usually meets bi-annually, has input into relevant governance and decision-making processes within the University where applicable. This forum was only held once as a virtual meeting in 2020 due to COVID-19-19 limitations. An Aboriginal staff group meets regularly on the Cradle Coast Campus and guides local and regional initiatives.

The 2020 review of the SPAE has recommended inclusion of two Indigenous staff on key University committees, together with the appointment of an Indigenous member of University Council at the earliest opportunity.

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 continues to be made available to increase College capability to improve Indigenous student success. Expenditure on approved projects was limited in 2020.

Reconciliation Action Plan

The University of Tasmania does not currently have a Reconciliation Action Plan but is a member of Reconciliation Tasmania's Reconciliation Collective.

6.2. Indigenous Workforce Strategy

The University continues to strive towards a 3% Indigenous workforce target. A new *Aboriginal Employment Plan 2021-2024 (AEP)* was endorsed by the University Executive in December 2020. The AEP has four key strategic priority areas, which include:

- supporting workplace environment and wellbeing by identifying the need for a culturally safe and inclusive workplace
- increasing the number of Indigenous staff at the University to 3% by 2024, with a range of key initiatives designed to assist building our Indigenous workforce
- to build a connected community to ensure the AEP is successful by engaging with key contributors from within the University network to provide expertise and input; and
- provision of resources and funding by delivering a range of functions and roles that will assist in facilitating workforce participation.

Table 6.3 Employment Data Snapshot 2017 – 2020

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

* Headcount data do not include casual staff

Source: University of Tasmania Data Analytics

Transactionally, the 2020 calendar year provided a range of positive staff movements, including three new academic and one professional appointment, academic progression for two staff and higher role appointments for two professional staff, with two staff members transferring to new roles within the University. With the impact of COVID-19, voluntary redundancy and early retirement offerings were provided to staff with two staff resigning, one fixed term contract not renewed, two voluntary redundancies and one early retirement package taken by Indigenous employees.

Across the University, there was a reduction in total workforce due to COVID-related responses, resulting in an apparent increase in the percentage of Aboriginal and Torres Strait Islander employees. The small net increase in these employees effectively maintained the average total headcount of 38.

Indigenous specific career development scholarship funds are available to fixed term and permanent Indigenous employees for the provision of work-related training, support to attend and present at conferences, workplace workshops and individual career enhancement opportunities. We continue to support increasing the number of early career research positions. To date three Indigenous Fellow – Academic Development Level B positions have been created in the College of Arts, Law and Education and Health and Medicine with other offerings available in 2021. These positions provide employees to complete their PhD whilst working in areas of academia.

2021 will see a suite of initiatives including ‘growing our own talent’, student employment opportunities, specialised talent recruitment personnel and continued support for career progression for current staff. It is anticipated that these initiatives, together with broad impacts of the new Aboriginal Employment Plan, will commence a sustainable increase in Aboriginal and Torres Strait Islander workforce.

Table 6.4 2020 Indigenous workforce data (headcount)

Level/position	Continuing		Casual/contract/ fixed-term	
	Academic	Non-academic	Academic	Non-academic
1TR – PVC Aboriginal Leadership			1	
Academic E – Distinguished Professor	1			
Academic D – Associate Professor	2			
Academic C – Senior Lecturer – Aboriginal and Torres Strait Islander Health Education	1			
Academic B – Indigenous Fellow – Academic Development	2			
Academic B – Lecturer & Teaching Intensive Scholars in Bioscience	1			
Academic B – Lecturer in Paramedicine	1			
Academic B – Lecturer – Riawunna	1			
Academic B – Academic Research			1	
Academic B – Lecturer Rural Health			1	
Professional HEO Level 9 – Head of Service Riawunna		1		
HEO Level 8 – Business Manager RHMT Program				1
HEO Level 8 – People & Wellbeing Business Partner		1		
HEO Level 7 – Indigenous Higher Education Curricula Officer				1
HEO Level 7 – Aboriginal Digital Engagement Officer				1
HEO Level 7 – Executive Officer Aboriginal Employment & Equity & Diversity		1		
HEO Level 7 – Riawunna Wellbeing Development Counsellor				1
HEO Level 6 – Aboriginal Health Careers Promotion Officer				1
HEO Level 6 – Learning Librarian		1		
HEO Level 6 – Senior Technical Officer		1		
HEO Level 6 – Project Officer				1
HEO Level 6 – Exhibitions and Program Co-ordinator		1		

HEO Level 6 – Contracted Services Administrator (Grounds & Maintenance)		1		
HEO Level 5 – Aboriginal Student Success Officers		1		1
HEO Level 5 – Elite Athlete & Competition Co-ordinator		1		
HEO Level 4 – Administrative Officers		2		1
HEO Level 4 – Community Engagement Officers				2
HEO Level 4 – Client Services Officer (IT)		1		
Casual Lecturer			1	
Casual Community Officer				3
Casual Riawunna Tutor			1	
Casual Student Interns				2
Total	9	12	6	15

6.3. Indigenous Governance Mechanism

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

- **Pro Vice Chancellor, Aboriginal Leadership** (Academic Level E) who is a member of the University Executive Team, the Provost’s Executive and Senate
- **Aboriginal Higher Education Advisor** (Academic Level D), 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
- **Head of Service** (HEO 9), who manages all Riawunna programs and is located in the Student Experience portfolio of the Academic Division
- **Aboriginal Leadership Group**, comprising the PVC Aboriginal Leadership, Head of Service and the Aboriginal Higher Education Advisor, who meet monthly. Members of the Group also participate in a range of committees focused on increasing and improving student experience and outcomes. In 2020 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 (NATSIHEC). 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.
- The PVC Aboriginal Leadership is a member of the national PVC/DVCI collective, providing advice on best practice in strategy, policy and governance across Australia. This group anticipates formal recognition by Universities Australia in 2021.



The University's inaugural PVC Aboriginal Research and Leadership, Professor Maggie Walter is farewelled by senior academic colleagues on completion of her term, with performance by Uncle Doug Mansell.

ISSP Governance Committee

The University of Tasmania implemented a specific **ISSP Indigenous Governance Mechanism** in 2017 to meet Clauses 10 and 11 of the ISSP Guidelines. All members have extensive experience in Indigenous higher education and were appointed in January 2017, with some additions in 2019. Professor Lehman was appointed in January 2020.

Prof Greg Lehman	Pro Vice Chancellor, Aboriginal Leadership, Academic Division
Assoc Prof Clair Andersen	Aboriginal Higher Education Advisor, Tasmanian Institute of Learning and Teaching, Academic Division
Ms Caroline Spotswood	Head of Service, Riawunna Centre, Student Experience, Academic Division
Ms Jacinta Vanderfeen	Aboriginal & Torres Strait Islander Employment Co-ordinator, People and Wellbeing
Ms Wendy Aitken	Aboriginal Academic, School of Humanities (Retired)

Mr Jacob Prehn	Aboriginal Fellow, School of Social Science
Mr Rob Anders	Aboriginal Professional Staff, School of Geography and Spatial Sciences
Ms Stephanie Taylor	Executive Director, Student Experience, Academic Division
Mr Russell Pockett	Management Accountant, Financial Services (Non-Voting member)
Mr Chris Dillon	Manager, Scholarships, Prizes & Academic Scheduling, Student Operations (Non-Voting member)

The University of Tasmania ISSP Governance Committee met formally 10 times during 2020 and meeting procedures and decision-making processes were determined by the *ISSP Governance Committee Terms of Reference*. The Governance Committee is chaired by the PVC Aboriginal 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 Governance Committee. Applications for funding require a program/initiative description, budget, timeframe, expected outcomes and account of how the program/initiative meets ISSP Guidelines. Decisions on funding are made by consensus.

Secretariat support is supplied by the Office of the PVC Aboriginal Leadership 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 after each meeting to the Provost.

Members of the Riawunna Team sit on several internal and external committees providing expertise in Aboriginal and Torres Strait Islander student support and giving an Aboriginal perspective on issues.

Table 2.5 Riawunna Team Committee Membership 2020

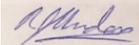
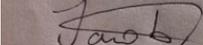
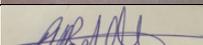
Head of Service, Riawunna Centre	Riawunna Leadership Group, Sustainability Committee, Student Experience Committee (Observer), Student Experience Directorate, SE People Leaders, Aboriginal Leadership Group, ANZSSA Executive Member for Indigenous, Working Group for Inveresk Precinct, and DVC Corporate Working Group, Universities Australia
Aboriginal Counsellor	Riawunna Leadership Group, Academic Division Wellbeing Committee, ANZSSA Indigenous Convenor
Murina Program Coordinator	Riawunna Leadership Group and CALE Curriculum Indigenisation Group
Aboriginal Student Success Officers	Cradle Coast Aboriginal Staff Group Cradle Coast Aboriginal Engagement Group

Source: University of Tasmania, Riawunna

6.3.1. Statement by the Indigenous

6.3.2. Governance Mechanism

The University of Tasmania Indigenous Student Success Programme Governance Committee was involved in the preparation of this performance report and acquittal report. The following members of the University of Tasmania ISSP Governance Committee have read this report and approve its submission as the formal 2020 ISSP Performance Report and Acquittal Report for the University of Tasmania.

Name	Signature	Date
Greg Lehman		3 May 2021
Caroline Spotswood		3 May 2021
Jacinta Vanderfeen		9 May 2021
Clair Andersen		9 May 2021
Rob Anders		27 April 2021
Stephanie Taylor		
Wendy Aitken		2 May 2021
Jacob Prehn		9 May 2021
Russell Pockett		9 May 2021
Chris Dillon		3 May 2021

¹ Record only hours of instruction received by the students (do not include staff planning or organising time).

² Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

³ This figures in this column should be the sum of the relevant row.