

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	University of Tasmania		
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University of Tasmania Institutional Context and Overview: 2017

This report details the performance of University of Tasmania during the 2017 calendar year:

- In increasing the participation, retention and success of Aboriginal and Torres Strait Islander¹ students within the University's pre-degree, bachelor degree and post-graduate programs; and
- The activities and initiatives undertaken to improve that performance.

Responsibility for Aboriginal and Torres Strait Islander student success are spread across the University of Tasmania, under the oversight of the University of Tasmania Aboriginal leadership group. This group is comprised of the Pro Vice Chancellor, Aboriginal Research and Leadership, who provides Indigenous leadership across the University, the Head of Service, Riawunna, the central space for undergraduate student support and community engagement and the Aboriginal Higher Education Advisor who advises on curriculum matters and leads cultural awareness training (detailed in section 2). The expenditure of ISSP funding and approval for ISSP funded programs and strategic actions is governed by the Indigenous Student Success Programme Governance Committee (detailed in section 6a).

The University of Tasmania's objectives related to Indigenous student access, retention and completion employment and governance are informed by the University of Tasmania's *Strategic Plan for Aboriginal Engagement (2017-2020)*. This Plan is endorsed by the University of Tasmania Council. The implementation of the Plan is guided by the University of Tasmania Strategic Plan for Aboriginal Engagement Steering Committee, comprised of seven senior Aboriginal community members and the University Aboriginal Leadership Group and is chaired by the Pro Vice Chancellor Aboriginal Research and Leadership.

In recent years there has been a perceptible change in how the University of Tasmania supports and undertakes Indigenous student success and Aboriginal engagement. As per the recommendations of the *Behrendt Review 2012* guided by the development of the Strategic Plan for Aboriginal Engagement in 2017, there has been an active focus on developing partnerships to overtly build Aboriginal engagement and student success as a whole of University endeavour. As documented in this performance report, this direction has seen the Aboriginal and Torres Strait Islander student enrolments rising strongly alongside higher student completions at the Bachelor level. A range of Indigenous governance mechanisms were also instituted in 2017 which, aligned with a redeveloped Riawunna and community outreach program, has further developed the relationship between the University of Tasmania and the Tasmanian Aboriginal community.

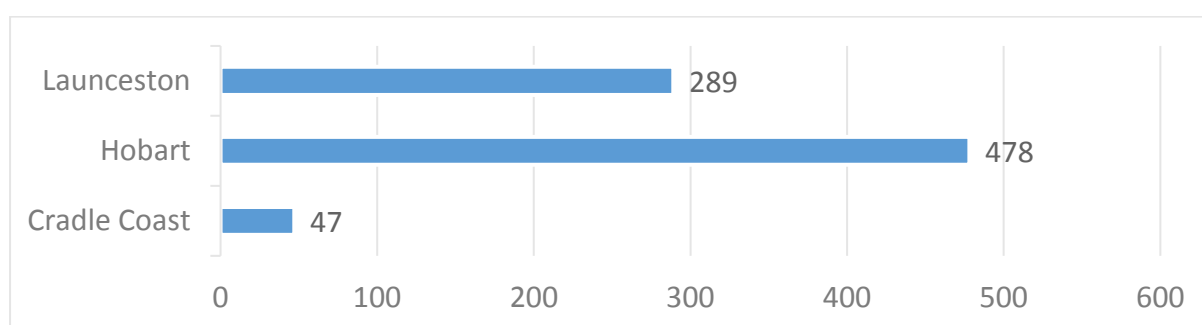
Despite this positive cultural and strategic shift there remains more to do, across multiple areas. As also detailed in this report, the University's potential to deliver Indigenous student success is not yet fully realised. In 2018/2019 our strategic focus will concentrate on identified areas for development, including connecting students to employment and following up our graduates as well as seeking to continue building our student access, retention and completion rates at the University of Tasmania.

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.

1. Enrolments (Access)

University of Tasmania Indigenous Student Profile 2017

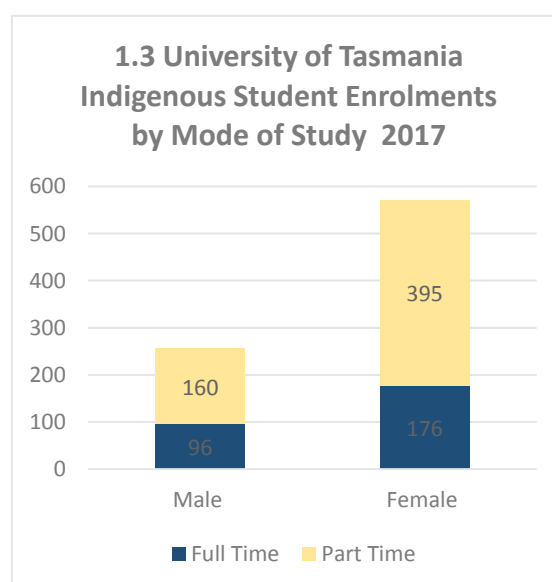
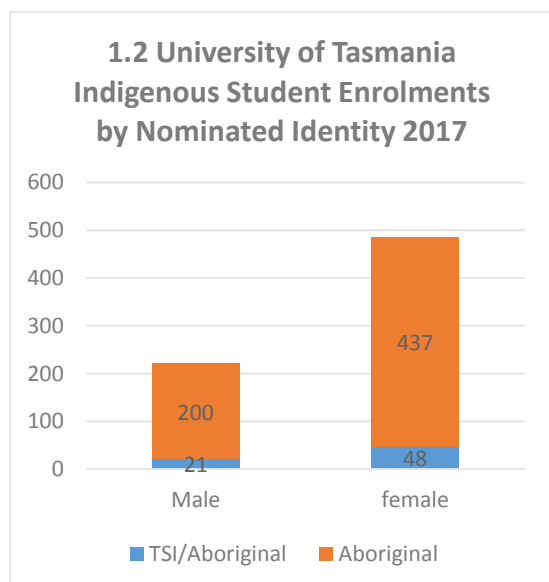
The University of Tasmania student population is geographically spread and operates from three dispersed campuses, Cradle Coast in the North West, Inveresk/Newnham in Launceston and Sandy Bay/City in Hobart. The Tasmanian Aboriginal population is very regionally based with very significant populations in the North West and North. This population distribution is reflected in the number of Aboriginal and Torres Strait Islander enrolled at each campus in 2017 as detailed in Figure 1.1.² The majority study from Hobart campuses but a sizable proportion are enrolled in Launceston campuses with a much smaller cohort enrolled at the Cradle Coast Campus. The small Cradle Coast enrolment reflects the limited courses available with most students enrolling at Launceston or Hobart after the first year. An additional 12 students are enrolled at University of Tasmania’s Sydney campuses. To support this dispersed, regionally based student population a Riawunna centre operates in each of our three campuses.



Source: University of Tasmania Business Information Centre

Figure 1.1. Numbers of Indigenous Student Enrolments by University of Tasmania Campus 2017

The profile of the University’s Indigenous student population has distinctive patterns. As per Figure 1.2 most identify as Aboriginal with a smaller group identifying as either Torres Strait Islander or Aboriginal and Torres Strait Islander. Many of this group are enrolled in the Australian Maritime College which run courses in the Torres Strait.

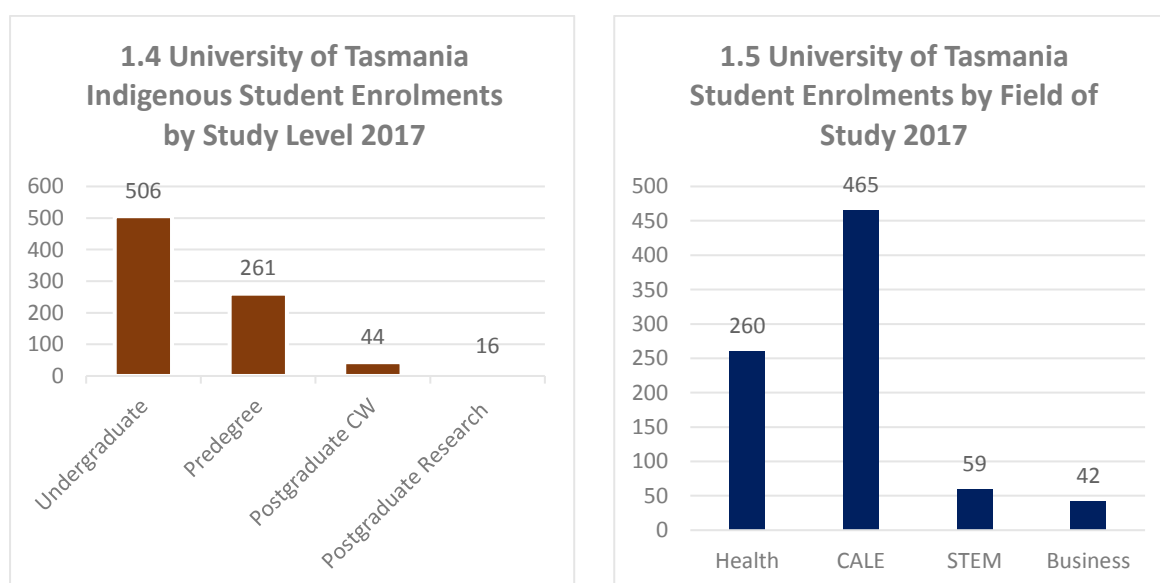


Source: University of Tasmania Business Information Centre

² The number of enrolments is higher than the number of students as some students have more than one enrolment. For example, a student may be concurrently enrolled in a pre-degree course and a Bachelor degree program.

As shown the cohort is also heavily weighted towards female students, with female enrolment more than double the male enrolment. As shown in Figure 1.3 the Indigenous cohort is also less likely than the non-Indigenous student cohort to be studying full-time, with about two thirds of both male and female students studying part-time. This pattern reflects the older age of the Aboriginal and Torres Strait Islander student group, most of whom still enter by alternative pathways (not shown here) and higher levels of family and community responsibility.

University of Tasmania Indigenous students are primarily enrolled in health, humanities and social science related courses. As per Figure 1.5, the largest enrolment is in the College of Arts, Law and Education (CALE) with most of the pre-degree enrolments in this category. There is also a substantial cohort enrolled in health courses. The STEM and Business Fields have much lower numbers of enrolments. Level of study data as per Figure 1.5 indicates a high Bachelor and Pre-degree enrolment. Pre-degree enrolment includes the Aboriginal qualifying course *murina* and mainstream qualifying and pre-degree programs. This high Indigenous enrolment in such courses indicates that University has an access pathway which is attracting students who would not be able to enrol directly into bachelor level studies. There is also a small, but growing post-graduate by coursework and HDR research post-graduate cohort. Three Aboriginal PhD candidates graduated from the University of Tasmania in 2017.



Source: University of Tasmania Business Information Centre

University of Tasmania Aboriginal and Torres Strait Islander Student Access Data 2017³

Indigenous student enrolments at the University of Tasmania have grown in each of the previous five years rising to over 700 in 2017 as per Table 1.1. This growing enrolment demonstrates the University's continuing improvement in supporting Indigenous access pathways into tertiary study.

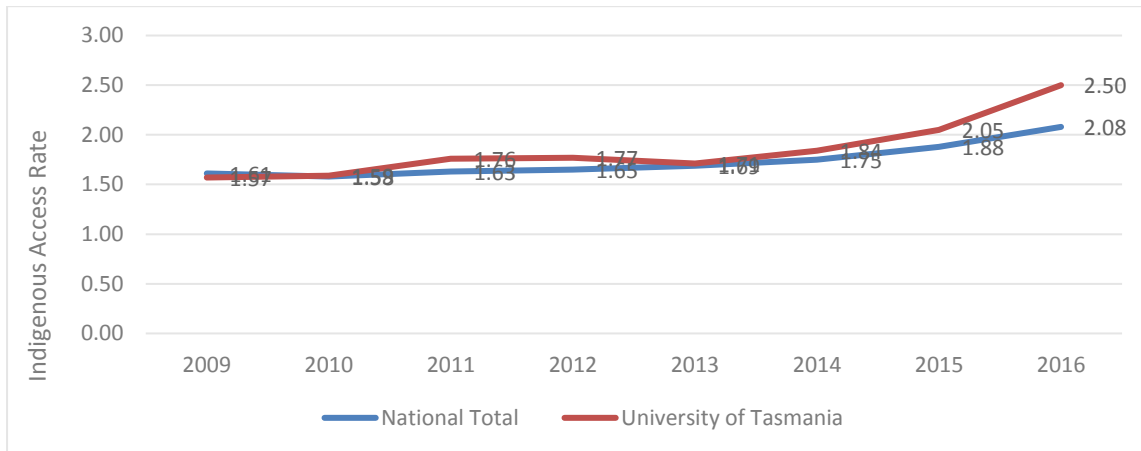
Table 1.1: Indigenous Student Enrolments University of Tasmania 2013-2017

University of Tasmania Aboriginal and Torres Strait Islander Student Numbers					
Year and Date	2013	2014	2015	2016	2017
	31/03/2013	30/03/2014	29/03/2015	03/04/2016	02/04/2017
Enrolment Numbers	385	403	519	668	713

Source: University of Tasmania Business Information Centre

³ Data in this report come from the University of Tasmania Business Intelligence Centre and the Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016. 2017 figures are not yet available.

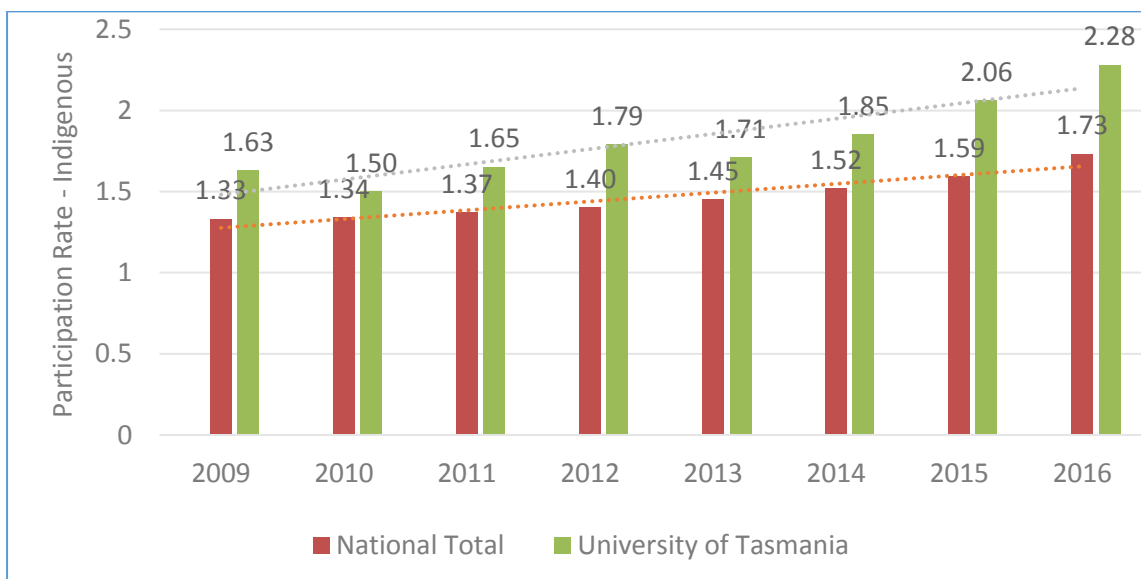
This growth in Indigenous enrolment is reflected in Department of Education and Training data. As shown in Figure 1.6, the University of Tasmania Indigenous Access Rate (the number of commencing Indigenous students/all commencing domestic onshore students) is both higher than the National Rate and rising at a faster rate than the National Rate.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 1.6. Indigenous Student Access Rate 2009- 2016: University of Tasmania/National

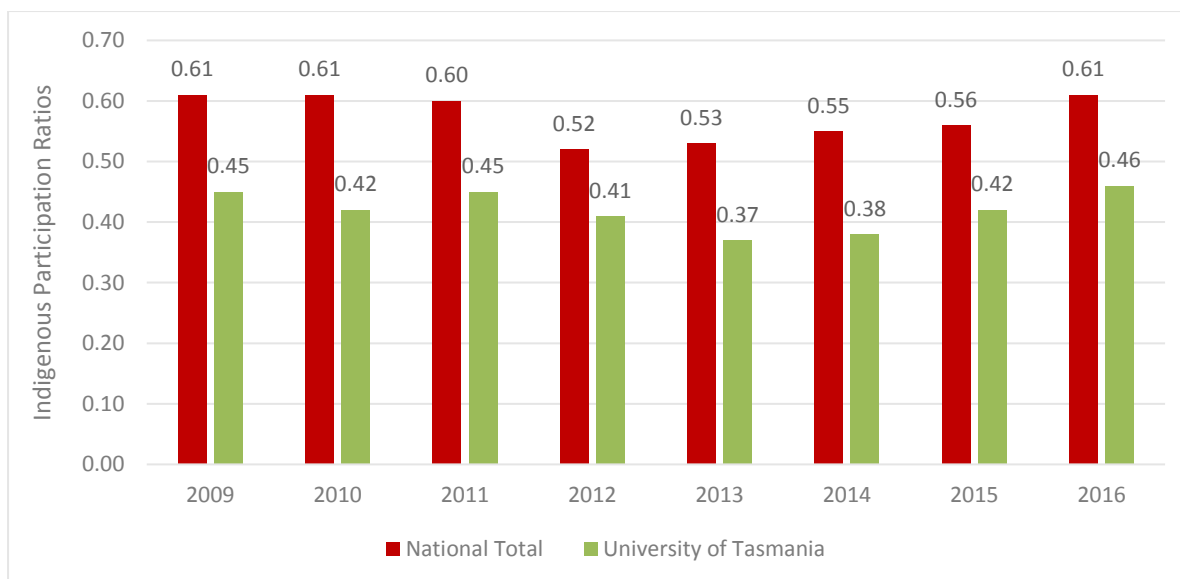
The same pattern is evident in Participation Rate (Number of Indigenous Students/All Domestic Onshore Students). As shown in Figure 1.8 the University of Tasmania Participation Rate is higher than the National Rate and also rising faster over time than the National Rate.



Source: Department of Education and Training: Appendix 5 -Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 1.7. Indigenous Student Participation Rate 2009- 2016: University of Tasmania/National

Regardless of the Access and Participation Rate patterns there is still considerable potential for further strategic action to improve access for Indigenous students at the University. To achieve population parity the University of Tasmania would need to double its current level of Aboriginal and Torres Strait Islander student enrolment numbers and the Participation Ratio -the participation rate of Indigenous students/proportion of Tasmanian population that is Indigenous (4.95% for the 2016 ratio) shows only marginal improvement since 2009. Moreover, the University of Tasmania Indigenous Participation Ratio is lower than the National Rate. These data are detailed in Figure 1.8.



Source: Department of Education and Training: Appendix 5. - Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 1.8: Indigenous Participation Ratio – 2009-2016 University of Tasmania and National

These Participation Ratio data indicate while the number of Indigenous students attending the University is steadily rising, this increase is keeping pace with the rise in the number of Indigenous people in the Tasmanian population, rather than increasing the proportion of Indigenous people attending the University of Tasmania. This scenario presents a considerable challenge and considerable opportunity for the University to increase its rates of Aboriginal and Torres Strait Islander student access and participation further.

Improving Indigenous Access and Participation Activities and Strategies 2017

Improving access and participation at the University of Tasmania is a whole of University responsibility, but the University's Indigenous Centre, Riawunna Centre, as the primary place of undergraduate student support and community outreach, plays a major role. For clarity, Riawunna's 2017 activities and programs are outlined separately from those undertaken by the wider University.

Improving Indigenous Access and Participation Activities and Strategies 2017: Riawunna

Two key Riawunna actions supported the University's Indigenous access objectives in 2017:

- **The relocation of Riawunna Hobart** from the edge of the Sandy Bay campus to the campus centre in March 2017. This has resulted in significantly higher student engagement with the Centre and higher visibility and prominence within the University. The refurbished facilities, inclusive of a community room and a student computer lab provide a more amenable environment for students and a culturally aligned interface space for the Aboriginal community and the University.
- **The implementation of all 22 Recommendations for the 2015 Riawunna Review** was completed in 2017. As per the Riawunna Review, the Riawunna Centre now has a full complement of positions (details of Riawunna staffing included in the next section) to achieve the recommended a program of Indigenous student support activity (details in later sections).

Student access is also the objective of the *Riawunna Uniview Project*, a virtual tour of Riawunna on all three campuses, which was completed in 2017. The project provides potential students with a virtual insight into Riawunna's operations and to become familiar Riawunna's cultural, Community and student study spaces. The project is also a resource for the Aboriginal Student Success Officers to promote and engage with High Schools, Colleges and Community members.

Bridging Enabling Support/Outreach

The Riawunna Centre on all three campuses have active support and outreach programs and bridging and enabling programs. The following section details key programs and projects undertaken in 2017.

Riawunna's Year 11 and 12 Project

In 2017, the Riawunna Centre piloted an aspiration-forming program with Aboriginal youth in Years 11 and 12 studying at Newstead College, Launceston. The Program included a series of in-school activities and a university on-campus visit, underpinned by relationship building with current Aboriginal students, Elders and Riawunna staff. The Program aims to motivate and engage students to determine their own educational journey and to make university education visible and viable. The Program will be enhanced in 2018 to include more schools from across the State. Program stages:

1. In-school visits and workshops by current Aboriginal and Riawunna students and staff
2. On-campus activity 1 (Belonging) – welcome to country, yarning
3. On-campus activity 2 (Diverse opportunities) – welcome to country, graduation ceremony
4. Stay on campus (potential to include a 'summer camp')

Other School visits

Riawunna staff also delivered a program of work engaging with the career advisors and students at the high schools and colleges with higher Aboriginal enrolments across Tasmania. As Tasmania's secondary education system is still primarily in the High School to Year 10 and College for Years 11 and 12, it is especially important to engage all the public Colleges. During 2017 these included:

- Smithton High School, Parklands High School, Reece High School, Marist Regional College Hellyer College, St. Brendan-Shaw College and Don College in the North West
- Trade Training Centre – Huonville High School, Elizabeth College, Mackillop College, Guildford Young College (Glenorchy) and Rosny College in the South
- Flinders Island High School, Brooks High School, Queechy High School, Newstead College, Launceston Grammar and Launceston College in the North

University of Tasmania – Open Day

The Riawunna team participated in UTAS Open Day activities on the Sandy Bay, Newnham and Cradle Coast campuses and participated at Inveresk. The focus was for students to enjoy and participate in activities, getting a taste of university life and learning about courses offered at Open day events across the state. Each Riawunna team held a stall promoting Riawunna and provided support to potential Aboriginal and Torres Strait Islander students.

University of Tasmania - Orientation Week

Riawunna facilitates a Welcome to Country to officially welcome staff and students to Aboriginal land and the University of Tasmania at the beginning of Orientation Week on the Sandy Bay, Newnham and Cradle Coast campuses. The Riawunna team also participated in Orientation Week activities and held a stall at each site at the University's Expo, promoting student interaction and holding activities.

University of Tasmania – Scholarships and Principals Dinners

The Riawunna Head of Service attended two Scholarships dinners to celebrate with award holders of Riawunna's Bursaries and the Commonwealth Aboriginal Scholarships. In addition, the Head of Service also attended a Principals dinner, to engage with principals and internal stakeholders discussing Aboriginal education, support and pathways for Indigenous students.

Aboriginal and Torres Strait Islander Education Day

Riawunna facilitated a tour for teachers and a discussion on the support provided by Riawunna for Aboriginal and Torres Strait Islander students enrolled at the University of Tasmania.

Clontarf Foundation QLD visit

Riawunna hosted 40 Aboriginal and Torres Strait Islander year 11 and 12 students and staff from North Queensland. The Aboriginal Student Success Officer liaised and organised with the Clontarf Foundation a visit to Risdon Cove and lunch and a tour of the Sandy Bay campus.

murina Pathway Program (Aboriginal enabling Program)

The *murina* Pathway Program is the University of Tasmania's bridging program for Aboriginal and Torres Strait Islander students, aged 18 years and over. *Murina* supports students to gain the necessary skills, confidence and knowledge to succeed at undergraduate study. *murina* is embedded within a strong *pakana* cultural framework and focuses on developing academic, research and study skills. Major changes were made to the *murina* Pathway Program in late 2016 and 2017. A Course Advisory Group to support Riawunna's teaching staff was established, all curriculum was reviewed and the Program was re-introduced for onsite delivery at the Sandy Bay Campus. *murina* students access Riawunna's Tutoring Program and the University's Drop In Tutorial Program. The results have been very promising with the enrolments in 2018 nearly three times those of 2017 as per Table 1.2.

Table 1.2: murina Course Enrolments at 2017 and 2018

Course Enrolments	05/03/2017	04/03/2018
<i>murina</i> (Aboriginal Enabling) Program (WOD)	23	63

Source: University of Tasmania Business Information Centre

In 2017 the *murina* Program held two statewide on-country field academic and cultural activities trips to Steeles Island, including visiting Maria Island in the south and St Helen's in the north. (<https://www.youtube.com/watch?v=4icYGka72PM&feature=youtu.be>).

Community Outreach

Riawunna's Aboriginal Community Engagement Officers on Sandy Bay and Newnham campuses developed an outreach strategy to increase the numbers of Aboriginal students in semester two of 2017. This strategy is summarised in the table below.

Table 1.3: University of Tasmania Community Outreach Activity 2017

Community outreach activities	Visits to individuals, families and Community in the south and north
Community contact	Phone calls, SMS and Riawunna Facebook
Collateral developed	<i>murina</i> flyer and application form
Other outreach visits	Aboriginal organisations across the State and non-government organisations such as Anglicare, Salvation Army, Colony 47, and Housing Tasmania
Community event attendance	<u>putalina Festival, Tiagarra Community gathering, South East Tasmanian Aboriginal Corporation 25th Anniversary, mannalargenna Day Community gathering, Safe Families' Expo and Cultural Gathering, Reconciliation Council of Tasmania – Launch, Voices of Strength Women's' Gathering, Aboriginal Community and Family Gathering, Aboriginal Generation Cup</u>
Other activities	Riawunna stall at the 2017 putalina Festival, Oyster Cove Community BBQ x 6 on the three campuses Continuous follow-up with Community members, Aboriginal organisations and non-governmental organisations School activities specifically for Aboriginal students at Queechy High School, Launceston

Improving Indigenous Access and Participation Activities and Strategies 2017: University

There have also been a wide range of activities taken across the University of Tasmania in 2017 that have contributed directly to increasing Aboriginal and Torres Strait Islander student access and participation. The funding source of these activities are included in the description. These include:

- The creation of two Aboriginal Health Careers Promotions Officer positions by the College of Health. These full-time contact position's main role is to support Indigenous students to access the under-represented science and medical courses. University funded.
- Interview program delivered by the Office of the Pro Vice Chancellor, Aboriginal Research and Leadership to interested higher achieving final year Indigenous students to discuss HDR opportunities and post degree planning. University funded.
- First year student project. Employment of an Aboriginal research assistant to develop an annotated bibliography of literature relating to first year success for Indigenous students in higher education. This resource informed ISSP deliberations in 2017. ISSP funded
- Development/re-development of the 'Aboriginal Business' web presence within the University of Tasmania website. The University website previously only had a dedicated Riawunna page. The Aboriginal Business redevelopment includes active pages and resources across multiple levels, including governance, HDR, scholarships and community engagement. Jointly developed using ISSP funded and University staff resources.

In 2017 the University implemented a project to engage Faculties, Colleges of Divisions in developing programs/initiatives that would support the access, participation, retention and success of Indigenous students within their area. Colleges and Divisions were encouraged to develop innovative projects and could apply for up to \$15,000 of ISSP funding but were required to also input at least \$2,000 of their own funding into each project. Projects funded in 2017 related to access and participation include:

- Project to develop inclusive Indigenous knowledges within the Geography curriculum
- Project to increase Aboriginal and Torres Strait Islander student enrolment in medical research honours and HDR
- Prizes for the top 10 Aboriginal students in the College of Science and Engineering
- Aboriginal art history project that is visually redesigning a major space within the College of Health and Medicine to make the College a more welcoming place for Aboriginal students
- Project to attract and recruit more Aboriginal and Torres Strait Islander students to the Bachelor of Nursing program

Funding for Access and Participation Activities

Riawunna access and participation activities are primarily funded through the annual Riawunna budget which is funded through the Indigenous Student Success Programme. The relocation of Riawunna to the central campus in Sandy Bay was funded by the University of Tasmania.

The Office of the Pro Vice Chancellor, Aboriginal Research and Leadership, including salaries for the PVC and Project Officer HEO 6 (.6), office expenses and annual budget of \$35, 000 are funded by the University of Tasmania.

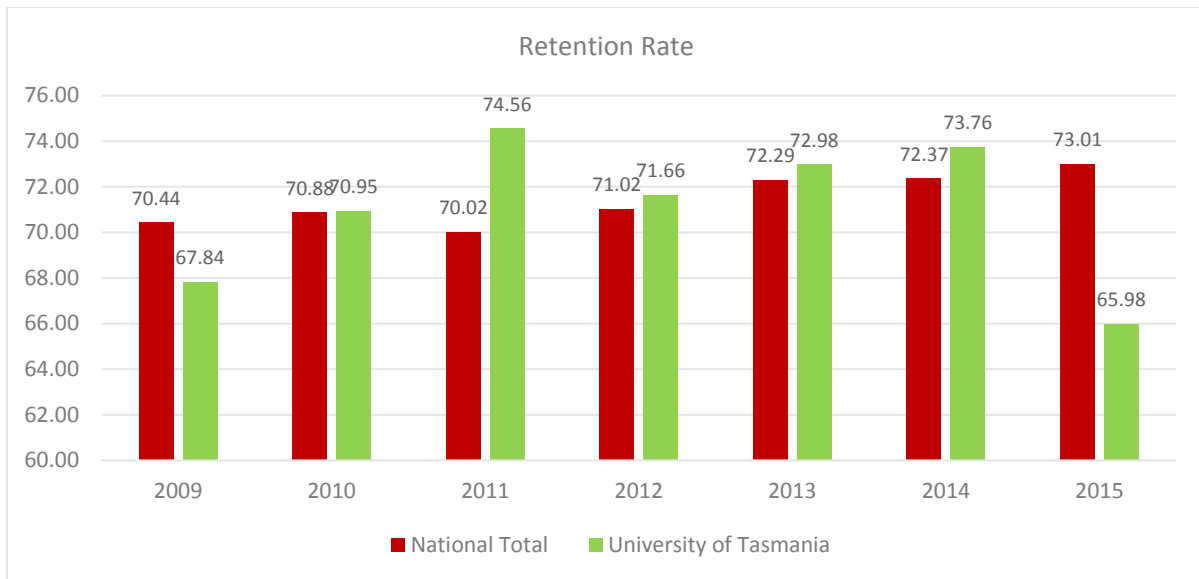
- 1a Scholarships (2017 breakdown) – ‘New’ Scholarships

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate	\$27,343.75	15	\$12,500	3	Nil	Nil	\$39,843.75	18
From Regional/ Remote - postgraduate	\$1,250	1	\$2,500	1	\$43,000	5	\$46,750	7
Undergraduate (non- regional/remote students)	\$5,000	2	\$5,000	1	Nil	Nil	\$10,000	3
Post-graduate (non- regional/remote students)	Nil	Nil	Nil	Nil	\$5,000	1	\$5,000	1
Other (regional/remote enabling students)	\$13,125	9	Nil	Nil	Nil	Nil	\$13,125	9
Total	\$46,718.75	27	\$20,000	5	\$48,000	6	\$114,718.75	38

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$276,818.00
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$284,641.75

2. Progression (access and outcomes)

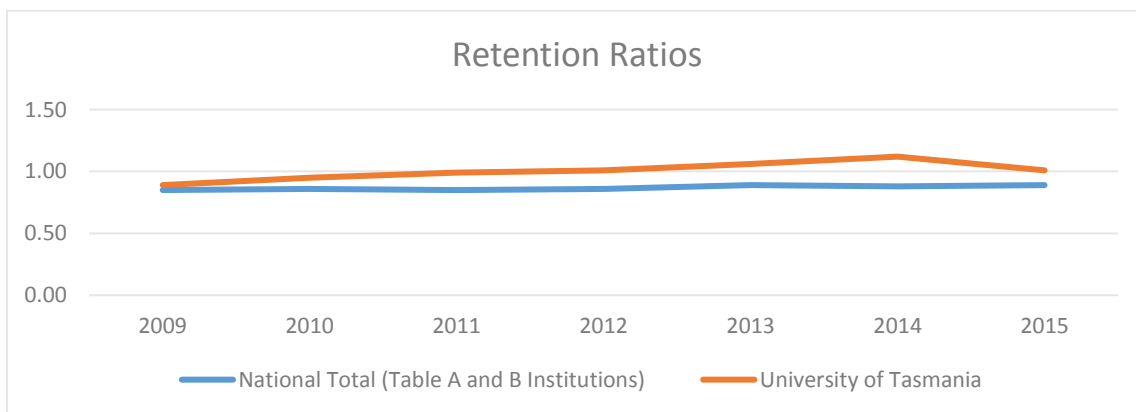
Comparative data from the Department of Education (up to 2015) indicate that the University of Tasmania needs to do more to support the progression of Aboriginal and Torres Strait Islander students. As shown in Figure 2.1 the University’s Indigenous Retention Rate (Continuing Indigenous students/all enrolled students minus completed) the University’s performance has been inconsistent over the 7 years to 2016, sometimes exceeding the national total and other times falling well below. The Retention Rate, as noted by the Department of Education, is a relatively crude measure of actual retention and these data only go to 2015 when the University began its process of redeveloping Riawunna. Regardless, retention is an area that the University of Tasmania can improve and as detailed later in this section, in 2017, Riawunna staff and staff from the Office of the Pro Vice Chancellor Aboriginal Research and Leadership undertook several key pieces of work to both support students at risk of attrition and to better understand the reasons for that attrition.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 2.1: Indigenous Retention Rates 2009-2015: University of Tasmania/National Total

The Retention Ratio data presents a slightly different picture. As shown in Figure 2.2 Retention Ratio Data (Indigenous retention rate/retention rate of other students) to 2015 shows that the University of Tasmania Retention Ratio is consistently higher than the National Total. This data, however, should not be automatically taken to indicate that the University has better Indigenous retention than the Crude Retention Rate indicates. Rather, that the retention rate for all students at the University of Tasmania was relatively low in 2015. Reducing attrition rates, in part due to the structure of particular courses rather than students leaving study before completing a course has been a strategic focus for the University since 2016.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 2.2: Indigenous Retention Ratio 2009-2015: University of Tasmania/National Total

Internal data from the University of Tasmania's Business Information Centre indicates that Indigenous Retention Rates for 2017 are at approximately the same levels as those of 2015. A calculation using 2016 Indigenous student enrolments versus those who returned to study in 2017 minus completions provides a Crude Indigenous Retention Rate of 62.38 from 2016 to 2017.

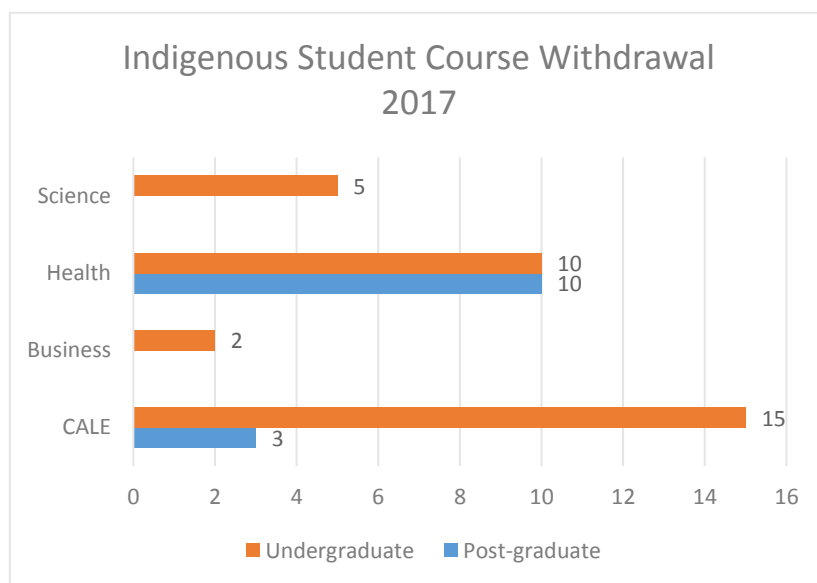
Aboriginal and Torres Strait Islander Student Withdrawal Project 2017

In 2017, University of Tasmania initiated a project designed to increase Indigenous student retention rates. As a first step, the Office of the Pro Vice Chancellor Aboriginal Research and Leadership developed an annotated bibliography project of the research literature on first year Indigenous

student success. The results from this bibliography also informed the determinations of the ISSP Governance Committee.

The second step was a partnership between the Office of the Pro Vice Chancellor Aboriginal Research and Leadership and Riawunna to develop a better understand the reasons for Indigenous students' attrition and to offer support to those withdrawing from units. The process was based on a list from the University of Tasmania Business Information Centre of Indigenous students who had withdrawn from a unit or a course in the previous week. The Aboriginal Student Success Officer at the Cradle Coast Campus then rang each of those students. Not all students were contactable, some had outdated numbers, but over the course of the year 64 students were contacted and where appropriate, offered support services from Riawunna. The most common reason given for withdrawal from a unit was changes to course or study plans, replacing one unit with another. Of those withdrawing without replacement, the most common reason was outside commitments, especially work commitments. Many of these students stayed enrolled but reduced their study load.

There were some data gaps in the collection process in 2017, but the data collated does show some patterns. As shown in Figure 2.3 most students who withdrew completely were enrolled in a Health or an Arts Faculty course. This is unsurprising given the majority of University of Tasmania Aboriginal and Torres Strait Islander students are enrolled in these fields. The high rate of withdrawal from post-graduate coursework from the College of Health is currently being explored. Of particular interest was the relatively high proportion of withdrawing students studying by distance mode (not shown here). We are continuing this project in 2018 and working on strategic actions to better support Indigenous distance students.



Source: Incomplete 2017 Data from Aboriginal and Torres Strait Islander Student Retention Project.

Figure 2.3: Indigenous Student Withdrawals 2017: University of Tasmania

Strategies to Improve Unit Success Rates and Retention of Indigenous Students

The over-arching goal of the University of Tasmania Strategic Plan for Aboriginal Engagement is to create a vibrant, visible scholarly Aboriginal presence at the University. Many of the activities and actions associated with achieving this goal is to provide a culturally and intellectually welcoming environment for Aboriginal and Torres Strait Islander students. A secondary goal is to embed a strong Aboriginal presence in the cultural and intellectual life of the University, to engage our students and to increase the cultural competence of non-Indigenous staff and students at the University of Tasmania. The following section details a range of these activities undertaken in 2017 as well as programs and actions that directly sought to increase retention.

Riawunna Aboriginal and Torres Strait Islander Student Contact Campaign

In 2017, the Riawunna Centre of Aboriginal Education undertook a concerted campaign to contact all Indigenous undergraduate students at the University of Tasmania. The aim was to ensure that students knew about the services offered by Riawunna and to gain information on the types of programs and initiatives students were most interested in receiving. All students were emailed and phoned by Riawunna staff. Around one quarter of the Indigenous student cohort responded to the Contact Campaign, with the majority of those students enrolled on the Hobart campus.

The additional services most requested by students who were contacted were related to employment. Help with job applications, help with locating graduate jobs and connecting with employers were all common requests. More than 40 percent of contact students also requested more help locating internships. Other services included mentoring and volunteering opportunities.

Visiting Aboriginal and Torres Strait Islander Scholars Program

To increase the cultural competency of staff and/ to ensure the university offers a culturally safe and enriching environment a regular series of seminars and events featuring Indigenous scholars from Australia and overseas were conducted across the University in 2017. These events were primarily organised by the Office of the Pro Vice Chancellor Aboriginal Research and Leadership and Riawunna, but also includes an occasional event organised by a Faculty or School. These presentations are open to all University staff, students and Aboriginal community members. Events are timed so that there is at least one event most weeks of each semester. These events have proven popular, particularly with Aboriginal and Torres Strait Islander students and community members with audiences of 50-60 people for each presentation. In 2017 the visiting scholars and their topics included:

- 1) Professor Bob Morgan: Aboriginal self-determination in the decision-making process in the higher education sector and the wider community.
- 2) Professor Mark Rose: The Rise of the Black Academy
- 3) Harlan Purden: Two –Spirit activism and social justice
- 4) Professor Michelle Trudgett Higher Research Degree workshop
- 5) Dr Michele Suina: Indigenous health and Tribal Epidemiology Centres, New Mexico
- 6) Mutton-Bird Yarning Circle, Uncle Dougie Mansell, Dr Michael Stevens, Dr Emma Hyeth, University of Otago

All national and international guests are provided the opportunity, in the company of staff and students, to experience palawa culture and meet community, including community organisations during their visits. The seminar series is jointly funded by ISSP and University of Tasmania with roughly half of the events funded from ISSP related sources.

In 2017 NAIDOC Week, the 3rd **annual errol Japanangka West Indigenous scholar lecture** was held. This lecture series honours the life and legacy of a leading Tasmanian Aboriginal academic. In 2017 Professor Linda Smith, Professor Graeme Smith, Professor Huia Tomlins-Jahnke (Maori) presented a panel on Indigenous research methodologies at the Invermay and Sandy Bay University of Tasmania campuses. This event was funded by the University of Tasmania.

Aboriginal Student Association

Indigenous students at the University of Tasmania were supported to establish an Aboriginal and Torres Strait Islander Student Society in 2017. With access to Riawunna community rooms for events and meetings, the Aboriginal Student Society is now established and holding regular meetings and events for Indigenous students on the Launceston and Hobart campuses. The Aboriginal Student Association is led and organised by Aboriginal students on the Sandy Bay campus. The Aboriginal Student Association is currently supported by ISSP funding, but negotiations are underway with the Tasmanian University Student Union to take over this responsibility. Riawunna supported the establishment of the Aboriginal Student Association.

Indigenous University Games

A team of 14 Aboriginal students, supported by a Riawunna staff member as team manager, were sponsored to attend the Indigenous Games, 25-29 June 2017 held at Deakin University at Geelong. Jointly funded by University of Tasmania and ISSP funding.

NAIDOC WEEK activities 2017

NAIDOC week is time of strong celebration of Aboriginal and Torres Strait Islander culture and knowledges at the University of Tasmania. Aboriginal staff and students from around the University hold their own events and also undertake activities to include the non-Indigenous staff and student body to build cultural competence and support strong relationships. Riawunna and staff take a lead role in organising activities, but Aboriginal staff and students from across the University contribute. NAIDOC events were held across all three Tasmanian campuses. These included:

- Aboriginal staff, accompanied by some non-Indigenous staff members joined with the Tasmanian Aboriginal community to participate in the Aboriginal flag raising at Risdon Cove to commence NAIDOC week 2017
- palawa kani display set up in Morris Miller Library on the Sandy Bay Campus
- Uncle Murray held a Spear and Clap Stick making workshop at Riawunna Newnham, with 15 Aboriginal community members and staff attending the workshop
- Aunty Dawn held a Painting with Passion Workshop at Riawunna Newnham campus
- Aunty Ollie held a Weaving Workshop with a palawa kani display and music at Riawunna on the Cradle Coast campus
- Each Riawunna Centre organised a BBQ for Community, students and staff. At Newnham campus approximately 55 people attended and at Sandy Bay 30 people attended
- Aboriginal Health Careers Promotions Officer held a NAIDOC event at the School of Medicine
- Pro-Vice Chancellor Aboriginal Research and Leadership Professor Maggie Walter and Head of Service Riawunna, Caroline Spotswood, offered traditional food (*yolla* - mutton-birds) to staff on the Sandy Bay campus

Riawunna Coming Together Concert

The **Riawunna Coming Together Concert** celebrated and recognised the achievements of the *murina* and mainstream students on the Sandy Bay campus by presenting students with Certificates of Achievement. Aboriginal student musicians and Community members participated in the Concert, sharing their stories through music and visual arts while spotlighting the successes of Riawunna's *murina* Program. Approximately 120 staff, students and Community members attended the Concert.

External Stakeholder Engagement

Indigenous student retention is also impacted by positive relationships between the University of Tasmania and the Aboriginal community, manifested in relationships with peak Aboriginal organisations. Many of these visits are conducted by Riawunna staff with the Office of the Pro Vice Chancellor Aboriginal Research and Leadership, the Aboriginal and Torres Strait Islander Employment Officer in Human Resources and the Aboriginal Higher Education Advisor all also taking a proactive role in relationship building between the University of Tasmania and the Aboriginal community. In 2017 the organisations listed in Table 2.1 were contacted/visited regularly to update them on student programs and opportunities at the University.

Table 2.1: Indigenous Organisations on Regular Visiting Program

TasTAFE	North West, North and South
Circular Head Aboriginal Corp	North West
Tasmanian Aboriginal Centre	North West, North and South
Aboriginal Health Service	North West, North and South
Leprena	South
Tasmanian Aboriginal Elders Council	North
Colony 47	North
Headspace/Cornerstone Youth Services	North
National Job Link	North West
Six Rivers Aboriginal Corporation	North West
Number 34 Aboriginal Health Service	North West
Family and Community Program – Catholic Care	North West
Burnie Community House	North West
Tasmanian Aboriginal Child Care Association	North
South East Aboriginal Tasmanian Corporation	South

One of Riawunna's roles is to facilitate consultations between external stakeholders and University of Tasmania Aboriginal and Torres Strait Islander staff and students. In 2017 these included:

- National Gallery of Australia - National Picture exhibition community Consultation
- Cultural Heritage Management Australia - Tasmanian heritage consultation

Members of the Aboriginal Leadership Group also participate as members of formal University of Tasmania Committees focussed on increasing and improving student experience and outcomes. In 2017 these included:

- Student Experience Committee
- School and Community Engagement Advisory Committee
- Student Transition, Engagement and Wellbeing Sub-Committee
- University of Tasmania Senate
- University Strategic Forum
- Equity and Diversity Committee
- Academic Division Executive

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 around Australia allows a cross-fertilisation of ideas around Indigenous student participation/retention/success within the higher education sector.

University of Tasmania – Best Ethical Practice in Indigenous Research Guidelines.

In 2017 a formal collaboration between the Office of the Pro Vice Chancellor Aboriginal Research and Leadership and the Research Ethics and Integrity Division of the Research Office resulted in the development and dissemination of a set of best practice guidelines for University of Tasmania researchers working with Aboriginal and Torres Strait Islander data, people or communities. These are available at: <https://www.utas.edu.au/research-admin/research-integrity-and-ethics-unit-riew/human-ethics/best-practice-in-aboriginal-and-torres-strait-islander-research-ethics>. All researchers must now note that they have read the Guidelines and are asked to consult an Aboriginal and Torres Strait Islander Ethics Advisor (a volunteer group of Indigenous researchers within the University) before seeking ethical approval for their projects. These guidelines create a safer ethical place for researchers and community members – supporting the positive quality of the University of Tasmania’s relationship with Tasmanian Aboriginal people, organisations and communities. There was no ISSP funding used for this initiative.

Casting the Indigenous Hook Workshop

This workshop was held at the Centre for Marine Socio-ecology and was aimed to remove barriers for Indigenous student engagement in marine science and to support Indigenous led research (ISSP funded).

University of Tasmania - Mental Health Week

The Riawunna team supported Mental Health Awareness Week across the three campuses through:

- The nutritionist from the Tasmanian Aboriginal Centre attended and provided a healthy food making session, demonstrating how to eat healthy while on a student budget.
- A healthy breakfast was provided for students
- A documentary on mental health was shown in the Riawunna Community Room

University of Tasmania/Northern Arizona University Education and Cultural Exchange

In 2015 the University of Tasmania entered into a Memorandum of Understanding with the Northern Arizona University (NAU) to enact an annual two week education and cultural exchange program for its high achieving Indigenous students. This program was initiated by Professor Maggie Walter from the University of Tasmania and Professor Chad Hamill from NAU. Northern Arizona University is based in Flagstaff and at the edge of the Navajo and Hopi Nations, providing extraordinary opportunities for community cultural interaction as well as attend Indigenous studies classes and mix with Native American students on campus. In the Australian leg of the visits NAU students also spend time at the University of Melbourne and a group of student from University of Melbourne also participate in the exchange to Arizona. Students are selected for the exchange on a competitive basis with GPA being the primary selection criteria. Students can also use a diary from their time on the program as the major assignment in the Indigenous Breadth Unit XBR113 Indigenous Lifeworlds: Local to the Global.



University of Tasmania and Northern Arizona students/staff visit Murrayfield, Bruny Island with Rodney Dillon 2016

This exchange provides opportunities for Indigenous students from both universities to gain a wider understanding of the field of Indigenous studies and scholarship and provide opportunities to build networks. The retention aim is to support students to broaden their world view and their own potential futures, by challenging and inspiring our higher our students to achieve to aspire to their potential.

In February 2017, five higher achieving Bachelor level students and two staff members from the University of Tasmania undertook the educational and cultural exchange trip to Northern Arizona University. Success and retention outcomes from the project to date show that all 20 University of Tasmania participating students since 2015 have either completed their degrees or are still studying. Additionally three completing participating students have gone on to enrol in Higher Degree Research programs. In 2017 this program was jointly funded by the University of Tasmania of Tasmania and ISSP funding, with two thirds drawn from University of Tasmania funding

University of Tasmania – Student Learning Drop in Program

Riawunna with the University’s Student Retention and Success Team implemented a Student Learning Drop in Program on the three campuses in 2017. This Program is an academic development service provided by current students working as Student Learning Mentors who can pass on useful advice on how to improve student’s writing and study skills.

Indigenous Support Unit, University of Tasmania: Riawunna Centre for Aboriginal Education

In 2017, all 22 recommendations from the 2015 external review of Riawunna were completed and the Centre is now fully and optimally staffed. Under the Riawunna redesign a number of positions were created to attract, support and retain students across geographical regions by building a strong student-centric service presence in the South, North and North-West regions. All positions are staffed by Aboriginal people and all positions are identified positions. In 2017 Riawunna staffing consists of the following positions: All Riawunna staffing is ISSP funded.

- Head of Service, Riawunna Centre
- 2 x Associate Lecturers – *murina* Pathway Program (Sandy Bay and Newnham campuses)
- 1 x Co-ordinator of Aboriginal Student Success
- 3 x Aboriginal Student Success Officers
- 1 x Administration Officer
- 1 x Administration Trainee
- 2 x Community Engagement Officers
- 1 x Social Work Practicum Placement student
- 2 x Riawunna Indigenous Cultural Garden Internships
- 1 x Graduate Success Internship

2a Tutorial and other assistance provided (2017 breakdown)

Riawunna’s Tutoring Program underpins the academic support and success for Aboriginal and Torres Strait Islander students enrolled at the University of Tasmania. The Aboriginal Student Success Officers match tutors and students regionally, with a central database for tutors and students. Riawunna encourages university students, especially Aboriginal and Torres Strait Islander students, to register as a tutor. The tutors are casual employees and understand the academic requirements of the

Units in their allocated students' courses. Tutorials are delivered one on one or in small group sessions according to need. In 2017, as per Table 2.2 the majority of students seeking and receiving tutorial assistance were enrolled in the College of Arts, Law and Education and most were Bachelor continuing.

Table 2.2: University of Tasmania Tutorial Assistance by Student Numbers: College-Divisions 2017

Count of Number of Units	Bachelor Commencing	Bachelor Continuing	Enabling Non Award	Grand Total
Academic Division	6		10	16
Australian Maritime College (AMC)		4		4
College of Arts, Law and Education	22	94		116
Health	2	24		26
Menzies Institute for Medical Research	4			4
Science, Engineering & Technology		5		5
Grand Total	34	126	10	171

Source: Riawunna Tutorial Program Records

The majority of the 37 tutors employed in 2017 held a Bachelor Degree or above (35 tutors) with two undergraduate students also employed. Four tutors were Indigenous. The hours of tutorial assistance provided across Colleges and Divisions is outlined in Table 2.3. One post-graduate student was also provided with a program of academic skills tutoring.

Table 2.3: University of Tasmania Tutorial Assistance by Tutoring Hours: College-Divisions 2017

Sum of Total Hours	Bachelor Commencing	Bachelor Continuing	Enabling Non Award	Grand Total
Academic Division	53.3		98.6	151.9
Australian Maritime College (AMC)		73		73
College of Arts, Law and Education	302.8	1312.92		1615.72
Health	27	334		361
Menzies Institute for Medical Research	32.72			32.72
Science, Engineering & Technology		10.25		10.25
Grand Total	415.82	1730.17	98.6	2244.59

Source: Riawunna Tutorial Program Records

A breakdown of the tutorial assistance by numbers of students assisted, the number of hours of assistance provided and the costs of providing that assistance are detailed in Table 2.4.

Table 2.4: University of Tasmania: Tutorial Assistance Student Numbers, Hours of Assistance 2017

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	161	2094	\$ 170,163.53
	Post graduate	1	15	\$ 654.00
	Other	10	151	\$ 7,891.11
	total	172	2260	\$ 178,708.64
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	Detailed separately throughout this report		
	total	172	2260	\$ 178,708.64

Source: Riawunna Tutorial Program Records

Activities that contribute to the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment

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 an Aboriginal Higher Education Advisor (AHEA) position sits within the curriculum area of the University and among other tasks, provides guidance to academic staff on their curriculum and contributes expertise on course reviews. In 2017 the positioned provided input into the review of 25 courses, including the Bachelor of Medicine. The AHEA position is jointly (50/50) funded by the University of Tasmania and ISSP funding.

Cultural Awareness Activities

The Come Walk with Us cultural awareness and safety program is delivered for all new staff to the University of Tasmania and is also offered during Equity & Diversity Week for other staff. The course also forms part of the curriculum in a number of vocational courses. During 2017 sessions were delivered as part of the nursing, education, social work and pharmacy courses and the program reached 145 UTAS students and 19 staff. Cultural awareness activity is jointly funded through ISSP and University of Tasmania funding.

Harmony Day

Riawunna staff on the Newnham campus participated and organised cultural activities to promote Harmony Day with students and staff, highlighting Riawunna as a cultural hub at the University of Tasmania.

World Indigenous Day

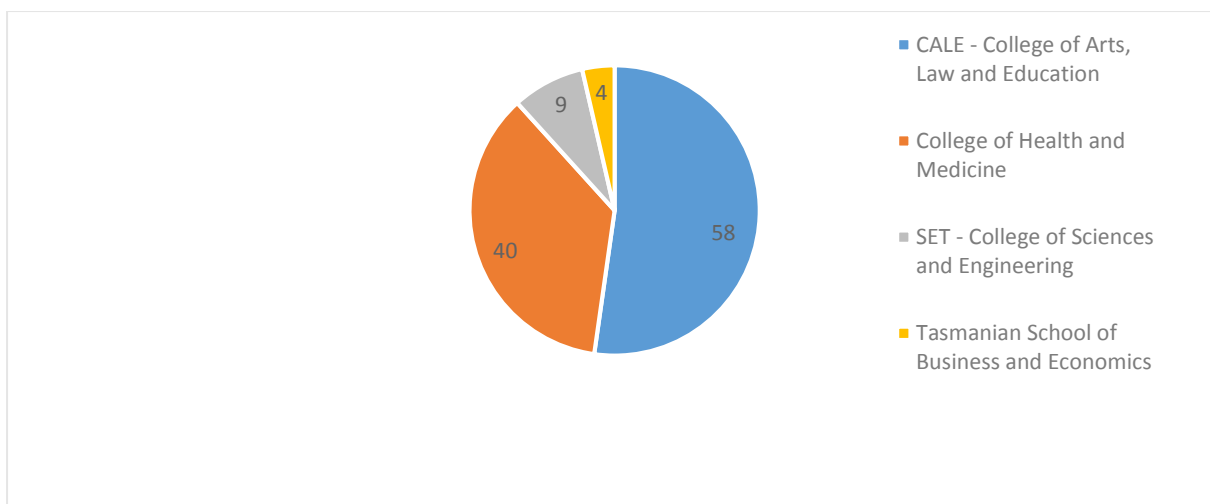
Riawunna promoted World Indigenous Day by screening short documentaries on the Sandy Bay and Newnham campuses. In addition, the Aboriginal Student Success Officer on the Cradle Coast Campus displayed a sea of red, black and yellow hands.

University of Tasmania - Reconciliation Week

Riawunna staff participated in Reconciliation Week activities across the campuses organised by the Aboriginal Employment Co-ordinator, Human Resources. The activities included films, displays, and a signage tree for staff and students to write their thoughts on Reconciliation.

Section 3: Completions (Outcomes)

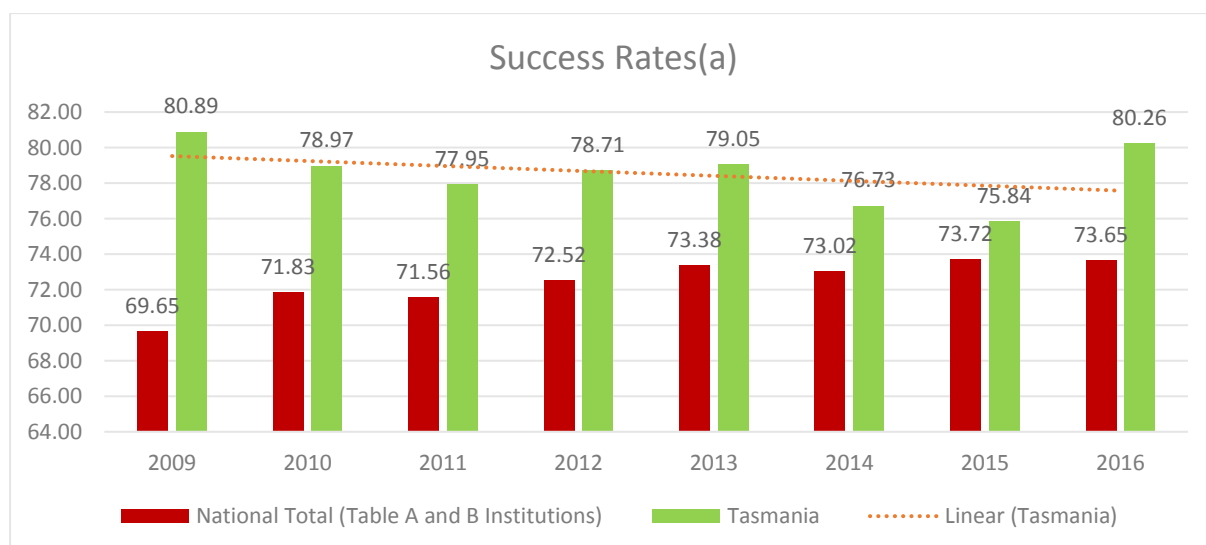
There were 118 Aboriginal and Torres Strait Islander students graduated from the University of Tasmania with a Bachelor or Post-Graduate Coursework Degree in 2017. There were 66 undergraduate degree awards and 52 post-graduate awards. Many of the post-graduate awards were for Master of Social Work and Master of Teaching degrees. As shown in Figure 3.1, the majority of these students graduated from courses in the fields of Health, Arts or Education. An additional two students graduated with Higher Degree by Research qualification.



Source: University of Tasmania Business Intelligence Centre

Figure 3.1: Indigenous Student Graduations 2017: University of Tasmania Rate

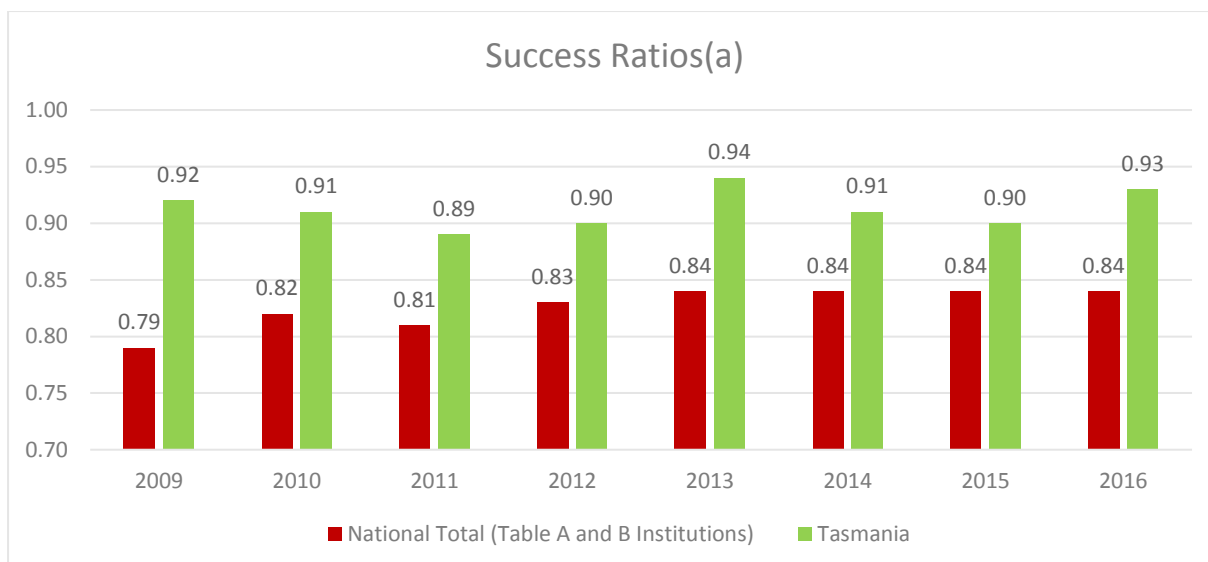
Department of Education and Training data as per Figure 3.2 indicates that the Indigenous Student Success Rate (EFTSL passed/EFTSL passed, failed, withdrawn) at the University is high relative to the National Rate. Indigenous students at the University of Tasmania are more likely to pass the units they attempt than all Indigenous students as measured in the national rate. The trend line is down, with the 2016 Success Rate matching that of 2009 and a lower Success Rates in the intervening years. However it is worth noting that the number of Aboriginal and Torres Strait Islander students enrolled at the University of Tasmania in 2016 was more than double the number enrolled in 2009.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 3.2: Indigenous Student Success Rate 2008-2016: University of Tasmania Rate/National

Success Ratio data (the Success rate of Indigenous students/Success rate of other student) confirm that Indigenous students are completing their studies at the University of Tasmania at a higher rate than at most other Australian Universities. The Indigenous Student Success Ratio at the University of Tasmania is above 90 in each year between 2009 and 2016. This consistent figure indicates that the completion rate for Aboriginal and Torres Strait Islander students is relatively close to that of the University of Tasmania non-Indigenous student cohort.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2016
Data includes students studying at all award course levels

Figure 3.2: Indigenous Success Ratio 2009-2016: University of Tasmania/National Total

Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

In 2017, in addition to those activities directed at increasing Indigenous student retention reported in Section 2, the University of Tasmania also engaged in a range of activities and strategic initiatives to increase Indigenous student completion rates and support completing students. These include:

- *Congratulatory Letter*
In 2017 all completing students were sent a letter from the Pro Vice Chancellor Aboriginal Research and Engagement congratulating them on their achievements
- *Aboriginal and Torres Strait Islander Graduation Scarves*
All completing Indigenous students are contacted before graduation, congratulated and offered one of the University of Tasmania Aboriginal or Torres Strait Islander graduation scarves to wear to their graduation ceremony. The inclusion of this scarf in approved Graduation regalia was approved by the University of Tasmania Council in 2016.

Strategies Connecting Graduates with Employment and Strategies to Assist Graduates

As noted in the Retention Section, an Indigenous student contact campaign undertaken by Riawunna in 2017, noted that the most common additional services requested by Aboriginal and Torres Strait Islander undergraduate students at the University of Tasmania related to employment and employer contact support. In 2017 a number of discrete activities were undertaken to support our graduates in achieving employment outcomes. These include:

Riawunna facilitation for Tasmanian State Government – Department of Premier and Cabinet

In 2017, senior Aboriginal staff from the University of Tasmania facilitated a number of workshops for Tasmanian State Government, Department of Premier and Cabinet to develop an Aboriginal Employment Strategy for the State Government. The Head of Service Riawunna facilitated one Aboriginal Employees session and four Aboriginal Community sessions across the state.

Internships for University of Tasmania Aboriginal and Torres Strait Islander Students

In 2017, four Bachelor level students were placed in paid Internships over the summer break in different areas of the University. This is a new initiative and the positive evaluations of the placements by both students and participating divisions will see the initiative being repeated in 2017. The Office of the Pro Vice Chancellor Aboriginal Research and Leadership and the Aboriginal and Torres Strait University of Tasmania Indigenous Student Success Programme Performance Report 2017

Islander Human Resources Officer are also working on developing an Indigenous graduate placement program at the University, but this work is yet to be completed.

Aboriginal and Torres Strait Islander Sustainability Internships

In 2017, two Aboriginal students were engaged as interns to work with the Sustainability area of the University of Tasmania in the planning of an Aboriginal cultural garden for the Sandy Bay Campus.

These activities and initiatives are valuable first steps to increase the University of Tasmania's strategic focus on connecting graduates with employment opportunities and assisting graduates post course completion. However, this strategic focus was relatively underdeveloped in 2017. In 2018 the Aboriginal and Torres Strait Islander Leadership Group are directly addressing this limitation through a variety of initiatives. These include:

- Developing our relationship with Career Trackers and targeting students who would benefit from their services
- Developing a Calendar of Employment Related Events to guide staff on the cycle of employment opportunities such as Public Service Indigenous graduate recruitment
- Posting external employment opportunities on a newly developed 'Aboriginal Business' webpage
- Direct invitations to students to apply for an Aurora Indigenous internship opportunity

Strategies to Monitor Student Outcomes after Graduation

The University of Tasmania currently does not have active strategies for monitoring Aboriginal and Torres Strait Islander students beyond from those applying to the whole student body. Again, in 2018, we will be developing strategic actions and initiatives to address this gap in our Indigenous student support.

4. Indigenous Education Strategy Accessible By Public

The University of Tasmania has met the requirements under Clause 13 of the ISSP Guidelines in 2017. Sections 1, Under-Graduate Students, 2, Learning and Teaching and 5, Research Higher Degrees of the Strategic Plan for Aboriginal Engagement detail the University of Tasmania's strategic goals and performance indicators for Aboriginal and Torres Strait Islander student education.

The Strategic Goal for Section 1 of the Plan: Undergraduate Students is to:

Position the University of Tasmania as the premium tertiary education destination for Tasmanian Aboriginal students and Aboriginal and Torres Strait Islander students nationally.

The Performance Indicator for Section 1 of the Plan: Undergraduate Students is:

An average of a 15 percent minimum increase in undergraduate Aboriginal and Torres Strait Islander student enrolment for the period 2017 (the 2017 enrolment total is 7% higher than that in 2016).

Section 1 lists 11 Strategic Actions for completion in the period 2017 and 2020. In 2017 the following actions directly related to these were completed:

1. All 22 recommendations of the 2015 Riawunna Review were implemented

2. A set of annual student prizes have been instituted in Riawunna and the Faculty of Science is also now awarding undergraduate student prizes for high achieving Indigenous students
3. All Faculties were instructed in 2017 to include details of how they plan to support and increase enrolment of Aboriginal and Torres Strait Islander in their annual plans
4. The moving of Riawunna Sandy Bay to a more central position has resulted in all three campuses now having their Indigenous Centres in prominent positions
5. Strong progress is being made to ensure that all student support areas, inclusive of student counselling to redevelop materials and work collaboratively with Riawunna to support and inform service provision for Aboriginal and Torres Strait Islander students.

The Strategic Goal for Section 2 of the Plan: Learning and Teaching is that:

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

The Performance Indicator for Section 1 of the Plan: Undergraduate Students is:

An evaluation of Aboriginal and Torres Strait Islander related curricula at the University of Tasmania to confirm progress in the embedding of Indigenous content across 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.

The intent of this Strategic Goal and Performance Indicator is to create a culturally welcoming and culturally responsible environment for Aboriginal and Torres Strait Islander students at the University of Tasmania through the reflection of Indigenous values and perspectives in the curricula. It is also aimed at developing cultural competence among University of Tasmania graduates.

This Strategic Goal has seven Strategic Actions for completion in the period 2017 and 2020. In 2017 the following actions directly related to these were completed:

1. New course and unit application templates were revised to include sections requiring course/unit providers to provide information on how they were including Indigenous content
2. Development and delivery of foundation breadth unit XBR 113: *Indigenous LifeWorlds: Local to the Global* in Semester 1, available to all University of Tasmania students. In 2017 70 students completed this course. This course is offered again in 2018 with an enrolment of 80 students. All staff delivering this unit in 2018 are Aboriginal and the course also provides an opportunity for these staff to build skills in the design and delivery of a Degree level unit
3. Proactive supportive engagement with University of Tasmania academics on how to develop quality Indigenous curriculum content provided by the Aboriginal Higher Education Advisor

Less was achieved on this Strategic Goal in 2017 than was planned and this Strategic Goal, especially around Indigenous knowledges inclusion is a major focus of 2018 activity.

The Strategic Goal for Section 5 of the Plan: Research Higher Degrees is to:

The University of Tasmania across schools and disciplines to be known locally and nationally for its proactive Indigenous friendly and culturally sensitive postgraduate environment. That the University of Tasmania be a national leader in the development and implementation of

innovative support systems for inspiring, attracting and retaining Aboriginal and Torres Strait Islander research higher degree students.

The Performance Indicator for Section 5 of the Plan: Research Higher Degrees is to:

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

Section 5 lists 10 Strategic Actions for completion in the period 2017 and 2020. In 2017 the following actions directly related to these were completed:

1. A competitive top up bursary scheme for Indigenous HDR candidates established
2. Pathways from undergraduate to post-graduate study articulated in newly developed Research Higher Degree web presence on the University of Tasmania website
3. Program of HDR Indigenous candidate workshops established. Two workshops held in 2017. One on the HDR process in April and a second Writing for HDR workshop in November
4. University of Tasmania Indigenous HDR candidates are supported to attend NIRAKN Network workshops
5. One new HDR scholarship, the Senior Indigenous Scholarship, established in 2017. The existing errol Japangka West Scholarship was awarded in 2017

Aboriginal Business Webpage Redevelopment

In 2017 a major activity of the Office of the Pro Vice Chancellor Aboriginal Research and Leadership was an audit of the Indigenous presence on the University of Tasmania website. The results of the audit indicated that while the Riawunna webpage was informative, relevant information outside of Riawunna's remit for potential students and community members was either not available or only to be found in fragmented, difficult to access, ways. The decision for a full redevelopment and the creation of a new 'Aboriginal Business' web presence was taken by the Aboriginal Leadership Group and approved by University of Tasmania Senior Management.

Working in partnership with the University's Information Technology staff, the new multi-page 'Aboriginal Business' web presence was developed over 2017 and launched in November 2017. The opening page is available at: <http://www.utas.edu.au/aboriginal-business>

Reconciliation Action Plan

The University of Tasmania currently does not currently have a Reconciliation Action Plan with the University's commitment and action around reconciliation detailed throughout the Strategic Plan for Aboriginal Engagement 2017-2020. However, the University is engaged with Reconciliation Australia in the following ways:

- The University of Tasmania Council formally signed on as a partner to the Recognise Campaign in December 2016
- A joint Reconciliation Australia/University of Tasmania Lecture by Mr Glenn Kelly from the South West Aboriginal Land and Sea Council. Perth was held in February 2017
- Members of the University's Aboriginal Leadership Group are also members of the newly formed Reconciliation Tasmania.
- Mr Jacob Prehn, from the office of the Pro Vice Chancellor Aboriginal Research and Leadership attended RAP training in March 2018.

5. Employment

The University of Tasmania has met its requirements under section 12 of the ISSP Guidelines. In 2014 the University established a Pro Vice Chancellor Aboriginal Research and Leadership (0.6) as an identified position. This position is part of the University Senior Management Team and has been occupied continuously since 2014.

The majority of positions occupied by Aboriginal and Torres Strait Islander staff at the University of Tasmania are funded by the University. These include identified positions such as the PVC Aboriginal Research and Leadership, the PVC's Project Officer, an Indigenous Research Fellow, the Aboriginal health promotions officers and the Aboriginal and Torres Strait Islander Employment Co-ordinator. ISSP funded positions include Riawunna staff, an ISSP support officer position (HEO4) and a small number of casual/short term contact positions. The Aboriginal Higher Education Advisor position (Academic D) is funded 50% from ISSP funding and 50% from University of Tasmania funding.

The University's Indigenous Workforce Strategy is contained within the Tasmania Strategic Plan for Aboriginal Engagement 2017-2020 (the Plan) in Section 3. This plan is publically available at: utas.edu.au/data/assets/pdf_file/0012/947748/Strategic-Plan-for-Aboriginal-Engagement.pdf.

The Strategic Goal of Section 3: Employment is to:

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

This Strategic Goal has three key performance Indicators

- Increase recruitment of Aboriginal and Torres Strait Islander so that Indigenous staff make up two percent of academic FTE staff and two percent of non-academic staff by 2020
- Retention and support for current Aboriginal and Torres Strait Islander staff demonstrated by a less than 10 percent 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 and 2020. In 2017 the following actions directly related to these were completed:

1. Development of a University of Tasmania Guidelines on Aboriginal and Torres Strait Islander Identified Positions
2. Implementation of a University of Tasmania Policy that all Aboriginal aligned positions be reviewed as they become vacant and converted to Identified Positions if appropriate
3. Development and implementation of an Indigenous Identified Position Policy on recruitment protocols where no appropriate Indigenous candidate is available
4. An Indigenous Academic pathway program was initiated through Riawunna (2 staff employed)
5. The Strategic Plan for Aboriginal Engagement Steering Committee of seven senior Aboriginal community members established to provide guidance and oversight of the University's Indigenous Employment Strategy (and other parts of the Plan)

6. A formal career development program for University Aboriginal staff was developed. In 2017 eight staff used these Scholarships to attend national and international conferences and training opportunities. In 2017 these were ISSP funded. From 2018 an Aboriginal Staff Career Development fund of \$40,000 per annum will be 50% ISSP funded and 50% University funded
7. Cultural leave days will be raised from one to five in the new Enterprise Bargaining Agreement (University funded)
8. Four Aboriginal staff members without HDR qualifications enrolled in a Masters of Research program at the University (No ISSP funding involved)

Aboriginal and Torres Strait Islander Employment as at 31st December 2017

In 2017, the University of Tasmania employed 63 Aboriginal staff overall, 15 in on-going positions, 24 in contract positions and another 24 in casual positions. Of those in ongoing and fixed term positions, 12 are academic staff and 23 are professional staff. There is an overlap in a small number of these positions where one person has occupied more than one role in 2017. Nineteen of the positions held by Aboriginal and Torres Strait Islander staff at the University are identified positions.

The 2017-2020 performance indicator in the Strategic Plan for Aboriginal Engagement is currently set at 2 percent of staff being Aboriginal and/or Torres Strait Islander by 2020. At the end of 2017 1.2 percent of the University of Tasmania staff head count identified as Aboriginal and Torres Strait Islander peoples. The employment proportion is a sizable increase in Indigenous staffing from a low base in previous years and represents the University's engagement with the Employment Strategic Goal. The 2018 ISSP goal of 3 percent employment target can be incorporated into the University of Tasmania Aboriginal Employment Strategic Goal.

In 2017 the University of Tasmania was granted a further exemption from Equal Opportunity Tasmania to offer Indigenous identified employment positions and scholarships. Details of targets for increased Indigenous employment negotiated in the Enterprise Bargaining Agreement are in the process of being finalised. Other Strategic actions taken towards achieving the University of Tasmania Employment Strategic Goal undertaken in 2017 include:

- Full complement of Riawunna identified positions recommended under the 2015 Riawunna Review now filled (ISSP funded)
- Establishing an Indigenous Research Fellowship (2017-2020) in the School of Land and Food (University of Tasmania funded)
- Individualised support is offered to candidates applying for positions by the Aboriginal and Torres Strait Islander Employment Co-ordinator and also to commencing Aboriginal and Torres Strait Islander employees (University of Tasmania funded)
- Creation of two identified Aboriginal Health Careers Promotion Officers in the Rural Clinical School (University of Tasmania funded)
- Advertising of an identified Level C position in the School of Medicine – position filled March 2018 (University of Tasmania funded)
- Advertising of an Identified Academic Level B position in the Faculty of Education (not yet filled) (University of Tasmania funded)

- ISSP Project Officer, Office of the PVC Aboriginal Research and Leadership (ISSP funded)
- Casual WebMaster position established to develop and maintain Aboriginal web presence (ISSP funded)
- 2 Cultural Garden internships (ISSP funded)
- 1 Internship- Riawunna/Careers Hub
- 4 student internships offered in a range of positions within the University during semester break (ISSP funded)
- A feasibility report undertaken on the viability of an Aboriginal Student Employment program (University supported)

Other Staff Retention and Career Development Activities

Initiatives to support Aboriginal staff retention and for career progression opportunities include:

- The Aboriginal and Torres Strait Islander Employment Co-ordinator position (funded by the University of Tasmania) ran a series of workshops for staff which included a Lateral Violence workshop and a Cultural Competency workshop
- The Office of the Pro Vice Chancellor Aboriginal Research and Leadership ran two annual staff meetings to discuss Aboriginal business at the University of Tasmania. The November 2017 meeting was attended by 31 staff members
- Two senior Riawunna staff attended the World Indigenous Peoples' Conference of Education
- Group of Riawunna and Student Experience staff attended the Australian and New Zealand Student Services Association (ANZSSA) Conference on the Gold Coast
- Two Aboriginal staff members accompanied 5 students on the 2017 University of Tasmania/ Northern Arizona University Indigenous Cultural Educational Exchange Program
- Riawunna staff member attended the United Nations Status of Women meeting. Externally funded
- Staff are encouraged to attend the Indigenous Scholar public lectures

5a Indigenous workforce data (2017 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
TILT	Academic D	1			
Faculty of Arts	Academic B	1			
Medicine	Academic C	1			
Office of the Provost	Academic E	1			
Riawunna	Academic A	2			
School of Health Sciences	Academic B	1			
Zoology	Academic B	1			
Centre for Rural Health	Academic A	1			
Centre for Rural Health	Academic B	1			
Oceans and Cryosphere	Academic B	1			
Office of School Land and Food	Academic B	1			
School of Education	Academic B			2	
Pre-Degree	Academic B			1	
Riawunna	Tutor			4	
Riawunna	R/A			1	
Geography & Spatial Sciences	Academic B			2	
Agriculture & Food Systems	Academic B			1	
Arts	Academic B			1	
Central Science Laboratory	HEO 10	1			
Division of the Provost	HEO 4	2			
Division of the Provost	HEO 6	1			
Executive Office – CSD	HEO 5	1			
Geography and Spatial Science	HEO 7	1			
Human Resources	HEO 4	1			
Human Resources	HEO 7	1			
IT Services	HEO 5	1			
Tasmanian College of Arts	HEO 4	2			
Riawunna	HEO 1	3			
Riawunna	HEO 10	1			
Riawunna	HEO 2	1			
Riawunna	HEO 4	4			
Riawunna	HEO 6	1			
Rural Clinical School	HEO 4	1			
Rural Clinical School	HEO 6	2			
Rural Clinical School	HEO 8	1			
Student Learning	HEO 5	1			
Transformation Program	HEO 8	1			
Office of University College	HEO 4				1
Riawunna	HEO 4				2
Human Resources	HEO 3				3
TILT	HEO 3				1
Peter Underwood Centre	HEO 3				2
Office of the Provost	HEO 3				1

6. Indigenous Involvement in Decision-Making

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's Senior Management Team.
- **Aboriginal Leadership Group**, comprising the Pro Vice Chancellor, Aboriginal Research and Leadership, Head of Service, Riawunna and the Aboriginal Higher Education Advisor (situated in the Tasmanian Institute of Learning and Teaching) 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 Strategic Plan for Aboriginal Engagement

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 remain current members. They are:

Professor Maggie Walter	Pro Vice Chancellor, Aboriginal Research and Leadership
Associate Professor Clair Andersen	Aboriginal Higher Education Advisor
Ms Caroline Spotswood	Head of Service, Riawunna
Ms Jacinta Vanderfeen	Aboriginal & Torres Strait Islander Employment Co-ordinator
Ms Stephanie Taylor	Executive Director, Student Services
Mr Russell Pockett	Finance (Non-Voting member)
Mr Chris Dillon	Scholarships Officer (Non-Voting member)

The University of Tasmania ISSP Governance Committee met formally 10 times during 2017 and meeting procedures and decision making processes are determined by an ISSP Governance Committee Terms of Reference. The quorum is three of the five voting members. The Governance Committee is chaired by the Pro Vice Chancellor, Aboriginal Research and Leadership and four of the five voting members are senior 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 is supplied by the Division of the Provost 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.

