

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

<b>Organisation</b>	University of Tasmania		
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### University of Tasmania Institutional Context and Overview: 2018

This report details the performance of University of Tasmania during the 2018 calendar year:

- In participation, retention and success of Aboriginal and Torres Strait Islander<sup>1</sup> students;
- The activities and initiatives undertaken to improve that performance; and
- Indicates the financial support committed by the University of Tasmania to lifting Aboriginal and Torres Strait Islander student and staff outcomes

At the University of Tasmania, Aboriginal and Torres Strait Islander student success is a whole of University endeavour, overseen by the Pro Vice Chancellor Aboriginal Research and Leadership (PVC AR&L). The PVC AR&L is supported by the University's Aboriginal Leadership Group, which includes the Head of Service, Riawunna, the University's Indigenous Student Centre and the Aboriginal Higher Education Advisor who advises on curriculum matters (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 activities to increase Indigenous student access, retention and completion employment and governance are informed by the University of Tasmania's *Strategic Plan for Aboriginal Engagement* (2017-2020) available at: [www.utas.edu.au/data/assets/pdf\\_file/0012/947748/strategic-Plan-for-Aboriginal-Engagement.pdf](http://www.utas.edu.au/data/assets/pdf_file/0012/947748/strategic-Plan-for-Aboriginal-Engagement.pdf). This Plan has 66 strategic actions over seven domains:

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

At 31 December 2018, 50 of these actions were completed, 8 partially completed, 7 commenced and 1 item superseded due to a change in the Riawunna structure. The Plan's Governance is provided by the University of Tasmania Strategic Plan for Aboriginal Engagement Steering Committee. Chaired by the Pro Vice Chancellor Aboriginal Research and Leadership this Committee meets bi-annually and is comprised of seven senior Aboriginal community members and the Aboriginal Leadership Group.

The University continues to make substantial progress in supporting Indigenous student success. In 2018, Indigenous student enrolment numbers remained strong as did Indigenous student completions and these outcomes were supported by embedded activities such as the primary student support work of Riawunna, the continuation of successful practices such as the College and Division Indigenous Student Support Initiative as well as the implementation of new initiatives. In 2019 the focus will be on increasing our student enrolments. Aboriginal and Torres Strait Islander youth are still only around 60 percent as likely as other Tasmanian youth to be studying at University (ABS 2017).

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<sup>1</sup> 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. University of Tasmania Access Data 2018

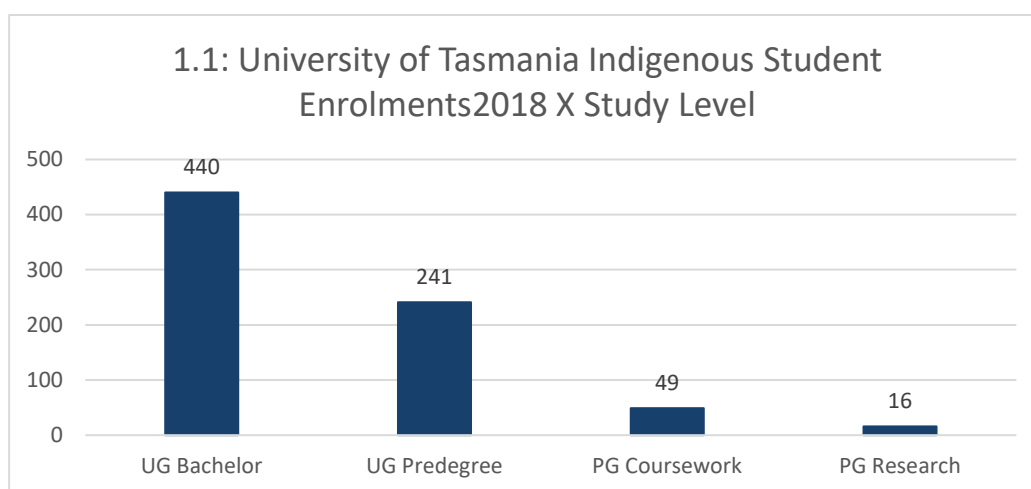
In 2018, Indigenous student enrolments at the University of Tasmania were lower than they were in 2017 and at the same level as 2016. These data are displayed in Table 1.1 below. This drop from the high number in 2017 is still in line with the improvement seen in enrolment figures from earlier years.

**Table 1.1: Indigenous Student Enrolments University of Tasmania 2014-2018**

University of Tasmania Aboriginal and Torres Strait Islander Student Numbers					
Year and Date	2014	2015	2016	2017	2018
	30/03/2014	29/03/2015	03/04/2016	02/04/2017	01/04/2018
Enrolment Numbers	403	519	668	713	664

Source: University of Tasmania Business Information Centre

As shown in Figure 1.1 Aboriginal and Torres Strait Islander enrolments are primarily in undergraduate degree programs, but also with a relatively high pre-degree enrolment.

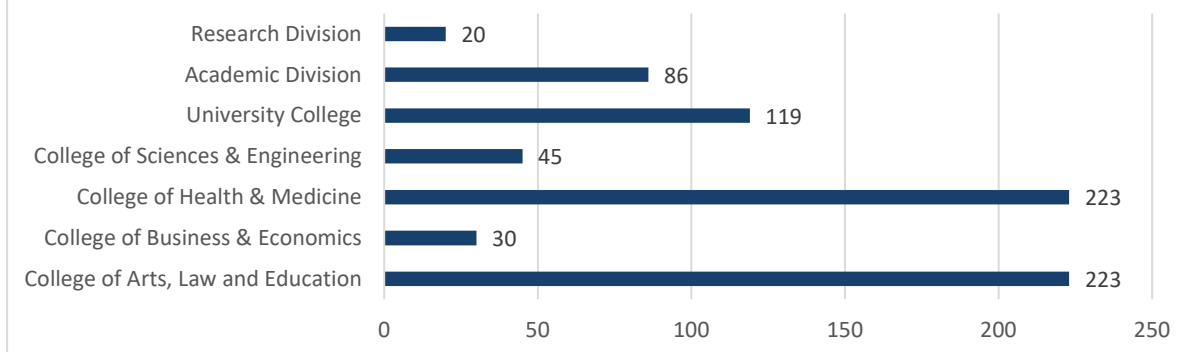


Source: University of Tasmania Business Information Centre

This pattern of enrolment is reflective of the relatively low level of educational attainment in the Tasmanian Aboriginal population (See Figure 1.5). Pre-degree enrolment includes the Aboriginal qualifying course *murina* and mainstream qualifying and pre-degree programs. Post-graduate coursework numbers are relatively strong, and there were 16 HDR candidates, with one Aboriginal candidate graduating with a PhD in 2018. The Indigenous student body is also predominantly female, with more than double the number of Aboriginal and Torres Strait Islander women enrolled in courses at the University than men.

University of Tasmania Indigenous students continue to be primarily enrolled in health, humanities and social science related courses. As per Figure 1.2, 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-related courses. The STEM and Business Fields have much lower numbers of enrolments. To address this, the College of Science and Engineering and the College of Business are both working proactively with the Office of the PVC AR&L and with Riawunna to initiate strategies to attract more Indigenous students to their courses.

## 1.2: University of Tasmania Indigenous Student Enrolments by Area of Study 2018



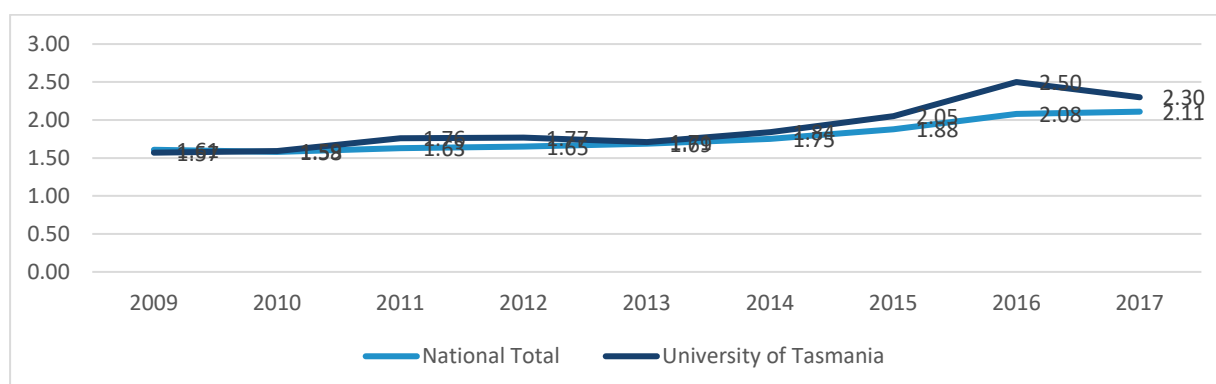
Source: University of Tasmania Business Information Centre

The geographic spread of University of Tasmania's Indigenous student body is more regionally based than the non-Indigenous student body. Table 1.2 below outlines student enrolments by Campus by Year. As shown enrolment patterns have varied across campuses, with a gradual reduction of student enrolments at the Cradle Coast over the past 5 years contrasted with an increase of enrolments at Hobart and Launceston 2014-2017. It should be noted, however, that the number of courses available at the Cradle Coast Campus is limited and many students from this area either begin their studies at the Launceston or Hobart campuses or transfer at some stage during their study. Launceston and Hobart Campuses also experienced a reduced enrolment in 2018.

**Table 1.2: University of Tasmania Course Enrolments by Campus by Year**

Campus	2014	2015	2016	2017	2018
Cradle Coast	89	59	53	47	54
Hobart	282	376	489	478	405
Launceston	167	233	262	289	277
Interstate	10	5	4	1	
Overseas	3	1			
Rozelle/Sydney	7	4	5	12	8

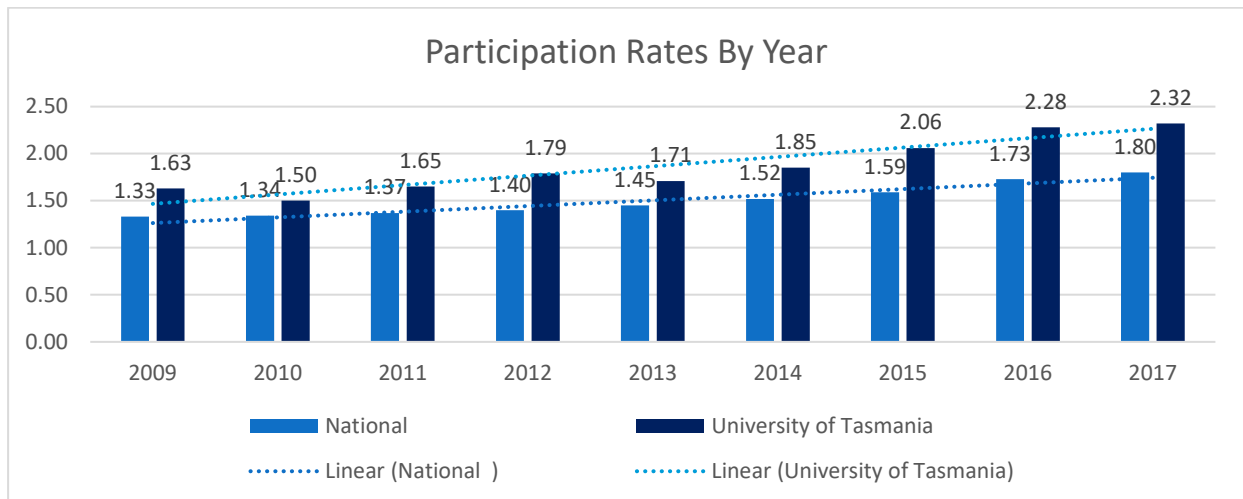
A longer term and comparative picture of Aboriginal and Torres Strait Islander student access performance at the University is provided in Figure 1.3. Using Department of Education and Training data this figure shows that the Access Rate (the number of commencing undergraduate Indigenous students/all commencing undergraduate domestic onshore students) for University of Tasmania remains higher than the National Rate.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2017  
Data includes students studying at all award course levels

**Figure 1.3. Indigenous Student Access Rate 2009- 2016: University of Tasmania/National**

The participation rate data, that is the proportion of all Indigenous undergraduate students within the University's total undergraduate student population rose slightly in 2017. As shown in Figure 1.4 analysis of Department of Education data finds that 2.32% of the University's undergraduate domestic on-shore student body were Aboriginal and/or Torres Strait Islander students in 2017. This Participation Rate is higher than the National Rate, with the percentage point gap between the two figures narrowing very slightly from 0.55% to 0.52%.



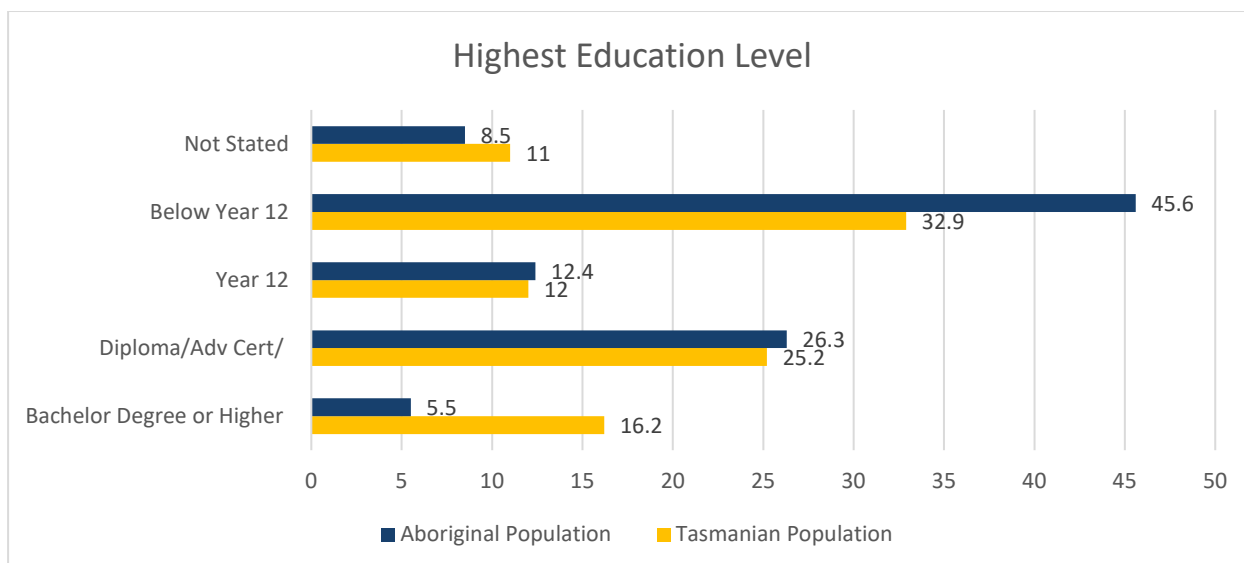
Source: Department of Education and Training: Appendix 5 -Institutional Study Equity Performance Data 2009-2016  
Data includes students studying at all award course levels

**Figure 1.4. Indigenous Student Participation Rate 2009- 2016: University of Tasmania/National**

These data are positive. However, they need to be understood in context of wider population data and profiles. 2016 Census figures report that 4.6% of the Tasmanian population identify as Indigenous. This proportion is considerably higher than the 2.8% national figure. Therefore, to reach population parity, Aboriginal and Torres Strait Islander student enrolments would need to double from their current level. This scenario presents both a challenge and an opportunity for the University to further increase its rates of Aboriginal and Torres Strait Islander student access and participation. The Tasmanian Indigenous population is also young (median age of 23 years compared to 43 years for the non-Indigenous population) indicating considerable scope for improving access rates into the future.

A significant barrier to the University's efforts to continue to increase its intake of Indigenous students is the continuing low school achievement of the Tasmanian Indigenous population. As detailed in Figure 1.5, data from the 2016 Census finds that less than half the Tasmanian Aboriginal population have achieved a Year 12 or higher educational qualification. As also indicated, the area of largest gap between the Aboriginal and non-Aboriginal population is at the higher education level. Only 5.5 percent of the Tasmanian Aboriginal population hold a Bachelor Degree or higher. And while other sources indicate a rise in the number of Indigenous students in Tasmania completing Year 12, Tasmanian Department of Education data show that the majority of these are not achieving an ATAR due to poor course subject selections, limiting their University enrolment prospects.

This educational gap in readiness for undergraduate enrolment will be addressed by the growing delivery of pre-degree programs at the University of Tasmania. Our University College has a growing list of courses available at the associate degree and diploma level with a focus on hands-on vocational education, built around flexible online learning. The aim of these courses is to graduate job-ready students with qualifications articulated into undergraduate degrees. Current courses include agribusiness, technology, aquaculture and health, with more courses coming on-line over the next few years. <https://www.utas.edu.au/college/courses>



Source: Derived from Census of Population and Housing 2016

**Figure 1.5: Highest Level of Educational Attainment Aboriginal and Non-Aboriginal Population, Tasmania**

### Improving Indigenous Access and Participation Activities and Strategies 2018

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. The Riawunna Centre aspires to create positive change for Aboriginal and Torres Strait Islander peoples, through educational experiences that build independent, resilient and confident learners, supported through shared celebrations of culture and Community. For clarity, Riawunna's 2018 activities and programs are outlined separately from those undertaken by the wider University.

#### *Riawunna Orientation Program*

In 2018 Riawunna delivered an Orientation Program across the Sandy Bay, Newnham and Cradle Coast campuses pre-semester 1. This program is designed to give students a culturally respectful introduction to the University and their own academic journey. Students enrolled in pre-degree and degree programs across the University are invited to join the Riawunna team, other Student Experience teams and Aboriginal Student Ambassadors to familiarise themselves with the campus they are studying on and build connections with other Aboriginal and Torres Strait Islander students. The Orientation Program includes cultural activities, yarning circles, campus tours, helping students get their University IDs, connecting with the Student Retention and Success Team and details on how to be set up in essential UTAS systems.

#### *Student Support Activities*

As well as the Orientation Program, staff at Riawunna provide direct one to one student support. Table 1.3 provides a 3 month snapshot (1 April – 30 June 2018) of how that support translates into appointments with students enrolled across the three campuses of the University of Tasmania.

**Table 1.3: Snapshot of Student Support Activity, Riawunna April – June 2018**

Campus	Total Appointments	Total Minutes	Average Meeting Length
Sandy Bay	52	2490	47.88
Newnham	34	1230	36.17
Burnie	25	870	34.8
Total	111	4590	39.61 (average)

To improve their service, the Riawunna student support staff also record all student appointments on the University's Client Record Management (CRM) system. Data from the same 3-month period in 2018, shown in Table 1.4 provides an overview of how Aboriginal and Torres Strait Islander students are engaging with the service over the three campuses.

**Table 1.4: Riawunna CRM Recorded Activity April – June 2018**

<b>Incident/Signpost</b>	<b>CCC</b>	<b>NHM</b>	<b>SBY</b>	<b>Total</b>
Appointment	6	19	76	101
Behaviour			1	1
Communications	7			7
Employment	1			1
Enrolment advice	1	3		4
Events	7		2	9
Exams	3		2	5
General Enquiry	12	2	4	18
Internships & Cadetships	3		1	4
<i>murina</i> Program	1	4	8	13
<i>niyakara</i> Mob			1	1
Other		1		1
Riawunna Check-In		71		71
RTP	15		20	35
Scholarships	5	4	1	10
Student Success	3	2		5
Unigames			7	7
Welcome to Country	1	2		3
<b>Total</b>	<b>65</b>	<b>108</b>	<b>123</b>	<b>296</b>

*Schools Engagement, Outreach Campaign and Admissions Cycle Strategy*

In 2018, a key focus for the Aboriginal Student Success Officers (ASSOs) was establishing and maintaining relationships and partnerships with secondary schools throughout the year, not just during the Admissions Cycle. The objective is to have regular, open communications, informal and flexible planning processes working individually with schools with high Aboriginal student enrolment, with a particular focus on Grade 11/12. Within these visits the ASSOs work with individual students to assist in facilitating linkages to support other school activities, strong relationship building skills and networking and developing a shared understanding of community needs and continual learning.

In 2018, all Indigenous students enrolled at the University of Tasmania were contacted at least once by phone, email or postcard. The Aboriginal Student Success Officers also contacted Year 12 Indigenous students to promote Riawunna programs and services including course planning pathways. To support the outreach activities and school engagement Riawunna developed a set of new promotional materials including banners, postcards, flags, a Riawunna Guide, short films, posters and T-shirts. Table 1.5 overviews the 2018 Riawunna school engagement activities. In 2019 an important focus will be to more closely co-ordinate Riawunna's program of school engagement with that of the wider University of Tasmania.

**Table 1.5: Riawunna Schools Engagement activities 2018**

Sandy Bay campus	Rosny College Career Expo; UTAS Open Day; Hobart College Career Expo Guilford Young College; Claremont College
Newnham campus	UTAS Open Day; St Patrick's College; Brooks High School; Launceston College; Launceston Grammar; Newstead College 20 Aboriginal students from St Brendan Shaw College visited Riawunna
Cradle Coast campus	UTAS open Day; Marist College; Hellyer College; St Brendan Shaw College Don College

*Scholarships, bridging/enabling support and outreach activities*

A key aim in 2018 was to increase Aboriginal and Torres Strait Islander student's knowledge of the scholarships available and to increase the number of students applying for scholarships. Promotional activity included a scholarship bulk mail campaign at the beginning and end of the scholarship application period in Semester 1, 2018. Analysis of the data from the bulk email indicates that of 557 students were sent the link, and 275 opened the email. Of the email sent at the end of the time period, 256 students had opened the email. In 2019, efforts will be made to further improve the communication engagement with students. Riawunna also hosted a Scholarship Drop-In Sessions to assist Aboriginal and Torres Strait Islander students with completing their applications.

The 2018 Riawunna based scholarship rounds were successful with the following results:

- Of the 101 applicants who applied for one or more scholarships, 55 were successful.
- Of the 46 who were unsuccessful, 5 were in receipt of other University scholarships
- Unsuccessful applicants did not fulfil the eligibility criteria for reasons including lodging an incomplete application, under-enrolment or nil enrolment in course. The rate of incomplete or ineligible applications decreased significantly in the Semester 2 Scholarship round.

**Table 1.6: Riawunna Scholarship Outcomes 2018**

Scholarship/Bursary	No. awards available	No. awards offered	No. awarded accepted
Riawunna Access Bursary	3	9	6
Riawunna West North-West Bursary	1	1	1
Riawunna Postgraduate Scholarship	1	0	0
Takamuna Scholarship for Education Costs – Sem 1 intake (Commonwealth supported)	Varies	22	19
Takamuna Scholarship for Accommodation – Sem 1 intake (Commonwealth supported)	Varies	2	1
Tunapri rrala Scholarship	1	1	1
Lucy Beeton Aboriginal Teacher Scholarship	2	2	2
Lech Kula Scholarship	1	1	1
Takamuna Scholarship for Education Costs – Sem 2 intake (Commonwealth supported)	Varies	14	13
Takamuna Scholarship for Accommodation – Sem 2 intake (Commonwealth supported)	Varies	3	2

***murina program***

A major activity of the Riawunna Centre for Aboriginal Education is the pre-degree *murina* pathway program. In 2018, *murina* was offered across the University's three campuses, and delivered on the Cradle Coast for the first time in semester two. The Program is designed to support Indigenous students gain the skills necessary to confidently take on an undergraduate program. The program is tailored for students' needs and allows students considerable control over their engagement in the



learning process by bringing their life experiences and their knowledges as Indigenous people to a unique welcoming learning Aboriginal environment. In 2018 the *murina* program had 49 enrolments.

This pathway program is structured within a strong Aboriginal cultural framework - Culture, Community, Collaboration and Communication - combined with a blended teaching approach. The Aboriginal pedagogy consists of lectures, yarning circles, facilitated in-class activities, online learning and structured self-directed study periods. Students' independent study is directed from their lectures and the knowledge/experiences gleamed from in class and On Country activities. The program is developed and delivered by two Aboriginal Associate Lecturers, one based at the Sandy Bay Campus and the other based at the Newnham Campus.

To support enrolment, *murina* information sessions were held at the beginning of each semester on all three campuses. These sessions provided a platform for staff introductions, Riawunna and University supports. Riawunna has also developed an Expression of Interest form for potential students, targeting Community members, which provides the Associated Lecturers with information to ensure student suitability before enrolment. The Aboriginal Student Success Officers also follow up with students who deferred from the *murina* Program in previous years. The structure of the *murina* Program and individual unit overviews are detailed below:

## Unit summaries

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

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

**RWA010 nuritinga palawa 1 (Sem 1) RWA020 nuritinga palawa 2 (Sem 2)** These units aim to prepare students for entry into undergraduate study by applying academic study skills whilst enhancing their understanding of local Aboriginal historical and cultural knowledge from pre-contact in Van Diemen's Land, lutruwita to palawa/pakana community today and associated political issues. The units explore the connection to Culture, Country and Community with expressions of Aboriginal self and identity.

**RWA030 Academic Study Skills 1 (Sem 1) RWA034 Academic Study Skills 2 (Sem 2)** These units have been created to equip participants with the necessary basic skills, confidence and knowledge to enter into an undergraduate degree or engage in further study. You will gain skills in academic writing, researching and navigating university systems.

**RWA031 Culture, Country and Connection to Art 1 (Sem 1) RWA035 Culture, Country and Connection to Art 2 (Sem 2)** These units focus on the use of cultural resources, practical exploration and



comparative art styles and promoting the connections between Aboriginal culture and experiences of culture and Country with the development of individual art practice. Further work in these units aim to develop student’s drawing and painting skills, particularly the use of markings, mixed media and adaption and imagination.

**RWA111 Examining Stories (Sem 1) RWA112 Sharing Stories (Sem 2)** Students will gain knowledge of Aboriginal/pakana story telling by examining a range of artists, across a variety of genres, to understand different narrative frameworks. The unit provides students with the opportunity to improve skills in communication, research, literacy and creative expression to build confidence and knowledge to eventually prepare students to develop their own stories and portfolio.

**RWA116 Foundation Communication Skills (Sem 1) Vocation Communication Skills (Sem 2)** These units aim to deliver skills and knowledge to lay the foundation for student success. Students will learn how to navigate and engage with University culture in order to find their individual pathway at University. Students will learn to understand University systems by identifying and using relevant services to support student learning and success. Students will strengthen their communication skills and develop their vocational goals in order to enhance motivation and focus during the early stages of their student experience to strengthen retention and success in pursuing future pathways.

**RWA032 Negotiated Research Topic (Sem 1 and 2)** This unit provides students with the opportunity to conduct independent research on a topic of their interest. Students will gain knowledge of their negotiated Aboriginal/pakana topic and develop writing and research skills, including the design of a multimodal project.

<https://www.youtube.com/watch?v=4icYGka72PM&feature=youtu.be>

***Outreach campaign – Aboriginal Community Engagement***

In 2018, a Community Engagement Strategy was developed to promote and increase the profile of Riawunna and the *murina* Program to the Aboriginal Community through targeted strategies. These included holding Community information events, promoting NAIDOC activities and the Riawunna Community Program, visits to Aboriginal and non-Aboriginal organisations and phone calls to enrolled students. Engagement occurs across the three Tasmanian regions. In 2018, a *murina* flyer was developed and distributed at the putalina Festival (major Aboriginal community gathering), at Aboriginal organisations, directly to community members and at non-Government Agencies. The Community Engagement Officers followed-up from the putalina Festival. Table 1.7 provides an overview of the community engagement activities by Riawunna in 2018.

**Table 1.7: Riawunna Community Engagement with External Organisations:**

Cradle Coast	Tasmanian Aboriginal Centre
	Aboriginal Health Service
	No.34 Aboriginal Health Service
	Queenstown Community Health Service Queenstown Information Centre & Library Queenstown Children’s Centre
	Strahan Community Medical Centre
	Rosebery Community & Information Centre
	Queenstown/Strahan/Zeehan/Rosebery & Tullah Post Office notice boards
	Anglicare, Salvation Army, Catholic Care, Mission Australia
	Max Employment, My Pathways, Employment Plus
	Tiagarra

	Aboriginal Education
	Circular Head Aboriginal Corporation
Newnham campus	Tasmanian Aboriginal Centre
	Aboriginal Health Service
	Ravenswood Child and Family Centre
	Community Houses
	Tasmanian Elders Council
	Housing Tasmania – Aboriginal Housing
	Anglicare, Mission Australian and Salvation Army
Sandy Bay campus	Tasmanian Aboriginal Centre
	Aboriginal Health Service
	Karadi Aboriginal Corporation
	Leprena
	South East Tasmania Aboriginal Corporation
	Clarence Child and Family Centre
	Anglicare, Mission Australia and Salvation Army

### **EFTSL of Aboriginal and Torres Strait Islander Students from Remote and Regional Areas**

The Australian Bureau of Statistics classifies all of Tasmania as a regional area (the Departments own figures categorise 366 of the 415 student EFTL recorded as regional/remote. But Tasmania is also the Australian state with the highest population proportion living outside the capital city. The Aboriginal population is even more likely to live outside the two main cities, Hobart and Launceston, with population concentrations in regions where forebears settled: on the North West Coast; on Flinders and Cape Barren Islands; and in the Huon region of Southern Tasmania. The University does not have a specific identifier for regional and remote Aboriginal and Torres Strait Islander students. Instead the number of non-city based students is estimated by counting those students whose original home address is outside Hobart or Launceston. Table 1.7 summarises these in the three regions: North West, Northern and Southern. Comparative data will be added to the Performance Report of 2019.

**Table 1. 8: 2018 Indigenous Student Numbers by Non-City Originating Region**

North West Regional	Northern Regional	Southern Regional
76.2	11.1	39.8

### **Improving Indigenous Access and Participation Activities and Strategies 2018: University**

There have also been a wide range of activities taken across the University of Tasmania in 2018 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.

- The employment of two Aboriginal Health Careers Promotions Officers by the College of Health. These full-time contact positions main role is to support Indigenous students to access the under-represented science and medical courses. University of Tasmania 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.

- Further development of the 'Aboriginal Business' web presence within the University of Tasmania website. Jointly developed using ISSP funded and University staff resources.

#### *College and Division Initiatives Program*

In 2017, the University implemented a project to engage Faculties, Colleges or Divisions in developing programs/initiatives that would support the access, participation, retention and success of Indigenous students within their area. This program was continued in 2018 with Colleges and Divisions encouraged to develop further innovative projects. Under the funding rules, Colleges or Division can apply for up to \$15,000 of ISSP funding but are required to input at least \$2,000 of their own funding into each project. Projects funded in 2018 related to access and participation include:

- Understanding the barriers for access to university accounting education for Tasmanian Aboriginal secondary school students (School of Accounting)
- taypani milythina-tu: returning to Country is an exhibition of significant Tasmanian Aboriginal cultural items, some of which have been in the British Museum for 170 years (School of History)
- 2018 Prizes for the top 10 Aboriginal students in the College of Science and Engineering (College of Science and Engineering)
- Come Learn with me: An Aboriginal Student mentoring Initiative (College of Health and Medicine)
- Extensions of the 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 (School of Medicine)
- Creative Country: developing a pilot education module (School of Education)
- Understanding the experiences of past and present Aboriginal and Torres Strait Islander social work students to increase enrolment, retention and completion rates (School of Social Work)
- Aboriginal Centre for Performing Arts Gospel Choir Project (College of Arts, Law and Education)

#### **Funding for Access and Participation Activities**

Riawunna access and participation activities are primarily funded through the annual Riawunna budget and subsequently funded through the Indigenous Student Success Programme.

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.

College and Divisions Initiatives are funded: Up to \$15,000 ISSP funded + \$2,000 University funded

## Scholarships

### 1a Scholarships (2018 breakdown)

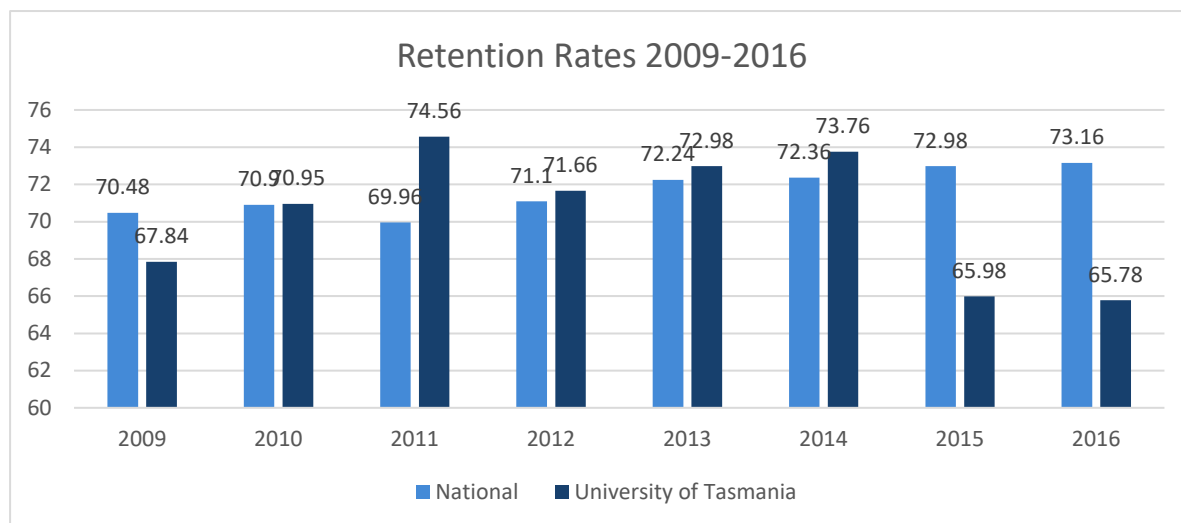
Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
<b>From Regional/ Remote</b>	\$82,063.50	43	\$28,920.00	8			\$110,983.50	51
<b>Undergraduate</b>	\$67,376.00	32	\$28,920.00	8			\$96,296.00	40
<b>Post-graduate coursework</b>	\$3,750.00	2	NIL	NIL			\$3,750.00	2
<b>Post-graduate Senior Indigenous Scholars</b>					\$40,000	5	\$200,000	5
<b>Other (Enabling courses- Murina and DipUniStudies)</b>	\$13,437.50	10	NIL	NIL			\$13,437.50	10
<b>Total</b>	\$84,563.50	44	\$28,920.00	8	\$40,000	5	\$313,483.50	52**

\*\* 5 students had both Preserved ICAS and ICECS so total number of students is 57 – 5 = 52

Value of Scholarships awarded by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$199,141.75</b>
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$ 331,608.50</b>

## 2: Progression (access and outcomes)

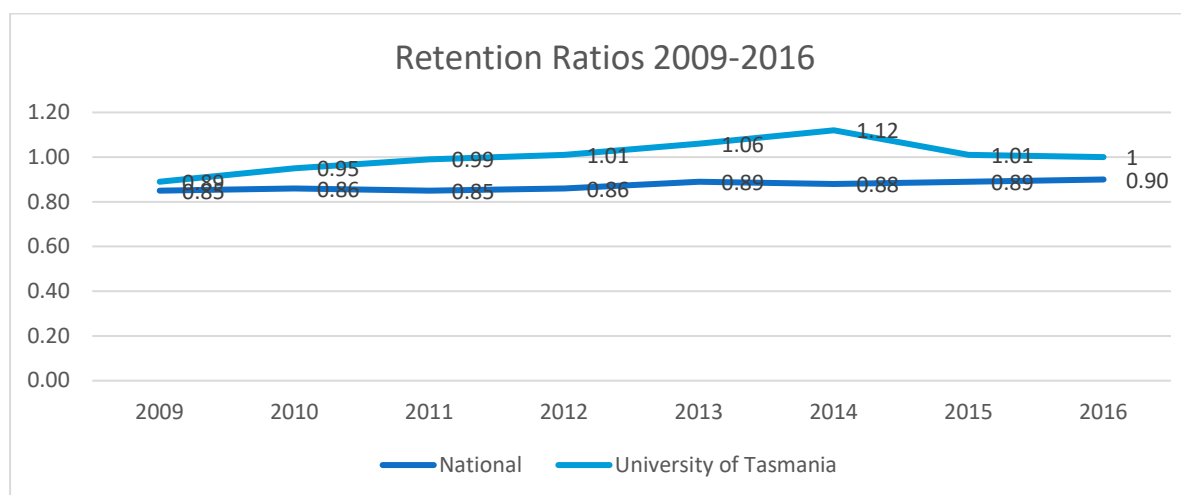
Comparative data from the Department of Education (currently only available to 2016) indicate that the University needs to do more to support the progression of Aboriginal and Torres Strait Islander students. As shown in Figure 2.1, the University's Indigenous Retention Rate (Continuing Indigenous students/all 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.



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 2009-2016: 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 2016 indicates 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 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**

## **2.1: Strategies to Improve Retention of Indigenous students: Riawunna**

In 2018, the Riawunna Centre for Aboriginal Education prioritised the retention and success of Aboriginal and Torres Strait Islander students by:

- Supporting the work of Academic Colleges by embedding Riawunna supports and services at the school and discipline level;
- Engage with a wide range of internal and external stakeholders;
- Facilitating a platform to share Aboriginal Knowledges;
- Providing a culturally welcoming space for all; and
- Supporting career and professional development for staff.

All the University of Tasmania Key Strategic Drivers are embedded in Riawunna programs. These are:

- Strategic Plan for Aboriginal Engagement (2017 - 2020)
- Riawunna Vision Statement and Plan (2016 - 2018)
- Academic Division Annual Plan (2018)
- Community and Partnerships Strategic Plan (2016 - 2018)
- Student Experience Strategy (2016 - 2020)
- Student Success and Retention Strategy (2015 – 2017)

### *Riawunna Cultural Risk Framework and Appointment of Wellbeing Officer*

In 2018, Riawunna developed a Cultural Risk Framework. This framework provides support and guidance to students and staff, especially students dealing with trauma or information that triggers traumatic events. A key aspect of this approach is the appointment during 2018 of an Aboriginal Counsellor/Wellbeing Officer. The Aboriginal Counsellor/Wellbeing Officer position was created as a priority to support the health and wellbeing of Aboriginal and Torres Strait Islander students across the University. The Counsellor position sits with Riawunna and the Wellbeing team with counselling appointments being conducted in the Wellbeing Centre and at Riawunna.

Through this appointment, a highly experienced Aboriginal social worker provides individual counselling and support, workshops and programs for students. An example is a workshop developed for *murina* students, delivered over the University's three campuses. This workshop's learning objectives were: understand shared behaviours; know why we have shared behaviours; know the Riawunna vision statement; understand the respect now always campaign; University zero policy of sexual assault and harassment; understand the University behavioural policy; understand what personal boundaries are and the different types of boundaries; gain knowledge of different communication modes; to gain an understanding of lateral violence and how it can impact on others; and gain respectful ways to utilise shared behaviours.

### **Riawunna/PVC AR&L Retention Monitoring Project**

In 2018, Riawunna and the Office of the PVC AR&L were sent weekly list of Aboriginal and Torres Strait Islander students who had withdrawn from units. Many of these were planned i.e. the student was swapping to another unit but some were withdrawals. Aboriginal Student Success Officers from Riawunna made contact where possible with the students listed, ascertained the reason for withdrawal from a unit and, where appropriate, offered support.

### **Riawunna Facebook Presence**

Facebook has been an effective tool to increase the flow of information to students, staff and the Community to support the Riawunna Centre initiatives throughout 2018. For example:

- During September and October 2018 our posts have been viewed 23,728 times, have received 162 comments; 123 shares; 907 reactions; 3,347 clicks; 1,101 photo views; 91 link

clicks; 4 Hide All Posts and 4 Hide Posts.

- Much of the Facebook promotion has been on the Riawunna Community Program with posts related to the Cradle Coast and Sandy Bay weaving workshops, shell hanging and screen-printing workshops as well as Riawunna’s scholars seminar series.
- Riawunna have also been sharing opportunities relating to internships, cadetships, traineeships, apprenticeships and professional development for students and the broader Community. The post that received most interest in this space was regarding cadetships with the Australian Taxation Office and their information session hosted at Riawunna.
- Through tracking the analytics of each post and collating this data in to thematic areas can reveal the areas in which our audience is most engaged and the topics our audiences are most interested in. <https://www.facebook.com/RiawunnaCentre/>

### **Strategies to improve the cultural competency of staff and or the ensure the university offers a culturally safe and enriching environment**

The Riawunna Centre provides a culturally welcoming space for Aboriginal and Torres Strait Islander students, staff and Community to meet, study and access academic, pastoral support, yarning circles, Community Program activities. <http://www.utas.edu.au/riawunna/culture-and-connections>

#### ***Welcome to Country Ceremonies***

Riawunna facilitated 103 Welcome to Country ceremonies across the three campuses during 2018. Riawunna invited respected Elders and Cultural educators to deliver Welcome to Country ceremonies for University events, conferences, lectures and to external stakeholders.

#### ***Riawunna Community Program***

The Riawunna Community Program has been developed and promoted to the Tasmanian Aboriginal Community. Riawunna recognises and values the importance of Aboriginal knowledges that exists within the Tasmanian Aboriginal community. The Program provides Community members an opportunity to share their knowledges and experiences with students and staff and that University is for everyone. The Program is designed for Community members, ranging from youth to Elders who are committed to sharing and teaching others about Aboriginal culture and history. The Riawunna Community Program is offered on the Sandy Bay, Newnham and Cradle Coast campuses. Riawunna’s Community Program’s aim is to strengthen the University’s relationship with the Aboriginal community by introducing Community to the University, students and staff to cultural activities.

#### **Community Program Activities 2018**

Cradle Coast Campus	Weaving Workshops held over five weeks. Facilitated by Aunty Ollie Ralph	50 participants
Sandy Bay Campus	Hanging Shells workshop. Aunty Wendal Pitchford facilitated the workshop	10 participants
Sandy Bay campus	Weaving workshop – held over five weeks by Aunty Colleen Mundy	7 participants
Sandy Bay campus	Screen printing workshop. Delivered by Tarika Simon-Brown	15 participants

### **Strategies to Improve Unit Success Rates and Retention of Indigenous Students: University**

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 2018 as well as programs and actions that directly sought to increase retention.

#### *Visiting Aboriginal and Torres Strait Islander Scholars Program*

To increase the cultural competency of staff and 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 2018. 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 and advertised on the University website <http://www.utas.edu.au/aboriginal-business/events>. 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 2018, Professor Siv Kvernmo, MD & Siv Eirin Nilsen, MD were visiting scholars, delivering a lecture on Sami Health and Socio-demographics,

The 4<sup>th</sup> **annual errol Japanangka West Indigenous scholar lecture** was held in NAIDOC Week 2018. This lecture series honours the life and legacy of a leading Tasmanian Aboriginal academic. In 2018 the Japanangka West scholar was Professor Marcia Langton who presented her lecture: *The Scholar as Educator; Education as the Disruptor* on subsequent evenings at the Invermay and Sandy Bay Campus. This event was funded by the University of Tasmania.

#### **NAIDOC WEEK Activities 2018**

- The theme for NAIDOC week for 2018 'Because her we Can' provided Riawunna with an idea to commission a short film of students and staff across the three campuses talking about significant Aboriginal women in their lives. The film was shown on each campus with good attendance. During NAIDOC week staff provided a cultural experience for the University Childcare on the Newnham campus. The 2018 NAIDOC week film is available at the link below:  
<https://www.dropbox.com/s/6576krn2i7g1d6z/AAG005%20-%20NAIDOC%20Week%202018%20-%20Final%20v1.mp4?dl=0>
- Pro-Vice Chancellor Aboriginal Research and Leadership Professor Maggie Walter and Head of Service Riawunna, Caroline Spotswood, offered Tasmanian Aboriginal traditional food (*yolla* - mutton-birds) to staff on the Sandy Bay campus.
- Riawunna staff participated in NAIDOC Community activities across lutruwita (Tasmania)
- Annual errol Japanangka West Indigenous scholar lecture (See above)

#### **University of Tasmania/Northern Arizona University Educational 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, provides extraordinary opportunities for community cultural interaction, attending Indigenous studies classes and mixing with Native American students on campus. The program is open to undergraduate and post-graduate students, with students submitting applications for inclusion and are assessed on a competitive basis with GPA being

the primary selection criteria. The program does not directly involve study credits, but students can 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.

The 2018 program continued in collaboration with the University of Melbourne. Six students from the University of Tasmania and two staff and a small contingent of staff and students from the University of Melbourne complete a 2-week exchange in February 2018 based at NAU and a week based at University of Arizona (Tucson). In July 2018 students from NAU and University of Arizona undertook a reciprocal visit to Tasmania and Melbourne. On this trip an Elder and a student from Thompson Rivers University in British Columbia were part of the exchange as a prelude to widening the program in 2019.



University of Tasmania Exchange Students and Staff at the Grand Canyon February 2018



Students and Staff from Northern Arizona University, University of Arizona and Thompson Rivers University visit with the Tasmanian Aboriginal Elders Council, July 2018

This program provides opportunities for Indigenous students from universities across countries to gain a wider understanding of the field of Indigenous scholarship and 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 students to aspire to their potential. 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 enrolled in Higher Degree Research programs. In 2018, this program was funded by the ISSP plus a \$500 bursary for each student from University of Tasmania funding.

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

The Riawunna Centre sits within the Student Experience Portfolio, part of the Academic Division, with cultural oversight from the PVC AR&L. The Riawunna team works closely with the Student Experience teams across campuses to collaborate, guide and support the retention and success for Aboriginal and Torres Strait Islander students. In 2018, the staff structure of Riawunna was:

- Head of Service, Riawunna Centre
- 2 x Associate Lecturers – *murina* Pathway Program (FT)
- Co-Ordinator of Aboriginal Student Success (FT)
- 3 x Aboriginal Student Success Officers (FT)
- Administration Officer (FT)
- Administration Trainee (FT)
- 3 x Aboriginal Community Engagement Officers (Casual)
- Aboriginal Counsellor/Wellbeing Officer (2<sup>nd</sup> half of 2018 onwards) (FT)
- Aurora Internship (4-week position)

### **2a Tutorial and other assistance provided (2018 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 2018, as per Table 2.1 the majority of students seeking and receiving tutorial assistance were undergraduate student enrolled in the College of Arts, Law and Education. The number of students assisted through the tutorial program and the hours of assistance provided are detailed in Table 2.1.

**Table 2.1: University of Tasmania: Tutorial Assistance Student Numbers, Hours of Assistance 2018**  
**Tutorial and other assistance provided (2018 breakdown)**

Assistance type	Level of study	No. of Students	Hours of assistance	\$
Tutorial assistance	Undergraduate	86	1207.13	
	Post graduate	4	93	
	Other	26	2498.47	
	<i>total</i>	116	3,798.6	\$ 225,136.00

Source: Riawunna Tutorial Program Records

In 2018, Riawunna introduced measures to improve the quality assurance of its tutoring program.

This included, in collaboration with the University's Career Hub, interviewing all tutors to ensure they all had an understanding of Riawunna, the tutoring Program and their role in supporting Aboriginal and Torres Strait Islander student success. The Student Retention and Success and Careers teams supported Riawunna with advertising and recruiting tutors.

### Other Indigenous Student Support Activities: 2018

The following items are a range of the specific activities that contributed to the participation and retention of Aboriginal and Torres Strait Islander students at the University of Tasmania in 2018.

<b>Indigenous Nationals (Unigames)</b>	In 2018, the University of Tasmania supported twelve students, accompanied by four staff two from Riawunna and two from UTAS Sport to attend the Indigenous Nationals in Sydney, hosted by Macquarie University. (See below)
<b>Wellbeing Week 24 -29 September</b>	Riawunna participated in mental health activities across Sandy Bay, Newnham and Cradle Coast facilitated by Dave Warrener, Riawunna Counsellor and Wellbeing Officer. On the Cradle Coast campus, the Riawunna team held a lunch time session on Mental Health for Aboriginal people at the Cradle Coast Campus. On the Newnham campus, Dave Warrener and the Riawunna team held a lunch and a session on Mental Health for Aboriginal people in the Riawunna Teaching Room which was streamed to Sandy Bay and Cradle Coast, with 24 participants including international students, students and staff. Also, a healthy breakfast was held in the Cultural Garden. On the Sandy Bay campus, the Riawunna team held a lunch and a session on Mental Health for Aboriginal people in the Riawunna Community Room.
<b>Riawunna Lecture Series</b> Jim Everett and Dr Tyson Yunkaporta	Riawunna facilitated two lectures and yarning circles for students and community members in 2018. <ul style="list-style-type: none"> <li>• Uncle Jim Everett, a well-respected Tasmanian Aboriginal Elder and leader, delivered a seminar 'Learning to Understand'. The event was well attended, with an estimated audience of 80 staff, students and Community. The event was well organised and received. Following the Lecture, Riawunna held a yarning circle with 30 staff, students and members from the wider Tasmanian Community.</li> <li>• Dr Tyson Yunkaporta delivered a seminar on 'Indigenous Knowledges Transmission in Action'. Dr Yunkaporta uses technology to demonstrate Indigenous modality of Sand Talk, practice of sketching images on the ground to help transmit knowledge. Dr Yunkaporta (Apalech, Cape York) is senior lecturer at Deakin University in Indigenous Knowledges.</li> </ul>
<b>Australian Tax Office</b>	Riawunna on the Sandy Bay campus hosted a small event with Australian Tax Office to promote their cadetships. Students were provided with information and assisted with applications.
<b>Human Rights Commission</b>	June Oscar AO, the Aboriginal and Torres Strait Islander Social Justice Commissioner and her team consulted with Aboriginal women and girls across Australia called <i>Wiyi Yani U Thangani</i> (Women's voices). The <i>Wiyi Yani U Thangani</i> project is designed to identify key challenges and priorities facing Aboriginal and Torres Strait Islander women and girls to help influence government policies. Riawunna hosted two Community consultations on the Newnham and Sandy Bay campus for Tasmania. Forty Aboriginal women and girls attended the Newnham campus gathering with 45 women and 10 girls attending the Sandy Bay campus gathering.
<b>Indigenous Literacy day event</b>	The Aboriginal Community Engagement Officer on the Newnham campus, with support from other team members held an event for Indigenous Literacy Day. Respected pakana Adam Thompson was the guest speaker talking about his career as a writer. 35 Community members, students and staff attended the event.
<b>Indigenous Career Trackers</b>	Riawunna and Pro Vice Chancellor for Aboriginal Research met with Indigenous Career Trackers providing strategic guidance in the recruitment of Aboriginal and Torres Strait Islander students at the University of Tasmania regarding internships.



<b>Aurora Aboriginal Internship</b>	Riawunna hosted an Aboriginal student Intern through Aurora Internship program in September 2018. The intern developed a plan for a print making session with Community, students and staff, developed promotional material and facilitated the session. The intern presented a final report and presentation to the Riawunna team.
<b>National Sorry Day and National Apology day</b>	Staff on the Newnham campus facilitated National Sorry and National Apology Day Events for staff students and Community members. Both events were well attended with approximately 30 people attending.
<b>Indigenous Cultural and Educational Exchange</b>	Riawunna hosted the Welcoming for the Indigenous Cultural Exchange Program visitors on the Sandy Bay campus and at the Elders Council of Tasmania – welcoming, cultural foods, Uncle Dougie Mansell, and Elders Council of Tasmania 80 people attended.
<b>Cultural Welcome for International Students</b>	Riawunna and the Global Engagement Team facilitated a ½ day event on Aboriginal Land (Risdon Cove) providing an Aboriginal experience for International students.
<b>Medical Research</b>	In partnership with the Menzies Centre – an Aboriginal student and Community Information Session on Medical Research was held.
<b>NATSIHEC</b>	National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) meeting - Riawunna facilitated organising the gathering at the University of Tasmania.
<b>Minister for Aboriginal Affairs</b>	The Riawunna team hosted the Tasmanian Government’s Minister of Aboriginal Affairs in the Riawunna Centre on the Sandy Bay campus.
<b>Cert 1V Training</b>	Riawunna hosted and supported Nayri Niara (Aboriginal business) – Training Certificate 1V in Project Management - three two-day sessions



In 2018, the University of Tasmania sent a team to the Indigenous Nationals in Sydney. The Indigenous Nationals is a week-long multisport competition for Indigenous students from across Australia. Costs to send the team were funded 50% by the University of Tasmania (\$10,670) and 50% ISSP funding through Riawunna (\$10,133.50).

#### **Other activities - Riawunna Staff Development Opportunities**

The Riawunna team have participated in professional development to upgrade their skills. A summary of 2018 activities are listed below.

- Breadth Units – Local to Global: Indigenous LifeWorlds; and Shaping the Global Sound Cloud
- STARs Conference - New Zealand

- Masters Indigenous Education - Macquarie University
- SASS Training – University of Tasmania
- US and Canada the Indigenous Educational Cultural Exchange Program
- Leadership Development Program – University of Tasmania
- ANZSSA Conference – Melbourne
- Appreciative Advising – University of Tasmania
- Suicide Prevention Conference and LGBTQIA meeting and Conference - WA
- Online Privacy Unit – University of Tasmania
- Supported students and attended the Indigenous Nationals - Macquarie University
- Leadership Fit Training – University of Tasmania
- Fraud and Corruption, Conflict Interest, Gifts and Benefits training – University of Tasmania
- Aboriginal Higher Education Conference – Adelaide
- Diploma Leadership and Management

**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 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 they lack skills in Indigenous knowledge related curriculum an Aboriginal Higher Education Advisor (AHEA) position sits within the curriculum area of the University and provides guidance to academic staff on their curriculum and contributes expertise on course reviews. The AHEA position is jointly (50/50) funded by the University of Tasmania and ISSP funding. In 2018 the AHEA implemented new initiatives to improve the cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment. These included:

1. Development of Aboriginal and Torres Strait Island cultural competence on-line workshops for the academic and professional staff orientation program. There are 3 modules available online:
  - Footprints
  - Kinship
  - Aboriginal Tasmania Story Map
2. The *Come Walk with Us* cultural competency was delivered as a 3hour face to face workshop
3. Commenced an annual audit of quality and quantity of Indigenous content across the University and monitoring of progress in embedding Indigenous content within curricula and supporting excellence in over-course coherence.
4. The sequence of learning opportunities is promoted to staff through the HR website:
  - <https://universitytasmania.sharepoint.com/sites/people/learning-development/SitePages/Australian-Indigenous-Cultural-Awareness.aspx>

The AHEA positions was also involved in proactive supportive engagement of academics across disciplines with the Aboriginal Learning and Teaching Service based in TILT on Indigenous curricula content. In 2018, Nursing, Education, Social Work, Medicine & Pharmacy courses have all implemented inclusion of Indigenous content. Courses in Geography and Architecture have commenced review of content and an initial discussion has been held with School of Psychology.

### 3: Completions (outcomes)

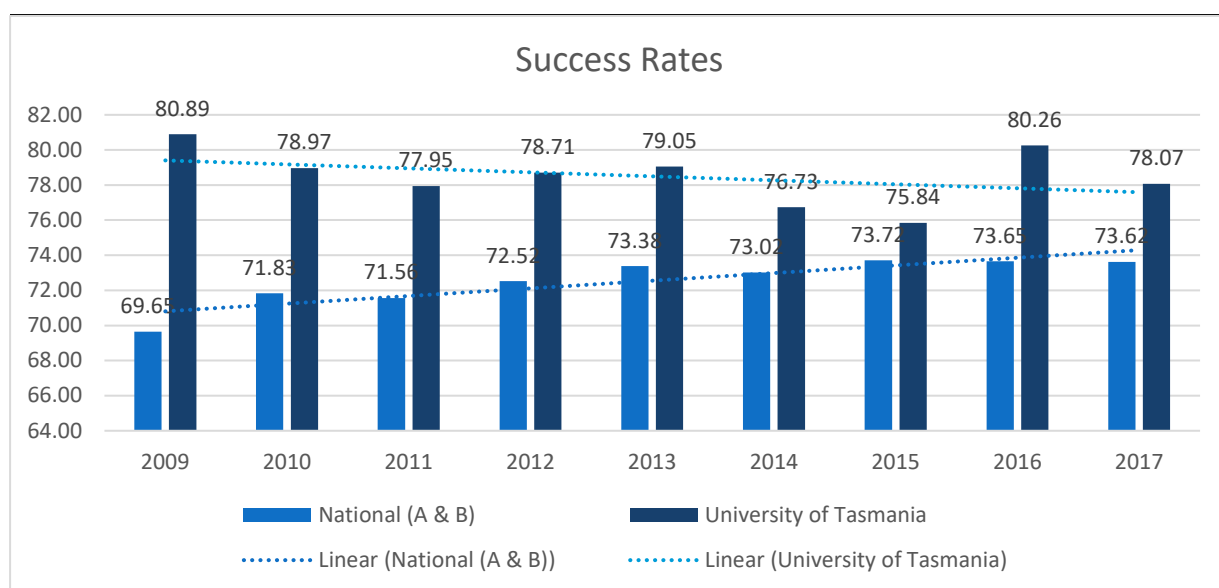
There were 142 Aboriginal and Torres Strait Islander graduands from the University of Tasmania in 2018. This number is slightly down on the 2017 figures but still a significant increase on earlier years. with a Bachelor or Post-Graduate Coursework Degree in 2017. As shown in Figure 3.1 there is wide variation in the numbers from each College, with a substantial rise of graduands from the College of Health and Medicine, but reductions in the number of graduands from Arts, Law and Education, Science and Engineering and Business and Economics. This changing pattern is reflective of changing enrolment patterns for Indigenous students with an increase particularly in the numbers enrolling in nursing. One Doctoral Candidate graduated in 2018.

**Table 3.1: University of Tasmania Indigenous Student Completions 2013-2018**

No. of Completions	2013	2014	2015	2016	2017	2018
College of Arts, Law and Education	26	12	30	31	57	36
College of Business & Economics	4	7	11	5	18	7
College of Health & Medicine	26	14	30	35	41	79
College of Sciences & Engineering	14	11	14	18	17	6
University College	4	1	3	2	3	5
Academic Division					1	1
Research Division	3				5	1
Global Division			1	1		
<b>Total</b>	<b>77</b>	<b>45</b>	<b>89</b>	<b>92</b>	<b>142</b>	<b>135</b>

Source: University of Tasmania Business Intelligence Centre

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. That is, 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 slightly down, with the 2017 Success Rate consistent with success rates over the 8-year period. The context of this comparison is the rising number of Indigenous enrolments with number of Aboriginal and Torres Strait Islander students enrolled at the University of Tasmania in 2017 was more than double the number enrolled in 2009.

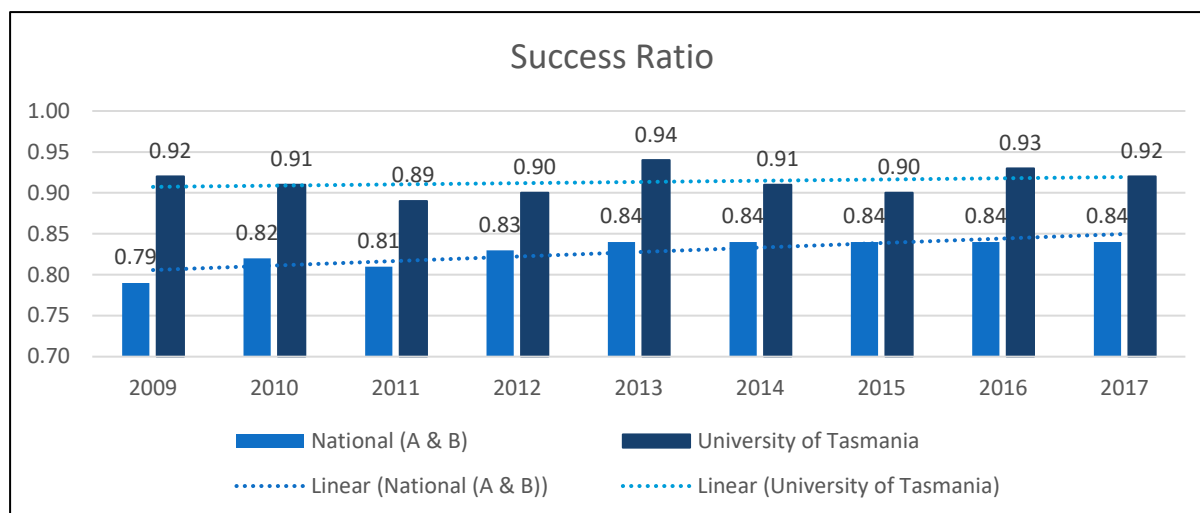


Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2017  
Data includes students studying at all award course levels

**Figure 3.1: 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 Aboriginal and Torres Strait Islander students is relatively close to that of the University of Tasmania non-Indigenous student cohort. The University of Tasmania’s comparative performance with the National Rate (A & B) for the previous 9 years is outlined in Figure 3.2 below.



Source: Department of Education and Training: Appendix 5- Institutional Study Equity Performance Data 2009-2017  
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 2018, 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 2018, 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 were sent a University of Tasmania Aboriginal or Torres Strait Islander graduation scarves to wear to their graduation ceremony.

### Strategies Connecting Graduates with Employment and Strategies to Assist Graduates

In 2018, a set of discrete activities were undertaken to support our graduates in achieving employment outcomes. These included:

- *Internships for University of Tasmania Aboriginal and Torres Strait Islander Students*  
In 2018, four Bachelor level students were placed in paid Internships over the summer break in different areas of the University.
- *Aurora Internships*  
The Office of the PVC AR&L worked with students interested in participating in the Aurora Indigenous Education. As a result, 8 undergraduate students from the University participated in the program, undertaking a range of internship placements in Tasmania and elsewhere.
- *Advertising of Opportunities*  
Posting external employment opportunities on a newly developed ‘Aboriginal Business’ webpage

## 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. It is proposed to implement an outcomes survey of Aboriginal and Torres Strait Islander graduates from 2015-2018 during the 2019 year.

### 4.1: Indigenous Education Strategy accessible by public

The University of Tasmania has met the requirements under Clause 13 of the ISSP Guidelines in 2018. 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 Plan for Aboriginal Engagement (the Plan) is publicly available at <http://www.utas.edu.au/aboriginal-business/strategic-plan>

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*

Section 1 lists 11 Strategic Actions for completion in the period 2017 and 2020. As at 31 December 2018, 10 of these items were completed. In 2018 the following action was completed:

Strategic Action	Responsibility	Status	Outcome Description
Student support services, inclusive of student counselling services, to develop contact and promotional material aimed at Aboriginal and Torres Strait Islander students	HoS Riawunna Ex. Dir. Student Exp	Complete	Aboriginal specific student counsellor employed by Riawunna. Contact details for counsellor and student wellbeing employee located on Riawunna website: <a href="http://www.utas.edu.au/profiles/staff/riawunna/dave-warrener">http://www.utas.edu.au/profiles/staff/riawunna/dave-warrener</a>  The Aboriginal Student Counsellor delivers Shared Behaviours and Professional Boundaries workshops and takes the lead in Mental Health Week activities specifically Aboriginal and Torres Strait Islander activities across the three campuses.  Riawunna has developed in collaboration with the University Marketing team a suite of collateral to promote the services of Riawunna. The Riawunna Guide, Postcards and Banners.

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 capability among University of Tasmania graduates.

This Strategic Goal has seven Strategic Actions for completion in the period 2017 and 2020. As at 30 Decembe4 2018, four items were completed, two partially completed and one commenced. In 2018, the following actions directly were completed:

Strategic Action	Responsibility	Status	Outcome Description
Development of Aboriginal and Torres Strait Island cultural competence on-line workshops for inclusion in academic and professional staff orientation program	Aboriginal Higher Education Advisor TILT, PVC AR&L	Completed	There are 3 modules available online: <ul style="list-style-type: none"> <li>- Footprints</li> <li>- Kinship &amp;</li> <li>- Aboriginal Tasmania Story Map.</li> </ul> Also Come Walk with Us, delivered as a 3hour face to face workshop The sequence of learning opportunities is promoted to staff through the HR website: <a href="https://universitytasmania.sharepoint.com/sites/people/learning-development/SitePages/Australian-Indigenous-Cultural-Awareness.aspx">https://universitytasmania.sharepoint.com/sites/people/learning-development/SitePages/Australian-Indigenous-Cultural-Awareness.aspx</a>
Inclusion of an Aboriginal and Torres Strait Islander related University of Tasmania graduate attribute	Academic Division	Completed	Ongoing work with schools and faculties to ensure opportunity for students to develop cultural capability is provided at the University of Tasmania the desired graduate attribute is:  Graduates will be able to demonstrate a global perspective and intercultural competence in their professional lives.  <a href="http://www.utas.edu.au/_data/assets/pdf_file/0009/636921/Graduate-Quality-Statement-Policy.pdf">http://www.utas.edu.au/_data/assets/pdf_file/0009/636921/Graduate-Quality-Statement-Policy.pdf</a>  <a href="http://www.utas.edu.au/_data/assets/pdf_file/0003/66234/genericattributes_grads.pdf">http://www.utas.edu.au/_data/assets/pdf_file/0003/66234/genericattributes_grads.pdf</a>

#### **4.2: Indigenous Workforce Strategy accessible by public**

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 Executive Team and has been occupied continuously since 2014. In 2019, the University's new *People Strategy* includes the objective that 3% of the University's staff be Aboriginal and Torres Strait Islander by 2024.

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, 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 publicly available at: [utas.edu.au/data/assets/pdf\\_file/0012/947748/Strategic-Plan-for-Aboriginal-Engagement.pdf](https://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 preferred employer for Aboriginal people to increase the full time equivalent proportion of Aboriginal and Torres Strait Islander academic and non-academic staff across Colleges, Faculties and Divisions. Situate Aboriginal staff as an employee asset to the University of Tasmania bringing unique sets of cultural and community engagement strengths and opportunities.*

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. As at 31 December 2018, six of these were complete, four partially complete and one commenced. In 2018, the following actions were completed:

Strategic Action	Responsibility	Status	Outcome Description
Examine all positions directly aligned with Aboriginal activities within the University as they become vacant to evaluate if they should be nominated as Indigenous Identified Positions as per Identified Aboriginal Positions Guidelines, November 2014	Ex. Dir. HR Aboriginal Emp Co- Ord	Complete	Updated <a href="#">Identified Aboriginal and Torres Strait Islander Position Guidelines</a> and mechanisms within HR recruitment systems to allow consideration of positions as Identified positions. Employment Co-ordinator having ongoing communication with HR Business Partners in all Colleges and Divisions. -

### **Aboriginal and Torres Strait Islander Employment as at 31st December 2018**

The University of Tasmania Strategic Plan for Aboriginal Engagement 2017-2020 (the Plan) continues to provide the framework for Aboriginal and Torres Strait Islander engagement across the University. Within the Plan, Aboriginal employment strategic goals provide opportunity to increase Aboriginal and Torres Strait Islander staff employment at the University. Professor Maggie Walter continues in the role of Pro Vice-Chancellor Aboriginal Research and Leadership which has demonstrated improved collaboration and strategic engagement at a senior level. Professor Walter provides senior advisory and advocacy to ensure that the objectives of the Plan are met.

Aboriginal and Torres Strait Islander Employment opportunities continued with the provision of

student internship roles across a range of College and Divisions. The second year of the implementation of the student internship positions has highlighted the success in developing pathways for growing an Aboriginal and Torres Strait Islander workforce from Aboriginal and Torres Strait Islander students and demonstrates the uniqueness of Aboriginal and Torres Strait Islander knowledges and perspectives across all areas of the University. There has been increase in the number of Identified positions, targeting Aboriginal and Torres Strait Islander people into Identified roles at the University; (19 in 2017; 26 in 2018).

The total headcount of University staff (ongoing and fixed term staff) as at 31st December 2018 was 2893 employees, of this figure the number of staff who identify as Aboriginal and/or Torres Strait Islander people is 36 – which equates to 1.24% of the total staffing population. Of these, four were on-going academic positions and nine Fixed Term Academic positions, 10 on-going professional staff and 15 Fixed Term professional staff. To increase the workforce target of 3% (as per the University's 2019 People Strategy) assistance will be provided to Colleges and Divisions in setting employment targets for Aboriginal and Torres Strait Islander Academic and Professional staff. A graduate program will be established to support and situate our Aboriginal and Torres Strait Islander graduates in roles across the University.

Provision for career development opportunities include:

- Staff career development scholarships and an Aboriginal and Torres Strait Islander leadership workshop.
- The Staff Agreement 2017-2021 includes an increased provision for Aboriginal and Torres Strait Islander Leave of five days paid leave in addition to other leave provisions for fulfilling cultural responsibilities.

#### 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
- The Office of the Pro Vice Chancellor Aboriginal Research and Leadership ran two annual staff meeting to discuss Aboriginal business at the University of Tasmania
- Two Aboriginal staff members accompanied 5 students on the 2018 University of Tasmania/ Northern Arizona University Indigenous Cultural Educational Exchange Program
- Staff are encouraged to attend the Indigenous Scholar public lectures

### 5a Indigenous workforce data (2018 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

#### Aboriginal and Torres Strait Islander Employment as at 31st December 2018

Level/position	Perm/ >1yr		Fixed Term/ <1yr	
	Academic	Non-academic	Academic	Non-academic
<b>College of Health and Medicine</b>				
Lecturer and Teaching Biomedical Sciences / Academic Level B	1			
Senior Lecturer Aboriginal Health Education / Academic Level C			1	
Senior Research Fellow / Academic Level C			1	
Academic Research / Academic Level B			1	
Lecturer Rural Health / Academic Level B			1	
Associate Lecturer / Academic Level A			1	
Business Manager / Professional HEO Level 8				1
Aboriginal Health Careers Promotion officer / Professional HEO Level 6				1
Senior Project Officer - Leadership in Dementia Care Project / Professional HEO Level 6				1

Level/position	Perm/ >1yr		Fixed Term/ <1yr	
	Academic	Non-academic	Academic	Non-academic
<b>College of Sciences and Engineering</b>				
Aboriginal Post Doctoral Fellow / Academic Level B			1	
Senior Tech Officer / Professional HEO Level 6 & Aboriginal Education & Strategy Officer / Professional HEO Level 7		1		1
Director – Central Science Laboratory / Professional Senior Management		1		

Level/position	Perm/ >1yr		Fixed Term/ <1yr	
	Academic	Non-academic	Academic	Non-academic
<b>College of Arts, Law and Education</b>				
Lecturer / Academic Level B	1			
Administration Officer – Art Operations / Professional HEO Level 4		1		

Level/position	Perm/ >1yr		Fixed Term/ <1yr	
	Academic	Non-academic	Academic	Non-academic
<b>Division of the Chief Operating Officer</b>				
Aboriginal and Torres Strait Islander Employment Co-ordinator / Professional HEO Level 6 & Equity and Diversity Co-ordinator Professional HEO Level 6		2		
Contracted Services Administrator / Professional HEO Level 6		1		
Client Services Officer / Professional HEO Level 4		1		
Level/position	Perm/ >1yr		Fixed Term/ <1yr	
	Academic	Non-academic	Academic	Non-academic
<b>Academic Division</b>				
Pro Vice-Chancellor Aboriginal Research and Leadership / Academic PVC role	1			
Associate Lecturer – Tasmanian Institute of Teaching and Learning / Academic Level D	1			
Associate Lecturer / Academic Level A			1	
Associate Lecturer Murina / Academic Level A			1	
Associate Lecturer Murina/ Academic Level A			1	
Co-ordinator Aboriginal Student Success / Professional Level 6		1		



Head of Service Riawunna / Professional Level 9		1		
Learning Librarian / Professional HEO Level 6		1		
Research Assistant / Professional HRA Level 3				1
Project Officer / Professional HEO Level 5				1
Project Officer / Professional HEO Level 6				1
Trainee Administration Officer / Professional HEO Level 2				1
Wellbeing Development Officer / Professional HEO Level 7				1
Administrative Officer / Professional HEO Level 4				1
Aboriginal Community Engagement Officer / Professional HEO Level 4				3
Aboriginal Student Success Officer / Professional HEO Level 5				2

## 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 Executive Team, the Provost's Executive and Senate.
- **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.
- **Aboriginal Higher Education Advisor TILT** 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.
- **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.
- Members of the Aboriginal Leadership Group also participate as members of formal University of Tasmania Committees focused on increasing and improving student experience and outcomes. In 2018 these included:
  - Student Experience Committee
  - School and Community Engagement Advisory Committee
  - Student Transition, Engagement and Wellbeing Sub-Committee
  - University of Tasmania Senate
  - Equity and Diversity Committee
  - Academic Division Executive

- University Executive Team
  - University Teaching and Learning Committee
  - University Research Ethics 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.

### 6.1: ISSP Governance Committee

The University of Tasmania also implemented a specific **ISSP Indigenous Governance Mechanism** in 2017 as per Clauses 10 and 11 of the ISSP Guidelines. The members of the ISSP Governance Committee were appointed in January 2017 and remained members in 2018. 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 2018 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.

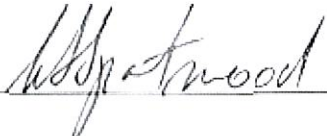
Secretariat support is supplied by the Division of the Provost and each meeting is supported by a formal agenda and the recording of meeting minutes, including discussion of and voting on ISSP funding applications. A copy of minutes is provided after each meeting to the Provost.

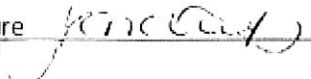
**6a. Statement by the Indigenous Governance Mechanism**

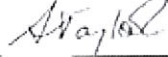
The University of Tasmania Indigenous Student Success Programme Governance Committee was involved in the preparation of this performance report and acquittal report. All members of the University of Tasmania ISSP Governance Committee have read this report and approve its submission as the formal 2018 ISSP Performance Report and Acquittal Report for the University of Tasmania.

Name Maggie Walter Signature  Date 1/5/2019


Name Clair Andersen Signature  Date 30/4/2019

Name Caroline Spotswood Signature  Date 1/5/2019

Name Jacinta Vanderfeen Signature  Date 30/4/2019

Name Stephanie Taylor Signature  Date 30/4/2019

Name Chris Dillon Signature  Date 1/5/2019

Name Russell Pockett Signature  Date 30-4-2019