

Indigenous Student Success Program

2021 Performance Report

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Domestic Student Enrolment: The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

Domestic Enrolments by Indigenous Status					Domestic Load (EFTSL) by Indigenous Status				
Load Year	Indigenous	No Information	Non-Indigenous	Total	Load Year	Indigenous	No Information	Non-Indigenous	Total
2021					2021				
Commencing	181	90	8,640	8,911	Commencing	108.669	39.937	5,240.133	5,388.739
Continuing	205	69	13,494	13,768	Continuing	128.335	43.737	8,632.088	8,804.159
Total	386	159	22,132	22,677	Total	237.003	83.674	13,872.220	14,192.898
2020					2020				
Commencing	191	193	8,748	9,132	Commencing	99.991	96.506	5,132.673	5,329.370
Continuing	196	57	13,211	13,464	Continuing	116.772	33.952	8,645.499	8,796.222
Total	387	250	21,957	22,594	Total	216.763	130.458	13,778.372	14,125.592

In 2021, 387 Aboriginal and Torres Strait Islander students were enrolled at Flinders University. This is 1.42% towards a target of 1.9% by 2025. Of the 387, 244 were Undergraduate, 98 were Postgraduate, 20 Enabling and 2 were Other. 61% were Metro, 6% were Inner Regional, 16% were Outer Regional, 5% were Remote, and 4% were Very Remote (8% were Unknown).

In 2021 the University worked towards achieving the 2025 target for Indigenous students, which is 1.9% participation of all students, including domestic and international. In 2021 the Pro Vice Chancellor Indigenous was tasked with developing an Indigenous Student Success Framework including Indigenous student participation targets.

The draft Indigenous Student Success Framework 2022 - 2025 identifies six key priority areas with targets and deliverables relating to Indigenous student participation, Rural and Remote, Progression, Retention, Completions, and Postgraduate studies. The framework is underpinned by the University's Strategic Plan *Making a Difference – the 2025 Agenda*, Student Success and Retention Strategy 2020-2025, the University's Innovate Reconciliation Action Plan 2020 – 2022, and national priorities and agreements with the Australian Government.

1. Enrolments (Access)

1.1 Embedded ISSP strategies, activities and programs that support and improve access for Aboriginal and Torres Strait Islander students.

The Yunggoendi Student Engagement (YSE) team is situated within the Office of Indigenous Strategy and Engagement and is tasked with increasing Aboriginal and Torres Strait Islander student access, participation, retention, and success. The team – consisting of a Coordinator, three Indigenous Student Support Officers, a Deadly Study Skills Officer, and Administration Officer – provided academic support, tutoring program, pastoral support, and referral services for Indigenous students.

The strategic priorities for 2021 provided an inclusive and supportive entry pathway through the Indigenous Admission Scheme, a Year 12 transition to university program, a culturally responsive orientation program, focus on increasing the success rate of students through increased resourcing of the Yunggoendi Tutorial Program with the employment of an Academic study advisor and a counselling service dedicated to Indigenous students.

1.1.1 Student Support

- Indigenous Student Support Officers (ISSOs) provided student support services and referral to broader University services throughout the student academic lifecycle.
- Enrolment advice provided by ISSOs from pre-enrolment to postgraduate students, through to employment.
- Referral service by ISSOs for Indigenous students to broader University professional services included Health and Counselling and Disability Services, and Careers and Employability Service.
- Academic skills development provided to Indigenous students in the development of academic writing, time management, essay writing, exam preparation, researching and referencing.
- Advocacy between Indigenous students and Colleges supported students to balance study deadlines.

1.1.2 Access and Pathways

- Indigenous Admission Scheme (IAS) provided an alternative entry pathway to University for Aboriginal and Torres Strait Islander people.
- Indigenous Outreach and Pathways Officer presented outreach and pathways options to High Schools and Indigenous communities in South Australia and Northern Territory, in conjunction with broader University outreach and pathways programs.
- Key partnerships and sponsorships at annual community events and activities, such as Southern Nunga Tag, boosted promotion of University Indigenous access programs.
- A University-wide partnership and major sponsorship with Power Community (Port Power AFL Club) through the SANTOS Aboriginal Power Cup, football carnival and careers and education expo promoted Flinders University to over 250 students. The program will be extended in 2022 with a continued partnership and \$50k sponsorship from Flinders University towards the 2022 program.
- Annual Life In The Uni Lane program provided 2 full days of introduction and immersion into university life for 50 Indigenous High School students.
- The STEM Aboriginal student congress promoted Flinders University and access pathways to over 250 Indigenous High School students.
- Attendance at the Turkindi Careers and Education expo promoted Flinders University to over 150 Indigenous community members, providing promotion to mature aged community.

- The Turkindi community email distribution list consists of over 2000 Aboriginal and Torres Strait community members. The email list was utilised by the Office of Indigenous Strategy and Engagement and Yunggoendi Student Engagement to promote University pathways via email.
- The In2Uni pre-orientation program offered a 3-day transition and engagement to university programs for commencing Aboriginal and Torres Strait Islander students.
- A tailored, 3-day Indigenous Student Orientation Program was offered to commencing students and complemented Flinders University's O'Week program in Semesters 1 and 2.
- A collaborative artwork tiling project formed part of the students' orientation program to provide a sense of belonging at Yunggoendi and builds into the fabric of the centre and University, with the tiles being permanently affixed to the pillars at the entry of the building.
- Annual Koori mail advertisements promoted Flinders University's Indigenous Admission Scheme.
- Culturally safe spaces for Indigenous students and staff were promoted by offering culturally specific campus tours to commencing students.
- The Indigenous Student Guide updated annually provides detailed information to prospective and commencing students.
- Regular postings to the Yunggoendi Student Engagement Facebook page promoted University pathways, supports, programs, and community.
- The University developed marketing collateral and Indigenous identifiers and promotional materials as give-aways for high school students and community members at events.

Outreach activities undertaken in 2021:

2021 saw outreach activities to approximately 1870 Aboriginal and Torres Strait Islander students.

OUTREACH ACTIVITIES	NUMBER OF PARTICIPANTS
Southern Nunga Tag (March)	250 approx. students
Flinders Rural and Remote Health SA Open Evening (Renmark and Victor Harbor)	25 approx. students
Alice Springs Outreach Trip (June)	Centralian Senior College Year 12 presentation – 30 attendees
	St Phillips College – 50-80 attendees
	Our Lady Sacred Heart College – 40-50 attendees
	Parents Information Evening – estimated 30 attendees
Life in the Uni Lane (September)	50 approx. students (over two days)
Aboriginal Power Cup (May)	250 approx. students
STEM Aboriginal Student Congress (November)	250 approx. students
SHAWN (SA Health Aboriginal Workforce Network)	70+ attendees
Operation Flinders Employment Pathway and Education Expo	45+ students in attendance
SAASTA x Power Connect Carnival (November)	250 students in attendance
Yartapuulti Fun Run (October)	200 approx. students
Turkindi Careers and Education Expo (November)	150 community members
SAASTA x The Workabout Centre Activity Day	80 students in attendance
Aboriginal Career Exploration (ACE) Event (September)	30+ students in attendance
In2Uni (December)	10 students in attendance
Torrens School Graduation (December)	20 approx. students in attendance

1.2 New strategies, activities and programs that support and improve access for Aboriginal and Torres Strait Islander students in 2021 (ISSP).

1.2.1 Financial Support

- In 2021, 11 Indigenous students were supported with full fee-paying Flinders Living (FL) top-up accommodation scholarships (2020 rollovers). Flinders Living provided accommodation, meals, internet, and community and recreational programs for residents. <https://www.flinders.edu.au/living>
- FL recipients were eligible to receive an annual ICAS Top-Up scholarship valued up to \$9,000p/a which contributed to overall costs of their accommodation at FL.
- An Indigenous Student Hardship Grant provided relief payment to students in financial need, with eligibility criteria modified for greater uptake and ease of access.
- Students were provided an opportunity to apply for a Student Professional Development grant (up to \$750).
- Payments of Commonwealth scholarships were fast tracked to recipients.
- Referrals to broader financial support services were fast tracked, with direct referrals to the Flinders University Student Association (FUSA) financial advocacy service staff.

1.2.2 Programs:

- The 2021 Yunggoendi Youth Leadership Program (YYLP) for secondary school students provided a personalised approach towards confidence building, ambitions and career aspiration building of young Indigenous students. Building on the University's River Journey Program run by the Education Pathways team, the YYLP extended reach to Indigenous students through a culturally responsive approach placing a spotlight on Flinders University as a destination of choice. The YYLP combined several strategies into a targeted model to help articulate career aspirations, provide space to imagine their future, and inform students about the opportunities available in higher education.



Pic: 2021 YYLP Graduation Ceremony

- The SANTOS Aboriginal Power Cup an education-based program that uses Australian Rules Football (AFL) to engage Indigenous secondary school students in their education and workforce pathways. The program was delivered in partnership with the South Australian Aboriginal Secondary Training Academy with direct alignment to the South Australian School Curriculum. <https://www.portadelaidefc.com.au/community/programs/aboriginal-power-cup>

A University-wide partnership and major sponsorship with Port Power (AFL) Aboriginal Community Programs Power Cup, carnival and careers and education market promoted Flinders University to over 250 students. The program and sponsorship will be extended in 2022 with a large financial contribution from Flinders University towards the program.



1.3 Impacts of scholarships, bridging/enabling support, and outreach services (ISSP)

1.3.1 Impacts of Scholarships

- In 2021, 18 Indigenous Education Costs Scholarships, and 27 Indigenous Commonwealth Accommodation Scholarships, totalling \$229,608. The value of the Indigenous Education Costs Scholarship was \$2,756. The value of the Indigenous Accommodation Costs Scholarship was \$7,500.
- The Indigenous Accommodation Costs Scholarship contributed to on-campus living expenses for 15 Aboriginal and Torres Strait Islander students. These students also received the FL Top Up Scholarship from 2020 rollover funds.
- Of the cohort of Aboriginal and Torres Strait Islander students who received an FL scholarship, 13 students continued their studies in 2021 with 8 students receiving a GPA of 4 and above. At the end of the 2021 annual year, two of the students in the University Hall were elected by their peers to be the Social Officers on the House Committee for 2022.
- Of the 13 students, four have chosen to continue their studies from off-campus accommodation while two will continue to live in University Hall and seven in Deirdre Jordan Village. This data reflects positive impact of the scholarship and provision of support to students living on campus.

Table 1. ISSP Scholarships - breakdown of 2021 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	0	0	7,500	1	0	0	7,500	1
Undergraduate ⁴	45,474	16.5	168,750	25.5	0	0	214,224	42
Post-graduate ⁵	4,134	1.5	3,750	0.5	0	0	7884	2
Other	0	0	0	0	0	0	0	0
Total	49,608	18	180,000	27	\$0	0	\$229,608	45

1.3.2 Impact of Outreach

- Participation with the Northern Adelaide State Secondary Schools Alliance (NASSSA) identified the need for YSE to develop opportunities that explicitly supported Aboriginal and Torres Strait Islander student transition to university. One outcome of this was the piloting of the IN2UNI transition into Uni program. Year 12 students located in metropolitan Adelaide that had preference coming to university at Flinders were invited to participate in the program which ran from August 2021 to January 2022. There were 12 program registrations with eight students in attendance. All 12 received individualised course information and target ATAR scores required to receive an offer. All eight participants were successful in being offered a place within their chosen degree program, as well as a further three of the four who did not attend. Of the eight participants, seven went on to commence with their studies, as well as two of those who did not attend the program.

1.4 Broad strategies implemented by the University to increase access and enrolments for Aboriginal and Torres Strait Islander students (non-ISSP)

- The Flinders University Foundation Studies Program provided an alternative pathway for students entering University. Aboriginal and Torres Strait Islander students applied directly into the Foundation Program or were recommended through the Indigenous Admissions Scheme process.
- The College of Medicine and Public Health Indigenous Health Strategy had a targeted focus towards Aboriginal and Torres Strait Islander enrolments, participation, and successful outcomes for students from Rural and Remote locations.
- The College of Business Government and Law's Igniting Indigenous Student Success Working Party met bi-monthly and promoted Aboriginal and Torres Strait Islander student participation and successful outcomes across the College.
- The University's River Journey programs for Indigenous youth from years 9-12 increased collaborations with High Schools and students.
- The Office of Student Recruitment employed students as Ambassadors to assist in the delivery of school presentations, campus experiences and workshops focusing on RAP deliverables.
- Several cultural training programs were provided to Colleges and Portfolios across the University including Office of Student Recruitment student ambassadors.
- The University's Corporate Services Portfolio developed and implemented an Indigenous Student Employment Scheme with total of 1.0FTE Fixed Term Professional positions funded directly from the Portfolio.

- The College of Humanities and Social Sciences developed two scholarships for Aboriginal and Torres Strait Islander students in Archaeology and History, including two bursaries for Indigenous Honours Students.
- The Indigenous Entry Scheme (Doctor of Medicine) is a key priority of the Northern Territory and Commonwealth Governments to increase Aboriginal and Torres Strait Islander medical professionals. Students can apply directly to Flinders University for graduate entry to the Doctor of Medicine or for graduate entry through the Indigenous Entry Scheme and complete the University's Indigenous Preparation for Medicine Program (IPMP).

In 2021, seven students participated in the IPMP. The 2-week program included:

- Five students participating face-to-face in Adelaide, and two students participating remotely from Queensland and the Northern Territory.
- Support to students was provided by staff across the NT and SA campuses, including Yunggorendi Student Engagement.
- All students were provided with a Learning Coach.
- All students successfully completed the course and passed the FUELS exam component, with each student being offered a place in the MD program in 2022.



Pic: 2021 Indigenous Preparation for Medicine Program students in Adelaide

2. Progression (outcomes)

Domestic Student Progression: The rise or fall of Indigenous Success/Progress Rates

Load Year	Indigenous	No Information	Non-Indigenous	Total
2021				
Commencing	66.83%	76.36%	86.89%	86.41%
Continuing	80.45%	87.76%	91.84%	91.66%
Total	74.14%	81.10%	89.96%	89.66%
2020				
Commencing	65.82%	61.80%	86.91%	86.08%
Continuing	82.08%	74.95%	92.92%	92.73%
Total	74.52%	64.68%	90.68%	90.22%

Load Year	Indigenous	No Information	Non-Indigenous	Total
2021				
Commencing	101.000	34.375	4,858.401	4,993.776
Continuing	116.750	24.500	7,936.334	8,077.584
Total	217.750	58.875	12,794.736	13,071.361
2020				
Commencing	93.250	87.375	4,848.913	5,029.538
Continuing	107.000	24.375	8,072.310	8,203.685
Total	200.250	111.750	12,921.223	13,233.223

2.1 How does the university measure the effects these strategies have on student progression? Impacts of support through tutorial assistance and mentoring and other measures.

2.1.1 Tutorial Support

- Sixty-eight students participated in 1:1 tutoring through the Yunggoendi Tutorial Program.
- Students are matched with tutors through tailored learning plans conducted by Indigenous Student Support Officers.
- Tutors were provided cultural training through an induction program prior to commencing in the Tutoring Program.
- Students provided feedback through an Indigenous student survey on Tutoring Program and academic services.

2.1.2 Academic Support

- Deadly Study Skills Advisors provided academic support and developed training modules for undergraduate and postgraduate students.
- Weekly newsletters and student handbooks supported academic progress.
- The YSE FLO site is an online resource for Indigenous students to assist with developing study skills.

Table 2 Tutorial assistance provided in 2021

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	1	NA	12.5	769.13
Undergraduate	56	NA	1711.43	105,304.06
Postgraduate	11	NA	742	45,655.01
Other		NA		
Total	68		2465.93	\$151,728.20

2.1.3 COVID-19 Impacts

- ISSOs communicated with students via regular text messaging and emails. Noting that students received regular updates and emails from the broader university services. A balance in the amount of communication was provided to ensure students weren't overwhelmed with communications.
- Academic advocacy was provided for students who were vulnerable and in need of additional time to complete assignments.
- Vulnerable students who use the University campuses as a safe space were directed to other learning areas of the University such as the Flinders University Student Association (FUSA) Hub and the Library.
- An internal referral procedure to Counselling services was developed to ensure high priority access to designated Counsellors for Aboriginal and Torres Strait Islander students.
- Counsellors from the University's Counselling service were employed to offer dedicated services to Aboriginal and Torres Strait Islander students.
- The PVC (Indigenous) negotiated with the Manager, Health Counselling and Disability to identify vulnerable students during COVID-19 closure periods.
- ISSO's held fortnightly meetings with the Student Experience team, and members of the Flinders Support Network (FSN).
- A coordinated approach to communications particularly related to contacting Aboriginal and Torres Strait Islander students who are part of the *Supporting Student Progress and Success* initiative.
- Colleges and Portfolios maintained communications with staff and students to provide updated information and to receive ongoing feedback on the wellbeing of staff and students during COVID-19 closure periods.

2.2 Investment in the cultural competency of staff and students

- A 3-day RAP Conference offered presentations, workshops, cultural tours, and activities for all staff across the university. 289 Flinders University staff participated across the program of activities.
- Four workshops were presented by Marsha Uppill from Arranyinha on Reconciliation. <https://www.arranyinha.com.au/>
- The University celebrated the first anniversary of the RAP with a morning tea event with over 60 attendees including Flinders University's first Indigenous graduate John Moriarty AM and his wife Ros Moriarty.
- The President and Vice-Chancellor announced an annual Reconciliation Award to recognise outstanding efforts for individuals and teams leading projects that promote reconciliation. Six awards were given to Flinders University staff.
- The Elders on Campus program was promoted across the University with Elders in SA and NT.
- The Elders network met monthly coordinated by an Elder Liaison Officer who provided dedicated administrative support to Elders on campus program.
- Two Elders Forums on Leadership were conducted with 175 in attendance in person and online. <https://blogs.flinders.edu.au/fit/2021/03/30/knowledge-of-the-land-speaking-for-country/>
- A broad consultation was conducted across all Flinders University locations in South Australia and Northern Territory to identify and confirm Traditional Owners groups which provided an update of Flinders University's Acknowledgement of Country statement.

- YourMob Learning training package embedded in the new staff induction suite was offered foundational cultural awareness to new employees. The program has a reporting mechanism that records numbers of completions.
- A comprehensive list of community cultural learning providers was promoted on the University's webpage as a resource for Colleges and Portfolios to offer cultural training for staff.
- Cultural Tours provided by Elders and Senior Kurna ambassadors provide cultural significance of university spaces.
- Promotion of Reconciliation Week via email, Facebook, website and internal blogs and Flinders In Touch (FIT) staff newsletter publication promoted cultural activities and the significance of the week.
- A Metadata project through University records conveyed greater cultural integrity, meaning and respect using appropriate terminology including Aboriginal language codes and AIATSIS Subject Headings. Removing terminology that is dated, disrespectful and/or retraumatising
- Flinders University's Museum of Arts & Library Exhibitions provided cultural exhibitions for the University community.
- A Library exhibition during Reconciliation Week 'Sharing History and Culture'.
- A Library First Nations Collection exhibition in the Central Library was curated with items from General and Specials Collections with cultural identifying signage.
- The Library displayed a NAIDOC Week exhibition in the Central Library.
- Newly purchased RAP titles were displayed, and a digital display was curated for the screens in the Library.
- Social media campaigns promoted Aboriginal and Torres Strait Islander culture across the University's social media pages and sites.
- National Reconciliation Week articles and activities (internal and external) promoted in localised College's eNews.
- A public BRAVE Lecture was presented by Dr Annabelle Wilson, which noted an Aboriginal Senior Research Fellow in Indigenous Health, on 'Courageous Questions: Transforming non-Indigenous leadership in Aboriginal and Torres Strait Islander health'.
- The College of Medicine and Public Health hosted a RAP Anniversary event in Darwin in June 2021.

2.3 Broader strategies that support student progression that does not rely on ISSP funding

- The University's Library purchased over 60 print and electronic resources by Indigenous authors.
- The Library investigated learning resources for Kurna language and has made specific efforts to purchase titles by First Nations authors and implemented a tracking system for ordering these.
- The Library purchased 34 titles by First Nations authors for Teaching and Resource Collection (TRC). This has updated TRC holdings and provided resources for Education students to use in their topics to take into the classroom while on placement.
- Flinders Learning Online (FLO) portal provided students with valuable study resources relation to Indigenous cultures.
- Yunggoendi's FLO site provides students with access to updated information and advice on University related matters including available resources, study skills resources, Abstudy, housing, cadetships, tutoring, and scholarships. The site is regularly updated with events, news and information relevant to study and engagement at Flinders.
- The FLO site also provides Yunggoendi Tutorial Program tutors with resources and support services relevant for students.

- Career Trackers and AFL Sports Ready offered paid internships, cadetships and employment for Aboriginal and Torres Strait Islander students studying at Flinders.

2.4 Embedded ISSP strategies, activities and programs that support students to complete units

- Tutors in the Yunggorendi Tutorial Program (YTP) were inducted by ISSO's and Deadly Study Skills Advisors and provided cultural awareness training prior to commencing in the program.
- Deadly Study Skills Advisors provide 1:1 or group sessions on academic writing, researching, referencing, time management skills and ideas.
- The Tjilbruke Student Lounge, kitchen with food pantry, computer suite and individual tutoring rooms provided a comfortable, culturally safe space for students to study and connect with other students.
- Modern technology including computers, interactive screens with online learning capabilities and Smart whiteboards were available for student use in the Tjilbruke student lounge.

2.5 New strategies, activities or programs that support students' complete units in 2021 (COVID-19)

- During 2021, Flinders University experienced COVID-19 lockdowns and reduced density of staff in workspaces. Student engagement on campus was low and for most of the year.
- During lockdowns, 24hour swipe card access to computer rooms, kitchen facilities and lounge areas were suspended. Students who needed to come on campus were directed to alternate common areas of the campus and alternative mainstream support areas if they required face to face assistance.
- Increased online communications between students and staff was made possible with all staff being provided with laptops, web technology, and VPN's, staff continued to provide a quality service to students.
- The University moved degree programs (where feasible) online using a mixed-mode delivery approach where on-campus or placement activity was required.
- Support for all students through the Flinders Learning Online services (FLO) was available.
- All student support services relocated to online with various emails to students from ISSOs and Deadly Study Skills Advisors to ensure that students had access to online learning.
- Weekly online drop-in sessions were scheduled for students to meet with ISSOs and Deadly Study Skills Advisors if required.
- ISSO's sent regular text communications and advocated for students who were vulnerable.
- Regional and Remote students who returned home were provided regular check-ins by ISSO's.
- Vulnerable students who use the University as a safe space were directed to other learning areas of the University such as the Flinders University Student Association (FUSA) Hub and the Library.
- Students were able to access counsellors designated for Aboriginal and Torres Strait Islander staff.

3. Completions (outcomes)

Completions by Indigenous Status

Domestic Enrolments by Indigenous Status and Medium Course Level

Course Completion Year	Indigenous	No Information	Non-Indigenous	Total	Indigenous Course Completions %
2021					
Enabling	5	15	81	101	4.95%
Higher Degree Coursework	14	612	1,527	2,153	0.65%
Higher Degree Research		2	169	171	
Postgraduate Other	14	3	1,053	1,070	1.31%
Undergraduate	27	51	3,545	3,623	0.75%
Total	60	683	6,375	7,118	0.84%
2020					
Enabling	13	37	588	638	2.04%
Higher Degree Coursework	5	223	1,237	1,465	0.34%
Higher Degree Research		1	170	171	
Postgraduate Other	6	4	831	841	0.71%
Undergraduate	27	20	2,493	2,540	1.06%
Total	51	285	5,319	5,655	0.90%

Completions: The rise or fall of Indigenous Completions

Completions by Indigenous Status and Broad Course Level

Course Completion Year	Indigenous	No Information	Non-Indigenous	Total	Indigenous Course Completions %
2021					
Enabling	5	15	81	101	2.04%
Postgraduate	28	617	2,749	3,394	1.06%
Undergraduate	27	51	3,545	3,623	0.44%
Total	60	683	6,375	7,118	0.90%
2020					
Enabling	13	37	588	638	4.95%
Postgraduate	11	228	2,238	2,477	0.82%
Undergraduate	27	20	2,493	2,540	0.75%
Total	51	285	5,319	5,655	0.84%

3.1 ISSP embedded strategies, activities and programs that improve award course completions

- Deadly Study Skills academic support staff provide study skills support including academic writing, research skills, referencing and time management.
- Individual learning plans are conducted for students who access the Deadly Study Skills service.
- Indigenous Student Support Officers provide advocacy for students with extensions on times to submit assignment.
- The Indigenous student Professional Development fund provides a payment of up to \$750 to students who access training or workshops outside of their course, ie payments towards conference registration.

3.2 New strategies that supported students' complete qualifications

- The development of the (draft) Flinders University's Indigenous Student Success Framework (ISSF) that promotes a university-wide approach to Indigenous student success.
- Indigenous student forum and satisfaction survey.

3.3 Broader strategies that support Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding

- The University's Innovate Reconciliation Action Plan consists of 82 deliverables that promotes curriculum change, reconciliation, cultural awareness, Indigenous employment, and student success.
- Aboriginal and Torres Strait Islander students were able to share their feedback and experiences relating to enrolment, teaching/learning, and assessment processes through an Indigenous student forum and student survey.
- The Work Integrated Learning placement program was reviewed to ensure appropriate relationships with industry professionals in our network to support education-workplace transitions.
- Broader partnership across the University were formed to address admission issues and increase accommodation scholarships for Indigenous students.
- A broader consultation with continuing Indigenous students was conducted to discuss how best to welcome new commencing students.
- A program to welcome commencing students was held in February 2021, and then follow-up dinner in April 2021 with Indigenous support staff.

4. Regional and remote students

In 2021, 118 Rural and Remote (RR) Indigenous students were enrolled at Flinders University. This consisted of 24 Inner Regional, 60 Outer Regional, 18 Remote, 1 Very Remote. Although there were no targets for RR students, RR contributed to 30% of the total 2021 Indigenous student cohort (n=387).

The overall Indigenous 2021 numbers were consistent with 2020 and was an increase from 2019 (n= 30). Specifically, there was an increase in continuing RR student numbers from 2020 to 2021 (n= 11), this could be attributed to the Flinders Living accommodation scholarships which was introduced in 2020 and provided full fee payment for on campus living. The scholarship was more broadly communicated with Indigenous students following the first residential cohort in 2020.

The decrease in Commencing students in 2021 from 2020 could have been attributed to COVID-19 with uncertainty and decisions to hold off on study. In 2022 the Commencing RR numbers have already increased from the 2021 which indicates that students may have confidence to recommence studies.

Table 4. Indigenous Regional and Remote student trends 2019 – 2021

Enrolments		2019	2020	2021
Commencing	Total	154	191	181
	Metro	94	115	118
	Rural/Remote	46	62	50
	Unknown	14	14	13
Continuing	Total	203	196	206
	Metro	128	127	125
	Rural/Remote	62	57	68
	Unknown	13	12	13
Total		357	387	387

Table 5. ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$55,120	20	101,250	27	17,000	17	173,370	64
B. 2021 Offers ¹¹	\$52,364	22	ICAS 187,500 FL Top-up 99,000 Total \$286,500	28 11 39	0	0	338,864	61
C. Percentage ¹² (C=B/A*100)	95%	110%	285%	144%	0	0	195%	95%
2021 Payments	\$49,608	18	ICAS 180,000 FL Top-up 67,584 Total \$247,584	27 11 38	\$0	0		56

In 2021 Indigenous Commonwealth scholarships were awarded to 56 students. This included 18 Education Costs Scholarships, 27 Accommodation Scholarships and 11 Flinders Living Top Up Scholarships. There were nil Reward Scholarships awarded in 2021.

4.1 Support provided through ISSP to regional and remote students and how these students were prioritised

- Indigenous Commonwealth education costs scholarships (ICECS) were prioritised for regional and remote (RR) students, however, in special circumstances they were also awarded to students from metropolitan locations.
- Indigenous Commonwealth Accommodation Scholarships (ICAS) prioritised for RR students and topped up by rollover funds to provide on campus living options for RR students (ICAS Top-Up).
- The Flinders NT Medical Program (NTMP) promotes a strong emphasis on training for health service delivery in the Northern Territory. Integral to this teaching of Remote Health in (very) remote settings, is a clear understanding of inter-professional collaboration.
- The Remote Health Experience is an inter-professional, experiential learning activity where all participants learn about remote issues in context. Over the course of the program, participants had the opportunity to learn, problem solve, and discuss remote issues across disciplines in an environment led by remote practitioners. The RHE involves Nursing, Medical, Pharmacy and Allied Health students from Flinders University and other universities throughout Australia. The weekend was designed by a collaborative team from Flinders University, Batchelor Institute, Indigenous Allied Health Australia (IAHA), Sunrise Aboriginal Health Service, Katherine Hospital and the Banatjarl Strongbala Wimun Grup. The Remote Health Experience models the inter-professional training and practice and the cross-cultural environment that people will encounter in their course placements and remote practice. It is designed to focus attention on the inter-professional relationships and decision making in remote Aboriginal communities.
- Seventy students attended the 2021 Remote Health Experience (RHE) held in Katherine, Northern Territory. The program originally had eighty-two participants registered, however numbers fell because of Covid-19 restrictions.
- An increase in Flinders Nursing students attending the RHE and an increase in overall Allied Health students.

4.2 Strategies implemented to improve access to university study and activities provided.

- Partnerships were established and strengthened with external accommodation services, such as Tika Tirrka and the Indigenous Youth Mobility Program.
- Access to loan laptops were provided to students.
- Access to mobile phone and internet credit was provided.
- Regular email and phone communication.
- Facebook communications.
- More broadly, the Flinders University Rural and Remote Health SA provided multidisciplinary health education and research in regional areas. The Rural and Remote Health Strategy has four priority areas of focus which are:
 - Aboriginal and Torres Strait Islander health
 - Education
 - Research
 - Partnerships

The Strategy aims to nurture new and existing Aboriginal and Torres Strait Islander academic and professional staff and support student successes through integrated and tailored support, entry pathways, culturally safe curricula and pedagogy, and the fostering of a culturally safe College environment. As well as ensuring curricula develops culturally safe graduates equipped to work with Aboriginal and Torres Strait Islander people. The strategy promotes models of community engagement and representation of community perspectives into Aboriginal and Torres Strait Islander matters.

<https://www.flinders.edu.au/content/dam/documents/colleges/cmph/flinders-rural-health/Rural-and-Remote-Strategy.pdf>

4.3 Differing needs of regional/remote students during the COVID-19 pandemic

- Accommodation support and scholarships were prioritised for RR students.
- Engagement with Elders to enable cultural and pastoral support.
- Online support and services were enhanced.
- Support Services and access to social activities through Flinders Living were enhanced.
- Indigenous students who returned home to RR locations required additional supports and check-ins by ISSOs to maintain engagement with studies.
- Students who were in isolation received additional supports from ISSOs through email, text and telephone check-ins. Food vouchers, internet and phone credit was also available for student to assist with the cost of living and study expenses.

Eligibility criteria

5. Indigenous Education Strategy

5.1 Implementation of Indigenous Education Strategy under section 13 of the ISSP Guidelines and progress towards targets and milestones outlined in the strategy

Flinders University's Indigenous Education strategy consists of several strategy documents, frameworks, and governance structures that promote, implement, and monitor Indigenous education, student success and staff participation and success. These strategies, frameworks and governance consists of the (draft) Indigenous Student Success Framework, the (draft) Indigenous Research Strategy, Tarrkarri-ana Committee, and the University's Innovate Reconciliation Action Plan 2020 – 2022.

The University's inaugural Innovate Reconciliation Action Plan, ratified in June 2020, has 16 core actions to progress the University's Indigenous engagement through reconciliation.

The RAP Actions 10 and 11 under the pillar, *Opportunities*, identify increasing Indigenous PhD students; Increase uptake of scholarships; and the target of increasing Aboriginal and Torres Strait Islander participation rate to 1.9% by 2025. These targets are written into the Indigenous Student Success Framework (ISSF) to be finalised in 2022. The ISSF will also include targets and, key performance indicators and timelines. The ISSF will align with the University's strategic plan to 2025.

The University commenced the development of an Indigenous Research Strategy (a deliverable in the University's RAP), led by DVC (Research) and PVC (Indigenous) for implementation in 2022 with targets to increase Indigenous Honours and Research Higher Degree students.

5.2 Indigenous knowledges in curricula, graduate attributes, and teaching practices.

The University's RAP Action 5: *To increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning*, deliverable is to deliver, commit to broadening the reach of Aboriginal and Torres Strait Islander cultural content as integral to their course of study. This is being monitored through the Universities Education Quality Committee and supports students increased cultural competency in Indigenous Knowledges and perspectives as part of their university studies.

The Indigenous health curriculum underwent significant review in 2020/2021 with an approach grounded in Indigenous Knowledges (knowing, being and doing), a focus on Indigenous Research Methods and a decolonising praxis. Students are now introduced to an Indigenist world view regarding Aboriginal and Torres Strait Islander health, and this is complemented with learning relating to clinical reasoning and approaches to working with Indigenous patients. New methods of assessment have been introduced including the use of Indigenous Patient Journey Mapping based on the work of the "Managing Two Worlds Together" report¹.

¹ https://www.lowitja.org.au/content/Document/Lowitja-Publishing/M2WT_Project_Report.pdf

A *Flinders MD Indigenous Health Curriculum Committee* has been established to review the curriculum with continual feedback from teaching staff and Elders on Campus incorporated into deliberations regarding content development.

The PVC (Indigenous) is an ex-officio member of the University's course approval and review committee: Education Quality Committee (EQC), and of the Academic Senate. The Education Quality Committee is responsible for; providing advice on the accreditation of coursework courses in a discipline new to the University; providing advice to the Deputy Vice-Chancellor (Students) on the accreditation, evaluation, suspension and withdrawal of all other coursework awards under delegation; providing advice to the Deputy Vice-Chancellor (Students) on the approval of changes to courses except where this has been delegated elsewhere; monitoring course quality processes and their outcomes; oversight and provision of advice on academic strategies, policies and practices which ensure successful outcomes for students; and maintaining oversight of academic integrity.

Indigenous Education and Student Support are standing Agenda items for EQC which meets up to 12 times annually. In addition to Indigenous focussed items of this broader committee, the six Colleges within the University have College Education Committees chaired by College Deans (Education). Indigenous Knowledges and Perspectives is a standing item of College education committee meetings to enable monitoring of the inclusion of Indigenous Knowledges and perspective which are reported within the EQC papers.

All courses, specialisations, majors, and minors are required *to identify and describe the extent to which Indigenous Knowledges and perspectives are embedded in the curriculum*. In addition, Course Learning Outcomes may include Indigenous-specific Learning Aims and Outcomes where appropriate, particularly aligned to professional accreditation requirements. All new courses and significant course changes and all course reaccreditation reports; and College implementation plans are reviewed by EQC, including a review of Indigenous education content.

5.3 Other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures) including how cultural competency is improving for of all students and staff.

- Cultural campus tours across the University, identifying key landmarks and sites.
- Cultural tours and University events held at Warriparinga – Living Kurna Cultural Centre site located in short distance from the Bedford Park Campus.
<https://www.marion.sa.gov.au/venues-and-facilities/living-kaurna-cultural-centre>
- Senior Kurna man Uncle Mickey O'Brien provided cultural sessions and Welcome to Country with cultural stories at multiple University events.
- Colleges arranged cultural awareness training for staff in their localised areas.
- Arranyinha founder Marsha Uppill provided 3 workshops to University staff – Unconscious Bias, Cultural Respect and Heart of Reconciliation.
- Weaving sessions were offered to staff during NAIDOC and Reconciliation week from Lakun Mara
- University staff can access cultural awareness training as part of the University's online learning suite which is also embedded in the new staff induction package.

The course provides key learning of:

- An appreciation of Aboriginal and Torres Strait Islander peoples' long held philosophies, connection to Country and ways of knowing, being and doing from time immemorial and in the contemporary.
- An understanding of cultural protocols and significance of Welcome to Country and Acknowledgement of Country.
- Knowledge of the diversity of Aboriginal and Torres Strait Islander communities.
- A foundational understanding of Australia's Indigenous history, settler colonialism, social and cultural policy and dispossession of Aboriginal and Torres Strait Islander people and communities.
- Knowledge of Aboriginal and Torres Strait Islander people's self-determination, resistance, and activism. <https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/resources-and-training>

6. Indigenous Workforce Strategy

6.1 Implementation of Flinders University's Indigenous Workforce Strategy under section 12 of the ISSP Guidelines?

Flinders University's Indigenous Workforce Strategy (IWS) 2017 – 2020 was refreshed in 2021 and aligns with the University's Innovate RAP 2020 – 2022, Universities Australia Indigenous Strategy 2017-2020, and national priorities and agreements. The document will be endorsed by the Senior Executive Team in April 2022. (NB: The document is not yet available online)

The IWS promotes Flinders University's commitment toward 3% Indigenous employment (Full Time Equivalent) by 2025 and will achieve this through 4 key pillars:

- Attraction and Recruitment
- Culture and Retention
- Development and Advancement
- Governance and Leadership

6.2 Progress towards targets and milestones outlined in the strategy.

Flinders University continues to show strong growth with its Indigenous employment as shown in the table below. The table identifies Continuing or Fixed Term staff, excluding Casuals. A university report at the end of December 2021 showed the total Indigenous staffing headcount was 68 (inc. casuals).

Colleges and Portfolios contributed to a collective target of 3% Indigenous employment by 2025 and work towards the strategies and deliverables in the broader Indigenous Workforce Strategy by developing localised plans with targets.

The employment trajectory to 2025 is outlined in the table below and designed to decrease the gap between Academic and Professional roles.

Table 6. Progress towards Indigenous Employment

Indigenous Employment (Full Time Equivalent)							
	Confirmed 2019	Confirmed 2020	Confirmed 2021	Target 2022	Target 2023	Target 2024	Target 2025
Total Indigenous FTE*	32.4	36.1	37.4	46.4	51.6	56.8	61.9
Academic FTE	22.8	22.3	21.0				31.0
Professional FTE	9.6	13.8	16.4				30.9
Total Uni FTE	1983.2	2064.3	1976.7	2064.3	2064.3	2064.3	2064.3
% Indigenous	1.6%	1.7%	1.9%	2.2%	2.5%	2.7%	3.0%

6.3 Progress towards targets and milestones outlined in the strategy

- In 2021, Indigenous staff made up 1.9% (n=37.4 FTE) of the staffing establishment.
- 21.0 Academic staff
- 16.4 Professional staff
- Flinders University is ranked 2nd of South Australian Universities for Indigenous employment²
- Flinders University is ranked 1st of South Australian Universities for Indigenous Academics
- On 31 March 2022, Indigenous employment was 2.09% (n=46FTE) consisting of 21 Professional and 25 Academic.

6.4 Progress towards increasing the number of Aboriginal and Torres Strait Islander Academics and supports for professional development and career advancement.

Flinders University developed strategies that:

- Supported Indigenous cultural agency and self-determination.
- Fostered peer to peer cultural relationships.
- Promoted conversion to long term secure employment.
- Preference Balanced roles to support Researcher profiles.
- Included Indigenous staff on Academic Promotions panels.
- Celebrated and recognised successes and achievements.
- Promoted professional staff development to Academic staff.
- Supported staff to attending relevant Indigenous conferences, national and international.
- Encouraged Colleges to develop Indigenous workforce actions plans with annual targets.
- Formed Indigenous Research Strategy working group to develop strategies that build Researcher workforce and capacity.
- Developed First Nations Collective Researchers Program to foster peer to peer mentoring and Academic career development, for implementation in 2022.

² <https://www.dese.gov.au/higher-education-statistics/resources/2021-staff-indigenous>

6.5 Senior Academic staff employed by the University

- In 2021 saw the academic promotion of Indigenous staff to a Level E (Professor) and two Level D (Associate Professor).
- 11 Senior Academic staff were employed at the University on 31 Dec 2021. Consisting of:
 - 5 x Level C
 - 4 x Level D
 - 1 x Level E
 - 1 x Pro Vice Chancellor

Table 6. 2021 Indigenous workforce data

The table below shows a summary of Indigenous staff employed across Flinders University in Academic and Non-Academic (Professional) roles by Permanent (Continuing) and Fixed Term/Casual status.

There were 12 Permanent (Continuing) staff, 55 Fixed Term/Casual staff.

Notably Indigenous staff in the Northern Territory have a preference towards casual employment for flexibility and to meet families and community commitments.

The draft Indigenous Workforce Strategy 2022 – 2025 highlights the need for long term, sustainable employment with a specific strategy to convert Fixed Term staff into Continuing roles where possible.

Level/position	Permanent		Fixed Term/Casual	
	Academic	Non-academic	Academic	Non-academic
HEO2		-		4
HEO3		-		4
HEO4		-		3
HEO5		2		3
HEO6		-		10
HEO7		-		3
HEO8		2		1
Casual	NA	NA	8	NA
Level A	-		2	
Level B	2		12	
Level C	5		2	
Level D	1		2	
Senior Manager	-		1	
Total	8	4	27	28
GRAND TOTAL			67	

Indigenous Governance Mechanism

7.1 Indigenous Governance Mechanism. Section 12 of the ISSP Guidelines?

The Indigenous Governance Mechanism Tarrkarri-ana Committee provides advice to the Pro Vice-Chancellor (Indigenous) in relation to policies and programs that facilitate Indigenous student success and is a compliance mechanism of Indigenous Student Success Program (ISSP) funding. The committee holds no authority over ISSP funding or programs; however, it is made up of key stakeholders of student service areas. The Portfolio Lead Financial Analyst monitors the ISSP budget with the Manager, Office of Indigenous Strategy and Engagement, both hold membership on the committee.

Tarrkarri-ana is a Kurna word meaning ‘towards the future’ and encapsulates the role of the group to support and build of culture of excellence for Indigenous students with Flinders University.

Terms of Reference

The role of the Flinders University Tarrkarri-ana Committee is to provide advice to the University in relation to policies and programs that ensure Indigenous student success.

1. The Tarrkarri-ana Committee is responsible for reporting on:
 - the implementation and monitoring of the Indigenous Student Success Program (ISSP) funding
 - the University’s ISSP outcomes
 - advice on the implementation of the University’s Reconciliation Action Plan (RAP)
 - advice on the implementation of the Flinders University Indigenous Workforce Strategy.
2. The Tarrkarri-ana Committee will provide advice on:
 - Indigenous Student Engagement
 - Indigenous Governance
 - Indigenous Knowledges and Perspectives
 - Indigenous Employment and Indigenous Workforce Strategy IWS
 - Indigenous Research
 - Community Engagement and Partnerships
 - International Connections
3. In undertaking its role, the Tarrkarri-ana Committee will:
 - Consider the prescribed rules of the ISSP funding
 - Provide advice, review, and make recommendations on the use of ISSP grants.
 - Offer a broader perspective on Indigenous education and program direction
 - Consider the strategic directions of Flinders University and Higher Education nationally.

Membership:

Pro Vice-Chancellor Indigenous (Chair)
 Business Manager, Office of Indigenous Strategy and Engagement (Executive Officer)
 Coordinator, Yunggoendi Student Engagement
 Director, POCHÉ (or nominee)
 Indigenous student representative (FUSA/FISA)
 Indigenous Academic representatives (NT/SA)
 Manager, Student Finance and Scholarships
 Director, Student Recruitment (or nominee)
 Principal Flinders Living, Corporate Services, Flinders Living
 Director, Health Counselling & Disability Services
 Manager, Equal Opportunity & Diversity, People and Culture
 DVC S, Portfolio Finance Officer

7.2 Tarrkarri-ana Committee meeting schedule

In 2021, the Tarrkarri-ana Committee met three times as per the table below which outlines the meeting dates, agenda items and committee's members.

Meeting Date	Agenda Items	Membership	Indigenous
9/2/21 Meeting 01/21	PVI Report	<ul style="list-style-type: none"> Pro Vice Chancellor Indigenous (Chair) 	Y
	<ul style="list-style-type: none"> National Policies UA Survey Indigenous Student Success Framework 	<ul style="list-style-type: none"> Director, Poche SA + NT Manager, Office of Indigenous Strategy and Engagement 	Y Y
	Indigenous Student Success Program (ISSP) <ul style="list-style-type: none"> 2020 ISSP Report and Financial Acquittal Due end April. YSE Rollover Projects <ul style="list-style-type: none"> Recruitment and Community Engagement Activities Indigenous Accommodation Scholarships Alumni Event Wellbeing Filming Series HEPPP/IRLSAF <ul style="list-style-type: none"> Counsellor Indigenous Outreach and Pathways Officer OISE Rollover Projects <ul style="list-style-type: none"> Outdoor Cultural Space Project Officer Cultural Advisor 	<ul style="list-style-type: none"> Coordinator, Yunggoendi Student Engagement Manager, Health Counselling and Disability Services Principal, Flinders Living Manager, Student Recruitment Manager, Student Finance Portfolio Lead Financial Analyst Manager, EEO Senior Lecturer, Indigenous Studies Senior Elder in Residence FUSA, First Nations Student Officer 	Y N N N N N Y Y Y
	Yunggoendi Student Engagement		
	<ul style="list-style-type: none"> Indigenous student support matters Indigenous Admissions Program Scholarships 		
	Reports		
	<ul style="list-style-type: none"> Student Recruitment Student Finance (scholarships) Accommodation – Held over Finance 		

	<ul style="list-style-type: none"> ➤ Health Counselling and Disability Services ➤ Flinders NT & Poche Centre for Indigenous Health ➤ EEO ➤ Academic matters – held over ➤ FUSA <p>For Noting</p> <ul style="list-style-type: none"> ➤ RAP Forum 1 March 2021 ➤ Elder Forum 22 March 2021 		
29/7/21 Meeting 02/21	<p>PVI Report</p> <ul style="list-style-type: none"> ➤ RAP Report ➤ Indigenous Student Success Framework ➤ Indigenous Research Strategy ➤ <p>Indigenous Student Success Program (ISSP)</p> <ul style="list-style-type: none"> ➤ ISSP Report and additional information ➤ <p>Yunggorendi Student Engagement</p> <ul style="list-style-type: none"> ➤ Indigenous Student data <ul style="list-style-type: none"> - Participation (1.9% target) - Retention - Completion ➤ Indigenous student support matters ➤ Indigenous Student Forum ➤ Scholarships <p>Reports</p> <ul style="list-style-type: none"> ➤ Student Recruitment ➤ Student Finance (scholarships) ➤ Accommodation ➤ Finance ➤ Health Counselling and Disability Services ➤ Flinders NT & Poche SA + NT ➤ EEO ➤ Academic matters ➤ FUSA 		
8/11/21 Meeting 03/21	<p>Yunggorendi Student Engagement</p> <ul style="list-style-type: none"> ➤ Indigenous Student data ➤ Indigenous student support matters ➤ 2022 Scholarships <p>Reports</p> <ul style="list-style-type: none"> ➤ Student Recruitment ➤ Student Finance (scholarships) ➤ Accommodation ➤ Finance ➤ Health Counselling and Disability Services ➤ Flinders NT & Poche SA + NT ➤ EEO ➤ Academic matters ➤ FUSA 		

7.3 Aboriginal and Torres Strait Islander people in decision making roles

Committee Name	Indigenous staff member
Academic Senate	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur
Indigenous Workforce Strategy Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur Dr Chris Wilson, Senior Lecturer Humanities Arts & Social Sciences Dr Maree Meredith, Deputy Director POCHE SA+NT Ms Kelly Maxwell, Business Manager OISE
Education Quality Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur
RAP Steering Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur Dr Maree Meredith, Deputy Director POCHE SA+NT Kelly Maxwell, Business Manager OISE Uncle Richard Fejo, POCHE SA+NT Anna Schkabaryn, RAP Project Officer
Respect Now Always Advisory Group	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur
Equal Opportunity and Diversity Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur
College Executive, College of Medicine and Public Health	<ul style="list-style-type: none"> Dr Maree Meredith, Deputy Director POCHE SA+NT
Rural and remote Health Strategy, College of Medicine and Public Health	<ul style="list-style-type: none"> Dr Maree Meredith, Deputy Director POCHE SA+NT
College of Medicine and Public Health, Deans Advisory Group	<ul style="list-style-type: none"> Dr Maree Meredith, Deputy Director POCHE SA+NT
Indigenous Research Strategy	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur Dr Ali Gumillya Baker, Lecturer Humanities Arts & Social Sciences Dr Maree Meredith, Deputy Director POCHE SA+NT Dr Tamara McKean, College of Medicine & Public Health Dr Natalie Harkin, College of Humanities Arts & Social Sciences Kelly Maxwell, Manager OISE
University Higher Degrees by Research Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur
Research Quality Committee	<ul style="list-style-type: none"> Associate Professor Simone Ulalka Tur <i>ex officio</i>

7.4 Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Chair of the Tarrkarri-ana Committee, as the ISSP Indigenous Governance Mechanism, has reviewed this Performance Report and Financial Acquittal and has endorsed the information as an accurate indication of 2021 activities.



Associate Professor Simone Ulalka Tur - Pro Vice Chancellor Indigenous
Chair, Tarrkarri-ana Committee
(Indigenous Governance Mechanism)

8. Indigenous Student Success Stories

8.1 Yunggorendi Inparrila (Meeting Place)

Yunggorendi Inparrila was completed in November 2021 and was made possible through a University Capital Infrastructure Bid worth \$280k provided by the University and with \$300k gifted through a bequest from the late Shirley Matthews, to enhance Indigenous education at Flinders University.

The space was developed in consultation with Indigenous students and staff and provides a sense of belonging and cultural space for teaching and learning, reflection, culture, and ceremony.



8.2 Student Success Story - Nursing & Health Sciences student.

“As a second-year Ngarrindjeri nursing student from Flinders University in Renmark SA, I was proud and appreciated the opportunity from Aboriginal Health to attend the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) Conference. The CATSINaM “Back to the Fire” conference was held on Tuesday 27th April 2021, on Kurna Nation at the Crown Plaza in Adelaide.

While at the Conference I met some inspirational academic leaders including Professor Roianne West, Kalkadoon and Djunke People and CATSINaM Black Lives Matter Dr Lynore Geia, Patja and Wadda Mooli Nation. They are both committed to developing effective research for Aboriginal and Torres Strait Islander Health and ensuring education surrounding Cultural Safety.

I am so grateful to have been a part of the CATSINAM conference as it provides an opportunity for Aboriginal and Torres Strait Islander nurses, midwives, and students to come together to network and share experiences. Attending this conference has been an invaluable learning experience around cultural safety and Aboriginal and Torres Strait Islander health, history, and culture. Thank you CATSINaM!!!”

Opening Smoking Ceremony

Jack Kanya Kudnuitya Buckskin, Kurna and Narungga Traditional Owner and Carolyn Roberts pictured.



Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

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

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

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

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

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

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

¹⁰ Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.