



**DEAKIN UNIVERSITY
ABORIGINAL and TORRES STRAIT ISLANDER
HIGHER EDUCATION
Agenda 2016–2020**

Deakin University acknowledges the Wadawurrung and Wurundjeri peoples of the Kulin nation and the Gunditjmara people, who are the traditional custodians of the lands and waters on which Deakin University is located. We pay our respects to their Elders past and present and thank them for their care of the land.

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Message from the Vice-Chancellor

I pay my respects to the Wadawurrung, Wurundjeri and Gunditjmara Elders and Peoples who are the traditional custodians of the lands on which Deakin’s campuses and centres are located.

Deakin University recognises the special place Aboriginal and Torres Strait Islanders have as the Original Peoples of Australia. We are committed to improving the tertiary education outcomes of Aboriginal and Torres Strait Islander Peoples, and to building stronger relationships between Aboriginal and Torres Strait Islander Peoples and non-Aboriginal Australians. We recognise that all learning is enhanced through multiple ways of knowing and different cultural perspectives.

Deakin University is also committed to the process of reconciliation between Aboriginal and Torres Strait Islander Peoples and non-Aboriginal Australians, particularly via engagement with education through teaching and research. We recognise that as places of learning, universities are powerful agents for social change and have a key role to play in promoting social justice and human rights for Aboriginal and Torres Strait Islander Peoples.

Our vision is for a University in which all Deakin students and staff have respect for and an understanding of Aboriginal and Torres Strait Islander knowledges, cultures and values. We are committed to creating opportunities for all students and staff to gain an understanding of the contemporary, historical and traditional knowledges, cultures and values of Aboriginal and Torres Strait Islander Australians.

The *Deakin University Aboriginal and Torres Strait Islander Higher Education Agenda 2016–2020* builds on the long and successful history of education and research partnerships with and for Aboriginal and Torres Strait Islander Peoples at Deakin University. It has been developed in close consultation with, and endorsed by, the Director and senior colleagues from the Institute of Koorie Education, together with senior leaders from all areas of the University. This Agenda is supported by the University Academic Board and Council and will inform our developing Reconciliation Plan, the Deakin University strategic plan *LIVE the Future: Agenda 2020*, our Aboriginal and Torres Strait Islander Employment Strategy and our work with Universities Australia to implement the *Indigenous Cultural Competency Framework*. This Agenda also responds to *Australian Government Higher Education Standards 2.2.2* and *6.2.1.g*.

This *Deakin University Aboriginal and Torres Strait Islander Higher Education Agenda 2016–2020* acknowledges the many excellent initiatives, practices and outcomes that past and present colleagues in the Institute of Koorie Education and others across Deakin have developed and achieved in Deakin’s 41-year history.

I am delighted to present this Agenda. It is a framework for cultural change, developed to align with Deakin’s *LIVE the Future Agenda* and profiles our initiatives to embrace improved outcomes for Deakin’s Aboriginal and Torres Strait Islander students, staff and communities and to meet existing and, as yet, unknown challenges. In meeting the challenges of this agenda, we seek to achieve improvement and sustainability across the depth and breadth of our teaching, research and engagement, including:

- recognition and reconciliation for the advancement of all members of Deakin’s communities, including staff and students;
- engagement with the Aboriginal and Torres Strait Islander communities whom Deakin serves;
- educational achievement; and
- research which informs and is informed by Aboriginal and Torres Strait Islander knowledges and cultures.

Jane den Hollander
Vice-Chancellor

Achieving the Vision for Aboriginal and Torres Strait Islander Higher Education 2016-2020

The Deakin Offer

Deakin University offers our students a personalised experience, with premium digital engagement creating the power and opportunities to live in a connected and evolving world. Deakin will be Australia’s premier university in driving the digital frontier to enable globally connected education for the jobs of the future, and research that makes a difference to the communities we serve.

Context for this Agenda

This Agenda is framed within the spirit of the United Nations Declaration on the Rights of Indigenous Peoples:

Indigenous people have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions (UN, 2007).

Deakin acknowledges Country: <http://www.deakin.edu.au/about-deakin/welcome-to-country>

This Agenda responds to the Deakin University Act (2009) which states the objects of the University include:

Item 5 (f) to use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching, learning, research and advancement of knowledge activities and thereby contribute to— (i) realising Aboriginal and Torres Strait Islander aspirations; and (ii) the safeguarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage.

Deakin’s Key Performance Indicators

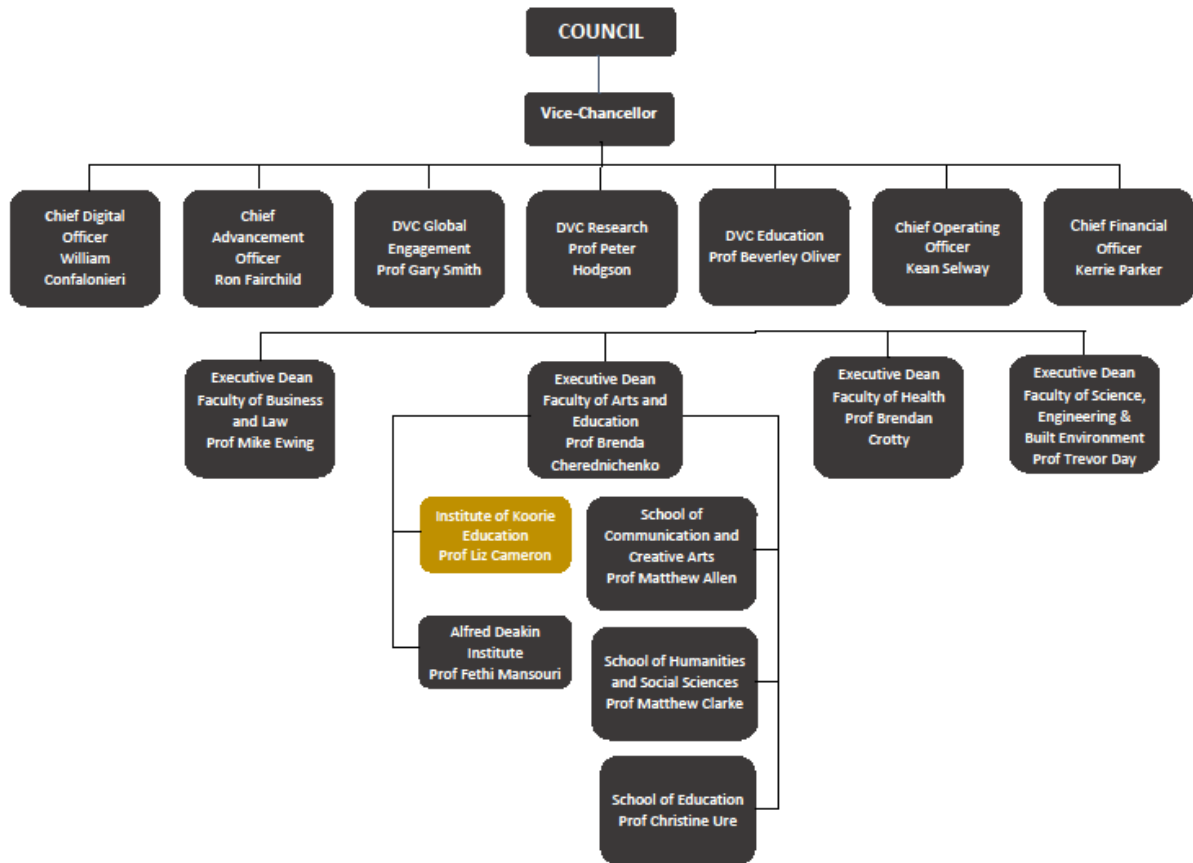
1. Aboriginal and Torres Strait Islander staff and student numbers represent whole of Australian population by 2020 (2016 Australia 3% and Victoria 3%). The current Enterprise Agreement sets specific targets for employment which are supported by this Agenda and the Deakin University Aboriginal and Torres Strait Islander Recruitment Outcomes Committee.

Table 1: Base rate and target for Aboriginal and Torres Strait islander students and staff

	Base rate 2016		T1 2017		Target 2020
	numbers	% Deakin	numbers	% Deakin	Numbers
Students	606	1.2%	606	1.2%	800
Staff	82	0.8%	82	0.8%	100

2. Aboriginal and Torres Strait Islander communities recognise Deakin as a culturally safe and competent environment for teaching, learning and research. Deakin is University of Choice for Aboriginal and Torres Strait Islander students nationally and this is indicated by growth in enrolments to 1000 by 2020, retention and success to 70% by 2020 and growth in staff numbers to 100 by 2020.
3. Cultural Competency Professional Learning is completed by all Senior Managers and is part of the Deakin Induction for all new staff by 2020.

Organisational Responsibility



Deakin’s Goals for Aboriginal and Torres Strait Islander Higher Education

The goals for Aboriginal and Torres Strait Islander higher education at Deakin are inferred in the *Deakin University LIVE the Future: Agenda 2020* and respond to guiding principles of the *Universities Australia Indigenous Cultural Competency Framework*.

Deakin LIVE Agenda Goal 1: LEARNING

Offer a brilliant education where you are and where you want to go

- L1. Provide premium cloud and located learning
- L2. Deliver global and connected education
- L3. Welcome, support, retain committed, capable learners
- L4. Empower learners for the jobs and skills of the future

Universities Australia Indigenous Cultural Competency Framework Guiding Principle:

All graduates of Australian universities should be culturally competent

1. Enable safe and productive learning environments for Indigenous students
2. Embed Indigenous knowledges and perspectives in all university curricula to provide students with the knowledge, skills and understandings which form the foundations of Indigenous cultural competency.
3. Include Indigenous cultural competency as a formal Graduate Attribute or Quality.
4. Incorporate Indigenous Australian knowledges and perspectives into programs according to a culturally competent pedagogical framework.
5. Educate teaching staff in Indigenous pedagogy for teaching Indigenous Studies and students effectively, including developing appropriate content and learning resources, teaching strategies and assessment methods.
6. Create reporting mechanisms and standards which provide quality assurance and accountability of Indigenous Studies curricula.

Strategies

Objective	Description	Outcomes	Responsibility
<i>LIVE L2, L3 and L4</i> <i>All graduates of Australian universities should be culturally competent</i>	<ul style="list-style-type: none"> • Achieve a safe and inclusive University with explicit respect for Aboriginal and Torres Strait Islander Peoples 	2017: explicit in Graduate Outcomes Agreed and in approval process for GLOs	All staff PVC T&L
1.1 Enable safe and productive learning environments for Indigenous students at Deakin	<ul style="list-style-type: none"> • Provide culturally appropriate learning environments for all Aboriginal and Torres Strait Islander undergraduate, postgraduate and HDR students for improved success at all campuses 	Enrolments 2016: EFTSL: 376 Students: 606 2017 T1 EFTSL: 376 Students: 659 2020: EFTSL: 500	Executive Deans (ED) Deputy Vice-Chancellor – Education (DVCE)

		Students: 800	Completion rate 2016: 40%/ 2020: 75%
1.2	Embed Indigenous knowledges and perspectives in all university curricula to provide students with the knowledge, skills and understandings which form the foundations of Indigenous cultural competences	<ul style="list-style-type: none"> In collaboration with IKE and local community Elders, build on strengths in areas such as accounting, commerce, arts, education, health and medicine, higher degrees by research and research practices and ethics and others as developed. All courses include Aboriginal and Torres Strait Islander references and perspectives as part of the core units and appropriate electives All degrees which have explicit Australian professional accreditation address Aboriginal and Torres Strait Islander contexts and perspectives. 	2017: <ul style="list-style-type: none"> Acknowledgement of Country in all courses and Deakin activities Aboriginal and Torres Strait Islander knowledges and perspectives evident in University curricula where relevant Course review and updates completed by 2020 EDs, DVCE
1.3	Include Indigenous cultural competency as a formal Graduate Attribute or Quality	<ul style="list-style-type: none"> Create explicit Aboriginal and Torres Strait Islander inclusive curriculum to grow enrolments and completion rates and make this curriculum explicit in the Deakin Graduate Outcomes New Aboriginal and Torres Strait Islander Studies unit and Research Methods unit available to all students from 2017 onwards 	<ul style="list-style-type: none"> Make explicit from 2017 Graduate outcomes updated and in approval Approved 2016 DVCE, EDs Director IKE, ED (A&E)
1.4	Incorporate Indigenous Australian knowledges and perspectives into programs according to a culturally competent pedagogical framework	<ul style="list-style-type: none"> Identify and scope exemplars of practice and build on these across programs, including professional staff teams – such as Academic Skills Advisors 	<ul style="list-style-type: none"> 2016 and ongoing New unit available to all students from T1 2017 onwards DVCE, EDs T1 2017 40 enrolments
1.5	Educate teaching staff in Indigenous pedagogy for	<ul style="list-style-type: none"> Establish a team to lead this work across the Faculties in 	<ul style="list-style-type: none"> Staff Cultural Competency DVCE, EDs, Director IKE

<p>teaching Indigenous Studies and students effectively, including developing appropriate content and learning resources, teaching strategies and assessment methods</p>	<p>partnership with the Institute of Koorie Education so that Deakin Cultural Competency is Deakin run and managed</p> <ul style="list-style-type: none"> • Include cultural competency education in the standard training program for all student peer to peer programs (mentors, hosts, library rovers, IT help, PASS, tutors etc) • Develop a focussed approach to Employability for all Aboriginal and Torres Strait Islander students • Investigate building WIL placements in Aboriginal and Torres Strait Islander settings for students across Faculties • Provide learning advice for all Aboriginal and Torres Strait Islander students that is cultural appropriate and available on all campuses • The University will report twice yearly against this Agenda, as well as against the Reconciliation Action Plan and the Aboriginal and Torres Strait Islander Employment Strategy, once approved 	<p>completed by 40% of staff 2017, 100% by 2020</p> <p>A number of programs already organised</p> <ul style="list-style-type: none"> • 2018 • 2017 including the Aboriginal and Torres Strait Islander Employment Strategy 	<p>PVCGE</p>
<p>1.6 Create reporting mechanisms and standards which provide quality assurance and accountability of Indigenous Studies curricula</p>	<ul style="list-style-type: none"> • As above 		

Deakin LIVE Agenda GOAL 2: IDEAS

Make a difference through world-class innovation and research

- L1. Grow research capacity, depth and breadth
- L2. Develop targeted commercial research partnerships
- L3. Develop a strategic international research footprint

Universities Australia Indigenous Cultural Competency Framework Guiding Principle:

University research should be conducted in a culturally competent manner that empowers Indigenous participants and encourages collaboration with Indigenous communities

1. Create an adequately funded Indigenous Research Strategy to build Indigenous research capacity.
2. Appoint an Indigenous senior executive or Professorial level position to lead and coordinate Indigenous research in areas of institutional strength.
3. Identify Indigenous issues as key research themes within the University.
4. Create mechanisms, guidelines and protocols to ensure that Indigenous research and research with Indigenous participants is culturally safe and methodologically sound.

Strategies

Objective	Description	Outcomes	Responsibility
<i>LIVE I1, I2 and I3</i> All graduates of Australian universities should be culturally competent	<ul style="list-style-type: none"> • Deakin research will be ethically and appropriately respectful of Aboriginal and Torres Strait Islander Peoples, cultures and knowledges 		
2.1 Create an adequately funded Indigenous Research Strategy to build Indigenous research capacity	<ul style="list-style-type: none"> • Improve HDR candidates numbers, retention, experience, learning advice and success for Aboriginal and Torres Strait Islander students 2017+ • Establish Wearuruk Indigenous Research Centre 2018 	<ul style="list-style-type: none"> • 2016 HDR: 23 • 2020 HDR: 50 • 2016 HDR completions: 3 • 2020 HDR completions total 20 	Director IKE, DVCR, EDs
2.2 Appoint an Indigenous senior executive or Professorial level position to lead and coordinate Indigenous research in areas of institutional strength	<ul style="list-style-type: none"> • In progress – Chair position identified to be filled for 2017 	<ul style="list-style-type: none"> • On track 	DVCR, Director IKE
2.3 Identify Indigenous issues as key research themes within the University	<ul style="list-style-type: none"> • All research at Deakin adds benefit to Aboriginal and Torres Strait Islander communities • Audit research projects to identify those with active projects with, for and on Aboriginal and Torres Strait Islander Peoples and communities 	<ul style="list-style-type: none"> • Tool to review and understand this impact developed 2017 • 2017+ 	DVCR, Director IKE

	<ul style="list-style-type: none"> • Develop a network of active researchers 	<ul style="list-style-type: none"> • 2017 	
2.4	<p>Create mechanisms, guidelines and protocols to ensure that Indigenous research and research with Indigenous participants is culturally safe and methodologically sound</p> <ul style="list-style-type: none"> • An Aboriginal and Torres Strait Islander reference group empowered to inform decisions on cultural safety and methodological validity • Ask the following question of <i>every</i> research project regardless of the field, 'Is there an Aboriginal and Torres Strait Islander story within this research?' • Audit all unit content for Aboriginal and Torres Strait Islander appropriate knowledge • New Aboriginal and Torres Strait Islander Research Methods unit available to all students. 	<ul style="list-style-type: none"> • Established in 2017 • Commence 2017 • Commence 2017 • Approved T2 2016+and offered from 2018 to all students 	<p>DVCR, EDs, Director IKE</p> <p>DVCR, Director, ED A&E</p> <p>DVCGE</p>

Deakin LIVE Agenda Goal 3: VALUE

Strengthen our communities, enable our partners and enhance our enterprise

- V1. Create innovative environments both located and in the cloud
- V2. Build employee capacity, capability and productivity
- V3. Progress a sustainable and competitive enterprise

Australian Higher Education Standard

- 2.2.2 Specific Consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander Peoples.
- 6.2.1.g Educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures.

Universities Australia Indigenous Cultural Competency Framework Guiding Principle:

Universities should operate in partnership with local Indigenous communities and should help disseminate culturally competent practices to the wider community

1. Create a Reconciliation Statement and/or a Reconciliation Action Plan which reflects the University's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations.
2. Establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities.
3. Create formal structures, such as an Indigenous Advisory Committee, to obtain the views of local Indigenous communities on an on-going and regular basis.
4. Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions.
5. Create campus environments which are culturally welcoming and inclusive of Indigenous cultures, such as prominent displays of Indigenous art and language and the establishment of on-campus community events.
6. Display an 'Acknowledgement of Country' in a prominent location on major university documents and marketing materials and university websites.
7. Create a centralised University website for information and Indigenous activities undertaken by the University that is easily accessible, well presented and regularly updated.

Strategies

Objective	Description and Tasks	Outcomes	Responsibility
LIVE V1, V2 and V3 <i>Universities should operate in partnership with local Indigenous communities and should help disseminate culturally competent practices to the wider community</i>	<ul style="list-style-type: none"> • University Policies and Practices reflect acknowledgement, respect and cultural safety for Aboriginal and Torres Strait Islander Peoples 		
3.1 Create a Reconciliation Statement and/or a Reconciliation Action Plan (RAP) which reflects the University's	<ul style="list-style-type: none"> • Commitment to RAP signed 2015 – RAP to be developed across 2017 as a whole of 	<ul style="list-style-type: none"> • RAP signed 2017 • Progress on the RAP will be reported through the 	VC, Executive and Director IKE, Elders, ED (A&E)

<p>Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations</p>	<p>Deakin initiative and signed 2017</p> <ul style="list-style-type: none"> • An inclusive process will be used to develop the RAP, including consultation with and involvement of community, staff and students • The process will be designed to develop knowledge, understanding and deepening respect • The RAP will include and embed evaluation so that the focus of the RAP continues long beyond its development and launch 	<p>University <i>Live Agenda</i> and the Aboriginal and Torres Strait Islander Employment Strategy, with visibility beyond the creation of a document to include a digital presence of progress and activities</p>	
<p>3.2 Establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities.</p>	<ul style="list-style-type: none"> • Many in place through Institute and Institute engagement – these need to be owned, understood and applied across the University 2016 • New Institute External Committee arrangements to be developed in 2016 for full implementation 2016 as a national engagement group • Audit University Policies and Guidelines to reflect respect and cultural capability 2017 	<ul style="list-style-type: none"> • In place for 2017 • Institute Advisory Board established 2016 	<p>Director IKE, VC and COO (Chief Operating Officer), ED (A&E), DVCE and Governance</p>
<p>3.3 Create formal structures, such as an Indigenous Advisory Committee, to obtain the views of local Indigenous communities on an on-going and regular basis.</p>	<ul style="list-style-type: none"> • Currently in place with renewal in development for full implementation across 2016 at all campuses and learning centres, including cloud 	<ul style="list-style-type: none"> • On track with annual review and establishment in 2016 	<p>ED (A&E), DVCE Governance, Director IKE</p>
<p>3.4 Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions</p>	<ul style="list-style-type: none"> • Informal practices are evolving • To be formally developed in 2016 and 2017 	<ul style="list-style-type: none"> • In place in 2017 	<p>COO and Governance</p>
<p>3.5 Create campus environments which are culturally welcoming and inclusive of Indigenous cultures, such as prominent</p>	<ul style="list-style-type: none"> • Develop a strong physical visibility of Deakin’s commitment to Aboriginal and Torres Strait Islander Higher 		<p>COO, Facilities, Deakin Marketing, Director IKE,</p>

<p>displays of Indigenous art and language and the establishment of on-campus community events</p>	<p>Education through:</p> <ul style="list-style-type: none"> i) public signage, including cloud and web ii) access to materials such as Acknowledgement of Country on web, cloud sites iii) Aboriginal and Torres Strait Islander knowledge and culture spaces on each campus as culturally safe places for Aboriginal and Torres Strait Islander staff and students by 2018 and for all Deakin community members as appropriate 	<p>DVCE, Governance and EDs</p>	
<p>3.6 Display an 'Acknowledgement of Country' in a prominent location on major university documents and marketing materials and university websites</p>	<ul style="list-style-type: none"> • As above – include Aboriginal and Torres Strait Islander flags displayed appropriately • Easily accessible on line resources to support Acknowledgements 	<ul style="list-style-type: none"> • Web information is being updated for completion 2017 	<p>ED (A&E), Governance</p>
<p>3.7 Create a centralised university website for information and Indigenous activities undertaken by the University that is easily accessible, well presented and regularly updated</p>	<ul style="list-style-type: none"> • To be developed with Marketing and the Web Team to reflect our respect, commitment and welcoming approach to Aboriginal and Torres Strait Islander Peoples 	<ul style="list-style-type: none"> • 2017 	<p>CDO, DVCGE, Deakin Marketing ED (A&E)</p>

Deakin LIVE Agenda Goal 4: EXPERIENCE

Delight our students, our staff, our alumni and our friends

- E1. Deliver support services to enable success and enrich learning, living and social experience for students
- E2. Deliver services, resources and facilities to enable an engaged, inclusive, productive and satisfied University community
- E3. Strengthen connections with, and add value to governments, industry, alumni and the communities that Deakin serves

Universities Australia Indigenous Cultural Competency Framework Guiding Principles:

Indigenous people should be actively involved in university governance and management

1. Embed the Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities.
2. Make Indigenous appointments at Senior Executive, Director and Managerial levels to lead Indigenous education.
3. Provide for Indigenous representation on university governing bodies, including Council, Academic Senate, Faculty Board(s) and Committees.
4. Create a framework for regular and robust reporting of Indigenous staff and student outcomes.
5. Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions.
6. Include Indigenous student and staff outcomes in the Key Performance Indicators of University organisational units and senior staff.
7. Create Strategies and Plans to address and enable the University's Indigenous Education Strategy, and Mission Statements and Corporate documents which are inclusive of Indigenous Australian peoples and cultures.

Indigenous staffing should be increased at all appointment levels and, for academic staff, should cover a wider variety of academic fields (Universities Australia Indigenous Cultural Competency Framework).

This theme also tied to the National Indigenous Higher Education Workforce Strategy (NIHEWS), 2011 to which all universities are signatories. The NIHEWS contained specific activities and policies for universities to employ to increase the number of Aboriginal and Torres Strait Islander staff.

8. Develop an Indigenous Employment Strategy which contains Key Performance Indicators and strategies to recruit and appoint Indigenous staff across all academic faculties and general divisions of the University to achieve population parity, both in number and level of classification.
9. Appoint an Indigenous Employment Coordinator to lead and coordinate Indigenous employment.
10. Identify programs that target recruitment of Indigenous staff across all levels and classifications.
11. Establish programs for the career development of Indigenous staff.
12. Develop processes to encourage promising Indigenous students and staff into research training.
13. Develop induction processes which include Indigenous cultural competency training for all

- new staff.
14. Provide professional development opportunities for university staff in advanced Indigenous cultural competency.
 15. Educate senior management to support and work effectively with Indigenous staff and trainees.
 16. Create Indigenous staff awards which celebrate and reward the achievements

Strategies

Objective	Description	Outcomes	Responsibility
LIVE E1, E2 and E3 <i>Indigenous people should be actively involved in university governance and management</i> <i>Indigenous staffing should be increased at all appointment levels and, for academic staff, should cover a wider variety of academic fields. (Universities Australia Indigenous Cultural)</i>	<ul style="list-style-type: none"> • Representation on Academic Board and its Committees, Ethics Committee, the National Aboriginal and Torres Strait Islander Higher Education Committee, Academic and Faculty Boards, DUSA and the Aboriginal and Torres Strait Islander Employment Strategy 	<ul style="list-style-type: none"> • Most of these appointments exist with more in process 	VC Executive members
4.1 Embed the Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities	<ul style="list-style-type: none"> • Identify and build on current initiatives in all areas of work • Identify and develop further initiatives for implementation across 2017+ • Build on the knowledge and expertise of Aboriginal and Torres Strait Islander staff and non-Aboriginal staff • Develop cultural education for all Deakin staff 	<ul style="list-style-type: none"> • All Deakin staff complete cultural education by 2020 • Senior Management Group to complete by end of 2017 	ED (A&E), HR with IKE colleagues
4.2 Make Indigenous appointments at Senior Executive, Director and Managerial levels to lead Indigenous education	<ul style="list-style-type: none"> • In progress, Director Institute of Koorie Education is senior appointment • Project Mentor appointed to this initiative during 2016 • New HR appointment in 2016 • 3 new senior appointments by 2018 	<ul style="list-style-type: none"> • Appointed July 2016 • Aboriginal and Torres Strait Islander Employment Consultant July 2016 	HR Director, ED (A&E), Director IKE

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<p>4.3 Provide for Indigenous representation on university governing bodies, including Council, Academic Senate, Faculty Board(s) and Committees</p>	<ul style="list-style-type: none"> • In place with further development as new roles and appointments are identified • DUSA in partnership • Teaching and Learning Committee 	<p>VC Executive</p>
<p>4.4 Establish protocols and procedures for seeking Indigenous representation on university governing bodies, Boards and Committees</p>	<ul style="list-style-type: none"> • HR is working on this with University senior managers – work to be completed 2016–2017 and HR is managing data and reporting 	<p>University Governance, ED (A&E)</p>
<p>4.5 Create a framework for regular and robust reporting of Indigenous staff and student outcomes.</p>	<ul style="list-style-type: none"> • This plan underpins the model to be in place from 2017. Report on Student, Staff and Reputational data annually and identify strengths and areas for attention 	<p>HR Director, Strategic Intelligence Planning Unit (SIPU), ED (A&E)</p>
<p>4.6 Include Indigenous student and staff outcomes in the Key Performance Indicators of University organisational units and senior staff</p>	<ul style="list-style-type: none"> • Retention and success data to be reported and monitored and actions to improve developed and monitored. Data also reported elsewhere 	<p>HR Director, SIPU and portfolio leaders, ED (A&E)</p>
<p>4.7 Create Strategies and Plans to address and enable the University's Indigenous Education Strategy, and Mission Statements and Corporate documents which are inclusive of Indigenous Australian peoples and cultures</p>	<ul style="list-style-type: none"> • This work exists in some areas but is not well publicised. Scan and review current practices for improvement and making public • All Deakin staff and students will have a full understanding of respect and are respectful as a result • Celebrate key events such as NAIDOC, Reconciliation Week and Sorry Day, with widespread university leadership 	<ul style="list-style-type: none"> • Networks of Teaching, Research and Professional Services activities to be established August 2016 • Actioned 2017 <p>DVCE and Governance team</p>
<p><i>Indigenous staffing should be increased at all appointment levels and, for academic staff, should cover a wider variety of academic fields</i></p>	<ul style="list-style-type: none"> • HR Division has developed an employment plan and formally support and monitor employment appointments, opportunities and advancement 	
<p>4.8 Develop an Indigenous Employment Strategy which</p>	<ul style="list-style-type: none"> • In development and implementation 2016 	<ul style="list-style-type: none"> • A&E now includes a <p>HR Director, VC Executive</p>

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<p>contains Key Performance Indicators and strategies to recruit and appoint Indigenous staff across all academic faculties and general divisions of the University to achieve population parity, both in number and level of classification</p>	<ul style="list-style-type: none"> • Publicise and improve outcomes 2016 • Build on the Institute’s ‘Grow Our Own’ approach and look to employ well qualified Deakin graduates where possible and appropriate • All Deakin positions require demonstration of Aboriginal and Torres Strait Islander needs, education and communities 2018 • Acknowledge individual achievement through promotion and other advancement and collective acknowledgements 	<p>standard PD criterion re cultural understanding</p> <ul style="list-style-type: none"> • Other Faculties and areas keen to do so too. 	
<p>4.9 Appoint an Indigenous Employment Coordinator to lead and coordinate Indigenous employment</p>	<ul style="list-style-type: none"> • Appointed 2016 and embedded in HR into the future • Develop a Network for Aboriginal and Torres Strait Islander Staff. 	<ul style="list-style-type: none"> • 2016 • Late 2016 - 2017 	<p>HR Director, Director IKE</p>
<p>4.10 Identify programs that target recruitment of Indigenous staff across all levels and classifications</p>	<ul style="list-style-type: none"> • SMG to lead a discussion on this initiative in 2016–2017 • Register of EoIs of Aboriginal and Torres Strait Islander Peoples interested in working at Deakin 		<p>COO, HR Director</p>
<p>4.11 Establish programs for the career development of Indigenous staff</p>	<ul style="list-style-type: none"> • Work is being developed in the Institute but a plan for 2017+ is needed for all Aboriginal and Torres Strait Islander staff at Deakin 		<p>HR Director and Senior Managers</p>
<p>4.12 Develop processes to encourage promising Indigenous students and staff into research training</p>	<ul style="list-style-type: none"> • Work with Institute Research team to identify and develop – Institute has a great program developed over the past few years • Double HDR completions and enrolments by 2020 • Provide scholarships which are for Aboriginal and Torres Strait Islander candidates ongoing 	<ul style="list-style-type: none"> • 2016 	<p>DVCR, Director IKE</p>

	<ul style="list-style-type: none"> Establish VC HDR award for best Aboriginal and Torres Strait Islander graduate annually from 2017 		
4.13 Develop induction processes which include Indigenous cultural competency training for all new staff.	<ul style="list-style-type: none"> Brief induction is in place New online Cultural Competency Introduction training linked to induction and for all staff – professional and academic Cultural Competency rolled out across Deakin as at 1.1 	<ul style="list-style-type: none"> New unit available T1 2017 	ED (A&E), with HR Director, DSL Director
4.14 Provide professional development opportunities for university staff in advanced Indigenous cultural competency.	<ul style="list-style-type: none"> To be developed in 2018 and beyond, with priority for investigators and supervisors of Aboriginal and Torres Strait Islander research, Student Services and other first point of engagement colleagues 		DVCR, DVCE
4.15 Educate senior management to support and work effectively with Indigenous staff and trainees	<ul style="list-style-type: none"> Plan to be developed across 2016 for 2017 in preparation for employment opportunities – perhaps a requirement of for new areas of employment from 2016 This is required as priority 1 for this plan Review all policies for Cultural Competency 		All SMG
4.16 Create Indigenous staff awards which celebrate and reward the achievements	<ul style="list-style-type: none"> To be developed in 2016 for end of 2016 and 2017 and beyond Work with senior staff to identify PPR outcomes 		Chair VC Prizes, ED (A&E)

Reporting on progress

[Briefly describe how the Portfolio reports on progress in the context of the LIVE strategic plan, the LIP and external benchmarks. This section should not duplicate the LIP but provide a brief summary of successes and challenges.] TO BE COMPLETED TWICE YEARLY

Future directions for Aboriginal and Torres Strait Islander Higher Education at Deakin

What are the key issues to be faced post 2020.

[Outline challenges] TO BE COMPLETED ONCE YEARLY