

Indigenous Student Success Program

2019 Performance Report

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1. Enrolments (Access)

Indigenous EFTSL

Indigenous Equivalent Full-Time Student Loads ('EFTSL') at Deakin University has shown a consistent decrease from 2014 to 2018. This decrease has resulted from ongoing access and progression strategies to ensure that Indigenous students commence in higher education, and are supported in making empowering study load decisions according to individual circumstances.

Indigenous EFTSL – Regional and Remote

The proportion of Indigenous Equivalent Full-Time Student Loads ('EFTSL') from remote and regional areas of Australia has shown an increase from 2015 to 2018 by 12 which signifies consistent growth in attracting students from remote and regional areas. There was an increase from 2017 to 2018 by 2.

Programs and Strategies to Improve Access

Deakin University provides a range of programs and strategies to improve access to higher education for Aboriginal and Torres Strait Islander students. In 2019, these programs and strategies include the following:

Institute of Koorie Education: The Institute of Koorie Education ('the Institute') is the dedicated Indigenous higher education and support unit at Deakin University, operating in its 33rd year. The Institute offers undergraduate, and postgraduate studies across a range of disciplines including Indigenous Knowledges, Indigenous research, arts, education, health, and law. The Institute also delivers honours and higher degrees by research across a number of study areas and provides access to higher education in an inclusive and culturally safe environment. Teaching and learning activities are funded by the University. Indigenous access support activities are partly funded by the University and partly funded by the Commonwealth Government. A significant achievement and highlight in 2019 was winning the Dreamtime Award and being recognised nationally as the Education Institute of the Year.

Institute Application Portal: The Institute has an application portal for Aboriginal and Torres Strait Islander students interested in enrolling in a course through the Institute of Koorie Education. The portal is accessible from the Institute public website, and provides an opportunity for Indigenous applicants to connect with Aboriginal support staff as the first point of contact. Funded by the University.

Institute Entry Assessment: Institute entry assessment allows Indigenous students an alternative pathway into higher education, in the absence of prior educational attainment. Funded by the University.

Indigenous Direct Admissions Program (IDAP): The first Indigenous testing and assessment program was held over two weeks from 7th to 18th October 2019. The aim of the program was to assess the eligibility of students to enrol in studies at the Institute of Koorie Education. The program is designed to provide access to University for Aboriginal and Torres Strait Islander people through the alternative entry pathway. The IDAP program attracted school leavers to mature age candidates looking for a career in health, arts, education, laws in undergraduate and postgraduate courses at the Institute of Koorie Education. Overall there were 24 students who completed the program in 2019. Funded by ABSTUDY – AFB and the University.

Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020: University-wide strategies to improve Indigenous participation at Deakin University. See information under section six.

Institute Community-Based Delivery model: The Institute delivers courses through the mixed mode Community-Based Delivery (CBD) model. The CBD model provides Aboriginal and Torres Strait Islander people from across Australia access to higher education whilst maintaining their family and community obligations. This model of delivery has increased access to university for Indigenous students from regional and remote areas. CBD is funded through the University and is supported by the Commonwealth Government Away From Base project funding (AFB), which provides Indigenous students with the opportunity to engage in periods of on-campus study.

Kitjarra Residence: Dedicated Indigenous student residence to support Indigenous students engaged in the on-campus intensive study at the Institute of Koorie Education. Funded by the University, partly funded by AFB.

Indigenous Entry Pathway (Medicine, Optometry and Medical Imaging) are now established across all major courses within the School of Medicine. Funded by the University.

Deakin School of Medicine Indigenous Relocation Costs Bursary: Accommodation bursary provided to medicine students to cover the cost of six months on campus accommodation. Funded by the University. In addition, a preparation for Medicine program was launched in 2019 to assist students transitioning to medical school at Deakin.

Institute Orientation: The Institute offers orientation to commencing Institute students to ensure cultural well-being, university systems orientation, and development of university study skills. Funded by the University, partly funded by ISSP.

Treaty Forum: The Institute hosted an education forum about the Treaty process and self-determination “Treaty-Righting the Wrongs”. Students, staff and community were invited to the event, which was held at the Institute on 1 May 2019. Jill Gallagher, Commissioner - Victorian Treaty Advancement Commission, Corrina Eccles - Cultural Education Coordinator, Wadawurrung Aboriginal Corporation, Christine Couzens MP (Geelong) and Vice Chancellor, Professor Jane den Hollander were speakers at this event. Funded by the University.

Elder in Residence: The Elder in Residence provides cultural support and guidance to students and prospective students within the Institute. Fully funded by ISSP.

Graduate Diploma of Indigenous Research: Pathway into higher degrees by research for Aboriginal and Torres Strait Islander students. Funded by the University.

Outreach Activities

- **Indigenous Community Engagement:** Local and national engagement with Aboriginal and Torres Strait Islander Communities to promote higher education aspirations and opportunities. Funded by the University.
- **Higher Education Participation and Partnerships Program (HEPPP):** This program provides supplementary funding to Deakin to assist with tailored initiatives for Aboriginal and Torres Strait Islander students. Partly funded by the University and funded by the Commonwealth Government.

- The Smith Family Tertiary Scholarship scheme (TSS) provides students with financial support for tertiary education expenses and connections with a Life Tertiary Coordinator providing targeted educational support and advice, helping the students stay engaged and develop skills to manage university and adult life. The program also provides students with support transitioning into workforce after studying. Three Aboriginal students were involved in the program in 2019.
- The Indigenous Inclusion Project – funded by HEPPP involved recruiting a dedicated ‘Indigenous Inclusion Coordinator’ to lead and undertake the following projects:
 - Data collection, analysis and reporting on opportunities and challenges related to the full inclusion, participation, success, retention, outreach and access for Indigenous students at Deakin University.
 - Creation of programs for implementation in 2020 that will support Indigenous students to feel included, supported and culturally secure at university, as well as contribute towards an uplift in success and retention rates.
 - Undertake relationship and partnership with local community groups, internal and external to Deakin to create a network of Australasian contacts that will inform best practice initiatives at Deakin.
 - Improve the cultural awareness programs among Deakin students and staff to encourage uptake and improve the cultural responsiveness of the organisation and learning environment.
- **Australian Indigenous Mentoring Experience (AIME):** AIME match Indigenous high school students with a University mentor to deepen educational aspirations and access. In 2019 HEPPP continued to support the AIME operating across all three campus sites i.e. Burwood, Geelong and Warrnambool. AIME statistics for 2019:
 - An average of 89% of mentees were ‘engaged’ by AIME metrics, meaning they attended at least half of the available activities.
 - Some very promising growth occurred at the Burwood campus, with 48% growth in mentee numbers from 2018. This was offset by a small decline at Geelong, resulting in stable participation numbers overall.

Burwood statistics:

- 10 schools participated
- 96 Mentees, 86 engaged resulting in 90% engagement rate between mentee and mentor. There were 58 Mentors engaged and 681 hours volunteered.

Geelong statistics:

- 15 schools participated
- 123 Mentees, 107 engaged resulting in 87% engagement rate between mentee and mentor. There were 18 Mentors engaged and 257 hours volunteered.

Warrnambool statistics:

- 3 schools participated
- 40 Mentees, 23 engaged resulting in 58% engagement rate between mentee and mentor. There were 10 Mentors engaged and 82 hours volunteered.

- Supported by HEPPP, AIME trialled a one-off engagement with The Man Cave, an organisation that supports healthy masculinity and positive mental health for young men. Working with AIME participants from two schools, the workshop was extremely positively received by the boys, with 100% rating the workshop as good or excellent, and 100% stating that the workshop left them better equipped to talk about their emotions with others. Further engagement with The Man Cave will be considered during 2020.

Scholarships (164 scholarships awarded to Indigenous students in 2019)

Deakin-funded scholarships (32):

- Deakin Student Support Scholarship \$1,000: one-off payment of \$1,000 awarded to **six students**.
- Deakin Student Support Scholarship \$2,500: \$2,500 per year for fulltime course duration (part-time pro-rata), awarded to **eleven students**.
- Deakin Student Support Scholarship \$5,000: \$5,000 per year for fulltime course duration (part-time pro-rata), awarded to **five students**.
- Deakin Student Support Scholarship \$7,500: \$7,500 per year for fulltime course duration (part-time pro-rata), awarded to **two students**.
- Deakin Student Support Scholarship \$10,000: \$10,000 per year for fulltime course duration (part-time pro-rata), awarded to **two students**.
- Deakin Scholarship for Excellence (Commencing honours): \$5,000 per year for fulltime course duration (part-time pro-rata), awarded to **two students**.
- Deakin Scholarship for Excellence (Juris Doctor): \$10,000 per year for fulltime course duration (part-time pro-rata), awarded to **one student**.
- Dr (Aunty) Mary Atkinson Scholarship (Commencing undergraduate): 100% tuition fees paid for the normal course duration, awarded to **two students**.
- MBA Access for Women Scholarship (Commencing MBA): 50% tuition fees paid for the normal course duration, awarded to **one student**.

Donor-funded scholarships (8):

- Bendigo Bank Community Scholarship: \$4,000 per year for three years, awarded to **one student**.
- Jewish Holocaust Centre Wilson Family Scholarship: one-off payment of \$3,000, awarded to **one student**.
- First Nations Bryan Watts Scholarship: one off payment of \$3,000 awarded to **one student**.
- MBA Access for Women Scholarship supported by Fisher Leadership (Commencing MBA): 50% tuition fees paid for the normal course duration, awarded to **one student**.
- Yarn Strong Sista Indigenous Scholarship: one off payment of \$3,000 awarded to **one student**.
- First Nations Tertiary Mary McKillop Scholarship: one off payment of \$5,000 awarded to **three students**.

Higher Education Partnership Participation Program (HEPPP)-funded and other Government funded- scholarships (17):

- HEPPP Retention and Support Scholarship: \$2,500 one-off payment awarded to **eleven students**.
- Work Integrated Learning (Wil) Financial Support Scheme: * Wil Placements support between \$1,500 and \$4,500, awarded to **three students**.
- Rural Clinical Placement Support Scheme: support between \$50 and \$3,000 depending on circumstances and placement, awarded to **three students**.

Indigenous Student Success Program funded (107):

- I-Aspire Indigenous Higher Education Scholarship (ISSP): \$2,000 per trimester for one year, awarded to **thirty students**.(30)
- I-Engage Indigenous Digital Access Scholarship (ISSP): One-Off technology voucher valued at \$1,000, awarded to **forty four students**. (44)
- I-Succeed Indigenous Academic Performance Scholarship (ISSP): \$2,000 per trimester for one year, awarded to **thirty three students**.(33)

Table 1 Scholarships - breakdown of 2019 payments^{1 2 3}

| | Education Costs | | Accommodation | | Reward | | Total ^{4 5} | |
|----------------------------|------------------|------------|---------------|-----|--------|-----|----------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁶ | | | | | | | | |
| Undergraduate ⁷ | \$149,000 | 94 | | | | | \$149,000 | 94 |
| Post-graduate ⁸ | \$21,000 | 13 | | | | | \$21,000 | 13 |
| Other | \$9,545 | 7 | | | | | \$9,545 | 7 |
| Total | \$179,545 | 114 | | | | | \$179,545 | 114 |

2. Progression (access and outcomes)

Success Rate

The success rate of units passed and/or attempted has shown a rise and fall from 2014 to 2018. We saw an increase in 2015 and then a slight decrease in 2016. This data has since increased in 2017; showing an increase in performance of units passed and/or attempted. Whilst there has been fluctuations in the success rate, Deakin has implemented a number of strategies outlined below to consistently improve this rate into the future.

Programs and Strategies to Improve Success and Retention

- **Institute of Koorie Education:** As the dedicated Indigenous higher education and support unit at Deakin University, the Institute offers a range of strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander Students. The Institute is committed to creating an academic, cultural and social place of integrity that places Aboriginal and Torres Strait Islander values, protocols, cultural perspectives and Knowledge Systems at the forefront. Student progress is closely monitored through the Institute's Student Progress Committee and Academic Progress and Discipline Committee.
- **Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020:** Deakin-wide strategies to improve Indigenous participation at Deakin University. See information under section six.
- **Institute Community-Based Delivery model:** The Institute delivers courses through the CBD model, which provides Aboriginal and Torres Strait Islander people from across Australia access to higher education whilst maintaining their family and community obligations. This model of delivery enables the Institute to deliver University qualifications in a culturally inclusive way. The approach integrates teaching and student support strategies with an Aboriginal and Torres Strait Islander focus. Institute courses are relevant, engaging and respond to identified Indigenous community and professional community needs. The CBD is funded through the University and is supported by the Commonwealth Government Away From Base project funding (AFB), which provides Indigenous students with the opportunity to engage in periods of on-campus study.
- **Kitjarra Residence:** The dedicated Indigenous student residence provides support to Indigenous students engaged in the on-campus study at the Institute of Koorie Education. This space ensures a culturally safe environment for Indigenous students to residence in during on-campus study intensives. Funded by the University, partly funded by AFB.
- **Elder in Residence:** The Elder in Residence provides cultural support and guidance to students and staff within the Institute and Deakin University. Funded by the University, partly funded by ISSP.
- **Institute Student Services Division:** The dedicated Student Services Division within the Institute of Koorie Education provides enrolment, academic engagement, scholarship, examination, and graduation support to all Aboriginal and Torres Strait Islander students at Deakin University. Funded by the University, partly funded by ISSP.
- **High Quality Educational Practice:** Continuous reflectiveness and renewal of teaching and cultural practice. Funded by the University. In 2019 this was nationally recognised by being awarded the Dreamtime Award for Education Institute of the Year.

- **Institute Learning Success Plans:** Individualised Learning Success Plans co-created by Institute students and academic staff to improve success and retention. Funded by the University
- **Training in Digital Technology and Cloud Learning:** Online and in-person workshops and support provided to students and staff in use of digital technology and Cloud Learning. Funded by the University.
- **Medical Dean Indigenous Placement Bursary:** Placement costs bursary provided to 4th year medical students to participate in interstate / overseas elective placements. Funded by the University.
- **Medical Student support:**
 - Darwin Clinical Placements with an emphasis places on Indigenous Health (half day per week spent with Mission Australia).
 - Interprofessional Learning Placements (IPL) in Darwin. 2019 saw 14 medical students attend. In 2020, this will expand to include allied Health students in Optometry and Medical Imaging.
 - Budja Budja Mobile Health Van implemented in 2019 and includes clinical placement opportunities for medical students, nursing and allied health commencing in 2020.
- **Indigenous Conference Leave Support:** Financial support provided to Indigenous medical students to attend the annual Australian Indigenous Doctors Association (AIDA), Leaders in Indigenous Medical Education (LIME), support covers the cost of travel, accommodation, and meals. Funded by the University.
- **Mentor Access Program:** provided to medical students identified at risk of failing. Funded by the University.
- **Culturally Safe Environment:** Welcome to Country ceremony practised at orientation for all Institute students to ensure cultural foundation to the educational experience. Aboriginal Cultural Education workshops and seminars available to all Deakin staff, and required for all staff working within the Institute and Senior Management/Executive. These activities contribute the maintenance of a Culturally Safe Environment within the University. Funded by the University, partly funded by ISSP.
- **Designated Indigenous Specific Spaces:** The Institute of Koorie Education provides a designated Indigenous space at the Waurn Ponds campus for Institute of Koorie Education students and Aboriginal and Torres Strait Islander students enrolled Deakin wide. Deakin also provides an Indigenous staff and student identified space at the Burwood campus to promote a culturally inclusive co-working area. This has been funded by the University. In addition, there is a culturally safe space for health students at Eastern Health, with work(s) in place to establish further safe places at each clinical site at Ballarat, Warrnambool and Geelong Clinical School.
- **Indigenous University Games:** Hosted by the University of Western Australia in 2019. The Indigenous games provided an opportunity for the University to celebrate Indigenous achievement in higher education and sport. Funded by the University. There were 16 students that participated in the 2019 University Games in basketball. There were 2 staff representatives from DUSA and 2 from the Institute of Koorie Education. The artwork for the playing tops was developed by a Deakin student. This was Deakin funded.
- **Indigenous Tutorial Network:** Provides tutorial support to Aboriginal and Torres Strait Islander students enrolled at the Institute and Deakin wide. In-house tutorial service provided to Institute students whilst on-campus, and students are matched with appropriate tutors when home in community. The Student Learning Coordinator, a full time employee, manages the recruitment and provision of student tutors whilst the students are at home. Funded by ISSP.
- **Medicine Mentor Program:** Mentor program developed to assist Indigenous medical students identified as requiring additional academic support. Funded by the University.
- **Student Learning Advisors:** We have two full time employees as Student Learning Advisors providing tutoring at the Institute to students on study intensives. The Learning Advisors provide academic support with structuring essays and assignments. These positions are funded by ISSP.
- **Scholarships:** Deakin offers a range of scholarships to support Aboriginal and Torres Strait Islander students in order to support progression and retention; ultimately providing support to succeed and complete their qualifications.
- **Indigenous Knowledge Units:** The Institute delivers Indigenous Knowledge units which are available to all Deakin University undergraduate students. This delivery contributes to the cultural competence of Deakin students, and provides a culturally safe learning experience for Aboriginal and Torres Strait Islander students.

- **Indigenous Inclusion Coordinator:** This role was newly created in 2019. Situated in the central Diversity and Inclusion team, this full-time role was developed to promote inclusive practices across the university; perform data analysis to report on the challenges and opportunities related to the full inclusion, participation, success, retention, outreach and access for Indigenous students at Deakin University.
- **Inclusion and Wellbeing Student Survey:** Deakin's Diversity and Inclusion team surveyed a representative sample of the student population in the first iteration of the biennial survey. This will allow us to obtain insights into the challenges and opportunities for improving the health and wellbeing of Deakin students, particularly the experiences of students from designated equity groups.

Table 2a Tutorial assistance provided in 2019

| Level of study | Number of students assisted | Total hours of assistance ⁹ | Expenditure ¹⁰ (\$) |
|----------------|-----------------------------|--|--------------------------------|
| Enabling | | | |
| Undergraduate | 132 | 4,493 | \$260,735.90 |
| Post graduate | 37 | 1,499 | \$111,743.96 |
| Other | | | |
| Total | 169 | 5,992 | \$338,618.06 |

Table 2b Indigenous Support Activities provided in 2019¹¹

| Activity ^{12 13} | Number of student participants | Expenditure (\$) |
|---|--------------------------------|------------------|
| Scholarships – Preserved | 7 | \$9,545 |
| Scholarships - New | 107 | \$170,000 |
| Elder in Residence – at the Institute of Koorie Education | NA | \$28,834 |
| Indigenous Tutorial Network | 169 | \$338,618 |
| Student Learning Advisors (Academic Support) | NA | \$172,902 |
| Cultural Competency Activities | | \$5,479 |
| Student Printing | | \$5,500 |

3. Completions (outcomes)

Completions

There has been a decrease in the number of students completing their qualifications; provided in the data supplied from 2014 to 2017. The data provided in 2018 shows a substantial increase from 2017 by 26, which is an excellent result.

Programs and Strategies to Improve Completions:

- **Institute of Koorie Education:** The Institute of Koorie Education supports Indigenous students enrolled in Community-Based Delivery programs within the Institute, and Indigenous students enrolled Deakin wide. Deakin University and the Institute offers a range of programs and strategies to improve award course completions of Aboriginal and Torres Strait Islander students.
- **Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020:** Deakin wide strategies to improve Indigenous completion at Deakin University. See information under section six.
- **Institute Student Services Division:** The dedicated Student Services Division within the Institute of Koorie Education provides enrolment, academic engagement, scholarship, examination, and graduation support to all Aboriginal and Torres Strait Islander students at Deakin University. Funded by the University, partly funded by ISSP.
- **Indigenous Tutorial Network:** Provides tutorial support to Aboriginal and Torres Strait Islander students enrolled at the Institute and Deakin wide. In-house tutorial service provided to Institute students whilst on- campus, and students are matched with appropriate tutors when home in community. Indigenous students and graduates are recruited as tutors in this program. Funded by ISSP.
- **Indigenous Staff:** The employment of Aboriginal and Torres Strait Islander staff ensures cultural and relational support for Indigenous students. The University has identified a number of positions for applicants who identify as Aboriginal and Torres Strait Islander people, in line with section 12 of the *Victoria Equal Opportunity Act* (2010). This is supported by *Deakin's Aboriginal and Torres Strait Islander Employment Strategy*.
- **Grow Your Own Program:** Engagement of Indigenous graduates from Deakin University into academic and professional positions at the University. This program provides career progression support. Funded by the University.
- **Partnerships and Engagement:** Partnerships and engagement with industry and government organisations provides placement and work integrated learning opportunities for Indigenous students and graduates. Deakin encourages students to engage in the CareerTrackers program, which provides students with internship and employment opportunities during their course to increase the employment-readiness of graduates.
- **Partnership Coordinator:** The Institute of Koorie Education employed a Partnership Coordinator in December 2019 to create partnerships and relationships with Indigenous community groups and organisations to engage and connect Deakin University to inspire community projects and also increase higher education participation in community.
- **Postgraduate Courses:** Enrolment from Deakin Indigenous alumni into postgraduate studies (both coursework degrees and higher degrees by research) at the Institute of Koorie Education and Deakin wide, provides academic attainment and career progression opportunities for Aboriginal and Torres Strait Islander students. In 2018, there were 28 students enrolled in a postgraduate course. In 2019 there were 30 students which shows a slight increase. Conversely, there was a slight decrease in number of HDR students from 2018 (29) to 2019 (24).
- **Institute Community Graduation Ceremony:** The annual graduation ceremony provides invaluable networking opportunities for Indigenous graduates with other Indigenous graduates, senior Indigenous and non-Indigenous Deakin staff, and Indigenous community leaders. The ceremony celebrates the achievement of individual graduates, and reinforces the value that Aboriginal and Torres Strait Islander graduates provide to Indigenous communities and the wider Australian community.

- **HR Consultant (Indigenous Staffing):** The HR Consultant (Indigenous Staffing) position is filled by an appropriately qualified Indigenous person. The position aims to increase Indigenous employment throughout the University, and provide networking opportunities to Indigenous staff. One focus of this role is the engagement of Indigenous students and alumni in employment at the University.
- **Indigenous Inclusion Coordinator:** This position was created in 2019 to lead projects to support all Aboriginal and Torres Strait Islander students at Deakin to assist in access, outreach programs, success and progression of students. This has included providing connections between graduate employment division 'DeakinTALENT' and Indigenous students, prospective employers and industry partners. Additionally, this position has sought to improve the cultural safety of university services, including health and wellbeing services (counselling, Disability Resource Centre etc), and cultural awareness more broadly among Deakin academic and professional staff, through promotion of anti-racism initiatives and highly visible advocacy for the Victorian Treaty process.
- **Graduate Employment:** Deakin graduates continue to be eligible for career coaching and job-seeking support (even after leaving the university) through the DeakinTALENT division, which has been rated as the top university careers service in Australia. Employment outcomes for Deakin's Indigenous graduates continue to be strong in comparison to their non-Indigenous peers, with greater rates of full-time employment, and a higher median full-time salary upon graduation.

4. Regional and remote students

Indigenous EFTSL – Regional and Remote

The proportion of Indigenous Equivalent Full-Time Student Loads ('EFTSL') from remote and regional areas of Australia has shown an increase from 2015 to 2018 by 12 which signifies consistent growth in attracting students from remote and regional areas. There was a consistent increase from 2016 to 2018 by 2 consecutively each year.

Strategies to improve access to university study:

Community Based Delivery:

Students residing in regional and remote areas of Australia have the opportunity to travel to the Institute of Koorie Education in Geelong and participate in face to face Intensives as part of their core studies. During their intensive, students can engage in face to face tutoring as well as Student Learning Advisors to supplement the academic support. This support adjuncts the Cloud based academic support also provided whilst they are at home and studying online. CBD programs enable the students that might not have access to reliable internet to receive sufficient support whilst they attend on campus activities.

AIME: 2019 was the second year of a pilot project funded by the National Priorities Pool to roll out the AIME mentoring model in regional Victoria, using Deakin's Warrnambool campus as a home base and engaging students in high schools throughout South Western Victoria. AIME facilitates experiences that are designed to increase attendance and success through the final years of high school. The Warrnambool pilot program has been engaging regional Indigenous young people and providing them with exposure to the Deakin regional campus lifestyle and possibilities. This will continue in 2020.

Deakin Cloud Campus: In 2019, 29% of Deakin's Indigenous students chose to study via the Cloud Campus, with 82 students from regional locations and 9 from remote locations. As a leader in distance education and online learning, Deakin's students are supported through dedicated, extended-hours online support services, as well as digital communities of their academic peers. CloudFirst learning design ensures that online study at Deakin is

Activities to support students during their studies

Indigenous Tutorial Network:

- There were 89 students from regional and remote areas that received tutoring support in 2019.
- 1271 engagements in total.

Scholarships: There were 100 regional and remote students who were offered scholarship funding in 2019, equating to \$154,545.

Academic Support

CBD students are able to book in to see the Student Learning Advisor at the Institute of Koorie Education during their Intensive course. Cloud Campus students and CBD students can also access Deakin's Student Study Support which provides [academic study support](#) 24/7.

Table 4 Scholarship data for remote and regional students^{14 15}

| | Education Costs | | Accommodation | | Reward | | Total ¹⁶ | |
|--|-----------------|-----|---------------|-----|--------|-----|---------------------|-----|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2018 Payments | \$169,000 | 98 | | | | | \$169,000 | 98 |
| B. 2019 Offers ¹⁷ | \$154,545 | 100 | | | | | \$154,545 | 100 |
| C. Percentage ¹⁸ (C=B/A*100) | 91% | | | | | | NA | NA |
| 2019 Payments | \$148,181 | 95 | | | | | \$148,181 | 95 |

5. Working with Vulnerable People Requirement¹⁹

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

6. Eligibility requirements

a. Indigenous Education Strategy

The [Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020](#) ('Higher Education Agenda') is Deakin University's Indigenous Education Strategy. The Higher Education Agenda responds to the objects of the University to involve Aboriginal and Torres Strait Islander people in teaching, learning, research and advancement of knowledge, in order to contribute to Indigenous educational aspirations and safeguarding of Indigenous cultural heritage: [s 5\(f\) Deakin University Act \(2009\)](#). The Universities Australia Indigenous Cultural Competency Framework and the United Nations Declaration on the Rights of Indigenous Peoples provides guidance and context for the Higher Education Agenda. The strategies outlined in the Higher Education Agenda are framed within Deakin University's strategic plan, [LIVE the Future: Agenda 2020](#).

In meeting the requirements of section 13 of the ISSP guidelines the Higher Education Agenda addresses the following:

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.

Progress

The number of Indigenous staff at Deakin University was 80 in 2016, 44 in 2017, 87 in 2018 and 77 in 2019. As of 31st December 2019, there were 77 staff which shows a slight decrease from 2018.

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.

Progress

The success rate for Aboriginal and Torres Strait Islander students in 2017 was 66.3%, showing an increase each year from 2014-2017. There was a slight decrease to 64.2% in 2018. There was an increase in the regional and remote EFTSL showing a strong demand for students to study at Deakin. Deakin University is committed to progressing this key performance indicator.

3. Cultural Competency Professional Learning is completed by all Senior Managers and is part of the Deakin Induction for all new staff by 2020.

Progress

In 2019, Deakin University provided Cultural Competency professional development to university staff. In addition, the University has incorporated a Cultural Awareness component in the Deakin University Staff Induction program.

- **Indigenous Students:** The key performance indicators and strategy objectives throughout the Higher Education Agenda prioritise increasing the number of Indigenous students accessing, progressing and completing higher education qualifications.
- **Indigenous Knowledges:** The key performance indicators and strategy objectives explicitly focuses upon including Indigenous Knowledges in curricula, graduate attributes, and teaching practices. In 2019, the Institute of Koorie Education delivered Indigenous Knowledge courses to Institute students, and Indigenous Knowledge units available to all Deakin University students.
- **Cultural Competency:** The key performance indicators and strategy objectives promote cultural competency expectations for all Deakin students and staff.
- **Implementation and evaluation:** The responsibility to implement the Higher Education Agenda is Deakin wide, but is led by the University Executive. Implementation and evaluation is overseen by senior Indigenous Professor. The KPI's for the Higher Education Agenda are reported above.

Further highlights in 2019

- **Graduate Attributes:** Deakin has eight graduate attributes that are developed in all Deakin degrees. Work has begun on GLO8 carrying a focus on 'global citizenship' as a basis of surfacing and disseminating Aboriginal and Torres Strait Islander knowledges.
- **Recruitment of two PhD Aboriginal staff:** Deakin University committed to the recruitment of two Indigenous Academic Fellows to work at the Institute of Koorie Education. The funding was approved in 2019 and the intention to recruit in 2020.
- **Indigenous Research quantum:** The Deakin University library is working with the Institute of Koorie Education on reporting on all publications submitted by Aboriginal and Torres Strait Islander Academics at Deakin.

b. Indigenous Workforce Strategy

In meeting the requirements of section 12 of the ISSP guidelines Deakin University have the following:

The [Deakin University Aboriginal and Torres Strait Islander Employment Strategy](#) ('Deakin Employment Strategy') is the Indigenous Workforce Strategy at Deakin. In addition to the Deakin Employment Strategy, the University has two overarching documents that directly refer to increasing the Aboriginal and Torres Strait Islander workforce and development of Indigenous staff, the University's Enterprise Agreement, and the Higher Education Agenda.

The relevant provisions under the EA, the Higher Education Agenda, and the Deakin Employment Strategy, are coordinated by the HR Consultant (Indigenous Staffing), which sits in the Human Resource Division at Deakin University. This is a dedicated and ongoing resource to coordinate all employment programs and initiatives in regards to Aboriginal and Torres Strait Islander staffing.

Aboriginal and Torres Strait Islander Employment Strategy: The Deakin Employment Strategy outlines the workforce strategy for Aboriginal and Torres Strait Islander peoples. The strategy outlines Deakin University's commitment to generate and establish successful job opportunities and employment outcomes for Aboriginal and Torres Strait Islander peoples.

Enterprise Agreement: Section 24 of the [Deakin University Enterprise Agreement 2017](#) refers to an incremental increase of our Aboriginal and Torres Strait Islander staff cohort from 2017-2021, specifically outlining an increase in Professional, Academic and Senior staff over this period (please refer to clause 24.6 of the EA). The EA also commits Deakin to the implementation of an Aboriginal and Torres Strait Islander Employment Strategy (24.7) which was introduced in 2018.

Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020: Deakin has an overarching [Higher Education Agenda](#) that outlines the Universities aspirations for employment in Goal 4: Experience. This section directly refers to an increase in the amount of senior appointments (4.2 Senior Executive, Director and Managerial level), Identifying programs for both the recruitment of new staff (4.10) and the development of current staff (4.11), and the development our own Aboriginal and Torres Strait Islander academics by encouraging and supporting current students and staff into gaining further academic qualifications (4.12). As noted by the timelines in the Agenda all of these programs have been worked through during 2016-17 and aspects will be included in the Employment Strategy.

The Deakin University Aboriginal and Torres Strait Islander Employment Strategy was formalised and implemented in the second half of 2018. The University focused on the following activities in relation to the Deakin Employment Strategy:

The University focused on the following activities in relation to the Deakin Employment Strategy:

- Development of the working group to assist with the implementation and evaluation of Deakin's Aboriginal and Torres Strait Islander Employment Strategy.
- Fostering Indigenous community relationships, is progressing with ongoing meetings with Gunditjmara Aboriginal Cooperative in Warrnambool and representation at Education to Employment forums and expos.
- The continuation and maintenance of the Indigenous Staff Network throughout 2019 with the end of year meeting being held on country at the You Yangs.
- Provision of a culturally safe environment within Deakin University campuses. This was achieved through the delivery of face to face Aboriginal Cultural Awareness training. Approx. attendance numbers for the period from Aug 2019 to Dec 2019 was 46
- Celebration and observation of significant Aboriginal and Torres Strait Islander events. The following events were held; National Sorry Day – Flag Raising, Reconciliation Week – Art project, NAIDOC – The Sapphires Film Showing.

Senior Appointment

Deakin University recruited and appointed Professor Mark Rose to the position as Pro-Vice Chancellor (Indigenous) in 2019, the most senior Aboriginal and / or Torres Strait Islander person at Deakin. Professor Rose was offered the position in 2019 and commenced his appointment in January 2020.

Indigenous Workforce Target

According to section 12 (ii) of the ISSP guidelines, the target number of Indigenous employees is 3% of all Deakin employees. In 2019 the current percentage of Aboriginal and Torres Strait Islander staff employed at Deakin University was 77 which equates to 1.82% of 4,225 staff.

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

| Faculty | Level/position | Permanent | | Casual/contract | |
|--|----------------|-----------|--------------|-----------------|--------------|
| | | Academic | Non-academic | Academic | Non-academic |
| Faculty of Arts & Education | | | | | |
| Institute of Koorie Education | AC B | 2 | | 1 | 17 |
| | AC C | 4 | | | |
| | AC D | 2 | | | |
| | HEW 4 | | 2 | | |
| | HEW 6 | | 2 | | |
| | HEW 7 | | 1 | | |
| Faculty of Arts & Education – SHSS Arts & Ed | AC E | 1 | | 1 | 1 |
| Faculty of Arts & Education – SoE Arts & Ed | AC B | 1 | | | 1 |
| Faculty of Arts & Education – SCCA Arts & Ed | AC B | 1 | | | |
| | AC E | 1 | | | |
| Faculty of Arts & Education – Alfred Deakin Institute | AC A | 1 | | | 1 |
| Faculty of Health – School of Nursing & Midwifery | | | | 2 | 1 |
| Faculty of Health – School of Medicine | AC B | 2 | | | 2 |
| Faculty of Health – School of Health & Soc. Dev | | | | | 2 |

| Faculty | Level/position | Permanent | | Casual/contract | |
|---|----------------|-----------|--------------|-----------------|--------------|
| | | Academic | Non-academic | Academic | Non-academic |
| Faculty of Business and Law – Deakin Business School | AC E | 1 | | | 1 |
| | AC C | 1 | | | |
| Faculty of Business and Law – Academic Gov & Curriculum | HEW 9 | | 1 | | |
| Faculty of Business and Law – People & Finance | HEW 5 | | 1 | | |
| Faculty of Business and Law – BL Student Experience | | | | | 1 |
| Enterprise – Infrastructure & Property Group | HEW 7 | | 1 | | |
| Enterprise – Diversity & Inclusion | HEW 7 | | 1 | | |
| Enterprise – Student Administration, DUSA, Exams | | | | | 2 |
| Enterprise – Human Resources Division | HEW 7 | | 1 | | |
| Deakin eSolutions | HEW 8 | | 1 | | |
| Faculty of Science and Engineering School of Info Technology | HEW 7 | | 1 | | |
| Library | HEW 7 | | 1 | | |
| Deakin International | HEW 9 | | 1 | | 1 |
| Institute for Frontier Materials | ACA | 1 | | | |
| Office of the DVCR | | | | | 1 |

| *Indigenous Staff who left Deakin in 2019 | | | | | |
|---|-------|---|---|--|--|
| Faculty of Arts & Education - IKE | AC B | 3 | | | |
| | AC C | 3 | | | |
| | HEW 6 | | 1 | | |
| Faculty of Health – School of Medicine | HEW 5 | | 1 | | |
| Faculty of Science Engineering | HEW 5 | | 1 | | |
| Chief Digital Officer – Deakin e-Solutions | HEW 9 | | 1 | | |

1. Contracted total as at 31 December 2019: 42

Academic total as at 31 December 2019: **24**

Professional total as at 31 December 2019: **18**

NB: total of 10 Indigenous staff who left in 2019, combination of Academic & Professional

2. Casual total as at 31 December 2019: 35

Academic total as at 31 December 2019: **4**

Professional total as at 31 December 2019: **31**

Total number of staff at Deakin University as at 31 December was 4,225.

Total Aboriginal and Torres Strait Islander staff represents 77 out of 4225, equating to 1.82%

c. Indigenous Governance Mechanism

In meeting the requirements of section 11 of the ISSP guidelines Deakin University have the following:

- **Senior Indigenous Academics:** Deakin employs a number of appropriately qualified senior Indigenous academics within the University (see 6.2 table for further information), with these individuals holding positions on a number of decision making committees throughout the University, including but not limited to the University Executive, Senior Management Group, University Research and Ethics Committees, and the University Academic Board.

As the most senior academic appointment within the Institute of Koorie Education in 2019, Director, Associate Professor Gabrielle Fletcher holds membership on the University's Academic Board, the University Executive, the Faculty of Arts and Education Board, the University Teaching and Learning Committee, Senior Leadership Group, and the Professoriate as part of the Faculty-level governance.

- **Senior Indigenous Executives:** Deakin employs a number of appropriately qualified senior professional staff (see 6.2 table for further information), across a range of faculties and divisions within the University.

- **Institute Advisory Board:** The Institute of Koorie Education Advisory Board provides governance advice around key areas including Indigenous knowledge, courses, student engagement, and community aspirations and partnerships. The Board reflects the national scale of the Institute's activities and advises on cultural context and direction on strategic objectives. Building on the Institute's rich heritage in Aboriginal and Torres Strait Islander education, in early 2020 the Institute of Koorie Education will transition into the National Indigenous Knowledge Education and Research Institute (NIKERI). With this transition, NIKERI will assume a sharper focus within its specific domain and maintain its own advisory body. Also in 2019 the university created the position and sourced a Pro Vice-Chancellor for Indigenous Strategy and Innovation. In 2020 the newly established Office of Indigenous Strategy and Innovation (OISI) will assume whole of university Indigenous oversight. These two initiatives will require a realignment of governance mechanisms including the establishment of a VIAC (Vice-Chancellor Indigenous Advisory Council) in line with ISSP guidelines and sector standards. This will be reflected in the 2020 ISSP report.

The composition of the Board includes external senior Indigenous representatives from the Aboriginal and Torres Strait Islander community, as well as internal representatives from the Institute, Faculty of Arts and Education, and the broader Deakin community.

Board members:

External Members

Professor Lisa Jackson-Pulver, Deputy Vice Chancellor (Indigenous Strategy and Services), Sydney University and Institute Alumni/ Graduate.

Ms Rosemary Fella, Magistrate Koorie Court, and Institute Alumni/ Graduate

Mr Rod Jackson, Former CEO Wathaurong Co-operative

Mr Joel Wright, Co-ordinator, South West Aboriginal Language Program, Victorian Aboriginal Corporation for Languages

Aunty Geraldine Atkinson, President VAEAI and Institute Alumni

Deakin Members

Alfred Deakin Professor Christine Ure, Acting Executive Dean, Arts and Education, Faculty

Associate Professor Gabrielle Fletcher, Director, Institute of Koorie Education

Aunty Janis Koolmatrrie, Elder in Residence, Institute of Koorie Education

Professor Maxine Duke, Executive Dean Health, Faculty Representative

Ms. Karinda Burns, Associate Head of Institute (Strategy and Development), Academic Representative

The Advisory Board met twice in 2019 (April and September), to discuss the Institute of Koorie Education operational activities including the following:

- Indigenous curriculum (units and courses),
- Deakin University Aboriginal and Torres Strait Islander Employment Strategy,
- Deakin University Aboriginal and Torres Strait Islander Higher Education Agenda,
- Aboriginal and Torres Strait Islander student experience, including Student Awards, and the Community Graduation,
- Draft Institute Strategic Plan with four domains:
 - Student Experience
 - Research
 - Teaching & Learning
 - Community Engagement

i. Statement by the Indigenous Governance Mechanism

Forging a relationship with the Aboriginal and Torres Strait Islander communities as far back as 1986, Deakin University continues to be pivot and exemplar in Indigenous education. Over four decades the Institute of Koorie Education (IKE) has assumed a national profile as the destination point for Aboriginal and Torres Strait Islander people particularly through its Community Based Delivery (CBD). From dynamic support and remote scaffolding to innovative and bespoke curriculum delivery, Aboriginal and Torres Strait Islanders have fulfilled their higher education aspiration and augmented their communities. The governance mechanisms that enable these pursuits regularly and strategically tune activities with both the aspirations of the community and capability of the university. This has meant that all activities deliver goals and targets that are constantly tracked and reviewed. As part of Faculty of Arts and Education, the Institute of Koorie Education (IKE) has honed its output and impact as the hub of learning and engagement and in 2020 the institute intends to refresh and recalibrate into a new form. With the transition of IKE into the National Indigenous Knowledge Education and Research Institute (NIKERI) its national focus and reach will be better aligned to changing demands and emerging demographics. With the attraction of senior Aboriginal and Torres Strait Islander academics to the university including the new role of PVC of Indigenous Strategy and Innovation, there will be further adjustments to profile and governance across the university. With these in place and in 2020 with a new University Strategy cycle and Aboriginal and Torres Strait Islander Education strategy will be developed and reported upon.

Additional information for completing the template

- ¹ Only payments made during 2019 can 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 Record the number of students (head count) not EFTSL.
- ³ Include both preserved and new ISSP scholarships.
- ⁴ This figures in this column should be the sum of the relevant row.
- ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
- ⁶ Include payments to all enabling students, including remote and regional students.
- ⁷ Include payments to all undergraduate students, including remote and regional students.
- ⁸ Include payments to all postgraduate students, including remote and regional students.
- ⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ¹¹ Add more rows if necessary.
- ¹² Include a brief description of the activity.
- ¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- ¹⁴ Only record amounts which would/did require payment during the 2019 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.
- ¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁶ This figures in this column should be the sum of the relevant row.
- ¹⁷ Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.
- ²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- ²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ²³ There is no longer a requirement to break up these by faculty. Please group together results by level.