Indigenous Student Success Program
2022 Performance Report

Organisation	Deakin University

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1. Enrolments (Access)

Performance Data

EFTSL

The data relating to the Indigenous Equivalent Full Time Student Load ('EFTSL') at Deakin University illustrates Deakin's performance over the past four years. Deakin has shown a consistent increase in EFTSL from 2019 to 2021, decreasing by 3.51% in 2022.

2019 (374.65), 2020 (377.23) and 2021 (379.06).

2022 EFTSL

2022 Total All courses	Enrolment	EFTSL	2021 Total All courses	Enrolment	EFTSL
Regional/remote	309	174.17	Regional/Remote	331	179.49
Metro	341	191.57	Metro	377	199.45
Total	**650**	**365.74**	**Total**	**709**	**379.06**

Undergraduate data 2022

2022 Total UG only	Enrolment	EFTSL	2021 Total UG courses	Enrolment	EFTSL
Regional/remote	236	145.13	Regional/Remote	241	144.25
Metro	242	149.88	Metro	258	150.00
Total	**478**	**295.00**	**Total**	**499**	**294.25**

EFTSL – Regional Remote

Indigenous EFTSL from regional and remote areas of Australia has shown a consistent increase from 2016 to 2019, resulting in an increase of just under 8 EFTSL across the four years. In 2020 EFTSL decreased by 7, in 2021, EFTSL decreased by 4 and in 2022 EFTSL decreased by 59, illustrating an impact to retain students from regional and remote areas during the COVID pandemic and post-COVID period across Australia.

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 2022, these programs and strategies included:

Deakin Indigenous Student Success and Retention Grant – funded by ISSP
- ISSP funding contributed $16,000 to provide sixteen (16) regional and remote students with $1000 each contributing towards student related expenses such as textbooks, etc.

Reconnect with Deakin Grant: A grant of $809.59 was awarded to 14 First Nations students in 2022. This initiative was new in 2021, funded by HEPPP, aiming to inspire students to reconnect and engage with Deakin.

The **National Indigenous Knowledges Education Research Innovation (NIKERI) Institute** continues to provide student support to all First Nations students at Deakin University via its dedicated support centre including enrolment, ICT assistance, scholarships, pastoral and cultural care and a culturally safe environment. Indigenous access support activities are partly funded by the University and partly funded by the Commonwealth Government.

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. The Institute delivers courses through the mixed mode Community Based Delivery (CBD) model allowing students access to higher education whilst maintaining their family and community obligations. 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.

NIKERI Institute Application Portal: The portal allows Aboriginal and Torres Strait Islander students to enrol directly to the Institute as a direct entry program.

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

Indigenous Access Scheme: Introduced in 2020, the Indigenous Access Scheme is a pathway into undergraduate study across several select courses for Aboriginal and Torres Strait Islander students, with all Faculties represented. Prospective students can demonstrate their readiness to study through previous life or work experience, education, community involvement etc. Funded by the University and HEPPP.

In 2022 there were 31 applicants applied via the Indigenous Access Scheme. 1 student was offered admission in the following courses:
- Bachelor of Social Work, Online

Indigenous Direct Admissions Program (IDAP): During 2022, NIKERI Institute delivered a face to face Indigenous testing and assessment program.

The aim of the program was to assess the eligibility of students to enrol in studies at NIKERI Institute. 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. Overall, there were 12 students who attended IDAP, completed the entry assessment and interview. All 12 are now enrolled students, studying with NIKERI as listed below:

Course	Title	State
E200	Assoc. Degree of Ed.	NT
H326	B. Nursing	NSW
A301	B. Arts (Psychology)	WA
A301	B. Arts (Psychology)	WA
A601	G.D. Indigenous Research	NT
H326	B. Nursing	QLD
A310	B. Arts	QLD
H330	B. Social Work	QLD
E333	B. Early Childhood Ed.	SA
A601	G.D. Indigenous Research	QLD
A601	G.D. Indigenous Research	WA
H326	B. Nursing	WA

NIKERI 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.

Cultural Mentor Program: In 2022, NIKERI Institute continued to employ a female Indigenous Cultural Mentor one day a week for part of the year, to support all First Nations students with cultural guidance. This initiative is fully funded by ISSP.

Graduate Diploma of Indigenous Research: Pathway into higher degrees by research for Aboriginal and Torres Strait Islander students, centring First Peoples methodologies and grounding Indigenous standpoint.

Outreach Activities

Indigenous Community Engagement: Local and national engagement with Aboriginal and Torres Strait Islander Communities to promote higher education aspirations and opportunities. Although the NIKERI Institute Partnerships Senior Officer position became vacant in 2022, the team continued to develop local and national community partnerships. The following activities were developed in 2021 and continued in 2022, funded by the University:

Prospective Students Information Sessions: Community organisations, Aboriginal cooperatives and prospective students were invited to virtual sessions conducted throughout 2022 as a way of recruiting students to Deakin and NIKERI Institute.

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. Funded by the Commonwealth Government.

'Ngatanwarr Tyama': The culturally grounded transition program meaning "Welcome to Learning" in Keeray Woorroong dialect, was established in 2020 to introduce commencing Indigenous students to Deakin University, its academic & cultural support services, community supports, volunteering, internship and employment opportunities they may wish to take advantage of. Socialising, introductions to key staff, and a culturally appropriate Welcome to Country are included. This program is a pre-online learning tool to assist students to navigate online and face to face orientations.

2022 saw two Ngatanwarr Tyama live online sessions held at the start of each trimester. Both sessions welcomed First Nations Deakin Students, NIKERI students and staff. Attendance numbers per session were T1 = 41 and T2 = 1.

Inaugural Indigenous Oration: 2022 saw the inaugural Indigenous Oration, held at the NIKERI Institute in Waurn Ponds. Deakin alumnus and former Senior Australian of the Year Dr Miriam-Rose Ungunmerr-Baumann delivered the topic 'Is Australia ready for deep listening?' in conversation with Professor Mark Rose. The event attracted significant local and online interest, and forms a crucial annual public engagement opportunity with the communities in which Deakin operates.

Cultural Immersion Outreach Program: Deakin partnered with the Department of Education and Training (DET) and Wadawurrung Traditional Custodians to continue our innovative model of cultural immersion activity for school-aged children. Adhering to the strongest cultural protocols and through extensive consultation, the program provided an experience that used high-quality video material of Wadawurrung Traditional Custodians to tell the story of the Country on which participating schools sit, and the broader Wadawurrung Country.

Traditional names, animals, practices and landscapes were explored in the video, and then this resource was presented to teaching staff alongside cultural awareness training to support them in using this with their students. Several sessions were then conducted where participating Grade 4 students were asked to write and illustrate their learnings. Traditional Custodians were brought into the classroom to help facilitate this, and a collaborative mural was painted in one of the school's communal spaces as an enduring reminder of the lessons learnt about Wadawurrung Country and some common Aboriginal artistic symbology.

- At the conclusion of the program, the students' artwork was edited together into a picture book, which Deakin had printed and distributed to all students at a celebratory event with catering sourced from a local Aboriginal business.
- This project facilitated extraordinary relationship-building opportunities, but also enabled a rich cultural immersion opportunity for primary school students that will embed Deakin's ambition for greater cross-cultural understanding and intelligence in participants that they will carry through their education journey. It also enabled Aboriginal participants to feel proud of their culture and share it with their peers and teachers in an empowering, safe way.

Indigenous Information and Campus Accessibility Program

A continuation of a broad piece of work established in 2020, the 2022 priorities in this work included delivering comprehensive, consistent and practical video and information resources to support Deakin staff and students in delivering appropriate *Acknowledgements of Country* across all campus and online locations; as well as beginning to provide culturally safe drop-in spaces across all campuses. In 2022, Warrnambool campus was the focus for providing a new, centrally located room named *Marrung* near the library to support Aboriginal and Torres Strait Islander students, community members, partners and more, with access to a supported study, research, and a quiet place. The room features Aboriginal art and furniture and has Library support staff nearby to assist with access to the special collections of the library.

Support for Geelong Koori Aspirations Day

HEPPP funding was used to make a financial contribution to the Geelong Koori Aspirations Day coordinated by the Department of Education & Training (Barwon office), and the LAECG. This partnership is vital to support Aboriginal and Torres Strait Islander school children from the region to understand their options in post-secondary studies. Deakin participates along with Toorong Marnong (VAEAI), other education providers and employers to make sure these students have timely and culturally-supported access to information about their options.

Scholarships (173 scholarships awarded to Indigenous students in 2022)

Deakin-funded scholarships (29):
- Dr (Aunty) Mary Atkinson Scholarship 100% tuition fees for normal duration of course awarded to **two students.**
- Deakin Student Support Scholarship $1,000: one-off payment of $1,000 awarded to **five students**.
- Deakin Student Support Scholarship $2,500: $2,500 per year for fulltime course duration (part-time pro-rata), awarded to **ten students**.
- Deakin Student Support Scholarship $5,000: $5,000 per year for fulltime course duration (part-time pro-rata), awarded to **four students**.
- Deakin Student Support Scholarship $7,500: $7,500 per year for fulltime course duration (part-time pro-rata), awarded to **one student**.
- Deakin scholarship for Excellence: $5,000 per year for fulltime course duration (part-time pro rata), awarded to **two students.**
- Deakin Warrnambool Residential Scholarship: 50% discount at Deakin Residences Warrnambool $4000 award to **one student.**
- Emergency Assistance Cards: $100 Woolworths voucher awarded to **two students.**
- Deakin Retention Grant: financial assistance payment $500-$2000 awarded to **two students.**

Donor-funded scholarships (17):
- Bertalli Family Foundation Indigenous Nursing Scholarship: $37,500 over three years awarded to **two students.**
- Bertalli Family Foundation Rural Doctor Scholarship: $50,000 over four years awarded to **one student.**
- Ernie Williams Indigenous Scholarship: $10,000 per year for remaining course duration awarded to **two students.**
- City of Greater Geelong Scholarship: $6500 over one year awarded to **one student.**
- Professor Geoff Wilson Scholarship: $5000 over one year awarded to **one student.**
- Melbourne Holocaust Museum Wilson Family Scholarship: $6000 over three years awarded to **one student.**
- Mary McKillop Today First Nations Tertiary Scholarship: $5000 per year for remaining course duration awarded to **six students.**
- Santa Singh and Balwant Kaur Scholarship: $8750 over one year awarded to **one student.**
- Southwest Philanthropic Academic Scholarships Warrnambool: $7000 over 1.5 years awarded to **one student.**
- Yarn Strong Sista Indigenous Scholarship: $15,000 over 2.5 years awarded to **one student.**

Higher Education Partnership Participation Program (HEPPP)-funded and other Government funded-scholarships (55):
- Aboriginal Social and Emotional Wellbeing Scholarship: 100% of fees, plus $10,000 per year for full time study (part-time pro-rata) awarded to **ten students.**
- Deakin Employment Ready Assistance Grant: $800 awarded to **fourteen students.**
- HEPPP Retention and Support Scholarship: $4000 one off payment awarded to **eleven students.**
- Reconnect with Deakin Grant: $809.59 awarded to **fourteen students.**
- Work Integrated Learning (Wil) Financial Support Scheme: * Wil Placements support between $1,500 and $4,500, awarded to **six students**.

Indigenous Student Success Program funded (72):
- Indigenous Higher Education Scholarship (ISSP) full year: $4000 over one year awarded to **twenty-eight students.**
- Indigenous Higher Education Scholarship (ISSP) single payment: $2,000 one-off payment awarded to **twenty-nine students.**
- Indigenous Engagement Scholarship: $2000 one-off payment awarded to **fifteen students.**

Table 1 **ISSP Scholarships - breakdown of 2022 payments[1]**

	Education Costs		Accommodation		Reward		Total[2]	
	$	**No.**	**$**	**No.**	**$**	**No.**	**$**	**No.**
Enabling[3]								
Undergraduate[4]	$132,000	66					$132,000	66
Post-graduate[5]	$24,000	12					$24,000	12
Other					$16,000	16	$16,000	16
Total	$156,000	78			$16,000	16	$172,000	94

2. Progression (outcomes)

Performance Data 2018 to 2022

Success Rate
Success rates of First Nations undergraduate and post graduate students have increased from 2021 to 2022.

See below table.

Student success rates, 2018-2022						
	All course types	**2018**	**2019**	**2020**	**2021**	**2022**
	Indigenous	66.1%	69.8%	72.4%	72.0%	76.8%
	Non-Indigenous	86.2%	86.8%	89.2%	86.8%	86.4%
	Total	**85.9%**	**86.6%**	**89.0%**	**86.6%**	**86.3%**
		2018	**2019**	**2020**	**2021**	**2022**
UG	Indigenous	67.7%	69.7%	73.2%	72.9%	78.2%
	Non-Indigenous	85.7%	86.1%	88.5%	85.8%	85.4%
	Total	85.5%	85.9%	88.4%	85.7%	85.4%
PG	Indigenous	55.8%	70.4%	68.7%	67.8%	69.8%
	Non-Indigenous	89.8%	91.1%	92.4%	91.1%	91.8%
	Total	**89.2%**	**90.7%**	**92.1%**	**90.8%**	**91.5%**

Deakin continues to implement several strategies outlined below to consistently improve the success rate of units passed and/or attempted:

As outlined in previous reports, the existing programs at Deakin include:
- NIKERI Institute
- CBD – Community Based Delivery
- Kitjarra Residence
- Cultural Mentor Program
- NIKERI Institute Student Services Division
- Institute Learning Success Plans
- Training in digital technology and Cloud Learning
- Partnerships
- Medical Student support
- Culturally Safe Environment
- Designated Indigenous Specific Spaces at all campuses
- Indigenous Tutorial Network
- Medicine Mentor Program
- Medical Student Support
- Academic Support Officer
- Scholarships
- Indigenous Knowledges Units
- Office of Indigenous Strategy and Innovation.

In 2021, the following strategies were also implemented in addition to the above to support progression to complete units and support First Nations students:

Social and Emotional Wellbeing Counsellor (SEWB) – funded by HEPPP through the Student Mental Health and Wellbeing project, Deakin continues to employ a dedicated SEWB Counsellor for all First Nations students at Deakin. Face to Face, phone and virtual appointments were available for all Aboriginal and Torres Strait Islander students to meet with the Counsellor.

The SEWB Counsellor was responsible for the delivery of holistic, student-centred, accessible counselling services that are culturally responsive and relevant to the needs of all Aboriginal and Torres Strait Islander students.

Additionally, the SEWB Counsellor engaged in regular consultation with academics, general staff, members of relevant Indigenous student associations and applicable community members on matters relating to Indigenous mental health and educational needs, as well as providing recommendations regarding appropriate responses to student needs and positive outcomes that facilitate student progression.

During 2022 a culturally appropriate outcome measure (MK-K5) was introduced with the permission of the outcome measure developers. Additionally, the service has continued to provide services in a more flexible manner to ensure availability for students studying intensives through NIKERI Institute. The SEWB counsellor also accommodates requests to have counselling in spaces other than a traditional counselling room, whilst ensuring safety and confidentiality.

65 staff consultations and 10 training sessions/workshops were provided throughout the year.

Outreach support to students was also provided on 52 occasions across the year, directly correlating to the 52 individual students supported by the SEWB during the year. In total 640 counselling contacts (this included a significant proportion of emails and phone calls to students) were provided to students across the year, including a total 157 SEWB counselling appointments.

Students who engaged with the SEWB counsellor more than twice in the year were invited to complete a service evaluation, with a total of 10 students responding.

Survey results have shown that 100% of respondents were happy with the support that received from the counsellor. 100% of respondents also reported they would engage with the SEWB counsellor again in the future.

Written feedback received from students has included:

> *Kate was absolutely incredible and helped me get through the hardest time in my life. Kate was there for me and actively engaged with me to see my progress.*
>
> *I have been so very grateful for being able to access this service, and the care and concern which has been offered. I have found Kate to be thoroughly invested in me - challenging my thinking and how I frame my reactions and thoughts, requiring me to do with work of deeper engagement with my motivation and successes and how that impacts on my attitude, not only as a student, but also in my broader, more complex world. It is one thing to be offered a service, and completely another to engage so holistically with someone I can respect in order to share and "unpack" the things that both help and hinder my return to study. Very grateful for both the service and Kate - knowing that both are only a call/email/booking slot away. Thank you. A lot!*
>
> *I love having access to this service via NIKERI, I have found Kate to be of such a great asset to myself in those times where I really need someone to engage with to discuss issues I may not wish to discuss with others. I have found this service to be especially valuable with my overall studies and management of those peak times of stress through exams and assessments. It would be of great value to the NIKERI student for this service to be available Monday - Friday.*

Indigenous Tutorial Network
- o Continued recruitment campaign with various schools within Deakin to increase the number of tutors within the ITN program. As a result, the program recruited 25 new tutors for 2022. This is a good result considering student numbers were impacted by COVID 19.
- o Access to unit sites for each tutor is available through the Associate Directors of Teaching/Learning of various Faculties. This ensures tutors are provided with access to online unit sites enabling greater time with tutors/students for engagement thus increasing quality of time on assignment tasks, feedback etc. This initiative was implemented by the Student Learning Coordinator in 2021 and feedback has been excellent from all stakeholders as it has improved access to information, assignment tasks, etc.
- o The total hours of assistance in 2022 was slightly lower due to lower enrolments.

Ngatanwarr Tyama Social Check-in sessions: First Nations students were invited to attend check-in social sessions (2 per trimester). These sessions allow students to get together and discuss university life with supportive OISI staff. Solutions to any issues are discussed as well as available support services.

Reconnect with Deakin Grant: 14 students received a grant to inspire them to reconnect and engage with Deakin.

Academic Support and Student Learning Coordinator – as per previous years, NIKERI Institute employs a dedicated Academic Support Officer who provides individual and group workshops with regard to assignments, study support and essay/feedback. The Student Learning Coordinator also funded by ISSP, manages the Indigenous Tutorial Network (ITN) program at Deakin University.

Postgraduate (HDR support):
2022 saw the continuation of support to HDR students, with the assistance of a part-time Adjunct Collaboration Expert (ACE) assisting with guidance for HDR students. This was shaped by NIKERI Institute conducting feedback sessions to enable HDR First Nations students to provide perspectives in support services available. Deakin's Student Learning and Language Advisors also offered support in an opt-in arrangement. Additionally, there was an extension of First Nations HDR students enrolled University-wide being supervised by NIKERI First Nations academics, linking those students to the holistic services at offered at the Institute and University-wide.

Aboriginal Mental Health First Aid (AMHFA) Training
In 2022, two Deakin accredited staff delivered one 2-day AMHFA training session to 18 Deakin staff and students. One staff member received presenter training to continue delivering training in 2023.

Graduate Learning Outcome 8 (GLO8) Indigenous Curriculum Transformation Project

In 2020, a working group was established to generate an approach to embedding the revised Graduate Learning Outcome 8 into curricula across all courses and disciplines in the university. In 2019, GLO8 was amended to become:

Global citizenship: Engaging ethically and productively in the professional context, and with Aboriginal and Torres Strait Islander Peoples as well as diverse communities and cultures in a global context.

In 2021, the formal rollout of the program commenced, with three formal steps to the experience for academic staff:

i. A half-day context-setting experience, including a lecture from Pro Vice-Chancellor Indigenous Strategy & Innovation Prof. Mark Rose and institutional data about the starting point and performance of the discipline with regards to enrolments and success of Aboriginal and Torres Strait Islander students.

ii. A half-day 'On Country' excursion, facilitated by Traditional Custodians, asking academic staff to reposition themselves and their practice as it relates to customary, contemporary and ancient viewpoints of where and how they teach.

iii. Follow-up sessions with the GLO8 team and other Indigenous academic and subject matter experts as required to facilitate the review and re-writing of curriculum, to meaningfully and appropriately include Indigenous Knowledges and perspectives in a structured and scaffolded way throughout the degree.

2022 saw excellent continued progress, with 12 events facilitated which were attended by 253 staff from eight academic disciplines and three professional support teams.

Table 2   Tutorial assistance provided in 2022

Level of study	Number of unique students assisted[6]	Total number of tutorial sessions attended[7]	Total hours of assistance[8]	Expenditure[9]($)
Enabling				
Undergraduate	85	1094	2239	197,597
Post graduate	22	492	868	51,143
Admin and Support Salaries				175,156
Total	**107**	**1586**	**3107**	**423,897**

3. Completions (outcomes)

In 2022, there were a total of 27 completions.

NIKERI Institute hosted an in-person Community Graduation Ceremony in October, 2022 at Deakin's Waurn Ponds campus. Of the 27 eligible First Nations students who successfully completed their course at NIKERI Institute, 10 attended the Community Graduation in person, with a number of others online, celebrating amongst their peers, family, and Academics. The event was well received by all participants.

Programs and Strategies to Improve Completions:

As per previous reports, the following programs support First Nations students to complete:

NIKERI Institute: NIKERI Institute 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.

•   **NIKERI Institute Student Services Division:** The dedicated Student Services Division within the Institute 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.

•   **Social and Emotional Wellbeing Counsellor (SEWB):** funded by HEPPP and detailed on page 9. This dedicated Counsellor for First Nations students enables greater access to support services and therefore assists in providing sustaining mental health support to Aboriginal and Torres Strait Islander students.

•   **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 and it is funded by ISSP.

•   **Academic Support:** All Aboriginal and Torres Strait Islander students can book in to see the Academic Support Officer online via Zoom, Skype or Microsoft Teams sessions. Cloud Campus students and CBD students can also access Deakin's Student Study Support which provides academic study support 24/7.

- **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.

- **Postgraduate Courses:** Enrolment from Deakin Indigenous alumni into postgraduate studies (both coursework degrees and higher degrees by research) at NIKERI Institute and Deakin wide, provides academic attainment and career progression opportunities for Aboriginal and Torres Strait Islander students. Please refer to the table below which shows number of students enrolled in post graduate studies.

Sum of Course Enrolment

Course Type Group	Commencing Group Indicator	2022
PG	Commencing	24
	Returning	34
PG Total		**58**
HDR	Commencing	1
	Returning	1
HDR Total		**2**
Grand Total		**60**

- **Office of Indigenous Strategy and Innovation:** This team guides the creation and implementation of Deakin's Indigenous Strategy which outlines the key strategic foci for the university to enable Aboriginal and Torres Strait Islander students to achieve at Deakin through targeted initiatives related to access, outreach programs, success and retention, Knowledge and research, Indigenous employment, a whole-of-university effort and sustained community engagement. This will involve the creation of targeted and bespoke agreements between the Office and each Faculty, allowing for meaningful progress to be made whilst recognising the unique contexts of the different disciplines of study. Deakin is committed to Reconciliation and Treaty, advancing the educational aspirations of Aboriginal and Torres Strait Islander Peoples and moving Indigenous Knowledges into the mainstream of Australian life, as outlined in *Deakin's 2030 Ideas to Impact Strategic Plan.*

- **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 a steady increase from 2016 to 2019 by 8 which signifies consistent growth in attracting students from remote and regional areas. However, the EFTSL In 2022 shows a decline (by 231) since 2021 and due to COVID related impacts.

2022 EFTSL

2022 Total All courses	**Enrolment**	**EFTSL**	**2021 Total All courses**	**Enrolment**	**EFTSL**
Regional/remote	236	145.13	Regional/Remote	331	179.49
Metro	242	149.88	Metro	377	199.45
Total	**478**	**295.00**	**Total**	**709**	**379.06**

Strategies to improve access for regional/remote students:

Community Based Delivery:
Students residing in regional and remote areas of Australia have the opportunity to travel to NIKERI Institute in Geelong and participate in face to face Intensives as part of their core studies. Unfortunately, all face to face Intensives were cancelled and virtual Intensive were held online via Cloud Deakin for 2021. More resources were put into Cloud based learning and providing students with resources where internet wasn't reliable.

Deakin Online Study: Deakin has seen a huge growth in Indigenous students choosing online study, including from regional and remote locations. In 2022, there were a total of 478 Aboriginal and Torres Strait Islander students at Deakin University. Of the total, 236 were from regional and remote areas of Australia which was a decrease since 2021. In addition.

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.

2022 activities to support regional remote students:

In 2022, there was a decrease in regional remote enrolments by 231 from 2021. This is due to the impacts of COVID and students' community, family and work commitments.

Indigenous Access Scheme: As described earlier, the Indigenous Access Scheme encourages alternative entry pathways for Aboriginal and Torres Strait Islander students, and particularly encourages regional and remote students to access guaranteed Commonwealth Supported Places in light of the Job Ready Graduates package of legislative changes.

Indigenous Tutorial Network:
There were 54 students from regional and remote areas that received individual tutoring support in 2022 which was a decrease of 23 from 2021. Of the total 2239 engagements provided by ITN, 681 were from regional and remote areas of Australia.

Academic Support
All Aboriginal and Torres Strait Islander students can book in to see the Academic Support Officer online via Zoom, Skype or Microsoft Teams sessions. Cloud Campus students and CBD students can also access Deakin's Student Study Support which provides [academic study support](#) 24/7.

ISSP Reward Scholarships

ISSP scholarships for regional remote students: there were 94 regional and remote students who were offered scholarship funding in 2022, equating to $172,000, which was an increase in payments to regional remote students from 2021.

As at Trimester 2/2021, there were only 19 eligible regional remote students being offered a scholarship, as opposed to Trimester 1 there were 39 eligible offers made. A decision was made to offer a 'Reward Scholarship' in order to increase offers to regional remote students and expend the ISSP Scholarship funding for 2022.

A *'reward'* criterion was formed for eligible First Nations students based on the ISSP Reward Scholarship criteria, section 20.c (i-iii). The reward was based on students WAM performance for Trimester 1 and 2 in 2022 and eligible students were awarded a cash prize. The criteria and eligibility were presented to NIKERI Executive and approved to align with ISSP guidelines.

The below table illustrates the number of 'Reward Scholarships' provided to regional and remote students:

Type	Amount	No.	Financial
HD	$2,000	5	$10,000
Distinction	$2,000	4	$8,000
Credit	$2,000	3	$6,000
Pass	$2,000	4	$8,000
		16	$16,000

Table 4   ISSP Scholarship data for remote and regional students[1]

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2021 Payments	$152,000	76					$152,000	76
B. 2022 Offers[1]	$212,000	114			$16,000	16	$260,000	130
C. Percentage[1] (C=B/A*100)							139%	
2022 Payments	$156,000	78			$16,000	16	$180,750	94

5. Eligibility criteria

5.1. Indigenous Education Strategy

In 2022, the new *Deakin Indigenous Strategy 2023-28* was finalised through a process of extensive consultation with Traditional Owner groups in the regions where our university operates, Aboriginal Community organisations, the NIKERI Institute, Indigenous staff, the Vice-Chancellor's Indigenous Advisory Council, and others, and was endorsed by the Victorian Aboriginal Education Association Inc (VAEAI) and the University Council.

This strategy establishes five key strategic domains: **Students**, **Knowledge**, **Employment**, **Whole-of-University**, and **Community**.

Each contains high-level objectives and imperatives, and importantly establishes a framework for creating 'Compacts' with each Faculty, which will agree goals and targets for relevant outcomes in each of the strategic domains. The strategy takes a strengths-based approach that allows for differentiated targets for each faculty in recognition of historical and emerging trends in Indigenous engagement with different disciplines. The University will work collaboratively with faculties to co-design realistic but aspirational annual goals that will guide faculty action. Annual reporting as a balanced scorecard will inform university reporting as it monitors and celebrates progress.

For further information about the strategy, and to read Deakin's commitments in full, please visit:
https://www.deakin.edu.au/about-deakin/news-and-media-releases/articles/new-indigenous-strategy-marks-momentous-occasion-for-deakin

Deakin 2030 Ideas to Impact Strategic Plan
Deakin's strategic plan was revitalised in 2020 to reshape the vision for the next ten years; *"to enhance the social, cultural, economic and environmental wellbeing of our communities"*. On page 5 of Deakin's 2030 Ideas to Impact document, it refers to "***Indigenous Knowledges and Ideas inform our future"*** .

> *"Deakin is committed to Reconciliation and Treaty, advancing the educational aspirations of Aboriginal and Torres Strait Islander Peoples, and moving Indigenous Knowledges into the mainstream of Australian life. All our endeavours will reflect on Australia's full history and seek to build an inclusive future."*

5.2.   Indigenous Workforce Strategy

As stated above, the new *Deakin Indigenous Strategy 2023-28* outlines high-level commitments regarding Indigenous Employment. These will be further defined in an annualised compact (2023) with the university's People and Culture Division, which will set out step changes towards the overarching strategic goals and ambitions of the university.

Some of the explicit strategic priorities for Indigenous Employment include continued expansion of the Indigenous workforce at Deakin, meaningful career development and growth opportunities for First Nations staff, a consistent and culturally-safe employee experience for Indigenous staff no matter their work classification or area, and additional outcomes for Indigenous business and communities through targeted procurement opportunities. Importantly, a strong, university-wide focus on reducing the cultural load experienced by many Aboriginal and Torres Strait Islander staff will be present in all initiatives.

Enterprise Agreement: Section 24 of the Deakin University Enterprise Agreement 2017 refers to a targeted 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 target, according to page 21 of the EA is 50 equivalent full time Aboriginal and Torres Strait Islander employees: 23 Academic staff and 27 Professional staff.

Deakin's new Enterprise Agreement is still in the bargaining process, with many anticipated uplifts (subject to agreement) for Aboriginal and Torres Strait Islander staff.

As of 31 December 2022, there was a total of 84 Indigenous staff at Deakin: 45 Academic and 39 Professional staff (not full time equivalent). This is an increase of 20 Indigenous staff members at Deakin since 2021.

Table 5.2   Indigenous workforce data (2022 breakdown) [10]

Level/position	Permanent		Casual/contract/fixed term	
	Academic	**Non-academic**	**Academic**	**Non-academic**
Level A Academic	1		1	
Level B Academic	7		4	
Level C Academic	3		2	
Level D Academic	1			
Level E Academic	3		1	
Casual Academic			22	
HEW 4		4		1
HEW 5				1
HEW 6		2		1
HEW 7		3		1
HEW 8		3		1
HEW 9		1		
ITN Tutors				21
Total	15	13	30	26
Total Indigenous staff at Deakin as of 31 December 2022	Academic 45	Professional 39	(combined Academic and Professional staff) 84	

5.3. Indigenous Governance Mechanism

In meeting the requirements of section 11(d) and 12 of the ISSP guidelines Deakin University have the following:

The Office of Indigenous Strategy and Innovation (OISI) was established in early 2020. Following two years of sustained lockdowns in Victoria the establishment of the **Vice Chancellor Indigenous Advisory Council (VCIAC)** was suspended until its inaugural meeting on the 4th of March, 2022**.** The intention of the University, and led by the Office of Indigenous Strategy and Innovation (OISI), was to establish an overarching governance arrangement with a 'whole of university' view.

Vice Chancellor Indigenous Advisory Council (VCIAC) – Terms of Reference

- Advise the Vice Chancellor on contemporary Aboriginal and Torres Strait Islander issues that might relate and or influence the position and business of the University.
- Advise the Vice Chancellor on the Deakin University's response/position to directions, plans and actions in reference to the relationship and engagement with to Aboriginal and Torres Strait Islander peoples and communities.
- Champion the university's strategy *Deakin 2030: Ideas to Impact*, as well as the *Deakin Indigenous Strategy 2023-28*, aligning it with the broader Aboriginal and Torres Strait Islander communities.
- Receive reports and monitor the university's progress against targets and actions embodied in university wide strategies including faculty compacts, Indigenous research and Indigenous employment strategies as well as sector wide strategies including the UA Indigenous Strategy and ATN commitments.
- Endorse the Annual Indigenous Report to Council.
- Provide Community, professional and industry directed advice on attraction, engagement and completions strategies for Aboriginal and Torres Strait Islander peoples and communities building extended pathways into higher education for Aboriginal and Torres Strait Islander peoples.
- To advise on the progress and development of the University's Indigenous cultural intelligence programs – GLO-8 (Graduate Learning Outcome- 8), including the strategic directions around curriculum, knowledge, pedagogies and student experience

Institute Advisory Board: NIKERI Institute Advisory Board provides governance advice as the peak university governance body 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. With the establishment of **Vice Chancellor Indigenous Advisory Council (VCIAC)**, the **NIKERI Institute Advisory Board** will align its focus on matters of the Institute.

The composition of the Advisory 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
Mr Rod Jackson, Former CEO Wathaurong Co-operative
Ms Corrina Eccles, Wadawurrung Traditional Owner
Ms Rosemary Fella, Magistrate Koorie Court, and Institute Alumni/ Graduate
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
Professor Mark Rose, Pro Vice Chancellor, Deakin University (Chair)
Professor Gabrielle Fletcher, Director, NIKERI Institute
Ms. Karinda Burns, Senior Lecturer at NIKERI Institute, Academic Representative
Professor Iain Martin, Vice Chancellor, Deakin University
Professor Vanessa Lemm, Executive Dean, Arts and Education, Faculty
Professor Maxine Duke, Executive Dean Health, Faculty Representative

The Advisory Board met twice in 2022: 23 May and 14 November.

The following topics were discussed:

- Advisory Board Membership
- Endorsement of images for CloudFirst
- Review and Endorsement of Annual Report.
- Staff Recruitment
- NIKERI Institute Plan-on-a-page
- Teaching and Learning
- Course Enrolments
- Highlights 2022
- Marketing and Partnerships
- Research
- Financial Budget.

Senior Indigenous Academics: Deakin employs a number of appropriately qualified senior Indigenous academics within the University, 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.

Senior Indigenous Executives and Staff Members: In 2022, Deakin employed a number of appropriately qualified senior academic and professional staff, across a range of faculties and divisions within the University.

Senior Appointments at Deakin:
- **Professor Mark Rose** – Pro Vice Chancellor, Office of Indigenous Strategy, and Innovation (OISI)
- **Professor Yin Paradies** – Alfred Deakin Professor and Chair in Race Relations, Faculty Arts/Ed
- **Professor Gabrielle Fletcher** – Director, NIKERI Institute, Faculty Arts/Ed
- **Dr Tyson Yunkaporta** – Founder, Indigenous Knowledges Systems Lab
- **Dr Jessamy Gleeson –** Associate Director, Teaching & Learning, NIKERI Institute
- **Ms Jodie Satour –** Associate Director, Teaching & Learning, NIKERI Institute
- **Dr Jenny Murray Jones** – Student Cultural Mentor, NIKERI Institute
- **Dr Bryan Fricker** – Student Cultural Mentor, NIKERI Institute
- **Professor Gaye Sculthorpe** - Research Professor, Alfred Deakin Institute
- **Ms Shona Muir** – Manager, Academic Governance and Curriculum, Faculty Sci, Eng & Built Env
- **Mr Terry Kildea** – Senior Business Analyst, Digital Services, Digital Engagement
- **Mr Tom Molyneux** – Manager, Indigenous Inclusion, Office of Indigenous Strategy and Innovation
- **Ms Natasha Rossington -** Team Leader Student Experience, NIKERI Institute

5.3.1. Statement by the Indigenous Governance Mechanism

Professor Mark Rose
Pro Vice Chancellor, Indigenous Strategy and Innovation

Deakin University has always been a leader in First Nation education nationally and continues a commitment with Aboriginal and Torres Strait Islander peoples and communities to partner them in creating capacity and finding liberation through education. With a heritage dating back to the mid-1980s, the **Institute of Koorie Education (IKE)** carries a seminal place in the history of Indigenous education.

In 2020 in response to demographic change and aspiration within the Community and just ahead of the Covid19 response, the university made two strategic pivots including the transition of **Institute of Koorie Education (IKE)** to the renamed **National Indigenous Knowledges, Education, Research and Innovation (NIKERI) Institute** as well as the establishment of the **Office of Indigenous Strategy and Innovation (OISI)** lead at pro vice chancellor level. The newly branded **National Indigenous Knowledges, Education, Research and Innovation (NIKERI) Institute** put the student well-being to the fore and ensured that online delivery and support mechanisms were deployed to ensure quality of delivery within the same ethos and intention of **Institute of Koorie Education (IKE) Community Based Delivery CBD) mode**.

The release of Deakin's new strategic plan in December 2020, "Deakin 2030: Ideas to Impact" reinforcing the university's commitment to 'Indigenous Knowledges and ideas to inform the future' and a strong commitment to telling the nation's full history through general course structures assisted by the GLO-8 project and the suite of NIKERI IND offerings. Earlier this year the **Office of Indigenous Strategy and Innovation (OISI)** released Deakin's Indigenous Strategy calling for a stronger 'whole of university' focus and establishing Faculty Indigenous Compacts. A major shift in governance arrangements was created with the establishment of the **Vice Chancellor Indigenous Advisory Council (VCIAC).** The council is made up of eminent indigenous community and academic leaders and supersedes all other Indigenous governance arrangements across the university. From its establishment the **Vice Chancellor Indigenous Advisory Council (VCIAC) a**ll governance oversight is vested in the **VCIAC.**

The financial acquittal and performance report reflects the University's capability and commitment to Indigenous student success, retention and progression and success through completion. The staff and students of the **National Indigenous Knowledges, Education, Research and Innovation (NIKERI) Institute** Should be recognised for the leadership and enduring contribution that they make in Aboriginal and Torres Strait islander education.

Additional information for completing the template

[1] This information provides for the number of students and cost of the scholarships expended in 2022. 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 2022 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] While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed.