

4. INDIGENOUS EDUCATION STATEMENT – DEAKIN UNIVERSITY

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

1.1 Objectives for Indigenous Higher Education

Deakin University strives to make a significant contribution to higher education for Aboriginal and Torres Strait Islander students. It does this by:

- working in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI) to address the higher education needs of Aboriginal and Torres Strait Islander people that have been identified by representatives of Aboriginal and Torres Strait Islander communities;
- embedding within Deakin's Strategic Plan and annual Operational Plans, objectives in relation to Indigenous student and staff outcomes;
- maintaining a commitment to adapting designated courses to a community-based mode of delivery that is available to Indigenous students, thus differentiating Deakin's approach to Indigenous student education from that of other providers;
- valuing, supporting and properly resourcing a dedicated Institute of Koorie Education through which the partnership with VAEAI is championed, community-based courses are delivered, research is undertaken and leadership is provided in relation to Deakin's approach to supporting the goals of the National Aboriginal and Torres Strait Islander Education Policy.

Deakin's objectives for Indigenous higher education are set out in the University legislation that establishes the Institute of Koorie Education (the Institute). The objects of the Institute are to:

- (a) provide a community focus for Koorie, Aboriginal and Torres Strait Islander education within the University;
- (b) provide appropriate teaching and research methodologies that actively engage students' cultural identities in their academic advancement;
- (c) give advice to the University on Koorie Education in general;
- (d) give advice on the curriculum, staffing and resources for Koorie Education Programs offered by the Faculties of the University;
- (e) advise the University on matters affecting the academic advancement and general well being of Koorie, Aboriginal and Torres Strait Islander Australian students;
- (f) monitor, evaluate and advise on developments in Koorie Education; and
- (g) foster the University's collaboration with the Koorie Community.

1.2 Embedding an Indigenous perspective in Deakin's Strategic Plan

Deakin's Strategic Plan - *Delivering Effective Partnerships* - which operates from 2008-2012, aims to set out a clear vision for Deakin that distinguishes it from other Australian universities. *Delivering Effective Partnerships* details the strategies that Deakin will pursue to achieve its goals and the measures that it will use to judge its performance. An Indigenous perspective has been embedded in the following ways:

Teaching and learning:

Deakin will pursue a strategy of strengthening the relationship it has with Aboriginal and Torres Strait Islander communities to deliver a concerted strategy for Indigenous student participation that will improve success, retention and completion outcomes (Teaching and Learning, Strategy 1.12).

Research and research training:

Deakin will pursue a strategy of encouraging and supporting Aboriginal and Torres Strait Islander researchers, including increasing higher degree by research enrolments in Indigenous knowledge systems (Research and Research Training, Strategy 2.9).

Rural and regional engagement:

Deakin will pursue a strategy of extending and strengthening the provision of higher education opportunities to Aboriginal and Torres Strait Islander students through engagement with rural and regional Aboriginal and Torres Strait Islander communities (Rural and Regional Engagement, Strategy 4.3).

Equity and access:

Deakin will pursue the following strategies which have implications for Aboriginal and Torres Strait Islander students:

- broadening Deakin's profile of students through flexible and transparent admission processes and special support initiatives (Equity and Access, Strategy 5.6); and
- enhancing the University's scholarship program and other financial support for students (Equity and Access, Strategy 5.7).

Deakin will judge its performance against the following measures and targets to be achieved by the end of 2012:

Achieve a success rate for Indigenous students of at least 0.60 (0.55 in 2006) and a retention rate of at least 0.85 (0.79 in 2006) (Performance Measure 5.1)

The most recent figures available relate to 2008: in 2008 the success rate for Indigenous students was 0.63 and the retention rate was 0.79.

Increase the number of scholarships provided each year to new students from rural and regional areas and from low socio-economic status backgrounds from 45 to at least 70 (Performance Measure 5.3)

The number of scholarships offered in 2009 was 57; this number increased to 65 in 2010. Details of scholarships available specifically to Indigenous students are included in Section 2.3 below.

Increase by at least 25% the number of Indigenous staff employed (16 staff members identified themselves as Indigenous in official records in 2007) (Performance Measure 6.3)

As at 31 March 2010, 22 continuing and fixed term staff were identified as Indigenous in official records (a further breakdown is included in Appendix A). In fact, the Director of the Institute of Koorie Education, Professor Wendy Brabham, is satisfied that there are significantly more Aboriginal and Torres Strait Islander people employed at Deakin University. Professor Brabham advises that, in 2007 there were 20 continuing and fixed term positions and 57 casuals; the 2010 figures are: 24 continuing and fixed term and approximately 60 casuals.

Deakin's long term (5 year) strategies are pursued in annual Operational Plans for the University and for its individual organisational areas. The Institute develops Operational Plans which demonstrate how its activities contribute to the achievement of Deakin's Operational Plan, which, in turn, is designed to

advance the University's Strategic Plan. The 2010 Institute of Koorie Education Operational Plan is attached.

1.3 Research

The Institute of Koorie Education has drafted a research plan – *Working with a New Agenda in Community Empowered Research* – this is being discussed widely at Deakin University; it is informing knowledge of Aboriginal and Torres Strait Islander perspectives and priorities. Researchers at the Institute are working to secure Indigenous Knowledge and the Institute has made the following statement:

“As the Higher Education sector enters the fourth decade of dedicated effort to engage Aboriginal and Torres Strait Islander people in Universities we stand on the threshold of a new frontier. The progression to this new frontier sketches a new narrative and confronts the central essence of the academy, research.

As our students, as pioneers, confronted the teaching and learning paradigms of higher education in the 1970s, so do Aboriginal and Torres Strait Islander researchers in 2010. The Institute of Koorie Education at Deakin has for over twenty years been both an active participant and a leader in the field. The Aboriginal and Torres Strait Islander narrative in 2010 calls for not replicating the western dogma, but recognition of the ‘primacy’ of Indigenous Knowledge as a knowledge system in its own right.

With the appointment of two Chairs of Indigenous Knowledge Systems to build on its already established research profile, the Institute moved towards the ‘real’ revolution in education – the elevation of Indigenous Knowledge as a legitimate knowledge system. In the rich tradition of the Institute of Koorie Education, the regular input of Elders and Respected Persons to all aspects is highly valued. In the research narrative it was they who were first called upon to both auspice and author the dimensions of the Institute’s Research Plan.

A series of Elders and Respected Persons workshops was held and the constant message called for ‘honest research’ based upon the principles of trust, integrity, transparency and ethics. The Institute of Koorie Education Research Plan proposes a new agenda of community empowered research with the aim to ‘enhance in a culturally authentic manner the capacity and capability of Aboriginal and Torres Strait Islander people and communities to manage their knowledge in research contexts’.

To achieve this, the Institute of Koorie Education Research Plan 2009-2012 aims to:

- 1. Enhance Aboriginal and Torres Strait Islander knowledge capacity through higher degree programs by using community-based delivery modes.*
- 2. Work with Aboriginal and Torres Strait Islander people and communities in research projects that surface, affirm, apply and secure Indigenous Knowledge.*
- 3. Facilitate community-based research into critical questions or issues in partnership with individuals, communities and community organisations through knowledge solutions.*

The controversial point, being able to secure Indigenous Knowledge, is one that was highlighted by the Elders and Respected Persons as a significant issue. The Cultural Research Integrity Protocol (CRIP) will look beyond baseline University Ethics to preserve the cultural integrity of the project and at the same time protect the Deakin brand within the Aboriginal and Torres Strait

Islander community. This is tied up with preserving the primacy of Indigenous Knowledge in competing knowledge systems. This is the new frontier within which the Institute of Koorie Education is positioned for this new era.”

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Deakin supports the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) and it meets the conditions of eligibility for Indigenous Support Programme funding. Further detail is provided in the report against the individual AEP goals. In summary, Deakin has:

- (i) strategies for improving access, participation, retention and success of Indigenous Australian students. Deakin's long standing commitment to a community-based form of course delivery for Aboriginal and Torres Strait Islander students is the overarching principle from which it derives its strategies to improve Aboriginal and Torres Strait Islander student outcomes.
- (ii) Indigenous representation on all major decision-making bodies of the University. A feature of Deakin University's approach to Aboriginal and Torres Strait Islander education is its commitment to joint management which gives Aboriginal and Torres Strait Islander people a voice in their educational decision-making and is an important part of self-determination and community development. At the highest level this is reflected in a formal Higher Education Agreement between Deakin University and the Victorian Aboriginal Education Association Incorporated (VAEAI) which was re-signed in 2010. Operationally, there is Koorie representation on all major decision-making bodies of the University (see Section 2.1 below).
- (iii) an Indigenous employment strategy. Evidence of this strategy functioning includes the establishment of two Research Chairs in Indigenous Knowledge Systems, the embedding of a target in Deakin's Strategic Plan in relation to the number of Aboriginal and Torres Strait Islander staff employed and the implementation of culturally appropriate academic staff promotion processes. Targets to advance Deakin's Indigenous employment strategy are included in the draft Aboriginal and Torres Strait Islander Employment and Professional Development Strategy 2009-2012 currently under consideration by the University.

Report in relation to AEP goals relating to higher education

2.1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

"Aboriginal decision-making is informed by lived experience and has real impact on program development at Deakin University. The Higher Education Agreement between VAEAI and the University signifies the legitimate authority of the partnership."

Institute of Koorie Education staff

Evidence of implemented strategies working:

- The Board of the Institute of Koorie Education includes representatives of VAEAI and representatives from Deakin. Through this arrangement, the views of the Victorian Aboriginal communities are represented. This arrangement is articulated in a formal Higher Education Agreement between Deakin and VAEAI. Through this agreement, Deakin and VAEAI are committed to continuing the partnership approach that has defined the long-standing arrangements between Victorian Koorie Communities and the University in relation to the

higher education of Koories and Aboriginal and Torres Strait Islander Australians, and the development of collaborative research partnerships.

- There are many Aboriginal people involved at all levels of educational decision-making across Deakin University. Formal representation is embedded in the University's committee structures. The Institute's Director (a Koorie person) is an ex-officio member of the Academic Board and the Planning and Resources Committee, the key advisory committee to the Vice-Chancellor; Deakin's two Chairs of Indigenous Knowledge Systems – Professor Veronica Arbon and Professor Mark Rose – are also members of the Academic Board.
- More generally, the Institute is represented on all Faculty Boards. Joint Faculty/Institute Committees operate to enhance communication between the Faculties and the Institute.
- The Institute prepares an annual report which is considered by the University Council.
- The Institute has maintained its reputation as a community learning place and is well known for its formal and informal links to communities and families.
- Deakin University has agreed to sponsor the next phase of the Victorian Toorong Marnong Accord 1.¹
- The Institute, under the leadership of its Director and two Chairs for Indigenous Knowledge Systems, together with the Aboriginal Elders and Respected Persons, authored a Research Plan – *Working with a New Agenda in Community Empowered Research*.
- The Institute continues to work with governments and professional bodies, in collaboration with communities, for many of its programs.

Constraints on your ability to achieve the AEP goal:

- The Federal Government needs to address the funding and resources imbalance between the number of Indigenous Research programs and other (non-Indigenous) programs.
- Internally, there are no constraints to establishing effective arrangements for the participation of Indigenous people in educational decision-making at Deakin University.

Plans for the future:

- Action plans to be discussed, implemented as appropriate and monitored through the Joint Faculty/Institute of Koorie Education Committee forums (2010 Institute Operational Plan Target 1.2).
- Promote and position Indigenous Knowledge Systems and Community Empowered Research within the University and the broader academy through written and public presentations (2010 Institute Operational Plan Target 2.4).
- Conduct three workshops in Communities that, through skill transfer, empower the Communities to surface, affirm, apply and secure their knowledge and to engage in any research project from a position of knowledge and strength (2010 Institute Operational Plan Target 2.6).
- Attend all National Indigenous Higher Education Network (NIHEN) meetings in 2010 (2010 Institute Operational Plan Target 8.2).

¹ The Toorong Marnong Accord was signed by VAEAI and all nine Victorian Universities on 8 December, 2008. The Accord reflects the strategic approach in Victoria to higher education for Aboriginal and Torres Strait Islander students and paves the way for cooperative initiatives to improve participation and success rates.

2.2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions

“The Institute of Koorie Education’s focus for Indigenous employment is on supporting individual, family and Community empowerment.”

Institute of Koorie Education staff

Evidence of implemented strategies working:

- The University’s Aboriginal and Torres Strait Islander Employment and Professional Development Strategy 2009-2012 was updated at the end of 2009 and in early 2010 by the Institute in consultation with the Human Resources Services Division. The Strategy has been considered by the Institute of Koorie Education Board and it will be considered by the Planning and Resources Committee shortly; when approved, it will be made available on the University’s website. The Strategy describes strategies for increasing the number of Indigenous Australians employed at Deakin University; outcomes will be reported in the Institute’s annual report to Council.
- Deakin University maintains a distinct Indigenous Staff Academic Promotions Procedure and an Indigenous Staff Academic Promotions Committee (ISAPC), which includes an Elder nominated by the Director of the Institute. ISAPC makes recommendations to the University’s Academic Promotions Committee in relation to applications for promotion from Indigenous and non Indigenous academic staff specialising in Indigenous education at Deakin. As well as receiving individual applications, ISAPC can consider applications submitted by a group where one or more of the group is applying for promotion. Particular attention is paid to the responsiveness of the applicants’ teaching, research and service to the needs of the Indigenous community
- Of the seven Aboriginal Professors in the State of Victoria, three are employed by Deakin University.
- The two Chairs of Indigenous Knowledge Systems attended the World Indigenous Nations Higher Education Consortium (WINHEC) in Canada and explored partnership opportunities. Professor Veronica Arbon presented at the Conference as the Chairperson of the Knowledge Committee of WINHEC.
- Professor Mark Rose was invited to contribute to an international Indigenous forum in Ottawa for the Canadian Public Service that was transmitted to outlying Provinces.
- The Institute continued to consult widely with Aboriginal Elders and Respected Persons and communities from all Koorie Nations across Victoria. All Course Teams had Elders deliver guest lectures, participate in tutorials or visit on an informal basis with students throughout the year.
- The Institute’s partnership continued with the Wathaurong Community and the Gordon TAFE in training young Koorie apprentices as chefs at the Kitjarra Student Residency/Study Centre.
- The Institute continued to engage with local communities to further strengthen involvement with its teaching programs, research and project activities.
- Appointment of appropriate academic staff to deliver the pilot Graduate Certificate of Diabetes Education.
- Details of staff identified as Indigenous in official records from 2008 to 2010 (as at 31 March) are included in Appendix A. Deakin has no Indigenous-specific positions.

Constraints on your ability to achieve the AEP goal:

- Securing suitably qualified academic staff.

Plans for the future:

- Meet the targets outlined in Deakin University’s draft Aboriginal and Torres Strait Islander Employment and Professional Development Strategy 2009-2012 (subject to approval) and ensure that at least two Aboriginal applications are submitted to the Indigenous Staff Academic Promotions Committee in 2010 (2010 Institute Operational Plan Target 5.1).
- Each Faculty Course Team based at the Institute of Koorie Education to integrate into their program graduate employability and career development activities developed by the Faculties, as well as the workforce strategies being promoted for Aboriginal and Torres Strait Islander graduates (2010 Institute Operational Plan Target 1.3).
- In partnership with VAEAI, undertake a research project – Mapping Pathways from TAFE to Higher Education – which will provide the community with information enabling them to make appropriate course choices and provide clear employment opportunities.

2.3 Ensure equitable access of Indigenous students to higher education.

“The Institute’s connection with Communities is the strong driver in promoting access across all courses.”

Institute of Koorie Education staff

Evidence of implemented strategies working:

- Deakin continues to enrol the largest number of Aboriginal and Torres Strait Islander students in Victoria and is one of the largest providers of Indigenous higher education in Australia, with 218 student commencing in 2009 (2.0% of total commencing domestic student enrolments) compared with 186 student commencing in 2008 (1.8% of total commencing domestic student enrolments).
- Deakin continues to offer the largest number of degree programs delivered in a community-based mode of any Australian university; it keeps these courses under continual review to ensure that they meet the educational and professional needs of Aboriginal and Torres Strait Islander communities.
- The Deakin Foundation continues to pursue scholarships for our students and to raise funds for the Institute’s building program.
- Scholarships available specifically to Indigenous students that were awarded in 2009 are as follows:

SCHOLARSHIP Name	2009
COMMONWEALTH FUNDED	
Office for Children and Early Childhood Development Scholarship	19
Commonwealth Education Costs Scholarships	30
Indigenous Access Scholarships	30
EXTERNAL DONOR FUNDED	
Pratt Foundation Scholarship	48
ANZ Scholarship funding	25
Higher Degree by Research Sorry Day Anniversary Scholarship	2
Invergowrie Foundation Bursaries	10
Charities Aid Foundation	1

Indigenous Business Australia Scholarship	1
DEAKIN UNIVERSITY FUNDED	
Deakin Indigenous Bursaries	146
Dr Aunty Mary Atkinson Scholarships	2

All available Indigenous-specific scholarships were taken up in 2009.

- Deakin offers a wide range of other scholarships which are available to all students; these include scholarships for access and equity, academic excellence, accommodation, Deakin at Your Doorstep and higher degree by research. Information about available scholarships, including Indigenous-specific scholarships, is included on the University's website <http://www.deakin.edu.au/future-students/scholarships/index.php> and in Deakin University's Scholarships Guide which is available on the website and distributed in hard copy at various events, including Open Day.
- The Institute continues to work with State organisations and other relevant bodies to be responsive to the professional and career needs of Aboriginal people.
- In conjunction with the School of Nursing and Diabetes Australia, the Graduate Certificate of Diabetes Education was offered for the first time in 2010.
- A pathway is being negotiated for TAFE Diploma students for entry into the Bachelor of Early Childhood Education.
- Links were made by the Institute with the Interpretation Network New Zealand (a network to share best practice and foster professional standards in heritage interpretation) via the Interpretation Australia Association.
- New course flyers were created and prepared for use throughout 2009.
- Student recruitment activities included advertising in The Indigenous Times and the Koorie Mail.
- The Institute's webpage has also been updated to become more easily found and more informative, as well as complying with the University's Web Policy.

Constraints on your ability to achieve the AEP goal:

- The lack of a national strategy to exempt Aboriginal and Torres Strait Islander students from HECS-HELP liabilities impacts on access, participation and success rates.
- In the absence of such an exemption, the achievement of this goal would be facilitated by payment of the ABSTUDY living allowance in full to first year students who undertake a part-time study load of at least 50%.
- Students who are enrolled on a part-time basis are not supported by their employers.
- Students commencing at one institution and receiving a first scholarship payment are not eligible for the scholarship if they then transfer to Deakin University.
- A project to extend and refurbish the Institute's academic facility has been in place for several years and the building designs have been completed and costed. Until funding has been obtained, the capacity for growth will be limited.

Plans for the future:

- Continue to work closely with the Dean of the Faculty of Health, Medicine, Nursing and Behavioural Sciences and the Head of the School of Medicine to attract government funds for the implementation of the Bachelor of Medicine/ Bachelor of Surgery through the community-based mode of delivery (2010 Institute Operational Plan Target 4.3).

- Develop another partnership with an international tertiary institution with First Nations education programs (2010 Institute Operational Plan Target 3.2).

2.4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians

“Participation is the key element in the design of the program delivery. The Institute works on participation continuously and is never complacent about its practices and responsiveness to students.”

Institute of Koorie Education staff

Evidence of implemented strategies working:

- Deakin University continues to be one of the largest providers of Aboriginal and Torres Strait Islander higher education in Australia and the leader in Victoria, with a total of 529 students enrolled in 2009 (1.8% of total domestic enrolments) and 475 students enrolled in 2008 (1.6% of total domestic enrolments).
- In 2010, Aboriginal and Torres Strait Islander enrolments include: eight enrolments in (Type A) Research Honours (up from 3 in 2009); 110 enrolments in postgraduate coursework programs (up from 80 in 2009); and 10 enrolments in higher degree by research programs (up from 5 in 2009).
- One Commerce student is currently enrolled in a Masters by Research degree and a prospective Law PhD student is expected to commence in Trimester 2, 2010.
- Student feedback indicates extremely high levels of satisfaction with the teaching and course experience as well as with the academic and holistic support services provided by the staff of the Institute. For example, in Trimester 2 2009, the Student Evaluation of Teaching and Units (SETU) survey results showed 89.2% agreement by Institute students with the statement “This unit was well taught” and 84.6% agreement with the statement “I would recommend this unit to other students”.
- Work is continuing on the development of a process to benchmark the Institute of Koorie Education’s practices and outcomes against teaching, learning and research centres in other universities specialising in Teaching and Learning Programs for Aboriginal and Torres Strait Islander students.
- The Institute continues to have high expectations about student participation and success. Its community-based learning approach to curriculum delivery provides opportunities for participation in higher education that successfully allows students to balance study, family and community responsibilities.
- Graduates are invited to talk to the Institute’s students at orientation and throughout the year; they act as an inspiration to participating students.
- Following a survey of the student uptake of laptops in 2009, significant work was done to improve access by community-based students to broadband. This resulted in an increase in the uptake of laptops in Trimester 1, 2010 and improved access to Deakin Studies Online.

Constraints on your ability to achieve the AEP goal:

- The continuing requirement of a three quarter study load for eligibility for Abstudy living allowance impacts on student retention rates. As stated in Section 2.3 above, achievement of the goal would be assisted if first year students in particular were awarded Abstudy with a minimum study load of 50%.

- Higher education expenses, including HECS/FEE-HELP debts, impact on some students continuing with their studies.

Plans for the future:

- Each Course Team to achieve an average percentage agreement of at least 75% across core questions of the Student Evaluation of Teaching and Units (SETU) in each trimester (2010 Institute Operational Plan Target 1.1).
- Commence the implementation of the program developed by the Deputy Vice-Chancellor (Academic) that responds to each element of the Australasian Survey of Student Engagement and lifts the Institute's results on each scale (2010 Institute Operational Plan Target 1.4).
- Within the next 12 months enrol a minimum of two additional HDR students to work with the Chairs of Indigenous Knowledge Systems (2010 Institute Operational Plan Target 1.4).
- Increase the Institute's Victorian student cohort to 48% in 2010 (2010 Institute Operational Plan Target 4.1).

2.5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

"The Institute strategically reviews its programs with the ultimate aim of increasing graduation rates. The Institute has a co-ordinated approach to addressing all factors challenging student success."

Institute of Koorie Education staff

Evidence of implemented strategies working:

- The number of Indigenous student completions continues to rise. The Table below shows the number of completions by Aboriginal and Torres Strait Islander students at Deakin and expresses these completions as a percentage of total student completions in 2008 and 2009.

Course Type	2008 Number	2008%	2009 Number	2009%
Bachelor	30	0.6	34	0.6
Postgraduate Coursework	8	0.3	8	0.3
Higher Degree by Research	0	0.0	0	0.0
Total	38	0.5	42	0.5

- The Institute implements a holistic approach to student support, focussing on student-centred teaching, learning and research activities which are supported by Indigenous communities. As stated in Section 2.4 above, the community-based learning approach allows students to balance study, family and community responsibilities.
- The Elders in Residence Program has been implemented and has enhanced the teaching culture and practice of the Institute of Koorie Education and helped students to become fluent in two knowledge systems—Indigenous and Western Knowledge Systems.
- Work has commenced on a network of graduates and past students for tracking graduate employment outcomes and to provide feedback for strategic planning.
- The Koorie community graduation ceremonial celebration was held in October 2009.

- The educational experience of Indigenous students is enriched by supporting their participation in overseas study experiences (for example: two students were partly sponsored by the Institute to enable them to participate in overseas study experiences, one of whom was part of a delegation in Botswana working on the Orphan Project; three students participated in an Indian Law international study experience; five students and two staff members attended the Interpretation Australia Association Conference in New Zealand in September).
- Deakin University contributes approximately one quarter of Victoria's Aboriginal and Torres Strait Islander award course completions.
- While successful course completion is always the desired outcome, it is recognised by the Institute and VAEAI that the opportunity to participate in some form of higher education experience is beneficial to the lives and livelihood of Aboriginal and Torres Strait Islander people.

Constraints on your ability to achieve the AEP goal:

- Evidence has been cited in many public reports demonstrating the high rate of withdrawal and repeated re-entry of Aboriginal and Torres Strait Islander students into University studies. This is likely to impact on the accuracy of conventional measures of Higher Education success.
- The lack of qualitative data attached to all forms of student 'success' means that conventional data collection does not tell the whole student story regarding Aboriginal and Torres Strait Islander Higher Education experiences.

Plans for the future:

- Achieve a success rate for Aboriginal and Torres Strait Islander students of at least 0.62 and a retention rate of 0.83 (2010 Institute Operational Plan Target 1.6).
- Increase the number of graduates for the Bachelor of Arts, Bachelor of Laws, Bachelor of Arts/Teaching (Secondary) and the Graduate Diploma of Natural and Cultural Resource Management degrees (2010 Institute Operational Plan Target 1.6).
- Sponsor at least three students to participate in an international study experience (2010 Institute Operational Plan Target 3.1).
- Hold two Teaching and Learning Planning Days, one in each of Trimesters 1 and 3, to discuss further ways to improve progression and succession rates of Aboriginal and Torres Strait Islander students (2010 Institute Operational Plan Target 7.1).
- Continue reviewing the graduate attributes that each course seeks to develop to ensure that the attributes are aligned to community professional needs in order to impact on the workforce.

2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

"It is not solely the responsibility of Aboriginal teaching, support and research centres to educate all Australians. Universities and government must assume the responsibility to fund curriculum development appropriately to ensure that courses are more inclusive of Indigenous Knowledge Systems and cultures. In order for curriculum and courses to shift to this inclusiveness, a national university and governmental strategy is required."

Institute of Koorie Education staff

Evidence of implemented strategies working:

- The Institute is one of Deakin's great assets and enjoys the genuine support of many people within and outside the University.
- The Institute continues to encourage Deakin University to provide an educational environment in which all students can look through their own cultural lens to clarify the role that they play in understanding the shared history between Aboriginal and Torres Strait Islander people and non Aboriginal people.
- Two Joint Institute/Faculty Committees are meeting regularly and two more Joint Committees are being established.
- In 2009-2010, the Institute continued to work with Deakin's School of Medicine to review the inclusiveness of their curriculum.
- The Institute continued to work with the Faculty of Science and Technology in relation to the reaccreditation of the Graduate Diploma of Natural and Cultural Resource Management and the Bachelor of Environmental Science (Environmental Management).
- The Institute continued to work in collaboration with The University of Melbourne's Onemda VicHealth Koori Unit to facilitate curriculum development, delivery and marketing of a nationally-accessible Master of Public Health specialist stream in Indigenous health.
- The Director of the Institute participated in a review panel on Aboriginal Education programs at the University of Sydney and the final report was released in 2009.
- Deakin's support for two foundation research Chairs in Indigenous Knowledge Systems will enable the Institute to take on a greater role in research and provide tangible evidence of Deakin's long-term commitment to Indigenous education and to furthering the development of leadership and research in Indigenous knowledge systems.
- The visibility of the Institute in official University publications, such as the Strategic Plan, has increased.
- Engagement continues with local communities, to further strengthen involvement in the Institute's teaching programs, research and project activities.
- The Institute has created new links with a number of schools in Victoria, the Northern Territory, South Australia and Queensland to support placements for Education students.

Constraints on your ability to achieve the AEP goal:

- Acceptance across the University that everyone is responsible for the inclusion and integration of Aboriginal and Torres Strait Islander Knowledge Systems throughout the curriculum.
- Resources for teaching need to be allocated in the recurrent budget so that Aboriginal and Torres Strait Islander Knowledge Systems can be integrated throughout the curriculum.

Plans for the future:

- Promote Indigenous Knowledge Systems by publishing five research papers in 2010 (two published in 2009) for and on behalf of the Institute and relevant communities (2010 Institute Operational Plan Target 2.2).
- Manage the Cultural Research Integrity Program initiative across the broader University and create an accessible data bank of projects (2010 Institute Operational Plan Target 2.5).

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009		
	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	\$1,341,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$191,401
3	TOTAL ISP income for 2009	\$1,532,401
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)* Indigenous Access Scholarships Indigenous Tutorial Assistance Scheme (ITAS) Indigenous Education Program, Away From Base, mixed-mode delivery, (IEP AFB) Community Based Bachelor of Nursing Program – Phase 2 National Curriculum Development & Delivery for Indigenous Public Health ABSTUDY Testing and Assessment Victorian Department of Education and Early Childhood Development Funds from various private sources Deakin University Income Allocation Other various Total 4	\$124,980 \$497,161 \$2,696,461 \$321,653 \$63,765 \$63,225 \$419,967 \$179,807 \$2,569,930 \$39,992 \$6,976,941
5	Total Indigenous higher education income for 2009	\$8,509,342
	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, and non-salaries for Indigenous support services	\$911,013
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$0
6c	Higher education provider overheads.	\$0
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$0
6e	Total Indigenous Support Program (ISP) expenditure for 2009	\$911,013
7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other Funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).**	\$6,859,993
7b	Total Indigenous higher education expenditure of Other Funds and Indigenous Support Program (ISP) funds for 2009	\$7,771,006

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Contact Officers	
<p>Ms Geraldine Atkinson Chair Board, Institute of Koorie Education Deakin University Geelong Campus at Waurin Ponds Pigdons Road Geelong VIC 3217 Telephone: 03 5227 2538 Facsimile: 03 5227 2019</p>	<p>Professor Philip Clarke Deputy Vice-Chancellor (Academic) Deakin University Geelong Waterfront Campus 1 Gheringhap Street Geelong VIC 3217 Telephone: 03 5227 8507 Facsimile: 03 5227 8536 Email: dvca@deakin.edu.au</p>
<p>Professor Wendy Brabham Director Institute of Koorie Education Deakin University Geelong Campus at Waurin Ponds Pigdons Road Geelong VIC 3217 Telephone: 03 5227 2538 Facsimile: 03 5227 2019 Email: wendy.brabham@deakin.edu.au</p>	

Appendix A

Number of Staff Identified as Aboriginal and Torres Strait Islander in Official Records

Category	Area	Level	31-03-08	31-03-09	30-06-09	31-03-10
Academic	School of Health & Social Development	Level A	1			
	Institute of Koorie Education	Level B	4	4	6	6
		Level C	1	1	1	1
		Level E	1	2	3	3
Academic Total			7	7	10	10
General	School of Health and Social Development	Hew 8	1			
	Arts and Education - Business Unit	Hew 7		1	1	1
	Dean's Office - Science & Technology	Hew 6	1	1	1	1
	Institute of Koorie Education	Hew 4	4	5	5	4
		Hew 5			1	
		Hew 6	2	2	2	2
		Hew 7	1	1	1	1
Koorie Student Centre	Below Hew 1*				2	
	Hew 7	1	1	1	1	
Library	Hew 3	1				
General Total			11	11	12	12
Grand Total			18	18	22	22

Notes:

Data includes continuing and fixed term staff identified as Indigenous in official records. In fact, the Director of the Institute of Koorie Education is satisfied that the number of Aboriginal and Torres Strait Islander people currently employed at Deakin is as follows: 24 continuing and fixed term and approximately 60 casuals.

*Below HEW 1 includes apprentice staff employed at Deakin University.