

DEAKIN UNIVERSITY
RESPONSES TO YOORROOK'S REQUESTS FOR INFORMATION APRIL 2024

NO	REQUEST FOR INFORMATION	RESPONSE
FIRST NATIONS STUDENTS		
1	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of:</p> <ol style="list-style-type: none"> Enrolment numbers (in EFTSL): and Completion rates (and results); including as a proportion of all students. 	Student data for Q1-5 in labelled tabs in workbook .
2	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including:</p> <ol style="list-style-type: none"> Age; Gender; and Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University). 	As above.
3	<p>For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University:</p> <ol style="list-style-type: none"> Pre-degree; Undergraduate; Postgraduate: <ol style="list-style-type: none"> Graduate Diploma; Masters; PhD, <p>including whether by research or coursework.</p>	As above.
4	<p>For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe:</p> <ol style="list-style-type: none"> The year that the University had its first First Nations graduate; and The number of First Nations graduates in 2023. 	As above.
5	<p>For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University):</p> <ol style="list-style-type: none"> Agriculture and agritech; Architecture, construction and planning; Business, management and entrepreneurship; Creative arts and design; Engineering, automation and technology; Environmental sciences and sustainability; Health, medicine, psychology; Information technology and computing; Law and paralegal studies; Media and communications; Personal care and fitness; Sciences and mathematics; Society, culture and humanities; Teacher education and training; Travel, tourism and hospitality; and Veterinary medicine, <p>including as a proportion of all students enrolled in that field of study.</p>	As above.

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6	For the period 1 January 2018 to present, provide an explanation of alternative entry pathways offered by the University for First Nations prospective students in the study areas nominated in response to paragraph [5].	<p>Indigenous Access Scheme (IAS, commenced 2021) The Indigenous Access Scheme recognises the achievements of Aboriginal and Torres Strait Islander students and considers the skills, experience and community work that prepare prospective students for study. The IAS looks beyond an applicant's ATAR and academic results.</p> <p>Indigenous Entry Stream (IES, commenced prior to 2018 and see course information below) In partnership with the National Indigenous Knowledge Education Research Innovation (NIKERI) Institute, Deakin's Indigenous Entry Stream offers entry streams exclusively for Aboriginal and Torres Strait Islander students to study an optometry, medical imaging, medicine or psychological science degree. The Indigenous Entry Stream provides a specialised pathway for Indigenous students to become healthcare practitioners, improving cultural safety and health equity for Aboriginal and Torres Strait Islander peoples in the communities they serve.</p> <p>Some courses in the IES have places only for First Nations students:</p> <ul style="list-style-type: none"> • D Medicine (commenced prior to 2018) Up to 5% of domestic places are held for Indigenous Australian applicants applying through this Stream. Indigenous Australian applicants can apply with any undergraduate or postgraduate degree and are not required to complete the Graduate Australian Medical Schools Admission Test (GAMSAT). • B Medical Imaging (commenced April 2018) • B Vision Science/M Optometry (commenced April 2018) Direct-entry pathway for non-Year 12 applicants. • B Psychological Science (Honours) (commenced June 2022) Two places are available for Indigenous Australians who must have completed a bachelor degree (with an Australian Psychology Accreditation Council (APAC)-accredited three-year major sequence in psychology) or a foundation level 1 APAC-accredited psychology course or equivalent. <p>NIKERI Institute (NIKERI, commenced prior to 2018) Admission to courses at NIKERI is based on alternative entry. An ATAR or high school graduation certificate is not a necessity as we also value knowledge gained through experience. Applications are accepted based on answers to the online application, submission of required documentation, an assessment task and an interview conducted face to face or via phone.</p> <p>Regional and Remote Entry Scheme (R&R, commenced prior to 2018) To help address workforce shortages in regional and remote areas, Deakin offers alternative entry pathways into selected health and medical courses. Available to Year 12 students in their final year of schooling in the City of Greater Geelong or at a regional or remote secondary school not located in a major city of Australia. Applicants apply through VTAC and adjustments are made depending on location.</p> <table border="1" data-bbox="1190 1171 2365 1976"> <thead> <tr> <th></th> <th colspan="4">Scheme</th> </tr> <tr> <th>Study area</th> <th>IAS</th> <th>IES</th> <th>NIKERI</th> <th>R&R</th> </tr> </thead> <tbody> <tr> <td>a. Agriculture and agritech;</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>b. 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7	<p>For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of:</p> <p>a. Total number of students who completed the pre-degree courses; and</p> <p>b. Rate of entry of those students into undergraduate degree courses.</p>	Not applicable.															
8	<p>For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of:</p> <p>a. Course delivery; or</p> <p>b. Student support,</p> <p>offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services.</p>	<p>a. The NIKERI Institute offers a community-based delivery (CBD) mode, established in 1986. The CBD delivery model offers both undergraduate and postgraduate courses to First Nations students.</p> <p>The courses offered at the Institute are reflective of community demands and the desire to support First Nations people wanting to give back to their communities. Both the Graduate Diploma of Land and Sea Country Management and Indigenous Research represent this need, based on Elders and community feedback. The courses were specifically designed to support First Nations people wanting to pursue further research or the need to fill roles arising from the Cultural Heritage Act.</p> <p>b. NIKERII supports First Nations students with admission, enrolment, exams, IT, scholarships, travel, accommodation, academic support, tutor assistance, extension support, special consideration, social and emotional counselling, and cultural wellbeing. NIKERI also engages with Deakin services to further support First Nations students with disability, through Safer Community, the Deakin University Student Association, medical services and counselling. These services are highlighted during the interview stage of the admission process and again with the NIKERI Institute's face-to-face orientation, for both trimester 1 and 2. All of these support services are designed to assist First Nations students with their engagement to progress successfully with their studies.</p> <p>c. The NIKERII face-to-face orientation captures commencing and returning students across all courses offered at the beginning of each trimester.</p> <p>Programs are funded by the Australian Government's Away from Base and Indigenous Student Support Programs, through the National Indigenous Australians Agency; and the Higher Education Participation and Partnerships Program through the Department of Education.</p>															
9	<p>For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of:</p> <p>a. When and how conducted;</p> <p>b. Numbers of participants;</p> <p>c. Key themes in feedback; and</p> <p>d. Any actions taken by the University in response.</p>	<p>1. Student unit and teaching evaluations</p> <ul style="list-style-type: none"> All students at Deakin are surveyed at the end of every teaching period An online survey seeks quantitative and qualitative feedback on units (subjects) and teaching Response rates range from 20% to 25% Reports are provided to unit chairs and to the NIKERI Institute We pay particular attention to responses on assessment and teaching and to students' overall satisfaction Feedback is monitored closely and drives improvements in unit and course design and delivery. <p>2. Getting Started @ Deakin 2019, 2021 and 2023</p> <ul style="list-style-type: none"> Surveys all commencing undergraduate and postgraduate students, six weeks into their first year at Deakin Students give feedback on numerous aspects of starting university via an online survey Response rates range from 22% to 32% Reports are provided to Student Services and Diversity, Equity and Inclusion as feedback for improving student experiences. <p>Actions taken in response to survey results are designed to benefit all students.</p> <p>3. In 2022, the Faculty of Health was subject to routine quality review</p> <ul style="list-style-type: none"> The terms of reference included a strong focus on First Nations matters, including student access and support, staffing, and how the Faculty's programs could equip all graduates to work effectively to improve the health of First Nations persons Staff and students of the Faculty were surveyed to provide feedback on the terms of reference and the Faculty's self-review report. The survey did not explicitly capture the Indigenous status of respondents The final report of the review included recommendations relevant to First Nations matters, with progress against this reported annually to the University's Executive. 															
10	<p>For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of:</p> <p>a. Number of complaints received;</p> <p>b. How the complaints were managed; and</p>	<p>a. Number of complaints received: 27</p> <p>b. Management</p> <p>Complaints received by Student Complaints are managed in accordance with the University's Student Complaints Resolution policy and procedure. The procedure outlines informal (local) and formal (central) resolution processes and includes an option for students to request a review of a complaint outcome. Student Complaints work with NIKERI staff to make enquiries or review processes while considering appropriate cultural requirements</p>															

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	c. The outcome of the complaints.	<p>The Student Complaints Resolution process considers all relevant University policy and procedures related to each complaint received. These include, but are not limited to, the Diversity, Equity and Inclusion policy.</p> <p>One complaint was received by the Office of Indigenous Strategy and Innovation and one was received by the Dean of Students (outside the central complaints path).</p> <p>c. Outcome</p> <ul style="list-style-type: none"> o Nine complaints were unsubstantiated o Eight resolved by: apology to the complainants; review of relationship with third party; updating of unit material; or referral to misconduct process or feedback to School leadership with resulting actions including working with staff. o Eight were substantiated and the original decisions overturned; alternative arrangements made for students; special consideration granted to students; or feedback to School leadership. o The complaint received by the Office of Indigenous Strategy and Innovation was resolved with external assistance and the full support of the University. o The complaint received by the Dean of Students (outside the central complaints path) was resolved by School leadership and the Diversity, Equity and Inclusion and People and Culture Divisions working together.
STAFF		
11	<p>For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL):</p> <ol style="list-style-type: none"> a. Academic staff; b. Professional staff; and c. Other staff; <p>including (in each case) as a percentage of all staff.</p>	Staff data for Q11-14 in labelled tabs in workbook .
12	<p>For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status i.e.:</p> <ol style="list-style-type: none"> a. Permanent; b. Contract; or c. Casual; <p>including (in each case) as compared to all staff.</p>	As above.
13	In relation to First Nations Professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.	As above.
14	<p>In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including:</p> <ol style="list-style-type: none"> a. As a percentage of the total number of academic staff employed in that field of study; and b. An indication of whether they are employed to undertake research only or teaching and research. 	As above.
15	<p>For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to:</p> <ol style="list-style-type: none"> a. Cultural awareness, safety and/or competence; and b. Indigenous knowledge recognition, <p>including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).</p>	<p>Deakin University endeavours to equip all staff, professional and academic, with the tools to engage in today's education environment.</p> <ol style="list-style-type: none"> a. In 2018/2019 Deakin hosted both online cultural awareness training in partnership with Centre for Cultural Competence Australia (CCCA) and in-person workshops with Wan Yari. These platforms did not continue in 2020-2023, however a new online, optional, cultural intelligence program, available to all staff, has been launched with AIATSIS in 2024 and will be complemented by a range of other opportunities to build the cultural intelligence of our staff and leaders including as part of a new module in our People Leaders Induction Program. b. Background: Deakin's Graduate Learning Outcomes describe the knowledge and capabilities graduates demonstrate at the completion of their course (see section 6 of the Higher Education Courses policy). A revised Graduate Learning Outcome 8 (GLO8) was approved by the Academic Board in November 2019, with implementation commencing in 2020: <p><i>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.</i></p>

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		<p>Deakin University, as a leading Australian university, carries within its legislative mandate and its social contract the responsibility to equip its graduates with the very best preparation for their future careers. The professions by nature are called to respond to national priorities and demands of an ever-changing raft of proficiencies. With GLO8 as part of our graduates' portfolio of skills, their ability to ply their professional acumen both tactically and strategically will be enhanced with greater prospect of a balanced and equitable Australia.</p> <p>GLO8 recognises that our social contract as a university is inextricably linked to a broader social contract that this nation carries and its obligation to surface the full history of the nation.</p> <p>The GLO8 program is predicated on the concept of cultural intelligence – whereby participants are encouraged to reflect upon various inputs of an Indigenous nature and, from that, craft abstract conceptualisations that they will apply as curriculum offerings within their discipline. The GLO8 program is for academic staff and is delivered in three parts.</p> <p>Part one, cultural immersion, covers contemporary issues in Indigenous Australia and employs a 'five-on-five' methodology.</p> <ul style="list-style-type: none"> • Five things you need to know about Indigenous Australia • Five epochs in modern Indigenous Australia • Five things you should never say! • Five points of unfinished business • Five things that will keep you awake at night! <p>Part two involves an on-Country experience delivered by Traditional Owner groups. As part of cultural respect, we recognise the sovereignty of the Traditional Owners (RAP) and their provision for this activity which is a fee-for-service arrangement. Participants are then encouraged to reflect individually and as a team and craft curriculum responses from their discipline in response to the first two inputs of GLO8.</p> <p>Part three, scholarship. In ways best suited to the group and their discipline, participants are then asked to pitch their ideas to the GLO8 team, and, on feedback, apply them within the curriculum. Application can be in three forms: curriculum, pedagogy or student experience, or any combination.</p> <p>In the work of GLO8 since its inception, active communities of practice have been created across the entire University. The inaugural GLO8 Symposium was held in November 2023, where course and unit teams shared their experiences of developing Indigenous knowledges and perspectives curriculum. Over 100 staff attended.</p> <p>Participation is strongly encouraged and, in time, all course teams will have participated. The GLO8 team is prioritising large-enrolment courses and those with professional accreditation requirements for First Nations-related content.</p> <p>As of March 2024, approximately 410 academic staff from all Faculties have participated in the GLO8 program. Academic levels range from A to E. Participants are not requested to identify as First Nations or not.</p> <p>In December 2023, the University Council and Executive attended an on-Country experience at Budj Bim with the Traditional Owners. More details are in item 32.</p>
16	<p>For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including:</p> <ol style="list-style-type: none"> a. When and how conducted; b. Numbers of participants; c. Key themes in feedback; and d. Any actions taken by the University in response. 	<ol style="list-style-type: none"> a. Deakin commenced annual employee engagement surveys prior to 2018. In 2018, 2019 and 2020 Deakin conducted the survey through the Voice Project. In 2021, 2022 and 2023, Deakin undertook bi-annual surveys using the CultureAmp platform and will do the same in 2024. Since 2021, surveys have asked staff a range of questions measuring engagement, enablement, empowerment and leadership effectiveness. Surveys are not targeted to nor do they ask direct questions of any specific demographic. However, the surveys have high response rates which lead to actions for addressing identified workforce challenges and opportunities including those that affect and include First Nations cohorts. b. All continuing and fixed-term staff members are surveyed. In 2022 and 2023, casual and sessional staff included. In the most recent survey, October 2023, close to 5000 staff were invited to participate with a response rate of 66%. Response rates have averaged approximately 60% to 70% since 2018. c. The surveys have provided an opportunity for leaders at all levels to consider how they best respond to their workforce's feedback. On some occasions, qualitative and/or quantitative feedback has resulted in investments/planning associated with First Nations traineeship programs, cultural awareness training, PhD researcher development programs and targeted recruitment for identified First Nations roles. d. The results of the 2024 MY Pulse survey will be integrated into strategic workforce planning workshops. During these collaborative sessions, leadership teams will also explore other workforce analytics via newly developed dashboards that may highlight further opportunities for consideration of the First Nations experience at Deakin.
17	<p>For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of:</p> <ol style="list-style-type: none"> a. Number of complaints received; b. How the complaints were managed; and c. The outcome of the complaints. 	<ol style="list-style-type: none"> a. Number of complaints received: 8 b. Management <ul style="list-style-type: none"> o Referral to Student Complaints o Formal resolution by investigation o Victorian Equal Opportunity and Human Rights Commission (VEOHRC)

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		<p>c. Outcome</p> <ul style="list-style-type: none"> o In each of the formal resolutions, the respondent left Deakin either without participating in the investigation or before the investigation commenced. o VEOHRC complaint was subsequently withdrawn; rationale not provided. <p>The Office of Indigenous Strategy and Innovation is called on intermittently to provide support, advice and network. This may include third-party arrangements, such as referred to in the response to item 10.</p>
RESEARCH		
18	<p>For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including:</p> <ol style="list-style-type: none"> a. How developed (including any input obtained from First Nations staff, students, or stakeholders); b. Key activities undertaken; and c. Outcomes recorded. 	<p>Research strategy until 2020 was guided by the <i>Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020</i>. This Agenda was developed in close consultation and with endorsement from the Director and senior colleagues from the Institute of Koorie Education (now the NIKERI Institute), together with senior leaders from all areas of the University. The Agenda was supported by the Academic Board and University Council and informed Deakin's then strategic plan, Aboriginal and Torres Strait Islander Employment Strategy and work with Universities Australia on implementing the Indigenous Cultural Competency Framework and responded to the relevant Higher Education Standards.</p> <p>The Agenda acknowledged the many excellent initiatives, practices and outcomes that past and present colleagues in the Institute of Koorie Education and others across Deakin had developed and achieved in Deakin's 41-year history.</p> <p>Outcomes to date are noted below.</p> <p>From 2020, First Nations research across the University exists in NIKERI (see below) and in general settings in faculties and institutes.</p> <p>Students can also opt for standard HDR candidacy within faculties and institutes in accordance with University structures and policies including ethics compliance.</p> <p>The Office of Indigenous Strategy and Innovation exists as a whole-of-University asset. It assists with building capabilities and understandings of Indigenous research and including commercial support. It focuses on relevant strategic levels such as Compact development and advising the Research Integrity Unit.</p> <p>As part of the new Compact arrangements under the Deakin Indigenous Strategy 2023-2028, four distinct and bespoke strategies are in development, aligned to each Faculty's capability and domain expertise. Faculties will be responsible for reporting on and managing Indigenous knowledge in HDR programs within their own purview.</p> <p>NIKERI's 2023 Plan on a Page sets out three objectives for the Institute:</p> <ol style="list-style-type: none"> 1. Rebuild and strengthen HDR and research culture and impact within NIKERII and extend with appointment of Professor of Indigenous Research (Research and Strategy) to link in with Faculty whilst contextualising NIKERII; 2. Further develop and dimension Indigenous Knowledges Systems Lab (IKS) 3. Develop and implement a First Nations Research ecology that connects to greater Faculty research ecology. <p>The three projects stemming from this are outlined below, alongside their 2024 updates:</p> <ol style="list-style-type: none"> 1. Align HDR recruitment and strengthen HDR Culture, ensuring coherency to Faculty Research ecosystem. This is underway in 2024, with our current HDR students having scheduled workshops with Faculty representatives across the year. 2. Develop and establish Bush Tomato School as a First Nations holistic research ecology available to staff and students to support research capabilities, building upon scoping work undertaken in 2021 as part of best practice. The two people who had built this concept have since departed from NIKERI. In its place, the NIKERI research community has been initiated in 2024, but will not bear the name of 'bush tomato school'. The goals - of building a holistic research ecology to support research capabilities - are still in place. A small research committee of five staff has been formed, with a series of goals for 2024 being set. The research committee meets regularly and takes input from all academic and professional staff regarding their needs and goals. 3. Continue development of IK Systems Lab including business plan, governance, funding and clear research objectives, deliverables and impact activities, working with current external partners (e.g. AIME, Ethic and Nature Fund) and developing further collaborations as well as working with Advancement Team. Consolidate administration and staffing. The management of the IKS lab has moved centrally to the Faculty of Arts and Education's Associate Dean Research, to ensure alignment with wider faculty goals and to support its governance, funding, and research objectives. <p>Key outcomes recorded from 2018 to the present include:</p> <ul style="list-style-type: none"> • The publication of the NIKERI-edited book, <i>Indigenous Knowledges: Privileging Our Voices</i>. This book, published in 2021, encompassed 10 chapters written by current and former NIKERI staff reflecting on how new knowledge systems for the academy can be reflective of 60,000-year-old Aboriginal histories. • The establishment of the Indigenous Knowledges Systems Lab in 2021, supported through a gift from the Kearney Group. The IKS Lab is a place Indigenous practitioners can work together to integrate Indigenous thinking and systems into other practices. <p>Beyond these outcomes, it is worthwhile noting the difficulty NIKERI has faced in recruiting a suitable candidate for the role of Associate Director (Research). This role has been vacant since late 2020, and despite multiple rounds of advertising, we have been unable to attract a suitably qualified First Nations candidate. This is largely due to a dearth of First Nations staff qualified at a post-PhD level, with suitable leadership skills.</p>

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19	For the period 1 January 2018 to present, provide an explanation of alternative pathways into research higher degrees offered by the University for First Nations students (i.e. residential intensive courses).	The Graduate Diploma of Indigenous Research was created in 2017 to establish a pathway to higher degree and research programs for First Nations students. The course is offered on a Community Based Delivery model, with intensive blocks of study scheduled across each trimester.
20	For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are: a. Allocated; b. Reported upon, including in each case to the Traditional Owner groups directly.	Deakin allocates internal research funding to Faculties which allocate to individual researchers via Schools. Individual researchers are allocated funding on a competitive basis based on strength of funding proposal and track record. No specific university funding is ascribed for research directed by identified priorities of Traditional Owners. Research that does include Aboriginal and Torres Strait Islander people is required by Deakin to meet the obligations and expectations of Principle 6 as described in the Australian Code for Responsible Conduct of Research 2018 and approved projects must comply with Section 4.7.3 of the National Statement on Ethical Conduct in Human Research 2023 . Since 1 January 2018, Deakin University's Human Research Ethics Committee has reviewed 122 projects (funded externally and internally) aimed at recruiting Aboriginal and Torres Strait Islander people as participants. Of these, 46 have completed. Deakin is notified in the final report how information is reported back to participants but sometimes the final reports are submitted before data analysis is complete. In these cases, the reports note that the findings could not be reported back to the community yet. Fifteen of the projects have reported back to participants either by a report, thesis or publication, giving a verbal presentation or yarning. Please see items 26 and 27 for information on other projects addressing Traditional Owners' priorities.
CURRICULUM		
21	For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: a. Social Work; b. Nursing; c. Medicine; d. Law; e. Police; f. Ambulance; g. Education: i. Early Years; ii. Primary; and iii. Secondary. including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.	Courses and units (including whether compulsory or elective) are listed in tab Q21 curriculum in this workbook . Unit outlines are in this folder .
LEADERSHIP		
22	For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University: a. Name(s); b. Level, including in reference to an Organisational Chart.	From 2018 until 2019 Professor Liz Cameron, Director IKE 2019 Professor Gabrielle Fletcher, Director IKE The Director, IKE (now the NIKERI Institute) reports to the Executive Dean, Faculty of Arts and Education, a member of the University's Executive From 2020 Professor Mark Rose, Pro Vice-Chancellor Indigenous Strategy and Innovation Reporting to the Senior Deputy Vice-Chancellor Academic, a member of the University's Executive. Professor Rose makes an annual update on Indigenous strategy and Innovation to the Deakin University Council. Deakin's current organisational chart is available on our website . Previous organisational charts are available in our annual reports .

NO	REQUEST FOR INFORMATION	RESPONSE
23	For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.	<p>The Deakin Indigenous Strategy 2023–2028 aligns with the University’s overall strategic vision, as articulated in Deakin 2030: Ideas to Impact. Improving the experiences of Indigenous Australians is the responsibility of everyone. Together, we work to move Indigenous Knowledges into the fabric of Australian life, creating a harmony of voices and ethos, and a shared vision for the future.</p> <p>Under the Indigenous Strategy, Faculty Compacts agree goals and targets with faculties for relevant outcomes of the Strategy, particularly in the leadership and delivery of research and education in faculty disciplinary 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, through the Pro Vice-Chancellor Indigenous Strategy and Innovation and the Senior Deputy Vice-Chancellor Academic, is working collaboratively with faculties to co-design realistic but aspirational annual goals that guide faculty action. Reporting is expected to commence later in 2024.</p> <p>The Office of Indigenous Strategy and Innovation, in the Academic Portfolio, oversaw a number of projects supporting First Nations students and funded by the Higher Education Participation and Partnerships Program (HEPPP) from 2020 to 2023. Accountability and reporting is via Deakin Diversity, Equity and Inclusion Division. From 2024, this funding has been allocated to the NIKERI Institute as the entity closest to Deakin’s First Nations students.</p> <p>The Director, NIKERI Institute is responsible for overseeing the implementation of the Away from Base and Indigenous Students Success (ISSP) programs, delivered via community-based delivery. The accountabilities for these programs sit within annual and interim reports to the National Indigenous Australians Agency regarding how funding is expended on direct and indirect methods of student support.</p>
24	<p>For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of:</p> <ol style="list-style-type: none"> Relevant committees of which they are a member; Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart); and Their decision-making powers in the case of First Nations students. 	<p>Pro Vice-Chancellor Indigenous Strategy and Innovation is a member of:</p> <ul style="list-style-type: none"> Academic Board. The Chair of Academic Board is a full-time senior academic staff member. The Academic Board is the principal academic authority within Deakin. It ensures that academic staff, professional staff and students are represented, and embodies collegiality within Deakin University. Members of the Board vote on resolutions Vice-Chancellor's Indigenous Advisory Council, co-chaired by Dr Lionel Bamblett and Professor Liz Johnson. See items 25 and 32 for details Occasional member of each Faculty Executive, providing advice, connections and influence NIKERI Institute Advisory Board (Chair). <p>Director, NIKERI Institute is a member of:</p> <ul style="list-style-type: none"> The NIKERI Executive Committee (Chair) As Chair, decision-making powers sit with the Director. Vice-Chancellor's Indigenous Advisory Council (from 2020) Academic Board (until 2020) <p>As a member of the following entities, the Director can make representations and provide advice regarding First Nations students but holds no decision-making power</p> <ul style="list-style-type: none"> Faculty of Arts and Education Board, chaired by the Executive Dean Faculty of Arts and Education Teaching and Learning Committee, chaired by the Associate Dean Teaching and Learning Faculty of Arts and Education Curriculum Committee, chaired by the Associate Dean Teaching and Learning Faculty of Arts and Education Research Committee, chaired by the Associate Dean Research Faculty of Arts and Education Executive Committee, chaired by the Executive Dean The Faculty of Health Board, chaired by the Executive Dean The Faculty of Health Teaching and Learning Committee, chaired by the Associate Dean Teaching and Learning The Faculty of Science, Engineering and Built Environment Board, chaired by the Executive Dean. <p>Please see the Faculty Boards procedure for functions and composition.</p>
25	<p>For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations:</p> <ol style="list-style-type: none"> Students; Staff; Individuals within the broader Victorian community; and Traditional Owners of the lands on which the University has campuses and facilities. 	<p>In 2020, and two weeks before the onslaught of COVID, there were two major shifts in Indigenous education at Deakin University. The first one was the launch of NIKERI (National Indigenous Knowledges Education Research Institute) replacing IKE (Institute of Koorie Education) and the launch of OISI (Office of Indigenous Strategy and Innovation) led at Pro Vice Chancellor level.</p> <p>This organisational pivot meant shifting governance arrangements. The overarching mechanism shifted from NIKERI Advisory Council to the newly formed Vice Chancellor’s Indigenous Advisory Council (VCIAC). See p.27 of the Deakin Indigenous Strategy 2023-2028.</p> <ul style="list-style-type: none"> Dr Lionel Bamblett, Victorian Aboriginal Education Association Incorporated (VAEAI), co-Chair Prof Liz Johnson Senior Deputy Vice-Chancellor Academic, co-Chair Aunty Dr Geraldine Atkinson, TREATY Co Chair Prof Lester-Iribinna Rigney, Professor in Aboriginal Education, University of South Australia Mick Coombes, DIJR – Aboriginal Economic Development Assoc Prof Jessamy Gleeson, Interim Director NIKERI Institute Antoinette Gentile, DJIRRA Angela Singh, Director Southern Region DET

NO	REQUEST FOR INFORMATION	RESPONSE
		<ul style="list-style-type: none"> • Corrina Eccles, Wadawurrung Tradition Owners Corporation • Assoc Prof Gabrielle Fletcher, former Director, NIKERI Institute and current Director, Indigenous Cultural Intelligence • Prof Iain Martin, Vice Chancellor • Prof Mark Rose, Pro Vice-Chancellor Indigenous Strategy and Innovation <p>The VCIAC is regarded as the highest Indigenous governance arrangement in the University. It is designed as an expert group and canvases all sections of the Aboriginal and Torres Strait Islander community and organisations. Traditional Owners carry a separate arrangement through direct consultation and negotiation, working towards an annual Traditional Owners' conference.</p> <p>Terms of reference are in item 31 and minutes are available.</p>
26	<p>For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to:</p> <ol style="list-style-type: none"> a. Recognising Traditional Owners' relationship with the land; b. Truth-telling; c. Proposed works and developments of the University; and d. Day-to-day operations. 	<p>Deakin University has five physical campuses that sit on the homelands of three traditional owner groups (RAP) the Wurundjeri in the case of Burwood and Downtown facilities, the Wadawurrung where the Waurn Ponds and Waterfront campus sit and Eastern Maar for the Warrnambool campus.</p> <p>The Deakin Indigenous Strategy 2023-2028 calls for an annual Traditional Owners Conference however as nations are in dispute over land, in the interim this is replaced by rotational individual consultation.</p> <p>As a University, we strive for open, respectful and dynamic communication through authentic relationship with traditional owners and key Indigenous mechanisms including co-ops, State-wide organisations and Government arrangements.</p> <p>Recognition can be demonstrated in a number of ways.</p> <ol style="list-style-type: none"> a) In 2019, libraries at the Burwood (Wurundjeri Country), Waterfront (Wadawurrung) Country, Waurn Ponds (Wadawurrung Country) and Warrnambool (Gunditjmara Country) Campuses all had acknowledgments of Country added to entrances. <p>Each campus has its own acknowledgement of Country in video form and there is a whole-of-Deakin version for use with University-wide and general groups, e.g. at conferences.</p> <p>The principle of sovereignty is recognised throughout the University, both symbolically and ceremonially at official events with respect to separation between Traditional Owners and the Diaspora.</p> <p>In 2021 the Library, via the Office of Indigenous Strategy and Innovation, worked with Wadawurrung Traditional Owners Corporation, Wurundjeri Aboriginal Cultural Heritage Corporation to rename rooms in Wurundjeri Woi-wurrung.</p> <ol style="list-style-type: none"> b) Recognition of the land and truth-telling is imbued in the GLO8 program (see item 15). c) Proposed physical or intellectual work of a significant nature is consulted with local communities including Traditional Owners and the Diaspora. d) Day-to-day operations are also consulted where relevant and not adding to consultation fatigue. e) In July 2023, Indigenous Programs commenced at Deakin Library, with the addition of the Senior Manager Indigenous Programs (senior professional staff appointment). The role of Indigenous Programs is to provide expert advice and direction on Indigenous matters across all aspects of Library services and resources, in support of the University's strategic commitment to the First Nations students, staff and communities that we serve. f) Reparative Description – In 2023, the Library commenced a project to improve collection metadata in line with the Guidelines for First Nations Collection Description and including the addition of AIATSIS Thesauri – AusLang Codes. g) Collection Audit and Access Protocols – In 2024, the Library commenced a project to identify what First Nations materials are held in the archives and Special Collections and to ensure access is managed appropriately. The Access Protocol is intended to mediate access to records, while Library works with Traditional Owner groups determine what cultural heritage is contained in the materials. h) Louis Lane Collection – Lane was a Victorian teacher and trained archaeologist and worked extensively with Wadawurrung, 'researching and documenting Wathaurong culture'. The Library has been working with Deakin General Counsel in conjunction with John Boetje, Executor and Copyright Holder for the Louis Lane Collection to repatriate a digital copy of the collection to Wadawurrung Traditional Owners Corporation to support cultural revitalisation. i) Exhibitions – The Library collaborates with First Nations researchers and artists to deliver an exhibitions and public programs. Examples include: <ul style="list-style-type: none"> Wathaurong Cooperative – The Library is currently working with the Deakin Seaweed Research Group and Wathaurong Cooperative on a new exhibition and series of workshops for Reconciliation Week 2024. The exhibition and programs blend scientific and cultural knowledge, on Country experiences, art and storytelling to revitalise the cultural connections to seaweed within Wadawurrung and the broader Indigenous community in Geelong. Earth Above Exhibition: Lowell Hunter (Nyul Nyul) Geelong-based artist is scheduled to showcase his works in an exhibition at the Waterfront Campus – Gallery in conjunction with the Earth Above project, an ARC Centre of Excellence for Australian Biodiversity and Heritage (CABAH) and Deakin University's Motion Lab planetarium experience. Hunter works closely with Wathaurong Elders, as his works are place-based performance works on-Country.

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27	For the period 1 January 2018 to present, describe any relevant agreements between the University and Traditional Owner groups – for example, in relation to support for operations, use of facilities etc.	<p>As a principle, the University recognises the prima facie position all traditional owner groups carry under the Act as well as their claim of sovereignty. It also recognises as a consequence of colonisation other groupings of First Nations people exist, and the university unequivocally respects their contribution and their right to be included and consulted. As a basis of any agreement with First Nation peoples, the University starts with this recognition of Traditional Owners through the fundamental value of respect.</p> <p>Language Use Agreements – The Library is currently liaising with Wadawurrung Traditional Owners Corporation and Wurundjeri Cultural Heritage Aboriginal Corporation to negotiate Language Use Agreements that will enable the select use of Wadawurrung and Wurundjeri language in Library communications to build staff cultural intelligence and understanding.</p> <p>Library Spaces – In 2023, the Library launched a dedicated First Nations meeting space at Warrnambool Library for use by Gunditjmara and Eastern Maar community. The space was opened with an official Welcome to Country and attended by Eastern Maar Traditional Owners.</p>
UNIVERSITIES AS BENEFICIARIES OF COLONISATION / TRUTH-TELLING		
28	Provide an explanation of the date(s) and circumstances in which the key lands on which the University's campuses and facilities are situated came to be granted to or acquired by the University.	<p>Deakin University came into existence with the passing of the Deakin University Act 1974, by which the Victorian Government gifted Deakin University lands at Waurnd Ponds which now form the Deakin University Waurnd Ponds Campus.</p> <p>The Victorian Government enacted the Deakin University (Warrnambool) Act 1990 by which the Warrnambool Institute of Advanced Education was merged into Deakin University. Deakin University was vested with all assets, rights, liabilities and obligations of WIAE including its lands. That land now forms the Deakin University Warrnambool Campus.</p> <p>The Victorian Government enacted the Deakin University (Victoria College) Act 1991 by which Victoria College was merged into Deakin University. Deakin University was vested with all assets, rights, liabilities and obligations of Victoria College including its lands.</p> <p>The Deakin University Burwood Campus is situated on lands acquired from Victoria College. Some of the land acquired at that time was subsequently disposed of by Deakin University with the consent of the Minister.</p> <p>In 1997, Deakin University acquired land at the Geelong Waterfront by purchase. That land now forms the Deakin University Waterfront Campus.</p> <p>Deakin University leases premises at 727 Collins Street, Melbourne for use as commercial offices, post graduate and corporate training facilities and work integrated learning. This premises is known to the Deakin University community as Deakin Downtown. The current 10-year lease was entered into in April 2017.</p> <p>Deakin University leases premises at 2a Bellarine Highway Queenscliff for marine and freshwater research, development and education and ancillary purposes. The relationship with the Queenscliff Marine Centre dates back to a 2005 research consortium that Deakin University participated in. Deakin is now a tenant in its own right under a 30-year lease.</p>
29	Provide an overview of any key land grants to the University by prominent early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples.	Not applicable.
30	<p>Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of:</p> <ol style="list-style-type: none"> Land grants for limited or no consideration; Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius); and Holding or acquiring First Peoples' ancestral remains. 	<ol style="list-style-type: none"> As outlined in item 28, Deakin University was established in 1974 by statute of the Victorian Parliament. It was gifted lands at Waurnd Ponds, which now forms the Waurnd Ponds campus, and similarly in the early 1990's received gifts of land where the Warrnambool campuses and Burwood campuses are located. Deakin University since commencement has not taught content that is racist in premise or unlawful in content. It is not aware of any research undertaken or supervised by Deakin staff that similarly is racist in premise or unlawful in content, noting that as a research institution, it complies with its research obligations including as set out in the Australian Code for the Responsible Conduct of Research 2018 and the National Statement on Ethical Conduct in Human Research 2023. Research (human or animal) is subject to the consideration and approval of the relevant ethics committee. To date, no ancestral human remains have been identified as being held in Deakin's Library or Archives. Faunal remains were uncovered in 2015, after the Archives acquired a large consignment of teaching and learning materials from the School of Education in Burwood. It was discovered that the faunal remains were from Tasmania. Archive staff immediately reached out to Aboriginal Heritage Tasmania to repatriate the faunal remains.
31	<p>Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including:</p> <ol style="list-style-type: none"> Regularity and context (e.g. whether ad hoc, or routinely conducted, in accordance with relevant engagement plans, policies); 	<p>There is regular rotational consultation with Traditional Owner groups, led by the Pro Vice-Chancellor Indigenous Strategy and Innovation, in lieu of an annual Traditional Owners' Conference, as noted in item 26.</p> <p>The Vice-Chancellor's Indigenous Advisory Council (VCIAC) is the main mechanism for interaction with Communities. Established in 2021, the VCIAC seeks to embed self-determination, accountability and a voice for Aboriginal and Torres Strait Islander people at the highest levels of the University.</p>

NO	REQUEST FOR INFORMATION	RESPONSE
	<p>b. At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of University staff and/or executives undertaking that interaction and/or engagement); and</p> <p>c. Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart).</p>	<p>The VCIAC meets at least three times per annum and is composed of First Nations voices from around Australia, with expertise from a range of backgrounds including education, justice, health and business. Membership is listed in item 25. The Council provides expert advice and consultation on a range of issues, and monitor the University's progress on key strategic initiatives, including:</p> <ul style="list-style-type: none"> • Advising the Vice Chancellor on contemporary Aboriginal and Torres Strait Islander issues that may relate and/or influence the position and business of the University. • Advising the Vice Chancellor on Deakin University's response/position to directions, plans and actions in reference to the relationship and engagement with Aboriginal and Torres Strait Islander peoples and communities. • Championing the University's Strategy, Deakin 2030: Ideas to Impact and aligning it with the broader Aboriginal and Torres Strait Islander communities. • Receiving reports and monitoring the University's progress against targets and actions embodied in the Deakin Indigenous Strategy and other University-wide strategies. These include Faculty compacts, Indigenous research and Indigenous employment strategies as well as sector-wide strategies including the UA Indigenous Strategy and ATN commitments. • Endorsing the Annual Indigenous Report to Council. • Providing 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. • Advising on the progress and development of the University's Indigenous Cultural Intelligence programs – GLO8 (Graduate Learning Outcome 8) - including the strategic directions around curriculum, knowledge, pedagogies, and student experience. <p>A critical piece of work in 2023 was the development of Deakin University's "Tanderrum" (a Kulin Nations term meaning "safe passage"); a document that addresses the legacy of Alfred Deakin and sets out a position that "accounts for the past and garners the future". In September 2023, the draft document was shared with the Vice-Chancellor's Indigenous Advisory Council for their guidance and endorsement. Formal endorsement was provided in November 2023.</p> <p>See item 15 for details of interactions with Traditional Owners relating to on-Country experiences. We routinely invite relevant Traditional Owners to give Welcomes to Country on formal occasions, e.g. the annual Indigenous Oration and other large gatherings whether internal to Deakin only or internal and external.</p> <p>In December 2023, members of the Deakin University Council and the Executive participated in a half-day on-Country experience with Gunditjmara guides at the Tae Rak Aquaculture Centre, part of the Budj Bim Cultural Landscape. Council thanked all those involved in organising and providing the tour and expressed its appreciation of the knowledge imparted by Professor Mark Rose, Pro Vice-Chancellor Indigenous Strategy and Innovation and Professor Richard Frankland, Professor of Interdisciplinary Arts. It is anticipated that we would continue to hold cultural immersion activities for Council and the Executive on a regular basis.</p>