Aboriginal and Torres Strait Islander Higher Education Advisory Council.

Universities Australia March 2015

Professor Ian Anderson
Co-Chair
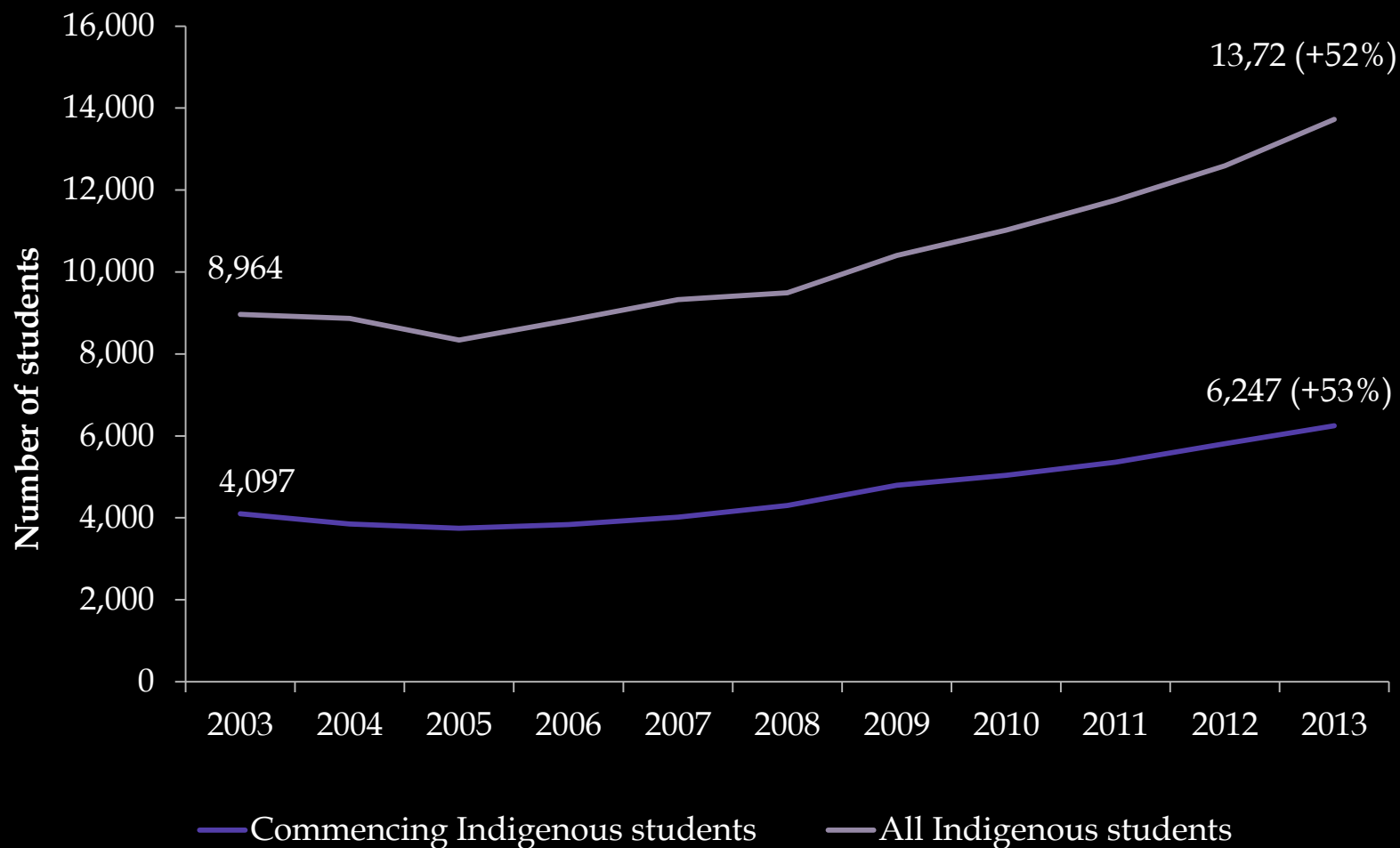*Aboriginal and Torres Strait Islander*
Higher Education Advisory Council

Aboriginal and Torres Strait Islander
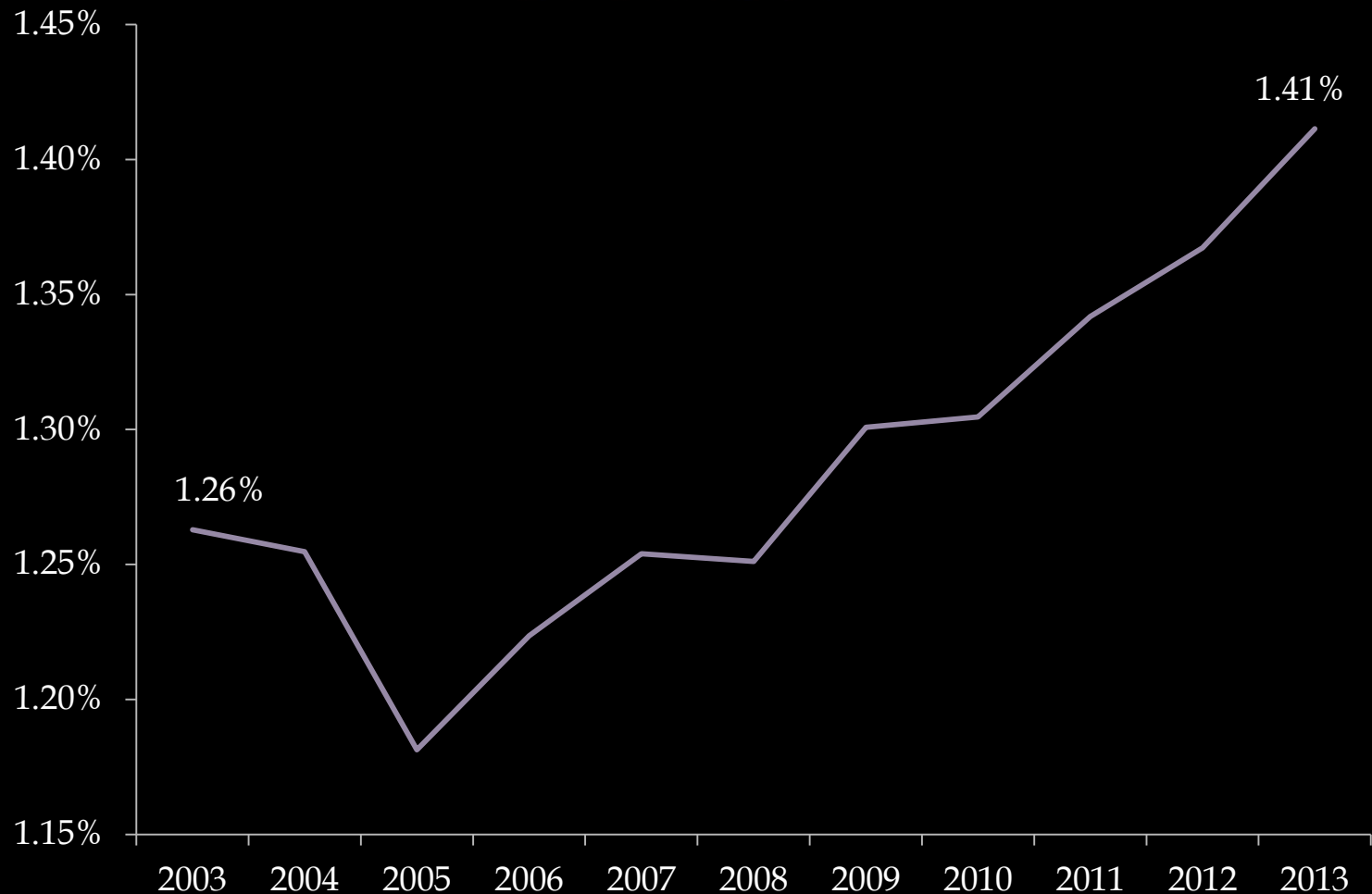Higher Education Advisory Council
(The Council)

ATIHEAC strategic policy priorities

1. Broadening access across the disciplines
2. Whole of University Strategy
3. Academic Workforce
4. Sustainable financing
5. System level performance monitoring

COMMENCING AND ALL INDIGENOUS STUDENTS 2003–2013

Number of students

16,000

13,72 (+52%)

14,000

12,000

10,000

8,964

8,000

6,247 (+53%)

6,000

4,097

4,000

2,000

0

2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013

—— Commencing Indigenous students   —— All Indigenous students

Source: Commonwealth Department of Education 2014

INDIGENOUS STUDENTS AS A PROPORTION OF DOMESTIC STUDENTS

1.26%

1.41%

#IndigenousEd

COMPLETION RATES FOR INDIGENOUS STUDENTS

	Cohort (commencing)	Completed (in any year)	Still enrolled at the end of the 6 year cohort period
Indigenous	2005	40.9%	13.8%
	2006	41.1%	13.4%
	2007	40.0%	15.1%
Non-Indigenous	2005	67.2%	11.0%
	2006	67.2%	11.0%
	2007	67.0%	11.4%

#IndigenousEd

AWARD COURSE COMPLETIONS BY BROAD FIELD OF EDUCATION
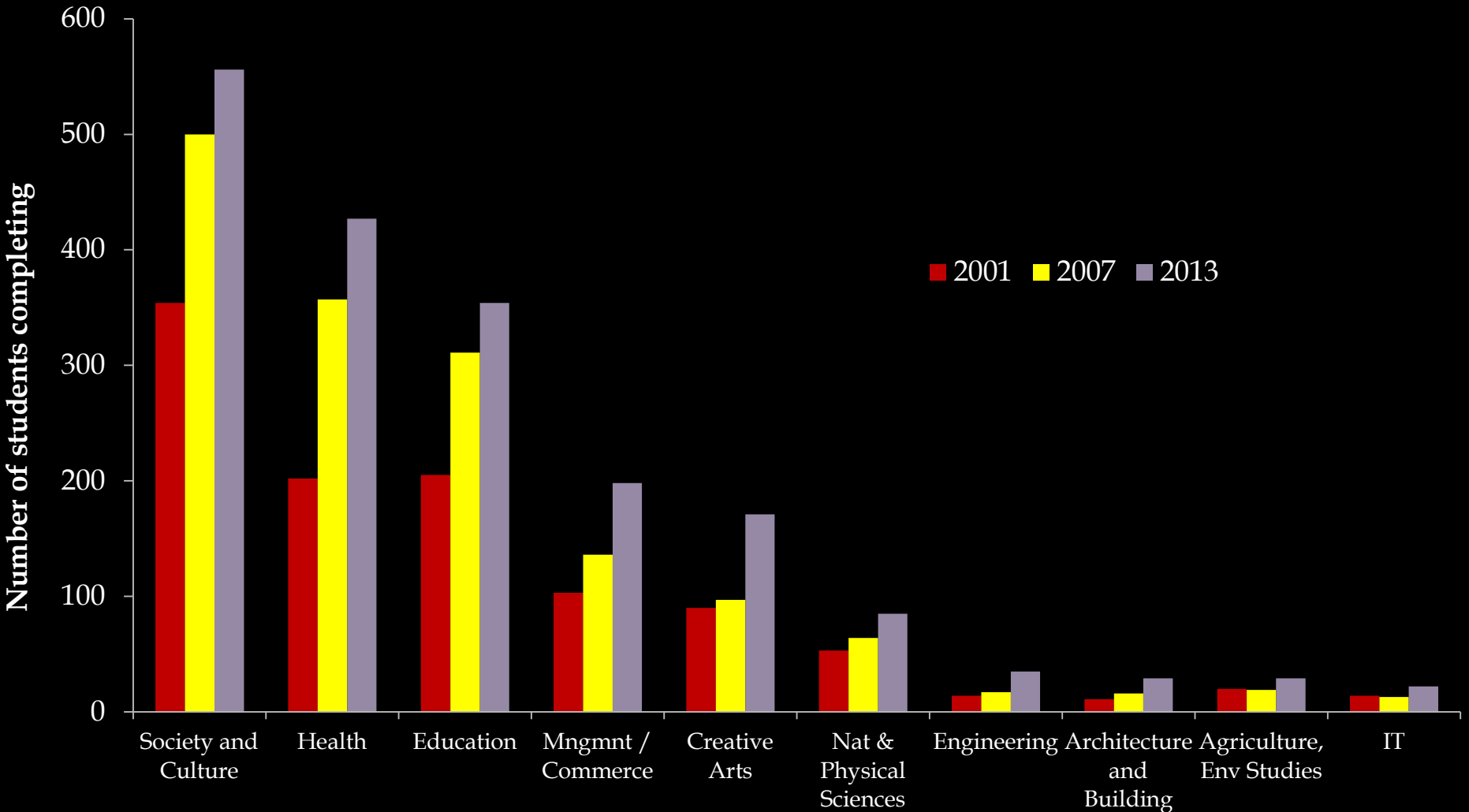
Indigenous higher education in 2020

Vision

Success in Indigenous higher education is seen as indivisible from the success of individual institutions and the higher education system as a whole.

Success is more than a headline parity measure. As envisaged in the *Review of Higher Education Access and Participation for Aboriginal and Torres Strait Islander People*, it means more students, succeeding in a wider range of disciplines, more academics, more graduates and more Indigenous professionals.

Indigenous knowledges are valued and represented across the academic agenda

Research is strategically engaged with Indigenous researchers, communities and issues, documenting and valuing the contribution of Indigenous peoples to the human story.

Universities are not only culturally safe they celebrate and connect students and staff to the rich cultural history of Indigenous peoples.

What will we need to get there?

- A shift away from a deficit model and towards institutional change
  - embracing Indigenous perspectives & knowledges
  - creating a culturally competent and safe environment
  - supporting excellence as well as targeting need

- 'Success' will be measurable, accountabilities clear and shared.

- Resourced and incentivised by policy settings which leverage mainstream funding.

Progress

- ATSIHEAC activities and priorities are targeted towards that vision by facilitating collaborations and identifying actions to accelerate change.

    - University consultations
    - STEM and Business roundtables
    - Performance frameworks
    - Academic workforce
    - Policy forum

University visits

- Met with almost all universities over the past 18 months
    - Some best practice emerging
    - Need for information exchange mechanisms
    - Effective leadership essential

- Outcomes of visits are being synthesised into a report to assist Council in development of advice to government

- Visits are also informing the development of a report on successful whole-of-university approaches.
    - Will include high level principles to guide development and implementation of universities' own models

Broadening Pathways – STEM and business

- STEM is a determining pathway, especially for professions. Council's approach aims to:
    - Embed Indigenous STEM in national policy agenda
    - Move conversation towards targeted intervention
    - Build partnership between leading players
    - Provide evidence base for accelerated change

- Business roundtable in planning for April 2015. Also aims to build coalition of key players to identify targeted actions for accelerated change.

Performance frameworks

- Working with project at National Centre for Student Equity in higher education to develop a conceptually-based performance measurement framework for equity (MFE) in higher education .

- Focussing on how to ensure that performance framework maps to the sorts of outcomes envisaged in the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*.

- Important to pick up broader concept of success outlined above including systemic change.

Academic workforce

- Commenced development of policy advice to address development of Indigenous academic workforce.
  - o Maximise PhD pipeline for Indigenous students
  - o Identify and clarify lateral entry pathways
  - o Description & analysis of current Indigenous academic workforce and PhD cohort
  - o Strategies that are oriented towards the needs of a future academic workforce
  - o Addressing the policy barriers to success for future Indigenous academics
  - o Where and how Indigenous Employment strategy coordinators are developing supporting strategies

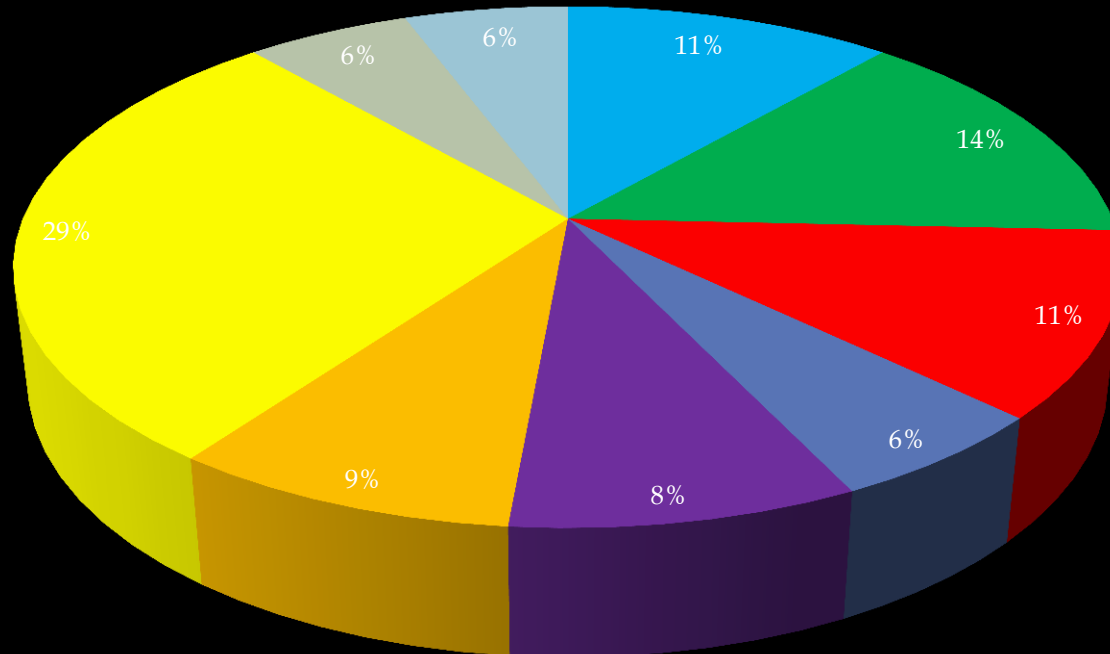Indigenous Academic Staff as a Proportion of All Academic Staff by Level 2001-2012
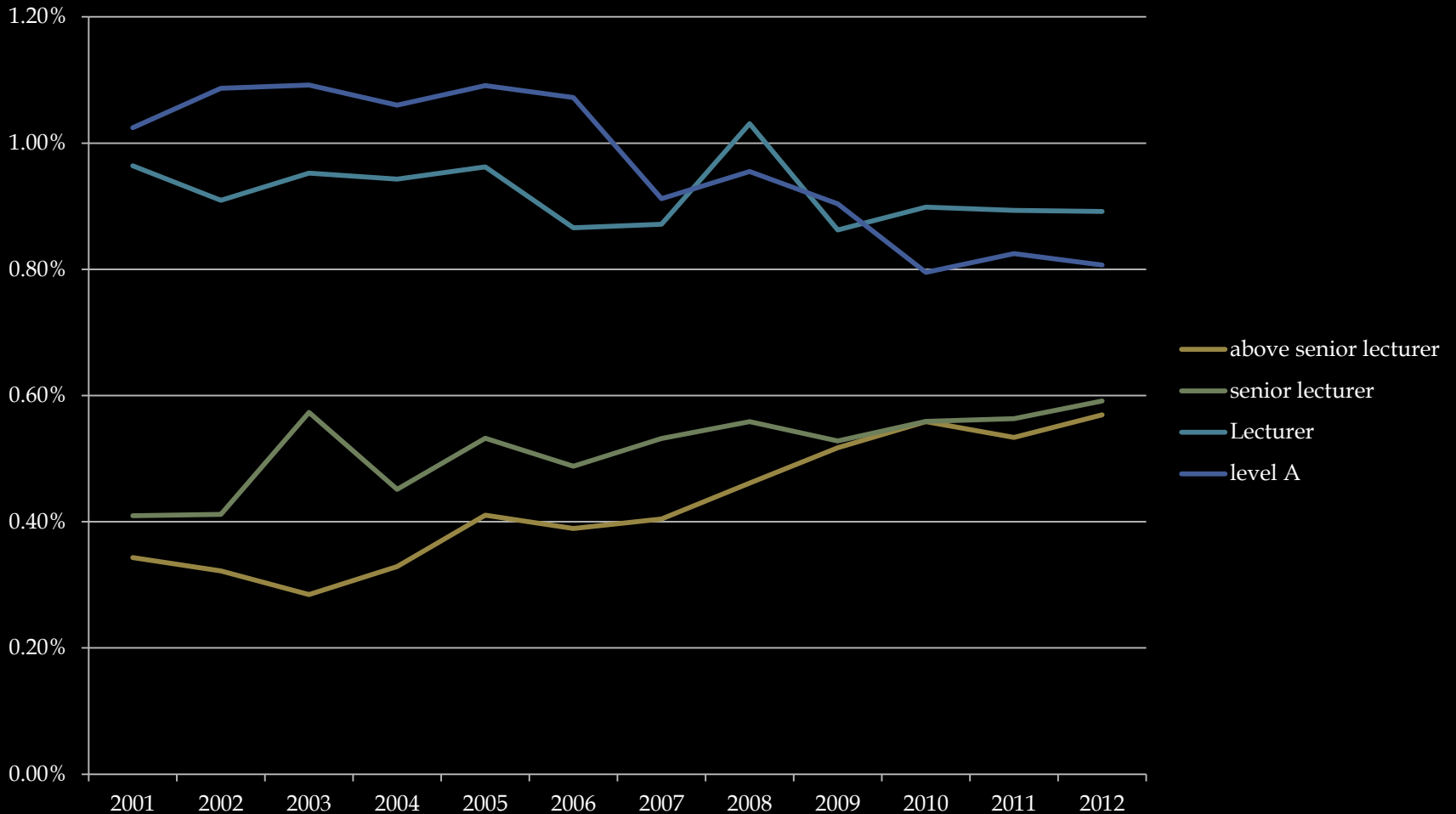
Indigenous HDR Commencements and Completions 1989-2013
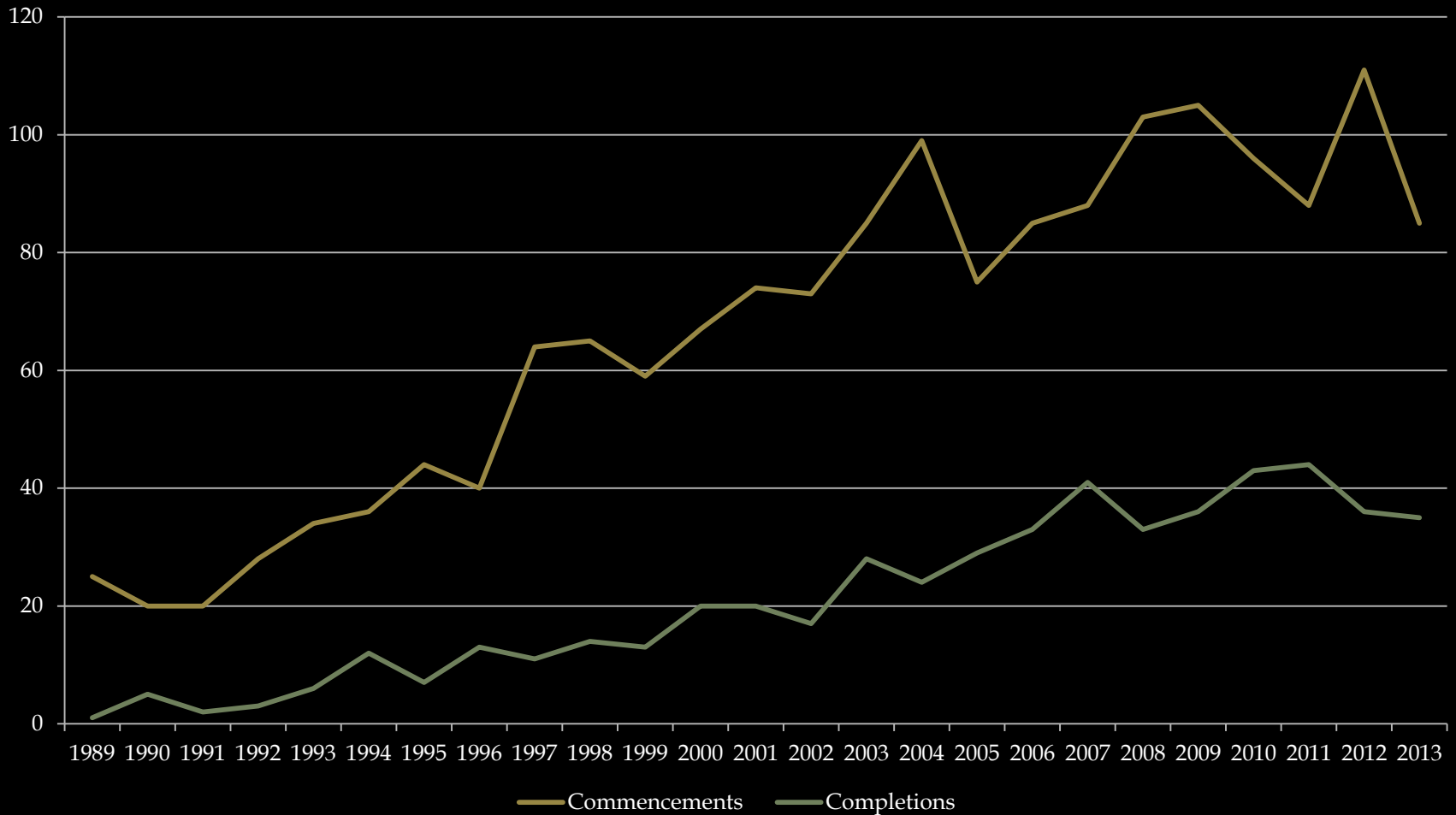
Indigenous HDR Field of Education

- STEM & Related
- Clinical Studies
- Other Health
- Agriculture & Vet science
- Education
- Business
- Society & Culture
- English Language & Literature
- Creative & Fine Arts

Policy forum

- April 15 in Canberra.

- Will pick up the various issues outlined here – focus is on how we can work together to share good practice and lessons learned since the 2012 Review.

- Aims to identify what's needed to accelerate change.

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