

Australian National University Reconciliation Action Plan




Improving Engagement with Indigenous Australians

IN PARTNERSHIP WITH: RECONCILIATION AUSTRALIA

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Definitions

ATSI	Australian Aboriginal and/or Torres Strait Islander peoples.
Count	Refers to the number of individual staff members counted.
Enrolled	Refers to the number of individual students enrolled.
EFTSL	Equivalent Full Time Study Load.
FTE	Full Time Equivalent (in relation to staff).
Target or 	Refers to the national proportion of Indigenous peoples as a percentage of the entire Australian population (2.5% according to current Australian Bureau of Statistics data). This does not incorporate projections over the life of the <i>Australian National University Reconciliation Action Plan</i> which would result in a higher figure by 2016, due not only to the natural expected increase in growth rates for the Indigenous population but also to the increasing number of people identifying as Indigenous.
	This colour signifies nothing (or effectively nothing) required to meet the target 2.5%.
	This colour signifies additional number/s required to meet the target 2.5%.
#	Number.
%	Percentage.

The Australian National University Initiatives

- The Jabal Indigenous Higher Education Centre (JIHEC), established in 1988, offers a well-established support program for prospective and current Indigenous students. The Director of the Centre is a member of a number of internal consultative committees. JIHEC achieved 100% Indigenous employment in 2007 and offers a professional development plan to assist staff to undertake University study.
- ANU has an Indigenous Australian Admission Scheme that enables prospective students to be admitted to undergraduate programs if those prospective students do not hold qualifications which meet the formal admission requirements of the University.
- An *Indigenous Education Statement* was developed in June 2008 with the objective of improving higher education outcomes for Indigenous peoples.
- The JIHEC, Ngunnawal Centre and the Canberra Institute of Technology work together to build access pathways to Indigenous higher education for Indigenous Australians.

Undergraduate Education

- The Centre for Aboriginal Economic Policy Research, established in March 1990, undertakes research and analysis of changes in Indigenous socio-economic status with the objective of informing and influencing policy formation.
- The National Centre for Indigenous Studies (NCIS), established in January 2005, promotes and initiates cross-disciplinary research and teaching in a wide range of areas of relevance to Indigenous Australians and works collaboratively with the 9 main research and teaching areas of relevance to Indigenous Australians within the University.
- There are various units offered at the Colleges of Law (CoL), Arts and Social Sciences (CASS), Asia and the Pacific (CAP), Medicine and Health Sciences (CMHS), and Science (CoS) that include Indigenous perspectives.
- The National Centre for Indigenous Studies and a number of other centres at the ANU including the Australian Centre for Indigenous History and the Centre for Aboriginal Economic Policy Research provide opportunities for Indigenous peoples to participate in decision-making around education and research.

Postgraduate Education

Employment

- ANU's *Aboriginal and Torres Strait Islander Employment Strategy* introduced in 2002 resulted in a 22% increase in Indigenous Australian staff in 2007.
- Cultural Awareness sessions are available to staff to introduce the Aboriginal and Torres Strait Islander Employment Strategy to the University community.

Community Engagement

- A Ngunnawal and Ngambri welcome to country is given at most public events held at ANU.
- An acknowledgment of traditional owners of the land is made at most official occasions and conferences.
- The ANU holds public exhibitions of Indigenous artwork and public seminars on topics related to Indigenous peoples.
- The ANU has established an annual Reconciliation Lecture delivered by a prominent Australian who has contributed to the reconciliation process.
- The University's relationship with the Australian Institute of Aboriginal and Torres Strait Islander Studies results in many initiatives promoting the wellbeing of Indigenous Australians. The two institutions have a Memorandum Of Understanding.
- In 2008 the Australian National University entered into a Memorandum of Understanding with the University of South Australia to develop our complementary strengths. One goal of the Memorandum is to work together to 'close the gap' for Indigenous students by improving University access.

The Australian National University in Comparison

Australian National University

- ANU has 0.5% Indigenous students out of over 13,200 total students (undergraduate and postgraduate).
- Of nearly 4,000 total staff (general and academic), ANU employs 0.8% staff who identify as Indigenous.
- 4 of the 8 Colleges do not employ any Indigenous academics.
- 4 of the 8 Colleges do not employ any Indigenous general staff.
- 3 of the 8 Colleges do not employ any Indigenous staff (general or academic).
- None of the 8 Colleges, nor the Divisions, employ sufficient Indigenous staff (either general or academic) to match the national proportion of Indigenous peoples (2.5%: see Definitions).

Indigenous Staff

- ANU had the third lowest rate of all Go8 universities of total Indigenous staff employed (23 in 2007 or 0.6% of all ANU staff employed).
- The University of Sydney had the highest total number of Indigenous staff employed: 37 or 0.6% of all its staff.
- The University of Adelaide had the lowest number of Indigenous staff employed: 16 or 0.6% of all its staff.
- The average number of total Indigenous staff employed among Go8s was 26.
- None of the Go8 universities employ sufficient numbers of Indigenous staff to match the national proportion of Indigenous peoples.

Indigenous Students

- ANU had the lowest rate of all Go8 universities of total number of Indigenous students (90 in 2007 or 0.5% of all ANU students, 79 below the average number of Indigenous students among Go8s: 169).
- The University of Sydney had the highest total number of Indigenous students: 303 or 0.6% of all its students.
- The University of Western Australia had the highest percentage of Indigenous students in comparison to its total number of students: 0.9%.
- None of the Go8 universities have sufficient numbers of Indigenous students to match the national proportion of Indigenous peoples.

Comparison with the Group of Eight¹

Comparison with the Higher Education Sector²

- In the 2001 – 2006 period there was a 2.2% growth in Indigenous students participating in higher education.
- In 2006 the number of Indigenous students in higher education enrolling in Bachelor degree-levels and above increased by 5.9% over 2005.
- Indigenous graduates had higher take-up rates into full-time employment than non-Indigenous graduates in 2006 (85.6% versus 82.4%).
- Indigenous graduates at the Bachelor degree-level in 2006 had a higher mean starting salary than non-Indigenous graduates (\$42,575 per annum compared with \$40,636).
- Almost two thirds of institutions have an Indigenous member of Council or Senate and an Indigenous advisory committee to advise senior management on Indigenous matters.
- Almost all institutions reported Indigenous representation on institutional academic and management committees.

¹ Using the DEEWR Higher Education Statistics Collection – Students and Staff (2007) as published on the DEEWR website, the most recent DEEWR-reported data as at October 2008.

² Using the National Report to Parliament on Indigenous Education and Training (2006), the most recent report as at October 2008.

Indigenous Staff Data

Colleges	ATSI General						ATSI Academic						ATSI Total					
	Count			FTE			Count			FTE			Count			EFT		
	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯
College of Arts & Social Sciences	0/175	0	+4	0/148.3	0	+3.7	0/312	0	+8	0/289.5	0	+7.2	0/487	0	+12	0/437.9	0	+11
College of Asia & the Pacific	0/176	0	+4	0/152.1	0	+3.8	0/185	0	+5	0/175.7	0	+4.4	0/361	0	+9	0/327.8	0	+8.2
College of Business & Economics	1/47	2.1	+0	1/44.6	2.2	+0.1	0/125	0	+3	0/117.3	0	+2.9	1/172	0.6	+3	1/161.9	0.6	+3
College of Engineering & Computer Science	0/59	0	+1	0/56.3	0	+1.4	0/77	0	+2	0/74.6	0	+1.9	0/136	0	+3	0/130.9	0	+3.3
College of Law	0/43	0	+1	0/41.8	0	+1	1/79	1.3	+1	1/68.1	1.5	+0.7	1/122	0.8	+2	1/109.9	0.9	+1.7
College of Medicine & Health Sciences	1/302	0.3	+7	1/278.5	0.4	+6	2/197	1	+3	1.2/169.2	0.7	+3	3/499	0.6	+9	2.2/447.8	0.5	+9
College of Science	5/507	1	+8	4.6/476	1	+7.3	1/592	0.2	+14	1/568.3	0.2	+13.2	6/1099	0.6	+22	5.6/1044.3	0.5	+20.5
Sub-Total	7/1309	0.5	+26	6.6/1197.6	0.6	+23.3	4/1567	0.3	+35	3.2/1462.7	0.2	+33.4	11/2876	0.4	+61	9.8/2660.5	0.4	+56.7

Other Units	ATSI General						ATSI Academic						ATSI Total					
	Count			FTE			Count			FTE			Count			FTE		
	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯	#	%	🎯
Divisions	19/1046	1.8	+7	16.9/935.8	1.8	+6.5	0/25	0	+1	0/21.8	0	+0.5	19/1071	1.8	+8	16.9/957.6	1.8	+7
Australian Partnership for Advanced Computing	0/1	0	+0	0/1	0	+0	0/0	0	+0	0/0	0	+0	0/1	0	+0	0/1	0	+0
ANU National Centre for Indigenous Studies	1/2	50	+0	1/2	50	+0	1/4	25	+0	1/3.9	25.6	+0.1	2/6	33.3	+0	2/5.9	34	-1.8
Sub-Total	20/1049	1.9	+6	17.9/938.8	1.9	+5.6	1/29	3.4	+0	1/25.7	3.9	+0.4	21/1078	1.9	+6	18.9/964.5	2	+5.2

TOTAL	27/2321	1.2	+31	24.5/2101.4	1.2	+28	5/1582	0.3	+35	4.2/1476.7	0.3	+32.7	32/3903	0.8	+67	28.7/3578.1	0.8	+60.8
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Indigenous Students Data

Colleges	ATSI Undergraduate						ATSI Postgraduate – Coursework						ATSI Higher Degree by Research						ATSI Total					
	Enrolled			EFTSL			Enrolled			EFTSL			Enrolled			EFTSL			Enrolled			EFTSL		
	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙
CASS	19/3068	0.6	+58	7.6/1349.5	0.6	+26.1	4/310	1.3	+4	1.1/85.8	1.3	+1	5/504	1	+8	2.2/191.9	1.1	+2.3	28/3890	0.7	+69	11/1628.3	0.7	+29.7
CAP	0/599	0	+15	0/259.4	0	+6.5	1/633	0.2	+15	0.1/218.1	0	+5.4	1/373	0.3	+8	0.3/154.6	0.2	+3.6	2/1628	0.1	+39	0.4/640.2	0.1	+15.6
CBE	5/2456	0.2	+56	2.4/1133.6	0.2	+25.9	0/659	0	+16	0/224.3	0	+5.6	0/114	0	+3	0/41.6	0	+1	5/3256	0.2	+76	2.4/1406.4	0.2	+32.8
CECS	4/851	0.5	+17	1.6/383.7	0.4	+8	0/153	0	+4	0/61.1	0	+1.5	0/164	0	+4	0/72.1	0	+1.8	4/1170	0.3	+25	1.6/517.2	0.3	+11.3
CoL	8/1222	0.7	+23	3/559.1	0.5	+11	6/1028	0.6	+20	1.9/312.7	0.6	+5.9	1/54	1.9	+0	0.3/14.5	2.1	+0.1	17/2352	0.7	+42	5.4/894.6	0.6	+17
CMHS	0/333	0	+8	0/167	0	+4.2	3/18	16.6	-3	1.5/9	16.7	-1.3	2/153	1.3	+2	0.8/64.2	1.2	+0.8	5/504	1	+8	2.3/240.2	1	+3.7
CoS	10/1940	0.5	+39	3.4/874.3	0.4	+1.8	1/150	0.7	+3	0.1/49.7	0.2	+1.1	3/675	0.4	+14	1.5/284.9	0.5	+5.6	14/2771	0.5	+55	5/1209.8	0.4	+25.2
Sub-Total	46/10469	0.4	+216	18/4726.6	0.4	+100.2	15/2951	0.5	+59	4.7/960.7	0.5	+19.3	12/2037	0.6	+39	5.1/823.8	0.6	+15.5	75/15571	0.5	+314	28.1/6536.7	0.4	+135.3

Other Units	ATSI Undergraduate						ATSI Postgraduate – Coursework						ATSI Higher Degree by Research						ATSI Total					
	Enrolled			EFTSL			Enrolled			EFTSL			Enrolled			EFTSL			Enrolled			EFTSL		
	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙	#	%	⊙
	0/1	0	+0	0/0.1	0	+0	0/8	0	+0	0/1	0	+0	0/0	0	+0	0/0	0	+0	0/41	0	+1	0/15.6	0	+0.4

TOTAL	66/8069	0.8	+135.7	14.3/3614	0.4	+76	15/2956	0.5	+59	4.8/961.1	0.5	+19.2	12/2037	0.6	+39	5/823.9	0.6	+15.6	66/13208	0.5	+264.2	24.3/5438.9	0.4	+111.7
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Indigenous Engagement Data³

College of Arts & Social Sciences

- CASS enrolling a further **58 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CASS enrolling a further **12 Indigenous postgraduates** (4 postgraduates by coursework, 8 higher degrees by research) by 2015 would meet the 2.5% target.
- CASS employing a further **12 Indigenous staff** (4 general, 8 academic) by 2015 would meet the 2.5% target.
- CASS offers fieldwork scholarships \$5,000 p/a, support to attend Writing Indigenous Histories workshop, Journal of Aboriginal History scholarships to Indigenous students (ANU or otherwise), financial aid via Minoru Hokari scholarship, Diane Barwick award, Sally White award, APAI Linkage funding, non-financial support via Indigenous history writing workshops run regularly, several courses with Indigenous content and invited Indigenous guest speakers, participates in cultural events, invites local elders to present welcomes to country, displays Indigenous artwork and symbols in public areas and commonly publicises Indigenous cultural events widely.

College of Asia & the Pacific

- CAP enrolling a further **15 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CAP enrolling a further **23 Indigenous postgraduates** (15 postgraduates by coursework, 8 higher degrees by research) by 2015 would meet the 2.5% target.
- CAP employing a further **9 Indigenous staff** (4 general, 5 academic) by 2015 would meet the 2.5% target.
- CAP consults with NCIS regarding increasing its Indigenous content, offers several courses with Indigenous content and financial aid for Indigenous students via the Sir Roland Wilson foundation, collaborates with Indigenous community organisations, requests welcomes from Ngambri elders and displays Indigenous symbols and artwork in public areas.

College of Business & Economics

- CBE enrolling a further **56 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CBE enrolling a further **19 Indigenous postgraduates** (16 postgraduates by coursework, 3 higher degrees by research) by 2015 would meet the 2.5% target.
- CBE employing a further **3 Indigenous staff** (academic) by 2015 would meet the 2.5% target.
- CBE consults with NCIS and Jabal regarding increasing its Indigenous content and supporting and encouraging enrolment of Indigenous students, offers financial aid for Indigenous students via the Sir Roland Wilson foundation and financial aid to an Indigenous staff member to undertake a PhD, offers mentoring and training to Indigenous students and arranges acknowledgements and welcomes at key public events.

³ This is a summary only. For further details of the numbers see 'Indigenous Staff Data' and 'Indigenous Students Data' above, or responses to questionnaires which can be made available on request.

College of Engineering & Computer Sciences

- CECS enrolling a further **17 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CECS enrolling a further **8 Indigenous postgraduates** (4 postgraduates by coursework, 4 higher degrees by research) by 2015 would meet the 2.5% target.
- CECS employing a further **3 Indigenous staff** (1 general, 2 academic) by 2015 would meet the 2.5% target.
- CECS consults with Jabal on its special entry scheme for Indigenous undergraduate students and recruitment activities in regional areas. Approximately 20 of its 136 staff have undertaken Indigenous-specific cross-cultural training. While it is not policy within CECS to acknowledge traditional owners, many seminars do commence in this way.

College of Law

- CoL enrolling a further **23 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CoL enrolling a further **20 Indigenous postgraduates** (postgraduates by coursework) by 2015 would meet the 2.5% target.
- CoL employing a further **2 Indigenous staff** (1 general, 1 academic) by 2015 would meet the 2.5% target.
- CoL has official and unofficial contact with NCIS and Jabal for admission of undergraduate students and supporting and recruiting postgraduate students, an Indigenous academic advisor who provides non-financial support (consultation and liaising with employers such as private law firms to facilitate work experience for students), publicises Indigenous cultural events to all law students via noticeboards, offers intermittent subjects with Indigenous content, offers financial aid via 2 Indigenous scholarships for PLT program and a budget provided for books relating to Indigenous studies or for Indigenous lower-income students, provides cross-cultural training to all tutors of Indigenous students, has a Law Students Society Indigenous officer who is responsible for publicising Indigenous cultural events to all law students and publicises ethical protocols to postgraduate and honours students.

College of Medicine & Health Sciences

- CMHS enrolling a further **8 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CMHS enrolling a further **2 Indigenous postgraduates** (higher degree by research) by 2015 would meet the 2.5% target.
- CMHS employing a further **9 Indigenous staff** (7 general, 3 academic) by 2015 would meet the 2.5% target.
- CMHS's ANU Medical School and School of General Practice, Rural & Indigenous Health, in partnership with CoS's School of Health & Psychological Sciences, has extensive engagement with Indigenous communities via the Winnunga Nimmityjah Aboriginal Medical Services. Winnunga is integral to the development and implementation of CMHS's Indigenous health curriculum; its staff are involved in teaching sessions across all 4 years of the medical degree. The National Centre for Epidemiology and Population Health, which offers an Indigenous-specific grant, helped establish that relationship with the aim of collaborative research. It supports and publicises Indigenous health issues (eg the Indigenous Health Day and seminars by Masters of Applied Epidemiology students).

College of Science

- CoS enrolling a further **39 Indigenous undergraduates** by 2015 would meet the 2.5% target.
- CoS enrolling a further **17 Indigenous postgraduates** (3 postgraduate by coursework, 14 higher degree by research) by 2015 would meet the 2.5% target.
- CoS employing a further **22 Indigenous staff** (8 general, 14 academic) by 2015 would meet the 2.5% target.
- CoS collaborates with CMHS on its Winnunga partnerships. Its Research School of Earth Sciences incorporates Indigenous elders into an ARC Linkage project (Willandra Lakes World Heritage area). CoS's School of Biology, Botany & Zoology worked with Jabal to ensure one-on-one tutoring for Indigenous students. Fenner School offers a \$5,000 scholarship for Indigenous environment/forestry undergraduates in addition to other funds from research projects directed specifically to Indigenous Fenner students. An Indigenous trainee has been employed at the Research School of Chemistry for 12 months and an Indigenous consultant was employed by the Fenner School to review and enhance their curriculum by identifying opportunities for increasing Indigenous content.