

NATIONAL INDIGENOUS HIGHER EDUCATION WORKFORCE STRATEGY



Indigenous Higher Education Advisory Council

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HIGHER EDUCATION
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Acknowledgements

The Indigenous Higher Education Advisory Council (IHEAC) gratefully acknowledges the contribution of Universities Australia to the development of the National Indigenous Higher Education Workforce Strategy.

Universities Australia's advice and subsequent endorsement of the Strategy at its Plenary meeting in March 2011, and profiling of the Strategy in the 2011 Universities Australia Higher Education Conference program, are important demonstrations of the university sector's commitment to the Strategy's advancement.

IHEAC thanks Universities Australia for its work, and welcomes its ongoing support in promoting participation in the National Indigenous Higher Education Workforce Strategy throughout the university sector.

This publication has been produced with funding and support from the Australian Government Department of Education, Employment and Workplace Relations.



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978-0-642-78045-4 [PRINT]

978-0-642-78046-1 [PDF]

978-0-642-78047-8 [RTF]

Foreword

As Chair of the Indigenous Higher Education Advisory Council (IHEAC), it is with great pleasure that I present the National Indigenous Higher Education Workforce Strategy (NIHEWS).

The Strategy has been developed by IHEAC in response to the challenges faced by Aboriginal and Torres Islander people in the higher education sector.

However, the release of the NIHEWS also presents an opportunity for the sector to take stock and consider the opportunities and benefits that exist in building its Aboriginal and Torres Islander workforce.

Within the academy, new ideas are developed by listening to new perspectives, by researchers asking new questions and by having a diversity of people participating in the creation of knowledge.

Aboriginal and Torres Strait Islander staff bring a wealth of cultural knowledge and perspectives in addition to the academic and professional skills of our field of study.

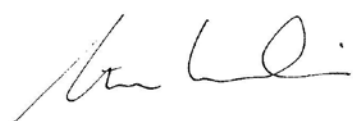
In research, Aboriginal and Torres Strait Islander staff use our professional and cultural understanding to produce new areas of knowledge. For universities at the cutting edge of research, we offer an unparalleled edge.

From the perspective of students, the Aboriginal and Torres Strait Islander workforce provides education role models, helping young people to lift their aspirations towards going to uni, doing well, and continuing on to further study.

In non-academic positions we play a crucial role in creating a safe and inclusive academy for capable students who may not otherwise feel that university is the place for them.

And at an institutional level, Aboriginal and Torres Strait Islander staff enrich the content of their universities, exposing all students to different perspectives and modelling the forms of cultural competency needed by our graduates in contemporary Australia.

With the commitment and drive of the sector, I am confident this Strategy can harness our combined assets and achieve a higher education workforce which is fully inclusive of Aboriginal and Torres Strait Islander people.



Professor Steven Larkin

IHEAC Chair

May 2011.

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1. INTRODUCTION

The National Indigenous Higher Education Workforce Strategy (NIHEWS) is being developed by the Indigenous Higher Education Advisory Council (IHEAC) at a time when Indigenous academic workforce issues are paramount. NIHEWS, as a strategic policy document, is being developed to aid universities in developing their Indigenous Employment Strategies and Indigenous employment targets.

In December 2008, the House of Representatives Standing Committee on Industry, Science and Innovation's report on 'Building Australia's Research Capacity'¹ made three recommendations of relevance to the NIHEWS:

- **Recommendation 9** – that the Australian Government attach additional funds to research training scheme places that are secured by minority and under-represented students.
- **Recommendation 24** – the Committee recommends a review of the ranking criteria for Research Training Scheme places and Australian Postgraduate Awards for greater consistency and to account for diverse backgrounds and entry points.
- **Recommendation 26** – the Committee recommends the Australian Government implement appropriate measures to encourage the recruitment of Indigenous, regional and rural Australians to higher degrees by research.

Senator Kim Carr in his 9 March 2009 address to the Australian Financial Review Higher Education Conference, called for a national research workforce strategy:

“We will build on that foundation by developing a research workforce strategy for the period to 2020 to meet expected shortfalls in the supply of research-qualified university staff. At the same time, the Government recognises that the level of support needs to increase to sustain Australian Postgraduate Award holders at a reasonable living standard. We will act on this as budget circumstances permit, but it is our policy ambition to significantly increase the number of students completing higher degrees by research over the next decade.”

Research Skills for an Innovative Future: a research workforce strategy to cover the decade to 2020 and beyond was released on 19 April 2011 and sets out a 10 year strategic framework intended to focus and prioritise activity in support of the research workforce over the next decade.

The Strategy identifies a number of priority areas for focus, including meeting the need for research skills, strengthening the quality of supply through the research training system, enhancing the attractiveness of research careers and facilitating research workforce mobility.

The Strategy also identifies priorities intended to increase participation in Australia's research workforce, including the implementation of an Indigenous research workforce plan for the higher education sector (Priority 7.3).

¹ <http://www.aph.gov.au/house/committee/isi/research/report.htm>

2. BACKGROUND

Closing the gap between Indigenous and non-Indigenous Australians is a national priority. The Australian Government has committed to working towards halving the employment gap within a decade. Meeting this target means an additional 100,000 Indigenous Australians will need to find and keep jobs over the next 10 years. A job is a key to social and economic progress; it can deliver self esteem and is a means of getting ahead in life. Seeing parents at work provides strong role models for children, especially in the university sector where few Aboriginal and Torres Strait Islander people have ventured. Changing this will require universities to make specific commitments to enhancing employment opportunities within the sector for Indigenous Australians.

Universities Australia (UA) and DEEWR have agreed to take action in line with the leadership and advice provided by IHEAC in facing this challenge.

At the *IHEAC Stakeholders' Forum on Indigenous Higher Education: Our Place in the Education Revolution* in Canberra on 14 August 2008, delegates agreed that Indigenous employees in universities should be recognised, valued and appropriately supported. This includes the provision of appropriate training and professional development. Key areas of identified need were:

- University, higher education sector and general leadership and management training, including for example Australian Institute of Management courses.
- Mental health issues training, tools for negotiation and conflict resolution and disability services workshops.
- Indigenous Employment Strategies are a university responsibility, and require wider accountability for outcomes. Strategies with appropriate funding and good key performance indicators are successful; strategies often do not work if the Indigenous Employment Officer and/or Indigenous employees are isolated and not working in a culturally secure environment.
- Indigenous Employment Strategies have tended to concentrate on recruitment of general positions and need to increase the focus on Indigenous academic positions.
- Funding support for Indigenous academic employees, particularly those working in Faculties outside of Indigenous centres is needed to enable full engagement in Indigenous research and scholarship, and to contribute to the development of the Indigenous higher education sector. This includes maintenance of cultural knowledge and protocols, community profile and networks, Indigenous peer support networks and engagement with Indigenous scholars in other universities, in national and international contexts. This need cannot be adequately addressed within the funding constraints of the Indigenous Support Program.
- Indigenous academic employees should be encouraged and supported to pursue academic positions across the disciplines and should not be restricted to teaching only Indigenous-related subjects.
- Universities need to develop specific strategies to develop Indigenous academic positions and support Indigenous academics to meet the increasing demands on academics to publish, obtain research grants and have higher degree qualifications.
- Strategies could include academic internships, time release or buy back and more flexible study leave provisions.
- Indigenous academics enrolled in PhDs find it difficult to complete given other workload demands. University grants and study leave provisions to support research and early career development often do not meet the specific needs of Indigenous employees. Universities need to ensure appropriate levels of support for Indigenous employees to complete PhDs.

- There is a need to acknowledge the nature of Indigenous academic workloads, which can also include additional student support, mentoring, governance and community engagement. The burden of stress from racism that some Indigenous academics reportedly experience in their teaching roles also needs to be acknowledged and addressed within workload models and through appropriate support mechanisms.

In addition to these comments, members of the Third IHEAC's NIHEWS working group have argued that the changing nature of study and employment means that universities need to better promote post-graduate education, as this level of study is becoming increasingly necessary for professional employment.

Moreover, universities must also start to treat the employment of Indigenous academics as a professional or business goal, rather than a moral issue. Indigenous academics bring with them a wealth of cultural knowledge and perspective in addition to the academic and professional skills of their field of study; universities need to recognise this as added value to their institutions, particularly in the pursuit of higher Indigenous student enrolments.

To address these concerns the following NIHEWS is proposed.

3. OVERVIEW

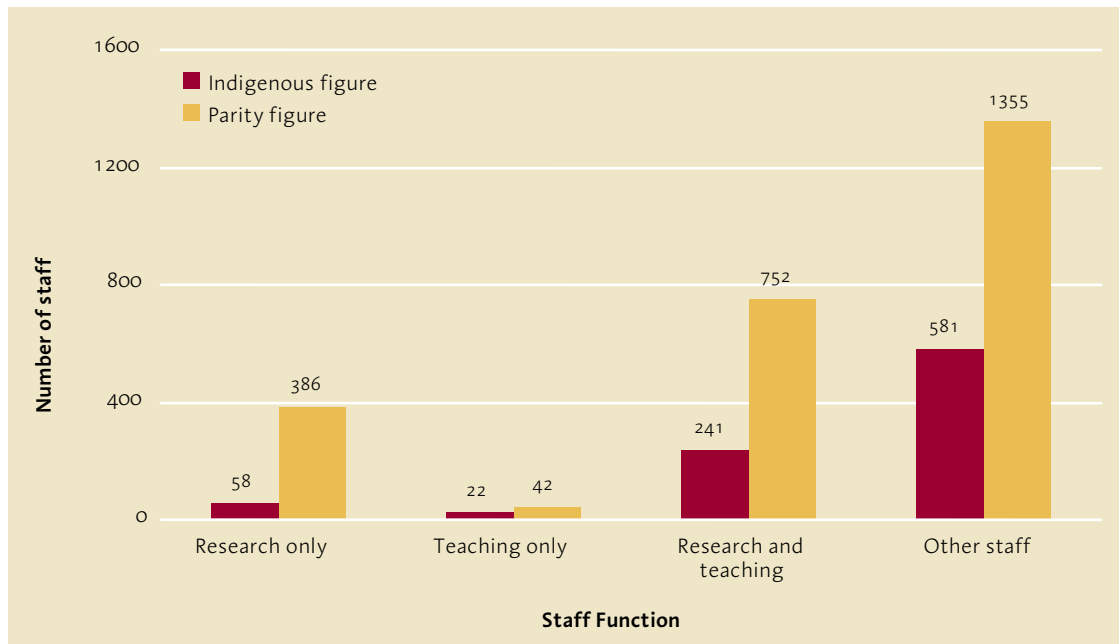
The NIHEWS aims to develop a national Indigenous workforce for the higher education sector. The development of the NIHEWS demonstrates a commitment by government and the higher education sector to improve employment and career development opportunities for Indigenous people.

4. RATIONALE FOR A NIHEWS

Indigenous people are dramatically under-represented as employees of Australian universities at all levels. Figure 1 compares the current number of Indigenous employees, Australia-wide, by each function with the number of staff needed for population parity representation. As the figure clearly indicates, population parity in academic and general staff representation is not achievable by any pipeline effect. Staff numbers in 'teaching', 'research and teaching' and other general positions would need to increase by a factor of between two to three to reach population parity, while staff numbers in 'research only' roles would need to increase by a factor of over six.

Although this pattern of under-representation of Indigenous academic positions is valid across states and institutions, the level of under-representation varies. As shown in Table 2, the picture varies by state, with the numbers of Indigenous academic employees needing as low as a twofold increase in Victoria, to a high of a tenfold increase in Tasmania, to meet state-level population parity.

Figure 1: Indigenous Higher Education Staff: Actual and Population Parity Figures (2009)



Figures represent numbers of staff in each function, not Full-time Equivalent staff.
 Parity rates are calculated on ABS national-level population estimates, Indigenous Australians representing 2.5 percent
 Staff figures taken from DEEWR's *Staff 2009: selected higher education statistics tables*.

Table 2: Indigenous Academic Staff* by State by Population Parity (2009)

State/Territory	Indigenous Academic Staff	Indigenous Academic staff as a percentage of all Academic Staff	Indigenous population as a percentage of total population [†]	Number of Indigenous staff needed to equal parity level	Ratio increase needed to reach parity
New South Wales	98	0.7%	2.3%	326	3.3
Victoria	37	0.3%	0.7%	79	2.1
Queensland	69	0.8%	3.5%	296	4.3
Western Australia	51	1.2%	4.6%	197	3.9
South Australia	32	0.9%	1.3%	48	1.5
Tasmania	4	0.4%	3.9%	43	10.7
Northern Territory [^]	21	7.6%	29.6%	82	3.9
ACT	8	0.3%	1.3%	31	3.8
Multi-State	1	0.2%	2.5%	12	11.8

* Academic Staff are those classified as being in a 'teaching only', 'research only', or 'teaching and research' role. Figures taken from DEEWR's *Staff 2009: selected higher education statistics tables*.

[†] Populations figures based on ABS publications 3101.0 – *Australian Demographic Statistics, Dec 2009* and 3238.0 – *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2009*.

[^] 2009 data does not include figures for Batchelor Institute of Indigenous Tertiary Education.

This under-representation:

- sends a negative message to students and employees (Indigenous and non-Indigenous) about the place of Indigenous people within higher education specifically, and within Australian society more generally;
- robs the higher education sector of a unique and valuable educational resource;
- diminishes the academic career options and aspirations of Indigenous employees within the sector due to the concentration of Indigenous employees within Indigenous-specific areas and the absence of Indigenous role models at higher levels;
- denies Indigenous people access to quality and rewarding employment options (Indigenous unemployment rates remain more than triple the national average and long-term unemployment rates are unacceptably higher); and
- undermines other strategies aimed at improving Indigenous student participation and completion rates at both the undergraduate and post-graduate level. The national data show that the retention rates of Indigenous students is well below those of other students in all institutions surveyed. The attrition rate is as high as 56% and at best 12% of those eligible to enrol in any year. The success rates for Indigenous students may be some 65% lower than for other students in any one year (Equity and General Performance Indicators in Higher Education). Without a representative presence of Indigenous employees throughout the university, the aspirations of higher education students to work within the sector are blunted.

The IHEAC accepts that for representative Indigenous employment within the higher education sector, the principle of equal treatment will not in itself result in equitable outcomes. Treating unequal peoples equally merely entrenches existing inequalities. For significant improvement specific measures will need to be taken to overcome recognised disadvantages.

5. AIM OF A NIHEWS

The overall aim of the NIHEWS is to bring the number and dispersion of Indigenous employees within the higher education sector to population parity within 10 years.

A diverse range of employment opportunities for Indigenous people exists within universities. However an active NIHEWS is needed to realise this employment potential, in particular one which targets the development of teachers and researchers and which encourages employment outside of those fields which traditionally attract Indigenous employees (e.g. Indigenous studies, health services, etc.)

The NIHEWS aims to increase Indigenous employment to at least double the number of continuing or fixed-term appointments within the next 5 years and triple by 2015, by providing increased employment opportunities in a variety of areas and in a diverse range of occupations.

The NIHEWS is designed to achieve and maintain Indigenous representation in continuing and fixed-term employment within Australia's universities commensurate with the proportion of Indigenous people in the population of each state and territory. The NIHEWS aims for equity for Indigenous people in terms of:

- access to quality continuing employment;
- representation at all levels and positions of employment; and

- participation in a wide range of work areas, including those that require accreditation and qualifications.

The NIHEWS also recognises that increasing the number of Indigenous people in academic or researcher positions will provide wider employment opportunities for those people outside the higher education sector.

6. CORE OBJECTIVES AND KEY ACTIONS

To address this IHEAC has worked with Universities Australia to develop a set of mutually-agreed key actions which seek to build an Indigenous higher education workforce.

A full account of the key actions appears at **Attachment A**.

Rather than assign actions to the Indigenous Education Units as traditionally occurs with Indigenous-specific strategies, many of the actions within the NIHEWS are targeted at the faculty level. This is designed to position Indigenous employment as a core business of all faculty heads, and not something to be pursued solely by the universities' IEs.

This approach represents an overriding strategy of changing the behaviour and culture of higher education providers through the leadership and accountability of senior university figures. This approach will allow IEs to focus on their primary function of providing support services to Indigenous students, while also stimulating the resources and motivation of individual faculties, which will be required to report against progress as part of their individual performance reviews and university Compact targets.

The key actions contribute to five core objectives, as follows:

Objective 1

Enhance employment pathways for existing Indigenous employees

To achieve this, outcomes are sought in the three broad areas of developing career opportunities, promoting additional study, and facilitating international exchanges for existing Indigenous employees. Specific key actions which will contribute towards these outcomes include:

- the development of time-release guidelines appropriate to Indigenous employees' needs;
- the development of financial support provisions for Indigenous employees;
- the establishment of research fellowship positions;
- the allocating of positions for Indigenous employees to be seconded into or out of each year under the university's Secondment Policy;
- the use of MOUs and existing Government initiatives to facilitate Indigenous employee exchanges with international universities; and
- the use of performance agreements and/or Compacts to promote senior manager's accountability in pursuing targets.

Objective 2

Increase new employment opportunities for Indigenous people

This objective is comprised of two main outcomes; the development of continuing and fixed-term employment opportunities for Indigenous people, and the use of short-term development and training positions to build capacity in a pool of future employees.

Specific key actions which will contribute towards these outcomes include:

- identifying appointments to continuing and fixed-term positions under standard appointment procedures;
- the development of an employment network to encourage Indigenous people to apply for positions within universities;
- participation in the Commonwealth Government's Indigenous Cadetship Support (ICS) program;
- the fixed-term employment and training of apprentices and trainees through State and Territory Training Authorities, Job Services Australia providers, Group Training Organisations, and Registered Training Organisations;
- the development of graduate employment positions for those who have successfully completed cadetship and/or apprenticeship-level employment and training within an institution; and
- the use of performance agreements and/or Compacts to promote senior manager's accountability in pursuing targets.

The responsibility for progressing these actions will be shared between staff with HR responsibilities at the faculty level, and Indigenous Employment Strategy Coordinators based at the institutional level. Further information on these positions and the graduate, cadetship, apprenticeship, and traineeship categories of employment is at **Attachment B**.

Objective 3

Development of a working environment appropriate to the needs of Indigenous people

This objective is comprised of two main outcomes; the development of strategies to assist universities to become culturally sensitive employers, and a longer-term secondary outcome of developing and delivering Indigenous content to areas of university curriculum.

Key actions to achieve this include:

- the development of University Reconciliation Statements;
- the development of active, measurable University Reconciliation Action Plans, aligned with the actions and targets of the NIHEWS;
- the provision of special leave to allow Indigenous employees to participate in cultural/ ceremonial activities;
- the appointment of at least one Indigenous Chair within the structure of the university; and
- the use of performance agreements and/or Compacts to promote senior manager's accountability in pursuing targets.

Objective 4

Community engagement and outreach

In order to promote universities as culturally supportive employers and to raise awareness of employment opportunities within the Indigenous community, the following key actions have been developed:

- the development of promotional literature featuring Indigenous people in academic and non-academic positions;
- the implementation of a work experience program, targeting local Indigenous students in years 9–12;
- establishing community engagement initiatives which incorporate participation from multiple areas and levels of employment within the university; and
- the use of performance agreements and/or Compacts to promote senior manager's accountability in pursuing targets.

Objective 5

Effective implementation of the NIHEWS

For the NIHEWS to succeed, its Key Actions must be implemented, coordinated, monitored and reported against in an effective manner. To ensure this occurs, the following actions have been developed:

- the delegation of responsibilities to human resources staffs and IES coordinators (or a comparable position accountable to NIHEWS-related outcomes);
- the embedding of Indigenous objectives within the business, operational or strategic plans of all university faculties;
- the development of internal and external initiatives to develop teaching and research capacity in Indigenous graduates;
- the development of annual reporting framework; and
- the establishment of a Monitoring Committee.

7. ROLES AND RESPONSIBILITIES

Implementing the NIHEWS will require commitment from all stakeholders. In particular, the following participants will have having specific roles and responsibilities relating to the Key Actions listed above.

7.1 Co-ordinating the NIHEWS within universities

Within a given university the responsibility for implementing the NIHEWS will be shared between an IES Coordinator, staff with HR responsibility at the faculty level, and the university executive. (Note: The IES Coordinator may be a new position; alternatively the roles of the IES Coordinator may be allocated to existing staff designated with responsibly for pursuing NIHEWS-related outcomes.) All university faculties, schools, administrative divisions and sections will be required to commit to the NIHEWS and ensure that all employees are aware of this commitment.

7.1.1 University executive

All Heads of faculties, schools and divisions/sections should include Indigenous objectives within their respective business plans to ensure appropriate priority is given to Indigenous education and employment outcomes.

While the majority of the NIHEWS's day-to-day tasks will be undertaken by staff with HR responsibility at the faculty level, the Deans of Faculty will ultimately be required to account for the outcomes within their faculties. To ensure the NIHEWS benefits from the support, resources and oversight of the university executive, universities should ensure the assorted NIHEWS targets are listed in their within senior managers' individual performance plans and/or their Compacts.

7.1.2 HR Staff

Human resources staff will be responsible for pursuing the Indigenous employment targets throughout the university . In particular, these staff will be responsible for:

- assisting university schools and sections in relation to the ongoing development and implementation of the NIHEWS;
- working with IES coordinators or their equivalent to develop and promote an Indigenous employment network;
- embedding NIHEWS within university strategic and operational frameworks;
- incorporating NIHEWS into all aspects of people management practices and processes;
- identifying and providing career development opportunities for existing and newly recruited Indigenous employees;
- keeping records relating to implementation of the NIHEWS; and
- conducting exit interviews to identify any problems experienced by Indigenous staff.

7.1.3 Indigenous Employment Strategy Coordinators

IES Coordinators or their equivalent will be a university-wide appointment based in Human Resources. IES Coordinators or their equivalent will work with staff with HR responsibility at the faculty level to:

- develop and implement appropriate recruitment and retention strategies;
- assist in the recruitment of Indigenous employees to continuing and fixed-term positions (including cadets and trainees);
- develop and promote an Indigenous employment network;
- actively support Indigenous trainees and cadets;
- assist in the recruitment of Indigenous employees to non-ongoing training positions;
- coordinate work experience placements for Indigenous people;
- monitor levels of satisfaction amongst Indigenous staff and address any reports of racist or inappropriate behaviour; and
- conduct exit interviews to identify any problems experienced by Indigenous employees.

The IES Coordinator or their equivalent should be a senior appointment, with authority to both monitor the progress of HR staff and report directly to the Vice Chancellor on NIHEWS progress.

7.2 Co-ordinating the NIHEWS nationally

While individual universities are expected to take action to support its implementation, a range of responsibilities will also exist at the national level.

7.2.1 Monitoring Committee

A Monitoring Committee (see Objective 5) will be established with a composition of both IHEAC and UA members. This committee will meet on an annual basis to review implementation of the NIHEWS, and will:

- develop benchmarks for reporting and consider universities' progress toward achieving targets;
- monitor progress of Indigenous employees;
- evaluate the effectiveness of training and other programs;
- serve as a central repository for identifying and sharing 'best practice';
- discuss future initiatives for Indigenous employment within universities; and
- set new targets and adjustments where required.

In considering universities' progress in meeting the NIHEWS objectives, the Monitoring Committee will take into account the range of structural factors that may promote or inhibit an institution's success. In this regard, an institution's failure to meet an objective might not necessarily be regarded as an overall failure, if progress has been made or if there is an explanation behind the difficulty. The Monitoring Committee will provide a report after each meeting to IHEAC and UA. The committee will also receive reports from university Indigenous Employment Strategy (IES) coordinators or their equivalent on a six monthly basis.

7.2.2 Indigenous Higher Education Advisory Council

In addition to its role on the Monitoring Committee, IHEAC will facilitate negotiation and discussion with DEEWR, UA and with individual universities as required.

IHEAC will develop, cost and seek funding support for the introduction of an Indigenous Centre for Researcher Development to provide Indigenous graduates with training in teaching and research within universities as part of the NIHEWS.

IHEAC will also liaise with the Australian Government to align the actions of the NIHEWS with any other relevant researcher workforce initiatives;

7.2.3 Universities Australia

In addition to its role on the Monitoring Committee, UA will promote and encourage participation in the NIHEWS within the university sector.

7.2.4 Department of Education, Employment & Workplace Relations

DEEWR will continue its role in providing secretariat support to IHEAC and its Working Groups. The Secretariat will collaborate with those in DEEWR who are involved in assessing and reporting on higher education providers' progress towards improved educational outcomes for Indigenous students and employees, through the Indigenous Education Statements or future mechanisms.

7.3 Building researcher capacity

The Bradley Review of Australian Higher Education recommended increasing the proportion of Australians with tertiary qualifications, including a substantial increase in the participation of students from traditionally underrepresented groups such as Indigenous students and those from rural and remote areas and low SES backgrounds.

A number of initiatives aimed at building researcher capacity are currently being progressed by Government. In addition to the Research Workforce Strategy released on 19 April, on 25 May 2011, Senator Kim Carr announced the establishment of an Aboriginal and Torres Strait Islander Researcher's Network. The Network will bring together Aboriginal and Torres Strait Islander researchers of all career stages and from a range of discipline areas at research institutions across the country to build the capacity and leadership of Aboriginal and Torres Strait Islander researchers. The Australian Government is providing up to \$800,000 a year over four years under the Australian Research Council's Special Research Initiatives scheme to fund the Network.

While these initiatives will contribute to the building of Indigenous research capacity, individual universities also have a key role in research and research education, particularly the education of postgraduate research students at Masters and PhD levels. This is critical for the creation of new knowledge, and is essential for the development of Indigenous scholars. Employment opportunities within the higher education sector for Indigenous academics are urgently needed and require dedicated capacity-building programs and strategies. While the Research Workforce Strategy and Aboriginal and Torres Strait Islander Researcher's Network will assist in this regard, under the NIHEWS universities will be responsible for developing and administering their own programs for building in-house Indigenous researcher capacity. The nature of such capacity-building programs is not prescribed by the NIHEWS and would be left to the initiative of individual institutions.

8. THE NIHEWS IN SUMMARY

The NIHEWS aims to improve employment opportunities and outcomes for Indigenous people at universities through a suite of recruitment and career development programs.

8.1 Key features

The NIHEWS contains a range of actions that contribute to five core outcomes of increased opportunities for new employees, enhanced employment pathways for existing employees, the development of a culturally-appropriate working environment, community engagement and outreach, and the effective implementation of the NIHEWS.

Universities must undertake capacity building.

In committing to the NIHEWS universities should prioritise academic appointments over nonacademic, and there is an expectation that faculties and administrative sections will actively recruit, develop and offer a career path for Indigenous employees at a level that reflects population parity.

Responsibility for the day-to-day implementation of the NIHEWS will rest largely with staff with HR responsibilities at the faculty level, with support, advice, and coordination assistance from IES Coordinators or their equivalent. The targets within the NIHEWS will be linked to the performance agreements of Deans and/or University compacts to ensure Indigenous employment is treated as core university business.

8.2 Immediate Actions

The NIHEWS aims to achieve its objectives by implementation the following actions over the next five years:

- the employment of *Indigenous Employment Strategy* Coordinators for the duration of the NIHEWS;
- identifying employment opportunities within a university environment sensitive to the needs of Indigenous people;
- the review of personal and professional development opportunities for Indigenous employees to undertake study leave;
- the promotion of career development opportunities for Indigenous employees aimed at achieving representation across a wide range of levels and occupational groups so that career mobility and career paths are enhanced;
- expansion of Indigenous employees' representation in appointments across all levels and employee categories in universities;
- support for the NIHEWS from relevant agencies; and
- the embedding of NIHEWS targets within senior managers' performance agreements and/or university Compacts.

8.3 Long term objectives

The long term objectives are:

- To achieve and maintain Indigenous representation in continuing and fixed-term employment within all levels of the university sector, proportionate to the total Indigenous population in respective states and territories.
- To achieve representation of Indigenous people at universities across a wide range of employment categories and occupational groups.
- To achieve cross cultural understanding and sensitivity throughout the university sector to contribute to Indigenous education outcomes.

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ATTACHMENT A

* Note: Final Targets and Success Indicators to be determined on an institutional basis through discussion with the Monitoring Committee

Objective	Outcome	Action/output	Target*	Success Indicator*	Additional Information
1. Enhanced employment pathways	1.1 Provision of career development opportunities for existing and newly recruited Indigenous staff members.	1.1(a) Indigenous general staff to be made aware of the General Staff Agreement provisions for time release to undertake study, and to be encouraged and assisted in putting forward a case for consideration by their Head of School, Faculty or Section.	... human resources employee designated as responsible per faculty		HR staff will report to Deans, who will in turn be required to account for progress within their faculty through Compact targets.
		1.1(b) Indigenous staff to be encouraged and supported to identify staff development and training which would assist them with their job-role and career development.	... human resources employee designated as responsible per faculty		HR staff will report to Deans, who will in turn be required to account for progress within their faculty through Compact targets.
		1.1(c) Develop internal initiatives to provide Indigenous graduates with training in teaching and research within universities.	In-house researcher capacity building program or strategy established by ...]		Responsibility for developing these initiatives would rest with of individual institutions. See Attachment B for one example of a possible teaching program – the Graduate Associate Lecturer Program (GALP).
	1.2 Sponsorship of staff to complete further studies.	1.2(a) Development of time-release guidelines for Indigenous staff.	Minimum standard to be developed and adopted		To be used for supporting Indigenous staff in undertaking PhD study. Where universities have time-release guidelines, they should ensure they are appropriate to the needs of Indigenous staff through consultation. Current industry standard for sabbatical is approximately 6 months available for 3 year's full time service, to be used in pursuing higher qualifications
		1.2(b) Development of financial support provisions for Indigenous staff (e.g. academic scholarships).	Minimum standard to be developed and adopted ... academic scholarships available per year		To be used for supporting Indigenous staff in undertaking PhD study. Academic scholarships could be of various amounts and duration, funded by DEEWR and administered by the University Foundation.
		1.2(c) Establish research fellowship positions.	... internal research fellowship position ... external research fellowship position		Universities to provide guaranteed funding for at least one research fellowship position to be made available once throughout the period of the NIHEWS, and to be awarded through an internal competitive application process. External research fellowships will involve postgraduate students taking up a 1–3 year Fellowship on an externally-funded research project (e.g. where the student works as a member of a research team operating under an ARC or NH&MRC or industry-funded grant). The ability of universities to meet this target will be influenced by a range of factors, including their size, existing research base, and location. Such factors will be taken into account when assessing progress.

Objective	Outcome	Action/output	Target*	Success Indicator*	Additional information
1. Enhanced employment pathways (continued)	1.3. Opportunity for international and national staff exchanges.	1.3(a) Identify positions for Indigenous staff to be seconded into or out of each year under the university's Secondment Policy.	... secondment positions available per year		
		1.3(b) Identify positions for Indigenous staff to undertake exchange with staff of international universities.	... international exchanges per year		Guaranteed exchange positions to be negotiated through bilateral inter-university agreements/MOUS Other competitive-based exchange opportunities may be sought through existing Government programs. See Attachment B for existing examples.
2. Increased new employment opportunities	2.1. Development of new employment opportunities for Indigenous people, including separate strategies for academic and general staff and for entry level positions.	2.1(a) Identify appointments to continuing and fixed-term positions under standard appointment procedures.	... academic staff (at a range of levels) employed per year (... at end of Year 5) ... researcher staff employed per year ... general staff (at a range of levels) employed per year (... at end of Year 5)		Includes appointments to identified Indigenous positions where it is appropriate to confine applications to Indigenous applicants. Academic and researcher appointment targets are to be prioritized ahead of general staff appointments and there is an expectation that faculties and administrative sections within universities will actively recruit, develop and offer a career path for Indigenous staff at a level that reflects population parity.
		2.1(b) Recruit Indigenous Employment Strategy Coordinator	... IES Coordinator or their equivalent employed per year		See Attachment B for position description.
		2.1(c) Development of Graduate Employment Program	... graduate placements each year (... at end of year 5)		Graduate placements would be available to those who have successfully participated in (i.e. 'graduated' from) a cadetship. Further information on graduate placements is at Attachment B .
		2.1(d) Development of an employment network to encourage Indigenous people to apply for positions within universities.	Inter-university employment network established by...		To be facilitated by IES coordinator or their equivalent and HR staff

Objective	Outcome	Action/output	Target*	Success Indicator*	Additional information
2. Increased new employment opportunities (continued)	2.2 Participation in State and Commonwealth-supported training and development programs.	2.2(a) Participation in the Commonwealth Government's Indigenous Cadetship Support (ICS) program.	... new cadets per year (... at end of year 5)		Cadetships would involve 12 weeks' work on a traineeship salary paid by the university in tandem with year 2 and year 3 undergraduate study at the university. The ICS program also provides up to \$15,400 per annum to employers to support cadets with a living allowance and study-related costs and offset employer administration costs. Other forms of assistance, most notably travel assistance for cadets who are studying or undertaking their work placement away from home, are also available. See Attachment B for more information on the ICS program.
		2.2(b) Fixed-term employment and training of apprentices and trainees through State and Territory Training Authorities, Job Services Australia providers, Group Training Organisations, and Registered Training Organisations.	... new apprentices/trainees per year (... at end of year 5)		Apprenticeship and traineeship placements will be offered in line with the Australian Apprenticeships program. It is proposed that these placements will involve 39 weeks' work on a traineeship salary and 13 weeks study (e.g. at TAFE) over a one-year period in a job-role within Higher Education Officer (HEO) Levels 14. See Attachment B for more information on the Australian Apprenticeships program.
3. Working environment sensitive to the needs of Indigenous people	3.1 Development of strategies to assist universities to become culturally sensitive employers.	3.1(a) Development of a University Reconciliation Statement.	Reconciliation Statement endorsed by Council by ...		
		3.1(b) Development of University Reconciliation Action Plan.	Reconciliation Action Plan endorsed by Council by ...		Reconciliation Action Plans to include concrete, measurable objectives that will be reported against as part of senior managers' individual performance reviews.
		3.1(c) Provision of special leave to allow Indigenous staff to participate in cultural/ceremonial activities.	Minimum standard to be developed and adopted		
	3.2 Embedding of Indigenous content within all areas of university curriculum and opportunities created for Indigenous people to be involved in developing and delivering this content.	3.2(a) Appointment of at least one Indigenous Chair within the university structure	... Indigenous Chair appointed		Chair to be located in an area of priority, as determined by the university. Chairs (at the professor level) to identify, embed, develop and deliver Indigenous content in the curriculum, and to monitor progress.

Objective	Outcome	Action/output	Target*	Success Indicator*	Additional information
4. Community engagement and outreach	4.1 Promotion of universities as culturally supportive employers through engagement with Indigenous communities.	4.1(a) Develop promotional literature featuring Indigenous people in academic and non-academic positions.	Initial material developed by ... Material updated annually.		Targeted promotional material should be developed, along with Indigenous-specific content for inclusion in mainstream promotional literature. Universities would be able to highlight their Indigenous staff appointed as part of the NIHEWS. Scope may exist to featuring Indigenous academics from across all states if localised examples need to be supplemented. Promotional material to be included on the universities' website and released in booklet form. Updated materials to be received prior to IHEAC meetings for review.
		4.2(b) Establish formal community engagement initiatives beyond a university's IEU.	Program established by ...		Community engagement initiatives should involve multiple areas of the university and require representation from all levels of university employees.
	4.2 Promotion and marketing of employment opportunities within Indigenous communities.	4.2(c) Implement Indigenous work experience program.	Program established by work experience placements per year		Work experience placements will involve local Indigenous years 9–12 students undertaking work experience at the university. Placements may be made by establishing a targeted program, or by prioritising Indigenous placements through established secondary-school work experience programs.
5. Effective implementation of the National Indigenous Higher Education Workforce Strategy	5.1 Implementation and coordination of strategic actions	5.1(a) Identify designated human resources staff and coordinators	... human resource employee per faculty assigned to Workforce Strategy duties per year ... IES Coordinator or their equivalent employed per university per year		IES Coordinators or those designated with responsibility for pursuing NIHEWS-related outcomes will be a university-wide position. They will coordinate, monitor and provide advice on the work of faculty-level HR managers. (A full description of IES coordinator duties is at Attachment B). Human resources staff will be responsible for the broader and representative Indigenous employment targets in their faculties. HR staff will assist their faculty in relation to the ongoing development and implementation of the strategy; embed IES within university strategic and operational plans; incorporate IES into all aspects of people management practices and processes; keep records relating to implementation of the strategy; and conduct exit interviews to identify any problems experienced by Indigenous staff. Deans of faculty will be required to account for the outcomes of HR staff through their individual performance reviews and their University's Compact targets.

Objective	Outcome	Action/output	Target*	Success Indicator*	Additional information
5. Effective implementation of the National Indigenous Higher Education Workforce Strategy (continued)		5.1(b) Embed Indigenous objectives within the business/operational/strategic plans of all university faculties.	Business/operational/strategic plans updated to reflect NIHEWS objectives by ...		Heads of faculties should ensure that all staff are aware of and committed to the Workforce Strategy. Performance management plans will include Indigenous employment objectives to ensure appropriate levels of Indigenous staffing are achieved and all objectives targets listed in this Strategy should be included in University Compacts.
		5.1(c) Develop external initiatives to provide Indigenous graduates with training in teaching and research within universities.	Fully developed and costed proposal(s) produced by ...		Developing, costing and seeking funding support for the introduction of an Indigenous Centre for Researcher Development to be undertaken by IHEAC.
	5.2. Reporting and monitoring of the Strategy.	5.2(a) Development of annual reporting framework	Framework developed by ...		Strategy to be evaluated after 4 years of implementation
		5.2(b) Establishment of a Monitoring Committee	Monitoring committee established by ... Monitoring committee meets every 12 months		Monitoring Committee might include an IHEAC Working Group and UA. The committee will monitor progress toward achieving targets; monitor progress of Indigenous staff participants; evaluate the effectiveness of training and other programs; discuss future initiatives for Indigenous employment within universities; and set new targets and adjustments where required. DEEWR will provide secretariat support to IHEAC in its monitoring role and collaborate with those in DEEWR who are involved in assessing and reporting on higher education providers' progress towards improved educational outcomes for Indigenous students and staff, through the Indigenous Education Statements or future mechanisms.

ATTACHMENT B

Description of employment and education categories

Indigenous Employment Strategy Coordinator

IES Coordinators or those staff designated with responsibility for pursuing NIHEWS-related outcomes will be a university-wide appointment based in Human Resources. Universities should consider longer appointments to ensure longer term outcomes are achieved. IES Coordinators or their equivalent will work with designated HR managers at the faculty level to:

- develop and implement appropriate recruitment and retention strategies;
- assist in the recruitment of Indigenous staff to continuing and fixed-term positions (including cadets and trainees);
- develop and promote an Indigenous employment network;
- actively support Indigenous trainees and cadets;
- assist in the recruitment of Indigenous staff to casual positions;
- coordinate work experience placements for Indigenous people; and
- conduct exit interviews to identify any problems experienced by Indigenous staff.

Cadetships

The Indigenous Cadetship Support (ICS) program is part of the Australian Government's Indigenous Economic Development Strategy and aims to improve the professional employment prospects of Indigenous Australians. It links Indigenous tertiary students with employers in a cadetship arrangement involving full-time study and work placements. Cadetships enable Indigenous students to gain the professional qualifications and experience needed for a range of jobs in the private, public and community sectors and move into employment on completion of their studies. It can also assist employers to identify potential Indigenous employees.

The ICS forms part of the Australian Government's Indigenous Employment Policy (IEP). The IEP recognises the particular disadvantage experienced by Indigenous Australians in the labour market and that special measures are required to secure improved outcomes. The policy focuses on creating opportunities for Aboriginal and Torres Strait Islander people in the private sector.

The ICS is administered by the Indigenous Employment Programme Branch of the Department of Education Employment and Workplace Relations.

Under the ICS, Indigenous cadets undertake full-time study and an annual 12 week (or equivalent) work placement with an employer, which complements their course of study. The work placements can be undertaken during the long vacation break between academic years or, more suitable for a university-support position, be spread throughout the year. The expectation is that the cadet will commence employment with the employer on successful completion of their cadetship.

The ICS provides up to \$15,400 per annum to employers to support cadets with a living allowance and study-related costs and offset employer administration costs. Other forms of assistance, most notably travel assistance for cadets who are studying or undertaking their work placement away from home, are also available. Cadets are paid a wage by their employer during their work placement

A university would be able to select its own undergraduate students as cadets under this Commonwealth program. Following completion of a cadetship, the participant would then be eligible to participate in the proposed Graduate Employment Program.

More information on the ICS program is available at:

www.deewr.gov.au/Indigenous/Employment/Programs/IEP/Pages/IndigenousCadetshipSupport.aspx

Apprenticeships and Traineeships

(Note: The term 'Australian Apprenticeships' now refers to all apprenticeships and traineeships.)

Under the Australian Apprenticeship initiative State Governments provides funds for training and the Federal Government offers incentives to employers for employing apprentices and trainees.

Australian Apprenticeships combine time at work with training and can be full-time, part-time or school-based. Australian Apprenticeships are available to anyone of working age and do not require any entry qualifications. Participants may be school-leavers, re-entering the workforce or simply those wishing to change careers.

The training is nationally accredited. It is designed to improve the knowledge, skills and productivity of the apprentice or the trainee. An individual training plan is drawn up in consultation with the employer and trainee.

Training is a combination of on and off-the-job training. Those undertaking an Australian Apprenticeship are expected to work up to 40 hours per week.

Apprentices or trainees are paid a National Training Wage or relevant State Award, and receive annual holiday pay, sick pay, superannuation and workers compensation.

Those who successfully complete an Australian Apprenticeship will receive a nationally accredited qualification. The university may decide, on completion of the traineeship or apprenticeship, whether they to retain the participant.

More information on Australian Apprenticeships is available at:

www.australianapprenticeships.gov.au/

Graduate Employment Program (GEP)

The graduate employment program will be a new initiative developed within universities. It will involve a one-year appointment at HEO Level 5, where the 'graduate' (i.e. a previous cadet) obtains exposure to a wide variety of work experiences at the university. As with cadetships and traineeships, a placement in this Program will not carry a guarantee of an ongoing position following completion.

Graduate Associate Lecturer Program

An option in terms of attracting Indigenous people into teaching and research is a Graduate Associate Lecturer Program (GALP).

Under this initiative universities would agree to host a GALP position, remunerated at the first rung of Lecturer Level A. The Program would be advertised nationally and Indigenous Graduates from host universities would apply.

All GALP participants would travel to one location, and spend one week with mentors at the beginning of the GALP Year and one week at mid-semester break. The mentors would be selected by the university.

GALP participants would spend the year in the hosting faculty, learning teaching strategies – such as how to write a unit/subject/topic/course, lecturing skills including use equipment/ technology, leading tutorial sessions; and leadership skills including participating in committees.

The university would guarantee the GALP a position at the end of successful completion of the GALP year.

International exchange scholarships.

The Australian Government administers a number of international scholarships that are eligible for Indigenous Academic Staff through DEEWR's International Group. These include:

Endeavour Executive Award

This award is valued at up to \$20,000. It provides professional development opportunities for high achievers in business, industry, education or government from participating countries, including Australia. The Awards focus on building skills and knowledge through a host work environment rather than through formal enrolment in a study program at a host institution and are not intended to fund direct academic research.

Professional development activities could include intensive management training, peer-to-peer learning, short-term courses and developing leadership skills. More information on this Award is available at:

www.endeavour.deewr.gov.au/international_applicants/executive_awards.htm

Endeavour Research Fellowships for Indigenous Australians

Valued at up to \$23,500, this award provides financial support for Indigenous postgraduate students and postdoctoral fellows to undertake short-term research (4–6 months), in any field of study. The research must be undertaken in participating countries in the Asia-Pacific, Americas, Europe and Middle East. More information on this Award is available at:

www.endeavour.deewr.gov.au/Australian_applicants/research_fellowships_indigenous.htm

Staff Subsidies within the International Student Exchange Program

The International Student Exchange Program provides funding support for student mobility and staff visits to Australian Higher Education Providers through the following Programs: the Endeavour Student Exchange Program (ESEP); the Australian University Mobility in Asia and the Pacific (UMAP) Student Exchange Program; and, the Endeavour Cheung Kong Student Exchange Program (ECKSEP). The staff visit subsidies are provided under the UMAP Student Exchange Program and the Endeavour Student Exchange Program at a rate of \$1,500 per staff member per visit.

The staff visit subsidies may be used to contribute towards economy class international airfares and travel expenses for a visit by staff of the Australian institution to at least one counterpart institution for which the institution has received funding, the subsidy may be used for the following purposes:

- to negotiate the details of the student exchange including curriculum and subject access, credit transfer, student support and assessment arrangements; and/or
- for the purpose of evaluating or monitoring students' progress and for supervision or assessment during the period of exchange for the Australian students.

More information on the International Student Exchange program is available at:

www.endeavour.deewr.gov.au/student_exchanges_new/

