

Building Indigenous post-graduate pipelines: Some strategies for success

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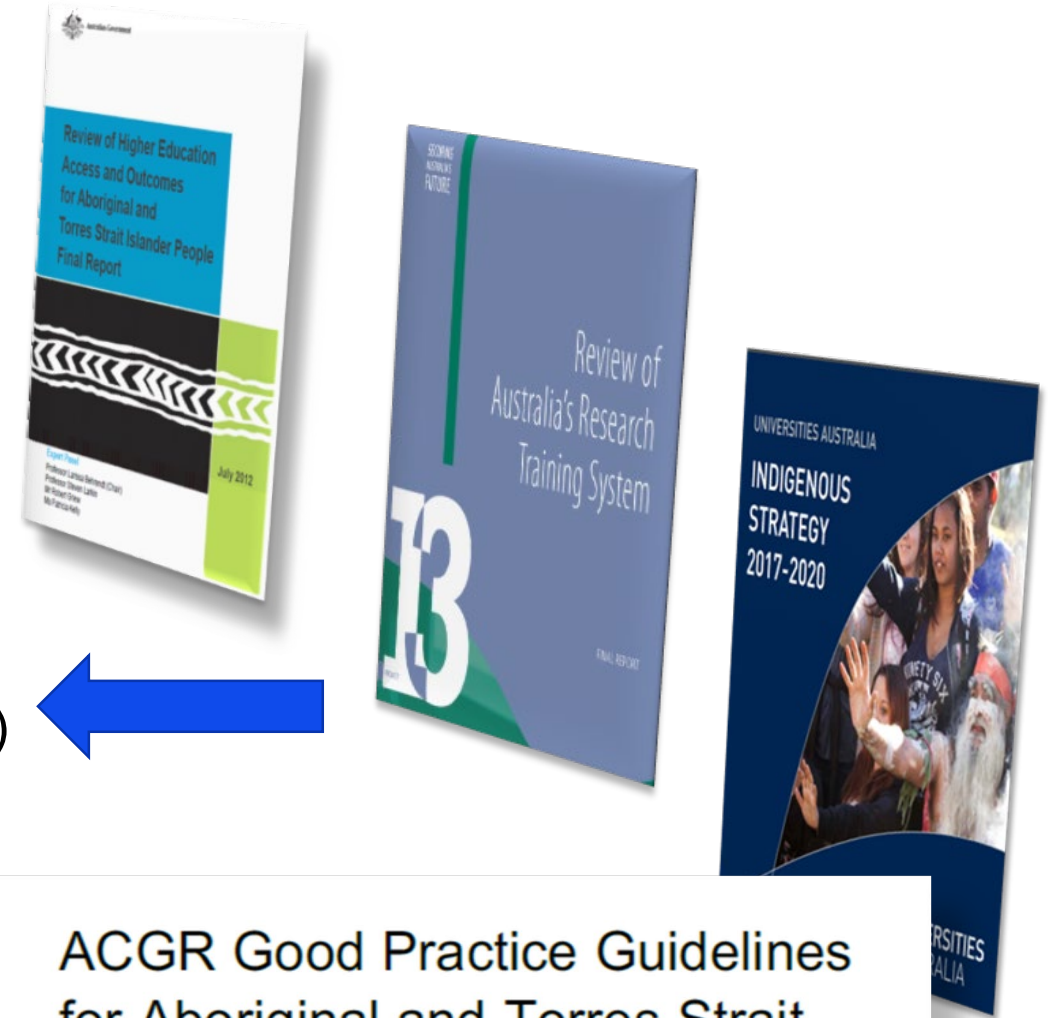
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Session Overview

- ❑ Background and national (policy) context
- ❑ UTS & CAIK Strategies
- ❑ Discussion
 - What is ANU/CAEPR doing well?
 - Where is the potential?
 - What are the barriers (and what to do about that)?

Sector background

- ❑ Universities should develop Aboriginal & Torres Strait Islander Research strategies.
- ❑ Increased weighting for Indigenous HDR completions in the Research Block Grants formulae,
- ❑ Flexibility in scholarship guidelines
- ❑ Real wage fellowships to further encourage Indigenous participation in HDR training (ACOLA)
- ❑ Indigenous Research Strategies in place by 2018
- ❑ UA DVC (Research) sectoral approach and success.



ACGR Good Practice Guidelines
for Aboriginal and Torres Strait
Islander Research Education

Snapshot of Indigenous Postgraduate Enrolments and Completions

PG research enrolments have increased by 72% since 2005

- (334 students [0.84%] in 2005 to 575 students [1.30%] in 2017)

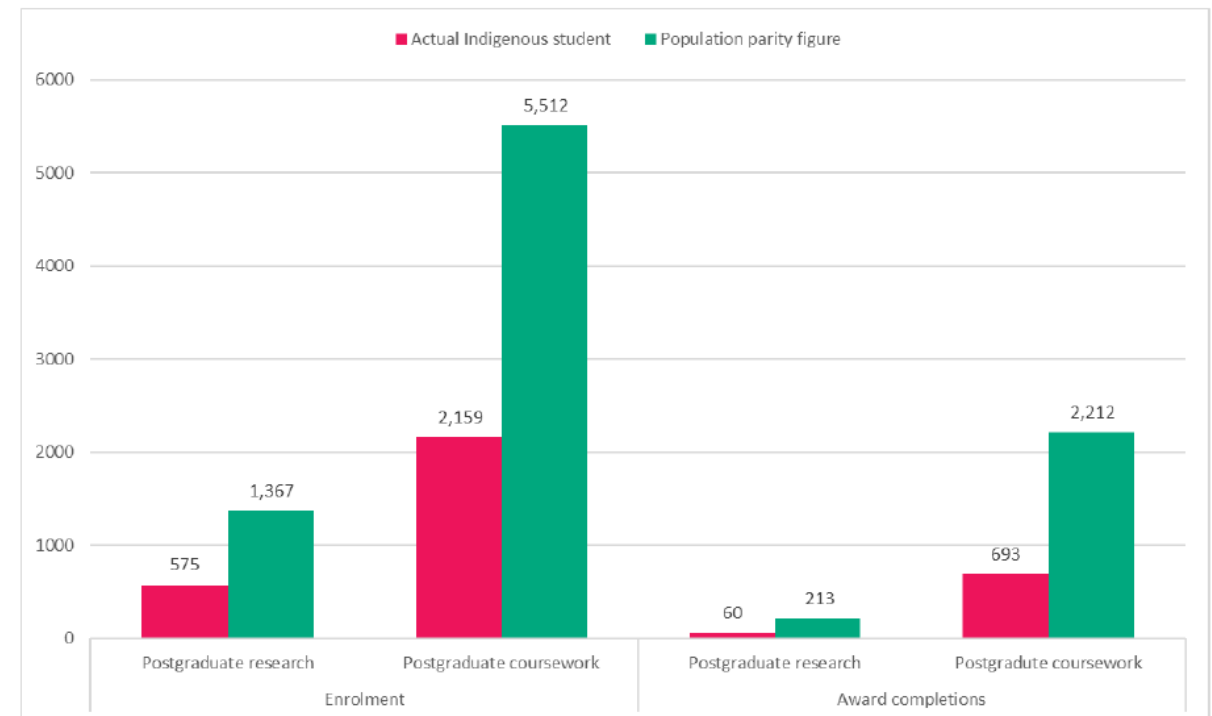
Coursework enrolments – 170% increase

- (2005 – 799 [0.61%], 2159 – 2017 [1.30%])

Completions remain low – < 1%

- PG coursework 693 completions 2017 [0.97%]
PG research 60 completions 2017 [0.87%]

Figure 24: Indigenous postgraduate student, actual and population parity figures, 2017



Source: *Universities Australia Indigenous Strategy First Annual Report (2019)*

UTS Strategies

- ❑ Indigenous Research Strategy since 2011
- ❑ Indigenous Research Committee (Chaired by DVC R)
- ❑ Specific strategic targets for HDR enrolments
- ❑ \$50 000 scholarships
- ❑ Coordinator of Indigenous Higher Degree Research
- ❑ Indigenous professoriate
- ❑ Strong international collaborations



Centre for the Advancement of Indigenous Knowledges

- ❑ Inaugural director – Professor Michelle Trudgett
- ❑ 3 Academic staff
- ❑ Chancellor's Indigenous Post-doctoral fellow
- ❑ 9 HDR students

(Grants, awards)



Some reasons Indigenous people choose to undertake doctoral studies at a particular institution

7

- **Indigenous doctoral students had completed their undergraduate studies at that institution.**
 - Almost two-thirds (64%) of the Indigenous doctors had undertaken a previous degree at the institution where they completed their doctorate.
- **Indigenous doctoral students were employed at that institution.**
- **The supervisor**
- **The university was close to home.**

Pipelines – undergraduate students

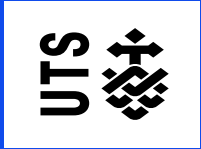
- ❑ Limited understanding of higher degree research
- ❑ Uncertainty about pathways
- ❑ Unaware of career opportunities

Antidote?

www.indigenousresearchpathways.edu.au

Pathways to postgraduate study for Indigenous Australian students: Enhancing the transition to Higher Degrees by Research. National Teaching Fellowship, Dr Katelyn Barney





Discussion

What is ANU/CAEPR doing well?

Where is the potential?

What are the barriers (and what to do about that)?



ACGR Good Practice Guidelines
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Islander Research Education

Increase the number of Aboriginal and Torres Strait Islander graduate research candidates by:

- Developing a recruitment strategy by engaging with Indigenous alumni, academics, university Indigenous centres, institutions and community groups.
- Supporting the transition of Aboriginal and Torres Strait Islander undergraduates to higher degree research programs
- Conducting outreach programs to demonstrate the value of graduate research education
- Engaging with Aboriginal and Torres Strait Islander professionals looking for career development and/or change.
- Establishing stipend scholarships that meet the unique needs of Aboriginal and Torres Strait Islander candidates Providing flexible entry pathways that include bridging programs and recognise professional practice.

Thank you

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