

# Indigenous Research Network

2012 **Annual** Report

# Contents

Message from the Professor of Indigenous Research, Professor Adrian Miller	1
About the IRN Structure	2
Our Vision	3
Message from Professor Ned Pankhurst, Deputy Vice Chancellor (Research)	4
Our Mission	5
Our Values	6
Our Goals	7
Our Aims	8
Our Resources	10
Our Goals for 2013	12
Member Profiles	16
Professor Adrian Miller	16
Professor Boni Robertson	16
Associate Professor Karen Martin	17
Dr Chris Matthews	18
Ms Kerry Bodle	19
Mr Clinton Schultz	20
Research Highlights	21
Collaborations	22
Research Grants	23
Table 2. Successful grants	24
Table 3. Unsuccessful proposals 2012	25
Table 4. Proposals submitted for review 2013	26
Table 5. Total Amount of Research Activity	27
Review Response	28
Publications Published	28
Invited Lectures / Seminars	29
Appendix 1	30
Appendix 2	31
Our People, Our Stories, Our Way	33
	36

# Message from the Professor of Indigenous Research

Professor Adrian Miller

Since commencing this position in June 2012, I have focussed much of my attention on meeting Aboriginal and Torres Strait Islander staff, other key individuals with a long term interest in Indigenous research and senior executive staff of the University. My aims were to gain an understanding of the history of the Indigenous Research Network (IRN), discuss models to progress the Network and to seek a collective vision of the future for the IRN. The outcomes from these discussions have been incredibly positive and supportive for the continued development of the IRN. The IRN will progress to Unit status upon endorsement of a proposal that can clearly articulate strategic planning in research capacity building and supporting HDR students, publication outputs and the pursuit of grants and funding opportunities. This report details research activities since June 2012 and provides an overview of the achievements of the IRN.

The University seeks to widen the participation for Aboriginal and Torres Strait Islander people in the pursuit of tertiary qualifications. A key objective of the IRN is to assist the progression of Aboriginal and Torres Strait Islander students into the postgraduate arena by supporting their research career aspirations. The IRN aims to provide opportunities for students to engage in research within an academic and practical context.



This will be achieved by working closely with GUMURRII Student Support Unit (SSU) through the new student post-graduate student liaison positions. By ensuring our communication strategies focus on actively interacting with our HDR students, we can bring together Aboriginal and Torres Strait Islander academics and students, in a multi-disciplinary manner, to undertake relevant and progressive community and priority driven research projects.

The IRN has, and will continue to, work in close partnership with the GUMURRII SSU. Indigenous postgraduate students will be guided and mentored by Aboriginal and Torres Strait Islander people in the IRN and GUMURRII who will provide them with cultural, academic and personal support to achieve success in their studies. This Report will detail activities undertaken in 2012 and highlight major achievements. I want to make a special mention of the great work and support I, and members of the IRN, have received from Ms Bronwyn Wolski. She has helped progress the IRN to a stage where members can access high quality resources and support. Going forward, I see the IRN continuing its strong emphasis on useful outcomes by focussing on community and researcher driven research that is applied and translational.

Professor Adrian Miller



# About the IRN structure



# Our Vision

The IRN aspires to develop a community-driven focus to research and support good quality researcher-driven research. By developing and undertaking research projects in collaboration with communities, researchers and organisations, we aim to further the aspirations and capacity of communities whilst providing a supportive and rigorous environment for research.

Within the IRN vision, Aboriginal and Torres Strait Islander researchers will be supported to undertake research within their chosen discipline. The IRN has been established to build research capacity of Indigenous academics and students at Griffith University. The Network is working towards meeting the national requirements for research excellence and developing an international research profile.



# Message from the Deputy Vice Chancellor (Research)

The Indigenous Research Network is a unique initiative in that it was born out of the efforts of Griffith University's Aboriginal and Torres Strait Islander students and academics. Concerned by low retention rate of Aboriginal and Torres Strait Islander people at the post graduate level, they recognised the need for increased support for them.

The Network reflects Griffith University's continued commitment to improving the quality of our research, and provides support for researchers investigating topics pertinent to the Aboriginal and Torres Strait Islander community. In order to facilitate this, the University appointed Professor Adrian Miller as Professor of Indigenous Research in 2012. This is a keystone senior appointment for Griffith aimed at providing leadership and strategic coherence for our Aboriginal and Torres Strait Islander research profile. Adrian's appointment is warmly welcomed by the University.

Since its inception, the Network has worked to fulfil its aims by building research capacity of Aboriginal and Torres Strait Islander undergraduates, postgraduates and academic staff; developing mentoring programs for Aboriginal and Torres Strait Islander scholars and students who exhibit excellence in their chosen field of study; and promoting quality research that remains viable to the ongoing cultural maintenance and integrity of Aboriginal and Torres Strait Islander peoples. The development of the Indigenous Research Network into an Indigenous Research Unit, and ultimately a Research Centre, forms part of a natural progression of research development and growth that will suitably position Griffith to meet its aspirations in support of Aboriginal and Torres Strait Islander researchers, and Indigenous research strategy more broadly.

In a relatively short period of time, the Network has attracted several talented researchers and academics. Their research themes range from social policy and justice to health and education, and are highly relevant to the Indigenous community. 2013 will be an important year for the Network and I am confident it will continue to grow and support vital Indigenous research.



**Professor Ned Pankhurst**  
Deputy Vice Chancellor (Research)



# Our Mission

The Network will be an advocate for Indigenous appropriate approaches to research, and promote the interests of Aboriginal and Torres Strait Islander peoples, academics, post-graduate and HDR students.

The Indigenous Research Network is committed to:

## Communities

- responding to research needs identified by Indigenous Australian communities and organisations;
- contributing to the development and dissemination of Indigenous knowledges;

## Students

- facilitating educational pathways for Indigenous students from undergraduate honours to higher degree research degrees;
- supporting the retention of Griffith University Indigenous Australian graduates into higher degree studies;

## Staff

- supporting Indigenous staff in developing their research skills, publications outputs and academic careers;
- facilitating collaborations between Indigenous and non-Indigenous professionals and researchers with interest/expertise in Aboriginal and Torres Strait Islander research;

## University

- pursuing grants and funding opportunities to support staff and student research activities;
- embedding Indigenous Australian knowledges and perspectives within innovative work practices whilst meeting the national requirements for research and excellence;
- contributing to scholarly research publications; and
- developing an international research profile.

For the purpose of this report, Aboriginal and Torres Strait Islander will be also respectfully be referred to as Indigenous.



# Our Values

In pursuit of our mission, the IRN values are based on being effective, responsible and respectful to fulfil the rights of Indigenous Australians. The IRN also shares the University's values of:

- rigorous standards of scholarship;
- continuous quality improvement;
- accountability as befits a learning organisation;
- commitment to individual rights, ethical standards and social justice;
- participatory decision-making and problem-solving;
- lifelong learning and personal development;
- contributing to a robust, equitable and environmentally sustainable society;
- valuing and understanding diversity in society.







## Our Goals

The goals of the IRN are to:

- Undertake research relevant to Aboriginal and Torres Strait Islander people;
- Support and facilitate research capacity development for Indigenous and non-Indigenous Australians;
- Contribute to the development of Indigenous knowledges and disseminate where appropriate;
- Seek funding and resources to support research relevant to Indigenous Australians.



# Our Aims

The aims of the IRN are to:

- Create a research community that builds the research capacity of Aboriginal and Torres Strait Islander undergraduates, postgraduates and academic staff;
- Engage in interdisciplinary and inter-institute research, which promotes Aboriginal and Torres Strait Islander intellectual authority;
- Promote quality research that that benefits and demonstrates significance for Aboriginal and Torres Strait Islander people; and
- Provide mentoring for all scholars and students who demonstrate excellence in their field of study.





# Our Resources

The IRN is based in the Patience Thoms Building on the Nathan Campus. With views over the surrounding bushland, our large open plan office can accommodate up to eight visiting researchers in addition to the administrative team.

The boardroom space can be booked by IRN members for meetings, and can be altered to create an intimate workshop environment if needed. Our boardroom is supported by modern technology including a large internet-active projector screen and teleconferencing facilities.





# Our **Goals** for 2013

Building on its strengths, the IRN will submit a proposal that outlines its progression to Unit status. We aim to increase both our membership base and the number of ongoing collaborations that the IRN is involved in.

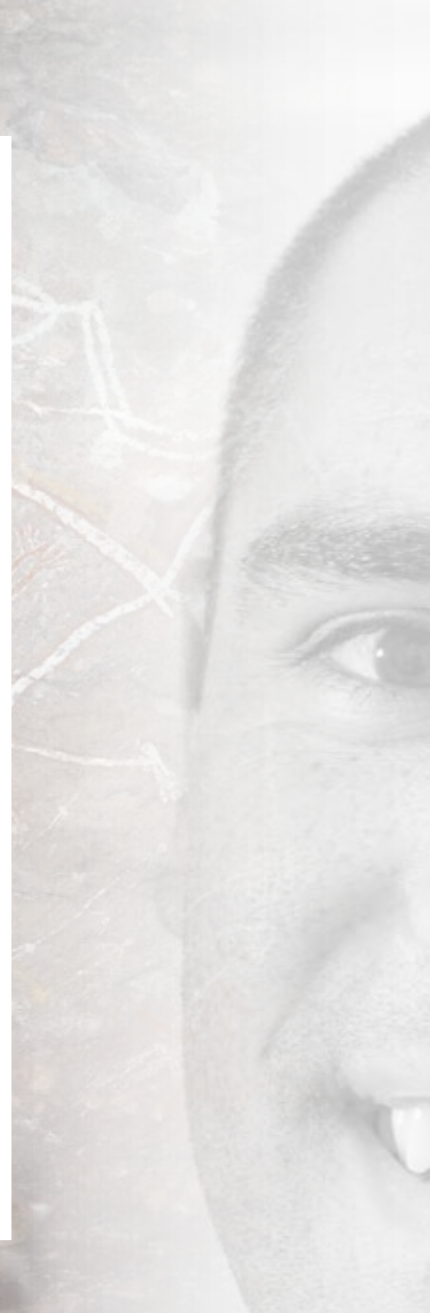
Providing support to Aboriginal and Torres Strait Islander HDR students and undertaking research capacity building activities are also important points on the agenda for 2013.

The Indigenous Research Network will continue to pursue grants and funding opportunities to support research in key areas. It will administer small research grants and provide conference support to members.

The IRN will be actively building relationships with current and prospective members to increase engagement.







# Our **Members**

There will be four phases to the membership profile of the IRN. Phase I will draw membership from Aboriginal and Torres Strait Islander staff of the University and external community members. Phase II will draw membership from non-Indigenous collaborators and mentors from internal and external to the University, Phase III will include Aboriginal and Torres Strait Islander higher research degree (HRD) students and Phase IV will engage non-Indigenous HDR students that are undertaking an Indigenous specific study.

The current members are listed in table 1. To be eligible for full-membership, the member must be research active (or working towards being research active) as defined by Griffith University policy. Members can change their status in accordance with this definition.



Table 1 – IRN members

Title	Given Name	Surname	Department
<b>Full Members</b>			
Professor	Boni	Robertson	ICEPP
A/Professor	Karen	Martin	Education
Dr	Chris	Matthews	Environmental Sc.
Mrs	Kerry	Bodle	Business
Mr	Clinton	Schultz	Public Health
<b>Associate Members</b>			
Mr	Shane	Barnes	GUMURRII
Mr	Glenn	Barry	GUMURRII
Ms	Jennifer-Leigh	Campbell	SEET
Mr	Stephen	Corporal	Health
Mr	John	Graham	GUMURRII
Ms	Deann	Grant	GUMURRII
Ms	Robyn	Johnson	Project Contract
Dr	Monica Seini	Seini	SEET
Ms	Marcelle	Townsend-Cross	Human Services & Social Work
Ms	Stacey	Vervoot	Health
Ms	Debbie	Woodbridge	GUMURRII
<b>External Members</b>			
Ms	Margaret	Grenfell	Community
Dr	Glenda	Nalder	Community

# Member Profiles

## Professor Adrian Miller

Professor Adrian Miller is of the Jirrbal people of North Queensland and is the Professor of Indigenous Research at Griffith University leading the Indigenous Research Network. His previous appointments include Professor and Head of School at Southern Cross University's College of Indigenous Australian Peoples, Senior Lecturer at James Cook University, Founding Head of the Department of Indigenous Studies at Macquarie University and Deputy Head of School at James Cook University's School of Indigenous Australian Studies. Professor Miller has a research track record in competitive grants with both ARC and NHMRC grant schemes.

Over the past 6 years, Professor Miller has been collaborating on research grants totalling over 4 million dollars. He has supervised undergraduate honours and post-graduate research projects that focus on Indigenous health within medicine, allied health and public health disciplines. He has a strong interest in applied and translational research and twice been awarded Australian College of Educators Teaching Award. Adrian has undertaken leadership roles in community-based and government committees to advocate the views of Aboriginal and Torres Strait Islander families. During the past 18 years in higher education, his experience has been in management, leadership, academic program development, teaching and research. He holds senior adjunct appointments with James Cook University (Associate Professor) and Southern Cross University (Professor). His most notable experience was in 2008 as an invited speaker at the Oxford Round Table, Rhodes House in Oxford University.





## Professor Boni Robertson

- Professor Boni Robertson is a Kabi Kabi woman who is currently serving at Griffith University as a professor for Indigenous Policy. Her work in the areas of social policy, health, law and justice, and community development has earned her great respect in both Indigenous and non-Indigenous communities. She has been the recipient of various awards including the inaugural Bennelong Medal for outstanding leadership in Indigenous Affairs (2002); the Commonwealth Citizenship Medal (2004) and the NAIDOC Excellence Award in 2006. Boni has also authored a collection of reviews and reports relating to Aboriginal and Torres Strait Islander Affairs at the state, national and international level.
- Having developed her expertise in Indigenous affairs, She has advised government, media, industry and the community at large, on relevant issues.
- Boni sits on a number of state and national committees which include the Multicultural Council of Australia, the Murrii Court in the Queensland Magistracy, the World Indigenous Network Higher Education Consortium, and the National Network of Indigenous Womens Legal Services.



## Associate Professor Karen Martin

Dr Karen Martin is a Noonuccal woman from Minjerripah (North Stradbroke Island - south east Queensland) and also has Bidjara ancestry (central Queensland). She is a qualified early childhood educator who has taught for more than 20 years in Aboriginal Community education services from early childhood, compulsory schooling to adult training in remote, regional and urban areas of Queensland. Karen is a university medallist and has lectured in Indigenous Australian Studies; Indigenous education and early childhood education. She has extensive experience in Indigenous policy; research and programs regarding education; child care and knowledge and culture.





## Dr Chris Matthews

Dr. Chris Matthews is one of the original members of the Indigenous Research Network and served as its coordinator for two years. A Noonuccal man from Minjerribah (Stradbroke Island), Quandamooka First Nation (Moreton Bay), he obtained a Bachelor of Science (Honours) and PhD from Griffith University and is currently a Senior Lecturer in Griffith School of Environment. His areas of expertise include soil physics and infiltration problems; mathematics education; and social and cultural constructions of mathematics and science.

Dr Matthews' first mathematics education project investigated new pedagogical approaches to the teaching and learning of algebra for Aboriginal and Torres Strait Islander students which he conducted at Dunwich State School, Minjerribah (North Stradbroke Island). One of the major outcomes of the project was a new theoretical framework for the teaching and learning of mathematics. The new framework has been adopted by QUT's Yumi Deadly Maths Centre, particular for a large professional development program. Chris was also the patron for the Make It Count project, a large mathematics education project for Aboriginal and Torres Strait Islander students run through the Australian Association of Mathematics Teachers (AAMT). This project explored new ways of teaching mathematics within clusters of schools across Australia. Lastly, Chris is co-chair of the Working Party to Indigenise the Universities curriculum using a whole-of-University approach.



## Ms Kerry Bodle

Ms Kerry Bodle is an Aboriginal woman whose mother was from Cherbourg and was part of the stolen generation. She obtained a Bachelor in Business (Accounting) in 1998, and then graduated with Honours in 2003.

She submitted her PhD in February 2013, titled "The effects of changes in accounting standards on financial ratios: consequences for bankruptcy prediction models". She has been employed at Griffith University since 1999 and is currently a lecturer in the Department of Accounting, Finance and Economics. She is an Aboriginal and Torres Strait Islander representative and an active member of the following committees: Aboriginal and Torres Strait Islander Advisory Committee, Griffith Aboriginal and Torres Strait Islander Employment Strategy, GBS HRD Aboriginal and Torres Strait Islander Post-graduate Student Strategy and Aboriginal and Torres Strait Islander Curriculum Development and Implementation.

Kerry also has full membership of the Institute of Public Accountants and the Accounting and Finance Association of Australia and New Zealand and is an accounting representative for them.





## Mr Clinton Schultz

Mr Clinton Schultz is a Kamilaroi man (from New South Wales) at Griffith University's Public Health Department where he is developing Aboriginal and Torres Strait Islander social and emotional wellbeing as a core subject. His main focus is on advancing cultural competence amongst the students and considering the reasons for the barriers faced by Aboriginal and Torres Strait Islander people when seeking health care.

Clinton is the director of Marumali Consultations, which provides cultural competence auditing and training, cross cultural psychological and business management services and social and emotional wellbeing assistance. He frequently conducts guest lectures, seminar and tutorial classes for tertiary institutions on implementing Indigenous based content into main stream courses, and conducts cultural awareness training with primary and allied health students and practitioners who will be engaging with Aboriginal and Torres Strait Islander peoples.

Clinton registered as an Aboriginal psychologist after an honours degree in psychological science at Griffith University. He is a steering committee member of the Australian Indigenous Psychologist Association and is completing his PhD at with the support of the Centre of Research Excellence in Aboriginal Health and Wellbeing based in the Telethon Institute for child health research WA.




# Research Highlights

The Network's research highlights for 2012:



NHMRC



Attending the first NHMRC Research Translation Faculty Symposium, 24 Oct 2012, Melbourne Convention and Exhibition Centre. Professor Miller also became a member of this Faculty that aims to provide advice to the NHMRC on health research priorities.

Professor Miller was invited to become Chair of the Interplay Advisory Board for the CRC Remote Economic Participation project. This project will establish an evidence base that will provide policy makers and business with an objective measure of the complex interrelationships or 'interplay' between, health, wellbeing, education and economic participation.



# Collaborations

There have been a number of universities that the IRN have been working with; these include:

## University of Melbourne

University of Melbourne and Charles Darwin University – NHMRC project to develop a new influenza vaccine

## James Cook University

James Cook University and University of Newcastle – NHMRC project to evaluate alcohol management plan in remote communities

## Southern Cross University

Southern Cross University – A health profile study for a rural health clinic

## Macquarie University

Macquarie University and Sydney University (University Centre for Rural Health) – Research capacity building workshops and seminars

# Research grants

There have been a number of grant applications submitted during 2012. The following tables summarise successful grants and unsuccessful bids totalling 9.4 million dollars indicating 20% success rate. There is an additional \$1.4 million dollars in research proposals submitted and under review detailed in Table 3. Table 4 shows a total of \$10.9 million dollars in grant submissions. Highlighted in the following tables are IRN staff and members, including collaborators from Griffith University and other higher education institutions. Professor Miller has transferred an existing ARC DIRD project to Griffith University titled A Qualitative Study of Barriers to Effective Infectious and Parasitic Disease Interventions in Aboriginal Communities (Grant No. DIO989521). 2012 saw the conclusion of two NHMRC projects that involved Professor Miller as chief investigator. These projects were about controlling and preparing for pandemic influenza in Indigenous communities.

IRN members Dr Chris Matthews and Dr Glenda Nalder partnered with Queensland Indigenous Education Consultative Committee (QIECC) to undertake a project funded by the Department of Education, Employment and Workplace Relations (DEEWR). This project aims to provide independent information about strategies to strengthen parental and community engagement, and to reach out to disengaged parents and community.

The research priority was to consult Aboriginal and Torres Strait Islander parents. The information and views provided will provide the base to conduct a survey of schools and education providers across Queensland.

In addition to this, Dr Chris Matthews and Griffith University's Prof Keithia Wilson were funded by the Office of Learning and Teaching, DEEWR under the Leadership for Excellence in Learning and Teaching Program. This project looks at advancing three strategic priorities in higher education: progressing the national reconciliation agenda; improving the access, participation and retention of Aboriginal and Torres Strait Islander students; and developing the cultural competence of all undergraduate students and academic staff. Griffith University, James Cook University, and Charles Sturt University have partnered in this Institution-wide leadership capacity building and curriculum development process.



Table 2.

# Successful grants

Title of grant, contract or project	Funds Provider	Applied Amount \$	Chief investigators (in order)
APP1042532 – PROJECT: Evaluating impacts of alcohol restrictions in north Queensland's remote communities (JCU lead institution)	NHMRC 2013-15	626,395	Clough A, Margolis S, Muller R, Doran C, Miller A, Shakeshaft A
APP1042662 - PROJECT: Understanding T cell immunity against pandemic and seasonal influenza viruses in the Indigenous population (University of Melbourne lead institution)	NHMRC 2013-16	833,522	Kedzierska K, Tong S, Miller A
PROPOSAL ID - IN130100023 : Enhancing the education and employment prospects of Indigenous Australian young people: the role of targeted mentoring support (JCU lead institution)	ARC 2013-15	515,000	Bainbridge R, Tsey K, Miller A, Doran C, Shakeshaft A, Taylor R
	<b>Total</b>	<b>1,974,917</b>	

Table 3.

# Unsuccessful proposals 2012

Title of grant, contract or project	Funds Provider	Applied Amount \$	Chief investigators (in order)
Healthy Active Ageing and Falls Prevention in Aboriginal and Torres Strait Islander People	OHMR	169,339	Franklin R, Watt K, Newman R, Devine S, Peel N, Knight S, Grant T, Muscat M, Miller A
APP1042440 - CRE: Indigenous Health and Wellbeing Superclinic	NHMRC	2,497,430	Nancarrow S, Fahy K, Egger G, Seow WK, Miller A, Doran C, Evans M
APP1042538 – TARGETED RESEARCH: Through the eyes of the carers.” A randomised trial of early intervention strategies for youth with mental health and behavioural disorders due to psychoactive substance use	NHMRC	1,615,935	Clough A, Copeland J, Usher K, Jackson D, Baune B, Miller A, Esterman A, Segal L
PROPOSAL ID SR120100010 : Aboriginal and Torres Strait Islander Researchers’ Network - Indigenous Family Knowledge and Resilience	ARC	3,200,000	Cadet-James Y, et al, Robinson B, Miller A
	<b>Total</b>	<b>7,483,704</b>	



Table 4.

# Proposals submitted for review 2013

Title of grant, contract or project	Funds Provider	Applied Amount \$	Chief investigators (in order)
PROPOSAL ID LP130100817 : Promoting Aboriginal and Torres Strait Islander peoples' health using an arts-based approach	ARC Linkage	464,191	Sun J, Barrett M, Miller A, Buys N, Morrison J, Hart E, Buchanan S, Lavender N
Development of Indigenous Health Workforce Curriculum Framework	HWA	543,580	Miller A, Duffy E, Gamble J, Sorerson R, Bialocerkowski A, Lalloo R, Kuiper P, Wheller A, Clapton J, Lasko L, Harnden C, Schultz C, West R
Evaluation of Ethic Guidelines titled: Values and Ethics and Keeping Research on Track	NHMRC	446,112	Miller A, Good M, Cripps A, Martin K, Allen G, Duffy E, Gamble J
	<b>Total</b>	<b>1,453,883</b>	

Table 5.

## Proposals Total Amount of Research Activity

Research Activity	Funding \$
Successful grants	1,974,917
Unsuccessful proposals 2012	7,483,704
Proposals submitted for review 2013	1,453,883
<b>Total</b>	<b>10,912,504</b>

## Review Response

The IRN contributed to Griffith's institutional response to two national reviews detailed in Appendices 1 and 2. These reports are:

- "Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People" commissioned by the Australian Government;
- "Indigenous Cultural Competency in Australian Universities" report commissioned by the Australian Government to Universities Australia.



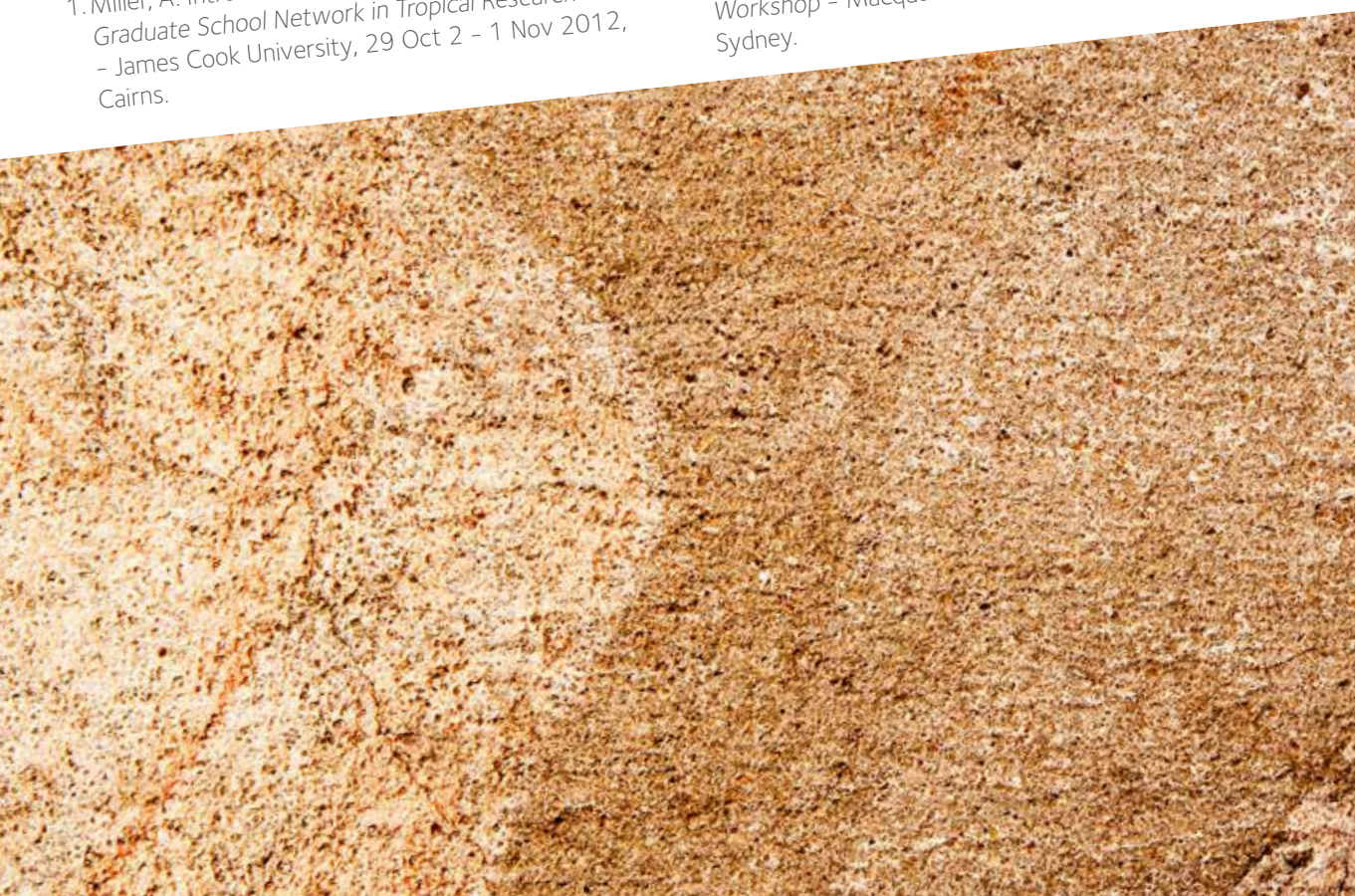
# Publications

1. Kelly S, Aseron J, Wilde S, Miller A. Higher Education Participation: Highlighting the Australian Aboriginal and Torres Strait Islander Experience. *XVII IRSPM Conference*, 10–12 Apr 2013, Prague.  
*the 2013 Maui International Academic Conference*, Jan 2013, 3–5, pp. 450–455, Maui, Hawaii, USA.
2. Evans M, Miller A, Hutchinson P & Dingwall C. De-Colonizing Research Practice: Indigenous Methodologies, Aboriginal Methods, and Knowledge/Knowing. *The Oxford Handbook of Qualitative Research*. Patricia Leavy (ed.) New York: NY, Oxford University Press. (Accepted 14 Feb 2013).
3. Duffy G, Woolley T, Ross S, Sivamalai S, Miller A. Indigenous perspectives on the desired attributes of medical graduates practicing in remote communities: A Northwest Queensland pilot study. *Australian Journal of Rural Health*. (Accepted 15 Oct 2012).
4. Duffy G, Woolley T, Ross S, Sivamalai S, Miller A. Establishing a successful and sustainable engagement between a regional medical school and a remote north Queensland Indigenous community. *Australian Journal of Rural Health*. (Accepted 15 Oct 2012).
5. Aseron J, Wilde, S, Miller A & Greymorning N. Defining Culturally Safe and Inclusive Practice: Collaborative Efforts for Indigenous Frameworks in Higher Education, *Conference Paper presented at the 2013 Maui International Academic Conference*, Jan 2013, 3–5, pp. 445–449, Maui, Hawaii, USA.
6. Aseron J, Wilde, S, Miller A & Kelly S. Higher Education Participation: Highlighting the Australian Aboriginal and Torres Strait Islander Experience, *Conference Paper presented at the 2013 Maui International Academic Conference*, Jan 2013, 3–5, pp. 445–449, Maui, Hawaii, USA.
7. Miller A & Speare R Health Care for Indigenous Australians, Ch12 in Willis, E. & Reynolds, L. Eds *Understanding the Australian Health Care System Second Edition*. Elsevier : Australia; 2012.
8. Martin, K. (2012). Aboriginal early childhood: past, present, and future. In J Phillips & J Lampert (Eds) *Introductory Indigenous Studies in Education: the Importance of Knowing*. (pp.27–40) Sydney, NSW: Pearson Education.

# Invited Lectures / Seminars

1. Miller, A. Introduction to Indigenous Research.  
Graduate School Network in Tropical Research  
- James Cook University, 29 Oct 2 - 1 Nov 2012,  
Cairns.

2. Miller, A. Indigenous Health Research – Taking the  
next step. Indigenous Research Network  
Workshop - Macquarie University, 23 Nov 2012,  
Sydney.





# Appendix 1

## Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People

### Recommendation 18

That universities develop and implement an Aboriginal and Torres Strait Islander teaching and learning strategy applicable across a range of curriculums, focused on standards of excellence as applied to other curriculum content and feeding into descriptions of graduate attributes, with an initial focus on priority disciplines to close the gap such as teaching and health professions.

### Response

The university endorses this recommendation, however further comment is required. The establishment of TEQSA is one of the most significant higher education reform agenda's in Australian higher education history. This recommendation does not recommend the scope in which higher education institutions engages TEQSA in setting standards for Indigenous teaching, learning and research for Australian universities. The report refers to conceptual and limited literature about Indigenous higher education teaching and learning standards with no reference to the AQF or Indigenous research standards. The report references the difference between Indigenous Studies and Indigenous perspectives; a useful highlight, however, no mention of standards, targets or performance indicators. A rigorous evaluation of what constitutes Indigenous Studies and Indigenous perspectives is required for setting standards for Indigenous higher education; differentiating from Indigenous cultural competencies and graduate attributes.

### Recommendation 19

That the Australian Government continue to support the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) to digitise and thus preserve its collection for future generations and particularly for use in higher education, and encourage the development of a national approach to data digitisation working with states, territories and community groups to ensure that Indigenous knowledge be digitised appropriately and preserved.

### Response

The university endorses this recommendation and to have the Australian Government continue to support the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) to digitise and thus preserve its collection for future generations and particularly for use in higher education, and encourage the development of a national approach to data digitisation working with states, territories and community groups to ensure that Indigenous knowledge be digitised appropriately and preserved.

## Recommendation 20

That universities incorporate Aboriginal and Torres Strait Islander supervision in their planning and as a competency within their internal training for higher degree by research (HDR) supervisors, and consider, where appropriate, flexible co-supervision arrangements that provide for Aboriginal and Torres Strait Islander supervisors who are not necessarily academic staff in a university.

### Response

The university supports this recommendation and is working towards achieving it with the establishment of the Indigenous Research Network (IRN). Griffith University is committed to “closing the gap” in education and health outcomes for Aboriginal and Torres Strait Islander peoples. Griffith’s commitment to this agenda is demonstrated through the establishment of the Indigenous Research Network (IRN) and is a strong example of the University’s commitment to developing cultural competence and collaborations with Indigenous communities. The newly appointed Professor of Indigenous Research within the IRN is working closely with the Griffith Graduate Research School and Deans of Research to develop better ways to supervise Indigenous HDR students. Various models will be explored that may include cultural mentors, community Elders and organizational representative being part of supervisory teams.

## Recommendation 21

That the Australian Research Council consider conducting an early review of implementation of the Aboriginal and Torres Strait Islander Researchers’ Network to ensure that it is appropriately targeting HDR students.

### Response

The University endorses this recommendation in conducting an early review of implementation of the Aboriginal and Torres Strait Islander Researchers’ Network to ensure that it is appropriately targeting HDR students. This recommendation could have been expanded to include a review of existing and past research capacity building initiatives funded by the NHMRC. This would help inform the current institutions involved in the Aboriginal and Torres Strait Islander Researchers’ Network of successful strategies.

# Appendix 2

## Indigenous Cultural Competency in Australian Universities

Principle 3: University research should be conducted in a culturally competent way that empowers Indigenous participants and encourages collaboration with Indigenous communities

How do you consider your institution is tracking towards achieving the outcome embedded within the Principle? (Please compare your overall position now with where you were in 2010 when the last UA stocktake of practice was undertaken.)

Griffith University is committed to “closing the gap” in education and health outcomes for Aboriginal and Torres Strait Islander peoples through high quality higher education programs and research activities. Griffith’s commitment to this agenda is through a number of long-term strategies that include employment of Indigenous staff, embedding socially inclusive standards for graduates, increasing enrolments and retention of Indigenous students, implementing a Reconciliation Action Plan, seeking Indigenous leadership into curriculum development and research capacity training. Griffith is investing into developing research programs that embed Indigenous knowledge’s and increases research capacity that engenders community driven research as a priority.

*Please comment on how the Principle or its recommendations may have encouraged change within your institution, either in regards to existing programs/policies or the creation of new processes?*

Griffith University has developed and supported Indigenous leadership in research. The establishment of the Indigenous Research Network (IRN) is a strong example of the university’s commitment to developing cultural competence and collaborations with Indigenous communities. Dr Chris Matthews was the inaugural coordinator of the IRN (2009–11) and in 2012, Professor Adrian Miller was appointed as Professor of Indigenous (Research). Professor Miller is an Aboriginal man from the Jirrbal people of North Queensland and has been in a number of leadership positions in universities for the past 17 years. Reporting directly to the Deputy Vice-Chancellor Research, Professor Miller is responsible for developing and achieving the IRN’s research strategy, performance indicators and targets, the efficient, effective and equitable operation of the IRN, and the development of a transition strategy to full research centre status. Professor Miller is also a member of the Aboriginal and Torres Strait Islander Advisory Committee that provides advice on the establishment and maintenance of effective and ongoing consultative mechanisms to enable the Aboriginal and Islander community to participate in institutional planning and decision-making relating to Aboriginal and Islander education.



The Indigenous Research Network (IRN) is a relatively new initiative at Griffith University and specifically created to address the following:

- To create an Indigenous Research Community that builds the research capacity of Aboriginal and Torres Strait Islander undergraduates, postgraduates and academic staff;
- To engage in interdisciplinary and inter-institute research, which promotes Aboriginal and Torres Strait Islander intellectual authority;
- To promote quality research that remains viable to the ongoing cultural maintenance and integrity of Indigenous peoples; and
- To develop mentoring programs for all Indigenous scholars and students who demonstrate excellence in their field of study.

The involvement of both Indigenous and non-Indigenous scholars will be needed to fulfill the goals of the IRN. The IRN will form a hub of research activities and seeks to engage scholars in academic schools, post-graduate students and Indigenous communities.

The 2012 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report, Recommendation 12 states that:

“universities, professional bodies, employers and Aboriginal and Torres Strait Islander professional organisations better support Aboriginal and Torres Strait Islander communities by:

- refining university planning processes to take account of the likely future needs of Aboriginal and Torres Strait Islander communities for a professional workforce
- developing innovative local partnerships to drive and support demand for growing the number and breadth of Aboriginal and Torres Strait Islander professionals
- encouraging Aboriginal and Torres Strait Islander membership of professional bodies and the establishment of Aboriginal and Torres Strait Islander professional and student associations within professions”.

Griffith is a university that will achieve this recommendation by developing long-term partnerships with Indigenous communities and organisations.

What barriers and challenges have been encountered while implementing the policies and programs that align with the Principle? How has the institution endeavoured to overcome those barriers? Can you identify any matters that would be appropriate for UA to assist with?

Research Criteria	Barrier	Strategy
Community engagement	Insufficient numbers of Indigenous researchers	Develop strategies for Indigenous staff to undertake research training and capacity development
	Insufficient numbers of Indigenous HDR students	Instigate a cohort model for Indigenous HRD students to undertake PhD and Doctoral programs
Benefit	Establishing a research agenda	Undertaking community engagement activities by utilising the existing Indigenous consultative mechanisms of the university to set priorities
Sustainability and transferability	Complex research questions	Apply diverse research methodologies and translating the findings to make them applicable to Indigenous communities
Building capability	Not knowing if the research is needed	Working with near international neighbours and other Indigenous populations and learning from their experiences
	Researcher driven research	Ensuring pragmatic, action orientated research is applied and relevant to Indigenous populations and organisations
Priority	Community research fatigue	Collaborate with non-traditional areas of research including basic science and translational research
Significance	Research that does not benefit Indigenous people	At every opportunity, work towards research that can influence public policy and play an advocacy role
	Not contributing to Indigenous knowledges	Incorporate Indigenist research paradigms into research programs

UA can assist Indigenous research by advocating for continued investment into research capacity development for Indigenous scholars and advocating for (or setting as a higher education priority) the development of an Indigenous science academy that mentors / coaches and develops Indigenous students from school to university.

# Our People, Our Stories, Our Way



Indigenous Research  
Network

The Indigenous Research Network logo represents all that the Network stands for

**Our community:** The IRN aims to develop and maintain productive relationships with Aboriginal and Torres Strait Islander people within the University. Through these relationships career and educational pathways are supported, with a specific focus on community-driven and applied research. This is represented by the innermost circle of black dots in the illustration. This circle also represents a meeting place.

**Strong partnerships:** IRN members are based within various faculties and schools and have connections

with other research centres. Our emphasis is on strong partnerships that will increase opportunities for Aboriginal and Torres Strait Islander people in terms of career and educational prospects. The white circles that are connected to our Community from our participation within it – the black dot and the circles become part of our foundation by the red and black lines embracing the full structure.

**Community driven research:** The IRN aims to pursue projects that have been identified by the community. This requires proactive dialogue and engagement with community members. Each circle outside the main internal structure represents different Communities that have a pathway into the Network (black curved line with white dots) and an outcome from the relationship that will help shape the community (black line with a red line embedded).

**These pathways are a cycle representing a dynamic relationship that can be strengthened over time**

**Growing our own:** The Network aims to grow its research portfolio, resulting in strong relationships with various Aboriginal and Torres Strait Islander Communities. From this research we will also develop our own approaches to research and grow the body of knowledge in this area.

We will also advocate and work towards 'growing our own' Aboriginal and Torres Strait Islander academics and postgraduate students by facilitating pathways from undergraduate to postgraduate studies in partnership with the GUMURRII Student Support Unit. The growth of the Network is represented by the grey lines in the background reach outwards and expanding.







**Indigenous Research  
Network**