



Indigenous Research Unit

2016 **Annual** Report

Contents

Message from the Senior Deputy Vice Chancellor	3
Message from the Academic Director of Indigenous Education and Research	4
About the IRU Structure	5
Our Vision	6
Our Mission	7
Our Values	8
Our Goals	8
Our Aims	8
Our Resources	9
Our Goals for 2017	10
Our Members	11
Member Profiles	
Professor Adrian Miller	12
Professor Boni Robertson	13
Professor Roianne West	14
Associate Professor Karen Martin	15
Dr Francis Bobongie	16
Dr Kerry Bodle	17
Ms Heron Loban	17
Mr Harry Van Issum	19
Research Highlights	20
Collaborations	22
Indigenous Higher Degree by Research (HDR) Candidates	23
Kungullanji Summer Undergraduate Research Program 2015/2016	25
Research Grants	27
Table 1. Successful grants	28
Table 2. Projects in progress	29
Table 3. Total amount of research activity	30
Publications	31
Invited Memberships on Advisory Boards	33
Invited Lectures/ Forums / Seminars	34
Our People, Our Stories, Our Way	35

Message from the Senior Deputy Vice Chancellor


Professor Ned Pankhurst

Throughout 2016 the Indigenous Research Unit has continued to actively contribute to the research fabric of the University. Its programs and partnerships within the wider University community have positively assisted in highlighting, contributing to, and sharing the research projects and methodologies being undertaken by both Indigenous and non-Indigenous researchers. The University's ongoing commitment to Aboriginal and Torres Strait Islander research supports our central research message of committing to research stakeholders and achieving the desired "outcomes for the communities we serve".

The IRU has also continued to contribute to the research agenda of Aboriginal and Torres Strait Islander peoples nationally and internationally. Through the active participation of IRU members on committees, in key research publications and journals, and through wide-reaching research projects members have been able to positively and actively engage in, and have an impact on, Aboriginal and Torres Strait Islander issues and activities on a broad scale.

A significant change in September in the Indigenous Research Unit saw the Professor of Indigenous Research undertake responsibility for the Indigenous education portfolio, including the GUMURRII Student Support Unit. This new position, the Academic Director of Indigenous Education and Research, aims to extend the depth of the University's Aboriginal and Torres Strait Islander educational and research outcomes, and will continue Professor Miller's role of being a key participant within the University's Aboriginal and Torres Strait Islander community.

I am looking forward to 2017 and the continued growth of the newly formed Office of the Academic Director of Indigenous Education and Research. The new year also promises to continue the IRU's outstanding efforts to share, and increase the understanding of the culture and protocols within the research activities being undertaken by both Indigenous and non-Indigenous academic scholars across the University.



Professor Ned Pankhurst
Senior Deputy Vice Chancellor



Message from the Academic Director of Indigenous Education and Research

Professor Adrian Miller

2016 marked the fifth year since the emergence of the Indigenous Research Unit out of the Indigenous Research Network. These years have been a time of great growth and development, and importantly a time of furthering our successes in supporting the Aboriginal and Torres Strait Islander academics and students within the University.

The Kungullanji Undergraduate Summer Research Program, in its second year, continued its impressive growth with a 66% increase in student numbers over the previous year. I would like to particularly thank and acknowledge Ms Jennifer-Leigh Campbell's work in coordinating and managing this program. The increasing impact of the program on the transition of undergraduate students into the academic research arena, together with academic and employment opportunities arising from their participation in the program is creating a great new dynamic in research engagement at the University.



The Indigenous Research Unit was invited to host a panel in April for the 2nd year Journalism students around gathering and reporting Indigenous news. The panel covered a range of topic areas and provided advice to the students in terms of cultural protocols, sensitivities and ethics when collaborating with Aboriginal and Torres Strait Islander people for their articles and provided a remarkable opportunity for students to informally engage with panel members at the end of the session.

The IRU was also pleased to host visits from a number of international guests throughout the year. Professor Mike Evans and Associate Professor Stephen Foster (University of British Columbia) presented one of our Indigenous knowledges and research seminars, and we continued to build our research relationship with the University of Toronto, once again hosting Professor Len Tsuji and members of his research team.

Relationships continued to grow during the year as I presented a session on "Strongyloidiasis in Aboriginal Communities" at the International Congress for Tropical Medicine and Malaria in Brisbane on the 18 - 22 September 2016, and was on the organising committee of, and presented at, a pre-conference International workshop on Strongyloidiasis. Both of these events provided a great opportunity to build the international profile of the IRU.

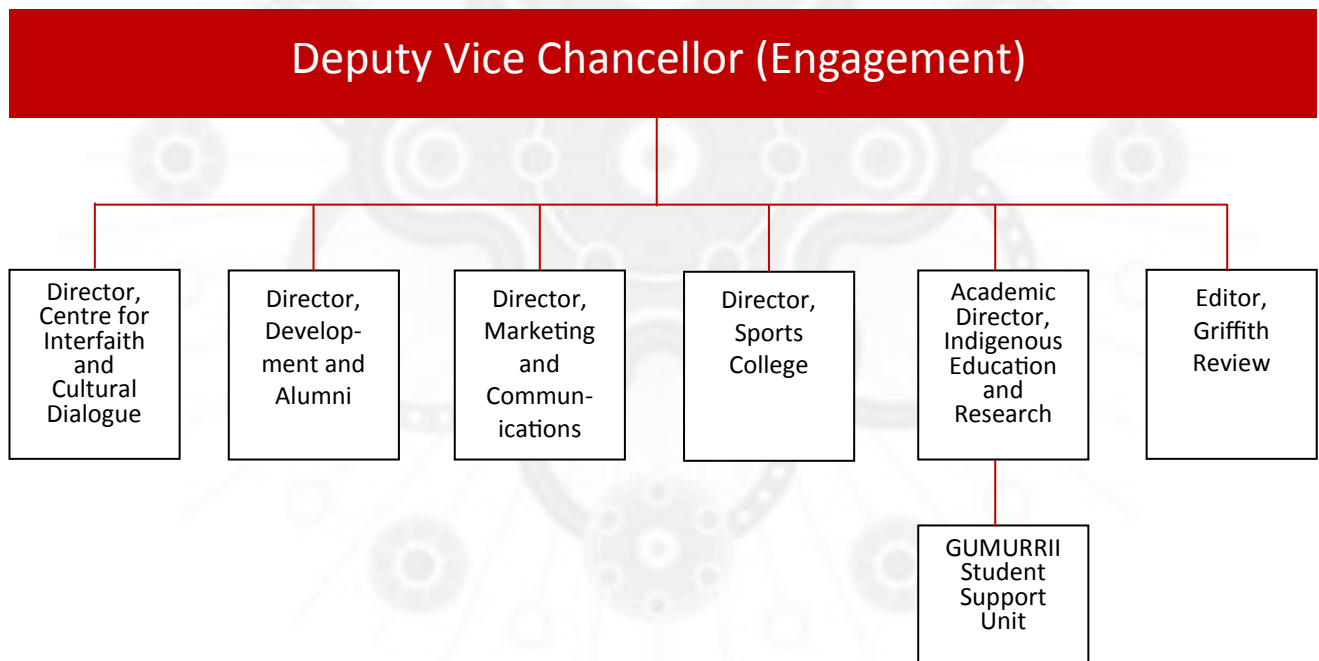
Towards the end of the year, the projected significant policy changes expected to occur at both Commonwealth and institutional levels saw the IRU refocus its research capacity activities from a research project approach to a research training program with a focus on HDR cohort development. In 2017 we look forward to extending and developing this program further and working more closely with our HDR students, while continuing to foster our research relationships within and external to the University.

A handwritten signature in black ink, appearing to read 'Adrian Miller'.

About the IRU structure

Until late September 2016 the IRU was based within the Senior Deputy Vice Chancellor's portfolio. In October 2016 the Professor of Indigenous Research's role was extended to encompass Aboriginal and Torres Strait Islander student education and the position was newly titled Academic Director of Indigenous Education and Research.

The Office of the Academic Director of Indigenous Education and Research falls under the purview of the Deputy Vice Chancellor Engagement's portfolio.



Our Vision

The Office of the Academic Director of Indigenous Education and Research is committed to a community-based approach to lifelong learning, organisational engagement and educational advancement. In doing so we seek to achieve the best possible outcomes for Aboriginal and Torres Strait Islander students at Griffith University.

The Office aspires to develop a community-driven focus to research as well as support 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. The Office is working towards meeting the national requirements for research excellence and developing an international research profile.

Our Mission

The Office of the Academic Director of Indigenous Education and Research 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 Office 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

- providing high quality student support to Aboriginal and Torres Strait Islander students studying at Griffith University;
- 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

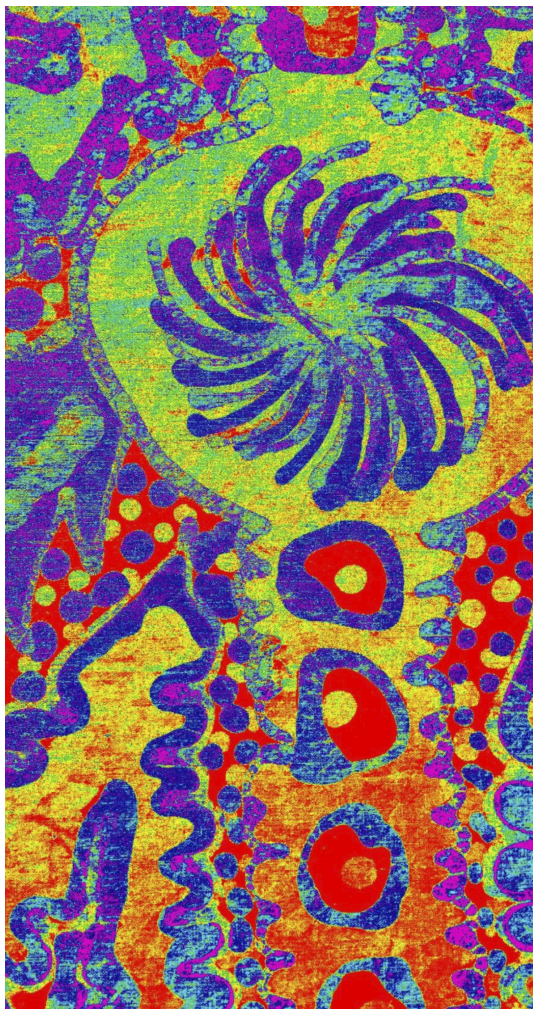
- supporting Indigenous staff in developing their research skills, publication outputs and academic careers;
- facilitating collaborations between Indigenous and non-Indigenous professionals and researchers with interest/expertise in Aboriginal and Torres Strait Islander research;

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 purposes of this report, Aboriginal and Torres Strait Islanders will also be respectfully referred to as Indigenous.



Our Values

In pursuit of our Mission, the Office of the Academic Director of Indigenous Education and Research's values are based on being effective, responsible and respectful to fulfil the rights of Indigenous Australians. The Office 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 standard 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 Office are to:

- undertake research relevant to Aboriginal and Torres Strait Islander people;
- support and facilitate research capacity development for Indigenous and non-Indigenous Australians;
- develop and strive to continually enhance the learning outcomes and educational achievements of the University's Indigenous people;
- support higher education pathways for Indigenous students in a culturally aware learning environment;
- contribute to the development of Indigenous knowledges and disseminate where appropriate.

Our Aims

The aims of the Office 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 and activities, which promote Aboriginal and Torres Strait Islander intellectual authority;
- promote quality research that benefits and demonstrates significance for Aboriginal and Torres Strait Islander people;
- provide mentoring for all scholars and students who demonstrate excellence in their field of study; and
- seek funding and resources to support research relevant to Indigenous Australians.



Our Resources

The Office of the Academic Director of Indigenous Education and Research is located in the Patience Thoms Building on the Nathan Campus.

With views over the surrounding bushland, our large open plan office can accommodate up to five visiting researchers in addition to the administrative team.

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

The Office's webpages (griffith.edu.au/indigenousesearch) remain a valuable tool by providing an overview of both Indigenous-focussed research training and development opportunities available to HDR students and staff. It also contains video links which provide an overview of the pathways to becoming a HDR student at Griffith and the support available to Aboriginal and Torres Strait Islander students. Links to scholarship opportunities are also available through our webpages.

The Office's Facebook page is another important communication tool. It provides a practical link to connect with members of the University and wider community to share relevant information on a broad range of Indigenous research initiatives and activities. Importantly it also provides the Office with another platform to profile early career researchers and share the work that they are involved in.

Our **Goals** for 2017

- Progress the achievement of targets within the University's Reconciliation Action Plan (research).
- Increase connections at an international level through research collaborations and conference presentations.
- Develop our HDR and honours capacity building programs for Indigenous students through a dedicated HDR Officer.
- Continue to work with the Researcher Education and Development Unit in presenting the Indigenous Knowledges and Seminar series by expanding the depth of the topics.
- Restructure the Indigenous Research Network, its policies and role within the IRU ensuring that it is in alignment with the objectives of the Office of the Academic Director of Indigenous Education and Research.
- Expand and increase the depth of current research programs and projects.



Indigenous Research Network members

Title	Given Name	Surname	Department
Full Members			
Professor	Adrian	Miller	IRU
Professor	Boni	Robertson	ICEPP
Professor	Roianne	West	Nursing & Midwifery
A/Professor	Karen	Martin	Education
Dr	Francis	Bobongie	GIER
Dr	Kerry	Bodle	Business
Ms	Heron	Loban	Law
Mr	Harry	Van Issum	Education and Professional Studies
Associate Members			
Mr	Shane	Barnes	GUMURRII
Ms	Jennifer-Leigh	Campbell	GUMURRII
Mr	Stephen	Corporal	Health
Mr	John	Graham	GUMURRII
Ms	Candace	Kruger	Music
Ms	Krystal	Lockwood	Criminology
Ms	Kyly	Mills	Nursing & Midwifery
Mr	Dale	Rowland	GUMURRII
Dr	Monica	Seini	SEET
Ms	Debbie	Woodbridge	GUMURRII
Ms	Somer	Wrigley	Nursing & Midwifery

Member Profiles

Professor Adrian Miller

Adrian is of the Jirrbal people of North Queensland and is the Professor of Indigenous Research at Griffith University leading the Indigenous Research Unit and 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 the Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC) grant schemes. Over the past 7 years, Professor Miller has collaborated on research grants totalling over 10 million dollars. Professor Miller 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. He has undertaken leadership roles in community-based and government committees to advocate the views of Aboriginal and Torres Strait Islander families. During the past 22 years in higher education, his experience has been in management, leadership, academic program development, teaching and research. He holds Professorial adjunct appointments with University of the Sunshine Coast, James Cook University and Southern Cross University. His most notable experience was in 2008 as an invited speaker at the Oxford Round Table, Rhodes House in Oxford University. He has made significant contributions to Indigenous health and education. This has been achieved through successful competitive and non-competitive research grants, publication outputs, long-term Indigenous community engagement and public policy development. Research capacity development has been a primary focus for these research activities, which has led to positive outcomes for Indigenous community members and organisations. The highly collaborative manner in which he has undertaken research has contributed to intellectual and methodological developments in health and education fields.



Member Profiles

Professor Boni Roberston



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 Women's Legal Services.

Member Profiles

Professor Roianne West

Born and raised Kalkadoon on her mother's country in North-West Queensland, Roianne has over 20 years of experience in Indigenous health. Her PhD explored factors that impact on successful completions in Higher Education by Indigenous Australians.

Professor West was Nursing Director for Indigenous Health, and her team won a statewide equity award for delivering outstanding health services and enriching diversity throughout the workplace for their work on an Indigenous Bachelor of Midwifery program. She has recently commenced a new role as Professor of First Peoples Health at Griffith University.

Professor West's expertise is in nursing and midwifery workforce development including recruitment, education and training of Indigenous nurses and midwives; and building the cultural capability of non-Indigenous nurses and midwives.

Professor West contributes to ANMAC, and represents CATSINaM on the Health Workforce Australia Aboriginal and Torres Strait Islander health curriculum framework project. She was the 2013 recipient of the Sally Gold Award for her commitment to increasing Indigenous nurses and midwives nationally.



Member Profiles

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 Aboriginal Australian Studies; Aboriginal education and early childhood education. She has extensive experience in policy; research and programs regarding education; child care and Aboriginal knowledge. Karen is Deputy Chair of the Griffith University HREC and co-leader of the Aboriginal Education-Research with the GIER.

Member Profiles

Dr Francis Bobongie

Based at the Indigenous Research Unit at Griffith University, Francis is a Postdoctoral Research Fellow working with Griffith Institute for Education Research (GIER). Completing her Doctorate of Professional Studies at CQ University in 2011, Francis's focus is on Pacific and Indigenous Studies concentrating on gender and education. She has Australian South Sea Islander and Indigenous ties to the Mackay Community in North Queensland. Francis's Postdoctoral Fellowship is looking at the academic, social and cultural challenges affecting girls who leave their communities in the Torres Strait Islands for boarding schools in regional Queensland.



Member Profiles

Dr Kerry Bodle



Dr 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. Kerry is the sole Indigenous Accounting Academic in Australia with full membership to the Institute of Public Accountants (IPA) and the Accounting and Finance Association of Australia and New Zealand (AFAANZ).

She completed 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 active member of the following committees: Aboriginal and Torres Strait Islander Advisory Committee, Griffith Aboriginal and Torres Strait Islander Employment Strategy, GBS HDR Aboriginal and Torres Strait Islander Post-graduate Student "Grown Your Own" Strategy committee and Aboriginal and Torres Strait Islander Curriculum Development and Implementation.

Kerry's current research involves:

- The development of a 'de-colonising' theoretical model and conceptual framework to inform new guidelines and standards to enable First Nation Peoples to realize the value of, and obtain commensurate financial and social benefit from, users of communally held Indigenous Cultural Heritage and IP assets" funded by ARC Indigenous Discovery grant (pending).
- The development of a conceptual model for relationship assessment in the context of Aboriginal and Torres Strait Islander franchisees and the franchisor, funded by a NRG.
- Building capacity and pathways to support Aboriginal and Torres Strait Islander peoples to develop employability skills in Financial Management positions - funded by and ARC/OLT grant.

Member Profiles

Ms Heron Loban

Born on Thursday Island, Ms Loban's family connections are to the Mabuiag and Boigu peoples. She is a Senior Lecturer in the Griffith Law School. Ms Loban's academic career has included academic positions held in the Oodgeroo Unit and Faculty of Law at Queensland University of Technology, and the School of Law at James Cook University. Ms Loban has a strong track record in publication in the areas of law and Indigenous studies and success in external grants and State and Commonwealth government consultancies. She was previously a solicitor working in the areas of criminal law, commercial law and native title. Ms Loban has also been the Chairperson of the Indigenous Consumer Assistance Network Ltd and Deputy Chairperson of the Centre for Appropriate Technology Ltd. She was appointed by the Minister for Communications from 2011-2013 as a member of the Regional Telecommunications Independent Review Committee and is currently a member of the Australian Broadcasting Corporation Advisory Committee and the Indigenous Advisory Committee of the Australian Communications Consumer Action Network Ltd.



Member Profiles

Mr Harry Van Issum



Harry Van Issum is a Woppaburra man from the Darambal Language Group in Central Queensland. Harry's first degree was a Diploma of Teaching at Griffith University and since then he has completed his Bachelor of Education and Master of Education and is currently completing his PhD. He has spent over 20 years teaching and researching in the area of Aboriginal and Torres Strait Islander education. He was winner of a National Indigenous Staff Scholarship in 2007 and has recently received the Griffith Excellence in Teaching Award 2015.

He is a lecturer in the School of Education and Professional Studies (EPS) and teaches Aboriginal history, culture and pedagogy. He is Chair of the First Australian Committee and member of Equity Committee and Griffith Institute of Educational Research attached to EPS. He is also a member of the University's Aboriginal and Torres Strait Islander Advisory Committee, Human Research Ethics Committee and the Aboriginal and Torres Strait Islander dedicated Memorial Committee Queensland. He also spent four years on the Queensland Indigenous Education Consultative Committee advising across a range of education issues. Research interests include pedagogical practices, pre-service teacher education and embedding Aboriginal and Torres Strait Islander content into school and tertiary environments.

Outside the University he is engaged in the World Indigenous Higher Education Network, Cooee Elders and the Murri Court in the Bayside region. Culturally he is involved in Woppaburra Land and Sea-country management and traditional use of marine resources.



Research Highlights

The Office's research highlights for 2016:

- The Indigenous Research Unit was very pleased to be able to host a panel, consisting of Professor Adrian Miller, Professor Boni Robertson, Mr John Graham and Ms Jennifer-Leigh Campbell, for the 2nd year Journalism students. The panel covered a range of topics areas and provided advice to the students in terms of cultural protocols, sensitivities and ethics when collaborating with Aboriginal and Torres Strait Islander people for their articles.
- Professor Martin Betts together with Professor Adrian Miller, Associate Professor Brydie-Leigh Bartleet, Ms Alarna Lane-Mullins, Mr Shane Barnes and Mr Brian Blow officially launched Griffith University's 2016 - 2018 Reconciliation Action Plan at the annual "Sorry Day Walk and Talk".
- Professor Adrian Miller, Aunty Liz Young (Queensland Health) and Melody Muscat (USC) presented "Successful community control of Strongyloides" at the International Strongyloides Workshop, as part of the 2016 International Congress for Tropical Medicine and Malaria.
- The Indigenous Research Unit continued its support of the 2015/2016 Kungullanji Undergraduate Summer Research Program under the coordination of Ms Jennifer-Leigh Campbell.

Research Highlights (cont.)

- The Indigenous Research Unit collaborated with the Griffith Social and Behavioural Research College to offer an "Indigenous Knowledges and Research Seminar Series" within the University. Presentations by key IRU researchers and visiting national and international academics included:
 - * "Conducting Qualitative Research with Indigenous People on Socially Sensitive Issues: Talkin' 'bout my moola" presented by Ms Heron Loban (Senior Lecturer, Griffith Law School)
 - * "Why Living Law Matters: Indigenous Law, Traditional Knowledge and Intercultural Justice". presented by Dr Brendan Tobin (Research Fellow, Griffith Law School)
 - * "Indigenous Focussed Research and an Examination of Emerging Methodologies" presented by Professor Adrian Miller (Professor of Indigenous Research, Griffith University)
 - * "Research and Repatriation? Provenancing ancestral remains and understanding the population history of Cape York" presented by Dr Michael Westaway (Research Fellow, Environmental Futures Research Institute, Griffith University)
 - * "Transgenerational trauma, White Privilege, and Aboriginal-White relations in Australia" presented by Dr Fiona Barlow (ARC Future Fellow, School of Psychology, UQ)
 - * "Understanding organisation, place and belonging in Indigenous Research" presented by Associate Professor Tim Butcher (Associate Professor, Griffith Business School)
 - * "Decolonising Indigenous Representation: Ontological transformations through a Digital Lens" presented by Professor Mike Evans and Associate Professor Stephen Foster (University of British Columbia)

Collaborations

The IRU collaborated with the following partners during 2016:

- Te Wananga O Aotearoa, Hamilton, New Zealand
- The Griffith Social and Behavioural Research College to offer the “Indigenous Knowledges and Research Seminar Series”
- School Of Nursing and Midwifery, Menzies Health Institute, School of Applied Psychology, CSIRO, Griffith School of Environment, Environmental Futures Research Institute, Australian Rivers Institute, School of Medicine, School of Allied Health Science, RECOVER Injury Research Centre, School of Human Services and Social Work and the First Peoples Health Unit—as part of the Kungullanji Summer Undergraduate Research Program
- Griffith University Postgraduate Student Association—jointly funded three Griffith University Indigenous HDR students’ attendance at an Aboriginal and Torres Strait Islander HDR Cohort program and Masterclass at James Cook University on Tuesday 26 and Wednesday 27 July 2016

Visiting Academics

- Professor Len Tsuji, Ms Meaghan Wilton and Mr Denis Kirchhoff (University of Toronto)
- Professor Mike Evans & Associate Professor Stephen Foster (University of British Columbia)



Indigenous Higher Degree by Research (HDR) Candidates

Increasing the number of Indigenous people successfully completing higher degrees by research (HDR) is critical to supporting future generations of Aboriginal and Torres Strait Islander scholars, and is one of the key foci of the University's Reconciliation Action Plan (2016-2018). In August 2016, University statistics indicated that 25 candidates who identified as Aboriginal or Torres Strait Islander were enrolled in HDR programs.

From its inception, the IRU has been steadily building its capacity to support and develop the University's Indigenous HDR student cohort as they commence or proceed through their research programs. The Unit's support has focussed on providing opportunities for candidates to both engage with peers and potential research colleagues, as well as providing a platform for them to present their research within an academic arena. Events and activities throughout 2016 have included:

- Innovative Research Universities HDR Cohort Workshop - predominantly aimed at HDR candidates in the early stage of their HDR journey. The workshop provided an opportunity for three Griffith University candidates to meet HDR peers from the Innovative Research Universities network as well as present their proposed research topics, and discuss methodology and research strategies in a safe learning and cultural environment. The workshop, together with a one-day Indigenous Research Masterclass, was held at JCU (Townsville campus) on 26 and 27 July 2016. Attendance at the event was jointly funded by the Indigenous Research Unit and GUPSA.
- Indigenous Knowledges and Research Seminars - offered HDR candidates an opportunity to understand methodology and research frameworks when researching with Aboriginal and/or Torres Strait Islander communities. The IRU ultimately aims for the seminars to provide a platform for HDR candidates to present their research in a smaller, supportive academic environment where their research methodology and plan can be critiqued in a culturally safe space.
- Indigenous Postgraduate Student Gatherings - hosted by GUMURRIL SSU (and attended by Director, GUMURRIL SSU; Dean, GGRS and Academic Director for Indigenous Education and Research) the gatherings create an opportunity for HDR candidates and Postgraduate students to meet and potentially form support networks. Honours students (with an interest in Postgraduate studies) are also invited.
- Mentoring - advice and support varies from student to student and is dependent on topic, and stage of academic program.

Indigenous Higher Degree by Research (HDR) Candidates (cont.)

The University's Indigenous HDR candidates are based across a number of disciplines within the University - *Education, Medicine, Medical Science, Allied Health Sciences, Environment, Queensland College of Art, Criminology and Criminal Justice, Law, Government and International Relations, Engineering, Human Services and Social Work, and Nursing and Midwifery.*

The following research themes are being undertaken by students who have completed their confirmation of candidature:

- Australian preservice teachers and their perceptions in relation to teaching Indigenous Education
- Evaluate the impact of the automation in the GCHHS Pharmacy department
- In the Bora Ring: Yugambeh Language and Song Project
- Ancestral Connections of Australia's First Peoples: A Genetic Comparison of the Pama-Nyungan and Non Pama-Nyungan Groups
- Historical use of opium & The Aboriginals Protection and Restriction of the Sale of Opium Act 1897
- Development of new visual language and knowledge in the field of textile based visual arts practice
- Evidence-based crime prevention for Indigenous Australians: Contribution of a realist evaluation
- The contemporary making and wearing of Indigenous possum skincloaks
- Australian democracy and aboriginality
- Assessing extreme climate effects on road infrastructures in Queensland
- Lesser Gods: An exploration of religious doctrine and the facets of its impact within Australian colonialism
- Maintaining Strong Being: A new theory of worker protection grounded in the lived expectations and knowledges of Aboriginal and Torres Strait Islander SEWB Workers
- Reimagining Autism
- Delimiting Aboriginal Sovereignty: Questions of Law, Justice and Legitimacy
- Evaluating Indigenous Australian teaching and learning practices in post graduate training
- Australian Indigenous Culture reconstructed through new technology
- The Self as Other - Exploring Aboriginal Identity Through Self-Portraiture
- Gold Coast City Brand: The photographic identification of absence
- The Australian 'settler' colonial-collective 'Problem'

Kungullanji Summer

Undergraduate Research Program

2015/1016

Kungullanji is an Aboriginal word from the Yugambah language meaning "*to think*". The Kungullanji Summer Research Program challenges undergraduate students to think about what they are learning in their discipline's coursework and how they might apply that knowledge to a particular research problem, and is coordinated by Ms Jennifer-Leigh Campbell. This was the second year that the Program was offered to students.

Twelve students participated in the 2015/2016 program, and undertook projects across a range of Schools and Research Centres within the University, under the supervision of academic staff across the University. The students' projects included:

- "Is your life safer in the hands of an RN who is capable of academic writing?" (School Of Nursing and Midwifery)
- "Parent-Child Interaction Therapy" (Menzies Health Institute/School of Applied Psychology)
- "Headaches and migraines in Aboriginal and Torres Strait Islander students" (School of Applied Psychology)
- "Evaluating the relative importance of local natural resources to food security of Torres Strait Islander communities" (CSIRO/Griffith School of Environment)
- "Evaluating Plant Management Programs on the Gold Coast" (Griffith School of Environment / Environmental Futures Research Institute)
- "Do artificial reefs become more like natural reefs?" (Griffith School of Environment /Australian Rivers Institute)
- "Bioacoustic monitoring of river biota" (Griffith School of Environment/Australian Rivers Institute)
- Exploring the link between urban Aboriginal male identity and health" (School of Medicine)
- "A quantitated approach investigating the role of COUP-TF-II in steroid hormone synthesis of bovine ovarian follicles" (School of Medical Science)
- "Altering perception of body in space through bogus visual feedback" (School of Allied Health Science and RECOVER Injury Research Centre)
- "Indigenous social determinants of health" (School of Human Services and Social Work)
- "Current evaluation tools used to measure cultural capability in undergraduate students studying health related degrees: A systematic literature review" (First Peoples Health Unit)

Kungullanji Summer

Undergraduate Research Program

2015/1016 (cont.)

The employment outcomes from the Program included:

- three summer students were employed as casual Research Assistants - one student completed a short-term opportunity with their summer supervisor, with two students employed by academics on the recommendations from their summer supervisors;
- one summer student gained employment as a PASS leader based on connections gained from the summer program;
- two students were employed as tutors - ITAS and in courses; and
- three students gained employment external to the university.

Following completion of the Summer Research Program, it was noted that there had been an overall improvement in the confidence and academic success of the students in their coursework which was evidenced by the following academic and research outcomes by the students:

- three students are currently completing honours;
- one student is currently studying graduate Medicine;
- two students completed a second summer placement - one with Griffith and another with an external scholarship;
- one student presented her research as part of the World Science Festival;
- three students were accepted to present at the Australasian Conference for Undergraduate research; and
- one student presented her research at an international conference.



Research grants

The IRU has once again been highly active throughout 2016 increasing our research profile both nationally and internationally. The tables on the following pages provide an overview of specific research projects and the funding received. We look forward to continuing this success in 2017.

The IRU awarded \$7,395.70 in Small Research Grant and Conference Support during 2016:

IRU Small Research Grant Support:

- Francis Bobongie - "The cultural, social and academic challenges affecting girls who leave the Torres Strait Islands for Boarding Schools in Queensland, Australia" (\$1,500)

IRU Conference Support:

- Francis Bobongie - International Conference on Education, Hawaii, USA, 3-7 January 2016. (\$3,500)
- Stephen Corporal - World First Nations Traditional Knowledge Conference, Brisbane ,QLD, 23 - 26 August 2016. "Identity, Roles and Expectations have always been a part of our Health" (\$940)
- Karen Martin - 2016 Reconceptualising Early Childhood Education, Taupo, New Zealand, 30 October - 3 November, 2016. "Aboriginal Early Childhood Education in Australia: Knowledge + Voice + Vision = Identity" (\$1,455)

The small grant and conference support scheme was revised in August 2016 to include a focus on HDR cohort development. This enabled the Unit to expand its capacity to support both early career academics and developing HDR student research capacity.

Table 1.

Successful grants

Title of grant, contract or project	Funds Provider	Applied Amount	Chief investigators (in order)
Australian Partnership for Preparedness Research on Infectious Disease Emergencies (APPRISE)	NHMRC	\$4,996,415	Lewin S, Sorrell T, McVernon J, Webb S, Kaldor J, Andrews R, Cheng A, Gilbert L, Smith D, Alexandersen S Associate Investigators: Miller A, Dawson A, Anderson D, Irving D, Paterson D, Macartney K, Stocks N, Massey P, Richie S, Lambert S
Characterising the deleterious mutational load in Aboriginal Australians.	ARC Linkage	\$178,464	Sankarasubramanian S, Lambert D, Miller A, Westaway M
From subarctic Ontario, Canada, to the subtropics of New South Wales, Australia: the potential use of Strategic Environmental Assessment to protect the core elements of Indigenous culture	Social Sciences and Humanities Research Council of Canada	\$305,045	Co-Applicant: L Tsuji, G Whitelaw, D Cowan Collaborator: Soloman A, Ridges M, Katapatuk B, Miller A, Kirchhoff D
Deaths in young people involved in the youth justice system: towards evidence-based prevention	NHMRC	\$620,704	Kinner S, Borschmann R, Spittal M, Miller A, Cadet-James Y, Clough A, Sawyer S
External review of STEM program 2016-2018	Dept of Science, Information Technology & Innovation	\$45,000	Van Issum H, Meston T, Kerwin D, Klieve H
Looking for the X Factor: Contextualised learning and young Aboriginal children'	Old Education Horizons Research Grant	\$72,184	Martin K, Weir K
	Total	\$6,172,857	

Table 2.

Projects in progress

Title of grant, contract or project	Funds Provider	Applied Amount	Chief investigators (in order)
PROPOSAL ID 1042662 : 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 1042532 : Evaluation of Alcohol Management Plans, Cape York, North QLD	NHMRC 2013-15	\$626,395	Clough A, Margolis S, Muller R, Doran C, Miller A, Shakeshaft A
PROPOSAL ID IN130100023 : Inspiring Indigenous youth to build resilience and sustain participation with education and employment: the role of targeted mentoring support	ARC 2013-15	\$515,000	Bainbridge R, Tsey K, Miller A, Doran C, Shakeshaft A, Walker R (withdrawn)
Securing the essential: assisting Indigenous communities and their service providers to sustainably manage water and energy supply. (Grant No. LP140100118)	ARC (Linkage Grant)	\$241,366	Stewart R, Tan P, Fielding K, Miller A, Beard N, Peach G, Jenkins M, McDowell P
Establishing the provenance of Torres Strait Islander remains: genetics, craniometrics and isotopes. (Grant No. LP140100387)	ARC (Linkage Grant)	\$740,880	Westaway M, Wright D, Lambert D, Miller A, Fry B, Clegg M, Collard M, Sankarasubramanian S, Li R, Willerslev E, Hadnutt N
Roundtable: Future Direction into Ethical Review of Health Research Involving Aboriginal and Torres Strait Islander Peoples in Queensland	The Lowitja Institute	\$15,000	West R, Miller A
Evaluation: Aboriginal Children and Family Justice Program	Jesuit Social Services	\$60,000	Manning M, Fleming C, Homel R, Miller A
	Total	\$3,032,163	

Table 3.

Total research activity

Research Activity	Funding
Successful grants	\$6,172,857
Projects in progress	\$3,032,163
Total	\$9,205,020

Publications

1. Valkenburg SA, Josephs TM, Clemens EB, Grant EJ, Wang GC, Price DA, Miller A, Tong S, Thomas PG, Doherty PC, Rossjohn J, Gras S, Kedzierska K. Molecular basis for universal HLA-A*0201 CD8+ T Cell immunity against influenza viruses. PNAS; published ahead of print March 31, 2016, doi:10.1073/pnas.1603106113
2. Melchert B, Gray M, Miller A. Educator Perspectives on Indigenous Cultural Content in an Occupational Therapy Curriculum. Australian Journal of Indigenous Education, April 2016, DOI: 10.1017/jie.2016.3.
3. Kerwin D, Hatton L & Van Issum H. "Remembering the forgotten soldier: Queensland Aboriginal & Torres Strait Islander Defence Personnel" Qld History Journal. May, 2016, Vol.23, No.1.
4. Ross K, Bradbury R, Garrard T, O'Donahoo F, Shield J, Page W, Miller A, Robertson G, Judd J, Speare R. The National Strongyloides Working Group in Australia Ten Workshops On: Commendations and Recommendations. Australian & New Zealand Journal of Public Health, In Press, July 25 2016.
5. Clough A, Fitts MS, Robertson J, Doran CM, McDermott R, Miller A, Margolis S, Ypinazar V, Towle S. 'Sly grog' and 'homebrew': a qualitative examination of illicit alcohol and some of its impacts on Indigenous communities with alcohol restrictions in regional and remote Queensland (Australia), BMC, Submitted August 2 2016.
6. Cultural Mapping. ECER Conference Dublin, Ireland. 23 August, 2016.
7. Page Page W, Shield J, O'Donahoo F, Miller A, Judd J, Speare R. Strongyloidiasis in Oceania. Chapter 6 in Ed. A. Loukas. Neglected Tropical Diseases - Oceania. Springer, SPi Global. (in press Aug 2016).
8. Kutching K, Bainbirdge R, Bodle K, Miller A. Determinants of attraction, retention and completion for Aboriginal and Torres Strait Islander higher degree research students: A systematic review to inform future research directions. Higher Education Research and Development. Submitted 7 Sept 2016.
9. Clough A, Margolis SA, Miller A, Shakeshaft A, Doran CM, McDermott R, Sanson-Fisher R, Ypinazar V, Martin D, Robertson JA, Fitts MS, Bird K; Honorato B, Towle S, West C. Alcohol Management Plans In Aboriginal And Torres Strait Islander (Indigenous) Australian Communities In Queensland: Community Residents Have Experienced Favourable Impacts But Also Suffered Unfavourable Ones. BMC Public Health, Submitted 20 Sep 2016.
10. Clough AR, Margolis SA, Miller A, Shakeshaft A, Doran CM, McDermott R, Sanson-Fisher R, Towle S, Martin D, Ypinazar V, Robertson JA, Fitts MS, Bird K, Honorato B, West C. Alcohol control policies in Indigenous communities: A qualitative study of the perceptions of their effectiveness among service providers, stakeholders and community leaders in Queensland (Australia). International Journal of Drug Policy, Vol 36, Oct 2016: 67-75.
11. Bobongie, F. 'Ngoelmun Yawar: Our Journey, The Transition and the Challenges for Female Students Leaving the Torres Strait Island Communities for Boarding School in Regional Queensland'. (Accepted for Publication: Australian Journal of Indigenous Education, November 13, 2016)
12. Martin K. Voices and visions: Aboriginal early childhood education in Australia. Mt Victoria: Pademelon Press, 2016.
13. Martin K. Part One: Aboriginal peoples and early childhood education in Australia. In Martin, K.L. (ed). Voices and visions: Aboriginal early childhood education in Australia. (pp.1-23). Mt Victoria, NSW: Pademelon Press, 2016.

Publications (cont.)

14. Martin K. Part Two: Aboriginal worldviews and knowledges: coming alongside the people and the stories. In Martin, K.L. (ed). *Voices and visions: Aboriginal early childhood education in Australia*. (pp.27-54). Mt Victoria, NSW: Pademelon Press.
15. Martin K (ed). *Voices and visions: Aboriginal early childhood education in Australia*. (pp.27-54). Mt Victoria, NSW: Pademelon Press, 2016.
16. Martin K. Playing along and playing it up: how play is experienced and understood in Aboriginal Australian contexts of the past, the present and the future. In Ebbeck, M. & Waniganayake, M. (eds). *Children's play in early childhood education: facilitating learning in diverse contexts* (2nd ed). (pp.201-214). OUP: Sydney, 2016.
17. Martin K. Play, playing along and playing it up: understanding the play of Aboriginal children. In Ebbeck, M. & Waniganayake, M. (eds). *Play in Early Childhood Education: Learning in Diverse Contexts* (pp.201-216). 2nd ed. South Melbourne: Oxford, 2016.
18. Martin K (ed). *Voices and Visions: Aboriginal early childhood education in Australia*. Mt Victoria, NSW: Pademelon Press, 2016.

Invited Memberships on Advisory Boards

- Griffith University, Co-Chair Reconciliation Action Plan Working Group (Professor Adrian Miller)
- Griffith University, Research Committee (Professor Adrian Miller)
- Griffith University, Aboriginal and Torres Strait Islander Advisory Committee (Professor Adrian Miller)
- Griffith University, Equity Committee & Indigenous Employment Committee (Professor Adrian Miller)
- Griffith University, Queensland Conservatorium Research Committee Local Advisory Board (Professor Adrian Miller)
- Griffith University, Griffith Criminology Institute, Industry and International Advisory Board (Professor Adrian Miller)
- University of Melbourne, Member, Expert Reference Panel, NHMRC Centre for Research Excellence, APPRISE (Professor Adrian Miller)
- Innovative Research Universities, Chair of the Indigenous Network (Professor Adrian Miller)
- The Lowitja Institute, Program Committee, Community Capacity and the Social Determinants of Health (Professor Adrian Miller)
- SEED Foundation, Chair of the Board of Directors (Professor Adrian Miller)
- ARC College of Experts, Member (Professor Adrian Miller)
- The Lowitja Institute, Member, Finance and Audit Committee (Dr Kerry Bodle)
- Griffith University, Deputy Chair, HREC (Associate Professor Karen Martin)
- Department of Social Services, Deputy Chair, Longitudinal Study of Indigenous Children (Associate Professor Karen Martin)
- ARC Discovery Grants, Assessor (Associate Professor Karen Martin)
- Productivity Commission 'Overcoming Indigenous Disadvantage 2016' Report, Reviewer, Early Childhood Education section (Associate Professor Karen Martin)
- AlterNative: International Journal of Native Peoples NZ, Reviewer (Associate Professor Karen Martin)
- Springer Australia, Reviewer (Associate Professor Karen Martin)

Invited Lectures / Forums / Seminars

1. **Bobongie F.** *The cultural, social and academic challenges affecting girls who leave the Torres Strait Island Islands to go to Boarding School in Queensland, Australia.* Ongoing research presented at the Hawaii International Conference on Education, Waikiki, Hawaii, USA, 6 January 2016.
2. **Martin K.** *Findings in relation to the areas of preschool and early childhood education as part of the Footprints in Time: specific issues that could be addressed to improve participation.* Invited speaker, Indigenous Advisory Committee, Australian Government Department of Prime Minister and Cabinet, Canberra, February 2016.
3. **Martin K.** *The Role of Aboriginal Knowledges in higher education in the 21st Century.* Aboriginal Education Research symposium, Loganlea, February 2016.
4. **Martin K.** Panel member. Reconciliation. Early Childhood Australia, Brisbane, March 2016.
5. **Martin K.** *Where are we now and what does it really mean? Indigenous learners, families and communities in the 21st Century.* Invited speaker, Aboriginal & Torres Strait Islander Catholic Education conference, Rockhampton, May 2016.
6. **Martin K.** *Getting excited and getting real: the roles of theory, methodology and knowledge in closing the gaps in Aboriginal research.* Australian Association of Educational Research – Theory workshop, Brisbane, May 2016.
7. **Bobongie F.** *Ngoelmun Yawar, Our Journey, From Community to school – the transition and the challenge.* Paper presented at the Narrative Matters Conference, Victoria, Canada, 22 June 2016.
8. **Bobongie F.** *What is the Key to a Successful Transition for Indigenous Girls Moving From Their Torres Strait Island Communities to a Boarding College in Regional Queensland, Australia?* Paper presented at the Canadian Conference on International Education, University of Toronto, Canada, 29 June 2016.
9. Young ME, **Miller A**, Muscat M. *A community-directed integrated Strongyloides control program in Queensland, Australia.* Guest Speaker, International Workshop on Strongyloidiasis Incorporating the 11th National Workshop on Strongyloidiasis (Australia), Brisbane, 17 September 2016.
10. Page W, Shield J, Bradbury R, **Miller A**, Judd J, Sheorey H, Ross K, Garrard T, Robertson G. *Strongyloidiasis in Australia: Challenges in a developed country,* National Strongyloides Working Group, a special interest group of the Australasian College of Tropical Medicine. Poster Presentation, XVII International Congress for Tropical Medicine and Malaria, Brisbane, 18-22 Sept 2016.
11. **Miller A**, Judd J, Speare R. *Strongyloidiasis in Aboriginal Communities.* Invited Speaker, XVII International Congress for Tropical Medicine and Malaria, Brisbane, 18-22 Sept 2016.
12. **Miller A.** *Strongyloidiasis in Aboriginal Communities.* Invited Speaker, Intersection between Chronic and Infectious Disease, Australasian Tropical Health Conference, Brisbane, 23 Sept 2016.
13. **Van Issum H.** Keynote speaker at SEQ Schools Naidoc Awards.
14. **Martin K.** Panel member. Conversations in Education: Diversity in Education. DETE & EPS, Brisbane, October 2016.
15. Proud D, **Martin K.** *Aboriginal early childhood education in Australia: identity + knowledge + voice = vision.* He korero, he kaupapa, he whāriki – Kia tipu whakaritorito: Re-weaving theories and practices to re(construct) critical questions, new imaginings and social activism. Taupo, New Zealand, Oct-Nov, 2016.
16. **Martin K.** *Looking for the X Factor.* DET – ARC Research Showcase, Brisbane, November 2016.

Our People, Our Stories, Our Way



Indigenous Research
Unit

The Indigenous Research Unit logo represents all that the Unit stands for.

Our community: The IRU 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.

Community driven research: The IRU 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.

Strong partnerships: IRU 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.

Growing our own: The Unit 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.