



**Australian Government**  
**Australian Research Council**



**First Annual & End of Year Report of the  
National Indigenous Research and Knowledges Network  
(NIRAKN)  
from commencement of funding to 31 December 2013**



**N I R A K N**  
National Indigenous Research And Knowledges Network

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## 1. Director's Introduction

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This is the first formal report on the work of the National Indigenous Research and Knowledge Network (NIRAKN) from the commencement of funding by the Australian Research Council (ARC) in March to the end of 2013. The network was officially launched in Canberra on 15 July by the Chief Executive Officer of the ARC, Professor Aidan Byrne and QUT Vice Chancellor, Professor Peter Coaldrake.

Our activities in this important first year have been concentrated on establishing strong foundations for the network, constructing our systems and programs and developing administrative policies and procedures that will be essential to the success of the network's activities into the future.

The *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (2012) identified an urgent need to build research capability relating to Aboriginal and Torres Strait Islander knowledges and perspectives in Australian universities. Universities Australia's A Smarter Australia policy statement noted that Aboriginal and Torres Strait Islander people constitute only 1.1 per cent of all higher degree by research enrolments and often withdraw from studies due to 'financial pressures, social or cultural alienation caused by the academic demands of study and insufficient academic support' (Universities Australia 2013:18). These two reports confirm that important factors in retaining and attracting Aboriginal and Torres Strait Islanders into higher degrees by research are the provision of sufficient academic support and social and cultural inclusion. The 2008 Bradley Report identified other pressing issues, including the relative lack of Indigenous research role models, methodologies and mentors available to students within their respective disciplines and institutions

NIRAKN's research and capacity building activities are designed to address these factors and in so doing contribute to attracting and retaining a new generation of Aboriginal and Torres Strait Islander researchers.

NIRAKN is a national, inclusive, multidisciplinary hub and spokes model network of Indigenous researchers at various stages of their careers. Network members represent over fifty Aboriginal nations, as well as twenty-one collaborating universities, the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and five partner organisations: Ninti One, the Healing Foundation, Waminda Aboriginal Women's Health Centre, the United Nations University and the National Congress of Australia's First Peoples. The network is led by Indigenous senior scholars with strong research track records who bring extensive experience in collaborative and community-based research.

NIRAKN provides a platform for cross-institutional and multidisciplinary research designed to build the capacity of qualified Indigenous researchers to meet the compelling research needs of our communities. NIRAKN seeks to work strategically with our international, national and community based partner organisations to ensure NIRAKN's multidisciplinary research and capacity building program benefits our communities.

Our vision is to develop a critical mass of skilled, informed and qualified Aboriginal and Torres Strait Islander researchers, who can address the urgent needs of our communities, through the delivery of culturally appropriate research. NIRAKN will endeavour to facilitate a national Indigenous research agenda for Aboriginal and Torres Strait Islander communities and the nation.

Aboriginal and Torres Strait Islander knowledge systems inform and frame our research. Aboriginal and Torres Strait Islander knowledge systems are understood as continuing and living, embodied and culturally situated within our respective Indigenous nations, communities and the broader Australian society and includes Indigenous ethics and protocols. As such NIRAKN's multi-cultural research program seeks to facilitate and encompass a wide range of research topics and projects, reflecting that the production and application of our respective knowledge systems requires a comprehensive agenda as well as a robust engagement with disciplinary knowledges.

As noted Maori scholar Dr Brendan Hokowhitu, Dean of the Faculty of Native Studies at the University of Alberta remarked in his comments on the network launch, the establishment of NIRAKN is an internationally significant development:

*NIRAKN will be such an imperative network for my indigenous brothers and sisters in those lands and a trailblazing network for indigenous researchers and knowledge holders globally.*

The funds provided for this network have already built a strong foundation for new and exciting research partnerships and collaborations among Indigenous researchers. Aboriginal and Torres Strait Islander researchers from all over Australia, regardless of their institutional or geographic location, now have access to a targeted program of capacity building and support developed with the collective expertise and combined experience of senior Indigenous scholars.

I am very proud of the work that has been done and of the significant outcomes we have achieved.

Yours sincerely,



A handwritten signature in dark ink, reading "A Moreton - Robinson".

Professor Aileen Moreton-Robinson  
NIRAKN Director  
Indigenous Studies Research Network  
Queensland University of Technology

## 2. Summary of NIRAKN's goals and objectives

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NIRAKN's aims are to:

1. Establish a coterie of skilled, qualified Indigenous researchers, creating pathways from undergraduate to postgraduate studies to establish a regenerative pipeline of new researchers, across institutions, the nation and fields of critical research importance;
2. Develop a critical mass of multi-disciplinary, qualified Indigenous researchers to meet the compelling research needs of our communities.
3. Connect Indigenous researchers nationally and internationally to develop culturally supportive inclusive research environments, which enable the cross fertilization of ideas and provide platforms for new Indigenous multi-disciplinary research.
4. Begin setting the Indigenous research agenda by applying Indigenous knowledges and expertise to multi-disciplinary collaborative projects directed at compelling research needed to inform community and government policy and program delivery
5. Develop an on-going integrated research program of collaborations with partner organisations through ARC NHMRC, government, industry, community and philanthropic grant funding.
6. Achieve national and international recognition as the centre of Australian Indigenous research expertise, knowledge and innovation.

## 3. Extent to which these goals have been met

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- 1. Establish a coterie of skilled, qualified Indigenous researchers, creating pathways from undergraduate to postgraduate studies to establish a regenerative pipeline of new researchers, across institutions, the nation and fields of critical research importance.*

Significant progress was made in 2013 in developing processes and activities that will enable the network to foster a sustainable pipeline of Indigenous researchers from undergraduate studies to research higher degrees and advanced research careers. The steady progress made in this establishment year will have an increasing impact as the network matures.

A number of strategic decisions have been made by the NIRAKN Hub and Management Committee to ensure that new Indigenous researchers are recruited and encouraged in their efforts. Despite limited funding, NIRAKN offers Aboriginal and Torres Strait Islander RHD students the opportunity to join our Indigenous postgrads group and to participate in the network's capacity building and research activities. The NIRAKN Management Committee endorsed a Postgraduate Expo Recruitment strategy to address recruitment of undergraduates, which involves hosting local events on individual campuses that are coordinated, resourced and supported by the NIRAKN hub.

NIRAKN members have been active in Indigenous postgraduate recruitment efforts across the sector. Participation by the Director and other network participants in NATSIHEC (National Aboriginal and Torres Strait Islander Higher Education Consortium) has also contributed to more effective sector wide promotion of our activities and of opportunities for Indigenous researchers through postgraduate research.

In addition to collaborative research opportunities and capacity building, the programs that NIRAKN has delivered have involved significant formal and informal mentoring. NIRAKN participants' roles in modelling pathways to successful research careers are an important element of network activities.

*2. Develop a critical mass of multi-disciplinary, qualified Indigenous researchers to meet the compelling research needs of our communities.*

NIRAKN's extensive Research Capacity Building Program will build a strong and vibrant Indigenous research community through skilling and supporting Aboriginal and Torres Strait Islander researchers at all stages of their research careers.

In this foundation year of the network, the Research Capacity Building program has been developed and implemented nationally. To date, the program has involved introductory level research workshops delivered locally at participating institutions, an annual series of more advanced workshops delivered nationally by leading Indigenous scholars, as well as masterclasses, critical reading groups and access to networking, mentoring and other professional resources.

The Capacity Building Program draws on the expertise of senior Aboriginal and Torres Strait Islander scholars to deliver a culturally appropriate program developing foundational and higher level research skills as well as transferring knowledge. As outlined in the report, this program has been an outstanding success in the first year of network operation. In coming years, we will focus on further refining Capacity Building offerings to ensure that the program expands along with the growing skill base of the cohort. A more extensive range of activities for mid-career and established researchers will also be offered, including a promotions workshop and grant writing retreat.

*3. Connect Indigenous researchers nationally and internationally to develop culturally supportive inclusive research environments, which enable the cross fertilization of ideas and provide platforms for new Indigenous multi-disciplinary research.*

NIRAKN's Collaborative Research Program has provided a platform connecting Indigenous researchers nationwide and supporting them to conduct cross-institutional and multidisciplinary Indigenous research.

The research efforts of NIRAKN's four research Nodes and the Network Hub are geared towards producing measurable high quality research. In this establishment year, many of the activities of our four research Nodes were dedicated to building relationships among node members, establishing a framework for collaboration and beginning to develop research programs that encompass the interests of members across disciplines and institutions. These efforts have begun to generate tangible research outcomes which will increase in future years of network operation.

Network activities have already provided Aboriginal and Torres Strait Islander researchers with an unrivalled source of important information about the research environment and facilitated significant knowledge sharing among Indigenous researchers at all levels. Participants in NIRAKN's research activities and capacity building programs have highlighted the leadership role of senior Indigenous scholars in NIRAKN's program development and operation as a distinctive and valuable element of this initiative not replicated elsewhere in the sector.

The Indigenous research environment in Australia is in its infancy and individual researchers tend to be institutionally, disciplinary and geographically bounded. NIRAKN's Collaborative Research Program has already provided an opportunity for research strengths to be disseminated, co-ordinated and extended beyond their current horizons and promises the eventual development of a critical mass of Indigenous researchers working together across disciplines and institutions to progress a national Indigenous research agenda for Aboriginal and Torres Strait Islander communities and the nation. The Director and Node Leaders are actively promoting and establishing international links with Indigenous research centres and associations. We envisage that these links will solidify and lead to collaborative research projects.

- 4. Begin setting the Indigenous research agenda by applying Indigenous knowledges and expertise to multi-disciplinary collaborative projects directed at compelling research needed to inform community and government policy and program delivery*

In addition to high quality original research and publications, NIRAKN also fostered engagement with Indigenous research and knowledges across the sector through supporting regional, national and international research opportunities, symposiums and seminars.

In this first year of the network, the Hub and Management Committee have developed a Research Policy Framework to articulate the network's research agenda and guide the distribution of research funding through the nodes. This framework expresses the place and role of Indigenous knowledges and expertise in the network's research agenda and will guide the development of all future projects. This process has included consultation with Advisory Committee and collaborations with partner organisations to ensure research activities are directed to addressing community needs. NIRAKN members have ensured that the benefits of the network and our associated research activities extend throughout the Australian community through participating in Government and Community groups at a national and international level.

It will take some time for the network's agenda setting research role to emerge fully and these impacts will become more evident as the network matures.

- 5. Develop an on-going integrated research program of collaborations with partner organisations through ARC NHMRC, government, industry, community and philanthropic grant funding.*

We have worked successfully with partner organisations in this first year of the network and are beginning to establish the frameworks and relationships necessary to sustain an integrated research program driven by ongoing collaborations. Management Committee has endorsed a Terms of Reference developed by the Hub to outline the role of Partner Organisations in the network and guide our activities. Partner organisation staff and representatives have participated in the network's Capacity Building program and in the activities of our research nodes. The relationships and research projects that have been in development in the network's first year will form the foundation for establishing vibrant and sustainable ongoing partnerships and we are working on delivering an integrated research program. The need to secure grant funding to facilitate ongoing strategic engagements with our five partner organisations is a challenge that will continue to be addressed as the network develops.

*6. Achieve national and international recognition as the centre of Australian Indigenous research expertise, knowledge and innovation.*

Significant efforts have been made this year to foster international, national and regionally important partnerships, in order to develop NIRAKN's role as a crucial centre of Australian Indigenous research expertise, knowledge and innovation.

NIRAKN has already undertaken an important regional and national role in the tertiary sector, raising the profile of Indigenous research and providing advice to government and others regarding the research environment and academic terrain facing Indigenous scholars. NIRAKN's activities have encouraged Indigenous researchers to build international links and networks. In addition to the impact of our Capacity Building program, which facilitates researchers' engagement with an international network of Indigenous scholarship, network members have participated in international research activities and organisations.

## **4. Network Achievements, Highlights and Outcomes**

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This section of the Annual Report provides a detailed summary of NIRAKN's major activities and outcomes in major areas of responsibility.

Significant achievements, highlights, outputs and outcomes have been organised broadly according to the six broad key result areas (KRAs) outlined in Schedule D of the *Funding Agreement between the ARC and QUT regarding funding for this Special Research Initiative for an Aboriginal and Torres Strait Islander Researchers Network*.

As there is some duplication in activities covered by key result areas, for the purposes of this section of the report we provide an account of major activities in the Capacity Building program in the first section and detail achievements in building a graduate to RHD pipeline in the third section (entitled 'research training and professional development' in the KRAs).

A more specific measurement and account of NIRAKN's performance against explicit targets in these areas (as detailed in Schedule D) also follows in section 6 of this report.



NIRAKN is an administratively complex organisation and it has taken some time to finalise agreements with participating organisations, for funds to flow to the Network's activities and to develop governance arrangements, operational procedures and a calendar of events. The Collaborative Research Agreement between participating organisations was negotiated and finalised in May. While the activities reported below are concentrated in the second half of 2013, the network's achievements are already substantial and significant.

- **Capacity Building Program**

NIRAKN's Research Capacity Building program is designed to support postgraduate, early and mid-career Indigenous researchers to form a skilled qualified research community, develop foundational and higher level skills, as well as to connect Indigenous researchers across disciplines nationally.

This program involves a series of introductory level research workshops delivered locally at participating institutions and an intensive series of more advanced workshops offered nationally.

In developing this program, Management Committee made the strategic decision to hold advanced workshops nationally and in a conference style bloc program rather than as a dispersed seminar series. This less resource intensive structure has enabled us to support the participation of additional Indigenous postgraduates in the capacity building program and further facilitated professional networking and other collaborative research activities among network participants.

In addition to the workshop program, NIRAKN's capacity building activities are supplemented by masterclasses, critical reading groups, research residencies, as well as the access to networking, mentoring and other professional resources that participation in the network facilitates.

The NIRAKN Capacity Building program is a crucial and concrete outcome of funding provided for this network. Individual Indigenous academics offer mentoring and support to peers and postgraduates in their home institutions and a small number of Universities have offered capacity building programs to Indigenous postgraduates. For the first time, the funding provided for NIRAKN has ensured that targeted and culturally appropriate capacity building initiatives are available to Indigenous postgraduates and participating academics across the country.

### **Capacity Workshops**

NIRAKN offered our first national program of *Capacity Building workshops* aimed at Indigenous researchers at all levels of seniority in 2013.

#### ***Introductory [A level] workshops***

Workshops aimed at orienting and supporting Indigenous research students beginning their candidacy were offered at some participating institutions around the country. While the nature of programs offered differed depending on local needs, resources and student groups, these workshops dealt with crucial topics for RHD students beginning their candidatures. Topics covered usually include information about preparing research proposals and thesis expectations;

methodological and ethical issues; and technical research skills such as referencing and data base searching.

The following are examples of A workshops that illustrate offerings delivered through this program.

A series of workshops were offered by the NIRAKN Director at QUT for local students from 19-21 March. Sessions provided an introduction to support available to Indigenous students, including the Capacity Building program. Workshops were framed around the generic Postgraduate Research Capabilities outlined in the best practice guidelines developed by the Council of Deans and Directors of Graduate Studies Australia (DDoGS):

- QUT Research Ethics and Indigenous Research Ethics (Research Conduct)
- Self and Project Management (Technical Research Skills)
- Dissemination of research through publication (High Level Communication)
- Conference presentations (High Level Communication)
- Indigenous Methodological Frameworks (Knowledge and Research Problem Solving)
- Library Resources and EPrints (Technical Research Skills Library Session)
- Library Session - Endnote (Technical Research Skills)
- Preparing an ARC Indigenous Discovery application (Enterprise)

These workshops were made available to local students in 2013. The Hub will deliver a reconfigured workshop program to Indigenous postgraduates nationally from 2014.

Health Node Leader Pro Vice-Chancellor Bronwyn Fredericks and CQU colleague Professor Donna Lee Brien delivered a 2-day writing workshop to a large group of Indigenous RHD students drawn from across Queensland at CQU's Noosa campus in August. Focusing on research output, the workshop supported students in their writing endeavours and encouraged them to push the boundaries of their writing and consider turning thesis work into publications.

The Yuraki Node developed an online writing workshop, entitled 'Turbo Charging Your Writing.' This workshop is delivered online, can be undertaken at any time and will be made available via the NIRAKN website from 2014.

Professor Robert A. Williams Jr, a noted Lumbee scholar and Director of the Indigenous Peoples Law and Policy Program at the University of Arizona, conducted a workshop for RHD students at the University of Melbourne in May 2013. Professor Williams was hosted by Law Node Leader Dr Mark McMillan and worked with students on writing and Indigenous methodologies. Law Node Leader Dr Asmi Wood also hosted three 'A' workshops at the ANU, including a special workshop with Dr Gary Foley on Higher Degrees by Research, a writing workshop and a workshop on research methodologies. Two Indigenous PhD students were funded to travel from interstate to attend the ANU's Research Retreat and writing workshops.

### ***National [B&C level] workshop program***

A program of more advanced workshops aimed at completing research students, as well as early-career and mid-career researchers was offered nationally at AIATSIS from July 15-19, 2013. The program consisted of six workshops facilitated by NIRAKN Management Committee members and invited guests, with some sessions offered on multiple occasions. These workshops were:

- *Research Ethics* – Professor Kathleen Clapham, Dr Jakelin Troy and other AIATSIS staff and Dr Mark McMillan (session offered twice)
- *Career Development* – Pro Vice-Chancellors Bronwyn Fredericks and Steve Larkin
- *Critical and Creative Thinking and Reading* – Professor Aileen Moreton-Robinson, Dr David Singh, Dr Alissa Macoun
- *Indigenous Quantitative Methods* – Professor Walter (session offered twice)
- *Scholarly Publishing* – Professor John Maynard and Professor Aileen Moreton-Robinson (session offered twice)
- *Copyright and Intellectual Property* - Copyright Agency Limited



*Pro Vice-Chancellor Bronwyn Fredericks (CQU) and Pro Vice-Chancellor Steve Larkin (CDU) present their Career Development workshop*

The program also included three presentations from major funding agencies. Professor Marian Simms, Executive Director of The Australian Research Council (ARC) and several colleagues presented information to delegates about the ARC's Discovery and Discovery Indigenous schemes, International Collaborations Awards, the DECRA scheme, as well as the Excellence in Research Australia (ERA). Suzi Hewlett, General Manager of the Office for Learning and Teaching (OLT) presented on the responsibilities of the OLT, their grants schemes and processes and examples of projects that had successfully applied for funding. National Health and Medical Research Council (NHMRC) CEO Professor Warwick Anderson and Samantha Faulkner, Director of the Indigenous Health and Advice Unit, presented on the NHMRC's *Road Map II: Strategic framework for improving the health of Aboriginal and Torres Strait Islander people through research*.

Approximately 75 Indigenous researchers – network participants and Indigenous postgraduates – registered and participated in the national workshop sessions, although not all were able to attend the entire program. An independent evaluator, Associate Professor Maryrose Casey from Monash University, was appointed by the Management committee to report on the effectiveness of the workshops. The evaluator's report on the program, which is appended to this report as Appendix 1, noted:

*'All the workshops were of a high standard of presentation, rich in content and clearly oriented to fulfilling the aims of the program. The comments from respondents described the program in terms ranging from 'helpful' and 'excellent' to 'brilliant' and 'inspirational'.*

A session from  
NIRAKN's July  
B&C Workshop  
program

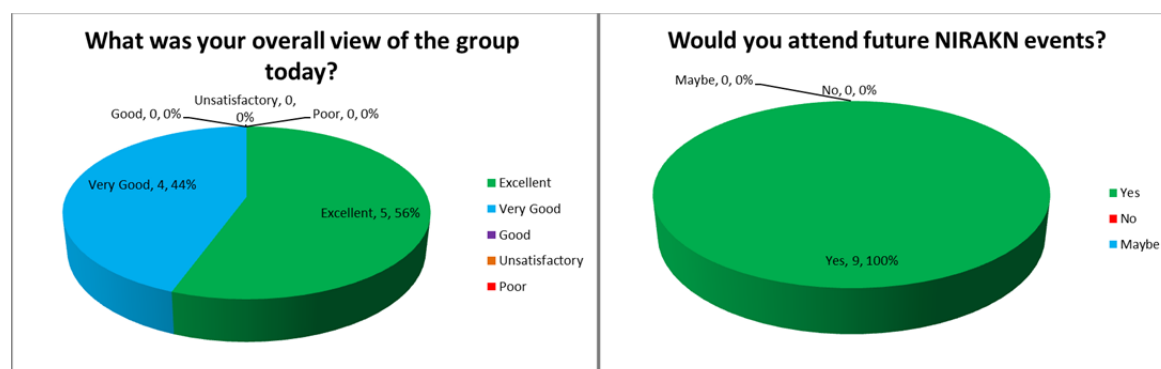


### Other Capacity Building Activities

A successful *Indigenous Qualitative Research Methodologies Masterclass* was delivered by NIRAKN Director Professor Aileen Moreton-Robinson and ISRN Staff member Dr David Singh to postgraduate students at Charles Darwin University in June. The masterclass is an updated version of a 2010 ALTC award winning program and introduces participants to a range of important Indigenous methodologies and approaches. Around a dozen postgraduates attended drawn from disciplinary backgrounds including health, education, politics, public policy and community development.

A national *Critical Reading Group* was held in Brisbane in November, introducing the work of highly influential Sioux scholar Vine Deloria, who is regarded as one of the founders of native studies in North America. The session was attended by NIRAKN members, prospective students and community members as well as a number of NIRAKN's postgraduate students. Engagement with important international indigenous scholarship assists in developing critical theoretical skills, an appreciation of the development of Indigenous Studies as a discipline, as well as the capacity for international research collaborations. Works discussed sparked a range of important conversations about critical engagement, publishing and the role and importance of Indigenous research.

Participants reported they found the National Critical Reading Group event useful and enjoyable:





*The National Critical Reading Group*

*"NIRAKN always provides me with an opportunity to consider new areas of learning; to engage; and inspires me to go home and do more work."*

*"This type of workshop MUST be offered to (reach) early Career Researchers!"*

*"Really appreciated being involved...very powerful experience."*

The Indigenous Sociology and Knowledges node also established an email based Critical Reading Group with activities held in conjunction with node meetings in April, May, July and August. A participant commented that these activities were particularly beneficial for *'team building, extending knowledge beyond our discipline boundaries and sharing our research interests (cross-fertilisation of ideas).'*

NIRAKN's formal capacity building program was supplemented by informal capacity building, through the access to informal mentoring, academic networks and other professional resources provided alongside and as a consequence of other network activities.

### ● Collaborative Research Program

NIRAKN's Collaborative Research Program provides a platform for cross-institutional and multidisciplinary Indigenous research. The research efforts of NIRAKN's four research Nodes and the Network Hub are geared towards producing measurable high quality original research and publications. In addition to original collaborative research, this program also fosters engagement with Indigenous research and knowledges across the sector through a program of international collaborations, symposiums and seminars.

The Nodes have devoted many of their efforts to developing relationships and collaborative projects. These activities have a longer gestation than capacity building program and will begin to generate significant results in future years.

In this first year of the network, the Director has developed a Research Policy Framework to articulate the network's research agenda and guide the distribution of research funding through the nodes. This framework is expected to be officially adopted in February 2014.

The Director provides direction for the network's research program and her international and national research leadership and intellectual standing is widely recognised in the field. In 2013, she became a member of the Editorial Management Committee for *American Quarterly*, an international journal ranked A\* in the 2010 ERA listings. The Director's leadership in the field is also reflected in many invitations received in 2013 to give keynote addresses on Indigenous research at upcoming national and international conferences. The Director has accepted invitations to deliver a number of significant keynote addresses in 2014, including the Australian Association for Qualitative Research's



international conference hosted by the University of Southern Queensland, the Australian Sociological Association's annual conference hosted by the University of South Australia and the 'Paradigm Busting, Paradigm Building: Indigenous Social Science in the 21st Century' Conference at the American University of Paris.

### **Research Activities: Events**

Throughout the year, NIRAKN hosted a range of research related activities designed to stimulate scholarship and share research outcomes.

#### ***Inaugural Research Symposium***

NIRAKN held an inaugural Symposium at Central Queensland University's Rockhampton campus on Thursday 3rd October. The symposium brought together more than 70 Indigenous academics, postgraduates and community researchers to discuss 'Indigenous Research in the 21st Century'. Participants considered the future of Indigenous research, including the assumptions, motivations and values that inform and underpin Indigenous research practices, methodologies, ethics and protocols. Keynote speakers were Professor Scott Manning-Stevens (D'Arcy McNickle Center for American Indian and Indigenous Studies, Newberry Library, USA), Dr Tahu H Kukutai (University of Waikato, NZ), Pro Vice-Chancellor Bronwyn Fredericks (CQU), Professor Lester Irabinna-Rigney (University of Adelaide), Professor Rowena Ball (ANU), Dr Gawaian Bodkin-Andrews (UWS) and A/Prof Kathleen Butler (University of Newcastle).

*Thank you for this opportunity. I have found the day empowering and invigorating.*

*I'm bringing my whole team - very inspiring and really relevant for our work in government and how research can enhance our work to test our assumptions, motivations and values that inform and underpin our work.*



*Presenters at the Symposium answer questions from the audience*

#### ***NIRAKN Seminars***

NIRAKN hosted a series of successful seminars around the country featuring visiting international scholars and distinguished Australian Indigenous academics.

Professor George Yancy, a Professor of Philosophy from Duquesne University, Pennsylvania presented a seminar entitled 'Whiteness as Normative: The Black Body as a Problem' at QUT in Brisbane in June. Professor Yancy was hosted by the Director and the NIRAKN Hub.

Following Professor Scott Manning-Stevens' successful presentation at the 2013 NIRAKN Symposium, Law Node leader Dr Mark McMillan hosted a guest seminar by Professor Manning-Stevens at the Melbourne Law School in October. The seminar was entitled 'The Borders of Sovereignty' and examined current events in the Akwesasne Mohawk Nation on the border of the US and Canada.



Other noted international Indigenous scholars also presented seminars at the University of Melbourne. Lumbee scholar Professor Robert A. Williams Jr, who is the E. Thomas Sullivan Professor of Law and American Indian Studies and Director of the Indigenous Peoples Law and Policy Program, University of Arizona presented a seminar entitled 'Savage Anxieties: Australia's Native Title Claims Process and Western Civilization's War on Indigenous Tribal Peoples' in May. In November, Professor Taiaiake Alfred, Founding Director of the Indigenous Governance Program at the University of Victoria, British Columbia, delivered the 2013 Narn Oration as well as an 'In Conversation' event with Professor Megan Davis, Dr Mark McMillan and PhD candidates Darren Parker and Robin Robinson.

In October, NIRAKN's Yuraki: History, Politics and Culture Node presented a history seminar in partnership with AIATSIS and the University of Newcastle entitled 'Aboriginal History - where to from here' featuring eminent Aboriginal historians Jackie Huggins and Michael Williams. The discussion examined the construction of Aboriginal history in the twenty-five years since Aboriginal Historians Working Party for the Bicentennial stated that 'only blackfellas can write Aboriginal history.' The Seminar was well attended and had a large community presence.



The Indigenous Law Node offered an extensive program of activities on behalf of NIRAKN at the National Indigenous Legal Conference (NILC) in Alice Springs in October. Asmi Wood (ANU) and Marcelle Burns (QUT) presented papers in a panel session on Indigenous cultural competency in law schools, as well as an evening session on Indigenous Student Wellbeing held over NILC bush dinner on Aranda land. Dr Wood also presented an NILC Special session on Postgraduate Study in Law and a keynote address on the final day of the conference.

NIRAKN members also presented keynotes, seminars and papers sharing their research. These are included in Appendix 2.

## **Research Activities: Grants and Research Projects**

### ***Network achievements: Research Projects and Grants***

NIRAKN's Nodes have been developing a number of important collaborative projects during 2013, with work ongoing and several applications for additional funding in progress.

Work has commenced developing the Law Node's major collaborative research project, which involves research into Indigenous Nation Building. Node Leaders Dr Mark McMillan, Professor Larissa Behrendt and Dr Asmi Wood received a \$257,000 grant from the Melbourne School of Government to support their collaboration on the project entitled "Indigenous nationhood in the absence of recognition: Self-governance insights and strategies from three Aboriginal communities." Along with other researchers, they have applied for an Australian Research Council Linkage Grant (LP140100376).

The Law Node also submitted an Expression of Interest for an Office of Learning and Teaching Innovation and Development Grant for a project led by Marcelle Burns and involving all node members, which will deliver an 'Indigenous Cultural Competency for Legal Academics Program.'

Law Node member Professor Anita Lee Hong leads a commercial research project worth \$2.5 million to develop an Aboriginal and Torres Strait Islander Higher Education Portal and related Aboriginal and Torres Strait Islander Higher Education Social Marketing Strategy for the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCS RTE).

The Yuraki Node has worked on developing an ARC Discovery Application to be submitted in 2014 for their major node research project. This project aims to fill a major gap in NSW Aboriginal history by addressing the history of the NSW Aborigines Protection Board/Welfare Board 1883-1967. The project will entail a major archival study of Board and government records, complemented by an in-depth oral history component where Aboriginal people will be interviewed for their memories under the Board. Additionally the project will target and encourage the development of Indigenous historians, as the project holds critical importance to NSW Aboriginal Communities. A project involving an Indigenous language study is also in planning.

Members of the Indigenous Sociology and Knowledges Node made an application to the Australian Housing and Urban Research Institute (AHURI) for funding for a project led by Dr Gawaian Bodkin-Andrews, Associate Prof Dawn Bessarab, Professor Maggie Walter, Ms Clair Andersen, Associate Prof Sue Green and Ms Wendy Aitken. The project entitled 'Housing security, labour market engagement and childhood wellbeing for urban/regional Indigenous women' received good reviews, but the application for funding was unsuccessful.

Indigenous Sociology and Knowledges Node members are collaborating on three ongoing research projects. These include a comparison of use of ICTs in schools by Indigenous children in the NT and ACT, an analysis over time of ARC and NHMRC funding for Indigenous projects, and a project which involves analysis of formal State or Federal Government enquiries relating to Aboriginal and Torres Strait Islander issues from 1950 to the present.

NIRAKN Members successfully applied for ARC Discovery Indigenous funding for two projects commencing in 2014.

NIRAKN members Professor Len Collard and Professor Kim J Scott (collaborating with Professor John Hartley and Professor Niall Lucy) successfully applied for \$610 000.00 funding for a project entitled '*Noongar Keeditjin Birdi - Noongar Knowledge Networks - or Why is There no Nyungar Wikipedia*' (Project number: IN140100017) from 2014-2016 to be administered by the University of Western Australia.



This project will use the Noongar language to model and assess the extent to which minority languages can thrive by using globally accessible internet technologies. It will generate critical insights into the relations between knowledge, culture and technology and investigate how oral and informal knowledge sources can be accessed for a text-based website in the digital era. The outcomes of this project will include a greater understanding of how to link technology with users for community sustainability, as well as further insights into how social learning can be improved via interacting online networks.

NIRAKN Members Professor Aileen Moreton-Robinson and Professor Maggie Walter successfully applied for \$342 000.00 funding from 2014-2016 for a project entitled '*Aboriginalia: Collecting Histories of Aboriginal Representation*' (Project Number: IN140100046) to be administered by Queensland University of Technology.

Since Federation, non-Indigenous people have produced material objects for the home depicting Aboriginal bodies, artefacts and designs and marketing these as the truly Australian look. Since the 1960s, Aboriginal people started to collect these material objects, defined as 'Aboriginalia'. This interdisciplinary project aims to examine Aboriginal collectors' representations of 'Aboriginalia'. This is the first study to examine Aboriginal collectors' representations of non-Indigenous historical depictions of Aboriginality within Australian material culture. The research and associated publications will explore the Aboriginal social life of material objects in historical perspective.

NIRAKN Members also submitted applications for funding for other research projects, including:

- Debbie Duthie, J. King and Anita Lee Hong applied for an Office for Learning and Teaching (OLT) Grants Scheme [Proposal for a Seed Project] for a project entitled 'Exploring retention of Australian Indigenous social work and human services students: A Pilot' (pending)
- Debbie Duthie, Anita Lee Hong, Bronwyn Fredericks and Kathleen Butler applied for an Office for Learning and Teaching (OLT) Grants Scheme [Proposal for a Seed Project] for a project entitled 'Improving Aboriginal and Torres Strait Islander people's higher education access and outcomes' (pending)
- Dr Mark McMillan received the Melbourne Social Equity Institute's Interdisciplinary Seed Funding scheme grant for a project entitled "Strengthening the Victorian Aboriginal community's response to methamphetamine use."
- Dr Asmi Wood applied for an internal ANU Office for Learning and Teaching Grant for a project entitled 'Incorporating Indigenous Cultural Competency in 'Indigenous Australians and the Law LAWS2238 at the ANU' for which he received \$10,000

## **Research Activities: Publications**

### ***Network achievements: Publications***

Work is nearly completed on the Health Node's book, entitled *Yatdjuligin: Aboriginal and Torres Strait Islander Nurses and Midwives in Australia Talking in a Good Way*. There is a contract in place with Cambridge University Press. *Yatdjuligin* is being edited by Health Node Leader Bronwyn Fredericks and Network Participant Odette Best and copy edited by Info Design (Judy Gregory). *Yatdjuligin* will be a significant research contribution. The book has been written and edited by Aboriginal and Torres Strait Islander health professionals with a specific focus on Aboriginal and Torres Strait Islander nursing and midwifery. The opportunity to participate was open to all Health Node members, with all authors asked to submit their chapters after an open call for abstracts. The editors and authors held a two day face to face workshop in Brisbane and two shut-up and write weekend sessions, all convened at the Oodgeroo Unit, Queensland University of Technology.

The Director Professor Moreton-Robinson has two upcoming book contracts with respected international University Presses. Her own book of essays with University of Minnesota Press is due to be released in 2015. Professor Moreton-Robinson is editing a collection of essays by scholars in Critical Indigenous Studies from Australia, New Zealand, Canada and the United States for University of Arizona Press. This book which is due to be released in 2016 includes contributions from NIRAKN Law Node Leaders Professor Larissa Behrendt and Dr Mark McMillan.

Other significant collaborative publications are in development across the network. Law Node Leaders are collaborating on a joint monograph arising from research in Indigenous legal issues. Yuraki Node Leader Professor John Maynard is collaborating with Associate Professor Victoria Haskins (who is a member of the NIRAKN non-Indigenous Mentor's group) on a book entitled *Living with the Locals* for the National Library of Australia to be released in 2015. Professor Maynard has another contract with the National Library of Australia for a book entitled *True Light and Shade – an Indigenous Perspective of Convict Artist Joseph Lycett* to be released in November 2014.

NIRAKN Network Participants published extensively in 2013. A list of these publications is attached as Appendix 2.

### **Research Activities: Publication of NIRAKN Journal**

As a network, NIRAKN has also worked to raise the profile of Indigenous knowledges and research through facilitating high quality scholarly publishing. Editions of the *International Journal of Critical Indigenous Studies* were published in May and December 2013.

The journal is edited by NIRAKN Director Professor Aileen Moreton-Robinson and Law Node Leader Dr Mark McMillan, and Dr David Singh from the Indigenous Studies Research Network (ISRN) is the Assistant Editor. The journal is produced through the ISRN which is the NIRAKN network hub. In 2013, the journal published research in Critical Indigenous Studies from Indigenous and non-Indigenous scholars from across Australia, Aotearoa/New Zealand, Canada and Finland.

The following articles were published in the journal in 2013:

'(Re)Positioning the Indigenous Academic Researcher: A Journey of Critical Reflexive Understanding and Storytelling', Krystal Summers (Ontario, Canada)

‘Living Texts: A Perspective on Published Sources, Indigenous Research Methodologies and Indigenous Worldviews’, Ambelin Kwaymullina, Blaze Kwaymullina and Lauren Butterly (Terra Rosa Cultural Heritage Management, University of Western Australia and University of New South Wales)

‘Taking Care of the Ancestral Language: The Language Revitalisation of Non-Status Sámi in Finnish Sámpi’, Erika Katjaana Sarivaara and Satu Uusiantti (University of Lapland, Finland)

‘Indigenous Leadership and Governance in Australian Universities’, Andrew Gunstone (University of South Australia)

‘Māori Identity Construction in SNS’, Acushla Dee O’Carroll (Massey University New Zealand)

‘Engaging Tensions: Methodological reflections from Australia on Community-Based Participatory Housing Research’, Charmaine Green, Sarah Prout, Fiona Nichols, Kevin Merritt, Gordon Gray, Jennifer Kniveton, Wayne McDonald, Ashley Taylor (Combined Universities Centre for Rural Health, Telethon Institute of Child Health Research University of Western Australia; Midwest Aboriginal Organisation Alliance Australia)

‘Learning the past to participate in the future: Regional discourses of Australian colonial history’, Catherine Koerner (Charles Darwin University)

‘You Need to Protect the Community’: Representations of Young Indigenous Men in Mainstream News Media Coverage of the “gang of 49”, Clemence Due (University of Adelaide)

#### Book Reviews

*Racialized policing: Aboriginal people's encounters with the police* by Elizabeth Comack, Reviewed by Tai Dafnos (York University, Toronto)

*Indigenous Australia for Dummies* by Larissa Behrendt, Reviewed by Asmi Wood (Australian National University)

The journal is online and open access and all editions are available from <http://www.isrn.qut.edu.au/publications/internationaljournal/allissues.jsp>

### ● **Pipeline of Indigenous Researchers**

Significant progress was made in 2013 in developing processes and programs dedicated to encouraging Indigenous undergraduates to consider undertaking research higher degrees and develop sustainable advanced research careers.

NIRAKN Management Committee endorsed a Postgraduate Expo Recruitment Strategy developed by the Hub to coordinate recruitment efforts across the network in future years. Participating universities will be supported with advice and promotional materials provided by the NIRAKN Hub to

hold local recruitment events targeting Indigenous undergraduates and community members, in accordance with local needs and existing institutional postgraduate recruitment campaigns.

In November 2013, a Postgraduate Open Day event hosted by QUT's Indigenous Studies Research Network provided information about options for research higher degree study, as well as advice regarding scholarships and the kinds of cultural and institutional support available to Indigenous students. Health Node Leader Professor Clapham organised an Indigenous Researcher Gathering jointly hosted by NIRAKN and FIRE (Forum for Research Excellence) at the University of Wollongong on 2nd December to provide information about research pathways.

These NIRAKN events are in addition to recruitment activities undertaken by members through their responsibilities outside NIRAKN. Network Participant Clair Andersen conducted information sessions on two campuses through the University of Tasmania's Riawunna Centre to promote postgraduate studies. Pro Vice-Chancellor Fredericks also worked with CQU's marketing team in a number of recruitment events to attract students to the University, including through Football Origin Greats (FOGS) events in Rockhampton, CQU student EXPOS and Open Days.

It is envisaged that recruitment activities will expand across the network in future years, including through a coordinated national day of recruitment events. Members of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC) have been encouraged to participate by facilitating local postgraduate recruitment events and offered materials and support from NIRAKN Hub.

A number of network activities have been dedicated to inspiring and encouraging community researchers and talented undergraduates to consider enrolling in research higher degrees.

Two local research heroes for 2013, Professor Pat Dudgeon and Dr Mark McMillan, were selected by the Management Committee. Dr McMillan was the 2013 National NAIDOC Scholar of the

Year and Professor Dudgeon was the recipient of a Deadly Award for Health. Profiles and interviews with Professor Dudgeon and Dr McMillan were included in the NIRAKN Newsletter and posted on the website and to the network's Flickr feed.



The Management Committee endorsed criteria for four NIRAKN undergraduate essay prizes. Prizes for the best essays written by Indigenous undergraduates in 2013 will be offered and awarded early in 2014.

NIRAKN members have hosted undergraduate research placements to encourage Indigenous students to consider research pathways. An undergraduate Indigenous law student undertook a 6 week research placement with Dr Asmi Wood at ANU and examined the extent to which the UN DRIP (Declaration on the Rights of Indigenous People) was being used in Australia and the possible scope of the further application of this instrument. Pro Vice-Chancellor Fredericks hosted an

Indigenous undergraduate summer scholar at CQU in Rockhampton for 8 weeks. The scholar's research focus was oral health, which is an under-researched area in Indigenous health.

All of the above activities will help ensure that undergraduates, commencing postgraduates and community researchers are aware of opportunities offered by research higher degree study and encouraged to consider research careers.

Efforts have also been made through NIRAKN Nodes to recruit Indigenous research postgraduates through professional and disciplinary networks. The Law node hosted a special session on postgraduate study at the National Indigenous Legal Conference held in Alice Springs in October.

In addition, NIRAKN members have been active in Indigenous postgraduate recruitment efforts across the sector. Network Participant Professor Anita Lee Hong is leading two major Commonwealth Government funded projects which will develop web based resources assisting Indigenous people to access information about higher education, through the development of an Aboriginal and Torres Strait Islander Higher Education Portal and an Aboriginal and Torres Strait Islander Higher Education Social Marketing Strategy. Participation by the NIRAKN Director and other network participants in NATSIHEC has also contributed to more effective sector wide promotion of opportunities for Indigenous researchers through postgraduate research.

Once enrolled in a Research Higher Degree program, all Aboriginal and Torres Strait Islander students are eligible to join our NIRAKN Postgraduate Network. NIRAKN Postgrads are invited and supported to attend all NIRAKN activities and events, including our Capacity Building Program. Postgraduate students have reported that the support, mentoring and development offered through NIRAKN has been energising and enabling. According to one participant, attending NIRAKN's program *'re-ignited my interest in developing my knowledge and critically analysing my assumptions.'*

The programs that NIRAKN delivers involve significant role modelling and mentoring in addition to collaborative research opportunities and more formal skill development and capacity building. NIRAKN's role in modelling pathways to successful research careers is likely to be an important outcome of these network activities.

## ● International, national and regional links and networks

Significant efforts have been made this year to foster international, national and regionally important partnerships, in order to develop and maximise the benefits of NIRAKN's role as a crucial centre of Australian Indigenous research expertise, knowledge and innovation.

### National and Regional Role

NIRAKN has already undertaken an important regional and national role in the tertiary sector, raising the profile of Indigenous research and providing advice to government and others regarding the research environment and academic terrain facing Indigenous scholars.

Professor Moreton-Robinson made representations and met with ARC Executive Director Professor Marian Simms on behalf of NIRAKN to provide feedback about the Australian and New Zealand Standard Research Classification (ANZSRC) Fields of Research (FOR) Codes available for Indigenous research, as well as other issues raised by network participants regarding the operation of Discovery Indigenous scheme. Among other things, this has resulted in changes to the selection criteria for the Discovery Indigenous scheme to encourage research environments to provide for Indigenous researchers' access to dialogue or collaboration with an Indigenous cultural mentor.

Health Node Leader Pro Vice-Chancellor Fredericks was invited to be a member of the team undertaking an evaluation of two key National Health and Medical Research Council (NHMRC) documents relating to Aboriginal and Torres Strait Islander health research ethics. The documents were *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Research, 2004* and *Keeping Research on Track: A guide for Aboriginal and Torres Strait Islander peoples about health research ethics, 2005*. The Lowitja Institute, in partnership with the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) conducted the evaluation of these guidelines on behalf of the NHMRC.

Health Node Leader Pro Vice-Chancellor Fredericks hosted a number of visiting Indigenous researchers from around Australia at CQU. Network Participant Marlene Thompson (now Longbottom) who represents Partner Organisation Waminda on the NIRAKN Management Committee visited CQU from 30 May – 2 June, 2013. While at CQU, Marlene offered a presentation on her Masters research which focused on smoking cessation in Indigenous communities in northern Australia. Dr Stephanie Gilbert, from the Wollotuka Institute, Newcastle University, visited CQU in March. Dr Gilbert offered several presentations and workshops over her three day visit, including two research seminars on her PhD research and other work being undertaken. Dr Nereda White, Australian Catholic University was also hosted by CQU in December.

The broader impact of NIRAKN's program is beginning to attract institutional interest to our activities in the sector. In response to NIRAKN's emerging reputation and the growing profile of Indigenous knowledges and research, among other drivers, Professor Moreton-Robinson and staff were contracted by Charles Darwin University to deliver a workshop and report which would assist CDU to incorporate Indigenous research knowledges into higher degree research supervision training and accreditation requirements. This work formed part of Pro Vice-Chancellor Larkin's 'Coming in from the cold: building a racially inclusive academy' project.

NIRAKN members have ensured that the benefits of the network and our associated research activities extend throughout the Australian community through participating in Government and Community groups at a national and international level.

NIRAKN members are involved in AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies), which is a participating organisation within NIRAKN. Professor John Maynard is AIATSIS' Deputy Chairperson, Pro Vice-Chancellor Bronwyn Fredericks and Professor Maggie Walter are members of the Research Advisory Committee and many network participants are AIATSIS members. In addition, Law Node Leader Dr Mark McMillan is a member of the panel conducting an ongoing Independent Review of AIATSIS for the Commonwealth Department of Education.

Several members of NIRAKN are involved in the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC), with Professor Anita Lee Hong serving as Deputy Chair and NIRAKN Director Professor Aileen Moreton-Robinson serving as an Executive Member. NATSHEC strongly support NIRAKN and see the network as a key vehicle for culturally appropriate research. Professor Peter Buckskin, Dean of Indigenous Scholarship, Engagement and Research, Chancellery, University of South Australia is Chair of NATSHEC and a member of the NIRAKN Advisory Committee.

NIRAKN members have lent their expertise to the National Congress of Australia's First Peoples (Congress), with Dr Mark McMillan serving as a Member of the Board of Directors and a Chamber 3 Delegate and Professor Anita Lee Hong serving as a Chamber 1 Delegate.

NIRAKN members also lent their expertise to FaHCSIA's Longitudinal Study of Indigenous Children (LSIC). Professor Karen Martin served as Deputy Chair of the LSIC Steering Committee. Professor Maggie Walter was a member of the LSIC Steering Committee and the LSIC representative for FaHCSIA's Longitudinal Studies Advisory Group.

Other examples of NIRAKN members' participation in community and government bodies include:

- Professor Rowena Ball is a volunteer for Mathematicians and Scientists in Schools program, partnered with a largely Indigenous school, Gulf Christian College, to carry out maths and science based activities with students in consultation with and direction from their teacher.
- Professor Kathleen Clapham is a member of the Australian Institute of Health and Welfare - National Injury Surveillance Unit (NISU) Advisory Committee.
- Pro Vice-Chancellor Bronwyn Fredericks is on the Board of Directors of Link-Up Qld, a member of the Indigenous Research Ethics Committee at Australian Catholic University and well as several other University and community bodies.
- Pro Vice-Chancellor Steve Larkin is a Board Member of Beyond Blue and of the Healing Foundation. Pro Vice-Chancellor Larkin is also a member of the First Peoples Education Advisory Group and the National Aboriginal and Torres Strait Islander Higher Education Advisory Council, as well as the Chair of the Northern Territory Board of Studies.
- Professor Anita Lee Hong is the Chair of the Queensland Indigenous Higher Education Network, the Chair of the Parsons Brinckerhoff Reconciliation Action Plan Aboriginal and Torres Strait Islander Advisory Group and a member of the Queensland Children's Medical Research Institute Respiratory Infection Outreach and Research Team Indigenous Research Reference Group.
- In addition to his roles with the National Congress of Australia's First Peoples, Dr Mark McMillan is a current board member of the Trangie Local Aboriginal Land Council.
- Professor Aileen Moreton-Robinson is a member of the Quandamooka Yoolooburrabee Aboriginal Corporation Elders in Council. She is President of the Australian Critical Race and Whiteness Studies Association (ACRAWSA), and is on the Editorial Boards of several journals.

- Dr Peter Radoll is a member of the ACT Group X Committee for NICTA (Australia's Information Communications Technology Research Centre of Excellence), a group charged with increasing the number of tertiary ICT students and promoting ICT study and careers. Dr Radoll has given lectures for the Aurora Project's Aspiration Students, Indigenous Business Australia's Leadership Program, and presented on career development for the Australian Indigenous Leadership Centre – Cairns.
- Dr Jakelin Troy is a member of the Australian National Placenames Survey Technical and Scientific Sub-committee, as well the Geographical Names Board of NSW. She is involved with the Australian Curriculum, Assessment and Reporting Authority (ACARA) through the Aboriginal and Torres Strait Islander Languages Advisory Group and the Language Curriculum Advisory Group. Dr Troy is a member of the Steering Committee for the Research Unit for Indigenous Language in the School of Languages and Linguistics at the University of Melbourne, the Reference Committee for Discover Collections: Indigenous Australians at the State Library of NSW, and the National Advisory Group on Aboriginal and Torres Strait Islander Health Information and Data.

### International Networks

NIRAKN's activities have encouraged Indigenous researchers to build international links and networks. Our Capacity Building program encourages researchers' engagement with an international network of Indigenous theorists and scholars, and network members have participated in a number of international research activities and organisations.

Through these engagements, NIRAKN is building an impressive international reputation as a crucial centre of Australian Indigenous research expertise, knowledge and innovation.

*The tireless work and unceasing commitment of Professor Moreton-Robinson on behalf of Australian Aboriginal and Torres Straits Islander communities is well known internationally. Her scholarship has changed the direction of Indigenous Studies globally through her books, her influential essays, her charismatic public lectures, and her professional service to the national and international scholarly community.... But even greater than her dedication to the international field of Indigenous Studies is Professor Moreton-Robinson's absolute commitment to nurturing and developing the capacities of the next generation of indigenous researchers in Australia. Her energy and commitment has now culminated in the creation of the National Indigenous Research and Knowledge Network, an initiative that promises to deliver community-focused research to meet the needs of Aboriginal and Torres Straits Islander communities.*

*Deborah Madsen  
Professor of American Studies  
Director of the Department of English  
University of Geneva, Switzerland*



Professor Moreton-Robinson is an elected Council member of the Native American and Indigenous Studies Association (NAISA). Through her leadership in NAISA, Professor Moreton-Robinson has promoted NIRAKN and network activities internationally. As a result, she has been asked by to assess and comment on a number of Distinguished Professor and tenure track applications from North American scholars. NIRAKN has also encouraged Aboriginal and Torres Strait Islander researchers to participate in this international disciplinary association and to engage with the work of international scholars.

NIRAKN members and postgraduates have also been encouraged to consider publishing their work in the newly formed *Native American and Indigenous Studies* journal. Node Leader Professor Maggie Walter is a member of the journal's International Advisory Board.

The profile of Aboriginal and Torres Strait Islander researchers within NAISA has been enhanced by the participation of NIRAKN members in NAISA activities. Professor Moreton-Robinson presented a well-received paper at the June 2013 NAISA conference in Saskatoon, Canada, entitled 'Towards Critical Indigenous Studies: Some Epistemological Matters'. Indigenous Sociology and Knowledges Node Leader Professor Maggie Walter also presented a paper on 'Constituting Critical Indigenous Studies and its Subject/Object Positions'.

*Clearly the fine work that is coming out of Australia is at the farthest point of the leading edge of where Indigenous Studies is heading globally.*

*This is thanks in so many ways because of the leadership of Professor Moreton-Robinson, who has emerged as one of the most distinguished scholars and academic leaders across the globe. Firmly rooted in the cultural and social realities of her own Indigenous family and community, she is also among the fiercest proponents for excellence and rigor in Indigenous studies. Her towering theoretical work has created new avenues of thinking about the Indigenous world and the stakes of how we develop knowledge about it. Remarkably, she is at the same time a masterful developer of institutions and programs--the infrastructure that will help us sustain our work beyond this generation into future ones.*

*Robert Warrior,  
Director - American Indian Studies  
Professor of American Indian Studies, English, and History  
University of Illinois  
Founding President, NAISA*

### **Other international research relationships**

NIRAKN Members conducted a number of international visits and hosted International visitors, in order to establish international research relationships.

Professor John Maynard made several trips to the USA in relation to his current ARC Fellowship and conference presentations visiting Washington D.C., Chicago, Miami and Kansas City. Prof Maynard also went to London and spoke at University College London at the launch of the book *The Aboriginal Tent Embassy*. Professor



Maynard has established international Indigenous research relationships with D'Arcy McNickle Centre for American Indian and Indigenous Studies (Newberry Library, Chicago), National Museum of the American Indian (Smithsonian, Washington D.C.) and Howard University, Washington D.C.

Professor Maynard and Associate Professor Victoria Haskins (who is a member of the NIRAKN non-Indigenous Mentors group) have established a new international research centre at the University of Newcastle: Purai – Global Indigenous and Diaspora Research Centre. See <http://www.newcastle.edu.au/research-and-innovation/centre/purai/about-us>

Pro Vice-Chancellor Fredericks gave a Keynote presentation entitled 'Making the Changes we Want and Need: Transforming Indigenous Education' at the *Transforming the Academy* Conference at the University of British Columbia, Canada in May this year. She also hosted an international visit from Dr Maggie Kovach, University of Saskatchewan at CQU in July. Pro Vice-Chancellor Fredericks has a number of international Indigenous research relationships and is working with colleagues at the University of Calgary (Canada) and Te Whare Wananga o Awanuiarangi- Indigenous University, Whakatane (New Zealand). Pro Vice-Chancellor Fredericks and Network Participant Dr Michael Adams are also working with researchers from the University of California, San Francisco.

In May 2013, Law Node Leader Dr Mark McMillan hosted a visit from Professor Robert A. Williams Jr, a noted Lumbee scholar and Director of the Indigenous Peoples Law and Policy Program at the University of Arizona, as well as Dr Miriam Jorgensen from the Native Nations Institute at the University of Arizona. Dr Mark McMillan also travelled for research to the University of Sussex (July) and Queens University – Belfast (November) and was part of a team establishing a research collaboration between Melbourne University, the University of Leeds, University of Sussex, Cambridge University and Royal Holloway.

Members of the Indigenous Sociology and Knowledges Node have research relationships with Chris Cunningham (Massey University) and Tahu Kukutai (Waikato University). Professor Ngahua Te Awekotuku from the Research School of Maori and Pacific Development at the University of Waikato was an international visitor hosted at CDU. Associate Professor Kathleen Butler has a research relationship with Toi huarewa at Victoria University of Wellington, NZ. NIRAKN's Law Node Leader Dr Asmi Wood has spoken on law and Indigenous issues at the University of Helsinki Law School and Lyon III Law School.

Network participant Anita Lee Hong visited the United Nations in New York as a delegate at Twelfth Session of the United Nations Permanent Forum on Indigenous Issues and is an Executive Director of the World Indigenous Higher Education Consortium (WINHEC).

- **Community Engagement and Outreach**

NIRAKN's community engagement and outreach ensured traditional media and community engagement was complemented and supported by our online and social media presence.



Network participants promoted the network's brand and activities throughout their professional activities. This process was supported by a promotional strategy that ensured Node Leaders were provided with Network banners to display at all relevant events and a range of promotional materials geared to supporting academic and research endeavours were available to network members for distribution to community and professional networks.

### **Community engagement**

NIRAKN has worked to engage Aboriginal and Torres Strait Islander communities in network activities. A highlight of the NIRAKN Symposium in Rockhampton was the Community BBQ evening hosted with network partner CQU alongside the event. This function was hosted at the community run Dreamtime Cultural Centre and attracted around 150 people. The event brought together Rockhampton based elders and community members with Indigenous researchers from around Australia and overseas.

*Ngunnawal elder Aunty Agnes Shea and  
Goreng Goreng elder and NIRAKN Advisory  
Committee member Aunty Valda Coolwell at  
the July launch of NIRAKN at AIATSIS in  
Canberra*



Partner organisations were encouraged to allow a number of their staff to participate in Capacity Building activities and a number of partner organisation representatives have also been participating in Node meetings to discuss research and other projects. This has performed the dual function of developing the skills of community researchers based at partner organisations and helping ensure that NIRAKN research is informed by community needs and concerns.

As previously highlighted, Waminda's representative on the Management Committee Marlene Longbottom was a visiting researcher at CQU, offering a presentation on her Masters research into on smoking cessation in Indigenous communities in northern Australia.

In addition, NIRAKN members hosted professional workshops aimed at community members.

Health Node Leader Kathleen Clapham co-facilitated Focus Group Training for Community Data Collectors for a study into Road Safety & Driver Licensing for Aboriginal People in South Australia in July. Law Node Leader Asmi Wood hosted seminars for ACT Human Rights on Ways of Using the UNDRIP in the ACT at Tuggeranong Community Centre in February and Narrabunda Community Centre in July. These one day seminars were attended by about 30 Indigenous people and about 40 non-Indigenous people in total. Law Node Leader Mark McMillan was also a speaker in the Arnold Bloch Leibler cross cultural awareness program, a panelist alongside The Hon Justice Bell and Ms Sheryn Anderson at a VCE Legal Studies Forum at Caulfield Grammar School and a panellist alongside Peter Hanks QC at a Victorian Bar Continuing Professional Development Seminar on issues relevant to the Constitutional Recognition of Aboriginal People.

### ***Public Talks***

The network was promoted in the tertiary sector through a number of public talks by network members and staff.

The Director, Professor Aileen Moreton-Robinson and ISRN Research Fellow Dr David Singh spoke publically about the work of NIRAKN at the Higher Education Research Network (HERN) Symposium at QUT on 4 December. Dr Singh also gave a presentation about the work of NIRAKN to an Institute of Health and Biomedical Innovation (QUT) NAIDOC week event organised by Network Participant Dr Michael Adams earlier in the year.

NIRAKN Law Node Leader Dr Mark McMillan spoke about the work of NIRAKN while chairing the launch of the QUT Crime and Justice Research Centre's 'Social, Criminal and Indigenous Justice' research theme on 5 December. Aboriginal and Torres Strait Islander Social Justice Commissioner Mr Mick Gooda also spoke at the launch.

### **Website and Social Media**

NIRAKN's website ([www.nirakn.edu.au](http://www.nirakn.edu.au)) was developed and launched in 2013. A simple initial place-holder design was active from June in order to provide basic information about NIRAKN during the network's establishing phase. A more sophisticated and multipurpose version of the website was launched in December 2013, once the network's operational requirements and communication needs were clearly established.



The website's main task is to provide network participants, Indigenous postgraduates and members of the community with information about the Indigenous research environment, including the goals, activities and achievements of the network and our participants. It will also provide a virtual archive of network events, newsletters and reports.

Information about network participants, activities and governance arrangements is available on the site, which operates as a central point for the dissemination of information about Network events. The site brings together important information and resources for Indigenous researchers and also operates as a portal for information about Indigenous scholars' research interests and achievements. It is hoped that this will encourage and inspire Indigenous researchers at all points in their research journeys, provide avenues for interested researchers to get involved in NIRAKN and magnify the impact of our research and capacity building activities.

We are pleased with the attention generated by the site since this latest redesign and are confident this will continue to grow. In the very short period following the relaunch in mid-December, the website attracted around 200 page views from visitors from Australia, Canada, United Kingdom and India, among others, with the average visitor spending over 4 minutes on the site. The site will expand its functions in 2014 to include further research resources for members, a NIRAKN news blog and Node based discussion forums to further facilitate collaboration and knowledge sharing.

The website is found at [www.nirakn.edu.au](http://www.nirakn.edu.au)

A Facebook page for the 'National Indigenous Research and Knowledges Network – Nirakn' was created in February, along with a twitter account (@The\_NIRAKN). Both have modest but growing groups of followers and are regularly updated. The network issued around 75 tweets and Facebook posts during 2013. Our social media accounts are used to disseminate information about network activities as well as other significant opportunities for Indigenous researchers.



*Interest in the NIRAKN Facebook page is steadily growing*

The NIRAKN Hub maintained a very active 'Friends of NIRAKN' email list which shares relevant news with interested researchers, community members and organisations. We regularly communicated with NIRAKN members and friends, sending more than 150 bulletins (an average of 3 messages each week) promoting research and publication opportunities, national and international conferences, scholarships and bursaries, useful resources, relevant Government and University sector policy developments and initiatives, as well as employment opportunities, seminars, symposiums, conferences, book launches and public talks. We also maintained a dedicated NIRAKN postgraduate email list which distributed information specifically relevant to Indigenous RHD students.

Our first Network Newsletter reporting on the activities and achievements of the network was distributed by email in December to more than 500 individuals and organisations. A copy is available from [http://gallery.mailchimp.com/4b7338ca1147f7a66095eb023/files/Newsletter\\_Final\\_.2.pdf](http://gallery.mailchimp.com/4b7338ca1147f7a66095eb023/files/Newsletter_Final_.2.pdf)

### Traditional media

NIRAKN's launch in July received positive coverage from ABC Radio and NITV. The Conversation interviewed Professor Moreton-Robinson and Pro Vice-Chancellor Larkin <http://theconversation.com/new-research-network-aims-to-boost-indigenous-phd-completion-rates-15949>

NIRAKN Director Professor Moreton-Robinson spoke about Indigenous research and the establishment of the network as a guest on 'Let's Talk' with Tiga Bayles, broadcast across Australia via the National Indigenous Radio Network in March 2013. A podcast of this extended interview is available online from <http://www.989fm.com.au/podcasts/lets-talk/professor-aileen-moreton-robinson/>

Health Node Leader Pro Vice-Chancellor Bronwyn Fredericks' keynote presentation 'Time for a Change in Direction: Using Indigenous Knowledges as the Driving Force for Change' was recorded and broadcast on ABC Radio National's 'The Big Idea' program on 31 July 2013.

Several Law Node members discussed their research in the media. Professor Anita Lee Hong was a member of an ABC Radio National Big Ideas panel on Australia in the Asian Century. Dr Asmi Wood spoke with SBS Radio about Indigenous Spirituality. Professor Larissa Behrendt was featured in several stories following *Eatock v Bolt*. Dr Mark McMillan undertook a number of interviews on NITV, National Indigenous Radio and ABC 774 after being awarded NAIDOC Scholar of the Year.

## ● Governance

NIRAKN is a national, inclusive, multidisciplinary hub and spokes model network of Indigenous researchers at various stages of their careers. NIRAKN is an administratively complex organisation and we have endeavoured to embed governance arrangements and establish administrative policies and procedures that will ensure the success of the network into the future.

### NIRAKN Hub and Nodes

NIRAKN's Network Hub, through the Director, has overall responsibility for the coordination and delivery of NIRAKN's program and for the network's administrative, operational and governance requirements.

The Hub is led by Professor Aileen Moreton-Robinson and is based at the Indigenous Studies Research Network (ISRN) at QUT. Three ISRN staff provides administrative and secretariat support to NIRAKN. ISRN staff include: Network Convenor, Adam Robinson; Research Fellow, Dr David Singh; and Finance Officer, Linda van Rensburg. NIRAKN staff include: Research Fellow, Dr Alissa Macoun and an Administrative Assistant. QUT has provided strong institutional support for NIRAKN, allocating significant ISRN staff time along with an additional \$50 000 per annum above that committed in the funding agreement to facilitate the network's administrative and governance requirements.

Throughout this foundation year of the network, the Hub has developed a range of governance arrangements and associated policies and procedures to guide and support NIRAKN's operations into the future. After establishing the contractual basis for the network and associated administrative arrangements, the Hub worked with Node Leaders and provided templates to establish Statements of Work ensuring compliance with the network's Strategic Management Plan. The Hub also provided templates and guidance to Node Leaders regarding Annual Reporting requirements. Significant policies and procedures developed have included a Research Policy Framework, a Postgraduate Expo and Recruitment Strategy, Terms of Reference for partner organisations and non-Indigenous mentors, as well as criteria for an Undergraduate Essay competition and a framework for admitting Research Affiliates to the network. It was necessary to develop QUT compliant systems for procurement and contracting that address network consultation and governance requirements. Additionally, the Hub has developed operational guidelines such as standard operating procedures for NIRAKN Management Committee meetings and processes for organising participants' travel and accommodation for NIRAKN events.

NIRAKN's four nodes are responsible for developing and conducting research, delivering research capacity building workshops as well as providing professional advice and support to NIRAKN



members. Node membership is fluid and NIRAKN members can choose to participate in the activities of multiple nodes. Each node brings together network members in an area of pressing research need and is led by prominent Indigenous scholars:

Indigenous Health and Wellbeing: Professor Kathleen Clapham, Professor Patricia Dudgeon and Pro Vice-Chancellor Bronwyn Fredericks

Indigenous Law: Professor Larissa Behrendt, Dr Mark McMillan and Dr Asmi Wood

Indigenous Sociology and Knowledges: Pro Vice-Chancellor Steven Larkin and Professor Maggie Walter

Yuraki – History, Politics and Culture: Professor John Maynard and Dr Jakelin Troy

All nodes met in person at the Network meeting in Brisbane in February, enrolled members and established a program of meetings and activities for the year. As the year progressed, business was conducted virtually and in person, in accordance with the requirements and priorities of each node.

Meetings of all Node Leaders are also held regularly by teleconference to facilitate sharing of information and encourage collaboration across and between nodes. In 2013, Node Leaders' meetings were held in March, June, August and November.

### **Governance Committees**

The Director and Node Leaders are also involved in network governance through their positions on the *NIRAKN Management Committee* which also includes representatives from each of NIRAKN's five partner organisations.

NIRAKN's Partner Organisations are:

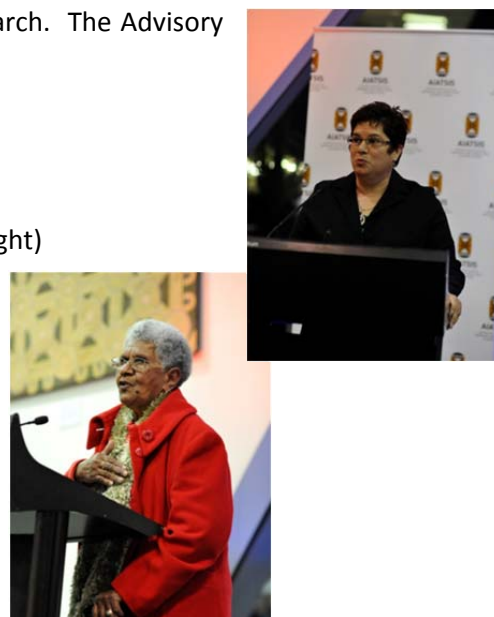
- United Nations University-Institute of Advanced Studies, represented on Management Committee by Sam Johnston
- Ninti-One Limited, represented on Management Committee by Dr Kevin Williams
- Waminda South Coast Women's Health and Welfare Aboriginal Corporation represented on Management Committee by Marlene Thompson (now Longbottom)
- National Congress of Australia's First Peoples represented on Management Committee by Scott Avery
- Aboriginal and Torres Strait Islander Healing Foundation initially represented on Management Committee by Robert Brooks, who was replaced by Dr Jeff Hudson

Management Committee met six times during 2013 to accomplish the large amount of organisational and policy development involved in establishing the network. The Committee met in person in January, February, July and October, with extraordinary meetings held by teleconference in May and November. It is envisaged that meetings will be less frequent in future years.

The *NIRAKN Advisory Committee* provides the Director and Management Committee with strategic advice about the operation of the network and priorities for research. The Advisory Committee held their initial meeting in July 2013 in Canberra.

In 2013, the Advisory Committee consisted of:

Ms Angela Barney-Leitch (Chair – pictured right)  
Aunty Valda Coolwell (Esteemed Community Elder –below right)  
Aunty Joy Murphy-Wandin (Esteemed Community Elder)  
Ms Jody Broun (then Co-Chair of National Congress)  
Ms Henrietta Fourmile Marrie  
Mr Russell Taylor  
Professor Peter Buckskin  
Ms Yvette Roe  
Associate Professor Terry Dunbar  
Ms Samantha Faulkner



An additional reference group of *Senior non-Indigenous Mentors* was established to provide additional academic advice and support to NIRAKN Management Committee on matters relevant to their specialist expertise. After Terms of Reference were drafted by the Hub and adopted by Management Committee defining the group's role, individuals nominated in the NIRAKN proposal were officially approached and invited to participate.

### Research Affiliates

Funding has been provided for NIRAKN by the ARC to support a specified range of activities and network participants. The Director and Management Committee are keen for NIRAKN to be inclusive and so a category of Affiliate Membership of NIRAKN was created in order to include Indigenous researchers who were not part of the initial funding application in some network activities.

Management Committee endorsed criteria and an application process developed by the Hub, which was circulated through NATSIHEC and other research networks. It was determined that NIRAKN Research Affiliates will be able to

- access and contribute to information and advice circulated by and within the Network
- access and contribute to members' sections of the website and other virtual network activities
- participate in and contribute to the research and activities of Research nodes according to the protocols established by each node where this is manageable and feasible.
- participate in and contribute to Capacity Building workshops and other functions hosted by partner Universities that do not generate a cost to the network

Research Affiliates may also be able to participate and contribute to activities that generate a cost to NIRAKN (such as Capacity building programs hosted by the network hub, conferences, etc.) if it is possible for them to offset costs to the network of this participation. NIRAKN Management Committee may change entitlements of Affiliate membership as the Network develops. Applications for Affiliate Membership were received late in 2013 and will be considered by Management



Committee when it meets in 2014. Details of researchers admitted to the network as Research Affiliates will be included in future Annual Reports.

## 5. Challenges and mitigation strategies

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While the network has been very successful to date, we are encountering and addressing challenges as we work towards fulfilling network goals. Some of these include:

1. A key initial challenge was to establish the administrative and governance arrangements necessary to guide the operation of such a complex organisation. Contractual agreements between participating organisations were not finalised until May. This affected the dispersal of funds to Node Leaders, which impacted on the development of research projects. In November the Management Committee resolved to further clarify responsibilities by abolishing the position of Deputy Director to bring the collaborative agreement between participating organisations and QUT into line with the QUT/ARC funding agreement.
2. Possibly the most significant challenge we have encountered to date is resourcing the administration and coordination of this large and active network. NIRAKN is required to deliver an extensive range of outcomes, similar to that expected of a much larger Centre of Research Excellence but with a network governance structure, staffing profile and budget. Developing policy and procedures, coordinating programs, research projects and events across institutional and disciplinary boundaries is time, staff and resource intensive. QUT has provided strong institutional support for NIRAKN, allocating three full time staff and resources from the Indigenous Studies Research Network, along with an additional \$50 000 per annum above that committed in the funding agreement to facilitate NIRAKN's administrative and governance requirements. NIRAKN is only funded for two staff positions.
3. Efforts to recruit undergraduate students to RHD studies have been limited by the lack of available funding provided for these activities. To this end, the Management Committee has endorsed a Postgraduate Expo Recruitment strategy to address recruitment of undergraduates. This strategy involves decentralising our efforts through hosting a number of local small scale events on individual campuses that are coordinated, resourced and supported by the NIRAKN hub. We have also promoted many of our activities through NATSIHEC (National Aboriginal and Torres Strait Islander Higher Education Consortium), as their members are institutionally located in Indigenous Support units working directly with undergraduate students.
4. In addition, while the network is not funded for the inclusion of postgraduate students who are not members we are required to build a sustainable pipeline of researchers. The Management Committee made some strategic decisions to ensure that Indigenous postgraduates are supported and included in network research and capacity building. We offer Aboriginal and Torres Strait Islander RHD students the opportunity to join our Indigenous postgrads group and participate in NIRAKN capacity building and research activities. The Management Committee's strategic decision to hold advanced workshops nationally as a week block program has enabled us to support the participation of additional Indigenous

postgraduates. The week long block program also enables NIRAKN members to gather annually and assists us to encourage collaborations and ideas across nodes. Ultimately, we believe that the success of the network in capacity building and collaborative research will raise the profile of Indigenous research among community researchers, undergraduate students and postgraduate researchers and, in so doing, support and sustain recruitment efforts.

5. While we have worked successfully with partner organisations to date, some important activities, such as Research Residencies, are yet to be successfully negotiated and developed. While community researchers and partner organisation staff have attended some NIRAKN workshops, we have not found a significant demand from partners or researchers for an extensive series of community workshops or a program of research residencies at this stage (partly as there is limited funding for these activities). Management Committee has endorsed a Terms of Reference developed by the Hub to outline the role of Partner Organisations in the network and guide our activities. The need to more strategically engage with our five partner organisations is a challenge that will be addressed as the network develops.
  
6. An additional challenge for the network as it develops will be to address the urgent need to foster and support research in science and technology driven by Indigenous knowledges. There was significant discussion at NIRAKN's Annual Symposium in October following Professor Lester Rigney's excellent keynote address entitled 'Indigenizing the Academy – Ten Big Questions for Indigenous Higher Education Towards the 21st Century' regarding the need for the network to address these issues. The prospect of expanding NIRAKN's activities to support research in science and technology was warmly received. Expanding our activities in these areas may generate additional opportunities for productive collaborations with partner organisations, specifically Ninti One. The Director has been considering different strategies to address this neglected research area within the network structure. NIRAKN Management Committee will consider the best way to address these issues in 2014 and will endeavour to ensure network participants with expertise in relevant areas are encouraged and supported to develop innovative and collaborative research projects.

## 6. Account of Performance against Performance targets

<b>Capacity</b>		
<b>Performance Measure</b>	<b>Target for 2013</b>	<b>2013 Achievement</b>
Establish Research Capacity Building Program based upon a Pathway Model from undergraduate to RHD to all levels of researcher career.	Number of 'A' 'B' and 'C' Level workshops	<i>A workshops:</i> 14 workshops aimed at commencing RHD students offered around the country at participating Universities. <i>B &amp; C workshops:</i> 9 workshops aimed at more advanced RHD students, early-career and mid-career researchers run nationally and intensively in Canberra in July
Build a Graduate to RHD Pipeline	Number of 2 week research placements for undergraduates with Network Participants; number of local research heroes	2 undergraduate research placements hosted; 2 local research heroes virtually marketed on NIRAKN website & via network in newsletter; criteria and judging panel for

	virtually marketed on NIRAKN website & via the network; and the award of four NIRAKN prizes for best undergraduate essays.	undergraduate essay competition established, to be awarded in 2014.
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<b>Research Findings</b>		
<b>Performance Measure</b>	<b>2013 Target</b>	<b>2013 Achievement</b>
Quality and quantity of publications including: number of peer reviewed journal articles; books (single authored and edited research collections); book chapters; conferences, symposia and seminars; and may include reports commissioned by State or Federal Government	5	103 scholarly publications (including reports commissioned by Government or other bodies) by network participants, one National NIRAKN symposium hosted, along with a program of seminars.
Invitations to attend and participate in major conferences	7	97 keynote, conference and public lecture presentations
Publish two editions of the International Journal of Critical Indigenous Studies	2	2 editions May, December

<b>Research Training and professional development</b>		
<b>Performance Measure</b>	<b>2013 Target</b>	<b>2013 Achievement</b>
Conduct Capacity Building workshops	7	23 workshops (A,B & C) hosted
Total Number of attendees at Capacity building workshops (best working enrolment number)	12-15 participants per workshop	Workshop attendance ranged from 5-22 participants
Conduct of Indigenous Research Methodologies Masterclass	1	1 IRMM conducted at Charles Darwin University in June
Conduct Indigenous postgraduate recruitment and promotional activities	1	7 activities

<b>International, national and regional links and networks</b>		
<b>Performance Measure</b>	<b>2013 Target</b>	<b>2013 Achievement</b>
Conduct International visits	6	12 visits
Number of International visitors	25	7
Number of international Indigenous research relationships established	2	15

Participation in international Indigenous research activities		As detailed in report
Number of Network Participants (as defined by the scheme's Funding rules)	34	44
Number of collaborating and partner organisations (as defined by the scheme's Funding rules) participating in the network	27	27
Participation on national and international bodies for Government and Community groups as relevant		As detailed in report

<b>Community Engagement and Outreach</b>		
<b>Performance Measure</b>	<b>2013 Target</b>	<b>2013 Achievement</b>
Establish NIRAKN's virtual presence via interactive website and harness social media (eg, Facebook, twitter and Youtube.	Increased website traffic (1000 hits per month)	Monitoring software for hit rates not established until revamped website launched on 17 December: 188 page views to end of month.
Establish channels of communication of NIRAKN activities and outcomes to our communities	Newsletter twice yearly and annual report	Comprehensive newsletter published in December 2013; Annual Report
Encourage scholars and others with an interest in Indigenous Research to become affiliate members of the network	Increase in affiliate member applications	Criteria and process developed and circulated through NIRAKN networks and NATSIHEC; 3 Affiliate member applications received (for consideration by Management Committee in February 2014).
Establish strategic partnerships with community, national and international organisations with a view to providing access to NIRAKN's research program	A number of network member research residencies; number of professional workshops for community researchers and PHD students; a number of visiting fellow exchange programs; a number of critical reading groups,	Community researchers linked to partner organisations and all Indigenous PHD students provided with access to NIRAKN's extensive Capacity Building workshops program; in addition to 6 community workshops on research by network participants. 1 National Critical Reading group held in Brisbane in November, along with 4 sessions of ISK node based Critical Reading Group.
Positive media articles generated by the network		As detailed in report
Public talks by network staff		As detailed in report

<b>Governance</b>		
<b>Performance Measure</b>	<b>2013 Target</b>	<b>2013 Achievement</b>

Frequency and effectiveness of Management Committee	2	6 (4 meetings in person, 2 teleconferences)
Frequency and effectiveness of NIRAKN Advisory Board	1	1

## 7. Activities and Plans for 2014

NIRAKN is well placed to progress our objectives as a network in 2014, as a result of many of the activities and achievements outlined above as well as the significant work planning and establishing the network conducted by the Hub, Management Committee and the Nodes.

The major strategic emphasis of the network in the coming year will be entrenching the Capacity Building Program and expanding and developing our Collaborative Research agenda. NIRAKN Research funding will be available to Network members through their nodes as seed funding to assist them to develop small-scale partnerships and projects. This will have the effect of sustaining and supporting network members research agendas and supplement major collaborative research efforts undertaken by each node.

Major NIRAKN Activities planned for 2014			
Month	Activity	Result Area	Led by
January	Law Node meeting to draft OLT grant application	Research	Law Node
February	Management Committee meeting	Governance	Hub
	Discussion Board features of NIRAKN website launched	Research & Engagement	Hub
March	Advisory Committee meeting	Governance	Hub
April	Hub based A-workshop program offered nationally	Capacity	Hub
	Indigenous Research Methodologies Masterclass #1	Capacity	Hub
May	Publication of Journal (IJCIS) Issue #1-2014	Research	Hub
	Health Node Critical Reading workshop –CQU Brisbane Campus	Capacity	Health node
	Health Node research project working group meeting	Research	Health node
	Promotion of NIRAKN and development of International research relationships (via NAISA Conference and other networks)	Links and networks	Hub
June	NIRAKN Newsletter #1 2014 published	Engagement	Hub
	Law Node to organise and participate in World	Research	Law Node

	Indigenous Legal Conference 2014 (along with Indigenous Lawyers Association of QLD), including discipline based postgraduate recruitment activities	Pipeline	
July	Undergraduate Essay Contest Winners announced	Pipeline	Nodes
	Network members meeting and face to face meetings of all Nodes	Governance	Hub
	Management Committee meeting	Governance	Hub
	National B&C Workshops Program	Capacity	Hub
August	Indigenous Research Methodologies Masterclass #2	Capacity	Hub
	National Critical Reading Group	Capacity	Hub
September	NIRAKN Symposium	Research	Hub
	Indigenous Health Writing Workshop – Cairns	Capacity	Health node
October	Law Node writing retreat (ANU)	Capacity	Law Node
	Grant Writing Retreat Workshop	Capacity & Research	Hub
	Postgraduate Expo Program	Pipeline	Hub
	Supervisor Training Workshops at CQU & UOW	Capacity Engagement	Health Node
November	International visiting scholar - Professor Chris Andersen (Director, Rupertsland Centre for Metis Research, University of Alberta)	Research/ Links and networks	Hub
	ISK Face to Face gathering and Node Meeting	Research	ISK Node
	NIRAKN Seminar	Research	Hub
December	NIRAKN Newsletter #2 2014 published	Engagement	Hub
	Publication of Journal (IJCIS) Issue #2-2014	Research	Hub

## 8. Register of Network Participants

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Aileen Moreton-Robinson, Queensland University of Technology

Anita Lee Hong, Queensland University of Technology

Asmi Wood, Australian National University

Barry Judd, RMIT

Bronwyn Fredericks, Central Queensland University

Chris Wilson, Flinders University  
Clair Andersen, University of Tasmania  
Dawn Bessarab, Curtin University  
Debbie Duthie, Queensland University of Technology  
Gawaian Bodkin-Andrews, University of Western Sydney (now Macquarie University)  
Greg Blyton, Newcastle University  
Ian Anderson, University of Melbourne  
Jakelin Troy, AIATSIS  
Jeff Hudson (replacing Robert Brooks), Healing Foundation (Partner Organisation)  
Jill Guthrie, Australian National University  
John Maynard, University of Newcastle  
Juli Coffin, University of Western Australia  
Karen Martin, Griffith University  
Kathleen Butler, University of Newcastle  
Kathleen Clapham, University of Wollongong  
Kevin Williams, Ninti One (Partner Organisation)  
Kim Scott, Curtin University  
Larissa Behrendt, University of Technology Sydney  
Len Collard, University of Western Australia  
Linda Ford, Charles Darwin University  
Loretta Kelly, Southern Cross University  
Lynette Henderson-Yates, Notre Dame University  
Maggie Walter, University of Tasmania  
Marcelle Burns, Queensland University of Technology  
Mark Mcmillan, University of Melbourne  
Marlene Longbottom, Waminda (Partner Organisation)  
Michael Adams, AIATSIS  
Michelle Trudgett, Macquarie University  
Natalie Harkin, University of South Australia  
Odette Best, Queensland University of Technology  
Pat Dudgeon, University of Western Australia  
Peter Radoll, University of Canberra  
Rowena Ball, Australian National University  
Roxanne Bainbridge, James Cook University  
Sam Johnston, United Nations University (Partner Organisation)  
Scott Avery, National Congress of Australia's First Peoples (Partner Organisation)  
Shino Konishi, Australian National University  
Simone Tur, Flinders University  
Stephen Kinnane, Notre Dame University  
Steve Larkin, Charles Darwin University  
Sue Green, University of New South Wales  
Sue Stanton, Batchelor Institute of Indigenous Tertiary Education  
Terry Dunbar, Charles Darwin University  
Wendy Aitken, University of Tasmania

## Financial Statement

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### 2013 INCOME

ARC Income	\$	1,229,944.00
Partner Contributions	\$	25,000.00
Node Contributions	\$	182,073.00

<b>Total Funds Available</b>	<b>\$</b>	<b>1,437,017.00</b>
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### 2013 EXPENDITURE

Personnel	\$	185,329.64
Maintenance	\$	119.40
Travel	\$	206,604.32
Other	\$	85,789.02

<b>Total Expenditure</b>	<b>\$</b>	<b>477,842.38</b>
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<b>BALANCE OF AVAILABLE FUNDS</b>	<b>\$</b>	<b>959,174.62</b>
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**EVALUATION OF THE NIRAKN RESEARCH CAPACITY  
BUILDING PROGRAM**

**AIATSIS JULY 15-19, 2013.**

Maryrose Casey  
August 2013

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# 1 SUMMARY

The National Indigenous Research and Knowledges Network (NIRAKN) aims to build the capacity of Indigenous scholars in Australia. One of the cornerstones for achieving this aim is the running of workshops to provide skills and knowledge development and facilitate the establishment of connections between Indigenous scholars.

The purpose of this report is to evaluate the first workshop program in line with the aims of NIRAKN to build postgraduate, early and mid career Indigenous researchers' capacity and skills; enhance research; connect researchers and enhance careers.

The first capacity building program presented by NIRAKN in Canberra July 14-19, 2013 was extremely successful by all indicators. The workshop program gave Indigenous scholars at every level from postgraduate to established academics access to relevant and foundational knowledge in an accessible and inspirational manner. The overall response to the workshop program was extremely positive with participants expressing high levels of satisfaction. As one postgraduate described it, it was an opportunity for 'learning content, getting across information that would take me years to get across otherwise'.

The feedback from participants indicates that practical workshops that extend or 'unpack' the sessions that were offered would be of value in furthering the aims of NIRAKN.

# 2 INTRODUCTION

## **NIRAKN Capacity Building Workshops**

The aim of NIRAKN is to establish a coterie of skilled, qualified Indigenous researchers. The network seeks to develop much-needed connections between Aboriginal and Torres Strait Islander researchers across the country, and at all career stages, to build Australia's research capacity, expertise and experience.

The Network's core functions are to build Aboriginal and Torres Strait Islander research capacity, mentor new researchers and advance research in Indigenous Knowledge Systems. As part of this, NIRAKN delivered a program of capacity-building workshops at AIATSIS July 15-19, 2013 to support postgraduate, early and mid-career Indigenous researchers to form a skilled qualified research community and to connect Indigenous researchers across disciplines nationally.

The program consisted of six workshops covering Career Development; Research Ethics; Critical Reading; Indigenous Quantitative Methodologies; Publishing; and Copyright and three presentations from major funding sources, the Australian Research Council (ARC), the Office of Teaching and Learning and the National Health and Medical Research Council (NHMRC). This report is an evaluation of this capacity building program.

The aim of this report is to evaluate the ways in which the capacity building workshops reflected and fulfilled NIRAKN's aims to:

- build postgraduate, early and mid career Indigenous researchers capacity
- Build skills
- Support postgraduates development towards successful completions
- Enhance quality of research
- Mentor early and mid career scholars on academic expectations and ways to advance their academic careers and create new pathways
- Connect researchers

### 3 EVALUATION METHODS

The evaluation is based on three sources of information:

- my observations as a participant observer of at least one iteration of each of the workshops and presentations offered.
- twelve informal interviews of participants conducted by myself focused on asking people's response to their experience.

The form of these interviews was my introducing myself and my role as an external evaluator and then asking basic open ended questions about two areas. Firstly how the participant was finding the workshops they had attended. Were they useful? In what ways were they useful? Then I asked for any additional comments the participant would like to make in terms of the structure and content of the workshops.

- self-completion questionnaires submitted by participants.

All participants were encouraged to submit a self-completion questionnaire. The questionnaire was created for the workshops. Reflecting the intentions of the workshops to build on people's capacity, skills and networks, the questions focused on pre-existing expectations and needs and the level to which the participant thought that these had been met, with a final question that invited suggestions for future sessions (questionnaire attached in the appendix).

There were approximately 75 people registered to participate in the program. Not all of these participated in the whole week. Some participants left early due to differing circumstances, others started later and others were present for the majority of workshops. All together 29 people submitted a completed questionnaire. This is approximately 39% of the overall number of participants. In the questionnaire respondents were invited to categorise themselves as postgraduate, midcareer or senior academic. Of the 29 submitted questionnaires, 18 were from postgraduates (including 4 who identified as postgraduate and mid career) that is approx 62.2%, 8 were mid career that is approx 27.5% and 3 identified as occupying a senior position in a university, approx 10.3%. This spread is a reasonable approximation of the whole group. The respondents had all attended a broad range of workshops.

The data collected is qualitative in keeping with the aims of this evaluation to ascertain meaningful answers relevant to the objectives of the workshop program. This report offers:

- An overall evaluation of the workshops and the program.
- The level to which the participants considered the workshops addressed their perceived needs in terms of building their capacity to complete their research degrees or support their roles as academics.
- Identifies needs the participants would value being addressed in the future.

## **4 FINDINGS & DISCUSSION**

All the workshops were of a high standard of presentation, rich in content and clearly oriented to fulfilling the aims of the program. The comments from respondents described the program in terms ranging from ‘helpful’ and ‘excellent’ to ‘brilliant’ and ‘inspirational’.

This section examines each of the workshops individually with discussion of the specific feedback; then the specific objective of the program connecting researchers; followed by identification and discussion of participants’ suggestions for additional types of workshops.

### **THE WORKSHOPS**

#### **Research ethics workshop.**

This workshop was aimed at established researchers and research students. It was structured around a series of presentations followed by small group work on case studies. Participants were presented with sessions on the ‘Guidelines for Ethical Research in Indigenous Studies’ (AIATSIS 2012) and ethical issues and approaches in the legal context and health sector. The case studies invited participants to consider ethical issues from the different points of view of Ethics Committee members, Aboriginal communities, and academic researchers.

This was a well designed and effective workshop. The information was well presented and included hard copy versions of the Guidelines. The small group work facilitated engagement with the issues by people at different levels of experience. A further aspect of this element was the potential for the development of new connections and networking with other members within the small groups.

The feedback on the research ethics workshop was all positive. The session was described as ‘excellent’. The opportunities to participate in small groups were repeatedly identified as one of the highlights of the event. The only issue was that some people had not accessed the case studies to read prior to the workshop. As far as I have ascertained, the documents were available and people were notified. Perhaps in future more emphasis on the need to access documents for pre-reading might help.

## **Copyright Agency workshop**

This workshop introduced participants to issues in relation to copyright and the Copyright Agency, what it does and the service it offers authors.

This presentation was clear and informative, introducing participants to what constitutes copyright and relevant legal issues and what CAL can offer them both as a collection agency and through the cultural fund. This is important knowledge that is often not available except by word of mouth through mentors etc. As part of capacity building it facilitates new and old academic authors recognising their professional capacities. The feedback on this workshop was under collective headings praising the high standard of the presentations and the value of 'listening and talking'.

## **Scholarly publishing workshop**

This session aimed to provide an overview of formal scholarly publishing from two perspectives: one focused on personal experience; and one setting the academic context for publications within the current funding system under DIISR.

Both presentations were informative and invaluable to postgraduates and ECRs. The personal history presentation was a generous sharing of experience with publishing presented in an engaging style which many postgraduates found 'inspirational'.

The other presentation provided foundational information about university and funding requirements, citations and tools to use to gather citation counts. It included an explanation of current DIISR requirements and the resulting university requirements. This presentation was useful for people at every level from postgraduate through to established academics.

In terms of career building in academia this workshop is crucial. A high number of participants included scholarly writing and publishing as one of their expectations of the week. These presentations were regarded by many as high points of the week. It is one of the workshops that received the most comment in the questionnaires both as a positive experience and also asking for a more specific approach to 'the nitty gritty stuff' of how to write for publication and how to publish. There was a strong desire expressed across responses for an applied focus on publishing from what makes an academic article to the steps involved in submission and acceptance for publications. One suggestion was that specific nodes hold writing workshops aiming at a publication outcome.

## **Indigenous quantitative methods workshop**

This session introduced Indigenous standpoint and approaches to using population data from the Australian Bureau of Statistics.

This workshop was a sound introduction to reading census statistics and utilising tools on the ABS website. It also introduced concepts of standpoint. Many participants found it useful.

This was the only workshop that received negative feedback. I would suggest that was primarily because of the disjunction between the title and the content. From the responses in the questionnaires and my informal interviews there is an existing need to engage with quantitative methods beyond reading ABS stats.

Also some participants did not find the reduction in the presentation of Indigenous methods to any method that an Indigenous researcher chooses to use sufficient. Whilst indigenising research methods should be an important part of research, in the context of the capacity building workshops there is the potential for a more reflective and richer approach that includes developments in Indigenous methodologies as well as the steps required to indigenise pre-existing methods.

In future a workshop on quantitative research methods would be a valuable addition, as would a workshop that engaged with Indigenous methods and methodologies.

### **Career development**

This session was a presentation by two senior Aboriginal academics about their career paths. Throughout the workshop they generously shared the knowledge they had learned along the way. The discussion included their personal stories as well as the behaviours, mindsets, characteristics and choices necessary to follow their lead.

The responses to this workshop were all strongly positive with descriptive comments like 'informative and interactive' and 'helpful' recurring as often as comments about the messages people came away with, such as 'not to be afraid'. This workshop was listed as a highpoint for many participants.

There is no doubt the session was inspirational and filled an important place in the program because it 'opened' people's eyes to possibilities. But there seems to be a level of need for a practical workshop aimed at the lower steps. There were requests in the responses for basic workshops focused on applying for academic jobs or focused on specific steps in academic development and career progression, including applying for promotion.

### **Critical and creative thinking and reading**

This workshop introduced approaches to critical thinking and reading. Using a set of readings, the presenter offered a specific method of critical reading followed by examples under taken by different presenters.

This was an example of best practice of teaching critical reading and sharing tools to empower participants.

The responses to this workshop were, with the publishing and career paths workshops, among the most cited as the highlight of the program. The session was repeatedly described as 'excellent'. As in the session, in the questionnaires there were repetitions of requests for the PowerPoint's to be linked to the NIRAKN website.



## **Grant organisation presentations**

The presentations by the ARC, OTL and NHMRC were well grounded and informative presentations.

The inclusion of the different funding organisations ensured that participants from all disciplines had access to relevant information. Information about grants was consistently listed as one of the expectations of the program. The response to the breadth of information was uniformly positive. In the ARC session there were breakout groups where participants had the opportunity to discuss their specific projects. This was generally regarded as an extremely valuable opportunity.

## **OVERARCHING OBJECTIVES**

### **Building Networks**

One of the aims of NIRAKN is to connect researchers. This is a desire shared by nearly every respondent to the questionnaires. The opportunity to connect with other Indigenous scholars was listed as one of the main expectations of the week and an element that was met and regarded as important. The expectation ‘to learn and network’ encapsulates the hopes of practically all the participants in the program. These opportunities to ‘develop invaluable networks’ were a crucial part of the success of the event. Participants valued both formal and informal discussions with peers and senior academics. There was a level of disappointment that there was not a stronger presence in the sessions of the NIRAKN node leaders. It was felt that this would have ‘added to debate and knowledge transmission’ as well as the potential to make meaningful contact with senior Indigenous academics.

There were a number of suggestions put forward to maximise the connections within the program. For a number of participants to make information about ‘who was who’ available through name tags that identified people’s positions and institutions and a participant list would further ‘enable and encourage networking’. Given that not all participants knew other people, a social event or an introduction session would have facilitated networking.

The potential for mentoring was also identified by respondents as a strong desire. With this in mind there were two suggestions focused on using the NIRAKN site. One was a moderated discussion list that would offer the possibility of exchanging ideas and discussing issues facing Indigenous scholars. Another suggestion was a mentoring@NIRAKN link that could list people interested in mentoring and their areas of expertise that scholars could utilise to connect with potential mentors.

## **FURTHER PARTICIPANT SUGGESTIONS FOR FUTURE DIRECTIONS**

One issue that was raised by a number of respondents was their desire to know more about NIRAKN. A number of respondents requested as part of future programs a session introducing the organisation.

There were also suggestions that in future there could be workshops focused on theoretical approaches such as critical race and whiteness studies. Also workshops focused on issues for Indigenous researchers in relation to cultural competencies and interrogating the ‘knowing’ of indigeneity and the role of Indigenous community engagement and relationship with community within research.

Given the focus on capacity building within academia it is not surprising that there were a lot of interest in future workshops that engaged with the practical problems around PhDs. In the last session and in a number of responses the issues they would explore in workshops included; dealing with degree requirements, issues of choosing supervisors, dealing with supervisors, stages of the PhD and supervisors managing within sometimes ‘hostile’ university environments, supervising Indigenous and non-Indigenous students and marking theses.

One of the challenges facing the NIRAKN program and the aim to build Indigenous academic capacity at all levels is to find a balance between providing essential capacity building and being caught in either compensating for lack at universities or duplicating support that is available at different universities.

My suggestion would be a session focusing on accessing training and information available at individual campuses. This would aim to show people how they can find out about the resources that are already available to them. I believe this lack of knowledge and confidence is wide spread. There are those who know how to find resources and are willing to seek them and there are those who do not know.

There are specific issues related to supervision for both Indigenous postgraduates and academics. A future session engaging with these different problem sets could be a useful pathway within the aim of capacity building.

## **5 CONCLUSION**

This workshop program was designed to build Indigenous researchers’ capacities to produce high quality research, develop networks and build academic careers. The range and content of workshops focused on Career Development; Research Ethics; Critical Reading; Indigenous Quantitative Methodologies; Publishing; Copyright and presentations from major funding sources directly and efficaciously engaged with the stated aims.

The participants found the workshops informative, thought provoking and inspiring. The format of the workshops including participation exercises combined with the informal opportunities of breaks supported the development of networks through meeting peers and senior scholars and discussing common issues and research areas.

The information and offers made in the sessions combined with the opportunity to meet other Indigenous scholars and build networks will support postgraduates to complete their higher degrees and Indigenous academics to feel better equipped to build career pathways.

Overall the participants experienced a high level of satisfaction with the program. However there continues to be a need for practical sessions that build individual skills.

Thank you for the opportunity to be part of this exciting initiative.

Associate Professor Maryrose Casey  
ARC Future Fellow  
Monash Institute Graduate Research: Director Theatre, Performance and Music Program  
Monash Indigenous Centre  
Monash University

## 10. Appendix 2: Research Outcomes

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### *Selected Network Participants' Achievements: Publications*

The following is a list of selected scholarly works published by Network Participants during 2013:

**Andersen, C. and Walter, M. (2013)** 'Indigenous Perspectives and Cultural Identity Education' in M. Hyde (ed), *Diversity and Inclusion in Australian Schools* 2nd Edition, Oxford University Press: Melbourne.

**Bainbridge, R., Tsey, K., Brown, C., McCalman, J., Cadet-James, Y., Ypyinazar, V. & Margolis, S. (2013).** 'Coming to an ethics of research practice in a remote Aboriginal Australian community,' *Contemporary Nurse [Special Issue on Issues in Aboriginal and Torres Strait Islander Health Care]* 46(1), 18-27.

**Bainbridge, R., Tsey, K., Andrews, R., McCalman, J., & Brown, C. (2013).** 'Managing top-down change with bottom-up leadership: developing a community social and emotional wellbeing action framework in Aboriginal Australia' *Journal of Australian Indigenous Issues*, 16(2).

**Bainbridge, R., Tsey, K., Andrews, R., & McCalman, J. (2013).** 'A partnership approach to transitioning policy change in Aboriginal Australian communities' *Journal of Australian Indigenous Issues*, 16(1), 55-75.

**Bainbridge, R., McCalman, J., & Whiteside, M. (2013).** 'Being, Knowing, and Doing: A Phronetic Approach to Constructing Grounded Theory with Aboriginal Australian Partners' *Qualitative Health Research* 23(2), pp. 275 - 288.

**Ball, R. (2013)** 'Thermal oscillations in the decomposition of organic peroxides: identification of a hazard, use and suppression' *Industrial & Engineering Chemistry Research* 52, 922–933

**Ball, R. and Gray B.F. (2013)** 'Thermal instability and runaway criteria: the dangers of disregarding dynamics' *Process Safety and Environmental Protection* 91, p. 221–226.

**Bodkin-Andrews, G. and Carlson, B. (2013).** 'Higher Education and Aboriginal identity: Reviewing the burdens from personal to epistemological racism' In R. Craven & J. Mooney (eds), *Diversity in Higher Education: Seeding success in Indigenous Australian higher education*, Volume 14, Emerald Group Publishing Limited, pp. 29-54.

**Bodkin-Andrews, G. and Craven, R. (2013).** 'Negotiating Racism: The voices of Aboriginal Australian post-graduate students' in R. Craven & J. Mooney (eds), *Diversity in Higher Education: Seeding success in Indigenous Australian higher education*, Volume 14, Emerald Group Publishing Limited, pp. 157-185.

**Bodkin-Andrews, G., Craven, R. G., Parker, P., Kaur, G. and Yeung, A. S. (2013).** 'Motivational Cognitions and Behaviours for Metropolitan Aboriginal and Non-Aboriginal Australian Students: Assessing the Relations between Motivation and School Engagement' In *Advancing Cross Cultural Perspectives on Educational Psychology*, Information Age Publishing, pp. 295-316.

**Bodkin-Andrews, G.**, Denson, N. and Bansel, P. (2013). 'Teacher Racism, Academic Self-concept, and Multiculturalism: Investigating adaptive and maladaptive relations with academic disengagement and self-sabotage for Indigenous and non-Indigenous Australian students,' *Australian Psychologist* 48, pp. 226-237.

**Bodkin-Andrews, G.**, Denson, N. Finger, L. and Craven, R. (2013). 'Identifying the Fairy Dust Effect for Indigenous Australian Students: Is Positive Psychology Truly a [Peter]Pan-Theory?' In R. G. Craven, G. H. Bodkin-Andrews, & J. Mooney (Eds.), *International Advances in Education: Global initiatives for equity and social justice*. Greenwich, CT: Information Age Publishing, pp. 183-210.

**Bodkin-Andrews, G.**, Harwood, McMahon, S. and Priestly, A. (2013). 'AIM(E) for Completing School and University: Analyzing the strength of the Australian Indigenous Mentoring Experience,' In R. Craven & J. Mooney (eds), *Diversity in Higher Education: Seeding success in Indigenous Australian higher education*, Volume 14, Emerald Group Publishing Limited, pp. 113-134.

**Bodkin-Andrews, G.**, Newey, K. & O'Rourke, V. (2013). 'Promoting resiliency to counter racism: The lived wisdom within Aboriginal voices,' *InPsych: The Bulletin of the Australian Psychological Society Ltd* 34(4), 14-15.

Boyle, J., **B. Fredericks** and H. Tweede (2013) 'Aboriginal and Torres Strait Islander people in Australia, Education and Health Literacy' In J. Pavel (ed.). *Education in Australia: Cultural Influences, Global Perspectives and Social Challenges*. Hauppauge, New York: NOVA Science Publishers, pp. 107-114.

**Burns, M.** (2013) 'Towards Growing Indigenous Culturally Competency Legal Professionals in Australia' *International Education Journal*, 12(1), pp. 226-248.

**Burns, M.** (2013) 'Global 21st Century Professionals: Developing capability to work with Indigenous and other Traditionally-Oriented People' *International Education Journal: Comparative Perspectives*, 12(1).

**Burns, M.** (2013) 'Shifting global power and shifting state power: DRIP, BRICs and CANZUS, in Rowena Maguire, Bridget Lewis and Charles Sampford (eds), *Shifting Global Powers and International Law: Challenges and Opportunities*, (Routledge, Milton Park), pp.154-170.

Chamberlain, C., **Fredericks, B.**, Davis, B., Mein, J., Smith, C, Eades, S., Oldenburg, B. (2013). 'Postpartum care for Aboriginal and non-Aboriginal women with Gestational Diabetes Mellitus across urban, rural and remote locations: a protocol for a cohort linkage study' *SpringerPlus* 2013, 2: 576 (30 October 2013).

Chamberlain, C., **Fredericks, B.**, McLean, A., Davis, B., Eades, S., Stewart, K. and Reid, C. M. (2013). 'Gestational Diabetes Mellitus (GDM) in Far North Queensland, Australia, 2004 to 2010: midwives' perinatal data most accurate source' *Australian and New Zealand Journal of Public Health* 37(6): 556-561.

Coburn, E., M. Stewart-Harawira, **A. Moreton-Robinson** and G. Sefa Dei (2013) 'Choses innommables: la recherche autochtone et sciences sociales' [Unspeakable Things: Indigenous Research and Social Science]. *Socio* 2(2013).

Cook, N. Curthoys and **S. Konishi** Eds. (2013). *Representing Humanity in the Age of Enlightenment*. Pickering and Chatto: London.

**Dudgeon, P.** and Calma, T. (2013). 'The social emotional wellbeing of Aboriginal and Torres Strait Islander people' *Perspectives: Mental Health and Wellbeing in Australia*. Canberra: Mental Health Council of Australia, pp. 36-39.

**Dunbar, T.** and Christie, M (2013) 'Practical Epistemology for Australian Aboriginal Research' in **M. Walter** (ed) *Social Research Methods*, 3rd Edition. Oxford University Press: Melbourne.

Elston, J., Saunders, V., Hayes, B., **Bainbridge, R.** & McCoy, B. (2013). 'Building Indigenous Research Capacity' *Contemporary Nurse [Special Issue on Issues in Aboriginal and Torres Strait Islander Health Care]* 46(1), pp. 6-12.

**Fredericks, B.** Maynor, P., White, N., English, F. and Ehrich, L.C. (2013). 'Living with the Legacy of Conquest and Culture: Social Justice Leadership for the Indigenous peoples of Australia and America' In I. Bogotch and C. M. Shields (eds.) *International Handbook on Educational Leadership and Social (In) Justice*. Volume II, New York; Springer, Chapter No. 39, pp. 751-780.

**Fredericks, B.** (2013). 'We don't leave our identities at the city limits': Aboriginal and Torres Strait Islander people living in urban localities. *Aboriginal Studies Journal*, 2013, (1): 4-16.

**Fredericks, B.** and Anderson, M. (2013). "'We eat more than kangaroo tail or dugong you know...': Recent Indigenous Australian Cookbooks' *M/C. Journal of Media and Culture* 16 (3)

**Fredericks, B.** and Anderson, M. (2013). 'Aboriginal and Torres Strait Islander cookbooks: promoting Indigenous foodways or reinforcing Western traditions?' In Mountford, P. (ed.). 4<sup>th</sup> Annual Conference, *Popular Culture Association of Australia and New Zealand (PopCAANZ)*, 24-26 June 2013, Brisbane, Australia, pp.103-117. Available at: <http://popcaanz.com/>.

**Fredericks, B.**, Clark, R.A., **Adams, M.**, Atherton, J., Taylor-Johnson, S., Wu, C-J (Jo)., Howie-Esquivel, J., Dracup, K. and Buitendyk, N. (2013). 'Using Participatory Action Research to assist in Heart Failure Self-Care amongst Indigenous Australians: A Pilot Study' *ALARj -Action Learning Action Research Journal*, 19(2):40-60.

**Fredericks, B.** Croft-Warcon, P., Butler, K. and Butler, H. (2013). 'Developmental Lessons from the Capricornia Arts Mob (CAM)' *New Community: A Quarterly Journal*. Vol 11, No. 3, Issue.43, pp. 15-19.

**Fredericks, B.** and White, N. (2013). 'Making the Written Word part of Our Toolbox: Aboriginal and Torres Strait Islander Women Educators' *Redress: Journal of Australian Women Educators*. 22(1): 10-14.

**Fredericks, B.** and Stoter, R. (2013). "'We've always cooked kangaroo. We still cook kangaroo. Although sometimes we use cookbooks now.'" Aboriginal Australians and Cookbooks' *TEXT, Journal of Writing and Writing Courses. Special Issue 24: Cookbooks: writing, reading and publishing culinary literature in Australasia* eds Donna Lee Brien and Adele Wessell, October 2013, pp. 1-9.

Guthrie, J. and **Walter, M.** (2013). 'The Positioning of Indigenous Australians as Health Care Recipients' in C. Banwell (ed) *When Culture Impacts Health*, Elsevier Inc, pp. 239-249.

Haebich, A. and **Kinnane, S.** (2013), 'Indigenous Australia' (Ch 14), *Cambridge History of Australia, Volume Two; The Commonwealth of Australia*, Cambridge University Press, UK.

Hallinan, C. and **Judd, B.** Eds. (2013), *Native Games: Indigenous Peoples and Sports in the Post-Colonial World* Emerald: United Kingdom.

Hallinan, C. and **Judd, B.** Eds. (2013) *Indigenous People, Race Relations and Australian Sport* Routledge: United Kingdom.

Hunter K, Keay L, **Clapham K**, Lyford M, Brown J, Bilston L, Simpson JM, Stevenson M, Ivers RQ. (2013). 'Buckle-Up Safely (Shoalhaven): a process and impact evaluation of a pragmatic multifaceted preschool based pilot program to increase correct use of age appropriate child restraints' *Traffic Injury Prevention*, 26 February 2013.

**Judd, B.** and Hallinan, C. (2013) 'Indigenous Reconciliation Games: Selling Australian Football as the new game to the New South Africa' in Hallinan, C. and Judd, B. Eds. *Native Games: Indigenous Peoples and Sports in the Post Colonial World*, Emerald: United Kingdom, pp. 161-183.

**Konishi, S.** Ed. (2013) *Aboriginal History*, Vol. 35.

**Konishi, S.** (2013) 'François Péron's Meditation on Death, Humanity and Savage Society', A. Cook, N. Curthoys and S. Konishi (eds), *Representing Humanity in the Age of Enlightenment*, Pickering and Chatto, London.

**Konishi, S.** and M. Nugent (2013) 'Newcomers, c. 1600-1800', in Stuart McIntyre and Alison Bashford (eds), *Cambridge History of Australia*, Cambridge University Press, Melbourne.

**Konishi, S.** (2013) 'Discovering the Savage Senses: French and British explorers' encounters with Aboriginal people', in John West-Sooby (ed), *Discovery and Empire*, University of Adelaide Press, 2013.

Lemelin, H. K. Powys Whyte, K. Johansen, F. Higgins Desbiolles, **C. Wilson** and S. Hemming (2013). 'Conflicts, battlefields and Indigenous peoples and tourism: Addressing dissonant heritage in warfare tourism in Australia and North America in the 21<sup>st</sup> Century' *International Journal of Culture, Tourism and Hospitality Research, Special Issue on New Perspectives on Dark Tourism*, Vol. 7(3).

Magson, N. **Bodkin-Andrews, G.**, Craven, R., Nelson, G. and Yeung, A. (2013). 'Questioning New Directions in Understanding Student Motivation: An investigation into the domain specificity of motivational goals,' *The Australian Educational and Developmental Psychologist* 30(2), pp. 171-190.

**Maynard, J.** (2013). *Aborigines and the Sport of Kings*, Aboriginal Studies Press, Canberra.

**Maynard, J.** (2013). 'Contested Space – the Australian Aboriginal Sporting Arena' in Chris Hallinan and Barry Judd (Eds) *Indigenous people, Race Relations and Australian Sport*, Routledge, London, pp 73-82

**Maynard, J.** (2013). 'The Legacy of Jack Johnson on Aboriginal Australia' In C. Hallinan & Judd, B (Eds) *Native Games – Indigenous Peoples and Sport in the Post-Colonial World*, Emerald Books, London, pp 147-160.



**Maynard, J.** (2013). 'Bodies on the Line: The Social and Physical Capital of Race Riding' In R. Cassidy (Ed) *The Cambridge Companion to Horseracing*, Cambridge University Press, Cambridge (UK) pp 83-93.

**Maynard, J.** (2013). 'Tracking Back: parallels between the 1920s Aboriginal political movement and the 1972 Tent Embassy' In Foley, G; Schaap, A and Howell, E *The Aboriginal Tent Embassy – Sovereignty, Black Power, Land Rights and the State*, Routledge, London (UK), pp 84-97.

**Maynard, J.** (2013). 'Awabakal Voices: The life and work of Percy Haslam' *Aboriginal History*, Volume 37.

McCalman, J., Bridge, F., Whiteside, M., **Bainbridge, R.**, Tsey, K., & Jongen, C. (2013). 'Responding to Indigenous Australian sexual assault: A situated systematic search of the literature' *SAGE Open*.

McCalman, J., Tsey, K., **Bainbridge, R.**, Shakeshaft, A., Singleton, M. & Doran, C. (2013). 'Tailoring a response to youth binge drinking in an Aboriginal Australian community: A grounded theory study,' *BMC Public Health*, 13:726.

McPhail-Bell, K., **Fredericks, B.** and Brough, M. (2013). 'Beyond the accolades: a postcolonial critique of the foundations of the Ottawa Charter' *Global Health Promotion*. 20(2): 22-29.

**Moreton-Robinson, A.** (2013) 'Towards an Australian Indigenous Women's Standpoint Theory' *Australian Feminist Studies*, 28(78): 331-347.

Munns, G., O'Rourke, V. and **Bodkin-Andrews, G.** (2013). 'The "Seeds Of Success": Schools That Work For Aboriginal Students,' *Australian Journal of Indigenous Education* 42(1), 1-11.

Rigney, I., Faulkner, K., **Radoll, P** and Wilmore, M. (2013) *Digital Inclusion and Aboriginal and Torres Strait Islander Peoples: A Discussion Paper*, University of Adelaide for the Telstra Foundation.

Skinner, T., Bick, J., Coffin, J., **Dudgeon, P.**, Forrest, S., & Morrison, D. (2013). 'Comparative Validation of Self-Report Measures of Negative Attitudes Towards Aboriginal Australians and Torres Strait Islanders' *Journal of Rural and Remote Health* 13:1959.

St George, C. L.A. Wallis, B. Keys, **C. Wilson**, D. Wright, S. Fallon, M. Sumner, S. Hemming and the NHC. (2013). 'Radiocarbon dates for coastal midden sites at Long Point in the Coorong, South Australia' *Australian Archaeology*, Vol. 77: 141-147.

Sweet, M & **Dudgeon, P.** (2013). 'Racism, mental health and an iceberg metaphor. In *Obsessive Hope Disorder : reflections on 30 years of mental health reform in Australia and visions for the future* [Report] Eds J. Mendoza, A. Bresnan, S. Rosenberg, A. Elson, Y. Gilbert, P. Long, K. Wilson & J. Hopkins. Sippy Downs, Qld. BJN Graphic Design.

Sweet, M., Pearson, L. and **Dudgeon, P.** (2013). '@IndigenousX: A case study of community led innovation in digital media' *Media International Journal* No 149, pp 104-111.

**Troy, J.** and Walsh, M. (2013), 'Embracing Babel: the Framework for Australian Languages', *Babel* 48(2/3), pp 14-19.

**Trudgett, M.** (2013). 'Stop, Collaborate and Listen: A Guide to Seeding Success for Indigenous Higher Degree Research Students' in R.G. Craven and J. Mooney (ed.) *Seeding Success in indigenous Australian Higher Education (Diversity in Higher Education)* 14, pp. 137-155.

Walker, M., **Fredericks, B.**, Mills, K. and Anderson, D. (2013). "'Yarning" as method and process for community based health research with Indigenous Women: The Indigenous Women's Wellness study' *Healthcare for Women International*, 00, 1-11.

Walker, M., **Fredericks, B.**, Mills, K. and Anderson, D. (2013). 'Perspectives on a decolonizing approach to research about Indigenous women's health: The Indigenous Women's Wellness Study' *AlterNative: An International Journal of Indigenous Peoples*, 9(3): 204-216.

Walker, M., **Fredericks, B.** and Anderson, D. (2013). 'Improving Indigenous Women's Wellness through Action Research' *ALARj - Action Learning Action Research Journal*, 18(2): 79-101.

**Walter, M.** and Andersen, C. (2013). *Indigenous Statistics: A Quantitative Methodology*, Walnut Creek: Left Coast Press.

**Walter, M.** and **K. Butler** (2013). 'Teaching race to teach Indigeneity' *Journal of Sociology* 49 (4).

**Walter, M.** (ed) (2013) *Social Research Methods*. 3rd edition. Oxford University Press: Melbourne.

**Walter, M.** (2013) 'Surveys' in M. Walter (ed) *Social Research Methods* 3rd Edition, Oxford University Press: Melbourne: 187-222.

**Walter, M.** (2013). 'The Nature of Social Science Research' in M. Walter (ed) *Social Research Methods*, 3rd edition. Oxford: Melbourne: 1-28.

**Walter, M.** (2013). 'Aboriginal Peoples' Movements (Australia)' *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. Published Online: 14 JAN 2013.

**Wood, A.** (2013) 'Australian law and shari'a: Succession Law', in eds. A. Saeed and H. McCue, *Islamic Family Law and Australian Muslim Women*, Melbourne: Melbourne University Press.

**Wood, A.** (2013) 'Indigenous Studies and the University', in Bennett, T. (ed) (2013) *Challenging (the) Humanities*, Melbourne: Australian Scholarly Publishing.

**Wood, A.** (2013) 'Incorporating Indigenous Cultural Competency Through the Broader Law Curriculum', *Legal Education Review* (2013) Vol 23 No. 1, pp 51-82.

**Wood, A.** (2013) 'Animal Welfare under the Shari'a' *Macquarie University Law Journal* Volume 12, 2013, 155- 172

Network participants also provided the following commissioned reports to Government or other funding bodies:

**Bainbridge, R.**, Tsey, K. & McCalman, J. (2013). *Pathways to Excellence: The quantity, quality, nature and characteristics of mentoring practices for improving Aboriginal and Torres Strait Islander Australian wellbeing and education and employment outcomes: A systematic review*,

Department of Aboriginal and Torres Strait Islander and Multicultural Affairs.

Brennan, T., Charles, A., **Dudgeon, P.**, Cox., & Butorac, A. (2013). *National Empowerment Project: Mildura Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

Duffin, W., Riley, B., Grogan, G., **Dudgeon, P.**, Cox., & Butorac, A. (2013). *National Empowerment Project: Kuranda Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

Ingram, D., Taylor, N., **Dudgeon, P.**, Cox., & Butorac, A. (2013). *National Empowerment Project: Redfern, Sydney Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

Jongen, C., McCalman, J., **Bainbridge, R.**, & Tsey, K. (2013). *Aboriginal and Torres Strait Islander Child and Maternal Health Programs and Services: A Systematic Review*, Queensland Centre for Social Science Innovation: The Cairns Institute, James Cook University.

**Kinnane, S.**, Wilks, J., Thomas, S., Wilson, K. and Hughes, T., 'Can't be what you can't see': *The Transition of Aboriginal and Torres Strait Islander Students to Higher Education*, Office for Learning and Teaching, Department of Education, Sydney, 2014.

McCalman, J., Tsey, K., **Bainbridge, R.** (2013). *Discussion paper 2. How Aboriginal and Torres Strait Islander health promotion tools can support the capacity enhancement of health promotion officers*, Report for the Lowitja Institute Program 2, Cairns.

McCalman, J., **Bainbridge, R.**, Clifford, A., & Tsey, K. (2013). *A systematic literature search of cultural competence indicators and interventions targeting Indigenous peoples in Australia, New Zealand, United States and Canada*, Sax Institute for the Mental Health, Drug and Alcohol Office, NSW Ministry of Health.

McCalman, J., Bridge, F., Tsey, K., **Bainbridge, R.**, & Whiteside, M. (2013). *A systematic literature search of responses to Indigenous sexual assault*, Family Planning Queensland, Cairns Sexual Assault Service.

McGrady, G., Packham, M., Grogan, G., **Dudgeon, P.**, Cox., & Butorac, A. (2013). *National Empowerment Project: Toomelah Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

McGrath, P. F., Walsh, M., Marmion, D. and **Troy, J.** (2013) *Community based language and cultural maintenance and Indigenous cultural training programs: current leading practice*, Research Report to Banarra Pty Ltd for the Kuruma Marthudunera Law and Culture Plan, AIATSIS, Canberra.

McGuire, V., Boladeras, J., Collard, L., Bracknell, C., Butroac, A., Cox, A., **Dudgeon, P.**, & Swift, S. (2013). *National Empowerment Project: Narrogin Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

**Moreton-Robinson, A.** and Singh, D. (2013). *Charles Darwin University: Indigenous Higher Degree Research Supervision Capacity Building Workshop Report*, Commissioned by Charles Darwin University.

Murray, B., Hams, K., **Dudgeon, P.**, Cox., & Butorac, A. (2013). *National Empowerment Project: Cherbourg Site Report*, Perth: Department of Health and Ageing, Commonwealth of Australia.

Raven, M., Katz, I., Griffiths, A. and **Kinnane, S.**, (2013). *Renewed Strategic Framework for Aboriginal and Torres Strait Islander Social and Emotional Wellbeing*, Department of Health, 2013 (plus associated lit review, reports and discussion paper).

Ryder, A., Hansen, C., Collard, L., Bracknell, C., Butorac, A., Cox, A., **Dudgeon. P.**, & Swift, S. (2013). *National Empowerment Project: Northam Site Report*. Perth: Department of Health and Ageing, Commonwealth of Australia.

Tjalaminu Mia, Feutrill, D., Collard, L., Bracknell, C., Butorac, A., Cox, A., **Dudgeon. P.**, & Swift, S. (2013). *National Empowerment Project: Perth Site Report*. Perth: Department of Health and Ageing, Commonwealth of Australia.

**Troy, J.**, Marmion, D. and Walsh, M. (2013). *Australian Curriculum—Languages: framework for Aboriginal languages and Torres Strait Islander languages*, draft for consultation, Australian Curriculum Assessment and Reporting Authority, Commonwealth of Australia.

**Wood, A.** (2013). *Native title Reform: Some Current Bottlenecks and problems in the Native Title Act with respect to economic development of Indigenous Communities - Review of the Roles and Functions of Native Title Organisations* (Sept 2013) Deloitte Access Economics paper commissioned by the Australian Parliament.

### **Selected Network Participants' Achievements: Keynotes, Papers and Seminars**

The following is a list of selected keynotes, papers and seminars delivered by Network Participants during 2013:

**Ball, R.** 'Reactive front propagation,' Constructal Law Conference, Nanjing University of Science and Technology, China, 14–15 October 2013.

**Ball, R.** 'Thermal instability and runaway criteria: The first question'. 2013 Hazards Asia Pacific Symposium, Kuala Lumpur, 16–18 April 2013.

**Ball, R.** 'Thermal Oscillations and Peroxide Bombs' Seventh International Seminar on Fire & Explosion Hazards (ISFEH7), Providence RI, 5–10 May 2013.

**Best, O.** and **Fredericks, B.** Indigenous Australian Women and Work: An Historical Context. The Oxford Women's Leadership Symposium (London Education Research Symposia), University Church of St. Mary the Virgin, Oxford, UK, 5 -6 December 2013.

**Best, O.** 'The native nurses of Queensland in the 1940s,' AIATSIS Seminar Series 2013, AIATSIS, Canberra, March 2013.

**Bodkin-Andrews, G.** 'Racism, Research, and Ideology: Lies, Damn Statistics, or Damning Statistics?' Macquarie University Indigenous Research Network (IRN), 22nd November 2013.

Buitendyk, N., Clark, R.A., **Fredericks, B.**, **Adams, M.**, Atherton, J., Howie-Esquivel, J., Dracup, K. and Wu, C-J (Jo). 'Development of a Culturally Specific Heart failure self-management iPad

teaching tool for Aboriginal and Torres Strait Islands People' Australasian Cardiac Nursing College (ACNC) 2013: Working Together, Auckland, New Zealand. 23-24 February 2013.

**Butler, K.** 'Keynote presentation: Creating strong foundations for Aboriginal and Torres Strait Islander education', Indigenous Research Network Symposium, Macquarie University.

**Butler K.** 'Including Aboriginal and Torres Strait Islander histories and cultures: Fears, fallacies and futures', Australian Curriculum Studies Association.

Chamberlain, C., McLean, A. Sinha, A. Davis, B., Smith, C, Oldenburg, B., **Fredericks, B.**, Mein, J., Dowey, C., Vickers, K. Oates, J., Eades, S. 'Low rates of T2DM screening among Indigenous and non-Indigenous women with GDM in Far North Queensland (Australia): 2004-2010' *World Diabetes Congress*, Melbourne, Australia, 2-6 December 2013.

**Clapham K.** 'Understanding the impact of injury in Aboriginal and Torres Strait Islander communities' (Keynote Presentation), 11th Australasian Injury Prevention and Safety Promotion Conference, Fremantle, Western Australia, 12 November 2013.

**Clapham K.** 'Preventing and Treating Injury in Aboriginal and Torres Strait Islander Communities: Linking Policy, Research and Programs' (Keynote Presentation), Australian Injury Prevention Network Symposium, The George Institute for Global Health, Sydney, July 26 2013.

Clark, R.A., **Fredericks, B.**, **Adams, M.**, Atherton, J., Howie-Esquivel, J., Dracup, K., Wu, C-J (Jo).and Buitendyk, N. 'Development of a culturally specific heart failure self-care iPad teaching tool for Aboriginal and Torres Strait Islanders' Heart Foundation Conference, Adelaide, 16-18 May, 2013.

**Dudgeon, P.** 'Indigenous Mental Health and Social Emotional Well Being' (Keynote Address), Indigenous Allied Health Australia Conference: Healthy Footprints Leading Generational Change. Adelaide, November 2013.

**Dudgeon, P.** 'Keynote Address - 39th International Mental Health Nursing Conference', 39th International Mental Health Nursing Conference, Australian College of Mental Health Nurses, Perth, WA, 22nd - 24th October 2013.

**Dudgeon, P.** 'Improving Social and Emotional Wellbeing for Aboriginal and Torres Strait Islander Peoples' (Keynote Address), Strategic Alliances: Facing The Challenges Together In Rural and Remote Mental Health, 5th Australian Rural and Remote Mental Health Conference, Geelong, Victoria, November 2013.

**Dudgeon, P.** 'Towards Decolonising and Indigenising Psychology in Australia: Addressing Inequalities and Celebrating Genuine Partnerships: The APS Reconciliation Plan', The 10th Biennial Conference of Asian Association of Social Psychology. Yogyakarta-Indonesia, 21 -24 August 2013.

**Dudgeon, P.** 'Hear Our Voices' (Keynote Presentation), Indigenous Knowledges in a Changing World, Charles Darwin University, Darwin, 21- 22 April 2013.

**Dudgeon, P.** 'Aboriginal Torres Strait Islander Social and Emotional Well Being' (Keynote Presentation), Workforce Support Unit, Aboriginal Health & Medical Research Council NSW, Wagga Wagga, NSW, 20-21 March 2013.

**Dudgeon, P.** 'Holding the Line' (Panelist) Blue Stocking Week Panel. National Tertiary Education Union, Perth, WA, 14th August, 2013.

**Fredericks, B.** 'Making the Changes we Want and Need: Transforming Indigenous Education' (Keynote Presentation) Transforming the Academy. University of British Columbia, Vancouver, Canada, 7-12 May 2013.

**Fredericks, B.** 'Time for a Change in Direction: Using Indigenous Knowledges as the Driving Force for Change' (Keynote Presentation). Charles Darwin Symposium: Indigenous Knowledges in a Changing World, Charles Darwin University, Darwin, 22 – 23 April 2013 (Played on 'The Big Idea', ABC Radio National, 31 July 2013, 8.30pm).

**Fredericks, B.** 'Indigenous Engagement'(Presentation). Adult Learning Forum: Regional and Rural Adult and Community Education, CQU, Rockhampton, 05 July 2013.

**Fredericks, B.** 'Indigenous Education' (Keynote Presentation). Wollutuka Institute 30 Year Anniversary Conference, University of Newcastle, 27- 29 November 2013.

**Fredericks, B.** 'Engaging Indigenous People in Education and Engaging Universities in Indigenous Education'(Keynote Presentation). National Association of Enabling Educators of Australia (NAEEA) Conference, Australian Catholic University, Melbourne, 27 – 29 November 2013.

**Fredericks, B.** 'Indigenous Engagement' (Presentation) Regional Universities Network (RUN) Conference, University of Southern Cross, Gold Coast, 12- 14 November 2013.

**Fredericks, B.** and Anderson, M. 'Recently Published Aboriginal and Torres Strait Islander Cookbooks: "What do they highlight about you and me?"' Popular Culture Association of Australia and New Zealand (POPCAAANZ) Conference) PopCAANZ, Brisbane, 24-26 June 2013.

**Fredericks, B.,** Clark, R.A., **Adams, M.,** Atherton, J., Howie-Esquivel, J., Dracup, K., Wu, C.J. and Buitendyk, N. 'How can using an iPad and an app assist in heart failure self-care and therefore wellbeing?' HE MANAWA WHENUA Indigenous Research Conference, Hamilton, New Zealand, 30 June – 03 July 2013,

**Fredericks, B.,** Croft Warcon, P., Butler, K. and Butler, H. 'Developmental Lessons from the Capricornia Arts Mob: "Learning to Speak with One Voice"' ARTiculate Queensland Regional Arts and Cultural Conference, Rockhampton, Queensland, 21-23 August 2013.

Hunter K, Helps Y, **Clapham K,** Byrne J, Ramp M, Daniels J, Harrison J, Ivers R. 'Driver Licensing and Aboriginal and Torres Strait islander people: Study protocol'. Oral presentation accepted for Workforce Theme of NACCHO National Aboriginal and Torres Strait Islander Health Organisation Summit). Adelaide, 20th August 2013.

Hunter K, Keay L, **Clapham K,** Brown J, Bilston L, Lyford M, et al. 'Use of child restraints in Australian Aboriginal families - a mixed methods approach' Australian Injury Prevention Network Conference, Fremantle, 11-13 November 2013.

Ivers R, Byrne J, Hunter K, **Clapham K.** 'Driver licensing is a health issue: the Young Health Program' PHAA National Social Inclusion and Complex Needs Conference (Aboriginal and Torres Strait Islander services Stream), Canberra, 15 -16 April 2013.

Keating, B., Campbell, J. and **Radoll, P.** 'Evaluating a New Pattern Development Process for Interface Design: Application to Mental Health Services', *Proceedings of International Conference on Information Systems*. Milan, Italy, 15-18 December 2013.

**Konishi, S.** 'Re-visiting the French exploration of the Blue Mountains', New Zealand Historical Association Conference, University of Dunedin, November 2013.

**Konishi, S.** 'Aboriginal Australians and Boundary Crossings: The Greg Denning Memorial Lecture', with Tiffany Shellam and Maria Nugent, University of Melbourne, August 2013.

**Konishi, S.** 'Guided through the Empire: Indigenous Intermediaries in Southern Africa and Australia', *Local Intermediaries in International Exploration Conference*, Australian National University, July 2013.

**Konishi, S.** 'Guided through the Empire: Indigenous Intermediaries in Southern Africa and Australia', *Australian Historical Association Conference*, University of Wollongong, July 2013.

**Konishi, S.** 'Windows on the distant past: French speculations on Aboriginal sacred places', *Deep Time and Deep Histories: A Transdisciplinary Collaboration*, Australian Centre for Indigenous History, ANU, June 2013.

**Konishi, S.** 'Through Travellers' Eyes: Indigenous People in the British Empire', *Ann Curthoys: celebrating a life in Indigenous, feminist and transnational histories*, State Library of New South Wales, May 2013.

**Konishi, S.** 'Speculations on the sacred: French observations of Aboriginal places, 1801-1803', *Sacred Places, Pilgrimages and Emotions Collaboratory*, ARC Centre of Excellence on the History of Emotions, University of Melbourne, May 2013.

**Konishi, S.** 'J.C Byrne, Entrepreneurial Imperialism and the Question of Indigenous Rights', *School of History Seminar Series*, Australian National University, February 2013.

**Martin, K.** 'Australian Aboriginal worldview - knowledge - identity and their relatedness to homes - schools and communities' (Opening address), Intersection of language, learning and culture in early childhood education conference: family, community and school contexts. University of British Columbia, Vancouver, May, 2013.

**Martin, K.** 'Being Aboriginal in the 21st Century – Indigenous knowledges in a changing world,' (Opening presentation), Indigenous Knowledges in a Changing World Conference, Charles Darwin University, Darwin, April 2013.

**Martin, K.** 'Motivation + Action - Tradition = Aboriginal Schooling' (Frank Archibald Memorial Lecture), Oorala Centre, University of New England, 27th November 2013.

**Maynard, J.** 'Are we Indigenizing the Academy? Or are they Academizing the Indigenous?' (Keynote Address) Wollotuka - Indigenous Research, Knowledge and Leadership Symposium, University of Newcastle, 29 November 2013.

**Maynard, J.** 'Learning from History – an Indigenous Journey through Education' (Keynote Address) The 41st Annual Conference the Australian and New Zealand Comparative and International Education Society (ANZCIES), University House, Newcastle, 26 November 2013.



**Maynard, J.** 'Scaling the Fences an Historical Overview of Rights and Resistance Pre – 1788 to the 1960s' (Keynote Address) Inside Out - New Actions for Change by First Australians, Canberra Convention Centre, 10 – 11 July 2013.

**Maynard, J.** 'The Rise of Aboriginal Political Activism' (Keynote Address) 75<sup>th</sup> Anniversary Day of Mourning Celebrating the Birth of the Aboriginal Rights Movement, Australian Hall, Sydney, 26 January 2013.

**Maynard, J.** 'Re-Thinking Indigenous Histories Plenary' (John Maynard, Tim Rowse, Marcia Langton) Australian History Association Conference, Wollongong, 11 July 2013.

**Maynard, J.** 'Land, Children and Politics – Native America and Aboriginal Australia 1900-1930' SALALM 2013 LVIII – Indigenism, Pan Indigenism and Cosmovisionism: The Confluence of Indigenous Thought in the Americas, University of Miami May 2013.

**Maynard, J.** 'J.J. Moloney – "The Voice of the North"' The Newcastle Booklovers Society, Longworth Institute, Newcastle 2 October 2013.

**Maynard, J.** 'Symposium on the launch of the book Aboriginal Tent Embassy – Sovereignty, Black Power, Land Rights and the State' Senate House University of London, 25 September 2013.

**Maynard, J.** 'Fight for Liberty and Freedom' Special Lecture University of Sydney, 22 July 2013.

**Maynard, J.** 'Writing Our Stories' First Nations Australia Writers Workshop, Brisbane, 9 – 10 May 2013.

**Maynard, J.** and Dr Keith Vincent 'Bennelong at the Opera' Sydney Opera House Playhouse, 24 March 2013.

**Maynard, J.** 'Bungaree: The First Australian' Lake Macquarie City Art Gallery, 10 February, 2013.

**Maynard, J.** 'Fight for Liberty and Freedom – The Origins of Australian Aboriginal Political Activism' The Forum for Indigenous Research Excellence, Institute for Social Transformation Research, University of Wollongong, 11 July 2013.

**Maynard, J.** 'Land, Children and Politics – Native America and Aboriginal Australia 1900-1930' Special Research Presentation, Wollotuka School of Aboriginal Studies, University of Newcastle.

**Maynard, J.** 'Land, Children and Politics – Native Americans and Australian Aborigines 1900-1930' Special Seminar in Celebration of Ann Curthoys' career, NSW State Library, 31 May, 2013.

**McMillan, M.** and K. Gover 'The Reasonable Settler Executive: The Honour of the Crown in New Zealand and Australia' Centre for Comparative Constitutional Studies, Melbourne Law School Symposium 2013: Australasian Constitutionalism, Melbourne, 13 December 2013.

**McMillan, M.** and R. Orr 'Exit, Voice and Loyalty in the Indigenous Political Theory Space' University of Leeds Workshop: Spaces of Indigenous Justice, 11 December 2013 – delivered via Skype.

**McMillan, M.** 'Whatever happened to the 'Indigenous Century' panel on Risk, Security and Representation, Melbourne School of Government Conference: Public Policy in the 'Asian Century, Melbourne, 10 December 2013.

**McMillan, M.** and A. Little. 'Resisting Reconciliation? Keeping the Conflict in View', Deakin University Centre for Citizenship and Globalisation Conference: Reconfiguring Anti-Racism, Melbourne, 10 December 2013.

**McMillan, M.** 'Issues Relevant to Constitutional Recognition of Aboriginal People' Panelist and Speaker with Peter Hanks QC, Victorian Bar CPD Seminar, Melbourne, 17 October 2013.

**McMillan, M.** "'Reconciliation Two Ways": Non-Indigenous recognition of their role in reconciliation and Indigenous Nation Building as our responsibility to reconciliation – Views of an Indigenous Nation Builder' School of Political Science and International Studies Seminar Series, University of Queensland, Brisbane, 6th September 2013.

**McMillan, M.** 'Aboriginal "Biology", History and the Colonial Record: It is more Social than Science', University of Sussex Conference: Dispossession: Indigenous survival, land holding and loss in the midst of settler colonialism, Sussex, 5 July 2013.

**McMillan, M.** 'The role of Indigenous Lawyers in changing the legal community's perception of Indigenous peoples' Arnold Bloch Leibler, cross cultural awareness program, Melbourne, 24 May 2013.

**McMillan, M.** 'Aboriginal Australians and the legal system' Panelist with The Hon Justice Bell and Ms Sheryn Anderson, VCE Legal Studies Forum, Caulfield Grammar School, Melbourne, 20 May 2013.

McPhail-Bell, K. and **Fredericks, B.** 'Beyond the Accolades: A Postcolonial Critique of the Foundations of the Ottawa Charter' 21st World Conference on Health Promotion (The International Union for Health Promotion and Education – IUHPE), Pattaya, Thailand, 25-29 August 2013.

**Moreton-Robinson, A.** 'Global Indigenous Studies in the First World: Some Reflections and Epistemological Matters' Global Studies Centre, RMIT Melbourne, 22nd May 2013.

**Moreton-Robinson, A.** 'Towards Critical Indigenous Studies: Some Epistemological Matters' Native American and Indigenous Studies Association (NAISA) Conference, University of Saskatchewan, Saskatoon, 4- 6 June 2013.

**Radoll, P.** 'A case study of Information and Communication Technology Adoption in Indigenous Households in a rural context: a grounded theory perspective,' Australasian Conference on Information Systems, Royal Melbourne Institute of Technology, Melbourne, December 2013.

**Radoll, P.** Gardiner, H, Fleissner, S and Stephenson, D. (2013) 'Improving ICT Support for Aboriginal Land Councils in New South Wales,' ICT 4 Development, Cape Town, South Africa, December 2013.

Senserrick T, Yip P, Lyford M, **Clapham K**, Ivers R. 'Development of a Practical Guide for Developing and Implementing a Safe System Road Safety Plan in Discrete Indigenous Communities' Australian Injury Prevention Conference, Freemantle WA, 11-13 November 2013.

**Troy, J.** 'Aboriginal placenaming in Sydney' (Public lecture), Local Government Aboriginal Networks Conference, Blacktown NSW, 8 August 2013.

**Troy, J.** 'Australian Languages, Cross-Curriculum Priorities and General Capabilities' Symposium: Developing language-specific curricula in the Australian Curriculum - ALANZ & ALAA 2013 Conference, Victoria University of Wellington, 29 November 2013.

**Troy, J.** 'Framework for Aboriginal languages and Torres Strait Islander Languages', Aboriginal Studies Association Annual Conference, University of Sydney, 12-13 December 2013.

**Troy, J.** 'Recovering Australian languages using archival records', Presentation at the Alexander Turnbull Library, Wellington, New Zealand, 25 November 2013.

**Troy, J.** 'Saving and teaching Australian languages' Sharing worlds of knowledge: 3<sup>rd</sup> International Conference on Language Documentation and Conservation, University of Hawaii, Manoa, 28 February – 3 March 2013.

**Troy, J.,** Garwood-Houng, A. and Sutherland, S. 'Revive and Survive: revitalization of Australian Indigenous Languages' Honoring our pasts nurturing our futures: International Indigenous Librarians Forum, Bellingham, WA, 10-13 May 2013.

**Troy, J.** and Marmion, D. 'Australian languages: transmitting our thoughts, cultural expression and identities across generations' 2013 National Native Title Conference, Alice Springs, June 2013.

**Trudgett, M.,** Page, S. and Harrison, N. 'Core business: Understanding the institutional needs of Indigenous Australian doctoral students' Higher Education Research and Development Society of Australasia (HERDSA) Conference, Auckland, 3rd July 2013.

**Trudgett, M.,** Page, S. and Harrison, N. 'More than words: the importance of strong relationships between Indigenous Australian HDR students and their supervisor,' Australian Association for Research in Education (AARE) Conference, Adelaide, 2nd December 2013.

**Walter, M.** 'Government Business, Indigenous Knowledges and Higher Education,' (Symposium), Indigenous Knowledges in a Changing World, Charles Darwin Symposium, Charles Darwin University, 21-22 April 2013.

**Walter, M.** 'The Race Bind: Resentment of the Indigene Meets Market Forces,' Race, Migration, Citizenship: Postcolonial and Decolonial Perspectives, British Sociological Association, Birmingham, 4-5 July 2013.

**Walter, M.** 'Telling the Story of Indigenous Families' (Keynote Address), Growing Up In Australia and Footprints in Time: LSAC and LSIC Research Conference 2013, Melbourne, 13-14 November 2013.

**Walter, M.** 'Constituting Critical Indigenous Studies and its Subject/Object Positions' Native American and Indigenous Studies Association (NAISA) Conference, University of Saskatchewan, Saskatoon, 4- 6 June 2013.

**Wood, A.** 'Evaluation and Indigenous Programmes' (Keynote Address), 2013 Australian Evaluation Society International Conference, Brisbane, September 2013.

**Wood, A.** 'Indigenous Engagement in the Academy' (Keynote Address), National Indigenous Legal Conference 2013, Alice Springs, 24-26 October 2013.

**Wood, A.** 'Indigenous and World Spiritual Traditions - Can there be a meeting of Minds?' (Keynote Address), Intercultural Society, Queensland Parliament, July 2013.

**Wood, A.** 'Indigenous Participation in Australian Law Programmes: Examining the Australian National University Law School' University of Helsinki Law School, August 2013.

**Wood, A.** 'Les populations autochtones en Australie et le droit,' (Indigenous Peoples and the Law in Australia), Lyon III Law School, August 2013.

Wyld, F. and **Fredericks, B.** 'Tiddas Bringin' Up: Mentorship as Re-empowerment' Re-Claimings, Empowerings, Inspirings: Researching and exploring by, for and with Indigenous peoples, minorities and local communities; Upsala 3<sup>rd</sup> Supradisciplinary Feminist Technoscience Symposium, Uppsala, Sweden, 14–19 October 2013.