



Australian Government
Australian Research Council



National Indigenous Research and Knowledges Network
(NIRAKN)

ANNUAL REPORT

for the year ending 31 December 2015



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

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1.0 Director's Introduction

I am pleased to present the third formal report on the work of the National Indigenous Research and Knowledges Network (NIRAKN) covering the 2015 calendar year.

NIRAKN has made important progress in 2015, with the network's capacity building and collaborative research programs delivering on their impressive potential. The formal events, activities and outcomes of the Network are contained in the report. NIRAKN in 2015 made a significant contribution to the level of research capacity building, collaborative research activity, career pipelining and local, national and international engagement occurring in Australia across and throughout the relevant fields of Indigenous studies.

The achievements outlined in this report are tangible. The intangible impact that NIRAKN has made in the Australian Higher Education sector is yet to be measured. With the much valued support of the Australian Research Council (ARC), NIRAKN has been engaged with our members and supporters in attempting to build a thriving and sustainable Indigenous research culture in this country and to influence the research policy of Australian higher education institutions.

I believe we have made an impressive beginning in building research capacity but the good work needs to continue. I am very proud of the significant achievements of the Network and its members in 2015. I extend my thanks and commendations to all those who contributed to our successes. In particular, I would like to thank staff at the Hub who have worked tirelessly over the past three years to ensure delivery of our programs especially Mr Adam Robinson, Dr Alissa Macoun (now relocated to UQ) and Dr David Singh.

My hope is that the collaborations started within the Network will continue into the future to accelerate and demonstrate our research expertise.



Yours sincerely,

Professor Aileen Moreton-Robinson
NIRAKN Director
Indigenous Studies Research Network, QUT

2.0 Summary of NIRAKN's goals and objectives

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. Deliver a program of research capacity building in order to 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.

3.0 Extent to which these goals have been met

In 2015, the ARC undertook its mid-term review of NIRAKN. The review included a site visit to the Hub, discussions with a range of personnel involved in the network as well as written submissions from the Administering Organization, the Network, Collaborating Organizations, Partner Organizations and Network Participants. The ARC Mid-Term review found that NIRAKN had soundly pursued its objectives and exceeded expectations in a number of areas.

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.

NIRAKN, through the work of the Hub and Nodes continues to support the development of Indigenous researchers from undergraduate studies to research higher degrees and advanced research careers. NIRAKN's capacity building program offers all Aboriginal and Torres Strait Islander RHD students around the country the opportunity to participate in the network's various capacity building and research activities and establish formal and informal mentoring relationships with more established Indigenous scholars.

Several testimonials contained within this report evidence the significance of NIRAKN particularly in relation to supporting RHD completions. NIRAKN also encourages talented

Indigenous undergraduates to consider research through the promotion of the undergraduate essay competition and other research related activities.

Participation by the Director and other network participants in NATSIHEC (National Aboriginal and Torres Strait Islander Higher Education Consortium), which includes the Directors of Indigenous Education Support Centres primarily responsible for Aboriginal and Torres Strait Islander undergraduates, facilitates collaborations in this area and enables wider distribution of information relating to NIRAKN's activities. Involvement with NATSIHEC has facilitated more effective sector wide promotion of our activities and of opportunities for Indigenous researchers through postgraduate research.

2. Deliver a program of research capacity building in order to 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 is building a strong and vibrant Indigenous research community. The Capacity Building program which comprises of Level A, B and C Workshops, Critical Reading Groups and the Indigenous Research Methodologies Masterclass delivered in 2015 was a resounding success. The Indigenous Research Methodologies Masterclass and Critical Readings Groups convened by the Hub remain highly sought after by Indigenous postgraduate students and early career academics. The Law Node's Capacity Building Program which included Level A, B and C workshops attracted in excess of 500 participants in 2015.

The ARC Mid-Term Review noted the leadership provided by senior Indigenous academics within the Network in mentoring, and role modelling at workshops and seminars was critical to the support provided to postgraduate students and early career academics. The Review Panel stated, "Students at the site visit commented favourably on the sharing of experiences and research methodologies and the development of scholarly engagement, with one group indicating that these connections were proving inspirational" and further, that "this type of engagement is rarely done by Aboriginal people for Aboriginal peoples" (NIRAKN Mid Term Review Report, 2015: 10)

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 ARC Mid-Term Review noted the competitive nature of the higher education sector and the capacity for marginalising Indigenous researchers. The Review found that for many Indigenous researchers NIRAKN "provided a metaphorical 'safe place' where a collegiate environment has been developed and cross-institutional connections are encouraged without criticism or competition".

The Review also observed that the Network has brought together Indigenous researchers from a range of disciplines who had not previously worked together or who had previously taken on Chief Investigator or research leadership roles. Some highlights of successful multi-disciplinary research initiatives include; Professor Larissa Behrendt's documentary *Aboriginal Patriot* narrated by Professor John Maynard which will be screened on National Indigenous Television, the critical Indigenous nursing textbook edited by Dr Odette Best and Professor Bronwyn Fredericks which was awarded a prestigious award from the Australian Publishers Association, as well as the forthcoming editing book *Growing Up Strong Children: Indigenous Perspectives on the Longitudinal Study of Indigenous Children* which is another collaboration between three NIRAKN members from three different institutions, including Professor Maggie Walter, Associate Professor Karen Martin and Associate Professor Gawaian Bodkin-Andrews.

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

NIRAKN has fostered engagement with Indigenous research and knowledges across the sector, informed by NIRAKN's Research Policy Framework. The ARC Review Panel believes that the Network has been "a positive addition to the higher education landscape and has forged new connections between Indigenous researchers" as well as the "resulting increase in value being placed on Indigenous knowledge" (ARC Mid Term Review Report 2015: 9).

NIRKAN members are committed to ensuring the benefits of the network and the associated research activities extend throughout the Australian community through participating in national government policy agendas. In 2015, the NIRAKN Director presented to the ARC Directors Forum on Indigenous research capacity building and several NIRAKN Members are Directors of NATSIHEC which is a key advisor to the Minister for Education regarding Indigenous higher education issues. NIRAKN Members are also working toward a Pacific Alliance to support Indigenous research agendas in the region, and several are members of Universities Australia Committees, as well as members of a National Working Group on Indigenous Higher Education Funding and participants in the Lowitja Institute's national symposiums and program committees. Individually and collectively NIRAKN members are making profound contributions in the sector in the advancement of Indigenous knowledges and influencing national policy and research agendas.

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

NIRAKN Members have demonstrated increasing success in attracting nationally competitive research grants through the NHMRC, ARC, The Lowitja Institute, and the Office of Learning and Teaching. NIRAKN Members continue to dominate successful grant rounds with 3 members awarded National Teaching and Learning Fellowships, and another receiving an NHMRC Career

Development Fellowships. NIRAKN Members attracted almost 25% of funding from ARC Indigenous Discovery with a total of 6 NIRAKN Members (including affiliate) successful in attracting ARC funding for 2016. In 2015, the Health Node attracted over 2.8M in external research grants with several NIRAKN members taking on roles as lead Chief Investigators for the first time in their careers.

Several NIRAKN Members are involved in leadership and governance opportunities of key partner organisations such as NATSIHEC, National Congress, AIATSIS and the Lowitja Institute which has had significant bearing on Indigenous research activities. NIRAKN will continue to influence Indigenous research agendas by contributing to the development of Indigenous research metrics for consideration by the Australian Research Council and work in partnership with Māori Scholars from New Zealand for the development of new research codes in 2017 to the Australian and New Zealand Research Councils.

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

NIRAKN is the national centre of Australian Indigenous research expertise, knowledge and innovation with an emerging international profile. In 2015 NIRAKN co-hosted with NATSIHEC an International Indigenous Researchers Conferences which attracted key international Indigenous scholars. In 2016, NIRAKN will co-host the international NAISA Conference in Honolulu, Hawaii furthering NIRAKN's presence as the centre of Australian Indigenous research on the international stage.

Several NIRAKN Members and Nodes have been integral in forging international partnerships between their institutions which have included; UCLA Law School, Northern Arizona University, Duke University (USA), Sami University College (Norway), the University of Waikato (New Zealand), University of Alberta (Canada), Purdue University and the National Museum of the American Indian. Members of the Network have been active in developing international linkages to drive the development of Australian Indigenous research expertise and innovation and the Review Panel commented favourably on the Networks' progress in building Indigenous knowledge as a field.

4.0 Network Achievements, Highlights and Outcomes

This section of the Annual Report provides a detailed summary of NIRAKN's major activities and outcomes according to areas of responsibility. Significant achievements, highlights, outputs and outcomes have been organized broadly according to the six key result areas (KRAs) outlined in Section 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 Section D) also follows in Section 6 of this report.

4.1 Research capacity building program



Capacity Building Workshops

NIRAKN's Research Capacity Building Program includes the provision of capacity building workshops (Level A, B and C), Indigenous Research Methodologies Masterclass and Critical Reading Groups to Indigenous post-graduate students and early career academics. These workshops were provided by the Hub and participating institutions. Notably in 2015 NIRAKN exceeded its Key Performance Indicators for capacity building and building a graduate to RHD pipeline. NIRAKN members delivered 14 A level workshops, 21 other A level activities, 14 B/C level workshops, 15 other B level activities, four seminars as well as three undergraduate research placements. NIRAKN activities were undertaken in all states and territories (except WA) with the national mid-year program and hub workshops attracting interest from postgraduates from across Australia.

NIRAKN Hub: Level A, B & C Workshops

In April 2015, the NIRAKN hub offered a program of 8 Level A workshops to 9 Indigenous postgraduate students from across the country. The Level A Workshop program, including topics and facilitators is outlined below:

Month	Facilitator	Venue	Title	No *
April	Professor Moreton-Robinson Dr Singh	Queensland University of Technology	Graduate Capabilities for HDR Project management: the PhD journey	9
April	Professor Moreton-Robinson	Queensland University of Technology	PhD Examination Process	9
April	Professor Moreton-Robinson Dr Singh	Queensland University of Technology	Supervisory Relationships	9
April	Dr Macoun	Queensland University of Technology	Conference Presentations	9
April	Associate Professor Gary Thomas	Queensland University of Technology	Research Ethics	9
April	Dr Singh	Queensland University of Technology	Dissemination of Research through Publication	9
April	Dr Macoun	Queensland University of Technology	Academic Career Paths	9
April	Professor Moreton-Robinson	Queensland University of Technology	Research Funding & Future Opportunities	9

The majority of B and C Level Workshops were provided as part of the mid-year program (July 2015). Convened at the Gold Coast, Queensland, the program was coordinated by the NIRAKN hub and attracted approximately 40 participants. Postgraduate students, early career and established Indigenous scholars were provided with the opportunity to facilitate workshops and participate in the program. The 2015 program also included face to face meetings of each of the network's research nodes, a postgraduate discussion session as well as keynote addresses from invited guests.

The 2015 mid-year program continued to focus on developing research leadership through academic promotions, grant opportunities and applications, project management of grants, article preparation and publishing, and strategies for culturally safe teaching. For example, Professor Marian Simms, ARC Executive Director Social, Behavioral and Economic Sciences, conducted a session on applying for ARC Funding and the Discovery Indigenous scheme; Ms Samantha Faulkner, NHMRC Indigenous advisor, conducted a session on NHMRC grants; and Dr Chelsea Bond, NIRAKN Senior Research Fellow conducted a session on culturally safe teaching and learning practices for

"The registration process was smooth and easy. The staff made everything happen without any problems. Every question I had was already answered before I needed to know. Staff that supported the NIRAKN process went above and beyond."

NIRAKN Level A Workshop Participant

Indigenous academics.

NIRAKN appointed Associate Professor Maryrose Casey from Monash University to provide an independent evaluation of the mid-year program's effectiveness. The Evaluation report is appended as Appendix 1. Associate Professor Casey undertook the evaluation in 2013 and 2014 was able to provide advice and compare feedback on the program over the past three years. The evaluation indicated the 2015 mid-year program was successful and met the needs of the participants (See Appendix 1: National Capacity Building Program Evaluation Report).

"This network has kept my PhD goal within reach and provided the cultural support I am often not afforded in my centre. NIRAKN has taught me more theory and research skills than my own university."

Mid-Year Program Participant

The evaluator noted the continued effectiveness and success of NIRAKN's Capacity Building Program with "confidence" appearing as a recurring theme in participant evaluations, "whether that was completing their PhD, applying for grants, writing and submitting articles, presenting at conferences, participating in research hubs on their campuses or developing their professional profile as an academic" (NIRAKN Capacity Building Program Evaluation Report). Based on feedback from participants, the 2016 program will include opportunities for

postgraduates to present their work to each other and to senior academics to strengthen scholarly mentoring relationships. NIRAKN Nodes supported the Hub to deliver a variety of capacity building opportunities as part of the Mid-Year Program as evidenced below. PhD Student Marcelle Burns delivered a session titled *Applying for OLT Grants* where she shared her experiences and skills gained on leading a successful OLT grant application which was well received by the participants.

Month	Presenter	Node	Title	No.
July	Dr David Singh	Hub	Postgraduate Yarning Session	40
July	Samantha Faulkner NHMRC	Hub	NHMRC Opportunities	40
July	Professor Marian Simms	Hub	Applying for ARC Funding and the Discovery Indigenous Scheme	40
July	Dr David Singh Dr Alissa Macoun	Hub	Practical Writing: Journals and Articles Preparation	40
July	Ms Marcelle Burns	Law	Applying for OLT Grants; Law Node's OLT grant	40
July	Dr Chelsea Bond	Hub	Cultural Safety in the teaching and learning environment	40
July	Dr Rowena Ball	ISK&ST	Tips for writing grant applications	40
July	Assoc. Professor Mark Mcmillan	Law	Grants – Project management & governance of research projects & grants	40

NIRAKN Hub: Indigenous Research Methodologies Masterclasses

In April and November, Indigenous Qualitative Research Methodologies Masterclasses were offered at the NIRAKN Hub, QUT by NIRAKN Director Professor Aileen Moreton-Robinson, Indigenous Studies Research Network (ISRN) Staff member Dr David Singh and NIRAKN Research Fellow Dr Alissa Macoun (April) and NIRAKN Research Fellow Dr Chelsea Bond (November). The Methodologies Masterclasses were convened alongside the NIRAKN Level A workshops for commencing research higher degree students in April and the NIRAKN Critical Reading Group (November). The masterclass is an updated version of a 2010 ALTC award winning program and introduces participants to a range of important Indigenous qualitative methodologies and approaches.

“There is so much I didn't know and I found myself quite humbled. The explanation of how to create my own methodology was very much appreciated. I have been quite lost on this.”

Masterclass participant

Feedback from participants was overwhelmingly positive with most rating the workshops as “excellent” and “very good”. In particular, students appreciated Professor Moreton-Robinson’s assistance with clarifying their research question. Participants included postgraduate students from a range of universities including: University of Newcastle, Griffith University, Flinders University, Curtin University, Wollongong University, Charles Darwin University, Australian Catholic University, Australian National University, University of Adelaide and Queensland University of Technology.

Month	Presenter	Venue	Title	No.
April	Professor Aileen Moreton-Robinson Dr David Singh Dr Alissa Macoun	Queensland University of Technology	Indigenous Research Methodologies Masterclass	8
November	Professor Aileen Moreton-Robinson Dr David Singh Dr Chelsea Bond	Queensland University of Technology	Indigenous Research Methodologies Masterclass	10

NIRAKN Hub: Critical Reading Groups

The hub also convened a series of national Critical Reading Groups. These workshops are purposely designed to encourage critical engagement with Indigenous scholarship and assist in the development of critical theoretical skills and an appreciation of the development of Indigenous studies as a discipline. This year’s reading groups focused on the work of leading Indigenous scholar Professor Aileen Moreton-Robinson and her latest text *The White Possessive*.

Month	Facilitator	Venue	Title	No
July	Dr David Singh Dr Alissa Macoun	Gold Coast	Critical Reading Group	40
November	Dr David Singh Dr Chelsea Bond	Queensland University of Technology	Critical Reading Group	10

Health Node: Capacity Building Workshops

In 2015, the Health Node convened a number of capacity building workshops including Level A, B and C workshops. The Health Node's Professor Kathleen Clapham delivered a critical reading group for postgraduate students in Adelaide in September. The Health Node also coordinated a series of workshops which included developing academic writing skills, effective use of social media for researchers and a research methods workshop on Yarning facilitated by Professor Bessarab. This series of workshops convened over three days was offered to all NIRAKN members, Associate Members and NIRAKN partner organizations.

Month	Facilitator	Location	Title	No
September	Professor Kathleen Clapham	Adelaide	Critical Reading Group	10
December	Professor Bronwyn Fredericks & Dr Jenni Judd	Southbank, Brisbane	Writing Workshop	14
December	Dr Judy Gregory	Southbank, Brisbane	How to Copy edit Your Own Work	14
December	Melissa Sweet	Southbank, Brisbane	Media for Researchers Workshop	16
December	Professor Dawn Bessarab	Southbank, Brisbane	Yarning Workshop	15

Yuraki Node: Capacity Building Workshops

In 2015 the Yuraki Node convened a workshop with noted Māori scholar Professor Linda Tuhiwai-Smith which builds on the relationship NIRAKN has with the University of Waikato in Hamilton, New Zealand. Yuraki Node members were also involved in the development of an Aboriginal History Network which proposes to develop a pathway model for History HDR students. A 2016 national conference showcasing Aboriginal history is a likely outcome of this network. This conference will provide a critical capacity building opportunity for postgraduate students and early career researchers.

Month	Facilitator	Venue	Title	No.
October	Professor Linda Tuhiwai Smith	University of Newcastle	Indigenous Knowledges Roundtable	16

ISK&ST Node: Capacity Building Workshops

The ISK&ST Node provided a range of capacity building workshops at several institutions across the country which included workshops on race and racism as well as writing workshops. The Bubalamai Bawa Gumada (Healing the Wounds of the Heart) lecture focused on a piece of research exploring the effects of racism on Aboriginal Australian students. The Node also delivered a writing workshop titled, Bite & Write which is a program designed specifically for Indigenous HDR students and staff in the Faculty of Arts and Social Sciences at the University of Technology Sydney.

The ISK&ST node members presented workshops that provided postgraduate students the opportunity to develop their understanding of methodology, Indigenous knowledges and Indigenous research ethics.

Month	Facilitator	Location	Title	No
April	Dr Gawaian Bodkin-Andrews	Macquarie University	Bubalamai Bawa Gumada (Healing the Wounds of the Heart): The search for resiliency against racism for Aboriginal Australian students	75
April	Maria Gardiner	University of Newcastle	Thinkwell Workshops	15
May	Dr Gawaian Bodkin-Andrews	University of Wollongong	Race and Racism within Australia: Aboriginal and Torres Strait Islander Perspectives	100
June	Dr Gawaian Bodkin-Andrews	University of Technology Sydney University of Tasmania	Survey Methods vs Aboriginal and Torres Strait Islander Research	20
July	Anita Heiss	University of Newcastle	Creative writing workshop	14
July	Professor Steve Larkin	Gold Coast	What is Indigenous Academic Leadership?	40
July	Professor Steve Larkin & Panellists	Charles Darwin University	How to engage with Indigenous peoples respectfully	60
August	Dr Gawaian Bodkin-Andrews	University of Technology Sydney	Ethics and Engagement for Aboriginal and Torres Strait Islander Research	20
August	Dr Curtis Roman Dr James Smith Dr Lesley MacGibbon	Charles Darwin University	HDR student training Day	15
September	Dr Michelle Trudgett	University of Technology Sydney	Bite & Write	7
September	Dr Gawaian Bodkin-Andrews	University of Technology Sydney	Indigenous Knowledges & Standpoints.	15
September	Dr Gawaian Bodkin-Andrews	University of Technology Sydney	HDR Ethics for Indigenous Research	15
September	Dr Gawaian Bodkin-Andrews	University of Technology Sydney	Aboriginal and Torres Strait Islander Perspectives in Psychology and other Disciplines	15
September	Lee Townsend	University of Newcastle	Yarning Circle introduction workshop	8
October	Dr Gawaian Bodkin-Andrews	Macquarie University	Race and Racism within Australia: Aboriginal and Torres Strait Islander Perspectives	75
October	Dr Michelle Trudgett	University of Technology Sydney	Bite & Write	8
October	Professor Martin Nakata	Charles Darwin University	Indigenous Standpoint Theory	51
November	Dr Michelle Trudgett	University of Technology Sydney	Bite & Write	7
November	Dr Karen Martin	Griffith University	Critical Reading Group	2

Law Node: Capacity Building Workshops

In 2015, the Law Node provided a series of lectures aimed at building the capacity of postgraduate students, researchers and legal practitioners in key Indigenous legal topics such as the Mabo Case, the Northern Territory intervention, and Constitutional reform. Lecturers and presenters included Constitutional Law Professor Bray Fair from the University of Arizona Law school who spoke on Race and the Law in the USA; Professor Michael Dodson, a Barrister specializing in native title; and Mr Michael Mansell, a well-known lawyer and Indigenous activist who spoke on Constitutional Reform beyond 'recognition'. Over 530 participants in total attended these lectures which were coordinated by Law node leader Dr Asmi Wood at the Australian National University Law School.

Month	Lecturer	Title	No *
February	Scott Gorringe	Deficit Discourse - What is it and How to Shift it?	11
February	Dr Patrick Sullivan	Contemporary Aboriginal Policy at the Federal / State level from the year 2000	10
July	Professor Bryan Fair, University of Alabama Law School	Race and the Law in the USA	42
July	Ms Meredith Simons, Aboriginal Legal Service	Bugmy and cultural factors related to evidence law	32
August	Magistrate Bernadette Boss	Circle Sentencing in the ACT	38
August	Professor Margaret Thornton	What does a Critical Examination of the Law mean and Entail?	33
August	Professor Michael Dodson	Developments Since the Stolen Generation Report	42
August	Professor Jon Altman	NTI Intervention and its Aftermath	34
September	Senator Margaret Reynolds	The Lead up to the <i>Mabo case</i> : 1967 – 1992, Law and Politics	36
September	Justice Paul Finn	<i>Akiba</i> and the Development of Native Title Law and Commercial interests	44
October	Justice Peter Gray	The ALRC (Rep 126 April 2015) and Reform of the Native Title Act	41
October	Dr Asmi Wood facilitated by Dr J Jones	Legal change and Social Change: From <i>Cooper v Stuart</i> to <i>Akiba</i>	33
October	Mr Ernst Wilhelm	<i>Amicus Curiae</i>	37
October	Mr Walker SC	The Law after <i>Brown</i> . General discussion including Mr Walker's Involvement in <i>Akiba</i> and the <i>Blue Mud Bay</i> Cases	45
October	Mr Michael Mansell	Constitutional Reform: Options beyond Recognition: a Seventh Aboriginal state for Australia?	60

*The number who signed the attendance sheet.

Law Node Leaders Dr Asmi Wood and Dr Mark McMillan organized five workshops for Indigenous RHD students from around the country focusing on critical engagement with Indigenous legal topics. The Director negotiated a Critical Law Workshop with two of UCLA's leading scholars, Professor Cheryl Harris and Professor Devon Carbado, for Node Members and postgraduates in Adelaide in May.



Professors Harris and Carbado met with NIRAKN members and postgraduate students to discuss critical race theory and the law, including policing and incarceration rates. This workshop was an important intervention in Australian Indigenous Legal Studies because of the absence of critical race studies in Australia. The Law Node and the University of Melbourne are in discussions with UCLA to convene another gathering in 2016.

Month	Facilitator	Venue	Title	No.
February	Dr Asmi Wood	University of Sydney	Mentorship Programme for Law PhDs doing Indigenous legal Topics,	30
March	Dr Asmi Wood	Aboriginal Legal Service, Canberra	Masterclass: Constitutional Reform: the Technical Issues of Recognition	30
May	Dr Mark McMillan	South Australia	Critical Law Node Workshop	17
June	Dr Mark McMillan	Melbourne University	Workshop Reimagining the Mabo Case	14
June	Dr Mark McMillan	Melbourne University	Symposium : Reimagining the Mabo Case	34

“It was inspiring to listen to Professor Cheryl Harris and Professor Devon Carbado from UCLA... I am now more aware of the relevance of critical race theory to Australia. I am confident that I will be able to draw upon the insights that I gained from the workshop in my future scholarship. On a personal level, I was greatly moved by the camaraderie among the scholars who participated in the workshop. Thank you for your incredible leadership and for making each one of us feel very welcome”

Correspondence from Symposium Participant

4.2 Collaborative Research Program



NIRAKN's Collaborative Research Program provides a platform for cross-institutional and multi-disciplinary Indigenous research. The research efforts of NIRAKN's Network Hub and the four research Nodes are geared towards producing measurable high quality original research and publications and critical engagement with Indigenous research and knowledges through the provision of small internal research grants, the facilitation of NIRAKN Seminars and Symposiums and the publication of the International Journal of Critical Indigenous Studies. Outlined in this section are both the efforts and achievements of NIRAKN's collaborative research program which includes provides a summary of Internal Grants awarded in 2015 and Outcomes of Internal Grants awarded in 2014, and an overview of NIRAKN member publications and conference presentations. A full list of NIRAKN member's publications and conference presentation is attached in Appendix 2.

NIRAKN Seminars

To foster more critical engagement with Indigenous research and knowledges across the sector, NIRAKN members facilitated four seminars for postgraduate and early career researcher. These seminars facilitated engagement with the work of more established international Indigenous scholars from Canada, the US and New Zealand.



Professor Chadwick Allen
Associate Vice Provost for
Faculty Advancement and
Professor of English
University of Washington,
United States of America



Professor Chris Anderson
Faculty of Native Studies
Director of the Rupertsland
Centre for Métis Research
University of Alberta,
Canada



Associate Professor Alice
Te Punga Somerville
Department of
Indigenous Studies at
Macquarie University,
Australia



Associate Professor Scott
Stevens
Associate Professor, Native
American Studies & Director
Syracuse University
United States of America

Month	Presenter/s	Venue	Title
April	Professor Chris Anderson University of Alberta	Queensland University of Technology	<i>"Métis": race, recognition and the struggle for Indigenous peoplehood</i>
	Associate Professor Alice Te Punga Somerville Macquarie University		<i>Manuhiri: five kinds of Māori presence in Australia</i>
July	Professor Scott Stevens Syracuse University	Charles Darwin University	<i>Museums and the representation of Indigenous peoples in them – particularly in settler colonial states.</i>
August	Professor Chad Allen University of Washington	Charles Darwin University	<i>How Indigenous north American writers, artists, and communities represent ancient earthworks and engage earthworks principles in their contemporary productions.</i>
September	Professor Chad Allen	Queensland University of Technology	<i>How Indigenous north American writers, artists, and communities represent ancient earthworks and engage earthworks principles in their contemporary productions.</i>

NIRAKN Internal Research Grants

The NIRAKN Management Committee acknowledges that training and skills transfer is not enough to develop a critical mass of researchers. New and emerging researchers must apply their skills in a supportive environment and early, mid and senior researchers require cross discipline/institution collaborative opportunities. Each year NIRAKN provides small amounts of seed funding to NIRAKN members to undertake research projects. These internal competitive grants are central to developing a critical mass of multi- disciplinary, qualified Indigenous researchers. The internal grants program requires projects to comply with ARC Discovery Indigenous funding rules in addition to the ARC's funding rules for NIRAKN.

The research funding supports:

- High quality research projects/activities with publication outcomes
- Pilot projects that form a plausible first stage in the process of gaining external grant support and are relevant to Aboriginal and Torres Strait Islander communities.
- Projects/activities showing clear evidence of strong research capacity building.

In 2015, grants to a maximum amount of \$10,000 were approved by the Management Committee under advice from Node Leaders. More than \$156,000 in seed funding was allocated to 16 small research projects.

Internal Research Grants were awarded to the following projects in 2015:

Health Node: 2015 Grants

Developing Knowledge about Indigenous Mental Health and Psychology from an Aboriginal and Torres Strait Islander perspective

The aim of this research is to develop a body of work about Indigenous psychology from an Aboriginal and Torres Strait Islander perspective. This Project aims to challenge the invisibility of Indigenous viewpoints in the domain of psychology

The effectiveness and characteristics of interventions to support the psychosocial resilience of Indigenous adolescents in Australia, Canada, New Zealand and the United States: A participatory systematic review

A participatory systematic review will be conducted to evaluate the existing evidence base to establish the characteristics, effectiveness and relevance of interventions that promote psychosocial resilience and wellbeing for Indigenous adolescents.

Yuraki

Caring for Community

Key aim is to build an evidence bases around the contribution of the Aboriginal community organizations to the social health and wellbeing of Aboriginal people. Using a mixed method approach the research will explore how organizations and leaders sustain themselves and investigate their resilience and in the face of complex and challenging social health problems an ongoing climate of policy changes.

Reframing Indigenous Biography

The aims of this research is to: redefine Indigenous biography within Indigenous frameworks through analysis of the cultural, social and political influences driving its development, including a survey of recent scholarship; identify the disjuncture between the rise of Indigenous biography nationally and internationally, the lack of institutional engagement by national biographical projects, and attempts to change this situation; conceptualize Indigenous guidelines/ protocols by which national biographies must operate to ensure Indigenous biography are included as essential narratives within the national story; and develop an ARC application to complete an Indigenous Volume of the Australian Dictionary of Biography (ADB).

Bound and Unbound: Sovereign Acts – decolonising methodologies of the lived and spoken

The aim of this research is to build upon an existing NIRAkn research grant project. To further create and publish new cross-disciplinary Indigenous knowledge in a form that is accessible and can be used in research, teaching and other contexts. This is particularly being further developed into critical-creative research practice which informs our pedagogical approach to interrogations of the archives, which is part of a new Indigenous research methodologies topic offered in Yunggoendi, in 2015 to research higher degree students. The methodologies of the Unbound project are developing and explored as a key approaches to this new topic.

ISK&ST Node

Aboriginal women, Caring and Employment

This research project will analysis how the requirements from the Forrester report upon Aboriginal people (in this case Aboriginal mothers and grandmothers) in caring for children impact upon the proposed requirements for people receiving welfare payments undertaken training, education and/or work for welfare payments. The aim of the project will be to ascertain whether the proposals contained within the Forrester report will be able to assist or hinder the employment propose of Aboriginal women who have the care of children and what possible impact the work/education requirements for Aboriginal women on welfare will have upon their ability to meet the propose parenting responsibilities.

Aboriginal women in enterprise

The aim of this research project is to identify businesses in Australia that are successfully run by Aboriginal women and to complete up to five case studies of these women led businesses. Key research questions include: What factors have contributed to these women's success?; What hurdles have they had to overcome?; What is different in a business that is owned/managed/run by Aboriginal women?

Creating Parity: Case studies

The key aims of this research project are to complete two case studies exploring the relationship between education and employment for Indigenous women in two geographical regions: Urban – Brisbane; Rural/remote Northern Territory – Galiwin'ku. The key research questions are: What are the enablers and barriers to Indigenous women's academic achievement?; What are the enablers and barriers to Indigenous women's employment or economic development?; and What enablers or barriers are specific to urban or remote locations?

Creating Parity: Analysis of the Forrest Review

The key aim of this research project is to identify the unstated assumptions and beliefs that underlie The Forrest Review: Creating Parity. In this review, produced in 2014, Forrest argues that "Seismic, not incremental change is required and the time for action is now" (Pi). This project will make visible the assumptions that underpin the Review's recommendations for educational and employment outcomes for Indigenous women.

Statistical analysis of Aboriginal and Torres Strait women's educational and employment status)

The aims of this project are to complete a statistical analysis of: The educational access and achievement of Aboriginal and Torres Strait women; The employment of Aboriginal and Torres Strait women; The impact of location on education and employment of Aboriginal and Torres Strait women; The relationship between education and employment of Aboriginal and Torres Strait women; The comparison of education and employment of Aboriginal and Torres Strait Islander women and non- Indigenous women in Australia.

In 2015, a decision was made for the ISK&ST node's original research project on Indigenous women's Economic Engagement in Australian and Canada to be completed by Charles Darwin University, as it complements the 2015 internal grants on Aboriginal women's employment and enterprise won by ISK&ST members. This decision allows for more comprehensive research to be undertaken in this area, and this major work is due to commence in 2016.

Law Node: 2015 Grants

State Responses to Radical Injustice: The Cases of the Royal Commission into Aboriginal Deaths in Custody and the Report of National Inquiry into Racist Violence in Australia

The aim of this research project is to conceptualize state responses to racial injustice in Australia, beginning with a study of the ways 'community concern' or 'public concern' work to catalyze state action, such as the establishment of formal inquiries into Aboriginal deaths in custody and racist violence.

AIDS; Gays and Aborigines: A place for all Indigenous Nation Building

This research aims to relate the AIDS crisis of the 1980's as one that was critical to the rights expected by Aboriginal people. The failed health push as a matter of public policy seems to have failed Aboriginal peoples by not allowing cultural practice or cultural organization to play a part in the solution to the 'crisis' that emerged – and continues to reverberate within Aboriginal communities to this day.

An Assembly of Australia's First People's: Indigenous Nations and their particular needs to gather

This project, culminating in a developed model and structure for an Assembly of Australia's First Peoples, will bring together theory and practice in understanding why, or even if there is a need for a gathering place for Indigenous nations that is separate from representative structures that may already exist. This project is linked to two other internal research grants (refer below).

An Assembly of Australia's First People's: National Indigenous representation and a gathering place for Indigenous Nations are not the same thing

This project engages Indigenous researchers in provocative and innovative questioning of a foundational legal concept. It offers Indigenous scholars the opportunity to engage in a symposium, and an Indigenous caucus prior to the symposium, and to publish the research in a book or specialist journal. The project will also employ an Indigenous research assistant.

An Assembly of Australia's First Peoples: What may be the structure - and its reasons for that structure of the Assembly of Australia's First Peoples

This project relates to two other internal research projects, however the purpose of this intensive research is to construct a model of an Assembly of Australia's First Peoples. The actual practice of building such an institution is to ensure that the mechanisms expressed in the UN Declaration of the Rights of Indigenous Peoples are compatible and complied with in the Assembly structure. The project engages Indigenous people in the development of an Assembly of Australia's First Peoples.

An Indigenous Rule of Law

This project aims to generate debate about the meaning and purpose of the rule of law as applied by Indigenous peoples. It will do this through a symposium which brings together innovative theorists and advocates who will look at the ontology and teleology of the rule of law. The symposium will question if the rule of law offers scope to transcend its colonial applications and offer opportunities to serve as a meeting point for Indigenous and Australian laws. The papers from the symposium will be published in a special issue of a journal or in a book.

Outcomes of NIRAKN Internal Research Grants 2014

Health Node: 2014 Grant Outcomes

In 2014, the health node received seven internal grants:

Identification of funding to explore Aboriginal and Torres Strait Islander Youth, Health and Wellbeing (\$5,000)

This grant was won by Professor Bronwyn Fredericks, Professor Kathleen Clapham, Professor Pat Dudgeon, Associate Professor Dawn Bessarab, Dr Roxanne Bainbridge, Professor Len Collard, Dr Michael Adams, Ms Clair Andersen, Dr Deb Duthie, Ms Marlene Longbottom, Dr Rowena Ball. This grant employed a Research Officer (Dr Jenni Judd) to identify available research funding opportunities to support Aboriginal and Torres Strait Islander youth, health and wellbeing. The project has been completed with the funding resource kit distributed to all Health Node members.

Understanding how to best engage Indigenous researchers from a diverse range of Indigenous backgrounds, geographic localities and organisations in a collaborative health and wellbeing project (\$5,000).

This grant was won by Professor Fredericks and Dr Bainbridge and includes all Health Node members and supported the engagement of a Research Officer to undertake this work. This grant is in its final stages and is due for completion in February 2016. The project has produced a peer reviewed journal article as an outcome:

- Fredericks, B., Clapham, K., Bessarab, D., Dudgeon, P., Bainbridge, R., Ball, R., Thompson (Longbottom), M., Andersen, C., Adams, M., Collard, L., Duthie, D. and Daniels, C. 2015. 'Developing Pictorial Conceptual Metaphors as a means of understanding and changing the Australian Health System for Indigenous People'. *ALARj* 21(1): 77-107.

'For all our mobs': Understanding the experiences of Indigenous artists in working together internationally for the now and the future of Indigenous cultures, knowledges and arts practices (\$5,000).

Won by Professor Bronwyn Fredericks, this project has commenced with ethics and interviews undertaken. The project is due for completion in February with a draft report and publication forthcoming.

'From experience to practice': 20 years after the Indigenous community development study tours to India (\$5,000).

The funding provided to Dr Michael Adams, and Professor Bronwyn Fredericks will be transferred to the Health node in 2016 when the project is expected to commence.

Aboriginal and Torres Strait Islander Youth, Health and Wellbeing Project Stage One& Stage Two QLD Study (\$10,000 each), Stage One and Stage Two – WA Study (\$10,000 each)

Professor Fredericks and Dr Bainbridge are lead investigators on the Qld Study while Associate Professor Bessarab, and Professor Collard are lead investigators of the WA Study. This research had a late commencement due to funding issues which impeded the capacity of one of the partnering organisations to participate (Qld Study). A new partner organisation has been sourced for the Qld Study and an ethics application has been submitted to undertake the research. The WA Study is in early stages of commencement. It is anticipated that the projects will be completed in 2016.

ISK&ST Node

The ISK&ST received two internal grants:

Identity or Identities: Personal, professional and cultural knowledge and experiences of Aboriginal and Torres Strait Islander early childhood educators (\$9,960).

This grant was awarded to Associate Professor Karen Martin to support the coordination of a two day workshop which was attended by 10 Aboriginal and Torres Strait Islander early childhood educators from across the country (2 from WA; 2 from Tamworth; 4 from Sydney; 2 from Brisbane). The workshop incorporated a capacity building writing development session to support the expected outcome of an edited book that explores the experiences of Indigenous early childhood educators. The manuscript (including 15 Chapters) was sent to Pademelon Press in late September with an expected publication date of February 2016.

Government Inquiries: the 'Problem' definition over time.

This grant was awarded to Dr Wendy Aitken; however this project has since been cancelled.

Yuraki

Yuraki received six internal grants in 2014:

Bound and Unbound: Sovereign Acts - decolonising methodologies of the lived and spoken (\$9,950).

This grant awarded to Associate Professor Simone Ulalka Tur and Natalie Harkin, enabling them to chronicle their reflections about the Exhibition phase of the Unbound project. This project has resulted in a peer-review journal publication and conference presentation. The research and presentation was well received and one of the most popular presentations at the NIRAKN and NATSIHEC Indigenous Researchers Conference. Simone Ulalka Tur and Natalie Harkin have been successful in winning a further NIRAKN internal research grant for a phase two of this research.

Well Being Not Winning: Playing on Country Australian Football at Papunya (\$10,000)

This Project remains in progress and will be completed by 31 January 2016. NIRAKN internal grant funds were used to seed research associated with a pending Australian Research Council (ARC) grant application to the Discovery Indigenous (DI) Scheme. However cross-institutional financial arrangements delayed the commencement of the NIRAKN project. The associated ARC application was successful and that project Wellbeing not Winning: Remote Indigenous identity and organised sport commenced in April 2015. The NIRAKN grant was used to support field-based research at Papunya in the Northern Territory and research conducted at the Lutheran Church of Australia Archive in Adelaide, South Australia. The funding made available through the NIRAKN grant has enabled a significant amount of interstate field based and archival research to be carried out.



This funding has proven invaluable to the DI project as this is now better progressed than expected. Two publications are in press from this funding:

- *In Press*: Judd, B., and Butcher, T., 2015, Aboriginal Football and the Australian Game, Research Report, Australian Aboriginal Studies Journal, AIATSIS, Canberra.
- *In Press*: Judd, B., 2016, Papunya Football and the NT National Emergency Response, The Intervention and its Consequences, Cambridge University Press, Cambridge.

***Developing Smartphone Application for Tyikim Language* (\$9,900)**

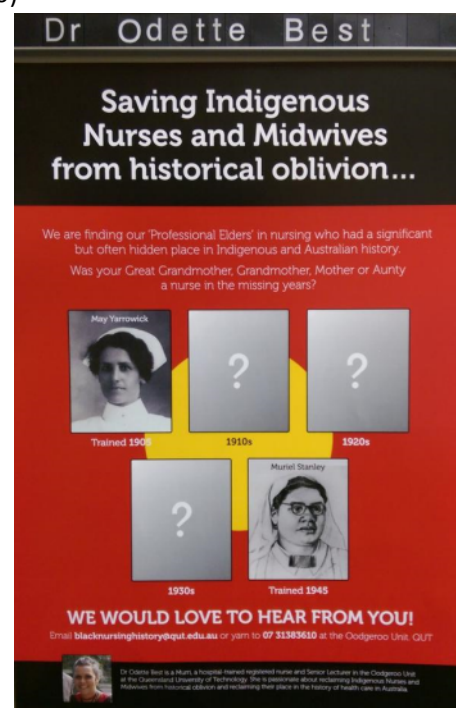
Dr Linda Ford received an internal research grant which provided her with an opportunity to develop her fields of research – endangered Australian languages, education, use of technology in language maintenance and revival. The grant was used toward the development of a Smart Phone App to engage Elders and young people in the preservation and promotion of Marrithiyel language. The project has been completed and involved workshops and Seminars held in Darwin and attracted media coverage locally and interstate. Ford intends to use the prototype development as an opportunity to undertake generative research using Tyikim research methods, engaging with Angolmi Aboriginal Corporation based in Darwin to take ownership of the research project and to report in the academic literature upon this unique collaboration between knowledge practices.

***Identifying Indigenous Nurses from 1910-1930 - Phase 1* (\$2,000)**

Dr Odette Best was successful in receiving funding to coordinate a mass media campaign to identify Indigenous nurses between the period of 1910 – 1930. Dr Best convened a campaign that resulted in the production of a poster which was disseminated to over 200 Indigenous organisations across Australia. The project also resulted in the development of a twitter handle (@blacknursinghx) and attracted 4 radio interviews and a NITV News story. Thus far, two Indigenous nurses have been identified as working during this time.

***Archival retrieval of Aboriginal Nurses/midwives registration* (\$10,000)**

Dr Odette Best was successful in receiving funding to access state and territory registration archives for the identified Aboriginal nurses, midwives and psychiatric nurses for the periods of 1910-1940. This project is ongoing.



***New Perspectives on Indigenous Labour History* (\$4,855)**

Associate Professor Shino Konishi and Professor Len Collard were awarded an internal grant to employ a research assistant to compile a detailed annotated bibliography on interdisciplinary scholarship related to Indigenous labour. Due to administrative issues the grant was not awarded until April 2015. The project sought to engage an Indigenous Research Assistant as a capacity building enterprise which also hindered the commencement of this work in trying to find a suitable candidate. An Aboriginal PhD student has since been appointed to the project which is expected to be finalised by February 2016.

Law Node

In 2014, the Law node awarded three internal research grants to Professor Larissa Behrendt:

The Fred Maynard Rights Media Project – Development and Pre Production (Stage 1 \$10,000);

The Fred Maynard Rights Media Project –Production (Stage 2 \$10,000); and

The Fred Maynard Rights Media Project –Post Production (Stage 3 \$10,000).

The outcome of these Internal Grants was a 26 minute documentary titled: 'Fred Maynard - Aboriginal Patriot' written and directed by Professor Behrendt. The film focused on the family memories of Fred Maynard and the Australian Aboriginal Progressive Association through his grandson, Aboriginal historian John Maynard. It looks at Maynard's intellectual influences to show the deep philosophies that underlined this early protest movement. The film includes reflections on how this movement in the 1920 and 1930s influenced the political activism and thoughts of the 1970s since people like Gary Foley and Gary Williams had their family roots in the same communities that Maynard was most active in. The film is significant in that it gives an example of Australia's history where Aboriginal people actively protested against the revocation of north-coast farming reserves; the separation of children from their families, or indentured as domestics and menial labourers. The documentary has been acquired by National Indigenous Television (NITV) with a broadcast date yet to be confirmed.

External grants won by NIRAKN members

NIRAKN Members continue to develop important collaborative research projects and demonstrating success with several nationally competitive research grants through the Australian Research Council, the National Health and Medical Research Council, the Office of Learning and Teaching and the Lowitja Institute. Of the ten successful 2016 ARC Indigenous Discovery Grants (first round) three were members or affiliate members of NIRAKN which amounted to approximately \$1M in research funding. NIRAKN Chief Investigator, Dr Roxanne Bainbridge, was successful in gaining a prestigious Career Development Fellowship from the NHMRC to the value of \$419,180 which focuses on Indigenous adolescents and their transitions from remote communities to boarding schools. At present three NIRAKN members (including one affiliate) are holders of OLT National Teaching Fellowships demonstrating NIRAKN's leadership in teaching and learning grants.

NIRAKN Hub

This year the NIRAKN hub was successful in winning an OLT grant of \$40,000. The grant led by Dr Singh includes NIRAKN Director, Professor Moreton-Robinson and will focus on building supervisory capacity to work with Aboriginal and Torres Strait Islander HDR candidates to enhance completions. The outcomes projected for this grant have great potential for a lasting positive impact on the quality of learning and teaching for Indigenous postgraduate students in Australian higher education. NIRAKN Research Fellow Dr Chelsea Bond is a current recipient of an OLT Fellowship (\$90,000) which will be completed in 2016. Dr Bond was also successful in a collaborative research grant with NIRAKN Member Dr Deb Duthie funded by the Lowitja Institute in the amount of \$497,719.

Health Node

The Health node has a number of continuing grants including an ARC Indigenous Discovery Grant totalling \$612 845 to bring together researchers and Indigenous community members to develop a collaborative framework for measuring research benefit. This project is well underway with the research team engaging with Indigenous researchers at the 2015 NIRAKN and NATSIHEC Researchers Conference through a workshop entitled “*Who benefits? Exploring questions of research impact and benefit in Aboriginal and Torres Strait Islander research.*” Health node member Dr Roxanne Bainbridge from James Cook University is a part of this successful Discovery Indigenous application with colleagues Dr Felecia Watkin Lui, Professor Yvonne Cadet- James, Professor Komla Tsey and Dr Janya McCalman.

Other continuing grants include:

- NIRAKN Health Node Leader Professor Kathleen Clapham from the University of Wollongong (collaborating with Dr Angela Dawson and Dr John Daniels) continues to implement a three year grant of \$317 000 for a project investigating the use of focus group discussions in Aboriginal Health Services research. The aim of this project is to inform the accountable, culturally appropriate, ethically sound and methodologically rigorous use of focus group discussions.
- Professor Pat Dudgeon continues to deliver nationally significant research into Aboriginal and Torres Strait Islander health, particularly in the area of suicide prevention. Professor Dudgeon received \$600,000 in 2014-5 from the Commonwealth Department of Health to deliver the National Empowerment Project, alongside her leadership with a number of colleagues in the Aboriginal and Torres Strait Islander Suicide Prevention Evaluation Project which was funded \$1,000,000 in 2014/5 by the Department of Prime Minister and Cabinet.

In 2015, the Health node submitted the following successful grant applications worth a combined value in excess of \$2.87M:

- Wood, D, **Fredericks, B** & Huntly, H (and team) 2015, *Educational and employment outcomes of youth with disabilities project*, Funding body: Department of Family and Community Services (New South Wales),
Funding: \$860,139
- Shay, M., **Duthie, D., Bond, C.,** & Drummond, A. *Our stories, our way: cultural identities and health and well-being of Indigenous young people in diverse school settings*, Funding body: Lowitja Institute, The proposed project will explore the importance of cultural identity to health and well-being of Aboriginal and Torres Strait Islander young people being educated in diverse school settings. The study will draw upon a participatory action approach to encourage young people to participate as co-researchers with the researchers and support staff. (2016-2019)
Funding: \$497,719
- Cadet-James, Y, Tsey, K, **Bainbridge, R,** McCalman,J, Whiteside, M, Brown, C, Kinchin, I, Klieve, H, Campbell, C & Mills, J, *Sustainable implementation of Indigenous early childhood family support programs that work: a Family Wellbeing case-study*,
Funding Body: The Lowitja Institute
Funding: \$449,268.

- **Bainbridge, R**, *Career Development Fellowship*, Funding body: NHMRC.
Developed with Indigenous students and service providers, the research will produce an evidence-based intervention and tools to assess and predict risk, protective and promotive factors of psychosocial resilience for students who face cumulative stressors in their transitions from remote communities to boarding schools (2016 – 2019)
Funding: \$419,180
- **Fredericks, B.**, Wood, D., **Larkin, S.**, Irabinna-Rigney, L., Grupett, M., May, J., and Watkin-Lui, *Addressing the gap between policy and implementation: strategies for improving educational outcomes of Indigenous students* Funding Body: OLT
Funding: \$320,000.
- **Bainbridge, R**, McCalman, J, Tsey, K, Cadet-James, Y, Whiteside, M, Brown, C, Muscat, M, Rutherford, K, Russo, S & Klieve, H, *The role cultural connectedness plays in the pathways to resilience experienced by Aboriginal and Torres adolescents at boarding school*,
Funding Body: The Lowitja Institute,
Funding: \$89,813
- Adams, S, Brown, B, Zwi, K, **Clapham, K**, Simmonds, E, Soundappan, S, Erskine & C, Issacs, V, *NSW Kids and Family*, Development of NSW / Australian Child Safety Good Practice, 12 months (2015-16).
Funding: \$75,600
- **Clapham K**, Hunter, K & Ivers, R, *Preventing Injury to Aboriginal Children and Young People in NSW: Guidelines for Policy and Practice*, Funding body: NSW Kids and Family, (2015-16),
Funding: \$69,962.
- **Clapham, K**, Winch, S, Harwood, V, Kelly, P, Senior, K, Kampers, D, Chandler, P & Carlson, B, *Caring for Community: Investigating the contribution of Aboriginal organizations to community wellbeing*, University of Wollongong Global Challenges Program, 12 months (2015- 2016)
Funding: \$47,711.
- McCalman, J, Campbell, S, Ham, R, Shields, L, Tsey, K, **Bainbridge, R**, Keith, K, Edmond, K, Stroebel, N & Marriot, R 2015, *Cochrane Systematic Review: Family-centred approaches for early childhood health and wellbeing care*, CRE University of Western Australia,
Funding: \$21,107.
- **Andersen, C** *Aboriginal Tasmania Map – A community engagement project to develop a digital app for phone and tablets, to affirm sites of significance*,
Funding: \$12,000
- Tsey, K, McCalman, J, **Bainbridge, R** & Shakeshaft, A 2015, *Evaluation of the Culture Rebound Project*, Yarrabah, Gurriny Yealamucka Aboriginal Health Service,
Funding: \$9,191.

ISK&ST Node

The ISK&ST node has a number of continuing grants including an ARC Indigenous Discovery Grant by Associate Professor Gawaian Bodkin-Andrews: Babera dariadya yewing (Echoes of a flawed truth): Investigating theory and practice on the interplay between bullying and racism. This research has thus far resulted in two accepted book chapters utilizing the Longitudinal Study of Indigenous children data and several presentations.

Other continuing grants include:

- Gawaian Bodkin-Andrews: Evaluation of the Australian Indigenous Mentoring Experience (AIME) [Research tender via University of Wollongong]. This project has completed its last wave of longitudinal data collection (over 1200 participants) and an internal statistical report for AIME. This research has resulted in two accepted publications and one publication under review.
- Gawaian Bodkin-Andrews: Co Chief Investigator on improving the developmental outcomes of Northern Territory children: a data linkage study to inform policy and practice in health, family services and education. This is a NHMRC Partnership Project. An in depth workshop has been held at Charles Darwin University and the team has commenced gathering training materials.

In 2015, the ISK&ST node successfully submitted the following application which received ARC Discovery Indigenous scheme round 1, 2016 funding:

- **Walter, M, Anderson, C., & Aitken, W.** Funding Body: ARC
This project aims to investigate how Indigenous children can grow up educationally strong. Using data from the Longitudinal Study of Indigenous Children, the project plans to develop a statistically robust picture of how Aboriginal and Torres Strait Islander children do attain educational achievement despite adverse life circumstances.
Funding \$310,000

Yuraki

The Yuraki node is currently undertaking a number of continuing research grants including two ARC Discovery Projects:

- ARC Discovery Project Grant (2015 - 2018) involving Professor John Maynard, Professor John Haskins, Dr Lawrence Bamblett, Ms Lorina Barker, Dr Jakelin Troy and Ray Kelly. This project focuses on the lives of Aboriginal people in New South Wales (NSW) between 1883 and 1967 where their lives were in the hands of the NSW Aborigines Protection/Welfare Board. Holding critical importance to NSW Aboriginal communities, the project expects to encourage the development of Indigenous historians in the process. Funding received was \$610,029.
- Associate Professor Barry Judd received an ARC Discovery Indigenous Award in the amount of \$529,000 to undertake the project: *Indigenous identity, and participation in organized sport in the remote Aboriginal community of Papunya in the Northern Territory*. The project aims to provide an understanding of the role of organized sport in Indigenous identity construction in remote Australia and thus open opportunities for equitable and reconciliatory modes of participation.

Other continuing grants for the Yuraki node include:

- Associate Professor Kathleen Butler, Office of Learning and Teaching, National Teaching Fellowship, *Indigenous Teaching and Sociology* \$90,000.00
- Stephen Kinnane, Office of Learning and Teaching seed grant, *Developing a culturally appropriate data quality framework for Aboriginal and Torres Strait Islander higher education statistics*, \$50,000
- Stephen Kinnane, Office of Learning and Teaching, Extension Grant, *The Transition of Aboriginal and Torres Strait Islander Students into Higher Education*, \$50,000.

Law Node

The Law node through Professor Larissa Behrendt developed a significant historically based film from previous external grant funding. Titled *Under Skin, In Blood*, the film has screened at the Sydney International Film Festival, Melbourne International Film Festival, Imagine Native (Toronto), and Canberra International Film Festival. *Under Skin, In Blood* follows a fictional husband and wife, dealing with the devastating impact of the asbestos mine on the remote community of Baryulgil. The Aboriginal community, west of Grafton, was the site of a major asbestos mine between the 1950's and 1970's.

The Law node has a number of continuing grants and research projects including:

- An Australian Research Council Linkage Grant of \$600,000 over four years to support their collaboration on an expanded version of their original research on governance and Indigenous Nation Building. The project is entitled "Indigenous nationhood in the absence of recognition: Self-governance insights and strategies from three Aboriginal communities." Law Node Members include Professor Larissa Behrendt, Associate Professor Mark McMillan, and Dr Asmi Wood. This research project has resulted in international engagements, engagements with government, curriculum development, conference papers, submissions and reports to government, as well as academic articles.
- An Office of Learning and Teaching Innovation and Development Grant for \$299,000, led by Marcelle Burns to deliver an 'Indigenous Cultural Competency for Legal Academics Program.' The project will operationalize Indigenous knowledges to build cultural competency as identified in recommendations of the Behrendt Review, Universities Australia's National Best Practice Framework for Indigenous Cultural Competency and Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities. Law node members involved in this project are Marcelle Burns (Project Leader), Professor Larissa Behrendt, Dr Mark McMillan, Dr Asmi Wood, and Professor Anita Lee Hong. It is anticipated that project funds will be available by the end of 2015 with project activities to commence in early 2016.

Other continuing grants for the Law node include:

- Dulleck, U., Torgler, B., and **Lee Hong, A.** National Centre for Student Equity in Higher Education (NCSEHE), *Incentivizing Attendance and Performance at School: A Field Experiment*, Funding Body: Australian Research Council, Funding: \$218,000 (3 years)
- **Lee Hong, A.** and Silva Goncalves, J. *An Experimental investigation of the effects of affirmative action with Indigenous Australians*, Funding Body: United Nations University UNU-WIDER, Funding: \$10,000.

In 2015, the Law node successfully submitted the following applications:

- Anthony, T., and **Behrendt, L.** *Where are Indigenous Women in the sentencing of Indigenous offenders?* Funding Body: ARC (Discovery), Funding: \$150,320.
- Dreamson, N., **Lee Hong, A.** and Thomas, G. *The digital divide for Indigenous students in Learning Management Systems*, Student Equity in Higher Education Research Grants Program 2015, Funding: \$27,069 (6 months)

Affiliate members

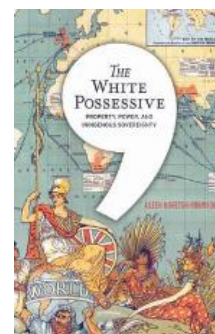
Two affiliate members of NIRAKN were successful in receiving funding in the ARC Discovery Indigenous scheme for 2016.

- **Carlson, B.** *An Examination of Aboriginal and Torres Strait Islander Help-Seeking Behaviours on Social Media*
This project is designed to contribute to knowledge of formal and informal help-seeking behaviours among Indigenous Australians. It is anticipated that the outcome of this research may influence the development of formal help sources in the services and programs relevant to Aboriginal and Torres Strait Islander people, including health (eg suicide prevention), employment, housing, economic opportunities and legal services.
Funding: \$382,929 (3 years)
- **Evans, J., Olds, T., & Wilson, R.** *An integrated analysis of the sport, education and health and wellbeing*
This project aims to explore the significance of participation in sport and its links to education attainment and health and wellbeing outcomes. Project outcomes may inform policies and community programs targeting sport, educational attainment, and health and wellbeing outcomes among Indigenous youth in Australia. They may also contribute to frameworks for evaluating future programs.
Funding: \$290,000 (3 years)

Network Participants' Achievements: Publication Highlights

The research efforts of NIRAKN's four research Nodes and the Network Hub are geared towards producing measurable high quality research. A full list of NIRAKN member publications is available at Appendix 2, and includes over 127 publications, including books, journal articles, book chapter, and reports and conference papers. Noted here are just some of the highlights of NIRAKN Member publications and achievements.

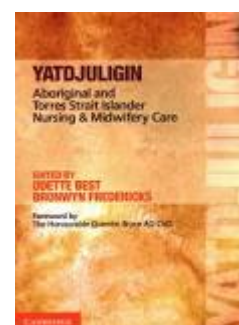
Notable publications include Profesor Aileen Moreton-Robinson's book, *The White Possessive: Property, Power, and Indigenous Sovereignty*, published by University of Minnesota Press in May 2015 which was launched as NAISA. The book is a collection of essays exploring the links between race, sovereignty and possession through themes of property: owning property, being property and becoming propertyless. Professor Moreton-Robinson's book was reviewed as part of the the NIRAKN Critical Reading Groups convened by the Hub in 2015. The book has been selected for a plenary panel at the 2016 American Studies Association Conference in Denver Colorado. Professor Cheryl Harris (UCLA), Professor David Roediger (University of Kansas) and Professor Kim Tallbear (University of Alberta) will present papers on the book and Professor Moreton-Robinson will be a Panel respondent.



Another notable publication is Professor Larissa Behrendt's text *Finding Eliza* which is scheduled for release in February 2016 and focuses on power and colonial storytelling, interrogating how Indigenous peoples have been portrayed in colonial narratives. The book is published by Queensland University Press.

In 2015, the ISK&ST node continued to collaborate to produce a collection of essays edited by Professor Maggie Walter, Associate Professor Karen Martin and Associate Professor Gawaian Bodkin-Andrews. The book titled *Growing up Strong Children: Indigenous Perspectives on the Longitudinal Study of Indigenous Children* will be published by Pallgrave McMillan. It is currently in the final stage of preparation and will be published in 2016.

The critical Indigenous nursing text 'Yatdjuligin' published by Cambridge University Press in 2014, edited by NIRAKN Members Dr Odette Best and Professor Bronwyn Fredericks was awarded a prestigious Educational Publishing Award from the Australasian Publishers Association (APA). Yatdjuligin received the Tertiary Teaching and Learning Resource Category at the Publishing Awards held in Melbourne in September 2015, which was awarded for filling a vital gap in Indigenous-led educational literature.





Associate Professor Rowena Ball was invited to contribute to a special edition of Australian Quarterly in 2014 which focused on Indigenous issues. Associate Professor Ball provides this testimonial as to the significance of NIRAKN in enhancing her publication opportunities and the impact this has had:

This year I authored, "STEM the gap: Science belongs to us mob too." Australian Quarterly (Ed. Grant Mills), vol. 86, pages 13-19, 2015.

The editor of the journal was putting together a special issue on Indigenous issues, and he found me through the NIRAKN website.

In March it was published - to an absolute media storm! The phone kept ringing and I must have done literally dozens of radio and news and online interviews, I had many requests for more articles and op-eds etc, and the paper went viral. My article has actually created real changes and is continuing to have influence! And it is all because of NIRAKN!

Apart from all the media interviews, as a direct consequence of that paper, I have been given other opportunities such as an invited talk on the article to senior public servants in the Department of Prime Minister and Cabinet, invited to talk to the CSIRO Indigenous Engagement Implementation Committee meeting, invited onto the XE Maths Project Reference Group (an Indigenous led ARC funded project), and a standing invitation to prepare and deliver an Occam's Razor talk on Radio National, from the ABC Science Unit (not as yet taken up).

I'm happy that NIRAKN has proved so influential in such an unexpected way!

Email from Associate Professor Rowena Ball

Network Participants' Achievements: Conference Highlights

As NIRAKN continues to expand its influence and profile within the sector, members are being invited to present at major national and international conferences. These presentations allow NIRAKN to extend and promote its role as a crucial centre of Australian Indigenous expertise, knowledge and innovation.

With a Key Performance target of ten invitations to attend and participate in major conferences in 2015, NIRAKN members far exceeded these expectations providing 33 presentations at major national conferences and 11 at major international conferences. This included nine national and one international keynote presentations, five invited speaker invitations and one invitation to attend. From a membership of 49 members this is a significant achievement by NIRAKN members and is reflective of the impact that NIRAKN has had in the sector. A full list of conference presentations is included in Appendix 2 and international presentations are highlighted under the International Relationships section of the report. Outlined below is a selection of national keynote addresses demonstrating NIRAKN's impact.

Dr Asmi Wood from the Law node gave a keynote address on 'the Impact of UN Instruments on Domestic Australian Law: the RDA and Constitutional Recognition', at the UN Youth Summit, Canberra in March 2015. Approximately 150 students in year 9 – 12 from around New South Wales and Canberra attended Dr Wood's presentation. These presentations are integral to influencing Australia's future leaders and researchers, and assisting in building the pipeline from secondary school to University and higher degrees.

In April 2015, Associate Professor Mark McMillian gave a joint presentation with The Honourable Fred Chaney AO on, *Reconciliation of Laws and Legal Systems: Anglo –Australian and Indigenous Nations' Laws*, at the Judicial College of Victoria Koori Twilight - Reconciliation and Recognition Series: Gathering for Judicial Officers of Victoria, Melbourne. This series of workshops bring together judicial officers from all jurisdictions, as well as Indigenous and non-Indigenous Victorians with an interest in judicial education.

Professor Larissa Behrendt provided a number of keynotes throughout 2015 on *Aboriginal Women and the Feminist Movement*, *Indigenous People, Poverty and Empowerment* and *Lessons to be Learned from the Public Administration of Aboriginal Affairs*. Professor Behrendt also promoted NIRAKN and the benefits of research for Indigenous peoples through a presentation to the National Union of Students Indigenous Conference, University of Technology Sydney in July. The Aboriginal and Torres Strait Islander Student Conference brought together Indigenous student leaders and activists from around the country who discussed and voiced issues of concern to Indigenous Tertiary Education students. The conference was specifically aimed at Indigenous Tertiary Education students and was a great opportunity for NIRAKN to influence future Indigenous researchers.

International Journal of Critical Indigenous Studies

As a network, and through the NIRAKN hub, NIRAKN has worked to raise the profile of Indigenous knowledges and research through facilitating high quality scholarly publishing. The *International Journal of Critical Indigenous Studies (IJCIS)* has published two editions in 2015, with releases in June (volume 8, no. 1) and December (volume 8, number 2). The *IJCIS* 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. In 2015, the journal published research in Critical Indigenous Studies from Indigenous and non- Indigenous scholars from Australia, New Zealand, Japan and USA.

The following articles were published in the journal in 2015:

Whitefellas at the Margins: the Politics of Going Native in Post-colonial Australia by Emma Barrow and NIRAKN member **Barry Judd**, from RMIT University, Melbourne, Australia.

When the marginalised research the privileged: One Māori group's experience by Belinda Borell, from Massey University, Palmerston, New Zealand.

The Contribution of Focus Group Discussions to Aboriginal Australian Health Service Research: a Content Analysis of Practice and Experience by Angela Dawson, from University of Technology, Sydney, Australia; John Daniels, from University of Wollongong, Australia; and NIRAKN member **Kathleen Clapham**, from University of Wollongong, Wollongong, Australia

Blood in Our Hearts or Blood on Our Hands? The Viscosity, Vitality and Validity of Aboriginal 'Blood Talk' by NIRAKN affiliate member **Chelsea Bond**, Mark Brough, and Leonie Cox, from Queensland University of Technology, Brisbane, Australia.

Participatory video making for research and health promotion in remote Australian Aboriginal communities: Methodological and ethical implications, Craig Sinclair, from Rural Clinical School of WA, Associate Authors: Peter Keelan Community artist; Samuel Stokes, Aboriginal health worker, Western Desert Kidney Health Project; Annette Stokes and Christine Jeffries-Stokes, Rural Clinical School of WA, University of WA.

Fānanaua: Ethics education in an indigenous Solomon Islands clan by Kabini Sanga, from Victoria University of Wellington, New Zealand.

The Impression of Hybridised Indigeneity: A History of the United Nations' Permanent Forum on Indigenous Issues and the Emergence of a Globalised Construction of Indigeneity, by Paul Moon from Auckland University of Technology, Auckland, New Zealand.

Interrupting White Possession and Unsettling State Borders: Expanding Frontiers of Critical Indigenous Studies, by Fiona Nicoll from University of Queensland, Australia.

Aboriginal performance as war by other means in the nineteenth century by Associate Professor Maryrose Casey from Monash University, Australia.

Authenticity in indigenous tourism: the provider's perspective by Pei-Hsin Hsu from Graduate School of International Development, Nagoya University, Japan; Associate Professor Chad Nilep, Institute of Liberal Arts and Sciences, Nagoya University.

"One Side Celebrates and the Other Side is Grieving": Learning and Unlearning in Native American/Indigenous Studies Courses by Noorie K. Brantmeier, MSW, PhD from James Madison University, USA.

Self-determining Multiculturalism by Lainie Schultz, PhD from the Peabody Museum of Archaeology and Ethnology, Harvard University, USA.

Book Reviews

Indigenous Sovereignty and the Being of the Occupier: Manifesto for a White Australian Philosophy of Origins, reviewed by Fiona Nicoll, PhD Queensland University of Technology, Brisbane, Australia.

Masculindians, Conversations on Indigenous Manhood edited by Sam McKegney, 2014, University of Manitoba Press: Winnipeg. Reviewed by Jason De Santolo (LLB, MSocSc) Jumbunna Indigenous House of Learning, University of Technology Sydney, Australia.

The Postcolonial Eye: White Australian Desire and the Visual Field of Race. By Alison Ravenscroft. 2012. Ashgate: Farnham. Reviewed by Ryan Topper, PhD candidate, University of Leeds, UK.

The International Journal of Critical Indigenous Studies is online and open access and all editions are available from <http://www.isrn.qut.edu.au/publications/internationaljournal/allissues.jsp>. In response to the ARC Mid-Term Review concerns about documenting NIRAKN's achievements and learnings in establishing the Netowrk; a special issue of the journal will be published in 2017 focusing on NIRAKN's legacy and will seek contributions from NIRAKN stakeholders including the Director, Node Leaders, Members, and postgraduate students regarding;

- Research findings from projects funded through NIRAKN
- Reflective accounts from members and/or postgraduate students about the impact of NIRAKN on their academic careers
- Key lessons learnt in relation to Indigenous capacity building agendas in higher education
- Strengths and challenges of collaborative interdisciplinary Indigenous research

4.3 Pipeline of Researchers



NIRAKN is committed to building a sustainable pipeline of researchers and ensuring Indigenous postgraduates are supported and included in network research and capacity building. Once enrolled in a Research Higher Degree program, all Aboriginal and Torres Strait Islander students are eligible to join the NIRAKN Postgraduate Network.

Supporting and encouraging the pipeline is part of the everyday work of NIRAKN members through lectures, student support, informal mentoring, role modelling and supervision of postgraduate students. However there were specific activities undertaken by NIRAKN to build the RHD pipeline in 2015 including presentations to potential Indigenous university students, NIRAKN undergraduate essay prizes, research placement and the promotion of NIRAKN research heroes.

Recruitment

Dr. Asmi Wood presented at the Public Sector and Defence recruitment fare where he spoke to current Indigenous Australian Public Service (APS) employees on the possibility of gaining ANU Indigenous scholarships and APS Scholarships as well as workplace arrangements that permit Indigenous employees to undertake HDR base qualifications. In October, the ANU held a retreat to give potential HDR students an opportunity to interact with current researchers and assistance to formulate their own research proposals. Thirteen potential Indigenous HDR students were included. Dr Asmi Woods was acknowledged for his success in empowering and guiding law students through to successful completion of their tertiary education by being awarded The Neville Bonner Award for Indigenous Education.

The Yuraki node facilitated two cross nodal workshops focusing on transitions for Aboriginal and Torres Strait Islander students into higher education.

Month	Presenter/Facilitator	Location	Title
October	<p>Webinar</p> <p><u>Presenters:</u> Professor Maggie Walter (ISK&ST) Clair Andersen (ISK&ST) Leanne Holt (postgraduate student)</p> <p><u>Facilitators</u> Steve Kinnane (Yuraki) Dr Judith Wilks Dr Katie Wilson</p>	National	Come be what you can't see: The transition of Aboriginal & Torres Strait Islander students into higher education- online workshop
December	<p>Webinar</p> <p><u>Presenters:</u> Professor Maggie Walter (ISK&ST) Clair Andersen (ISK&ST) Leanne Holt (postgraduate student)</p> <p><u>Facilitators</u> Steve Kinnane (Yuraki) Dr Judith Wilks Dr Katie Wilson</p>	National	Come be what you can't see: The transition of Aboriginal and Torres Strait Islander students to higher education

While supporting students from undergraduate to postgraduate completions is a critical part of the Indigenous research pipeline, the Hub sought to strengthen pipeline from early career to emerging and established Indigenous scholarship. In 2015, the Director, Professor Moreton-Robinson formed an emerging Indigenous research leadership group which she will mentor and support in developing the Indigenous research metrics for the ARC's consideration and contribute to the development of new research codes with Māori scholars for 2017 Australian Research Council and New Zealand Research Council's review of research codes.

NIRAKN undergraduate essay prizes

NIRAKN encourages talented Indigenous undergraduates to consider research through the promotion of our undergraduate essay competition and other research related activities. For the second year NIRAKN awarded four undergraduate essay prizes for the best undergraduate essays. The recipients are selected on merit by a NIRAKN judging panel. To be eligible applicants must be Aboriginal and/or Torres Strait Islander and enrolled in an undergraduate degree at an Australian university in the year of application. Award winners attended the Indigenous Researchers Conference coordinated by NIRAKN in Adelaide, October 2015. The 2015 winners were:



Jenavive Westbury (University of New South Wales)

Essay Title: "The normalization of Indigenous disadvantage in Abbott's 2015 Closing the Gap Speech"

Danielle Hobday (University of New South Wales)

Essay titled: "The transformative potential of international human rights law in empowering and protecting the rights of Indigenous Peoples in Australia"

Sasha Purcell (Queensland University of Technology)

Essay titled "Reform for over-representation of Indigenous people in child protection and criminal justice systems"

Eliza Smith (Monash University)

Essay titled "Indigenous Contemporary Art"

NIRAKN research placements

In 2015 NIRAKN continued to support undergraduates by supporting placements in areas of relevant research activity. Central Queensland University hosted two undergraduates in 2015; one for eight weeks between January – February 2015, and another for one week in August (Honours student). Professor Michelle Trudgett and Professor Gawaian Bodkin-Andrews employed an Indigenous Honours student to undertake specific research tasks at the University of Technology, Sydney. Professor Gawaian Bodkin-Andrews has also employed an Aboriginal honours student at Macquarie University to assist in grant related activities (including statistical training). These students are receiving strong research training and support, with the opportunity to co-author on publications.

In addition to undergraduate student placements, NIRAKN members seek opportunities for postgraduate student research placements. Central Queensland University hosted a postgraduate Masters student in November for one week. During this time the student worked on their final submission for their Research Masters. In addition CQU supported four postgraduate students to attend the NIRAKN and NATSIHEC Indigenous Researchers conference in Adelaide.

The Yuraki Node has been successful in winning an ARC grant to work on a History of the NSW Aborigines Protection/Welfare Board which has enabled them to engage an Indigenous PhD student. The Yuraki Node has also engaged an Indigenous PhD student in research that extends beyond the Protection Board research project.



CQUniversity's Office of Indigenous Engagement hosted Patrice Harald as a Visiting Scholar in November 2015. Patrice is presently in the final phase of her Masters by Research at QUT, which is focused on health promotion and Aboriginal and Torres Strait Islander children and families. Patrice sees her education and scholarship as a political tool for the Aboriginal and Torres Strait Islander community.

NIRAKN Indigenous Research Heroes

NIRAKN promotes local research heroes through its website and a biannual newsletter which is distributed widely in June and December. The "heroes" outline their research journeys and provide advice to those commencing in the research area. The Research Heroes for 2015 were: Professor Len Collard (University of Western Australia); Dr Roxanne Bainbridge (James Cook University); and Dr Barry Judd (Royal Melbourne Institute of Technology University). Research Heroes stories can be accessed through the newsletters at www.nirakn.edu.au

4.4 International, national and regional links and networks



NIRAKN fosters international, national and regionally partnerships in order to continue to extend and multiply the benefits of NIRAKN's role as a crucial centre of Australian Indigenous research expertise, knowledge and innovation. In 2015, NIRAKN members have made significant efforts to increase international relationships and collaboration whilst maintaining a role in disseminating national research and engaging with national tertiary issues.

A particularly significant and strong national partnership that has been consolidated in 2015 has been between NIRAKN and the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC). NATSIHEC is the provider of primary advice to the Australian Government on Indigenous education in the Higher Education Sector. Professor Peter Buckskin, Dean of Indigenous Scholarship, Engagement and Research, Chancellery, University of South Australia is Chair of NATSIHEC and a member of the NIRAKN Advisory Committee. NATSIHEC strongly support NIRAKN and sees the network as a key vehicle for culturally appropriate research. Both the NIRAKN Director and Senior Research Fellow are on the executive of NATSIHEC with the Director representing NATSIHEC at meetings with the Australian Education Department and the Federal Minister of Education regarding the future direction of Indigenous Higher Education. This partnership during 2015 saw a joint coordination of an international NIRAKN and NATSIHEC Researchers' conference.

International Indigenous Researchers Conference

In September 2015, NIRAKN and NATSIHEC convened the International Indigenous Researchers' Conference in Adelaide. The Conference was jointly convened as a means of showcasing Indigenous research across Australia and internationally. The conference was attended by Professor Aiden Byrne, the CEO of the Australian Research Council as well as a representative from The Minister for Education's office (The Hon Simone Birmingham) who discussed with delegates the federal government's aspirations for science, research and innovation.

The conference held over two days brought together over 100 participants including 15 Australian and two international universities. The conference illustrated the breadth of research being undertaken by Indigenous researchers in areas such as health, sociology, Indigenous knowledges, critical race and

history. Several NIRAKN members delivered keynotes and papers, and a number of postgraduate students presented the outcomes of their research. A breakdown of conference participants by occupations showed a range of researchers from postgraduate research students to Pro-Vice-Chancellors and representatives from the Department of Prime Minister and Cabinet.



Master Student Margaret Anderson
PhD student Josie Douglas



Marlene Longbottom – waminda
Suzanne Ingram
Yvette Roe



Romlie Mokak,
Assoc. Prof Roxanne Bainbridge
Dr Felecia Watkin-Lui



Prof Bronwn Fredericks & Professor Aidan
Byrne



Dr Payi Linda Ford
Dr Veronica Arbon



Dr Alice Te Punga Sommerville
Prof Chad Allen



Phd student – Debbie Bargallie, Dr Mick
Adams and Leone Malamoo



Professor Deborah Madsen
Professor Aileen Moreton-Robinson

This engagement demonstrating NIRAKN's impact and capacity to engage emerging, early career, and established academics as well as community agencies and government stakeholders. The large volume of Indigenous researchers allowed for three concurrent streams (apart from plenaries and keynotes) over the two days. Key note presentations were delivered by leading international Indigenous researchers.

Conference Keynote Speakers



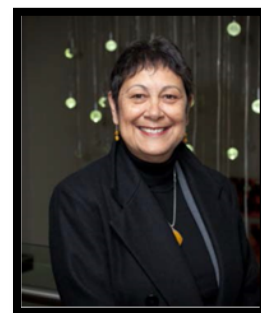
Professor Linda Tuhiwai Smith ,
Pro-vice Chancellor Māori ,
University of Waikato



Professor John Maynard,
Umuliko Indigenous Higher
Education Research Centre,
The Wollotuka Institute,
University of Newcastle



Professor Chadwick Allen
Associate Vice Provost for
Faculty Advancement and
Professor of English University
of Washington,
United States of America



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

Professor Linda Tuhiwai-Smith is Professor of Education and Māori Development and Pro-Vice Chancellor Māori at the University of Waikato. Professor Tuhiwai-Smith is internationally renowned for her outstanding scholarship in Indigenous research methodologies and is the author of the seminal text, *Decolonizing Methodologies: Research and Indigenous peoples*.

Professor John Maynard is the foremost Indigenous historian in Australia. His books *Fight for Liberty and Freedom; the Aboriginal Soccer Tribe; and Aboriginal Stars of the Turf* have received high acclaim. His research concentrates on the intersections of Aboriginal political and social history.

Professor Chadwick Allen is a well-known international literary scholar. He is the author of several books including *Trans-Indigenous: Methodologies for Global Native Literary Studies* (2012). He is the current editor of the journal SAIL: Studies in American Indian literature.

Professor Aileen Moreton-Robinson has global reach and is on the curricula of a number of universities nationally and internationally. Her research concentrates on critical Indigenous studies, whiteness, critical race theory and feminism. She is the author of *Talkin' Up to the White Woman* and *The White Possessive*.

International relationships

In 2015, the Director continued to provide direction for the network's international linkages. Professor Moreton-Robinson has maintained her work as a member of the Editorial Management Committee for *American Quarterly*, a leading and highly prestigious international journal. This year was the final year of Professor Moreton-Robinson membership of the Native American and Indigenous Studies Association (NAISA) Council. NAISA is the premiere international & interdisciplinary professional organization for scholars, graduate students, independent researchers, and community members interested in all aspects of Indigenous Studies. Through her leadership in NAISA Professor Moreton-Robinson has promoted NIRAKN and network activities, and developed further international networks.

Professor Steve Larkin and Professor Maggie Walter of NIRAKN attended the 2015 NASIA conference in Washington where they were able to engage with other Indigenous scholars and consolidate and/or commence the building international relationships. Professor Moreton-Robinson in her role on NAISA Council assisted with organising the NAISA Conference in Washington and advocated for NIRAKN to co-host the 2016 annual NAISA Conference in Honolulu with a team including RMIT and led by the University of Hawaii. Professor Moreton-Robinson has been working closely with Professor Hokulani Aku from the University of Hawaii to ensure arrangements for the program in Honolulu will include significant engagement with Aboriginal and Torres Strait Islander researchers. This is the first time that Australian researchers have been involved in hosting NAISA. Professor Moreton-Robinson has also led the development of international relationships between UCLA Law School (Professor Cheryl Harris and Professor Devon Carbado) and the NIRAKN Law Node which has resulted in several symposiums and workshops at UCLA and within Australia.

International presentations



A significant international keynote address was delivered by Professor Moreton-Robinson at the University of Alberta in Canada. Professor Moreton-Robinson provided the keynote for the Faculty of Native Studies' Indigenous Foucault symposium titled *Aboriginal Sovereignty, Foucault, and the Limits of Power* which was live streamed and has received over 3000 views. Professor Moreton-Robinson also delivered an Indigenous Graduate Masterclass with students enrolled in the Masters of Native Studies at the University of Alberta. Professor Moreton-Robinson convened a workshop at UCLA's Law School with Associate Professor Mark McMillan and Dr Chelsea Bond which examined Indigeneity, race and sovereignty in Australian and international contexts.

Dr Asmi Wood, from the Law node presented at Oxford University, England. He gave a presentation as well as seminars on the Constitution and the potential impact of Parliamentary Recommendations, if affected, Expert Panel and Parliamentary Reports. Dr Wood has had several publications in this areas published or accepted for publication in 2015. Law node leader Dr Asmi Woods also spoke at G20 events in Istanbul and was invited to present seminars at universities and government agencies in Samsun and Ankara in Turkey.



NAISA 2015: Annual Meeting
June 4-6, 2015
Washington, D.C.

Two NIRAKN node leaders presented at the 2015 NAISA annual Conference in Washington DC June 4-6 2015. Professor

Maggie Walter presented a paper on the making of MOOC on Indigenous Knowledges' and Professor Larkin presented a paper on race and Indigenous employment. ISK&ST node members Professor Maggie Walter and Dr Wendy Aitken both attended and presented at the Canadian Political Science Association, Congress 2015 of the Humanities and Social Science May 30-June 5, Ottawa, Ontario. Professor Walter and Dr Aitken facilitated a workshop on *Indigenizing the Academy in Australia*, and Dr Aitken presented a paper on *Acceptance and Recognition of Indigenous Knowledges*.

Associate Professor Mark McMillan delivered three international presentations which included *Colonization, Indigenous Health and History*, at the Royal Swedish Academy of Letters, History and

Antiquities in Stockholm; *Official responses to mass harm and the question of justice* at the International Institute for the Sociology of the Law in Onati, Spain; and *Race and Aboriginality in Australia* at UCLA Law School. The Onati conference was organized by Associate Professor Mark McMillan and was part of the Critical Race Studies Program linking with the Law Node OLT grant led by Marcelle Burns. The presentation at UCLA was linked to an earlier workshop by NIRAKN and UCLA scholars in Australia in May 2015 and facilitated by the NIRAKN Director through the Hub.

Dr Roxanne Bainbridge from the NIRAKN Health node was one of three invited presenters who delivered a presentation on an impact evaluation of a mentoring approach to modify suicide risk for remote Indigenous Australian students at boarding school, at the 28th World Congress of the International Association for Suicide Prevention: New Discoveries and Technologies in Suicide Prevention, 20-25 June, Montreal, Canada. This congress brought together researchers, practitioners, helpline workers, programme planners, graduate students and persons concerned with suicide bereavement, from a range of disciplines around the world.

In order to facilitate the internationalisation of members' research engagement, the NIRAKN Management Committee in 2014 made the decision to open up funding originally designated to support Node Leaders' international travel to all Network Participants through an International Travel Bursary scheme. In 2015, Dr Odette Best was funded to present her paper, *Not domestic servants: Aboriginal Australian women as trained nurses and midwives 1900-1949*, at the American Association for the History of Nursing in conjunction with University College Dublin: International Nursing History Conference 15-18th September 2015. Dr Best was able to link this presentation with the conference launch of a book where she had contributed a chapter to *Colonial and post-colonial nursing histories*, edited by Helen Sweet and published by Cambridge University Press. Following on from the conference Dr Best attended the Florence Nightingale School of Nursing Kings College meeting with nursing historian Helen Sweet and gaining access to the British Library Overseas Nurses Association records of British nurses coming to Australia from 1896-1910.

In October this year Professor Radoll from the ISK&ST node was invited to give a keynote at the Global Access to Post-secondary Study conference, Sunway University, Kuala Lumpur, Malaysia. Professor Radoll's keynote focused on whether statistical data on Indigenous education informs us in a sensible way. The conference is concerned with ways to boost access and equity to post-secondary education worldwide with participants being post-doctoral researchers and academics.

International networks

Several Node Leaders and Members continue to participate in international networks within their respective fields. In, 2015 Professor Steve Larkin led an international partnership with a Pacific Leaders Alliance meeting in March which brought together eight leading Indigenous academics from Australia and New Zealand (including Professor Moreton-Robinson) to discuss and scope possibilities for a Pacific Leaders Program in the higher education sector in Australia and NZ. Further meetings of this network will be coordinated by Professor Larkin at Charles Darwin University in 2016.

In April 2015, Professor Steve Larkin, Charles Darwin University, hosted Professor Jelena Porsanger, from the Sami University College, Norway. The purpose of the visit was to discuss the potential for a formal partnership between Charles Darwin University and the Sami University College. The visit was

extremely successful with a draft agreement developed and a formal agreement expected next year. The Agreement includes opportunities for: collaborative research on agreed topics on Indigenous knowledges; sharing of units in relation to existing courses and/or the developing Indigenous leadership program; and Indigenous staff and/or students Cross Cultural Exchanges. Professor Steve Larkin also met with Professor Eduardo Bonilla-Silva, Professor of Sociology, Duke University, North Carolina, USA in May 2015 to discuss and share their research and start discussions on possible future collaborations. Professor Maggie Walter through the University of Tasmania has commenced a partnership with the Northern Arizona University. The partnership focuses on high achieving Indigenous student cultural and educational exchanges. The first visit between the Universities' took place in July 2015 with nine students and three staff members from Northern Arizona University visiting UTAS. In early 2016, five UTAS students and two staff members will visit Northern Arizona University. Professor Michelle Trudgett conducted a review of Te Kawa a Māui, School of Māori Studies at Victoria University, Wellington.

Yuraki node members met with the Native American Curator from the National Museum of the American Indian (Smithsonian) Washington USA in Sydney on 26 July to discuss possible research activities between the National Museum of the American Indian and the Yuraki node. Professor John Maynard returned to China in September to speak at the 2015 China-ASEAN Vocational Education Exhibition and Forum. Professor Maynard continued to investigate opportunities and potential research collaborations through several meetings in China which appears promising. Professor John Maynard has had regular contact and connection with Professor Ron Stephens from the Purdue University regarding a visit of African American students to Australia. Professor Stephens is interested in commencing research collaborations and has invited Professor Maynard to visit Purdue in Indiana, in 2016 to give an address and to attend a 'Global Garvey Conference' presenting a paper and making a contribution to a forthcoming book.

Professor Moreton-Robinson has established links with the Metis Research Centre, University of Alberta (Professor Chris Anderson and Professor Kim Tallbear) and the University of Waikato, New Zealand (Professor Linda Tuhiwai-Smith and Professor Graham Smith). Professor Moreton-Robinson has also been critical in forging relationships with leading critical race scholars, Professors Cheryl Harris and Devon Carbado from UCLA Law School and NIRAKN through the Hub and NIRAKN's Law Node Leader Associate Professor Mark McMillan. This relationship has involved exploring possible partnerships in law research and knowledge sharing, advancing international discussions regarding Indigeneity and race and has resulted in a planned Law Node workshop in Melbourne 2016. Dr Shino Konishi continues to participate in the ARC Discovery Project *Revolutionary Voyaging? Science, Politics and Discovery During the French Revolution (1789-1804)* which is an international collaborative research project.

International visitors

NIRAKN members hosted a number of international visitors throughout 2015.

In April, the NIRAKN hub and the ISK&ST node hosted Professor Chris Anderson from the Faculty of Native Studies, Director of the Rupertsland Centre for Métis Research University of Alberta, Canada. Professor Anderson presented a seminar focusing on *Métis: race, recognition and the*

struggle for Indigenous peoplehood at QUT and he also delivered a presentation on higher education and studying at university to staff and students at CDU. In May, the NIRAKN hub and the Law node hosted two leading international race and law scholars, Professor Cheryl Harris and Professor Devon Carbado, from the University of California, Los Angeles (UCLA). The Professors presented to NIRAKN members and postgraduate students issues relating to critical race theory and the law.

Professor Chadwick Allen, Associate Vice Provost for Faculty Advancement and Professor of English University of Washington, United States of America continued his association with NIRAKN in 2015. In September he delivered two seminars, one at QUT and one at CDU on, *'How Indigenous north American writers, artists, and communities represent ancient earthworks and engage earthworks principles in their contemporary productions'*. Dr Allen also presented at the NIRAKN and NATSIHEC Indigenous Researchers Conference. Professor Linda Tuhiwai Smith, Pro-vice Chancellor Māori, University of Waikato a leading Māori scholar with expertise in Indigenous research and methodologies was also hosted by NIRAKN and NATSIHEC to attend and present a key note session at the NIRAKN and NATSIHEC Indigenous Researchers conference. Professor Tuhiwai-Smith also hosted a roundtable on Indigenous education at Newcastle University which was well attended.

In July, the ISK&ST node hosted Associate Professor Scott Stevens, Native American Studies & Director Syracuse University, United States of America. Dr Stevens gave a seminar at CDU on *Museums and the representation of Indigenous peoples in them – particularly in settler colonial state*, and at UTAS he delivered the inaugural Japanangka Errol West Indigenous Scholar Lecture. In his lecture, Dr Stevens considered how the history of European and American colonialism in Haudenosaunee (aka Iroquois) homelands is literally and figuratively marked by various memorials meant to testify to the conquest of Haudenosaunee lands. The event was live streamed across the UTAS campuses.

4.5 Community Engagement and Outreach

NIRAKN node leaders and members continue to foster national, regional and community relationships to in order to extend NIRAKNs influence and the benefits of the research to the wider Indigenous community, and while NIRAKN's partners provide a conduit to the Indigenous community, NIRAKN members continue to connect directly with their local Indigenous communities. NIRAKN members continued to be involved in AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies), which is a Partner Organisation within NIRAKN. Professor John Maynard is on the Council and acted in the position of chair in 2015, while the chair was on leave. Many network participants continue to be AIATSIS members.

NIRAKN members have also participated in leadership roles in the National Congress of Australia's First Peoples (Partner Organisation) 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. Ms Kirstie Parker Congress' co-chair was a member of the NIRAKN Advisory Committee in 2015. This year Yuraki node members Steve Kinnane and Shino Konishi were elected onto the Board of the Australian Dictionary of Biography (ADB) for a five year term and Yuraki are now in the prime position to develop a large Linkage ARC grant with the ADB and NIRAKN Members are working toward the development of an Indigenous specific volume. At the 2016 Yuraki meeting in Broome a Working Party will be established to assist with Indigenous content.



NIRAKN Research Fellow Dr Chelsea Bond guest curated three public forums at Clancestry 2015 at the Queensland Performing Arts Centre. Each conversation was booked out and livestreamed via periscope. Clancestry is a festival celebrating the arts and cultural practices of the world's First Nations People. The sessions focused on critical conversations on identity, activism and sovereignty. Panel members included NIRAKN Director Professor Moreton-Robinson, internationally renowned artist Vernon Ah Kee and prominent Indigenous activist and academic Dr Gary Foley.

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

- Professor Steve Larkin and Professor Aileen Moreton-Robinson appointed to a national working Group on Indigenous Higher education supplementary funding reform, which included a review of current funding and the development of a new model for the sector.
- Professor Aileen Moreton-Robinson, Professor Steve Larkin and Dr Chelsea Bond were appointed Directors of the National Aboriginal and Torres Strait Islander Higher Education Consortium which provides advice to the Minister for Education on matters relating to Indigenous higher education.
- Professor Aileen Moreton-Robinson and Professor Peter Buckskin on the behalf of NATSIHEC met with the Minister for Education, The Hon Simon Birmingham. NATSIHEC advised the Minister on a range of potential national sector-wide Indigenous higher education research projects including the need to further support opportunities for Indigenous PhD and post PhD students. NATSIHEC has been provided \$335,000 to look at three priority areas which include building the Aboriginal and Torres Strait Islander Academic Workforce, Whole of

University Approach for Aboriginal and Torres Strait Islander outcomes and improving student enrolments in STEM disciplines.

- Professor Moreton-Robinson provided policy advice to the ARC on the Indigenous Discovery Scheme and participated in the ARC Director's forum where she presented on Indigenous Research Capacity Building.
- Professor Steve Larkin appointed to Universities Australia DVC Committee on Corporate Governance
- Professor Peter Radoll appointed to Universities Australia Aboriginal and Torres Strait Islander Committee and the Universities Australia DVC/PVI International Committee
- Professor Peter Radoll was appointed Chair of the Aboriginal and Torres Strait Islander Data Archive (ATSIDA) Reference Group. ATSIDA is a specialized trusted research data management facility for Australian Indigenous research data and is managed by the UTS Library
- Dr Asmi Woods delivered addresses at key government and community events: such as the Parliamentary Joint Committee, evidence given to Committee on the Stronger Land Bill; address to the Attorney General's Department on Constitutional Recognition; keynote address to the Aboriginal Leaders Meeting APG; and a keynote Address at a public meeting, 'Constitutional Recognition: Some key matters for Consideration' in Canberra.
- Associate Professor Bodkin-Andrews became involved the Two Cultures Program: Pak Hok Pai Kung Fu and D'harawal Story Telling. An ongoing community partnership with Macquarie Fields Police, Banyajaminga Aboriginal Inc, and Curran Public School (May , 2015 until December, 2015). Dr Bodkin-Andrews also became a story-teller representative for the D'harawal Traditional Descendants and Knowledge Holders Circle.
- Professor Bronwyn Fredericks was a guest speaker on behalf of the Health Node and NIRAKN at the Lowitja Institute in Melbourne, and a guest speaker at Bidjerdii Community Health Service 20 Year Celebration, Rockhampton, Queensland.
- Senior Research Fellow Dr Bainbridge was involved in the delivery of a workshop to staff from the Transition Support Service for Aboriginal and Torres Strait Islander students (Education Queensland) on Family Wellbeing.
- Associate Professor Rowena Ball presented at a Reconciliation Week event at the Department of Environment, Canberra, on STEM the gap: Science belongs to us mob too.
- Professor Steve Larkin was involved in NAIDOC activities in Darwin and was appointed the Official Patron, 2015 NAIDOC Week, Darwin.
- Professor Radoll presented a public lecture at Newcastle Museum on the Indigenous Digital Divide
- Professor Steve Larkin chaired a Roundtable on Indigenous employment, Charles Darwin University and Canadian High Commission held in Darwin.
- Professor Steve Larkin hosted a Whole of Community team & NIRAKN, week long residential symposium for Rural and Remote Community Researchers from 10th – 14th August 2015 which was attended by 40 Indigenous researchers from rural and remote communities across the NT and Torres Strait Islands.
- Professor Steve Larkin and NIRAKN co-hosted the launch of the book 'The Intervention; An anthology' (2015) edited by Rosie Scott and Anita Heiss. Two of the contributing authors

Rosalie Kunoth-Monks and Jeff McMullen did readings of their work at the opening. This event on the 4th August over 70 people including CDU staff and members of the community.

- Professor Steve Larkin and NIRAKN co-hosted an exhibition of Gurindji Artwork called 'Generations of Custodians' from 5th-24th August 2015 to commemorate the 1966 Wave Hill walk off. A number of the artists featured in this exhibition took part in the 1966 Walk Off lead by Vincent Lingiari, including Jimmy and Biddy Wavehill.
- Professor Steve Larkin and NIRAKN co-hosted the 15th annual Vincent Lingiari Lecture on the 6th of August 2015. Renowned journalist, author and filmmaker Mr Jeff McMullen 's lecture focussed on "Custodianship in the 21st Century". The event was open to the public and attended by approximately 300 people.
- Associate Professor Karen Martin convened a national symposium 'The role of Aboriginal Knowledges in Higher Education in the 21st Century' held on the 19th June at Griffith University with over 50 participants.
- Professor Steve Larkin and NIRAKN co-hosted a Pathways Forum at Charles Darwin Unviersity in October 2015. Over 140 participants from across Australia, including a contingent of community researchers from remote Northern Territory communities attended the forum. Keynote speakers included: Professor Colleen Hayward, Professor Lester Rigney, Professor Martin Nakata and Professor Steven Larkin. The International Journal of Learning in Social Contexts produced a special issue: Indigenous pathways and transitions into higher education, based on the forum. A book will also be produced in 2016 published Springer.

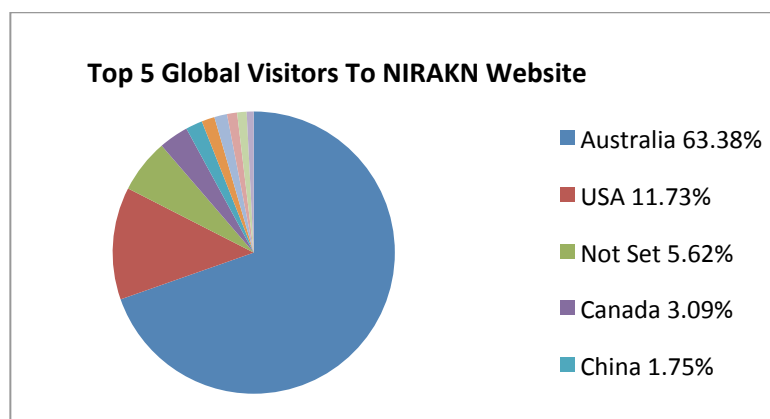
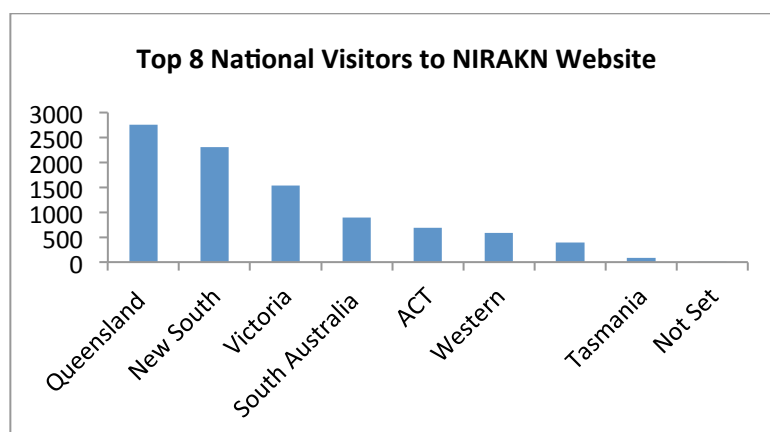
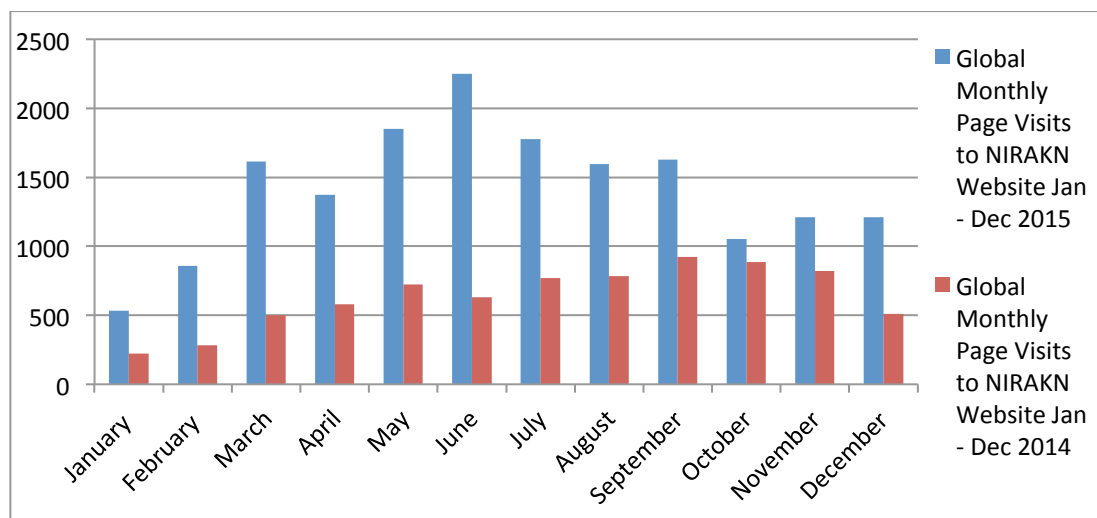
NIRAKN continues to work to engage with wider Aboriginal and Torres Strait Islander community through network activities. In 2015, NIRAKN circulated two editions of the NIRAKN Newsletter to our extensive 'Friends of NIRAKN' email list through which we share relevant news with interested researchers, community members and organisations. Copies of the newsletters are available from www.nirakn.edu.au. The twice annual newsletter is in addition to our other regular contact with NIRAKN members and friends through our weekly NIRAKN Super News bulletin, which promotes NIRAKN and members events, along with 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. Our dedicated NIRAKN postgraduate email list also distributed information specifically relevant to Indigenous RHD students. Partner organizations are encouraged to allow a number of their staff to participate in Capacity Building activities and some partner organization representatives have participated 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 organizations and helping ensure that NIRAKN research is informed by community needs and concerns.

NIRAKN Website and Social Media

NIRAKN's website (www.nirakn.edu.au) continued to evolve, following significant upgrades in 2014. The site's main task is to provide NIRAKN members, 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 also provides a virtual archive of network events, newsletters and reports. The website has generated significant interest given our

small field of study.

2014 and 2015 comparative yearly and monthly growth



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. There is a publically available NIRAKN News blog, as well as members' resources and node discussion forums.

The website is intended to 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. An analysis of website activity reveals that visitors to the site have moved away from accessing the 'About' NIRAKN pages into the 'Events' pages, helping drive higher participation from NIRAKN's network members, affiliates and Indigenous postgraduates. Consumers have moved away from learning about NIRAKN to learning with NIRAKN.











NIRAKN has gained momentum in developing a stronger social media presence with an emphasis on publishing regular targeted content to build brand awareness across the Higher education sector. NIRAKN's Facebook page (National Indigenous Research and Knowledges Network) and Twitter account (@The_NIRAKN) continue to maintain growing groups of followers with published content linked back to the NIRAKN website. At times, collective social media discussion has resulted in #NIRAKN2015 trending as the number 1 national topic of interest, as exemplified in the following graph from the NIRAKN International Indigenous Researchers Conference 2015:

The influencers of #NIRAKN2015

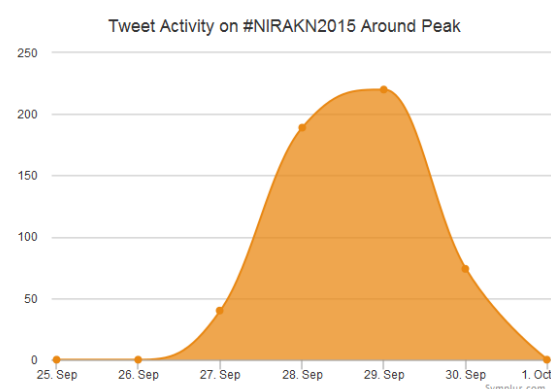
Top 10 by Mentions

	@bronfredericks	196
	@the_nirakn	103
	@drcbond	94
	@peridingo	47
	@rhondawilsonmhn	45
	@mlongbottom13	30
	@symplur	26
	@drroxbainbridge	25
	@koori_ot	25
	@jcu	14

Top 10 by Tweets

	@bronfredericks	87
	@rhondawilsonmhn	66
	@drcbond	53
	@croakeyblog	28
	@peridingo	24
	@the_nirakn	23
	@alice_tps	23
	@drroxbainbridge	19
	@mlongbottom13	17
	@emckenzieemma	16

#NIRAKN2015 Tweet Activity



↑ Data courtesy of symplur.com sampled late September 2015 for the NIRAKN/NATSIHEC International Indigenous Researchers Conference, Adelaide South Australia.

Australian Broadcasting Commission

The ABC interviewed a number of NIRAKN academics on national radio regarding their research including: Professor John Maynard on *Aboriginal military service; the Myall Creek Massacre* and *Convict Artist Joseph Lycett*. Steve Kinnane was interviewed on *Aboriginal Stolen wages*. Two NIRAKN members were also featured in the ABC net news, Professor Bronwyn Fredericks on *The Embedding of Indigenous Culture in the University Curriculum*, and Professor Pat Dudgeon on *Culture and Colonisation in Indigenous Mental Health in Using the Australian bush to improve Indigenous mental health* and *Shine a Light on Depression* in October. In addition, ABCTV interviewed Steve Kinnane on Lateline on the closure of up to 150 remote Aboriginal communities.

SBS

Dr Dawn Bessarab was interviewed on *High Indigenous Heart Disease Death Rate*, on SBS online, in February following the release of a report of Indigenous heart disease death rates.

Indigenous Media

Professor John Maynard was interviewed by Tiga Bayles and Amy McQuire on 98.9FM (Brisbane) in relation to the ARC Discovery grant on - *The History of the NSW Aborigines Protection/Welfare Board*. Dr Rowena Ball was interviewed by Paul Wiles from Central Australian Aboriginal Media Association (CAAMA) in February on a paper published on Indigenous engagement with science and engineering title "STEM the gap: Science belongs to us mob too." Published in Australian Quarterly. Professor Pat Dudgeon was also interviewed on *Taking the Time to Stop and Think About Our Mental Health* by Tara Callinan on SBS NITV in October.

National newspapers

Professor Larissa Behrendt continues to write regularly for The Guardian Australia on current legal and political issues affecting Indigenous people (<http://www.theguardian.com/profile/larissa-behrendt>). This year two of Professor Behrendt's articles were, *Not Overcoming Indigenous Disadvantage by Cutting Legal Services*, and *Who's Afraid of the Indigenous Middle Class?* Other national newspaper coverage includes two articles on Professor Pat Dudgeon on Indigenous *suicide rates being the 12th highest in the world*, in The Age, in July, and *Take Opportunity Now to Prevent Indigenous Suicide*, in The Australian in September.

Local Media

NIRAKN members generated 49 local and regional articles in local media including the Rockhampton Morning Bulletin (4), ABC radio – Capricornia (4), ABC radio – Tamworth (1), Radio Tamworth (1), Newcastle Herald (1), Newcastle Hunter (1), and individual University based articles (37).

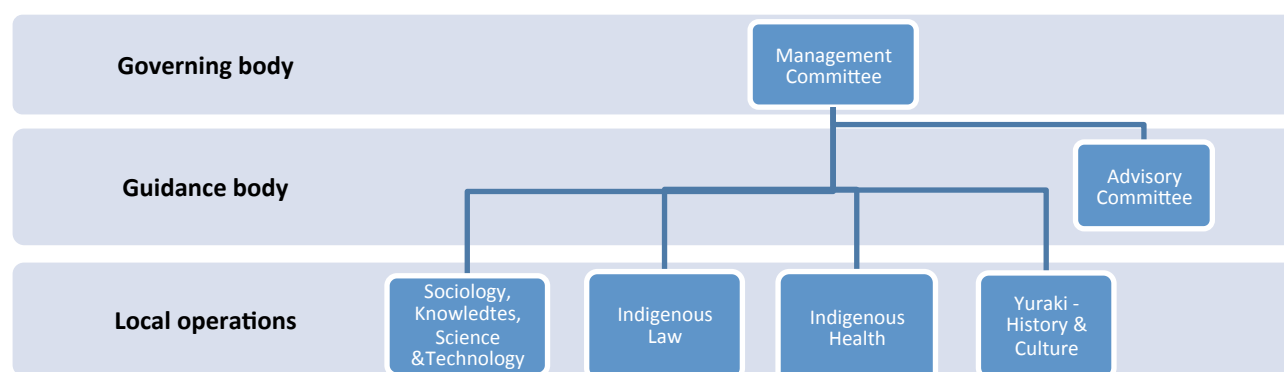
International Media

Professor Moreton-Robinson was interviewed by Andrew Bard Epstein from Yale University for the 'New Books in Native American Studies' blog as part of the New Books Network for her latest book *The White Possessive*. Yuraki Node leader John Maynard generated three television, 1 radio and 2 newspaper interviews with Chinese media, which included Meng Han with Shandong TV and Wang Zichen of the Xinhua News Agency.

4.6 Governance



The National Indigenous Research and Knowledges Network (NIRAKN) is a hub and spokes model, all Indigenous, multidisciplinary contexture of 49 Network Participants (NPs) from 22 eligible institutions across all states and territories, including five Indigenous Partner Organizations and an Advisory Board of ten eminent Indigenous elders and leaders. NIRAKN's NPs are postgraduate and early to mid-career researchers, led by senior researchers from our eight collaborating (Hub and Spokes) institutions: Queensland University of Technology (QUT) (Hub); University of Tasmania (UTAS); University of Newcastle (UNew); University of Western Australia (UWA); Australian National University (ANU); University of Technology Sydney (UTS); Central Queensland University (CQU) and University of Wollongong (UWoll); and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). The following diagram depicts NIRAKN's governance structure, which is expanded upon in this section.



Management Committee

The Management Committee is chaired by Professor Aileen Moreton-Robinson and is comprised of the NIRAKN Director, Node Leaders, and a representative from each of NIRAKN's Partner Organizations (see overpage): In 2015, the Management Committee met regularly to ensure the continued implementation of the NIRAKN vision and aims. The Management Committee met three

times in 2015, making key decisions such as the approval of affiliate members, research grants, capacity building workshops and seminars, international travel, and funding distribution. This year the Committee was also involved in a review of NIRAKN by the Australian Research Council (ARC). Members were involved in developing information for the ARC expert review panel and a representation of the Management committee met face to face with the panel to discuss NIRAKN's capacity building program, governance and research program. There were several changes to the Management Committee during 2015 with Professor Pat Dudgeon replaced by Professor Leonard Collard, Associate Professor Jacki Troy replaced by Dr Lawrence Bamblett, and Ms Stephanie Harvey was confirmed as the representative of NIRAKN's partner organization, the Aboriginal and Torres Strait Islander Healing Foundation. Dr Mark McMillan was Acting Director for three months while Professor Aileen Moreton-Robinson undertook leave. The continued dedication of the Management Committee and the NIRAKN Director has ensured that NIRAKN is meeting all of its key performance indicators and continuing to build a critical mass of Indigenous researchers.

NAME	POSTION
Prof Aileen Moreton-Robinson	NIRAKN Director, Director Indigenous Studies Research Network Queensland University of Technology
Dr. Asmi Wood	Senior Lecturer, ANU College of Law, Australian National University
Prof Bronwyn Fredericks	Pro Vice-Chancellor (Indigenous Engagement) and BMA Chair in Indigenous Engagement, Central Queensland University
Prof John Maynard	Professor, The Wollotuka Institute, University of Newcastle
Dr. Kathleen Butler	Associate Professor, The Wollotuka Institute, University of Newcastle
Professor Kathleen Clapham	Professor (Indigenous Health), Australian Health Services Research Institute (AHSRI), University of Wollongong
Dr. Kevin Williams	General Manager Research, Evaluation and Impact., Ninti-One
Prof Leonard Collard	Professor School of Indigenous Studies, The University of Western Australia
Prof Larissa Behrendt	Professor of Law and Director of Research, Jumbunna Indigenous House of Learning at the University of Technology, Sydney
Dr. Lawrence Bamblett	Research Fellow, Australian Institute of Aboriginal and Torres Strait Islander Studies
Assoc. Prof Mark McMillan	Associate Professor, Melbourne Law School, University of Melbourne
Prof Maggie Walter	Pro Vice-Chancellor Aboriginal Research and Leadership [part-time], University of Tasmania
Ms. Marlene Longbottom	Waminda, South Coast Women's Health and Welfare
Prof Peter Radoll	Dean, The Wollotuka Institute, University of Newcastle
Mr. Sam Johnston	Senior Research Fellow, United Nations University
Ms. Stephanie Harvey	Director, Healing Foundation
Prof Steve Larkin	Pro Vice-Chancellor (Indigenous Leadership), Charles Darwin University
TBC	National Congress of Australia's First Peoples

Advisory Committee

The NIRAKN's Advisory Committee meets annually and provides strategic advice to the Director and the Management Committee on the operation of the network and priorities for research. The Advisory Committee is chaired by Ms Angela Barney-Leitch, Director Indigenous Policy, Queensland Department of Education and Training. In 2015, the Advisory committee continued to promote NIRAKN with one outcome being NIRAKN having a representative on the NHMRC 2016 Research Translation Faculty Symposium planning committee.

NAME	POSTION
Ms Angela Barney-Leitch	Director, Indigenous Policy, Queensland Department of Education and Training
Aunty Valda Coolwell	Esteemed Community Elder based in Queensland
Aunty Joy Murphy-Wandin	Esteemed Community Elder based in Victoria
Ms Henrietta Fourmile	Associate Professor, Office of Indigenous Engagement, Central Queensland University
Dr Yvette Roe	Researcher, Institute for urban Indigenous Health
Professor Peter Buckskin	Dean: Indigenous Scholarship, Engagement and Research. University of South Australia
Professor Terry Dunbar	Professor, University of Adelaide
Ms Samantha Faulkner	Aboriginal and Torres Strait Islander Advisor, National Health and Medical Research Council
Mr Russell Taylor	Chief Executive Officer, Australian Institute for Aboriginal and Torres Strait Islander Affairs
Currently vacant due to recent National Congress elections	National Congress of Australia's First People.

Partner Organisations

NIRAKN has five partner organizations that are all represented in NIRAKN's governance and research activities. NIRAKN's partners are active members and provide valuable contributions to key decisions as well as promoting NIRAKN's goals and vision. In 2015, partner organizations continued to be involved in Management and Advisory committee meetings. Their staff members accessed a range of NIRAKN's capacity building activities including the mid-year program and the Indigenous Researchers Conference (refer below).

Australian Institute of Aboriginal and Torres Strait Islander Studies	The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is a world-renowned research, collections and publishing organisation. They promote knowledge and understanding of Aboriginal and Torres Strait Island cultures, traditions, languages and stories, past and present.
Healing Foundation	The Healing Foundation is a national Aboriginal and Torres Strait Islander organisation with a focus on building culturally strong, community led healing solutions. They support organisations around the country to design and deliver

	healing programs that work for their communities.
National Congress of Australia's First People.	The National Congress of Australia's First Peoples is a national voice for Aboriginal and Torres Strait Islander Peoples. The Congress is owned and controlled by its membership and is independent of Government.
Ninti One	Ninti One is a national not-for-profit company that builds opportunities for people in remote Australia through research, innovation and community development.
Waminda, South Coast Women's Health and Welfare	South Coast Women's Health and Welfare Aboriginal Corporation is a culturally safe and holistic service, providing women and their Aboriginal families an opportunity to belong and receive quality health and wellbeing support. Their key focus is on providing tailored strength based care.

NIRAKN Hub

The NIRAKN Hub, led by Professor Moreton-Robinson, has overall responsibility for the administration, coordination and delivery of NIRAKN's Research Capacity Building Program and is based at the Indigenous Studies Research Network, QUT. In 2015, the hub maintained its overall administration support for NIRAKN as well as supporting the ARC Mid-Term Review, which involved coordinating the participation of Network committee and members in the Review, providing advice and direction for the NIRAKN submission and delivery of two presentations to the Review Panel. The Hub supported NIRAKN to achieve its objectives by organizing all travel and accommodation for members and postgraduate students to attend events as well as event management including catering, registration, promotion and evaluation for the Capacity Building Program, international seminars, and the International Indigenous Researchers Conference. The Hub also delivered two newsletters and facilitated network meetings including secretariat services to both the Management and Advisory committees.

NIRAKN Nodes

Each of the NIRAKN nodes is led by senior researchers which as a collective develop and deliver a node annual Statement of Work. The node leaders deliver capacity building activities within their own nodes as well as across other nodes. In 2015, each node continued to meet regularly to support postgraduate students, undertake and share research, and identify potential research collaborations and support activities.

Indigenous Sociology, Knowledges and Science and Technology (ISK&ST)

The focus of the Indigenous Sociology, Knowledges and Science and Technology node's research activities is the building empirical knowledges around key social phenomena including education, labour market, socio-economic and demographic position, social policy and family.



Professor
STEVEN LARKIN
Charles Darwin
University



Professor
PETER RADOLL
University of
Newcastle



Professor
MAGGIE WALTER
University of
Tasmania

Indigenous Health & Wellbeing (Health)

Indigenous health remains the poorest in the country. A holistic gendered approach to health via a social and emotional wellbeing theoretical lens is the driver of this node's research activity. The strong links between gender and social and emotional wellbeing and heart disease, diabetes, and reproductive health underpinned this node's initial research project.



Professor
BRONWYN
FREDERICKS
Central
Queensland
University



Professor
KATHLEEN CLAPHAM
University of
Wollongong



Professor
LEONARD COLLARD
The University of
Western Australia

Indigenous Law

Indigenous people have a different legal status from other Australians which impacts on everyday lives. Domestic and international laws prescribe the constitutive elements of this legal status. This node's research agenda is shaped by public law, constitutional and human rights law, civil and family law needs, governance, crime prevention, treaties, agreements and negotiated settlements, legal research, and critical Indigenous legal theory.



Professor
LARISSA BEHRENDT
University of
Technology, Sydney



Dr.
ASMI WOOD
Australian National
University



Assoc. Professor
MARK
MCMILLAN
University of
Melbourne

Yuraki – History, Politics & Culture (Yuraki)

Yuraki is a traditional AWABAKAL word meaning long ago, past, history. Yuraki grounds the Indigenous history, politics and culture node within an Indigenous practice framework. Yuraki initial research project was trans-national Indigenous constitutional reform in Australia and USA.



Professor
JOHN MAYNARD
University of
Newcastle



Assoc. Professor
KATHLEEN BUTLER
University of Newcastle

NIRAKN Network Participants

Aileen Moreton-Robinson, Queensland University of Technology
Anita Lee Hong, Queensland University of Technology
Asmi Wood, Australian National University
Barry Judd, Royal Melbourne Institute of Technology
Bronwyn Fredericks, Central Queensland University
Chris Wilson, Flinders University
Clair Andersen, University of Tasmania
Dawn Bessarab, University of Western Australia
Debbie Duthie, Queensland University of Technology
Gawaian Bodkin-Andrews, Macquarie University
Greg Blyton, Newcastle University
Ian Anderson, University of Melbourne
Jakelin Troy, University of Sydney
Jeff Hudson, 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, University of Notre Dame
Maggie Walter, University of Tasmania
Marcelle Burns, University of New England
Mark McMillan, University of Melbourne
Marlene Longbottom, Waminda (Partner Organisation)
Michael Adams, Edith Cowan University
Michelle Trudgett, University of Technology Sydney
Natalie Harkin, Flinders University
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, University of Western Australia
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, University of Adelaide
Wendy Aitken, University of Tasmania

Affiliate members

NIRAKN maintains its commitment to be an inclusive network and by enabling Indigenous scholars who were not part of the initial funding application to apply for associate membership. NIRAKN Research Affiliates are 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

In late 2013, Management Committee endorsed criteria and an application process for affiliate membership and since then the Management Committee has endorsed 20 affiliate members with six applications for membership received and approved by the Management Committee in 2014. The continued application for membership reflects the growing knowledge and understanding of NIRAKN throughout the tertiary sector.

Affiliate members list

Ali Baker, Flinders University

Bindi Bennett, Australian Catholic University

Bradley Moggridge, New South Wales Office of Water

Brenda Croft, University of New South Wales

Bronwyn Carlson, University of Wollongong

Catherine Chamberlain, Monash University

Chelsea Bond, Queensland University of Technology

Clint Bracknell, Sydney University

Faye Rosas Blanch, Flinders University

Francis Wyld, University of Adelaide

Gregory Phillips, Monash University

Harry Vanissum, Griffith University

Janet Mooney, University of Sydney

Jenine Godwin-Thompson, University of Queensland

John Evans, University of Sydney

Lynne Stuart, University of the Sunshine Coast

Norm Sheehan, Southern Cross University

Sandra Phillips, Queensland University of Technology

Simon Graham, University of Melbourne

Valarie Cooms, Adjunct, University of Sunshine Coast

5.0 Challenges and Mitigation Strategies

To date, the Network has been highly successful; however the Management Committee continues to encounter and address challenges in a proactive manner, ensuring that network goals are fulfilled. In 2014, some of these challenges have included:

- Changing of staff, government priorities and funding issues has meant that the National Congress does not currently have a representative in the Management Committee or Advisory Board. The Hub is continuing to work with the National Congress on their representation and expects the situation to be rectified in 2016.
- The Healing Foundation has had similar issues with staffing as well as planning cycles. However, a representative for the Healing Foundation is now on the Management Committee and the Healing Foundation Strategic plan, which will include research related foci, will be available in early 2016 for discussion with NIRAKN.
- NIRAKN continues to work with our partners however as was the case in 2014 some of collaborations with partners have not yet demonstrated their potential and some important NIRAKN activities, such as Research Residencies, are yet to be successfully developed. NIRAKN has not found a significant demand from partners or researchers for a program of research residencies within its implementation (partly as there is limited funding for these activities). Nor has there been demand from our partners for a program of community workshops which may be due to members and staff of our partnering organizations accessing NIRAKN workshops, seminar and conference programs.
- In 2015, the ISK&IT Node's major research project regarding Indigenous women's labour market engagement did not progress and governance issues for this Node continued. After discussions between the Management Committee, QUT and UTAS a variation to the collaborative agreement has been agreed to in October 2015 which will rectify both the research and governance issues. As of February 2016, UTAS had not signed the new collaborative agreement. The effect of this delay has meant that ISK & IT Node funding cannot be released. QUT's Office of Research continues to liaise with UTAS to sign off on the Collaborative Agreement as the delays are not conducive to NIRAKN (and the ISK & IT Node) meeting its objectives.
- A key challenge identified in the ARC's Mid-Term Review of NIRAKN related to the future of the Network and a lack of strategic planning around sustaining and promulgating NIRAKN's legacy after 2016. In response to this key challenge, the Director has formed an emerging Indigenous leadership group from within the NIRAKN members to mentor throughout 2016 and develop their capacities to continue NIRAKN's work. Further, QUT's DVC of Research will liaise with the DVC's of Research from the institutions who are signatories to the collaborative agreement to ascertain their commitment to NIRAKN beyond the existing contractual period. Finally, NIRAKN will feature as a special issue of the International Journal of Critical Indigenous Studies to be published in 2017.

6.0 Account of Performance against Performance targets

1 Governance

Performance Measure	Target for 2015	2015 Achievement
Frequency and effectiveness of Management Committee	2	3
Frequency and effectiveness of NIRAKN Advisory Board	1	1

2 Capacity building

Performance Measure	Target for 2015	2015 Achievement
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	<p><u>A workshops</u>: 35 opportunities (14 A level workshops and 21 other A level activities) aimed at commencing RHD students offered at the Hub and participating Universities around the country.</p> <p><u>B & C workshops</u>: 29 opportunities (14 B/C level workshops and 15 other B level activities) aimed at more advanced RHD students, early- career and mid-career researchers run nationally and intensively in Surfers Paradise in July</p> <ul style="list-style-type: none"> Includes two Indigenous Research Methodologies Masterclasses
Build a Graduate to RHD Pipeline	Number of 2 week research placements for undergraduates with Network Participants; number of local research heroes virtually marketed on NIRAKN website & via the network; and the award of four NIRAKN prizes for best undergraduate essays.	3 undergraduate research placements Hosted (CQU); 3 local research heroes virtually marketed via network in newsletter and via NIRAKN website; 4 NIRAKN undergraduate essay prizes awarded for best undergraduate essays. Award winners attended the Indigenous Researchers Conference coordinated by NIRAKN in Adelaide, October 2015.

3 Research Training & professional development

Performance Measure	Target for 2015	2015 Achievement
Conduct Capacity Building Workshops	10	64 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 5-40 participants. Larger attendances at the National Capacity Building workshop (B&C) program in July extend the upper range.
Conduct of Indigenous Research Methodologies Masterclass	2	2 Indigenous Research Methodologies Masterclass program conducted at QUT in April and November, 2015.
Total number of attendees at the Research Methodologies workshops	12-15 participants per workshop	8 postgraduate students attended the workshop in April and 10 attended the workshop in November, 2015.
Conduct Indigenous postgraduate recruitment and promotional activities	2	2; further activities are conducted on an ongoing basis but not specifically through events

4 Research findings

Performance Measure	Target for 2015	2015 Achievement
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	127 scholarly publications (including reports commissioned by Government or other bodies) by network participants, one National NIRAKN & NATSHEC conference hosted, along with 4 seminars.
Invitations to attend and participate in major conferences	10	33 National conferences 11 international conferences
Publish two editions of the International Journal of Critical Indigenous Studies	2	June and December 2015 publications

5 International, national and regional links and networks

Performance Measure	Target for 2015	2015 Achievement
Conduct International visits	6	17
Number of International Visitors	10	6
Number of international Indigenous research relationships established	2	2
Participation in international Indigenous research activities		As detailed in report
Number of Network Participants (as defined by the scheme's Funding rules)	34	49 (including Director and node leaders)
Number of collaborating and partner organizations (as defined by the scheme's Funding rules) participating in the network	27	32
Participation on national and international bodies for Government and Community groups as relevant		As detailed in report

6 Community Engagement and Outreach

Performance Measure	Target for 2015	2015 Achievement
Establish NIRAKN's virtual presence via interactive website and harness social media (eg, Facebook, twitter and YouTube.	Increased website traffic (1000 hits per month)	Annual website traffic of 34,309 page views (15,665 visits). Monthly website traffic range of between 533 visits in January to high of 2552 visits in June; average monthly visits in 2015 was 1305 per month.
Establish channels of communication of NIRAKN activities and outcomes to our communities	Newsletter twice yearly and annual report	Comprehensive newsletters published in June and December 2015; 2014 Annual Report published in March 2015.
Encourage scholars and others with an interest in Indigenous Research to become affiliate members of the network	Increase in affiliate member applications	Six new Indigenous Researcher Affiliate members admitted to the Network.
Establish strategic partnerships with community, national and international organizations 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 organizations and all Indigenous research postgraduate students were provided with access to NIRAKN's extensive Capacity Building workshops program; in addition a specific week long residential symposium was held for rural and remote community researchers; 3 National Critical Reading group held in Brisbane in April, July and November, along with 1 ISKS&T and 1 Health node Critical Reading Group.
Positive media articles generated by the network		63
Public talks by network staff		As detailed in report

7.0 Activities and Strategic Plans for 2016

Major NIRAKN Activities planned for 2016			
Month	Activity	Result Area	Led by
January	Promotion of NIRAKN Capacity Building Program	Capacity Building	Hub
February	Management Committee meeting	Governance	Hub
	Advisory Committee meeting	Governance	Hub
	NIRAKN Leadership meeting	Capacity Building	Hub
	Level A Workshop	Capacity Building	Hub
March	NIRAKN Essay Prize Promotion	Capacity Building	Hub
April			
May	NIRAKN co-host the 2016 Annual NAISA Conference in Honolulu	Research	Hub
	Publication of Journal (IJCIS) Issue	Research	Hub
	Critical Race Symposium with UCLA Law School (Melbourne)	Research	Hub and Law
June	Members and Node Face to Face Meetings & Workshops	Capacity building	Hub and Nodes
	NIRAKN Newsletter 2016 published	Engagement	Hub
July	Management Committee meeting	Governance	Hub
	Advisory Committee meeting	Governance	Hub
	Mid-year Capacity Building Program & Critical Reading Group	Capacity Building & Research	Hub
	Network Members Meeting and Face to Face Meeting of all Nodes	Governance	Hub and All Nodes
September	ANU will host 2016 Indigenous Legal Conference in Canberra.	Research	Law Node
	Research retreat including new and continuing Indigenous HDRs.	Research	Law Node
October	ANU Retreat for Indigenous HDRs and Potential HDRs.	Capacity building	Law Node
November	Grant writing for January – March Rounds	Research	Heath Node
	ACRAWSA Conference	Research	Hub
December	Publication of Journal (IJCIS) Issue	Research	Hub
	NIRAKN Newsletter 2016 published	Engagement	Hub

8.0 Financial Statements

**EVALUATION OF THE NIRAKN
RESEARCH CAPACITY BUILDING PROGRAM
Workshop and Critical Reading Group
HILTON HOTEL, SURFERS PARADISE
JULY 13-17, 2015.**

Maryrose Casey
August 2015

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1 SUMMARY

The National Indigenous Research and Knowledges Network (NIRAKN is an inclusive, multidisciplinary hub and spokes model network of Indigenous researchers at various stages of their careers. NIRAKN's Research Capacity Building Program mentors, trains, supports and engages new and emerging researchers across disciplines and institutions through skills, information and knowledge transfer. The foundational steps towards achieving these aims include capacity building workshops to provide skills and knowledge development and facilitate the establishment of connections between Indigenous scholars.

The workshop programs in 2013 and 2014 were extremely successful by all indicators. The purpose of this report is to evaluate the third workshop program in 2015 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 third workshop was successful and productive for the participants. The unanimous positive response from the participants is expressed in the comments one participant wrote on the back of their evaluation form:

I would like to thank NIRAKN for their ongoing support. This network has kept my PhD goal in reach and provided the cultural support I am often not afforded in my centre. NIRAKN has taught me more theory and research skills than my own university and I am so thankful for all the work Professor Moreton-Robinson and the NIRAKN team give toward supporting us as postgrads.
Thank you so much. (respondent 10)

As in previous years, the program was based on a multifaceted approach to capacity building Indigenous scholars. The 2015 workshop was focused on building academic careers with a focus on grant opportunities and application processes, project management, promotion processes, article publication and strategies for creating cultural safety in the teaching environment. There were also workshops focused on enhancing skills such as critical reading. The respondents' evaluations were uniformly positive to both the formal sessions and the opportunities for informal networking. The standard of the presentations was as with the other programs in the series of an exceptional standard of delivery and content. The question on the evaluation forms about the impact for the participants of the workshops indicates a high level of success in the aim to build capacity. All the respondents walked away feeling more confident. The majority of participants (nearly 70%) were attending for the first time. Many had heard through word of mouth about the value of the experience. Those who had attended the workshop program previously came because they found the information offered and the opportunity to meet and talk with other Indigenous PhD candidates and academics invaluable.

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2 INTRODUCTION

NIRAKN Capacity Building Workshops

NIRAKN aims to establish a community of skilled, qualified Indigenous researchers.

The goals identified to support the achievement of this aim include:

- **to build research capacity, expertise and experience.**
- **to connect Indigenous researchers at all career stages across disciplines, nationally and internationally,**
- **to develop a culturally supportive and inclusive research environment.**

To achieve these goals, NIRAKN has delivered a program of capacity-building workshops open to post graduates, early and mid-career Indigenous scholars over the last 3 years. The third of these was at the Hilton Hotel, Surfers Paradise July 13th-17th, 2015. The sessions were led by leading established Indigenous scholars or where appropriate representatives of funding bodies.

After a plenary session introducing the participants to the history and structure of NIRAKN, the program consisted of 10 workshop sessions. The titles of the sessions were:

- What is Indigenous Academic Leadership?
- NHMRC Opportunities
- Applying for ARC funding and the Discovery Indigenous Scheme.
- Tips for writing grant applications.
- Grants – Project Management and Governance of research projects and grants
- Applying for OLT Grants
- Cultural Safety in the teaching and learning environment
- Practical writing: journals and article preparation
- Critical Reading and Thinking
- Critical Reading Group.

An innovation introduced for the third workshop series was the inclusion of an informal postgraduate lunch and yarning session prior to the workshops.

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

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3 EVALUATION METHODS

This evaluation, like the evaluations of the 2013 and 2014 workshops, is based on three sources of information:

- my observations as a participant observer of the workshops and presentations offered.
- six 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? In what ways were they not 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 that was included in the pack they were given when they registered. After the workshop participants were emailed soft copy in case they had not submitted a hard copy. The questionnaire was a modified version of the one used for the first workshop series in 2013. 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 follow-up question that invited suggestions for future sessions (questionnaire attached in the appendix). The 2014 additions to the 2013 version included a series of questions about capacity building resources on the participant's own campus. The additions for 2015 focused on the impact of the workshops as a source of future action.

There were approximately 40 people registered to participate in the program, including 15 postgraduate candidates. The numbers in the rooms on each day suggest that there were at least 20 people present on each of the 4 days. A completed questionnaire was submitted by 18 people. This is 43% of the overall number of participants. The respondents had all attended a broad range of workshops.

In the questionnaire, respondents were invited to categorise themselves as postgraduate, early to midcareer, senior scholar or member of partner organisation. Of the 18 submitted questionnaires, 11 were from postgraduates (including 2 who identified as postgraduate and early to mid-career) that is approximately 61%, 4 exclusively as early to mid-career that is 22.2%. The remaining three questionnaires 2 came from senior scholars and 1 from a member of a partner organisation. Given the overall workshop focus on capacity building postgraduates and early career academics, the high number of postgraduate and ECR responses representing 83.2% is useful to give a strong indication of the participants' experience in general.

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

- An overall evaluation of the workshops and the program.
- Summary of the responses to the questionnaires

4 THE PROGRAM

This section considers each of the presentations and workshops with discussion of the specific feedback and responses to the evaluation questionnaire.

THE SESSIONS

PRELIMINARY POSTGRADUATE LUNCH AND YARNING SESSION

This was an informal session introduced in 2015. The postgraduates unanimously found it a positive inclusion. The report from the postgraduates who attended identified the valuable aspects of the discussion. Many of these stemmed from the opportunity for postgraduates at different levels to share knowledge and experience about the different stages of research. The presence of people who had recently submitted added immensely to the discussion. The issues discussed included, mental health and dealing with exclusively white supervisors. One of the outcomes was an initiative to set up a face book page focused on peer support.

OPENING PLENARY

Following feedback in 2013, in 2014 an introductory plenary giving the history and structure and function of NIRAKN was introduced. In 2015 this was offered again and combined with a discussion about respect for achievements within the academy that set the tone for the week's workshops.

THE WORKSHOPS

- **What is Indigenous Academic Leadership?**

The series of workshops have included a focus on capacity building in Indigenous leadership. This session offered a rich discussion engaging with the context in which Indigenous academics operate. The focus was on the multiple pressures and aspects that frame Indigenous academics: on one side the position of Indigenous academics in the academy in terms of the expectations imposed on Indigenous academics by universities; on the other side the ethical responsibilities facing Indigenous academics. This discussion framed a thorough introduction to the hierarchy within universities and the promotion processes. The session was grounded by the generous sharing of experiences, obstacles and successes by established Indigenous academics.

In the 2015 workshop there was a strong focus on grants from a variety of perspectives. The sessions were:

- **NHMRC Opportunities**

This was a presentation about National Health and Medical Research Council (NHMRC) grants. What is available and the application process. The presenter was responsive and generous providing an information rich presentation followed by the opportunity for people to ask specific questions.

- **Applying for ARC funding and the Discovery Indigenous Scheme.**

This was a detailed and practical introduction to funding rules, the ARC with a strong focus on Indigenous Discovery Projects. Again the presenter was responsive and generous providing an information rich presentation followed by the opportunity for people to ask specific questions.

- **Tips for writing grant applications.**

This presentation from an established highly successful Indigenous academic drew on personal experience with practical examples. The session like the leadership session had the added value of presenting participants with an inspiring role model.

- **Applying for OLT Grants**

In another example of offering an inspirational role model this session presented by another successful Indigenous academic drawing on personal approach shared key tips in an informative and informative presentation about the application process for grants from the Office for Learning and Teaching.

- **Grants – Project Management and Governance of research projects and grants**

This presentation offered a different approach to grants. The focus was on project management and grant governance providing a well presented in-depth discussion of managing a large grant application in practice.

- **Cultural Safety in the teaching and learning environment**

This dynamic and interactive presentation as the title outlines shared experiences and strategies for cultural safety within a non-Indigenous dominated academia. The session was noted as a high point by most participants.

The final three workshops focused on submitting articles and building critical reading and thinking skills. These were informative and of a high quality aimed at achieving the workshop goals.

- **Practical writing: journals and article preparation**
- **Critical Reading and Thinking**
- **Critical Reading Group**

NIRAKN NODE MEETINGS

Following on from 2014 the NIRAKN node meetings were incorporated within the program facilitating participants' attendance.

RESPONSES TO THE SURVEY QUESTIONS

Awareness of and participation in capacity building workshops on home campuses.

The respondents' answers to questions about capacity building on the campuses indicate that 95% were aware of general capacity building workshops on their campuses, of these 90% had participated in courses including ethics, writing and online training modules. The respondents' experiences in these courses on their campuses focus on comments such as they were 'useful but generic' and did not offer relevant capacity building in the same way as NIRAKN.

Is this the first mid-year workshop you have attended? If you have attended before why did you come back? If not why are you attending this year?

67% of the respondents were attending NIRAKN workshops for the first time. Their reasons for coming included:

- To meet others and gain a network
- To overcome the feelings of stumbling in the dark with higher degrees
- Seeking inspiration from Indigenous academics
- Overcoming feelings of isolation as the only indigenous postgraduate or academic in their Schools.

The remaining 33% returned for a range of reasons depending on the stage they are at in their career.

The two main categories of response are networking and gaining important knowledge and skills. Both are emphasised as invaluable. Another recurrent theme in the responses is the role the workshops have had in alleviating anxiety about participating in academia.

As a direct result of the workshops are you going to undertake any further actions/changes to your academic career?

The recurring word in responses to direct results from the workshops was 'confidence'. Respondents stated they had gained confidence to engage with academia and achieve results whether that was completing their PhD, applying for grants, writing and submitting articles, presenting at conferences, participating in research hubs on their campuses or developing their professional profile as an academic.

What were your expectations? How were those expectations met? Were the offerings relevant to you? Useful?

The main expectations were to have opportunities to meet other Indigenous scholars and to learn more about the academic journey. The responses were uniformly positive. The respondents thought their expectations were met and for many exceeded.

What were the high points of the experience for you?

Every session offered was listed as a high point by one or more respondents. The opportunity to meet senior Indigenous academics and other Indigenous participants with the chance to learn about and share others' journeys was a high point for every respondent. Another recurring response focussed on feeling 'more empowered and informed' (respondent 11) through 'exposure to knowledge not otherwise available' (respondent 6)

What were the low points of the experience for you?

The only low points identified were by two in the early stages of their PhDs who found the information about grants 'overwhelming' and 'heavy'.

Would you attend future NIRAKN events and/or would you recommend attendance to others?

The response was 100 % in the affirmative to attend other events and to recommend NIRAKN workshops to others.

Do you have any suggestions for future sessions or anything else you'd like to tell us?

Some participants felt a shorter time period such as 3 days would make it possible for more people to attend.

A suggestion raised by a number of respondents was to provide sessions where postgraduates could present their work for each other and for senior academics to gain feedback. Related to this suggestion some would like to hear presentations by senior academics about their research. One suggestion was that this type of session might take the form of a hypothetical forum with leading scholars.

One suggestion was for individual mentors with one on one sessions between postgraduates and ECRs with senior academics. This if mutually agreed might continue past the workshop.

There was a suggestion for a workshop session on Indigenous pedagogies. Other requests for possible sessions included skill based workshops; Quantitative workshops; Nuts and bolts of article writing; a session focused on the PhD journey.

There was some frustration or disappointment expressed about attendance levels. Some felt there should be more CIs present and that the other participants should attend the majority of the sessions.

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5 CONCLUSION

The 2015 workshop continues the effectiveness and the success of the NIRAKN workshop program and goals.

The workshop program series has been strongly focused on building capacity and expertise through sharing knowledges and the acquisition or enhancing of skills. It has clearly done this successfully in the 2015 program as it has in the previous two.

Another central goal of NIRAKN is to connect Indigenous researchers across career stages and disciplines. This is an invaluable part of NIRAKN's achievements with these workshops. Based on interviews and the questionnaires one of the strengths of the workshops is breaking down barriers for Indigenous PhD candidates and academics by facilitating engagement with other successful Indigenous academics who as well as generously sharing their experiences, act as potential role models providing inspiration and illustrating possible pathways.

The sharing of experiences about the position of Indigenous academics and issues of cultural safety combined with the development of Indigenous academic networks contributes to fulfilling the goal of creating culturally supportive research environments.

Key factors in these achievements are the focused organisation of the workshops, the care with which they are created and curated and the generosity of established Indigenous academics sharing their career highlights and lowlights to facilitate those who are following them. Another feature contributing to the success of the workshops that was a marked element in the 2015 program is the deep mutual respect that was established as part of the terms of exchange.

As the participants attest, these workshops are of a high standard, offering important information and filling a deep need to break down barriers for Indigenous academics.

It was a privilege to be part of this exciting initiative.



Associate Professor Maryrose Casey
ARC Future Fellow
Monash Indigenous Centre
Monash University

Capacity Building Workshops Participant Evaluation

This questionnaire is an important part of evaluating the NIRAKN workshops and planning future workshops. We appreciate your time and thought in sharing your thoughts. The aim of this evaluation is twofold. Firstly to find out what you see as your needs. Secondly to gather information about how useful the workshops have been for you.

Name (Optional) _____

Career stage/Role

<input type="checkbox"/>	Postgraduate	<input type="checkbox"/>	Senior Scholar/Administrator
<input type="checkbox"/>	Early-Mid Career Researcher	<input type="checkbox"/>	Partner Organisation

Which sessions did you attend? (Please tick all that apply)

<input type="checkbox"/>	Postgraduate Lunch and yarning session	<input type="checkbox"/>	NHMRC Opportunities
<input type="checkbox"/>	ISK Node Meeting	<input type="checkbox"/>	Law Node Meeting
<input type="checkbox"/>	Social Event	<input type="checkbox"/>	Applying for ARC Funding and the Discovery Indigenous scheme
<input type="checkbox"/>	Health Node Meeting	<input type="checkbox"/>	Tips for writing grant applications
<input type="checkbox"/>	Welcome Plenary	<input type="checkbox"/>	Grants – Project management and governance of research projects & grants
<input type="checkbox"/>	What is Academic Indigenous Leadership?	<input type="checkbox"/>	Yuraki Node Meeting
<input type="checkbox"/>	Applying for OLT grants	<input type="checkbox"/>	Cultural safety in the teaching and learning environment
<input type="checkbox"/>	Practical writing: journals and article preparation	<input type="checkbox"/>	Critical Reading and thinking
<input type="checkbox"/>	Critical reading group	<input type="checkbox"/>	Wrap up and future plans – NAISA 2016 Hawaii

An important part of these capacity building workshops is to complement what is available at your universities. The first questions relate to this aspect.

Are there capacity building workshops and courses offered at your university?

What types of capacity building workshops or course are available at your university?

Have you undertaken any of these workshops or courses?

If so, what types of courses and how did you find them?

If not, why not?

The following questions are in relation to the NIRAKN workshops offered here.

Is this the first mid-year workshop you have attended? If you have attended before why did you come back? If not why are you attending this year?

As a direct result of the workshops are you going to undertake any further actions/changes to your academic career i.e write more journal articles etc

What were your expectations?

How were those expectations met? Were the offerings relevant to you? Useful?

How were they not met? Were there issues or areas you would have liked covered? Were the workshops providing the information you require at this stage?

What were the high points of the experience for you?

What were the low points of the experience for you?

Would you attend future NIRAKN events and/or would you recommend attendance to others?

Do you have any suggestions for future sessions or anything else you'd like to tell us?

Capacity Building Workshops Participant Evaluation

This questionnaire is an important part of evaluating the NIRAKN workshops and planning future workshops. We appreciate your time and thought in sharing your thoughts. The aim of this evaluation is twofold. Firstly to find out what you see as your needs. Secondly to gather information about how useful the workshops have been for you.

Name (Optional) _____

Career stage/Role

<input type="checkbox"/>	Postgraduate	<input type="checkbox"/>	Senior Scholar/Administrator
<input type="checkbox"/>	Early-Mid Career Researcher	<input type="checkbox"/>	Partner Organisation

Which sessions did you attend? (Please tick all that apply)

<input type="checkbox"/>	Postgraduate Lunch and yarning session	<input type="checkbox"/>	NHMRC Opportunities
<input type="checkbox"/>	ISK Node Meeting	<input type="checkbox"/>	Law Node Meeting
<input type="checkbox"/>	Social Event	<input type="checkbox"/>	Applying for ARC Funding and the Discovery Indigenous scheme
<input type="checkbox"/>	Health Node Meeting	<input type="checkbox"/>	Tips for writing grant applications
<input type="checkbox"/>	Welcome Plenary	<input type="checkbox"/>	Grants – Project management and governance of research projects & grants
<input type="checkbox"/>	What is Academic Indigenous Leadership?	<input type="checkbox"/>	Yuraki Node Meeting
<input type="checkbox"/>	Applying for OLT grants	<input type="checkbox"/>	Cultural safety in the teaching and learning environment
<input type="checkbox"/>	Practical writing: journals and article preparation	<input type="checkbox"/>	Critical Reading and thinking
<input type="checkbox"/>	Critical reading group	<input type="checkbox"/>	Wrap up and future plans – NAISA 2016 Hawaii

An important part of these capacity building workshops is to complement what is available at your universities. The first questions relate to this aspect.

Are there capacity building workshops and courses offered at your university?

What types of capacity building workshops or course are available at your university?

Have you undertaken any of these workshops or courses?

If so, what types of courses and how did you find them?

If not, why not?

The following questions are in relation to the NIRAKN workshops offered here.

Is this the first mid-year workshop you have attend? If you have attended before why did you come back? If not why are you attending this year?

As a direct result of the workshops are you going to undertake any further actions/changes to your academic career i.e write more journal articles etc

What were your expectations?

How were those expectations met? Were the offerings relevant to you? Useful?

How were they not met? Were there issues or areas you would have liked covered? Were the workshops providing the information you require at this stage?

What were the high points of the experience for you?

What were the low points of the experience for you?

Would you attend future NIRAKN events and/or would you recommend attendance to others?

Do you have any suggestions for future sessions or anything else you'd like to tell us?

Appendix 2: Research Outcomes

Selected Network Participants' Achievements: Publications

The following is a list of selected scholarly works published by Network Participants during 2015 by node and publication type:

BOOKS

ISK&ST node

Martin, K. In press. *Aboriginal early childhood education: voices and visions*. Mt. Victoria: Pademelon Press

Radoll, P. In press. *Digital Empowerment – Diffusion our way' IndigenousX Anthology*. Australia Council of the Arts.

Walter, M., K. Martin, G. Bodkin-Andrews. In press. *Growing up Strong Children: Indigenous Perspectives on the Longitudinal Study of Indigenous Children*. Basingstoke: Pallgrave MacMillan.

YURAKI node

Baker, A. G., **S. U. Tur**, F. R. Blanch and **N. Harkin**. 2015. *Bound and Unbound: Sovereign Acts- Act I*. Adelaide: Flinders University.

Maynard, J. M. 2015. *Callaghan: The University of Newcastle: Whose Traditional Land?* Newcastle: University of Newcastle.

LAW node

Behrendt, L. 2016. *Finding Eliza: Power and Colonial Storytelling*. Brisbane: University of Queensland Press.

NIRAKN Hub

Moreton-Robinson, A. 2015. *The White Possessive: Property, Power, and Indigenous Sovereignty*. Minneapolis: University of Minnesota Press.

Moreton-Robinson, A. In press. *Critical Indigenous Studies: Engagements in First World Locations*. Tucson: The University of Arizona Press.

COMMISSIONED REPORTS TO GROUPS/ ORGANISATIONS/ INSTITUTES

HEALTH node

Clapham, K., C. Callister and K. Bennett-Brook. 2015. *Aboriginal child injury and its prevention: A literature review*. Wollongong: University of Wollongong.

Fredericks, B., C. Daniels, S. Kinnear, J. Mann and P. CroftWarcon. 2015. *Exploring Aboriginal and Torres Strait Islander knowledge, experiences and perceptions of chronic health conditions in the greater Rockhampton region*. Rockhampton: CQU University

McCalman, J., R. Ham, B. David, L. Livingston, M. Wenitong, **R. Bainbridge** and K. Tsey. 2015. *Improving the implementation of social and emotional wellbeing promotion*. Bungalow: Apunipima Cape York Health Council.

McMullen, S., P. Grootemaat, S. Winch, K. Senior and **K. Clapham**. 2015. *Perspectives on Chronic Disease in the Australian Indigenous Population: A Review of the Literature*. Wollongong: University of Wollongong.

University of Wollongong Indigenous Multi-Disciplinary Health Research Coalition. 2015. *Illawarra Aboriginal Community Profile: a snapshot of an urban Aboriginal community*. Wollongong: University of Wollongong. (**Clapham, K**)

ISK&ST node

Hunter, B., **P. Radoll**, Jerry Schwab, Heather Crawford, Nicholas Biddle and Matthew Gray. 2015. *Business Related Studies and Indigenous Students*. Canberra: ANU.

BOOK CHAPTERS

HEALTH node

Bracknell, C., **L. Collard**, D. Palmer and G. Revell. 2015. "Ngatj baranginy Ngulluckiny koorliny DERBAL YIRIGAN bilya: Take Me To The Place the Estuary that Place on the River that Rises and Falls." In *Take Me To The River: The story of Perth's Foreshore*, edited by Julian Bolleter, 253-269. Crawley: University of Western Australia Press.

Clapham, K and C. Duncan. In press. "Indigenous Australians." In *Ageing in Australia: Challenges and Opportunities*, edited by Hal Kendig, Colette Browning and Kate O'Laughlin. New York: Springer International.

Collard, L and D. Palmer. 2015. "Koorlankga wer wiern: Indigenous young people and spirituality." In *Handbook on Children and Youth Studies*, edited by J. Wyn and H. Cahill, 875-888. Singapore: Springer Science+Business Media.

Collard, L and D. Palmer. 2015. "Noongar and non-Aboriginal people going along together (Ngulla wangkiny, ni, katitjin Noongar nyidyung koorliny, kura, yeye, boorda)." In *Indigenous Intermediaries:*

New Perspectives on Exploration Archives, edited by Shino Konishi, Maria Nugent and Tiffany Shellam, 189-205. Canberra: ANU Press.

Collard, L and G. Revell. 2015. "Wedjumup Wangkiny Koora, Yeye and Mila Boorda (Wedjemup Talking From the Past, Today and the Future): An Ex-Modern Way of Thinking Landscape into Country?" In *Cultural Mapping as Cultural Inquiry*, edited by W. F. Garrett-Petts and N. Duxbury, 119-137. Routledge: Routledge Taylor & Francis Group.

Dudgeon, P and A. Bray. 2015. "Women's Activism, Aboriginal and Torres Strait Islanders." In *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*, edited by Nancy Naples, Renee Hoogland, Maithree Wickramasinghe and Wai Ching Angela Wong. In Press.

Dudgeon, P. 2015. "Politics and the State: Aboriginal and Torres Strait Islanders." In *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*, edited by Nancy Naples, Renee Hoogland, Maithree Wickramasinghe and Wai Ching Angela Wong. In Press.

Duthie, D. 2015. "Cultural safety within the social work profession: Preparing social work students for practice." In *Emerging from the Margins: First Australian perspectives in social work*, edited by R. Sinclair and C. Fejo-King, 57-85. Canberra: Magpie Goose Publishing.

Fredericks, B. 2015. "Of Old and New: The messages conveyed by Australian universities." In *Courting Blakness, Recalibrating Knowledge in the Sandstone University*, edited by F. Nicol and F. Foley, 78-87. Brisbane: University of Queensland Press.

Fredericks, B., V. Lee, M. Adams and R. Mahoney. 2015. "Aboriginal and Torres Strait Islander Health." In *Introduction to Public Health 3rd ed.*, edited by M. O'Connor and E. Parker, 355-376. Chatswood: Elsevier Australia.

Stocker, L., **L. Collard** and A. Rooney. 2015. "Terra cognita: Aboriginal experience with coastal climate change. Local Environment, Aboriginal world views and colonisation: implications for coastal sustainability." In *Local Environment: The International Journal of Justice and Sustainability*. Routledge: Routledge Taylor & Francis Group.

ISK&ST node

Bodkin-Andrews, G., F. Bodkin, G. Andrews and R. Evans. In press. "The Story of the Burra'gorang (The Giant Kangaroo): Aboriginal Identity, Worldviews, and Research." In *Mia Mia (home) Aboriginal Community Development*, edited by C. Kickett-Tucker, D. Bessarab and J. Coffin. Cambridge: Cambridge University Press.

Bodkin-Andrews, G., N. Priest, R. Parada, P. Bansel and E. Paul-Cooper. In press. "Chapter 9: Parental Perceptions of Child Bullying." In *Growing up Strong Children: Indigenous Perspective on the Longitudinal Study of Indigenous Children*, edited by M. Walter, K. Martin and G. Bodkin-Andrews. Basingstoke: Pallgrave Macmillan.

Bodkin-Andrews, G., N. Priest, Y. Paradies, N. Denson and Corrinne Franklin. In press. "Chapter 5: Mapping Racism from Aboriginal and Torres Strait Islander Perspectives." In *Growing up Strong Children: Indigenous Perspectives on the Longitudinal Study of Indigenous Children*, edited by M. Walter, K. Martin and G. Bodkin-Andrews. Basingstoke: Pallgrave MacMillan.

Larkin, S. 2015. "Critical Race Theory and Indigenous higher education: towards a remaking of the university." In *Finding Common Ground: Narratives, Provocations and Reflections from the 40 Year Celebration of Batchelor Institute*, edited by H. Huiser. In press.

Page, S., **M. Trudgett** and N. Harrison. In press. "Supporting Indigenous Australian Doctoral Student Success." In *Sociocultural theory: Implications for curricula across the sector*, edited by A. Macfarlane, S. Macfarlane and M. Webber. Christchurch: Canterbury University Press.

Radoll, P. 2015. "Aboriginal Peoples, Education and Information and Communication Technologies in Australia." In *At the Intersection of Indigenous and Traditional Knowledge and Technology Design*, edited by N. J. Bidwell and H. Winschiers-Theophilus, 19-32. Santa Rosa: Informing Science Press.

Radoll, P. 2015. "Information Technologies in the Classroom: Implications and considerations." In *Aboriginal and Torres Strait Islander Education: An introduction for the teaching profession 2nd ed.*, edited by Kaye Price, 113-130. Port Melbourne: Cambridge University Press.

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Larkin, S. 2015 *The ascendancy of Indigenous knowledges: providing leadership in the healing of Aboriginal and Torres Strait Islander peoples*. Keynote: Third Indigenous Social Work conference.

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Page, S. & Trudgett, M. 'UTS Indigenous Graduate Attribute Project: Examining institutional readiness for embedding Indigenous Knowledges in the curriculum' at the Indigenous Content in Education Symposium (21 September, 2015 in Adelaide).

Page, S., Trudgett, M. & Bodkin-Andrews, G. Indigenous Graduate Attributes at UTS: A piece of CAIK. UTS Learning and Teaching Forum. (11th November, 2015)

Radoll, P. 2015 Invited Speaker: Keynote – Does statistical data on Indigenous education inform us in a sensible way? Global Access to Post-secondary Study conference. Sunway University, Kuala Lumpur, Malaysia.

Radoll, P. 2015. Keynote – Are we doing research in Aboriginal communities in the right way? Spring Conference on Education, University of Newcastle.

Radoll, P. Plenary Panel – Indigenous Engagement in Digital Technologies. Global Digital Humanities Conference, University of Western Sydney. Parramatta.

Radoll, P. Invited Speaker – Launch of the InfoExchange Go Digi Digital Literacy Initiative, National Library of Australia, Canberra.

Radoll, P. Invited Speaker – Old ways new tech, cultural expression in the digital age. hosted by National Centre for Indigenous Excellence, Yabun Festival, Sydney.

Walter, M. 2015 Invited Participant: *Data Politics: Indigenous Representation in Australian Statistics*. Data Sovereignty for Indigenous Peoples: Current Practice and Future Needs. Australian National University, Canberra July 9-10 2015.

Walter, M. 2015 Invited Speaker: *The Longitudinal Study of Indigenous Children* ARACY Coming together for Australia's children 24-26 June Hobart Tasmania 2015.

Walter, M. and Aitken, A. *Indigenizing the Academy in Australia*, Workshop 7: Race. Ethnicity, Indigenous Peoples and Politics. Canadian Political Science Association, Congress 2015 of the Humanities and Social Science May 30-June 5, Ottawa, Ontario.

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