



Australian Government  
Australian Research Council



**nirakn**  
National Indigenous Research  
and Knowledges network

**ANNUAL REPORT**  
for the year ending 31 December 2022



## Vision

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

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

## Aims

1. Establish a quality program of capacity-building initiatives to form a skilled and qualified research community by supporting aspiring, postgraduate, and early- to mid-career Indigenous researchers.
2. Establish a regenerative undergraduate-to-postgraduate pipeline of new researchers across institutions, the nation, and fields of critical research importance.
3. Connect Indigenous researchers across disciplines, nationally and internationally, to develop a culturally supportive and inclusive research environment that enables the cross-fertilisation of ideas and a platform for new Indigenous multidisciplinary research.
4. Develop an ongoing integrated research program of collaborations with the Australian Research Council and National Health and Medical Research Council, government, industry, community and philanthropic grant funding.
5. Achieve national and international recognition as a leading network of Australian Indigenous research expertise, knowledge, and innovation.
6. Initiate the Indigenous research agenda by applying Indigenous knowledges and expertise to multidisciplinary collaborative projects of pressing research. These are needed to inform community and government policy and program delivery.

## Activities

NIRAKN mentors, supports and engages Indigenous researchers across disciplines and institutions through an extensive research capacity building program that is designed to develop foundational and high-level skills, as well as inform and transfer knowledge. The research capacity building program involves introductory-level research workshops delivered locally at participating institutions, an annual series of more advanced research workshops, Indigenous research methodologies masterclasses, critical reading groups, research residencies, and access to networking, mentoring, and other professional resources.

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



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## 1 Introduction

This is the tenth and final Annual Report of the National Indigenous Research and Knowledges Network (NIRAKN) for 2022. NIRAKN was established in 2012 under the Special Research Initiative (SRI) for the Aboriginal and Torres Strait Islander Researchers' Network (ATSIRN) and was awarded \$3.2 million over four years. Throughout the years, the ARC has approved extension requests to NIRAKN. In 2018, NIRAKN's continuing success was recognised by the ARC through the granting of additional funds of \$899,333. This additional contribution brought the total funding to \$4.1 million which was utilised over a decade. The Australia Research Council (ARC) approved the last extension request of NIRAKN until 31 December 2022.

NIRAKN is now in the final year of the legacy phase in which State Hubs are completing work on their research projects. The website for NIRAKN has been revamped to share online offerings of the capacity building programs.

Sincere thanks, gratitude and appreciation is extended to all involved over the past decade for contributing to NIRAKN's outstanding success. This includes the previous Directors Distinguished Professor Aileen Moreton-Robinson and Professor Peter Anderson, current State Hub Leaders Associate Professor Linda Ford and Pro-vice Chancellor Indigenous Dr Leanne Holt, past State Hub Leaders and Node leaders, partner organisation representatives, the Advisory committee. Thank is also extended to all of the Indigenous Higher Degree by Research (HDR) students who attended, participated and flourished through the NIRAKN capacity building workshops and networks.

## 2 Governance

In 2022, NIRAKN's governance continued according to the restructured model created in 2017.

### 2.1 Changes to the Network and Governance

Professor Peter Anderson lead the NIRAKN National Hub (in Queensland and is hereafter referred to as the National Hub) until his departure from QUT in August 2022. He had overall responsibility for the administration and coordination of NIRAKN in Queensland, Victoria, Tasmania, the Australian Capital Territory and Western Australia. The National Hub continues to be based within the Carumba Institute (previously known as Indigenous Research and Engagement Unit) at Queensland University of Technology (QUT). Following, Professor Anderson's departure, on the 6<sup>th</sup> of December 2022 the ARC appointed Dr Levon Blue as Director of NIRAKN.

Pro Vice Chancellor Dr Leanne Holt, continued as the State Hub Leader for New South Wales (NSW) and Associate Professor Linda Ford remained the State Hub Leader of the Northern Territory (NT) and South Australia (SA). For a list of current NIRAKN Chief Investigators please refer to Appendix 1.

The NIRAKN Management Committee comprises the State Hub Leaders and National Hub Leader. State Hub leaders continue to connect, complement, and enhance existing Indigenous mentoring, advisory, and support structures within the higher education sector.

The Office of Research Services at QUT continues to provide administrative support, including legal, reporting, and financial reporting. These services are required by the Office of Research Services to: (a) ensure that the Network is managed in accordance with the ARC Funding Agreement and the NIRAKN Collaborative Research Agreement; (b) provide advice on the Funding Agreement and a new collaborative research agreement; and (c) draft variations to the Collaborative Research Agreement as necessary. In 2019, the Office of Research Services provided support for the negotiation and execution of the Collaborative Research Agreement. In 2022 NIRAKN did not offer internal research grants.

### 3 Year in Review

Below is a summary of activities that have further contributed to the key performance indicators in this legacy phase

#### 3.1 International Journal of Critical Indigenous Studies (IJCIS)

During 2022, two issues of the IJCIS were published containing four papers each, including Volume 15, number 01 and Volume 15, number 02. In April 2022, Dr Angela Baeza was appointed as the journal manager and the co-editors are Professor Peter Anderson and Dr Levon Blue.

#### 3.2 Research Projects

##### QLD State Hub

###### *Research project*

The ARC approved an additional component for the QLD State Hub's research project. This included an evaluation of NIRAKN and a project focusing on the social determinants of higher education. The NIRAKN evaluation has been completed. The social determinants of higher education project was co-designed by Professor Peter Anderson, Dr Levon Blue, Dr Thu Pham, Dr Luna Xing and Dr Angela Baeza. Ethics approval from QUT was granted and approval for data collection was granted by the ARC in early December 2022. The team, also includes NIRAKN Chief Investigator Melanie Saward, PhD candidate.

Professor Anderson, Dr Blue, Dr Pham and Melanie Saward also published a Springer Brief titled: "Higher Degree by Research: Factors for Indigenous Student Success" which includes data from the NIRAKN evaluations.

##### NSW State Hub

###### *Research projects*

The research project, "Success Factors for Aboriginal and/or Torres Strait Islander PhD Graduates", sort to identify the success factors that contribute to the successful journey of Aboriginal and/or Torres Strait Islander PhD graduates, which will in turn contribute to



“closing the gap” in Indigenous Higher Education at all levels. The project has been completed with two journal articles currently awaiting peer -reviewed publication. Participants included 21 Aboriginal and Torres Strait Islander students that had completed their PhD within the last seven years and four non-Indigenous participants. They represented universities in New South Wales, Victoria and South Australia. Participants through survey and interviews utilising ‘yarning’ shared their personal stories and described how their decisions related to their beliefs, values and cultural understandings. The majority of Indigenous graduates had undertaken Indigenous related fields however even the students that had undertaken non-Indigenous specific topics reported comparative factors contributing to their success.

The analysis revealed common themes across both the decision to undertake a PhD and factors and experiences contributing to success.

In relation to the decision to undertake a degree was:

1. Telling our story our way
2. My Community needs me to do this
3. Practicalities – I need it for my job.

In relation to success factors that contributed to successful completion, included:

1. Connectedness and responsibility (Ancestors, Community, family and peers)
2. Personal resources (Attributes, habits, practices and skills)
3. Finding meaning in the research process (ideas, philosophy, process of gathering stories)

The research final report is currently in draft stage and will be finalised by the June 2023.

### ***Capacity building workshops***

NSW completed their capacity building workshops in 2019–2020. In 2022 we piloted a HDR Indigenous internship program that has been opened up to all NSW Indigenous HDR students in 2023. The program is one year long comprising of ten interactive workshops designed to prepare Indigenous HDRs for careers in academia. The program will cover the core aspects of academic life, including research, teaching and service. The program aims to 1. Equip future academics with the knowledge of academic language, process and procedure, 2. Build teaching capacity in Indigenous HDR candidates, 3. Develop candidates research portfolio and familiarity with research opportunities; and 4. Foster connected and network within the HDR cohort. The NIRAKN materials previously developed will contribute to the success of this program.

### ***Grants***

<b>Scheme:</b>	Department of Education (2022-2024)
<b>Project Leaders:</b>	Holt, L., Gordon, S., Berkeley, P., Johnstone, C.
<b>Project:</b>	Country City Partnerships
<b>Amount:</b>	\$24,500,000



<b>Scheme:</b>	Movember (2023-2024)
<b>Project Leaders:</b>	<b>Holt, L.</b> , Rambaldini, B., Gwynne, K., Skinner, J.
<b>Project:</b>	Cultural Warriors Program Evaluation – The Glen
<b>Amount:</b>	\$60,000
<b>Scheme:</b>	MRFF (2022-2025)
<b>Project Leaders:</b>	Robyn Clay-Williams, Braithwaite, Harrison, Zurynski, Hibbert, Mitchell, Cutler, Vukasovic, Gillies, <b>Holt, L.</b>
<b>Project:</b>	Models of Care to Improve the Efficiency and Effectiveness of Acute Care
<b>Amount:</b>	\$2,836,550.49
<b>Scheme:</b>	Legal Aid (2022-2025)
<b>Project Leaders:</b>	Gwynne, K., Rambaldini, B., <b>Holt, L.</b> & Barry, L.
<b>Project:</b>	Accelerating Development of the Aboriginal Workforce in Legal Services
<b>Scheme:</b>	NSW Department of Education (2022)
<b>Project Leaders:</b>	Dr Rebecca Andrews, A/Prof. Fay Hadley, Hon. Prof. Manjula Waniganayake, A/Prof. Iain Hay, Dr Leanne Holt
<b>Project:</b>	Early Childhood Education Scholarships Mentoring Program
<b>Amount:</b>	\$129,944

## NT/SA State Hub

### *Research projects*

The NT/SA State Hub's research project is called "A study into the experiences of Australian Indigenous people during the 2020 COVID-19 pandemic" and is led by Associate Professor Linda Ford, with Dr Tracy Woodroffe, Dr Kathy Guthadjaka, Emily Ford, Dr Adriana Ticoalu, Dr David Karacsonyi, Pawinee Yuhun and Colin Baker.

This research has obtained a Human Research Ethics Committees (HREC) clearance from Charles Darwin University.

Timing for data collection and analysis were affected by COVID-19 events in the NT including community transmissions, outbreaks, lockdowns and restrictions.

Research outputs include two journal articles. One was submitted to a Q1 journal publisher in 2022, current status is under review. The second article has been submitted in February 2023 to another publisher located in Australia. *(Further details including full title and authors cannot be released yet due to the article undergoing blind peer-review process).*

Findings from this research study show that many participants experienced little to no impact from COVID-19 in their lives prior to the Northern Territory opening of its domestic borders on 20 December 2021. For those who felt impacted, travel is the most common category which includes family visits and travel to access essential services but non-health related services such as education and employment. The second most common impact is mental health, such as feeling anxious and stressed due to changes, restrictions, and vaccinations. Some participants expressed their hesitancy towards vaccinations while others felt its importance.





***Grants [awaiting approval to include]***

Associate Professor Ford has been successful in two NHMRC grants in 2022-2027 worth \$10,000,000.00 each:

- NexGen building Indigenous postgraduate numbers in health and other mutli-disciplinary fields, Lead CI (Chief Investigator) is Professor Gail Garvey from University of Queensland and Ford is an Associate Investigation/Researcher.
- Healthy Environments And Lives, Lead CI is Professor Sotiris Vardoulakis from the Australian National University and Ford is a Chief Investigation.

#### **4 Challenges and Mitigation Strategies**

Since the Network's commencement in 2013, it has been highly successful. However, over the year the Management Committee encountered challenges, which it addressed in a proactive manner, ensuring that network goals are fulfilled in NIRAKN's legacy phase.





## 5 Financial Statement [QUT OFFICE OF RESEARCH TO UPDATE]

2022 INCOME	
ARC 2022 funding distributed as follows:	0
<b>Total Income Received</b>	<b>0</b>
2022 EXPENDITURE	
Other	7113.79
Personnel	220797.21
Travel	1266.69
Capacity Building	
Publications	
<b>Total Expenditure</b>	<b>229,177.69</b>
<b>Surplus (Deficit)</b>	<b>229,177.69</b>
<b>Balance brought forward from 2021</b>	<b>253,319.33</b>
<b>TOTAL CARRY FORWARD</b>	<b>6,141.64</b>
2022 IN-KIND SUPPORT	
Queensland University of Technology	37,935.12
<b>Total In-Kind Support</b>	<b>37,935.12</b>



## 6 Appendices

### Appendix 1: NIRAKN Chief Investigators

<b>6.1 QLD</b>	<b>6.2 NSW</b>	<b>6.3 TAS</b>	<b>6.4 ACT</b>	<b>6.5 NT</b>	<b>6.6 SA</b>	<b>6.7 WA</b>
Peter Anderson	Leanne Holt	Clair Andersen	Asmi Wood	Linda Ford	Christopher Wilson	Stephen Kinnane
Bronwyn Fredericks	Gawaian BodkinAndrews	Maggie Walter	Jillian Guthrie	Steve Larkin	Natalie Harkin	Julianne Coffin
Odette Best	Greg Blyton	Wendy Aitken	Peter Radoll	Sue Stanton	Simone Tur	Kim Scott
Roxanne Bainbridge	Jakelin Troy		Rowena Ball	Kathy Guthadjaka	Terry Dunbar	Leonard Collard
Levon Blue	John Maynard			Tracy Woodroffe		Lynette Henderson-Yates
Melanie Saward	Kathleen Butler					Michael Adams
Aileen Moreton-Robinson	Kathleen Clapham					Patricia Dudgeon
Anita Lee Hong	Larissa Behrendt					Shino Konis
Karen Martin	Loretta Kelly					
	Marcelle Burns					
	Susan Green					
	Michelle Trudgett					



## Appendix 2: NIRAKN Member and/or NIRAKN Research Affiliate Publications

### 6.1 BOOKS

- Anderson, P., Blue, L., Pham, T., & Seward, M.** (2022). Higher Degree by Research: Factors for Indigenous Student Success. Springer Nature. <https://doi.org/10.1007/978-981-19-5178-7>
- Curthoys, A., **Konishi, S.**, & Ludewig, A. (2022). *The Lives and Legacies of a Carceral Island: A Biographical History of Wadjemup/Rottnest Island*. Taylor & Francis.
- Harris, A., Barwick, L., & **Troy, J.** (2022). Music, Dance and the Archive. Sydney University Press.

### 6.2 BOOK CHAPTERS

- Baker, A. G., Blanch, F. R., & **Tur, S.U.** (2022). The weight of river stones. In C. Roulière & C. Egerer. (Eds.), *Water Lore: Practice, Place and Poetics*. (pp. 139-151). Routledge. <https://doi.org/10.4324/9781003218272>
- Blyton, G.** (2022). Australia: Tainted Blood—Scientific Racism, Eugenics and Sanctimonious Treatments of Aboriginal Australians: 1869–2008. In B. E. Johansen & A. Akande (Eds.), *Get Your Knee Off Our Necks: From Slavery to Black Lives Matter* (pp. 253-273). Springer International Publishing. [https://doi.org/10.1007/978-3-030-85155-2\\_8](https://doi.org/10.1007/978-3-030-85155-2_8).
- Ford, L. P.** (2022). Afterword: Memories with Deborah Rose. In T. Van Dôn & M. Chrulw (Eds.), *Kin: thinking with Debora Bird Rose* (pp. 218-224). Duke University Press.
- Kauanui, J. K., & **Moreton-Robinson, A.** (2022). Aileen Moreton-Robinson on whiteness and Indigeneity in Australia. In J. K. Kauanui (Ed.), *Speaking of Indigenous Politics: Conversations with Activists, Scholars, and Tribal Leaders* (pp. 214–224). University of Minnesota Press. <https://doi.org/10.5749/j.ctv8j71d.21>
- Walter, M.** (2022). Conceptualizing and Theorizing the Indigenous Life. In M. Walter, T. Kukutai, AA. Gonzales & R Henr (eds.), *The Oxford Handbook of Indigenous Sociology*, Oxford University Press, United Kingdom. <https://doi.org/10.1093/oxfordhb/9780197528778.001.0001>
- White, S., **Anderson, P.**, Quin, A., Gower, G., Byrne, M., & Bennet, M. (2022). Supporting the teaching profession to enable a culturally responsive curriculum. In Lee, W.O., Brown, P., Goodwin, A.L., Green, A. (eds) *International Handbook on Education Development in Asia-Pacific*. Springer, Singapore. [https://doi.org/10.1007/978-981-16-2327-1\\_82-1](https://doi.org/10.1007/978-981-16-2327-1_82-1)
- Wood, A.** (2022). Treaty Making (*Makarrata*) and an ‘Invisible’ People: Seeking a Just Peace After ‘Conflict’. In: K. Te Maihāroa, M. Ligaliga, H. Devere (eds) *Decolonising Peace and Conflict Studies through Indigenous Research*. Palgrave Macmillan, Singapore. [https://doi.org/10.1007/978-981-16-6779-4\\_13](https://doi.org/10.1007/978-981-16-6779-4_13)



**Woodroffe, T.** (2021). Creating a future to be proud of through teacher workforce development. In W. O. Lee, P. Brown, A. L. Goodwin, & A. Green (Eds.), *International Handbook on Education Development in Asia-Pacific* (pp. 1-15). Springer Nature Singapore. [https://doi.org/10.1007/978-981-16-2327-1\\_137-1](https://doi.org/10.1007/978-981-16-2327-1_137-1)

### 6.3 JOURNAL ARTICLES

**Anderson, P., Yip, S. Y., & Diamond, Z. M.** (2022). Getting schools ready for Indigenous academic achievement: a meta-synthesis of the issues and challenges in Australian schools. *International Studies in Sociology of Education*, 1-24.

**Anderson, P., Yip, S. Y., & Diamond, Z. M.** (2022). Universities Australia 2017–2020 Indigenous Strategy: a meta-synthesis of the issues and challenges. *Higher Education Research & Development*, 1-16.

**Best, O., Cox, L., Ward, A., Graham, C., Bayliss, L., Black, B., . . . Walker, J.** (2022). Educating the educators: Implementing cultural safety in the nursing and midwifery curriculum. *Nurse Education Today*, 117, 105473.  
<https://doi.org/https://doi.org/10.1016/j.nedt.2022.105473>

Bourman, R. P., Murray-Wallace, C. V., **Wilson, C.**, Mosley, L., Tibby, J., Ryan, D. D., De Carli, E. D., Tulley, A., Belperio, A. P., Haynes, D., Roberts, A., Westell, C., Barnett, E. J., Dillenburg, S., Beheregaray, L. B., & Hesp, P. A. (2022). Holocene freshwater history of the Lower River Murray and its terminal lakes, Alexandrina and Albert, South Australia, and its relevance to contemporary environmental management. *Australian Journal of Earth Sciences*, 69(5), 605–629.  
<https://doi.org/10.1080/08120099.2022.2019115>

**Bodkin-Andrews, G., Foster, S., Bodkin, F., Foster, J., Andrews, G., Adams, K., Evans, R., & Carlson, B.** (2022). The colonial storytelling of good intent: Or the inspired erasure of our ancestors? *Griffith Review*, (75), 110–122.  
<https://search.informit.org/doi/10.3316/informit.305966353467220>

**Bodkin-Andrews, G., Page, S., & Trudgett, M.** (2022). Shaming the silences: Indigenous Graduate Attributes and the privileging of Aboriginal and Torres Strait Islander voices. *Critical Studies in Education*, 63(1), 96-113.  
<https://doi.org/10.1080/17508487.2018.1553795>

Bromley, J, Sherrard, S, **Atkinson, D**, Marley, JV, **Henderson-Yates, L**, Griffiths, E. (2022). Early childhood development practices in a remote Aboriginal Community Controlled Health Services setting. *Aust J Rural Health*. 2022; 00: 1– 10. doi:10.1111/ajr.12900

Ciofalo, N., **Dudgeon, P.**, & Nikora, L. W. (2022). Indigenous community psychologies, decolonization, and radical imagination within ecologies of knowledges. *American Journal of Community Psychology*, 69, 283– 293.  
<https://doi.org/10.1002/ajcp.12583>

Coates, S., **Trudgett, M.** & Page, S. (2022). 'Islands in the stream: Indigenous academic perceptions of Indigenous senior leadership role', *Higher Education Research and Development*, 41(5), 1451-1467.



- Curthoys, A., & **Konishi, S.** (2022). The Pinjarra Massacre in the Age of the Statue Wars. *Journal of Genocide Research*, 24(4), 511–528. <https://doi.org/10.1080/14623528.2021.2023986>
- Doyle, M. F., **Guthrie, J.**, Butler, T., Shakeshaft, A., Conigrave, K., & Williams, M. (2022). Opportunities for intervention for alcohol and other drug use problems for men before prison: a qualitative study. *Health Promotion Journal of Australia*. <https://doi.org/10.1002/hpja.617>
- Fredericks, B.**, Bradfield, A., Nguyen, J., & Ansell, S. (2022). Disrupting the colonial algorithm: Indigenous Australia and social media. *Media International Australia*, 183(1), 158–178. <https://doi.org/10.1177/1329878X211038286>
- Fredericks, B.**, Bradfield, A., McAvoy, S., Ward, J., Spierings, S., Combo, T., & Toth-Peter, A. (2022). The Burden of the Beast: Countering Conspiracies and Misinformation within Indigenous Communities in Australia. *M/C Journal*, 25(1). <https://doi.org/10.5204/mcj.2862>
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- Ma, T., de Leeuw, E., Proust, K., Newell, B., **Clapham, K.**, Kobel, C., & Ivers, R. (2022). Using systems thinking to assess the functioning of an “Age-Friendly City” governance network in Australia. *Health Promotion International*, 37(4). <https://doi.org/10.1093/heapro/daac076>



- Manathunga, C., Qi, J., Raciti, M., Gilbey, K., **Stanton, S.**, & Singh, M. (2022). Decolonising Australian doctoral education beyond/within the pandemic: Foregrounding Indigenous knowledges. *SOTL in the South*, 6(1), 112–137. <https://doi.org/10.36615/sotls.v6i1.203>
- McPhee, R., Carlin, E., Seear, K., Carrington-Jones, P., Sheil, B., Lawrence, D., & **Dudgeon, P.** (2022). Unacceptably high: an audit of Kimberley self-harm data 2014–2018. *Australasian Psychiatry*, 30(1), 70–73. <https://doi.org/10.1177/10398562211010790>
- Moreton-Robinson, A.** (2022). Monuments, Place Names and Black Lives Matter: Memorialising Captain James Cook. *Legalities*, 2(1), 67–81. <https://doi.org/10.3366/legal.2022.0029>
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- Riley, T., **Guthrie, J.**, Whop, L., Walsh, N., Jackson, A., & Weeramanthri, T. (2022). A successful partnership model for COVID-19 vaccination in Aboriginal communities in New South Wales. *Australian and New Zealand journal of public health*, 46(5), 562–563. <https://doi.org/10.1111/1753-6405.13293>
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- Sefton-Rowston, A., Moss, S., Zemits, B., & **Woodroffe, T.** (2022). Why Do You Want To Make Things? Prison arts education and decolonising systems. *Griffith Review*, 75. <https://www.griffithreview.com/articles/why-do-you-want-to-make-things/>
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