

The logo for Swinburne University of Technology, featuring the word "SWINBURNE" in a stacked, sans-serif font with small decorative symbols on either side.

SWINBURNE
UNIVERSITY OF
TECHNOLOGY

SWINBURNE UNIVERSITY OF TECHNOLOGY

Indigenous Research Strategy 2018-19

Cover image: A detail from *Gathering Knowledge* by artist Arbut Ash Peters
Wurundjeri/Taungurong Man, local artist and direct descendent of Coranderrk

Table of Contents

Acknowledgment to Country	3
Vision	3
Guiding Documents	4
Guidelines for Ethical Research in Australian Indigenous Studies	4
Swinburne University Reconciliation Action Plan 2017-2019	5
Progress Review	6
Strategy 1 Strengthen Aboriginal and Torres Strait Islander Studies.....	7
Research across the Faculties and PAVE	
Strategy 2 Increase the Number of, and Support for, Aboriginal and	9
Torres Strait Islander Researchers	
Strategy 3 Increase the Number of, and Support for, Aboriginal and	11
Torres Strait Islander HDRs	
Acronyms	13

Acknowledgement to Country

We respectfully acknowledge the Wurundjeri People, and their Elders past and present, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east.

Vision

The Vision for the *Indigenous Research Strategy 2018-2019* draws from our *Reconciliation Action Plan 2017-2019*.

Swinburne will be a place where Aboriginal and Torres Strait Islander peoples, their heritage, cultures and spirituality are valued, respected and celebrated.

Swinburne's Vision for Reconciliation is to create a university environment that builds on relationships based on knowledge sharing, mutual respect and understanding, and lifelong learning across all our core business areas, culture, research, teaching and learning, and engagement.

Our Vision is to build a university culture that promotes and practically supports Aboriginal and Torres Strait Islander peoples and other Australians to come together to learn and make a positive difference in the lives of individuals and communities. This can be achieved through collaborative and mutually beneficial research, teaching and learning activities, and engagement.

Specifically, our Vision for Swinburne and its relationship with Aboriginal and Torres Strait Islander peoples and their communities is:

- Embedding reconciliation in the management and governance structures of the university;
- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples and cultures;
- Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff;
- Growing Aboriginal and Torres Strait Islander student enrolments, retentions and completions;
- Engaging with Aboriginal and Torres Strait Islander peoples, communities and organisations;
- Developing Aboriginal and Torres Strait Islander knowledges, curriculums and pedagogies in teaching and learning; and
- Strengthening Aboriginal and Torres Strait Islander knowledges in research.

Guiding Documents

These external documents guide the *Indigenous Research Strategy 2018-2019*.

- Australian Institute of Aboriginal and Torres Strait Islander Studies Guidelines for Ethical Research in Australian Indigenous Studies 2012
- National Aboriginal & Torres Strait Islander Education Policy 2015
- Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012
- United Nations Declaration on the Rights of Indigenous Peoples 2008
- Universities Australia Indigenous Strategy 2017–2020
- National Statement on Ethical Conduct in Human Research 2015

These Swinburne documents guide and are interconnected to the *Indigenous Research Strategy 2018-2019*.

- Reconciliation Action Plan 2017-2019
- Indigenous Employment Strategy 2018-2019
- 2025 Strategic Plan
- Research and Innovation Strategy 2020
- Swinburne University of Technology Act 2010

Guidelines for Ethical Research in Australian Indigenous Studies

The *Indigenous Research Strategy 2018-2019* adopts the *Guidelines for Ethical Research in Australian Indigenous Studies* principles as the foundation on which it engages in research involving Aboriginal and Torres Strait Islander peoples, individuals and communities.

- Recognition of the diversity and uniqueness of peoples, as well as of individuals, is essential.
- The rights of Indigenous peoples to self-determination must be recognised.
- The rights of Indigenous peoples to their intangible heritage must be recognised.

- Rights in the traditional knowledge and traditional cultural expressions of Indigenous peoples must be respected, protected and maintained.
- Indigenous knowledge, practices and innovations must be respected, protected and maintained.
- Consultation, negotiation and free, prior and informed consent are the foundations for research with or about Indigenous peoples.
- Responsibility for consultation and negotiation is ongoing.
- Consultation and negotiation should achieve mutual understanding about the proposed research.
- Negotiation should result in a formal agreement for the conduct of a research project.
- Indigenous people have the right to full participation appropriate to their skills and experiences in research projects and processes.
- Indigenous people involved in research, or who may be affected by research, should benefit from, and not be disadvantaged by, the research project.
- Research outcomes should include specific results that respond to the needs and interests of Indigenous people.
- Plans should be agreed for managing use of, and access to, research results.
- Research projects should include appropriate mechanisms and procedures for reporting on ethical aspects of the research and complying with these guidelines.

Swinburne's Reconciliation Action Plan 2017-2019

The *Reconciliation Action Plan 2017-19 (RAP)* guides the *Indigenous Research Strategy 2018-2019*. The RAP is the primary Aboriginal and Torres Strait Islander policy document of the university. The RAP has seven key, interrelated themes.

- Governance and Leadership
- Culture
- Aboriginal and Torres Strait Islander Staff
- Aboriginal and Torres Strait Islander Students

- Engagement
- Teaching and Learning
- Research

The three strategies of the *Indigenous Research Strategy 2018-2019* map those identified in the RAP research theme. The 45 actions of the *Indigenous Research Strategy 2018-2019* draw from those listed in the seven RAP themes, particularly the research theme, along with a number of other actions.

A Note on Terminology

This document includes references to both 'Indigenous' and 'Aboriginal and Torres Strait Islander' peoples. The following is offered by way of clarity in reading this document.

'Indigenous' is used in the document title to better align with broader University terminology in such policies and procedures. In contemporary society, however, the phrase 'Aboriginal and Torres Strait Islander' is gaining credence as a self-identifying term for Aboriginal and Torres Strait Islander people, particularly in Victoria. As such, this document will predominantly refer to Aboriginal and Torres Strait Islander peoples, rather than Indigenous.

For further clarification, please refer to the Swinburne Aboriginal and Torres Strait Islander Terminology Guide.

Progress Review

The Aboriginal and Torres Strait Islander Research Committee will annually review the *Indigenous Research Strategy 2018-2019* and will report on this review to the RAP Steering Group.

Strategy 1

Strengthen Aboriginal and Torres Strait Islander Studies Research across the Faculties and PAVE

Action	Timeline	Responsibility
Maintain and resource the Indigenous Research Committee.	Ongoing	ED (RS&L)
Identify Aboriginal and Torres Strait Islander research strengths across the university.	July 2018	ED (RS&L)
Award annual Aboriginal and Torres Strait Islander research grants (\$25,000 in grant program).	December annually	ED (RS&L)
Hold an annual Aboriginal and Torres Strait Islander research workshop.	November annually	ED (RS&L)
Hold quarterly Aboriginal and Torres Strait Islander public research seminars.	Quarterly	ED (RS&L)
Engage in collaborative and reciprocal research partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations, international Indigenous organisations, industry and government.	Ongoing	ED (RS&L)
Aboriginal and Torres Strait Islander research ethics. <ol style="list-style-type: none"> 1. Expand ethics guidelines. 2. Hold annual ethics workshop. 3. Appoint an Aboriginal and Torres Strait Islander researcher to the HREC. 4. Appoint two Aboriginal and Torres Strait Islander ethics advisors. 	<ol style="list-style-type: none"> 1. January 2018 2. December annually 3. January 2018 4. January 2018 	DVC (R&D) ED (RS&L)
Develop and maintain a register of Aboriginal and Torres Strait Islander related research occurring across the university.	July 2018	DVC (R&D) ED (RS&L)
Maintain and resource a university-wide interdisciplinary Indigenous Studies Group.	Ongoing	ED (RS&L)
Maintain and resource a university website on Aboriginal and Torres Strait Islander research.	Ongoing	ED (RS&L)
Implement an Aboriginal and Torres Strait Islander Visiting Scholar program.	July 2018	DVC (R&D)
Develop a scoping proposal regarding establishing a Research Centre in Reconciliation Studies.	July 2018	DVC (R&D) ED (RS&L)
Promote a public dialogue on Aboriginal and Torres Strait Islander Studies through the holding of the annual Reconciliation Lecture.	Annually	ED (RS&L)
Promote a public dialogue on Aboriginal and Torres Strait Islander Studies through the holding of the annual Barak-Wonga Oration.	Annually	ED (RS&L)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Implement an online training program on Aboriginal and Torres Strait Islander research, knowledges and methodologies, to be available for all staff and compulsory for all applicants for Aboriginal and Torres Strait Islander related research grants.	July 2018	DVC (R&D) ED (RS&L)
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Strategy 2

Increase the Number of, and Support for, Aboriginal and Torres Strait Islander Researchers

Action	Timeline	Responsibility
Increase number of Aboriginal and Torres Strait Islander academic staff. December 2018 – 6 Academic staff December 2019 – 8 Academic staff	December annually	VP (P&C) EG
Ensure the retention rate for Aboriginal and Torres Strait Islander academic staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).	December annually	VP (P&C) EG
Award an annual Aboriginal and Torres Strait Islander Research Fellowship through Swinburne Research.	December annually	DVC (R&D)
Award an Aboriginal and Torres Strait Islander Research Fellowship through FHAD.	December 2018	PVC (FHAD)
Obtain philanthropic funding to award one Aboriginal and Torres Strait Islander Research Fellowship.	December 2019	VP (E)
FHAD to employ at least four ongoing Aboriginal and Torres Strait Islander academic staff.	December 2019	PVC (FHAD)
FBL and FSET to each employ at least one ongoing Aboriginal and Torres Strait Islander academic staff.	December 2019	PVC (FBL) PVC (FSET)
Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund, which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities.	January 2018	VP (P&C)
Promote Aboriginal and Torres Strait Islander academic staff, through events, websites, publications, and awards.	Ongoing	ED (RS&L) DVC (R&D) Faculty PVCs VP (E)
Implement a mentoring program for all Aboriginal and Torres Strait Islander academic staff.	January 2018	VP (P&C)
Maintain and resource an Aboriginal and Torres Strait Islander staff network to share information, receive peer support, and provide feedback to the RSG.	Ongoing	VP (P&C)
Organise professional development for all Aboriginal and Torres Strait Islander academic staff.	January 2018	VP (P&C)
Support Aboriginal and Torres Strait Islander academic staff in becoming members of national and international Indigenous scholarly networks.	Ongoing	ED (RS&L)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Support Aboriginal and Torres Strait Islander academic staff regarding career, leadership, research and research training development.	Ongoing	ED (RS&L) Faculty PVCs
Ensure Aboriginal and Torres Strait Islander academic staff Performance Development Planning and workloads take into account cultural and community protocols and obligations.	Ongoing	VP (P&C)

Strategy 3

Increase the Number of, and Support for, Aboriginal and Torres Strait Islander HDRs

Action	Timeline	Responsibility
Increase number of Aboriginal and Torres Strait Islander HDRs. December 2018 – 5 HDRs December 2019 – 9 HDRs	December annually	DVC (R&D) Faculty PVCs
Ensure the retention and progression rates for Aboriginal and Torres Strait Islander HDRs is at the same rate or higher as the retention and progression rates for all Swinburne HDRs.	December annually	DVC (R&D) Faculty PVCs
Award an annual Aboriginal and Torres Strait Islander SUPRA through Swinburne Research.	December annually	DVC (R&D)
FHAD, FBL and FSET to award an Aboriginal and Torres Strait Islander SUPRA.	January 2019	Faculty PVCs
Obtain philanthropic funding to award an Aboriginal and Torres Strait Islander SUPRA and to provide top up funds for Aboriginal and Torres Strait Islander SUPRAs.	March 2018	VP (E)
Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.	December annually	VP (E) ED (RS&L) DVC (R&D) Faculty PVCs
Improve HDR pathways, and provide support, for Aboriginal and Torres Strait Islander community members, public servants, undergraduate, honours and existing staff.	Ongoing	DVC (R&D) Faculty PVCs
Support Aboriginal and Torres Strait Islander HDRs, through mentoring schemes, seminars, cultural leave arrangements, and infrastructure.	December annually	ED (RS&L) DVC (R&D) Faculty PVCs
Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs.	December annually	DVC (R&D) ED (RS&L) Faculty PVCs
Link Aboriginal and Torres Strait Islander HDRs into national and international Indigenous scholarly communities and networks.	Ongoing	ED (RS&L)
Market HDRs to Aboriginal and Torres Strait Islander people through general and specific websites, brochures, and events, particularly in non-traditional areas.	Ongoing	DVC (R&D) Faculty PVCs ED (RS&L)
Improve employment pathways for Aboriginal and Torres Strait Islander HDRs, in ongoing academic roles, and in casual roles, such as research assistants and interns.	Ongoing	VP (P&C) Faculty PVCs

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Maintain and resource an Aboriginal and Torres Strait Islander HDR network to share information, receive peer support, and provide feedback to the RSG.	Ongoing	ED (RS&L)
Promote flexible co-supervision practices with Aboriginal and Torres Strait Islander peoples outside Swinburne.	Ongoing	DVC (R&D) Faculty PVCs ED (RS&L)
Create an online training program on Aboriginal and Torres Strait Islander research, knowledges and methodologies, to be compulsory for all supervisors of Aboriginal and Torres Strait Islander HDRs and all graduate research staff.	July 2018	DVC (R&D) ED (RS&L)

Acronyms

DVC (R&D)	Deputy Vice-Chancellor (Research and Development)
ED (RS&L)	Executive Director, Reconciliation Strategy and Leadership
EG	Executive Group
FHAD	Faculty of Health, Arts and Design
FBL	Faculty of Business and Law
FSET	Faculty of Science, Engineering and Technology
HDR	Higher Degree by Research
PVC (FHAD)	Faculty Pro Vice-Chancellor, Faculty of Health, Arts and Design
PVC (FBL)	Faculty Pro Vice-Chancellor, Faculty of Business and Law
PVC (FSET)	Faculty Pro Vice-Chancellor, Faculty of Science, Engineering and Technology
RAP	Reconciliation Action Plan
RSG	RAP Steering Group
SUPRA	Swinburne University Postgraduate Research Award
VP (E)	Vice-President (Engagement)
VP (P&C)	Vice-President (People and Culture)

Further Information

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