



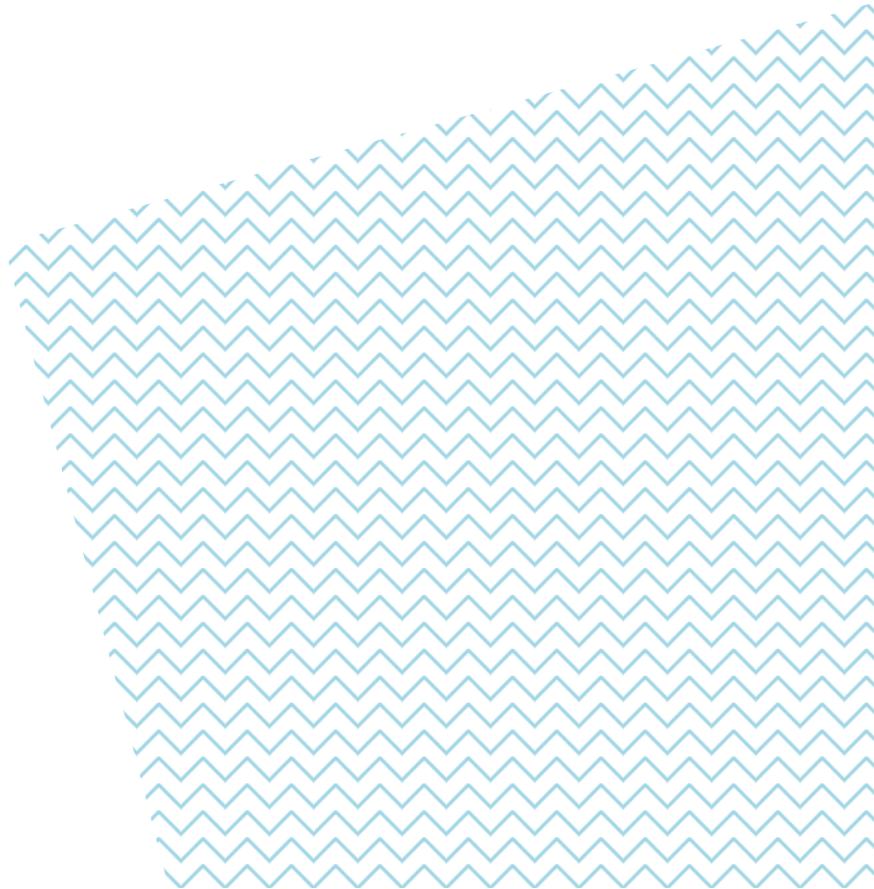
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Melbourne Centre for the Study of Higher Education

# **Graduate Certificate in Indigenous Research & Leadership**

Online Intensive: 21<sup>st</sup> June – 1<sup>st</sup> July 2021

On-Campus Symposium: 19<sup>th</sup> July – 22<sup>nd</sup> July 2021 (To Be Confirmed)



## Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the lands on which of our campuses are situated and pay our respects to Elders both past and present and extend that respect to all Aboriginal and Torres Strait Islander Australians who have made a contribution to the life of the University community.

We acknowledge the Elders, families and descendants of the Wurundjeri people who have been and are the custodians of the lands on which we will meet and acknowledge that this land was the place of age old ceremonies of celebration, initiation and renewal and that the local Aboriginal peoples have had and continue to have a unique role in the life of these lands.

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# Course Overview

Welcome to the Graduate Certificate in Indigenous Research and Leadership (GC – IRL) at the University of Melbourne. This course is available in 2021 thanks to a generous Gift to the University from Julie Hannaford.

The GC – IRL builds on the Professional Certificate in Indigenous Research with the 25-point core subject – Indigenous Research and Leadership (MULT90024). The unit is comprised of seminars and workshops with Indigenous researchers and leaders and has a strong focus on collaborative groupwork as well as developing a publication on a key issue in Indigenous research, either independently or as part of a team. The course is tailored for those who are close to completing, or have recently completed, a research higher degree, and who are ready to assume leadership roles in relation to research.

## Course Objectives

At the end of this course, participants will be able to:

- Tackle complex issues in Indigenous research and resolve them by applying a sophisticated awareness of Indigenous perspectives.
- Develop the capacity to influence the ethical conducting of Indigenous research.
- Develop the ability to influence both Indigenous research policy, and the application of research in policy contexts beyond universities.
- Demonstrate high-level competence in professional presentation of research, both verbally and in writing.
- Undertake a research project directly relevant to the student's professional or academic context.
- Demonstrate high-level skills in critical reflection, including self-awareness, in relation to Indigenous leadership.

## Guidelines and Protocols

In any intensive course, with participants and staff in very close interactions, we all need to be careful about maintaining a safe and inclusive environment in which optimal learning may take place. We therefore ask all our participants and all our staff to be mindful of the following:

- Verbal and written feedback to individuals should be formative (i.e. constructive) rather than critical.
- Feedback should relate to the research, not to the researcher.
- People's views on issues related to research can – and should – be open to challenge, but they deserve to be listened to without interruptions.
- References to people outside the course (for example, absent supervisors) should be respectful and professional.
- It is courteous to be on time for staff and student presentations.

# Online Intensive Schedule

Note: The online intensive comprises 3 hours of synchronous online contact per day over 8 days including a 1.5-hour seminar, and a 1.5-hour workshop in which students will receive guidance to undertake groupwork, building towards assessments 1 and 2.

Week 1	Monday 21 <sup>st</sup> June	Tuesday 22 <sup>nd</sup> June	Wednesday 23 <sup>rd</sup> June	Thursday 24 <sup>th</sup> June	Friday 25 <sup>th</sup> June
12:00 – 1:30	<b>Introduction to the course</b> <i>Inala Cooper</i> <i>Dr Melitta Hogarth</i> <i>Dr Sarah French</i>	<b>Seminar: Indigenous Research and Leadership in Academia</b> <b>[Note time: 12.30 – 2pm]</b> <i>Associate Professor Nikki Moodie &amp; Dr Kevin Lowe</i>	<b>Seminar: Indigenous Leadership in Industry &amp; Business</b> <i>Dr Blaze Kwaymullina</i>	<b>Seminar: Contextualising Leadership in Community: Approaches to the Pandemic</b> <i>Professor Fiona Stanley</i>	
1:30 – 2:00	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	
2:00 – 3:30	<b>Seminar: An Introduction to Leadership</b> <i>Associate Professor Michelle Evans</i>	Workshop: Discussion of Group Assignments & Organisation of groups <i>Dr Tess Ryan &amp; Dr Sarah French</i>	Workshop: Assignment Planning in Groups <i>Dr Tess Ryan &amp; Dr Sarah French</i>	Workshop: Assignment Planning in Groups: <i>Dr Tess Ryan &amp; Dr Sarah French</i> <i>[Submission of proposal to follow this workshop]</i>	Optional drop-in session with Sarah
Week 2	Monday 28 <sup>th</sup> June	Tuesday 29 <sup>th</sup> June	Wednesday 30 <sup>th</sup> June	Thursday 1 <sup>st</sup> July	Friday 2 <sup>nd</sup> July
12:00 – 1:30	<b>Seminar: Applying Research &amp; Leadership in Community Contexts</b> <i>Professor James Ward &amp; Professor Pat Dudgeon</i>	<b>Seminar: Grant Writing</b> <i>Professor Sandy O’Sullivan</i>	<b>Seminar: Indigenous Leadership in Health Research [12 – 12:30]</b> <i>Janine Mohammed</i> <b>Seminar: Communicating your Research [12.30 – 1:30]</b> <i>Professor Bronwyn Carlson</i>	<b>Indigenous Knowledge in Research &amp; Higher Education</b> <i>Professor Marcia Langton</i>	
1:30 – 2:00	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	
2:00 – 3:30	Workshop: Assignment Planning in Groups ( <i>feedback on proposals from Tess &amp; Sarah</i> ) <i>Dr Tess Ryan &amp; Dr Sarah French</i>	Workshop: Assignment Planning in Groups <i>Dr Tess Ryan &amp; Dr Sarah French</i>	Workshop: Assignment Planning in Groups <i>Dr Tess Ryan &amp; Dr Sarah French</i>	Reflection on the online course & planning for the next steps. <i>Dr Sarah French</i>	Optional drop-in session with Sarah

# On-Campus Symposium Schedule (To Be Confirmed)

Monday 19<sup>th</sup> July: Welcome Dinner

	Tuesday 20 <sup>th</sup> July	Wednesday 21 <sup>st</sup> July	Thursday 22 <sup>nd</sup> July Presentations
9:00 – 9:30	Welcome to Country	Reflection & Planning	Reflection & Planning
9:30 – 10.30	Welcome to the University & re-introductions	Final planning for group presentations	Group 1 (9:30 – 10:45) <i>45 minutes each plus 30 minutes for discussion</i>
10:30 – 11:00	<i>Morning Tea Break</i>	<i>Morning Tea Break</i>	<i>Morning Tea Break</i>
11:00 – 12:30	Panel Discussion <b>Styles &amp; Modes of Leadership</b> <i>Professor Shaun Ewen</i> <i>Professor Liz McKinley</i>	Panel Discussion <b>The Relationship between Research &amp; Leadership</b> <i>Associate Professor Sana Nakata</i> <i>Professor Julie McLeod</i>	Group 2 (11:15 – 12:30)
12:30 – 2:00	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
2:00 – 3:30	<i>Session to be confirmed</i>	<i>Session to confirmed</i>	Group 3 (1:30 – 2:45)  <i>Afternoon Tea Break</i>
3:30 – 5:00	Workshopping of group presentations  <i>(incl. afternoon tea)</i>	Group discussion, debrief & discussion of assessment. <i>(incl. afternoon tea)</i> & Survey Evaluation	Group 4 (3:15 – 4:45)
After 5pm		<b>Indigenous Early Career Researcher Dinner</b> (with <i>Poche</i> familiarisation program & alumni)	Drinks & Canapes With <i>Poche</i> familiarisation program and invited guests

# Assessment

In this program you will explore effective strategies for, and issues in, leadership and research, and focus on leadership and research matters of interest and concern to you.

The purpose of the assessment is to:

- facilitate you and your colleagues to explore your/their interests within the leadership research arena.
- further empower you to contribute in a collaborative manner to a greater understanding of chosen issues in any useful and significant way.

Below is a summary outline of the assessment tasks to help achieve the assessment goals.

## **Assessment Task 1: Group Project Presentation (10%)**

Due: Thursday 22<sup>nd</sup> July

Each group will identify and critically explore a contemporary challenge that requires research and leadership within the group's discipline or field of expertise (multidisciplinary approaches may be considered where appropriate). Drawing upon the literature within the field of research and/or scholarly literature on leadership, the group will develop a presentation that examines the challenge identified and applies relevant research and leadership styles and approaches to addressing that challenge. It is expected that the group will draw upon the ideas that individual group members have engaged with in their PhD or research projects.

The preparation for the presentation will commence online during the scheduled workshops. Each group is to submit a short proposal via Canvas (200 – 400 words) by the end of Thursday 24<sup>th</sup> June. Feedback will be provided on the proposal by Monday 28<sup>th</sup> July and groups will develop their presentations during the second week of the online component and over the first two days of the residential component.

Questions to keep in mind when developing group presentations:

- Why is the issue you have identified an important issue that needs to be explored in relation to leadership and research? What contribution can each of the group members make to knowledge in this space?
- How best can you explain the area of discussion to the audience?
- Do you have different ideas about how to address the challenges or areas of contention? If so, how can these conflicting viewpoints best be explored in a presentation?
- How does your presentation relate to what you intend to do in the subsequent assessment task of the group project report?

On Thursday 22<sup>nd</sup> July each group will be given a maximum of 1.25hrs to present to their peers and an invited audience. Groups should aim to present for no more than 45 minutes, leaving 30 minutes for discussion and

questions. The presentation may take any form you wish, but it must be developed collaboratively between the group members.

Following the presentations, formative feedback will be provided to each group. The work then needs to be developed into a report, which will form the second assessment component for the subject.

## **Assessment Task 2: Group Project Report and Critical Reflection (20%)**

Due: Thursday 26<sup>th</sup> August (6 weeks after the residential intensive)

This 2000-word report builds on your Group Presentations. You will write up your report, engaging with relevant literature, illustrating how you will contribute to addressing the challenge that your group has identified. It is expected that with the additional time provided you will have polished what you have discussed in the presentations.

Each member of the group must also provide an additional critical reflection of approximately 500 words on the process involved in developing the report. In your reflection, you should discuss your role in the project and that of your colleagues, explain how you distributed the tasks involved, and outline why you chose the layout you did, with reference to how the report addresses the assessment criteria.

Please upload your group report and critical reflection to the Canvas site by the deadline

## **Assessment Task 3: Individual Research Project (70%)**

Due: 1<sup>st</sup> November 2021

The final and most important assessment task is an individual assignment. This assignment is intended to demonstrate your understanding of debates and concepts about research and leadership, within your discipline, and your contribution to and ability to situate yourself within these. It is also intended that you will develop this assignment to achieve a research output such as a journal article.

The work must be developed to meet the exact submission guidelines of an academic journal, academic conference paper, or any other form of media (i.e. magazine article, video blog), and so the size and layout of the assignment will vary. However, we expect that on average the assignment, if written, will be around 5000 words. Strategies for the task can be discussed with Sarah, and the approach you take may vary depending on your disciplinary background and interests. While this task is intended to be developed as an individual assignment, it can be completed as part of a group project or co-written article, in consultation with Sarah.

The assessment of the work will provide detailed feedback and comments as to how this might be adapted for success in the target journal/media.

Please note that it will not be appropriate for you to undertake a project requiring formal University Ethics approval, for reasons to do with timing, so it will not be possible to collect data involving surveys or interviews.

## Assessment Criteria

The criteria by which we will assess the presentations, the group report and the individual research project are as follows:

- Well-organised structure
- Critical awareness of key issues in relation to research and leadership
- Ability to apply theoretical concepts to analysis of leadership issues in academic or professional contexts
- Demonstration of autonomy, authoritative judgment, adaptability and responsibility as an expert and leading practitioner or scholar
- Effective communication, verbally or in writing (as relevant).

## Grading scheme

Once your final assignment is marked, you will be given a total mark out of 100, and will then be awarded a grade according to the University of Melbourne system (H1, H2A, H2B, etc). Your final grade will be composed of successful completion of the presentation hurdles (20 per cent), successful completion of the journal hurdle (10 per cent) and your final paper (your grade out of 100 x 70%). The University of Melbourne grading scheme is set out below.

Total Marks	Final Grade 80 - 100
80 – 100	H1
75 - 79	H2A
70 - 74	H2B
65 - 69	H3
50 - 64	P (Pass)
Less than 50	N - No grade or credit points awarded

## Recommended Readings

The following readings are supplied in pdf form via the Canvas site. Some readings will be recommended as pre-reading for specific seminars as indicated in Canvas. Please choose additional recommended readings that are most useful to you, and will best help you prepare for the course, and navigate the assessment.

### Leadership theories and concepts

Bennis, W.G. & Thomas, R.G. (2002). 'Crucibles of Leadership. *Harvard Business Review*. (September), pp. 60-69.

Bolden, R., Hawkins, B., Gosling, J. & Taylor, S. (eds.) (2011). *Theoretical Perspectives on Leadership in Exploring Leadership: Individual organizational and societal perspectives*. Oxford: Oxford University, pp. 17-41.

Evans, M. & Sinclair, A. (2015). 'Containing, contesting, creating spaces: leadership and cultural identity work among Australian Indigenous arts leaders,' *Leadership* 0(0), 1-23.

Kenny, C. (2012). 'Liberating leadership theory.' In Kenny, C. & Fraser, T. (eds.). *Living Indigenous Leadership: native narratives on building strong communities*. Vancouver: UBC Press. pp. 10-14.

Lowe, K.B. & Bathula, H. (2019). Charismatic and Transformational Leadership. In R.W. Griffin (Ed.), *Oxford Bibliographies Online: Management*. Oxford: Oxford University Press.

Sinclair, A. (2007). 'Working with Power'. In *Leadership for the Disillusioned: moving beyond myths and heroes to leading that liberates*. Sydney: Allen & Unwin, pp. 75-90.

Warner, L. S. & Grint, K. (2006). 'American Indian Ways of Leading and Knowing.' *Leadership*, 2, pp. 225-244.

### Academic leadership, research & Indigenous communities

Cargo, M., Delormier, T., Levesque, L., Horn-Miller, K., McComber, A. & Macaulay, A. (2008). 'Can the democratic ideal of participatory research be achieved? An inside look at an academic - Indigenous community partnership.' *Health Education Research*, 23, 5, pp. 904-914.

Evans, M. (2015). 'Exploring Australian Indigenous Artistic Leadership.' In *Restorying Indigenous Leadership: Wise Practices in Indigenous Leadership*. Banff, Alberta: The Banff Centre Press.

### Emotional and psychological dimensions of leadership

Goleman, D. (2004). 'What makes a Leader?' *Harvard Business Review*, pp. 1-10.

Kegan, R. & Lahey, L. (2009). "Reconceiving the Challenge of Change". In *Immunity to Change: How to overcome it and unlock potential in yourself and your organisation*. Boston: Harvard Business Press, pp. 11-30.

Sinclair, A. (2004). Renewal. *Mt Eliza Business Review* 7:1 (Winter/Spring), pp. 39-44.

### Leadership for conflict situations

Barsky, A. E. & Wood, L. (2005). 'Conflict avoidance in a university context.' *Higher Education Research & Development*, 24:3, pp. 249-264.

Fredericks, B. (2009). The epistemology that maintains white race privilege, power and control of Indigenous studies and Indigenous peoples' participation in universities. *ACRAWSA e-journal*, 5, 1, pp. 1-12.

Frost, P. (2003). 'Leaders Handling Pain.' In *Toxic Emotions at Work*. Boston: Harvard Business School, pp. 155-181.

### Indigenous research and leadership in the academy

Asmar, C. & Page, S. (2009). Sources of satisfaction and stress among Indigenous academic teachers: findings from a national Australian study, *Asia Pacific Journal of Education*, 29:3, pp. 387-401.

Asmar, C., Mercier, O. R. & Page, S. (2009). You do it from your core!: priorities, perceptions and practices of research among Indigenous academics in Australian and New Zealand universities. In A. Brew & L. Lucas, (Eds.), *Academic Research and Researchers*. Maidenhead, UK: Open University Press & McGraw Hill, pp. 146-160.

McKinley, L. & Grant, B. (2012) 'Expanding pedagogical boundaries: Indigenous students undertaking doctoral

education.' In Alison Lee and Susan Danby (Eds.), *Reshaping Doctoral Education: International Approaches and Pedagogies*. London: Routledge, pp. 204 – 217.

Moodie, N., Ewen, S., McLeod, J., & Platania-Phung, C. (2018). Indigenous graduate research students in Australia: a critical review of the research. *Higher Education Research & Development*, 37(4), 805-820.

Nakata, M. (2013). Review Article: The Rights and Blights of the Politics in Indigenous Higher Education. *Anthropological Forum: A Journal of Social Anthropology and Comparative Sociology*.

Trudgett, M. (2014). Supervision provided to Indigenous Australian doctoral students: a black and white issue, *Higher Education Research & Development*, 33(5), 1035-1048.

White, N. (2009). University-educated Indigenous women: their struggles and triumphs on their leadership journeys. In Frawley et al. (eds.) *Indigenous Issues in Australian Universities: Research, teaching, support*. Darwin: Charles Darwin University Press, pp. 95-105.

### **Indigenous research methods and methodologies**

Wilson, S. (2001). What is indigenous research methodology.' *Canadian Journal of Native Education*, 25(2), 175-179.

Nakata, Martin. (2007). *Disciplining the Savages: Savaging the Disciplines*. Canberra, A.C.T.: Aboriginal Studies Press.

Smith, L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books. [2nd Edition, 2012].

Smith, L.T. (2008). On tricky ground: researching the Native in the age of uncertainty. In Norman K. Denzin & Yvonne S. Lincoln (Eds) *The Landscape of Qualitative Research*. 3rd Edition. (pp113-143). Thousand Oaks, CA: Sage Publishers.

Tuck, E. & K. Wayne Yang (2012) Decolonization is not a metaphor. *Decolonization: Indigeneity, Education and Society*, 1(1), 1-40.

*Please note that this reading list will continue to be developed during the course.*

*If you have additional readings you would like to recommend, please advise Sarah and they will be added to this list.*

## Presenters

### Professor Bronwyn Carlson

Professor Carlson is an Aboriginal woman who was born on and lives on D'harawal Country in NSW Australia. She is a scholar with both a national and international reputation in the field of Indigenous Studies. She has vast teaching and curriculum development experience and has published in scholarly journals, nationally and internationally. Professor Carlson maintains a strong connection between Indigenous Studies pedagogy and research. She is the author of the book, *The Politics of Identity: Who Counts as Aboriginal Today?* (Aboriginal Studies Press, 2016) and a co-editor of *The Politics of Identity: Emerging Indigeneity* (University of Technology Sydney E-Press, Sydney, 2013). She is the founding and managing editor of the [\*Journal of Global Indigeneity\*](#).



### Inala Cooper

Inala is a Yawuru woman from Broome in The Kimberley, WA. She grew up in South West Victoria on Gunditjmara land and has lived on the land of the Kulin Nations in Melbourne for over 20 years. Inala is currently the Director of Murrup Barak, the Melbourne Institute for Indigenous Development at University of Melbourne. She has a Masters in Human Rights Law and has long been an advocate for Indigenous rights & social justice. Inala is a regular contributor on ABC News Breakfast and The Drum, and is also a Director on a range of not-for-profit boards including Culture Is Life, Jesuit Social Services, Munarra Ltd. and the Barpirdhila Foundation.

### Professor Pat Dudgeon

Patricia Dudgeon is a Bardi woman from the Kimberley and Professor of Indigenous Health and Well-Being. Her research focuses on suicide prevention and uses community engagement, consultation and responsiveness, and draws upon multi-disciplinary approaches. Her large, national integrated projects map social phenomena and seek to implement transformative methods and practices.

Foremost in Professor Dudgeon's list of achievements is the Aboriginal and Torres Strait Islander Suicide Prevention Evaluation Project (ATSISPEP), funded by the Australian government. This ground-

breaking evaluation clearly identified the key elements for best practice suicide prevention programs and strategies, and the central importance of Indigenous leadership at all levels of delivery. This work led to the Centre of Best Practice in Aboriginal and Torres Strait Islander Suicide Prevention, which Professor Dudgeon directs.

Professor Dudgeon is a prominent contributor to the National Torres Strait Islander Leaders in Mental Health group, the Australian Indigenous Psychologists Association, co-chair of the National Ministerial Aboriginal and Torres Strait Islander Mental Health and Suicide Prevention Advisory Group and a board member to the Gayaa Dhuwi Proud Spirit Group. She is also a member of the National Suicide Prevention Taskforce to the Prime Minister's advisor on national suicide prevention. She leads the Poche Centre for Indigenous Health and is a member of the editorial boards of the *Australian Aboriginal Studies Journal* and the international *Journal of Indigenous Wellbeing: Te Mauri Primatisiwin*.



### **Professor Shaun Ewen**

Professor Ewen is Pro Vice-Chancellor (Indigenous) and Foundation Director of the Melbourne Poche Centre for Indigenous Health in the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne.

Professor Ewen has a clinical background in physiotherapy and holds postgraduate qualifications in international relations and education. His area of research expertise relates to Indigenous health and health professional education.



### **Associate Professor Michelle Evans**

Dr Michelle Evans is inaugural Director of Dilin Duwa Centre for Indigenous Business Leadership, a research, teaching and Indigenous business engagement centre co-founded by the Faculty of Business and Economics and Melbourne Business School. Michelle Evans holds an Associate Professorship of Leadership at the University of Melbourne and is co-Founder of Australia's number one Indigenous Business Master Class program, MURRA, based at Melbourne Business School, founder of the Wilin Centre for Indigenous Arts and Cultural Development at the Faculty of Victorian college of the Arts and Music, and founder of WALAN MAYINYGU Charles Sturt University's Indigenous entrepreneurship Pop Up innovation hub program (2017/8). Michelle, a Fulbright scholar, has a unique combination of professional experience in management,

community engagement and facilitation coupled with her excellent track record in research. Michelle has attracted three highly competitive Australian Research Council grants, one of which is focused on investigating Australian Indigenous entrepreneurial leadership. Michelle has personally taught and mentored over 250 Australian Indigenous business people through various Indigenous business programs and serves on a number of committees nationally and internationally that focus on Indigenous advancement and rewarding excellence in engagement.

### **Dr Melitta Hogarth**

Melitta Hogarth is a Kamilaroi woman who is the Assistant Dean (Indigenous) and a Senior Research Fellow at the University of Melbourne. Melitta's interests are in education, equity and social justice. Her PhD titled "Addressing the rights of Indigenous peoples in education: A critical analysis of Indigenous education policy" was awarded the Ray Debus Doctoral Award for Research.



### **Dr Blaze Kwaymullina**

Indigenous entrepreneur Blaze Kwaymullina is a Palkyu traditional owner from the eastern island Pilbara region. He was an academic for eight years with the University of Western Australia and then became a consultant. His business Nutrippa is an Aboriginal engagement consultancy that seeks to close the gap of Indigenous disadvantage through jobs, training and enterprise. Through his consulting business, Dr Kwaymullina is a founding partner of North West Alliance, a fully incorporated joint venture with French multinational Veolia.

**Professor Marcia Langton**

Professor Marcia Langton AM PhD Macq U, BA (Hons) ANU, FASSA, has held the Foundation Chair of Australian Indigenous Studies at The University of Melbourne since February 2000. As an anthropologist and geographer, Professor Langton has made a significant contribution to government and non-government policy as well as to Indigenous studies at three universities. In 2016 Professor Langton is honoured as a University of Melbourne Redmond Barry Distinguished Professor. As further recognition as one of Australia's most respected Indigenous Academics, in 2017 Professor Marcia Langton is appointed as the first Associate Provost at the University of Melbourne.

**Dr Kevin Lowe**

Dr Kevin Lowe is a Gubbi Gubbi man from southeast Queensland. He is a Scientia Indigenous Fellow at UNSW, working on a community and school focused research project on developing a model of sustainable improvement in Aboriginal education. Kevin has had experience in education as a teacher, administrator and lecturer. He has expertise in working with Aboriginal community organisations on establishing Aboriginal language policy and school curriculum implementation. Recently Kevin has worked with colleagues to review research across key areas of schooling and established the Aboriginal Voices a broad-base, holistic project which is developing a new pedagogic framework for teachers.

**Professor Liz McKinley**

Dr Elizabeth McKinley is of Ngāti Kahungunu ki Wairarapa and Ngāi Tahu descent and has an extensive background in Māori education in New Zealand. She has established herself as a leading scholar in the area of indigenous and ethnic minority education and has an international reputation in the field. She is currently the Executive Director at Atlantic Fellows for Social Equity. Before moving to Melbourne in 2014 she was Professor of Māori Education and Director of the Starpath Project for Tertiary Participation and Success at the University of Auckland. Prior to her roles at the University of Auckland, Dr McKinley spent 14 years at Waikato University and during this period she held the position of Assistant Dean Māori Education. She has a strong research and publication record in the field of Indigenous science and mathematics education and the capability of the New Zealand education system to meet the complex challenges of transforming the educational outcomes for Indigenous Māori students and other students from low SES backgrounds.





**Professor Julie McLeod**

Dr Julie McLeod is Pro Vice-Chancellor (Research Capability) at the University of Melbourne. Her expertise is in the history and sociology of education, with a focus on youth identities, gender, curriculum, education reform and social change. She is currently writing a book on the history of progressive education in Australia. Other research projects include an oral history study of Australian teachers and students across the mid-decades of the twentieth century, and an historical study of colonialism, education and internationalism in the interwar Pacific. She is also conducting a suite of new and revisited longitudinal and cross-generational studies of young people, their parents and senior schooling. Her work has investigated pressing social issues concerning young people’s pathways through school, social values, curriculum, citizenship and social inclusion. She has developed influential interdisciplinary approaches, drawn from history and sociology, which bring distinctive temporal and comparative perspectives to understanding the social challenges faced by young women and men today.

**Janine Mohamed**

*CEO, Lowitja Institute*

Janine Mohamed is a proud Narrunga Kurna woman from South Australia. Over the past 20 years, Janine has worked in nursing, management, project management, and workforce and health policy in the Aboriginal and Torres Strait Islander health sector. Many of these years have been spent in the Aboriginal Community Controlled Health sector at state, national and international levels, and most recently as the CEO at the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM). Janine is now based in Melbourne. She was awarded an Atlantic Fellows for Social Equity Fellowship in 2019, and, in January 2020, was awarded a Doctorate of Nursing *honoris causa* by Edith Cowan University.



**Associate Professor Nikki Moodie**

Dr Nikki Moodie (Gomerioi/Kamilaroi) is Program Director at Atlantic Fellows for Social Equity. Nikki's academic background is in political science and sociology, with a primary research focus on higher education, social capital and indigeneity. Current research projects attend to the politics of data production in Indigenous education policy, professional accreditation in the field of Indigenous studies, and the experiences of Indigenous research students in Australian universities. Prior to her move to the Faculty of Arts, Nikki was the Academic Convenor of the Hallmark Indigenous Research Initiative, Research Fellow in Indigenous Research, and Lecturer in Indigenous Education at the Melbourne Graduate School of

Education. Nikki is an Editor for *Critical Race & Whiteness Studies*, and Associate Editor for *Higher Education Research & Development*.

**Associate Professor Sana Nakata**

Associate Professor Sana Nakata is Associate Dean, Indigenous and co-director of the Indigenous-Settler Relations Collaboration at the Faculty of Arts at The University of Melbourne. Trained as a lawyer and political theorist, her research is centred upon developing an approach for thinking politically about childhood in ways that improve the capacity of adult decision-makers to act in their interests. She has recently completed an ARC Discovery Indigenous Research Fellowship examining Representations of Children in Australian Political Controversies (2016-2019). She is the author of Childhood Citizenship, Governance and Policy (2015), and along with co-director Sarah Maddison, edits the Springer book series: Indigenous Settler Relations in Australia and the World.



**Professor Sandy O'Sullivan**

Sandy is a Wiradjuri transgender/non-binary person. They are a 2020-2024 ARC Future Fellow, with a project titled Saving Lives: Mapping the influence of Indigenous LGBTIQ+ creative artists. The project will explore the unique contribution and influence of queer artists to understand how modelling complex identities contributes to the wellbeing of all First Nations' peoples. Since 1991 they have taught and researched across gender and sexuality, museums, the body, performance, design and First Nations' identity. Sandy was the inaugural director of the Centre for Collaborative First Nations' Research at Batchelor Institute in the Northern Territory and was recently Deputy Head of School of Creative Industries at the University of the Sunshine Coast . They recently completed an internationally-focused Australian Research Council program examining the representation and engagement of First Nations' Peoples across 470 museums and Keeping Places, and they continue to engage with the Museum Queeries collective in Canada. They also recently completed an ARC Linkage project mapping creative practice across the Barkly Region of the Northern Territory (Creative Barkly). Sandy's work is often across both industry and the academy, and recently they completed a national review of Aboriginal and Torres Strait Islander dance and theatre makers for the Australia Council for the Arts. In addition to their academic work, Sandy has been a musician, performer and sound artist since 1982 and has held national and international arts residencies and performed and exhibited in a range of venues.

**Dr Tess Ryan**

Dr Tess Ryan is an Indigenous woman of Biripai country, originating from Taree, New South Wales. Following an early career in government and community services, Dr Ryan entered academia and was awarded the University of Canberra Medal in 2013 for her Honours thesis, 'The push/pull indicators of Indigenous political engagement'. A Golden Key International Scholar Society member, Tess then completed a PhD at The University of Canberra focusing on Indigenous women's leadership in Australia. She has most recently held a Post-Doctoral position with The Poche Centre for Indigenous Health at The University of Melbourne, which involved the facilitation of a leadership program with Kings College, London, research collection and data dissemination relating to the Indigenous health. Her multi-disciplinary work involves Indigenous women, media representation, Indigenous research, leadership and diversity. Dr Ryan currently holds a curriculum development role with The Australian Catholic University and works as a freelance consultant.





**Professor Fiona Stanley, AC FAA FASSA FAHMS**

Founding Director & Patron, Telethon Kids Institute, a unique multidisciplinary independent research institute focussing on the causes and prevention of major problems affecting children and youth; Distinguished Research Professor, UWA; Hon Professorial Fellow, Uni Melb; UNICEF Ambassador; Scientific Advisor Doctors for the Environment; Board Director Ian Potter Foundation; and Scientific advisor Poche Centre for Aboriginal leadership. She trained overseas in Epidemiology and Maternal & Child Health, established population data sets in WA including registers of major childhood problems, championed record linkage, and pioneered First Nations leadership in research. For her research on behalf of Australia's children and Aboriginal social justice, she was named Australian of the Year in 2003. More recently she has become a spokesperson for the Climate Council, Doctors for the Environment Australia and 350.org, on the health effects of climate change.

If you need support at any time, your key contacts are:

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## Our Students – 2021

<b>Name</b>	<b>Field of Research</b>	<b>Institutional Affiliation</b>
<b>Ms Josie Atkinson</b>	Creative Arts	University of Wollongong
<b>Dr Shayne Bellingham</b>	Genetics	University of Melbourne
<b>Ms Trudie Broderick</b>	Law	University of Queensland
<b>Dr Stephen Corporal</b>	Health	Griffith University
<b>Mr Andrew Gall</b>	Visual Arts	Griffith University, Queensland
<b>Dr Mitchell Gibbs</b>	Climate Change	Sydney University
<b>Ms Roxanne Jones</b>	Epidemiology	Australian National University
<b>Dr Ree Jordan</b>	Business	University of Queensland
<b>Dr Steven Kelly</b>	Language & Culture	University of Melbourne
<b>Mrs Anjilkurri Rhonda Radley</b>	Language	Western Sydney University
<b>Ms Tamara Riley</b>	Epidemiology	Australian National University
<b>Ms Joann Schmider</b>	Business/Tourism	Central Queensland University
<b>Dr Corrinne Sullivan</b>	Education	Western Sydney University
<b>Dr Keane Wheeler</b>	Human Movement	University of Queensland

