



University of
South Australia

Aboriginal Research Strategy



2019-2025



The Department of Welcome celebrates culture, language and the ritual of welcoming people onto country. South Australia's 44 Aboriginal language groups are represented in this installation commissioned by UniSA's Museum of Discovery. Designed by Michelle Magias and created in partnership with the Mobile Language Team, it is installed in the atrium of the Sir Eric Neale Library at UniSA's Mawson Lakes campus.

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Aboriginal readers are advised that the brochure may contain images and names of deceased persons.

Cover art

Antara 2017

Acrylic on linen, 122cmx183cm
Image courtesy the artist and Mimili Maku Arts
University of South Australia Art Collection

Artist, **Ngupulya PUMANI**

b. 1948 Mimili, South Australia
Pitjantjatjara



Rare vernal pools located on Kurna land adjacent to UniSA's Mawson Lakes campus. These pools are extremely valuable on a world scale, particularly in relation to climate change research and have been dated from 40,000 to 1 million years in age.

Acknowledgement

We respectfully acknowledge the Kurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' traditional owners of the land upon which UniSA's campuses in Adelaide, Mount Gambier and Whyalla are located.

We are honoured to recognise our connection to the Kurna, the Boandik and the Barngarla lands, and the histories, cultures and spirituality of the Peoples through their lands, and we strive to ensure that we operate in a manner which respects their Elders and Ancestors. We also acknowledge the other First Nations of lands across Australia with which we conduct business, their Elders, Ancestors, cultures and heritage.

A note on terminology

Consistent with common usage now in many organisations, this publication uses the shorter form reference to 'Aboriginal Peoples' but is intended, always, to be inclusive of both Australian Aboriginal and Torres Strait Islander Peoples.

Opening statements

Since its founding, UniSA has committed to being the University of Choice for Aboriginal People. Our founding act mandated Aboriginal engagement and important initiatives such as the Aboriginal Taskforce, Australia's first Aboriginal Tertiary Program, and Aboriginal Studies programs gave strength to our commitment.

In 2014 we launched our Reconciliation Action Plan (RAP) that gave us a real opportunity to deepen the respect and relationships between Aboriginal and Torres Strait Islander peoples and other groups within the University. It was a framework for cultural change, that supports other projects that will deliver better opportunities and outcomes for Aboriginal and Torres Strait Islander staff and students.

We followed that up with a Stretch RAP, a commitment to creating an environment where both Aboriginal and non-Aboriginal People can learn, teach, research and engage with each other in a place that acknowledges, respects and learns from Aboriginal Peoples and their unique knowledges, ensuring that Aboriginal Peoples are able to engage in a higher education sector where there is a positive image of Aboriginal Peoples and their future.

Now we are taking that commitment further with our new Aboriginal Research Strategy which has been designed to position UniSA nationally by clearly articulating a two-way knowledges approach which will be embedded across our research activities.

This project was conceived, and driven from the start, by Professors Irene Watson, Tanya Monro and Simon Beecham, all research leaders and all passionately committed to delivering high quality and impactful research, shaped by Aboriginal perspectives and knowledges and which translates to real world outcomes.

This is research with, not research on and it commits us to create a University-wide research environment in which two-way knowledge sharing, reciprocity, mutual respect and understanding and life-long learning are common practice.

And isn't that what Australia's University of Enterprise is all about?



Professor David Lloyd,
Vice Chancellor and President
The University of South Australia

From an Aboriginal standpoint research is about seeking knowledge, about forming relationships with Elders and their communities. Research is also about understanding and working with the protocols and ethics that guide research practices. In developing this strategy, UniSA has made an informed decision to centre Aboriginal ways of knowing, being and doing in our approach to Aboriginal research. I would like to particularly acknowledge Professor Alex Brown's contribution to the development of this strategy and thank him and the other members of the ARS Working Group, Professor Pat Buckley, Professor Susan Hillier, Dr Ross McLennan and Dr Karen Sinclair, for their commitment and invaluable input.

This strategy represents a fundamental shift to establishing two-way, reciprocal research partnerships with Aboriginal Peoples, which bring together both Aboriginal and non-Aboriginal researchers and ways of knowing. It positions UniSA to foster a research space that demonstrates respect for Aboriginal knowledges, in which relationships based on mutual trust can be established, and to grow Aboriginal research capacity into the future.

I thank you in advance for your support and contributions as we work together to realise the ambitions of this strategy.



Professor Irene Watson
Pro Vice Chancellor:
Aboriginal Leadership and Strategy

The UniSA Aboriginal Research Strategy has been developed in partnership with the Aboriginal communities we serve. It acknowledges that Aboriginal research has been a part of Aboriginal lives for as long as Aboriginal societies have existed. It challenges us to build on our current levels of cultural competency as an institution, and it provides a framework for us to work together to create a research culture based on both Aboriginal and non-Aboriginal ways of knowing.

At UniSA our research is inspired by challenges and opportunities, and partnered with end-users and communities. Our Aboriginal Research Strategy places Aboriginal Peoples as primary partners in this research, and recognises the role that our Aboriginal staff and students will play in our success. I am very proud to be a co-sponsor with Professor Irene Watson of the UniSA Aboriginal Research Strategy.



Professor Simon Beecham
Deputy Vice Chancellor:
Research and Innovation

Different ways of knowing

Traditionally, universities understand research as systematic investigation and enquiry, resulting in the creation of knowledge. However, there are different knowledges and ways of knowing, and as the University has come to work on Kurna, Boandik and Bargarla lands, it is time to learn about Aboriginal First Nations ways of doing research.

Aboriginal research is unique and inherently valuable in and of itself. It has been cultivated over a period which dwarfs the history of Western knowledge systems and which draws together the lived experiences of thousands of generations. Aboriginal Peoples have been investigating their worlds, recording and sharing unique ways of knowing, doing and being, where stories of land and peoples merge song lines with facts and provide a way of seeing the world in the idiom of song. Aboriginal relationships to the land are connected, not divorced, and in that there is a difference from the typical objective stance taken in research in general. Aboriginal knowledge has been recorded and passed from Elders to the next generation and is still as valuable today as it was 65,000 years ago.

Aboriginal knowledge systems are foundational and fundamentally important to Aboriginal Peoples, but also to the intellectual, social and cultural capital of Australia as a whole, as they provide critical insights into modern research questions, such as understanding the history of climate change in Australia¹ or adopting ancient approaches to agriculture to address modern farming challenges². Aboriginal culture teaches us that knowledge is essential to survival and that the maintenance and transference of knowledge is a sacred trust. Aboriginal Peoples understand that with knowledge comes responsibilities, and that we must continue to uphold these responsibilities for the benefit of future generations.

How the value of these different ways of knowing is understood, and in many cases appropriated by the Western academy into established Western research frameworks, is an ongoing point of tension. Globally, Aboriginal Peoples perennially express concern and frustration that their perspectives and knowledges are not being actively included in research projects and discourse, and when Aboriginal knowledge is incorporated into a research project, that knowledge is often appropriated by the non-Aboriginal researchers.

Since the beginning of colonisation, Aboriginal Peoples and their culture, language and knowledge systems have repeatedly been positioned as the objects of research. Predominantly carried out by non-Aboriginal researchers, this research has often been undertaken without permission, been invasive of Aboriginal Peoples rights to self-determination and been contrary to the benefit of Aboriginal Peoples and their communities. This long history has led to Aboriginal Peoples being considered the 'most researched group in the world.'³

Shifting away from the historical position of Aboriginal Peoples as the object of research, universities need to become more accountable to Aboriginal Peoples in respect of research practices and the use of Aboriginal knowledges. There is a shift from 'research on' to 'research with', which centres on building respectful relationships with Aboriginal Peoples, where research benefits and methodologies are determined by Aboriginal Peoples, and ownership of Aboriginal knowledge is appropriately valued and acknowledged.

- 1 Nunn, P & Reid N 2016, 'Aboriginal Memories of Inundation of the Australian Coast Dating from More than 7000 Years Ago', *Australian Geographer*, 47:1, pp.11-47.
- 2 Pascoe, B 2014, *Dark Emu: Black Seeds: Agriculture or Accident?* Magabala Books, Broome, Western Australia.
- 3 Aboriginal Research Institute (ARI) 1993, *Ethics in Aboriginal research*.

Universities face significant challenges in developing and applying new approaches to research which equally values and respects two fundamentally different frameworks.

Aboriginal knowledge is learnt and retained through languages, relationships to land, kin and cultural practices. From an Aboriginal standpoint, research is about seeking knowledge and about forming relationships with Elders and the ones who know, understand and work with the protocols and ethics that guide research practices. Working within an Aboriginal research paradigm, the researcher takes direction from the ones with knowledge (Aboriginal Elders) and within that relationship, reciprocity is key to a successful outcome; that is, you give me, and I give you. The researcher has an obligation to give something in return for the knowledge that is received.

The intents and relationships surrounding the research are paramount and researchers have a responsibility to demonstrate to external observers that the research was initiated by the community, provides a direct benefit, and meets the current needs identified by the community. There is also the expectation that the researcher demonstrates a prior, direct, personal and continuing commitment to and relationship with Aboriginal Peoples and their communities engaged in the research, and that all future benefits accrue to the people and community.

Research must be led by a member of the Aboriginal community; non-Aboriginal academics are invited to participate as support researchers or co-leads. The design, execution and outcomes of the research will always be directed towards achieving immediate and direct benefit to the participants and the community. Through this strategy, UniSA is working towards all stages of all research projects (including planning, execution and reporting) appointing one or more Aboriginal students as assistant researchers.



Noonuccal man, Dr Chris Matthews, conducting a mathematics masterclass at UniSA through an Aboriginal lens.

Institutional context

UniSA prides itself on the ability to create interdisciplinary research teams that tackle real-world challenges and create real impact outside of the world of academia. Our research is organised into six key themes:

An Age-Friendly World	unlocking human potential across the community through intergenerational approaches.
Transforming Industries	enhancing Australia's competitiveness through innovation and partnership.
Scarce Resources	living within limits.
Cancer	prevention and treatment of cancers.
Health Futures	understanding, treatment and prevention of chronic diseases.
Transformed Societies	transforming societies through global citizenship.

These themes are designed to encourage thought leadership from across the University in key priority areas and to nurture interdisciplinary teams that can tackle the big questions that emerge from this thought leadership. The Aboriginal Research Strategy complements this existing thematic approach, acknowledging that not only does the concept of Aboriginal research span multiple themes, but also that there are both existing and future opportunities for Aboriginal research which will fall outside these themes.

Scale and Focus is the University's strategic approach to recognising, supporting and setting expectations for its research concentrations. It underpins delivery of the Research and Innovation Strategic Plan (2016-2020) by building capacity in our areas of research strength and contributes to Enterprise25 by underpinning the growth in the scale of the University's research activity. UniSA aspires to establish a multi-disciplinary Aboriginal research concentration, centred around Aboriginal knowledges and research methodologies.

UniSA takes an industry sector approach, by building partners into large-scale research activities and prioritising meaningful end-user engagement and the translation of knowledge into impact. This approach enables us to take up opportunities to work collaboratively with Aboriginal Peoples and industry partners as they emerge, to achieve real-world outcomes.

These research themes and strategies will be the mechanisms by which Aboriginal knowledge can be introduced into the planning of new research initiatives. Through steering groups, workshop activities and implementation plans, these themes and strategies will facilitate the creation of interdisciplinary teams of UniSA researchers. Through this, we can address Aboriginal research questions, which will enable us to deliver innovative outcomes and sustainable solutions in partnership with Aboriginal Peoples.

Research opportunities

To inform and direct the development of the strategy, the University has held multiple community workshops, bringing together Aboriginal Elders, community representatives and UniSA researchers. These workshops created an open space for deep thinking and discussion about Aboriginal research and how it might be strengthened and promoted within UniSA. From these conversations with Aboriginal Peoples, the following research priorities have been identified:

- Wellbeing and mental health
- Food systems and security
- Ageing, housing and education
- Ongoing preservation and curation of Aboriginal cultures, languages and knowledges

We are committed to identifying areas of internal expertise within the University which align with these priorities and to grow our research capacity in line with the Scale and Focus strategy. Disciplines where UniSA is well-positioned to deliver world-class research includes health, resource management, ageing, visual arts, languages, and education. These areas of existing capacity will inform and direct the initial implementation strategy.

We also acknowledge that research priorities and internal expertise will naturally shift over time, and that as a result the nexus between UniSA's internal capacity and the priorities of Aboriginal Peoples is not a fixed space. It is not the intention of the strategy to limit or in any way preclude future research partnerships. Instead, the strategy aims to build the internal infrastructure and cultural competency to enable and support future two-way research partnerships as they emerge.



Aboriginal Research Strategy development workshop at UniSA's Mount Gambier campus. PVC ALS: Professor Irene Watson (centre) with a group of community participants: at front, Senior Bunganditj Elder, Aunty Cath Hartman (photo used with permission). L-R: Aunty Penny Bonney, Sharen A'Hang, Natasha Nash and Robyn Campbell.

Our aspirations and principles

UniSA aspires to lead as a University of Choice for Aboriginal Peoples, grow impactful Aboriginal research and be recognised internationally for our partnerships with Aboriginal Peoples. To achieve this, we must promote and support a culturally intelligent and competent university culture. Ensuring that we are a culturally competent institution is foundational to our ongoing engagement with Aboriginal Peoples and undertaking research that is of demonstrable value to Aboriginal Peoples is an important measure of our impact.

We seek to build a university culture which promotes Aboriginal Peoples and non-Aboriginal peoples coming together in the spirit of reciprocity, working collaboratively across our research, teaching and engagement activities for the benefit of First Nations Peoples across Australia. We aspire to create a research environment in which two-way knowledge sharing, reciprocity, mutual respect and understanding, and life-long learning are common practice. This two-way approach will bring together Aboriginal and non-Aboriginal

ways of knowing in a space that demonstrates respect for Aboriginal knowledges and in which relationships based on mutual trust can be established.

UniSA recognises that Aboriginal research may be carried out by both Aboriginal and non-Aboriginal researchers working directly with Aboriginal Peoples, and that research projects may include Aboriginal Peoples in an indirect capacity. We also acknowledge that Aboriginal researchers may undertake research activity which is not connected with Aboriginal Peoples. UniSA therefore defines Aboriginal research as inclusive of research undertaken by Aboriginal Peoples, for Aboriginal Peoples, about Aboriginal Peoples, with Aboriginal Peoples, or research which is undertaken with an Aboriginal viewpoint.

These aspirations build on and reflect the UniSA's overarching research strategy of user-engaged, partnered research, where results and research excellence are the primary drivers.



Senior Kaurna Elder and UniSA Elder in Residence, Uncle Lewis O'Brien, enjoying a game of chess with UniSA students during National Reconciliation Week.



Principles

The following principles are drawn from existing sector policies that govern Australian research practice and which are widely accepted as the ethical standard governing Aboriginal research. Researchers who receive Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC) funds are now required to adhere to principles found in the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) *Guidelines for Ethical Research in Australian Indigenous Studies 2012*⁴ and the National Health and Medical Research Council (NHMRC) *Ethical guidelines for research involving Aboriginal and Torres Strait Islander Peoples*⁵.

Informed by the *United Nations Declaration on the Rights of Indigenous Peoples 2007*⁶, these national guidelines centre the authority of Aboriginal owners in determining research practice and inform our two-way approach to Aboriginal research. In advising researchers on how they can best comply with these obligations, UniSA acknowledges that there is a need for guidance in implementation across the institution.

1. **Aboriginal research pre-exists colonisation.** It has been a part of Aboriginal lives for as long as Aboriginal societies have existed, and that Aboriginal Peoples have pre-existing and continuing ideas and values about the research being considered.
2. **Aboriginal Peoples will determine whether to investigate or to conduct research** which impacts upon their communities, and the principles of **free, prior and informed consent** will frame the engagement process between all parties of the research project.
3. **Aboriginal Peoples must be equal partners in determining research benefits**, and in collectively approving a decision to investigate or conduct specific research which draws on this knowledge. UniSA recognises traditional knowledge is owned collectively.
4. Research which is undertaken will enable Aboriginal Peoples to lead **research that will benefit the Aboriginal world and shift the deficit value** between it and the non-Aboriginal world; this is at the centre of our two-way approach to research.
5. **Aboriginal Peoples have full rights to and ownership over their unique knowledge systems.** UniSA acknowledges these rights as absolute and inalienable through respecting Aboriginal Peoples as full partners in collaborations where they facilitate access to and use of their knowledge in pursuance of agreed research goals and objectives.
6. **Aboriginal Peoples' capacity to research their own knowledge systems must be supported and enabled by UniSA.** To do this is to celebrate Aboriginal research strengths, Aboriginal resilience, and Aboriginal capacity to continue to carry and pass on knowledges to future generations.
7. **A two-way approach will work towards recovery from the effects of the colonial terra nullius doctrine** and the negative research conducted upon Aboriginal Peoples. To effect it, we must be honest about the impact of the genocide brought down by the colonial power and the extent to which it has denied Aboriginal Peoples' capacity to be self-determining.

UniSA also recognises that the funding of research and its power to determine research directions are issues which should not be divorced from Aboriginal protocols.

Four Pillars

To realise our aspirations, the strategy includes an action plan scaffolded around four core pillars: Institutional Cultural Competency; Doing Research the Proper Way from an Aboriginal Perspective; Securing the Future; and Aboriginal Engagement and Governance.

These pillars represent the key messages arising from engagement with Aboriginal Elders and Peoples, and provide a practical and effective framework to deliver our aspirations for Aboriginal research across UniSA. The key action tables can be found on pages 11-13.

4 Australian Institute of Aboriginal and Torres Strait Islander Studies 2012, *Guidelines for Ethical Research in Australian Indigenous Studies*

5 National Health and Medical Research Council 2018, *Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders*

6 United Nations 2008, *United Nations Declaration on the Rights of Indigenous Peoples*



Supporting strategies and guidelines

The strategy is an integral part of the suite of Aboriginal strategies and action plans developed by UniSA and is positioned to complement both the *Stretch Reconciliation Action Plan 2018-2021 (RAP)* and *Yaitya Warpulai Tappa Aboriginal Employment Action Plan 2018-2021*, both of which provide a sound framework for our engagement with Aboriginal Peoples, organisations and communities.

The strategy also intersects with the Aboriginal Content in Undergraduate Programs (ACUP) initiative, which aims to ensure all undergraduate students can learn about and engage with Aboriginal knowledges, cultures and histories during their studies. The actions outlined within the strategy are intended to support and further enhance the work of ACUP, by providing space for Aboriginal knowledges and researchers to inform UniSA teaching pedagogy.

The RAP commitment to establish an Aboriginal Knowledges Centre has shaped the development of the strategy. It is envisaged that the Centre will be an emblematic, interdisciplinary centre that will inform and direct UniSA's Aboriginal research and teaching pedagogy. As a whole-of-university, intercultural space, the Centre will champion and bring focus to UniSA's two-way approach to engaging with Aboriginal Peoples and knowledges.

The strategy is informed by; the *Universities Australia Indigenous Strategy 2017-2020*; the *AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies 2012*; the *NHMRC Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders 2018*; the *ARC Aboriginal and Torres Strait Islander Research Statement of Support and Action Plan 2017*; the *South Australian Aboriginal Health Accord 2017*; the *United Nations Declaration on the Rights of Indigenous Peoples 2007*; the *Council for Aboriginal Reconciliation Act 1991*; the *University of South Australia Act 1990*; and the recommendations included within the *2012 Final Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples*.



South Australian Kurna and Narungga Elders in discussion at UniSA Aboriginal community workshop. L-R: Aunty Heather Agius, Uncle Dookie O'Loughlin, Uncle Frank Wanganeen and Aunty Diana Grose (with back to camera).

Action plan

Pillar 1: Institutional cultural competency

UniSA is committed to raising the cultural competency of the University, so that staff and students understand Australia's two-way history and develop the skills needed to engage with Aboriginal Peoples. It is also important that Aboriginal Peoples who partner with UniSA have confidence in our ability to provide a culturally safe research space. To undertake Aboriginal research, we must first cultivate our own understanding of and respect for Aboriginal research pedagogies, methodologies and practices.

To deliver on our ambition to be a University of Choice for Aboriginal Peoples, UniSA will build an internal culture which values cultural competency, and which will support a position of national leadership in Aboriginal research.

We will establish a baseline representing our current cultural competency and will develop and deliver a suite of high-quality options to support and strengthen our cultural intelligence. For all staff engaged in research projects which involve partnership with Aboriginal Peoples in some capacity, it is a threshold requirement that they have completed cultural competency training.



Historian Professor Bruce Pascoe, a Bunurong/Yuin/Palawa man, presenting his research and book, *Dark Emu*, to Aboriginal Elders and community, UniSA researchers, entrepreneurs and business owners at UniSA's Mawson Lakes campus.

Strategy	Action	Timeline		Responsibility
		Start	Finish	
1.1 Raise the cultural competency of the University.	1.1.1 <i>AboriginalResearch@UniSA</i> program to deliver <ul style="list-style-type: none"> i. Aboriginal research capability training for staff undertaking Aboriginal research, with a focus on experiential learning opportunities on Aboriginal research methodologies, project design and delivery. ii. Customised Aboriginal research competency module specifically designed for non-Aboriginal academic staff to deliver training on working with Aboriginal Peoples in a research capacity. 	2020	2021	Executive Director, PTC Director, RIS Dean, Graduate Studies
	1.1.2 <i>Supervising@UniSA</i> program to include a cultural competency module for staff supervising Aboriginal HDR candidates.	2019	2020	Dean, Graduate Studies Director, RIS
	1.1.3 Mentoring network to support peer-to-peer sharing of experience working with Aboriginal Peoples, including throughout the design and delivery of research projects.	2019	2020	Director, RIS
1.2 Measuring and tracking our progress.	1.2.1 Baseline self-assessment of institutional cultural competency, including a self-assessment tool for research themes.	2019	2020	Executive Director, PTC PVC ALS Research Theme Leaders
	1.2.2 Review all UniSA research policies from an Aboriginal lens.	2019	Ongoing	Director, RIS
	1.2.3 Evaluation of existing cultural awareness program for staff (<i>RAP Action</i>), to identify implications for research across the institution.	2019	2019	Executive Director, PTC

Pillar 2: Research the ‘proper’ way from an Aboriginal perspective

Doing research the “proper” way is centred on reciprocity, in which Aboriginal Peoples are equal partners in determining the design and delivery of all aspects of the research project. UniSA acknowledges and respects that Aboriginal Peoples have the right to determine the research benefits and to retain control of Aboriginal knowledges that may be shared with researchers.

We acknowledge the range of cultural sensitivities and needs across different Aboriginal communities, and variations in the ways research benefits are defined. Ensuring that our research is informed by protocols which have been developed in collaboration with Aboriginal Peoples and which ensure research priorities are determined by the community, demonstrates UniSA’s deep respect for Aboriginal knowledge, and our commitment to reciprocity and to delivering tangible benefits to Aboriginal Peoples.

UniSA commits to growing research which is of relevance and benefit to Aboriginal Peoples and their communities, where Aboriginal Peoples determine the nature of these benefits. We will identify opportunities for new research which reflect the priorities of Aboriginal Peoples and ensure that research benefits and impact are accurately captured and recorded, and that we communicate these outcomes to Aboriginal Peoples in a timely and accessible way.

We will embed a two-way approach into our research practice, which positions Aboriginal Peoples as research leaders and partners, and will develop tools to support UniSA researchers to engage appropriately with Aboriginal Peoples and their communities. We will work towards demonstrating Aboriginal-led principles which embody the right to self-determination, and to upholding national standards⁷, across all stages of the research; from initial development, to the conduct of research activities, and to the assessment of impact and research translation.

In accordance with AIATSIS and NHMRC principles, this includes consideration of co-ownership of intellectual property, including co-authorship of published and recorded works and performances, shared copyright, future management of the resources collected, and proper attribution and notices.



Uncle Dookie O’Loughlin, a Narungga/Kaurna Elder and UniSA Elder in Residence, addressing the crowd at National Reconciliation Week activities at Mawson Lakes campus.

Strategy	Action	Timeline		Responsibility
		Start	Finish	
2.1 Research that is informed by Aboriginal Peoples.	2.1.1 Embed and incorporate protocols to inform all Aboriginal research projects, which focus on reciprocity, self-determination, benefit to and recognition of Aboriginal Peoples.	2019	2019	PVC ALS
	2.1.2 Establish a central online repository of state and national Aboriginal research guidelines, accords and protocols.	2019	2019	Director, RIS
	2.1.3 Capture impacts to assess how UniSA research is benefiting Aboriginal Peoples and their community in the form of impact case studies.	2020	2021	Research Theme Leaders
	2.1.4 Promote the translation of research into impacts beyond academia, in partnership with Aboriginal Peoples.	Ongoing		Director, RIS
2.2 Growing research that is of relevance and benefit to Aboriginal Peoples.	2.2.1 Identify areas where there are opportunities to collaborate with Aboriginal communities to grow Aboriginal research, at the state, national and international level.	2019	Ongoing	Director, RIS
	2.2.2 Identify competitive internal research funding to support priority research (as identified by Aboriginal Peoples) within RTIS.	2019	2020	DVC RI
	2.2.3 Implement a coordinated and transparent process for identifying and promoting Aboriginal research funding opportunities.	2019	2019	Director, RIS
	2.2.4 Develop a communication plan to celebrate and promote successful Aboriginal research partnerships, benefits and impacts locally and nationally.	2019	2019	Director, CMK
2.3 Capturing and recording Aboriginal research.	2.3.1 Map existing and historic (last 10 years) Aboriginal research projects to establish comprehensive record of activity and partnerships and to identify examples of best practice.	2019	2020	Director, RIS
	2.3.2 Implement a comprehensive process and procedure for mapping and tracking all Aboriginal research projects.	2020	2020	Director, RIS Director, BIP
	2.3.3 Develop overarching targets and measures of success to track performance.	2019	2019	DVC RI Director, BIP

⁷ For example: The National Health and Medical Research Council’s Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders 2018 and The Australian Research Council’s Statement of Support and Action Plan 2018-2019: Aboriginal and Torres Strait Islander Researchers and Research



Dr Karen Sinclair (left), recipient of the 2019 Early Childhood Australia Doctoral Thesis Award, photographed with Christine Legg (centre), ECA National President, and Ros Cornish, ECA Tasmanian Branch President (right).

Dr Sinclair is a Ngarrindjeri woman and was awarded her PhD at UniSA in 2018.

Pillar 3: Securing the future

The *Final Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (2012) clearly articulates the key role that university research and higher degree by research (HDR) programs have in supporting the aspirations of Aboriginal Peoples. UniSA acknowledges the criticality of Aboriginal staff in transforming Aboriginal research and the value of more Aboriginal Peoples across all aspects of the research space, and commits to recruiting, supporting and retaining more Aboriginal research staff and students.

We will provide customised support for Aboriginal research to secure competitive research funding and build capacity within existing Aboriginal research teams. A multi-disciplinary Aboriginal Scholars-in-Residence program will provide opportunities for mentoring and professional development opportunities for Aboriginal researchers. It will further create space to foster collaborative, multi-institutional research projects which aim to address research questions identified by Aboriginal Peoples.

UniSA will also identify and promote opportunities to support Aboriginal HDR candidates, to continue to expand the pathways into academia for Aboriginal Peoples.

Strategy	Action	Timeline		Responsibility
		Start	Finish	
3.1 Promote and increase the visibility of HDR pathways to Aboriginal students.	3.1.1 Deliver pre-admission masterclasses to identify and develop research-ready HDR candidates (<i>RAP Action</i>).	2019	2020	Dean, Graduate Studies Director, RIS
	3.1.2 Expand UniSA HDR scholarship offerings.	2019	2020	Director, Advancement Dean, Graduate Studies Director, RIS
	3.1.3 Establish a development program for Aboriginal HDR candidates, which includes; a mentoring program with a focus on cohort and capacity building; writing for research, presentations skills and leadership development; forums with successful Aboriginal academics (<i>RAP Action</i>).	2020	2020	Dean, Graduate Studies Director, RIS
	3.1.4 Deliver HDR cohort experiences linked as satellite conference activities to national and international conferences on Aboriginal research (<i>RAP Action</i>).	2020	2020	Dean, Graduate Studies Director, RIS
3.2 Recruit, support and retain Aboriginal researchers.	3.2.1 Provide tailored professional development for the Grant Application Support Team to develop specialised skills to support Aboriginal research grant applications.	2019	2019	Director, RIS
	3.2.2 Appoint five Aboriginal academics.	2019	2020	DVC RI
	3.2.3 Review performance management and leave requirements to ensure that additional workload and cultural demands placed on Aboriginal employees are appropriately valued (<i>AEAP Action</i>).	2020	2020	Executive Director, PTC
	3.2.4 Establish a framework for workload planning, career progression and development support for promotion for Aboriginal academics, recognising the broader contribution they make to UniSA (<i>AEAP Action</i>).	2020	2020	Executive Director, PTC
	3.2.5 Academic Unit workforce planning will specifically address succession planning for our Aboriginal staff, so we understand our data and can develop additional supportive interventions (<i>AEAP Action</i>).	2020	ongoing	Heads of Academic Units
	3.2.6 Establish a multi-disciplinary Aboriginal Scholars-in-Residence program (<i>RAP Action</i>).	2020	2020	PVC ALS
	3.2.7 Implement a coordinated process for circulating professional development opportunities open to Aboriginal researchers.	2019	2019	Director, RIS

Pillar 4: Aboriginal governance and engagement

UniSA is committed to advancing an Aboriginal governance and engagement structure which promotes Aboriginal leadership and reflects an Aboriginal approach to governance. We will embed a model which creates space for and actively engages Aboriginal voices in the implementation and monitoring of the strategy, and which informs and supports high quality Aboriginal research and impact. The participation of Aboriginal research staff in governance and research theme steering groups ensures that an Aboriginal lens is included when strategic research priorities and policies are determined.

To strengthen the relationship between governance and engagement, the creation of new Aboriginal Partner Engagement Managers will ensure respectful and culturally appropriate engagement with Aboriginal Peoples and their knowledges.

These positions will enable both Aboriginal and non-Aboriginal researchers to engage with Aboriginal Peoples and will ultimately strive to develop research partnerships that position Aboriginal Peoples as research collaborators and leaders. These positions will also support Aboriginal governance across the lifetime of research projects and help build the research capacity within South Australian Aboriginal communities.

We commit to ensuring UniSA promotes accountability and compliance with the engagement model and protocols, and that our research recognises and respects ownership of Aboriginal knowledges by Aboriginal Peoples.

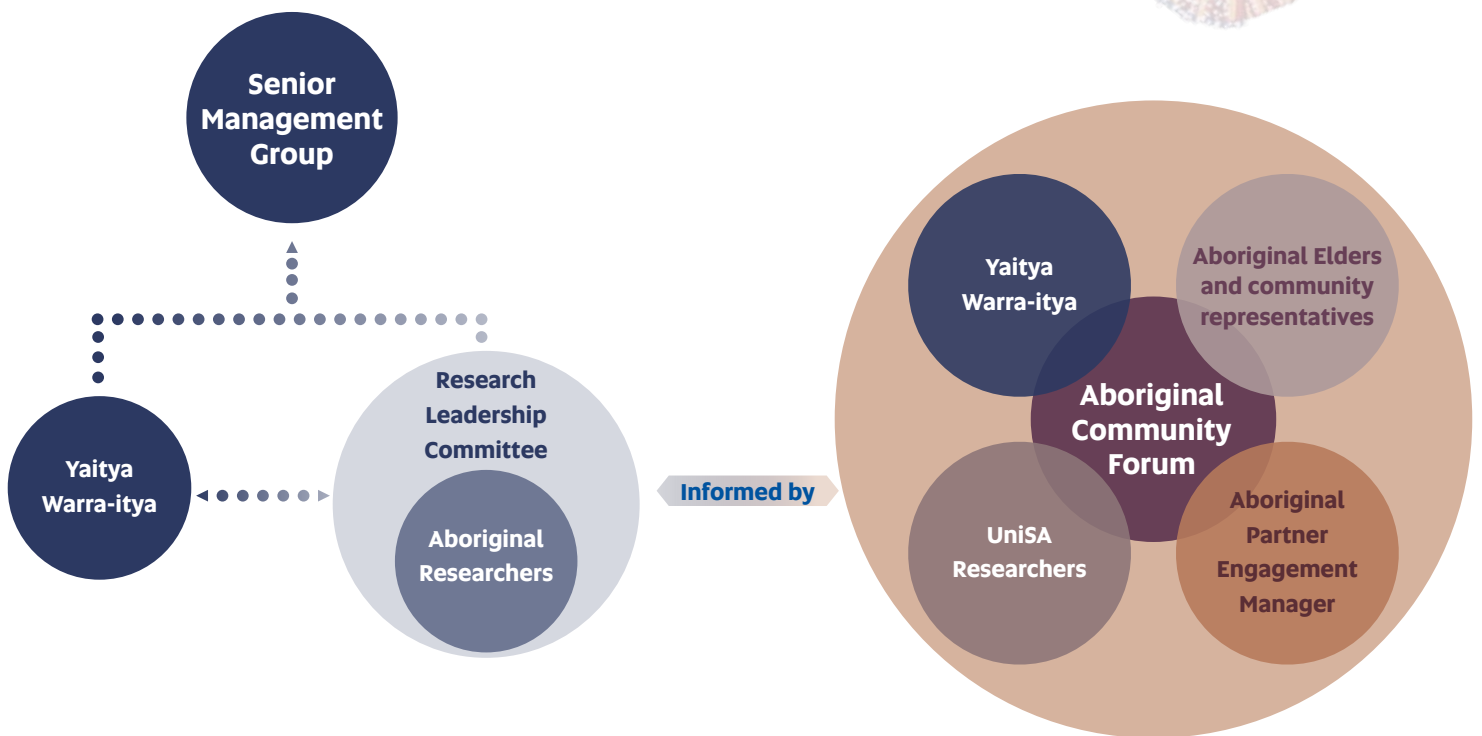


Figure 1. UniSA Aboriginal Governance and Engagement Model



Participants in a yarning circle informing and shaping the development of UniSA's Aboriginal engagement framework. L-R: UniSA student Steven Pappin, Aunty Stephanie Gollan, Dr Skye Akbar, and Uncle Kym Kropinyeri.

Strategy	Action	Timeline		Responsibility
		Start	Finish	
4.1 Engage Aboriginal voices in the implementation and monitoring of the strategy.	4.1.1 Schedule biannual Research Leadership Committee meetings with Aboriginal researchers to discuss and monitor the implementation of the strategy.	2019	Biannual	DVC RI
	4.1.2 Appoint an Aboriginal member to the Research Leadership Committee and each Research Theme Steering Group.	2019	ongoing	DVC RI
	4.1.3 Coordinate an annual forum for UniSA and Aboriginal Peoples, focused on two-way engagement on research related matters, to inform the implementation of the strategy and development of research opportunities.	2019	Annual	PVC ALS DVC RI
	4.1.4 Review Aboriginal research outcomes on annual basis (RAP Action).	2019	Annual	DVC RI
4.2 Two-way engagement model to support and enable high quality Aboriginal research.	4.2.1 Review research partnerships to ensure that ethical and beneficial arrangements occur for Aboriginal researchers and communities and the documentation of impact and engagement (RAP Action).	2019	Annual	DVC RI
	4.2.3 Appoint an Aboriginal Partner Engagement Manager as an identified position, to facilitate engagement and support research projects across UniSA.	2020	2020	Director, RIS
	4.2.4 Coordinate capacity building workshops with South Australian Aboriginal Peoples and communities, to support greater awareness of research practices and experiences.	2020	2021	Director, RIS
4.3 Respect for Aboriginal knowledges are reflected in policy and practice.	4.3.1 Develop a bespoke intellectual property policy which reflects ownership of Aboriginal knowledges by Aboriginal Peoples.	2020	2021	Director, RIS Director, UniSA Ventures
	4.3.2 Revise the UniSA Aboriginal Research Ethics policy and procedures, to embed processes that ensures engagement model and protocols have informed research proposals.	2019	2020	Director, RIS Chair, UniSA HREC
	4.3.3 Review current practice of the Human Research Ethics Committee in assessing research proposals involving Aboriginal Peoples and communities, with a view to strengthening specialist expertise in Aboriginal research.	2019	2020	Director, RIS Chair, UniSA HREC



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All background designs throughout this publication in part or full are from the artwork Antara 2017, acrylic on linen, 122x183cm. Image courtesy the artist and Mimili Maku Arts University of South Australia Art Collection by the artist Ngupulya PUMANI b. 1948 Mimili, South Australia Pitjantjatjara

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Acknowledgements

- Elders and Aboriginal Peoples from across South Australia
- ARS Working Group
- Research Leadership Committee
- UniSA Research Theme Leaders and participants of ARS workshops and forums
- Office of Strategic Programs
- Research and Innovation Services
- Aboriginal Leadership and Strategy

Information correct at time of printing
October 2019
CRICOS Provider Number: OO121B