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Acknowledgement of investors:

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The Centre for the Advancement of Indigenous Knowledges acknowledges the Gadigal people of the Eora Nation upon whose ancestral lands our university now stands.
Message from the Director

It is with great pleasure that I welcome you to the inaugural report for the Centre for the Advancement of Indigenous Knowledges (CAIK). CAIK was established at the University of Technology Sydney (UTS) in late February 2015, and the team have hit the ground running. During this time we have met many new people and been genuinely impressed by the community and culture that exists at UTS. We have met some highly talented and committed people this year and look forward to building on these relationships.

The Senior Executive of UTS are particularly supportive of CAIK. I would particularly like to thank Professor Attila Brungs (Vice-Chancellor and President), Professor Peter Booth (Provost and Senior Vice-President) and Professor Mary Spongberg (Executive Dean of the Faculty of Arts and Social Sciences) for their ongoing commitment and support of Indigenous Education across the board. The investment is visible and valued.

I would specifically like to take this opportunity to acknowledge and thank the CAIK Management Committee for their ongoing support and guidance. Particular mention needs to go to Professor Larissa Behrendt, Professor Michael McDaniel, Professor Alan McKee, Professor Mary Spongberg and Associate Professor Jo MacKenzie for their belief in the ability and professionalism of the CAIK Team.

Of key importance to the success of CAIK are the relationships we maintain with our Indigenous colleagues and community. We have developed an extremely collegial and positive relationship with Jumbunna Indigenous House of Learning and look forward to working on more projects with them in the future. We have also nurtured and built our relationships with the Indigenous community outside UTS and believe they are integral to operational processes within UTS.

Finally, I would like to thank my exceptional team at CAIK. Professor Susan Page, Associate Professor Gawaian Bodkin-Andrews and Mr Gavin Stanbrook bring with them a great sense of professionalism, collegiality and excitement. Having worked together for some years now, we have formed what is very much a professional family where we have learnt to trust and respect each member. I would also like to thank the families of the CAIK Team for their patience while we all took on new positions. It has been a great blessing to have all your support.

Kind regards,

Professor Michelle Trudgett
The Centre for the Advancement of Indigenous Knowledges (CAIK) was established in February 2015. It began with the appointment of Professor Michelle Trudgett as the Inaugural Director of CAIK and the subsequent appointments of two first-class Indigenous Australian academics – Professor Susan Page and Associate Professor Gawaian Bodkin-Andrews. They were joined in May 2015 by Mr Gavin Stanbrook, CAIK’s Centre Administrator.

CAIK is an Indigenous academic Centre of expertise, with a core business focus on the implementation of Indigenous Graduate Attributes (IGA). The Centre is co-sponsored by INSEARCH and UTS. The Centre will also offer postgraduate programs in Indigenous Education commencing in 2018.

Professionally, Professor Michelle Trudgett is an Indigenous scholar from the Wiradjuri Nation in New South Wales. Michelle holds the positions Professor of Indigenous Education and Director of the Centre for the Advancement of Indigenous Knowledges at the University of Technology Sydney. Prior to this she was employed as the Head of the Department of Indigenous Studies at Macquarie University. Michelle has developed an international reputation as a leading Indigenous Australian scholar whose research provides considerable insight into the area of Indigenous participation in higher education, with a specific focus on the postgraduate sector. Michelle is passionate about developing strategies to ensure Indigenous higher education students receive culturally appropriate support throughout their academic journeys.

While the IGA is our main mandate, it is envisaged that CAIK will be known as a centre for postgraduate excellence in the very near future when we commence offering our unique postgraduate coursework and higher degree research programs. Anyone considering postgraduate studies in Indigenous Education or a similar area are encouraged to contact the CAIK team to see how we might be able to assist.

CAIK looks forward to a bright future that includes the progression of the IGA project, delivery of excellent Indigenous focussed postgraduate programs, building our community and industry partnerships, high quality research projects, contributing to the wider university community, and a number of other positive outcomes that stem from CAIKs great work.
Professor Susan Page is an Aboriginal academic whose research focuses on Aboriginal and Torres Strait Islander peoples’ experience of learning and academic work in higher education and student learning in Indigenous Studies. Early in her academic career, Susan was awarded a university Excellence in Teaching Award (University of Sydney). Susan’s current Australian Research Council funded research (with Professor Michelle Trudgett and Dr Neil Harrison) seeks to create a model of best practice for the supervision of Indigenous doctoral students. Other recent research includes examining Indigenous student engagement in Australasian Universities, a project to explore student learning in undergraduate Indigenous Studies, investigating Education curricula inclusive of Darug knowledge traditions and examining the roles of Indigenous academics in Australian Universities, Susan is a Director and Deputy Chair of the National Aboriginal and Torres Strait Islander Higher Education Consortium (Aboriginal Corporation).

Gawaian Bodkin-Andrews, of the D’harawal nation, is a researcher and lecturer whose outputs are increasingly encapsulating and promoting Aboriginal Australian standpoints and perspectives across a diversity of disciplines (most notably education and psychology). He has managed and led numerous research grants investigating a diversity of topics including, mental health, mentoring, identity, Traditional Knowledges, education, racism, and bullying. His projects have led to the development of a strong foundation in developing robust and diverse research designs, with an increasing dedication to Indigenous Research Methodologies. From this framework, he is continually developing his experience in applying quantitative and qualitative methods within his scholarly work. His research has also attracted a number of national and international awards (including the AARE Betty-Watts Indigenous Researcher award), and he has produced the Healing the Wounds of the Heart documentary focusing on developing resiliency against racism for Aboriginal youth.

Gavin Stanbrook

Gavin is a descendant of the Gumbaynggirr Nation in the Mid North Coast of New South Wales and the Yuin Nation from Wallaga Lake on the South East Coast of New South Wales. He is passionate about the discipline of Indigenous Studies and aims to position himself in the Higher Education sector to make a positive contribution to the discipline. Gavin’s professional background stems from a substantial working period with the Queensland State Justice Department, the Department of Immigration and Border Protection, the Queensland University of Technology and most recently Macquarie University. Gavin is employed as the Centre Administrator in the Centre for the Advancement of Indigenous Knowledges. He provides excellent administrative support to the academic team, organises events and is a friendly face that greets CAIK’S visitors.
HIGHLIGHTS AND ACHIEVEMENTS

Develop Indigenous competency amongst its students by striving to create an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians.

UTS Indigenous Education Strategy 2015–2018

UTS: Indigenous Graduate Attribute

In February 2015, in a bold, perhaps unprecedented manoeuvre, the University of Technology Sydney (UTS) appointed three senior Indigenous staff to lead a coordinated approach to embedding Indigenous Knowledges in the curriculum, university wide. This transformative agenda was preceded by careful institutional planning in the context of growing national receptivity. In 2013, responding to Behrendt Report into Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt, Larkin, Griew, & Kelly, 2012) call for more systematic approaches to ensuring that Australian graduates have the capacity to work effectively with and for Aboriginal and Torres Strait Islander people, UTS approved in principle the development of an Indigenous Graduate Attribute (IGA) Framework for the entire university. Recognising that resources would be required to support the implementation of such an ambitious project, a proposal was made to establish an Indigenous academic expertise centre within the Faculty of Arts and Social Sciences, to support a staged implementation of IGAs, in the faculties over 2015–2018 (Academic Board Agenda item 9.2, 19 November 2014).

Since our arrival in February 2015, we have worked to establish relationships with key areas, such as the Institute for Interactive Media and Learning, Jumbunna Indigenous House of Learning and the Equity and Diversity Unit.

OTHER KEY ACHIEVEMENTS INCLUDE:

> Development of a comprehensive Indigenous Graduate Attribute Implementation Plan, which has now been approved by our CAIK Management Committee.

> Final draft of Indigenous Graduate Attribute Academic Program Framework to guide the systematic integration of Indigenous curriculum into all academic programs.

> Presentations at the following UTS and national fora in 2015:
  - Academic Board – 27th May
  - Vice-chancellor’s Indigenous Strategies Committee – 25th June
  - Vice-chancellor’s Indigenous Strategies Committee – 14th July
  - Indigenous Studies Committee – 10th September
  - Indigenous Content in Education Symposium, University of South Australia – 21st September
  - UTS Casual Academics Conference – 24th September
  - UTS Teaching and Learning Forum – 11th November
  - Vice-chancellor’s Indigenous Strategies Committee – 27th November
  - UTS:INSEARCH Board Meeting – 3rd December
“This year UTS showed foresight and commitment to Indigenous Knowledges in establishing the Centre for the Advancement of Indigenous Knowledges (CAIK). Apart from leading UTS in the introduction of its Indigenous Graduate Attributes project I am aware that the CAIK team have a strong commitment to research and postgraduate scholarship. With the growing engagement of Indigenous Knowledges within the academy and the national move towards the Indigenisation of curricula there is a genuine opportunity for CAIK to show national leadership, which I have no doubt they will do. I sincerely congratulate CAIK on its achievements this year and look forward to supporting its work into the future.”

Professor Michael McDaniel (Director, Jumbunna House of Indigenous Learning)
Indigenous Graduate Attribute
Implementation Plan and Objectives

**OBJECTIVE 1**
Develop a comprehensive framework to guide the implementation of the Indigenous Graduate Attribute in all Faculties.

**OBJECTIVE 2**
Guide the embedding of the IGA in all UTS academic programs.

**OBJECTIVE 3**
Communicate and market the IGA to UTS and broader scholarly, professional and general communities.

**OBJECTIVE 4**
Develop and implement an approval and monitoring process for the IGA to ensure quality assurance and sustainability.

**OBJECTIVE 5**
Evaluate the implementation of the IGA to measure short and long term impacts of IGA.

Graduate attributes illustrate what is valued by the institution, reflecting the culture of the organisation. Barrie, S., Hughes, C., & Smith, C. (2009). The national graduate attributes project: Key issues to consider in the renewal of learning and teaching experiences to foster graduate attributes. Sydney: Australian Learning and Teaching Council.

Universities develop and implement an Aboriginal and Torres Strait Islander teaching and learning strategy applicable across a range of curriculums, focused on standards of excellence as applied to their other curriculum content and feeding into descriptions of graduate attributes, with an initial focus on priority disciplines to close the gap such as teaching and health professions (p.22). Behrendt, L., Larkin, S., Griew, R., & Kelly, P. (2012). Review of higher education access and outcomes for Aboriginal and Torres Strait Islander People: Final Report. Canberra: Department of Industry, Innovation, Science, Research and Tertiary Education.
The team at CAIK are in the process of developing a foundation subject, suitable as an introductory subject for students in all disciplines. The subject - Aboriginal Sydney Now 013992 - will play a crucial role in terms of ensuring that students meet the requirements of the IGA. Showcasing contemporary Indigenous Sydney and Australia, the subject will draw on the award winning TV series Redfern Now to explore current and historical ideas about culture, country and community. The subject will be fully online and will require students to engage with selected vignettes from Redfern Now as the basis for their learning. The vignettes will be complemented with video clips of a range of Aboriginal people, including staff, alumni and Elders discussing issues relevant to the weekly study topics. Authentic assessments will require students to engage practically with Aboriginal Sydney by attending an Indigenous event or exhibition. Students will also begin to develop their Indigenous professional capability related to their discipline, through mapping the local Indigenous landscape.
The Centre for the Advancement of Indigenous Knowledges (CAIK) in collaboration with Professor Maggie Walter of the University of Tasmania (UTAS) and the Australian Bureau of Statistics hosted a Quantitative workshop on the 15th – 17th of June for Aboriginal and Torres Strait Islander researchers who wanted to gain statistical analysis skills using an Indigenous quantitative methodological frameworks. Participants sat in on a three day program to gain familiarity with using two contemporary Indigenous data sets: the Longitudinal Study of Indigenous Children (LSIC) and the National Aboriginal and Torres Strait Islander Social Survey (NATSISS). The first two days of the workshop were held at the University of Technology Sydney and Day three was held at Australian Bureau of Statistics Offices, Sydney.

“I feel greatly privileged as an Indigenous academic to have the opportunity to work on research projects with the team at CAIK. They are a highly collegial group of Indigenous academics who are all leaders in their field but more important really lovely to collaborate with.”
Ms Corrinne Franklin [Lecturer at Macquarie University]

“I’ve been fortunate to visit the Centre for the Advancement of Indigenous Knowledges from time to time during this final year of writing my PhD. All the staff have been generous in sharing knowledge to help progress my research. There is a real sense of collegiality – a space where cross-institutional engagement and research will grow.
Dr Katrina Thorpe (PhD candidate and Lecturer at the Faculty of Education and Social Work, University of Sydney)
Research and Capacity Building Workshops

- Bodkin-Andrews, G. (2015). Aboriginal and Torres Strait Islander Perspectives in Psychology and other Disciplines. University of Technology Sydney, Department of Clinical Psychology. 7th of September, 2015
- Trudgett, M. Co-ordinator of Bite & Write – A program designed specifically for Indigenous HDR students and staff in the Faculty of Arts and Social Sciences to come together and discuss their research, hence promoting the Indigenous research capacity building in FASS.

Current Grants

- Trudgett, M., Page, S. & Harrison, N. ARC Discovery Indigenous 2012. `Enhancing the quality of academic supervision provided to Indigenous Australian doctoral students.’
- Bodkin-Andrews, G. Evaluation of the Australian Indigenous Mentoring Experience [Research tender via University of Wollongong]
Submitted Publications


> O’Shea, S., McMahon, S., Priestly, A., Bodkin-Andrews, G. & Harwood, V. [in press, accepted 20/01/15]. ‘We are history in the making and we are walking together to change things for the better….’ Exploring the flows and ripples of learning in a mentoring program for Indigenous young people. Education as Change.


Conference Presentations


> **Page, S.** Theoretical Learning Spaces: Exploring Threshold Concepts, the Cultural Interface and the Zone of Proximal Development to better understand student learning in Indigenous Studies’ at the Indigenous Content in Education Symposium (21 September, 2015 in Adelaide).

"The work being undertaken by the team at CAIK is an exciting development for UTS, making us leaders in the sector. The addition of Professor Trudgett, Professor Page and Associate Professor Bodkin-Andrew’s has greatly enriched the senior Indigenous academic leadership at UTS."

Professor Larissa Behrendt
(Director of Research – Jumbunna Indigenous House of Learning)
The CAIK Management Committee comprises of Faculty and Institutional leaders that meet three to four times a year. They provide exceptional direction and guidance to the Director of CAIK and other senior staff. The Director is very thankful to have such a knowledgeable and committed group of people to contribute to the vision and goals of CAIK.

### CAIK Management Committee

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<th>Name</th>
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<tr>
<td>Professor Larissa Behrendt</td>
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### CAIK Team

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<td>Alison Whittaker</td>
<td>Casual Research Assistant</td>
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Advice
Direction
Accountability
Guidance