AUSTRALIAN COUNCIL OF
GRADUATE RESEARCH

Good Practice Guidelines for the Training of Indigenous Researchers

Sue Berners-Price

ACGR Convenor
Dean,
Graduate Research School
Griffith University

ACOLA Review
Research Training Implementation Plan
Priority Issue 3:
Equity including indigenous participation

Action	Responsibility
3.2 University Indigenous strategies and promotion of best practice	UA and ACGR, in consultation with NATSIHEC and NIRAKN

ACGR Good Practice Guidelines for Aboriginal and Torres Strait Islander Research Education

These Guidelines should be read in association with the Australian Graduate Research Good Practice Principles.

Key Guideline

AUSTRALIAN COUNCIL OF
GRADUATE RESEARCH

- The crucial role of Aboriginal and Torres Strait Islander researchers (respectfully Indigenous from here on) in helping Australia advance towards an innovative and prosperous future must be recognized by culturally-appropriate engagement and opportunities for increasing numbers of Indigenous graduate research candidates.

- Increasing the capability of institutions to provide research training for Indigenous Australians is integral to supporting the diverse aims of candidates and communities and should be supported by an explicit policy framework

Sub-guidelines

1. Ensure that Indigenous research education is a university priority

2. Increase the number of Indigenous graduate research candidates

3. Provide culturally-appropriate engagement and opportunities for Indigenous graduate research candidates

4. Maximise the likelihood that supervision of Indigenous graduate research candidates is appropriate

5. Promote the unique perspectives that Indigenous graduate research candidates bring to knowledge

6. Prepare Indigenous graduate research candidates for the careers of their choice

AUSTRALIAN COUNCIL OF
GRADUATE RESEARCH

Sub-guidelines : 1

Ensure that Indigenous research education is a university priority by:

a. Establishing ambitious but realistic targets for recruitment and graduation of Indigenous graduate research candidates.

b. Reporting on targets as part of an adaptive management cycle.

c. Supporting representation of Indigenous graduate research candidates on key university committees to enable a dialogue between candidates and policy makers, recognising the need to ensure that such representation does not impose too heavily on candidates and distract them from their research .

d. Recognising and celebrating the achievements of candidates at an institutional level.

e. Promoting Indigenous graduate research as a priority for all areas of the university

Sub-guidelines : 2

Increase the number of Indigenous graduate research candidates by:

a. Developing a recruitment strategy by engaging with Indigenous alumni, academics, specialist university Indigenous centres, institutions and community groups.

b. Conducting outreach programs to demonstrate the value of graduate research education to Indigenous Australians and their communities.

c. Engaging with Indigenous professionals who are looking for career development or change.

d. Establishing stipend scholarships that meet the needs of Indigenous candidates and recognise their family responsibilities and high value services they may provide in their schools and faculties (such as curriculum and assessment design, cultural advisory services, networking opportunities, or informal cultural competency training to staff).

e. Providing flexible entry pathways that include bridging programs and recognize professional practice during the selection process.

f. Developing institutional pathways for Indigenous researchers.

Sub-guidelines : 3

Provide culturally-appropriate engagement and opportunities for Indigenous graduate research candidates by:

a. Ensuring that Indigenous Australians are recognised and respected for the unique contributions they bring to the institution, including identities, experiences, strengths and agency.

b. Providing a welcoming supportive and culturally safe environment.

c. Developing initiatives that encourage their families and communities to support them.

d. Establishing support networks of senior Indigenous academics within and across institutions.

e. Encourage connections to community mentors, Elders and/or expert knowledge holders.

f. Providing cohort support at the level of institutions and institutional groupings and encouraging candidates to join national and international peer networks.

g. Providing culturally-appropriate mentoring to all Indigenous candidates.

h. Developing a dedicated website or other online applications that facilitate peer networking and informs candidates of the support available both within the university and through national programs such as the National Indigenous Research and Knowledge Network (NIRAKN) and the Indigenous Studies Research Network (ISRN).

Sub-guidelines : 4

Maximise the likelihood that supervision of Indigenous graduate research candidates is appropriate by:

a. Providing supervisors with appropriate training.

b. Recognizing that candidates may have age, background and gender preferences in their choice of supervisors

c. Encouraging the practices of including an appropriately-qualified Indigenous supervisor on supervisory panels and using appropriately-qualified Indigenous examiners wherever appropriate.

d. Improving peer networks for supervisors to share learnings and approaches.

e. Providing appropriate training with the aim of building a pool of supervisors who can effectively supervise Indigenous candidates or non-Indigenous candidates undertaking Indigenous-related research.

Sub-guidelines : 5

Promote the unique perspectives that Indigenous graduate research candidates bring to knowledge by:

a. Including workshops on Indigenous knowledge and intellectual property as part of the professional development of all graduate research candidates and supervisors.

b. Including Indigenous scholarship in relevant coursework subjects.

c. Ensuring supervisors are aware of relevant Indigenous research ethics guidelines, such as the *AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies.*

Sub-guidelines : 6

Prepare Indigenous graduate research candidates for the careers of their choice by**:**

a. Providing guidance and mentoring for a wide range of careers and practical assistance tailored to individual needs.

b. Facilitating internships with potential employers.

c. Engaging with industry and Indigenous community-based organisations to develop partnerships and collaborative career opportunities for Indigenous graduate research candidates

d. Working with industry to develop partnerships and collaborative career opportunities.