

## **Group Project**

**Coordinating Indigenous Engagement**

**500 Word Written Brief**

**VCUG2002**

**Leadership and Influence in a Complex World**



Reconciliation 4 by Tjanara Goreng Goreng



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# Group Project – Coordinating Indigenous Engagement

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## Overview

*Being the "destination of choice for Aboriginal and Torres Strait Islander intellectual leaders...goes to the heart of what it means to be the National University"<sup>1</sup>*

A primary element of the experience sought by ANU students is engaging with Indigenous opportunities and knowledge. Here Indigenous Engagement refers to attending Indigenous events, initiatives and programs; learning from Indigenous leaders and researchers; discussing Indigenous issues; and participating in or observing Indigenous ceremonies.

Coordinating such Indigenous Engagement does not require changing what we do, but how we do it. ANU's students enjoy limitless engagement opportunities to partake in innovative Indigenous research, programs and initiatives. The problem is how we *demonstrate this* to past, present and future students.

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<sup>1</sup> All staff Welcome, Vice Chancellor Brian Schmidt (4<sup>th</sup> of February, 2016)

We propose reforming coordination of Indigenous Engagement in three major ways. Namely:

- (a) **Establishing a new virtual space;**
- (b) **Initiating an educational and cultural shift; and**
- (c) **Designating a new physical space.**

Together, these initiatives will re-coordinate Indigenous Engagement opportunities, *revealing* to past, present and future students that Indigenous Engagement is a vital element of the student experience at the ANU. Moreover, this re-coordination will foster a reinvigoration, of Indigenous Engagement at the ANU transform us into an institution distinguished by its acknowledgment of Australia's Indigenous identity.

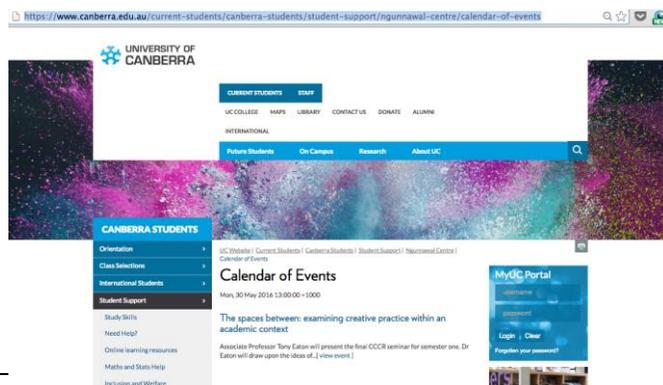
We believe **careful** planning, **extensive** community engagement and **open-mindedness** will create a proud, new, inclusive ANU.

## Short Term – Virtual WebSpace

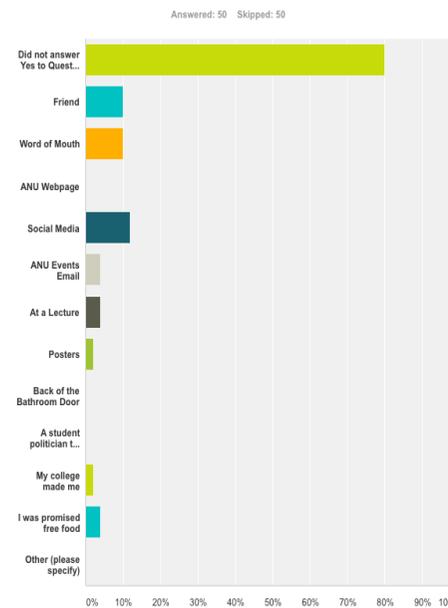
The ANU is not suffering disparity between demand and supply of Engagement opportunities. Rather, demand is not met by an *awareness of opportunities*. This is because current Indigenous Engagements opportunities are not effectively communicated online.

We propose a world class, virtual space, similar to the following displayed below.

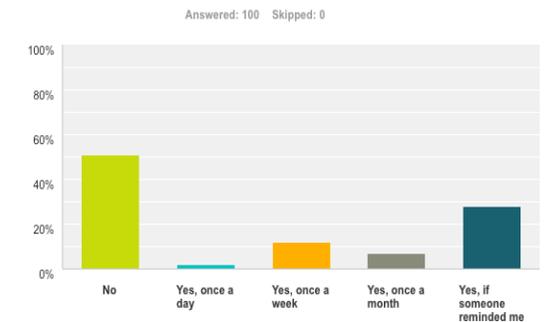
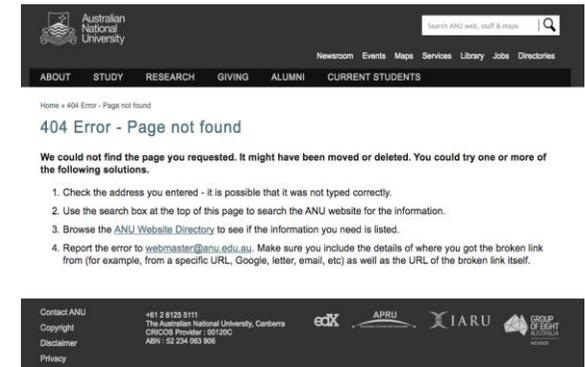
Our research indicates that whilst the current online coordinating facilities are not being utilised, this could change were it supported by a fortnightly email and webpage platform:



University of Canberra - Ngunnawal Centre Events Page



Quantitative data indicating none of the 100 survey respondents had heard about an Indigenous Engagement opportunity online using the ANU Webpage.



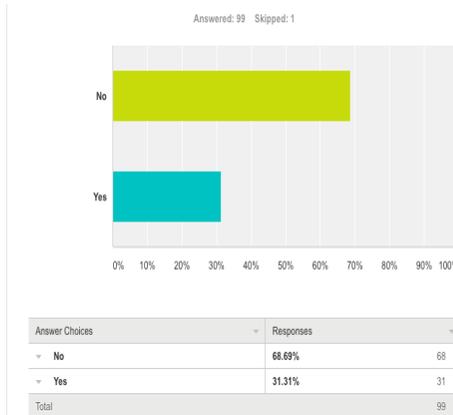
Answer Choices	Responses
No	51.00% 51
Yes, once a day	2.00% 2
Yes, once a week	12.00% 12
Yes, once a month	7.00% 7
Yes, if someone reminded me	28.00% 28
Total	100

Would you be more likely to attend an Indigenous Event at ANU if you received an email reminder notifying you of upcoming events on campus?

\* Cover Page, Titles, Table of Contents and footnotes not included in word count. Headings and Subheadings from Page 1 onwards are.

## Medium Term – Academic & Cultural Shift

Indigenous Engagement opportunities varies greatly across Colleges. This is undesirable for two reasons: First, undergraduate students seek *further* Indigenous engagement in their studies, as indicated below:

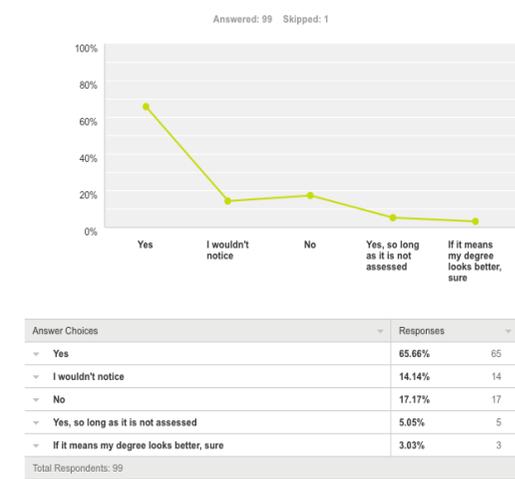


Survey Responses as to whether student's Courses included Indigenous Content.

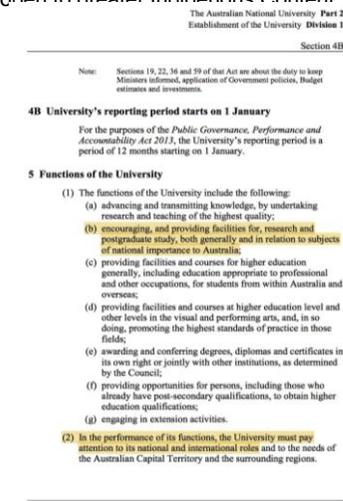
Second, we have an obligation as Australia's National University to do so, as highlighted on the right:



S G Forster and Margaret M Varghese, *The Making of the Australian National University: 1946-1996* (ANU E Press, 2009) p 77: Detailing the History of the ANU Crest, including the Indigenous Motif of the Boomerang.



Survey Responses as to whether student's are open to greater Indigenous Content



Extract of Section 5 of the *Australian National University Act (Cth)* detailing the function of the University in facilitating study of subjects of national importance.

\* Cover Page, Titles, Table of Contents and footnotes not included in word count. Headings and Subheadings from Page 1 onwards are.

To address this disparity, we propose a two-step process:

### **Step 1: Audit current levels of Indigenous Content Across Campus<sup>2</sup>**

This data may be used to promote the current level of Indigenous Course Content, and coordinate a future increase in Indigenous Course Content as below.

### **Step 2: Mandate Minimum Indigenous Content Thresholds Across Colleges**

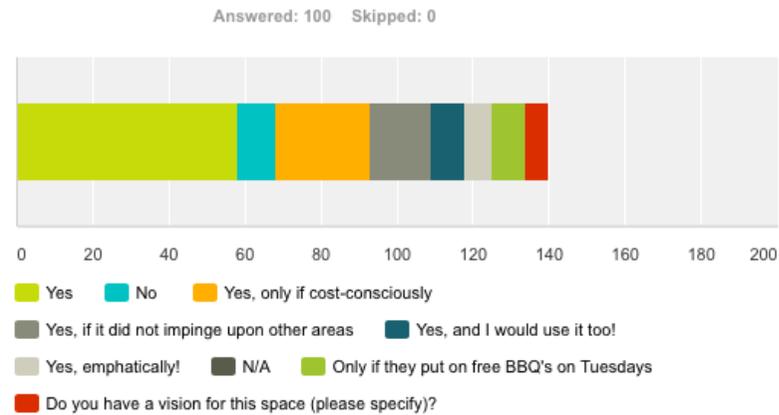
This Mandatory Threshold will require all Colleges ensure a percentage of their course content meets the definition of Indigenous Engagement above. This approach, unlike alternatives considered, will see ANU students engaging with Indigenous Content *relevant to their field*, and the ANU offering a unique and holistic Indigenous studies experience.

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<sup>2</sup> The current *Reconciliation Action Plan* suggests a complete audit was conducted in 2013, however we have been unable to locate such data.

## Long Term – Indigenous Collaborative Learning Space

The ANU campus includes no shared Indigenous space, despite demand for this:



Answer Choices	Responses
Yes	58.00% 58
No	10.00% 10
Yes, only if cost-consciously	25.00% 25
Yes, if it did not impinge upon other areas	16.00% 16
Yes, and I would use it too!	9.00% 9
Yes, emphatically!	7.00% 7
N/A	0.00% 0
Only if they put on free BBQ's on Tuesdays	9.00% 9
Do you have a vision for this space (please specify)?	<b>Responses</b> 6.00% 6
Total Respondents: 100	

Statistics on student's opinions about inclusion of a unique Indigenous Collaborative Learning Space in the Union Court Redevelopment Plan

We therefore propose a uniquely Indigenous public space within the *Union Court Redevelopment Plan*. This space would:

- ***Implement* Indigenous Architectural principles**
- ***Promote* Indigenous teaching and learning concepts;**
- ***Link* the autonomous Tjabal space and public Union Court**
- ***Physically* centralise Indigeneity via an Indoor/Outdoor space**
- ***Utilising* our depth of Indigenous knowledge**



Edith Cowan University - Kurongkurl Katitjin Centre for Indigenous Australian Education and Research



University of Tasmania - Riawunna



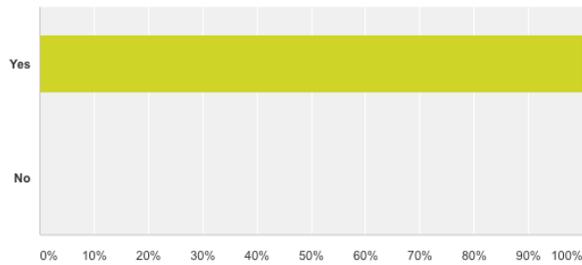
Macquarie University – Warawara, Department of Indigenous Studies

Annexures

Annexure 1 – Additional survey responses from Indigenous students

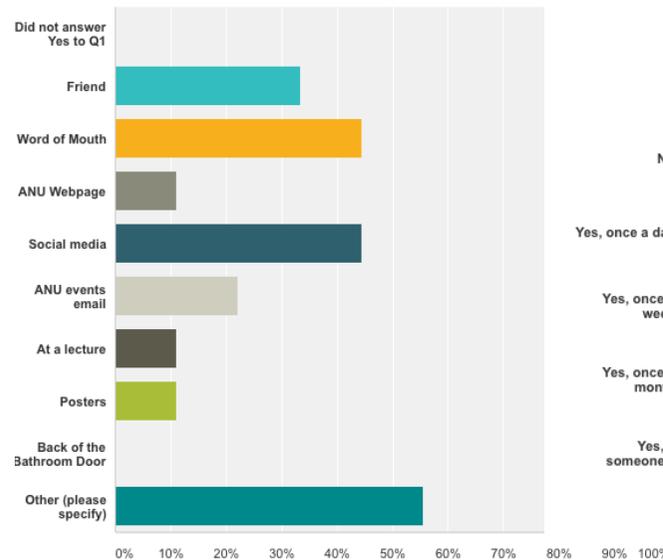
Have you attended an Indigenous Event on Campus, and if so, what:

Answered: 9 Skipped: 0



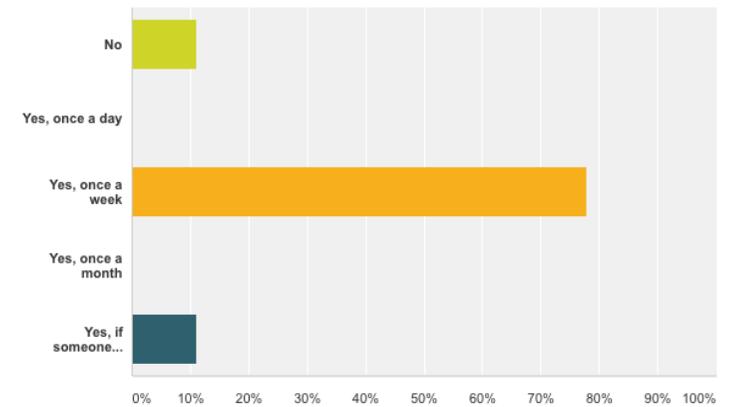
If you answered Yes to Question Two, how did you hear about this/these events?

Answered: 9 Skipped: 0



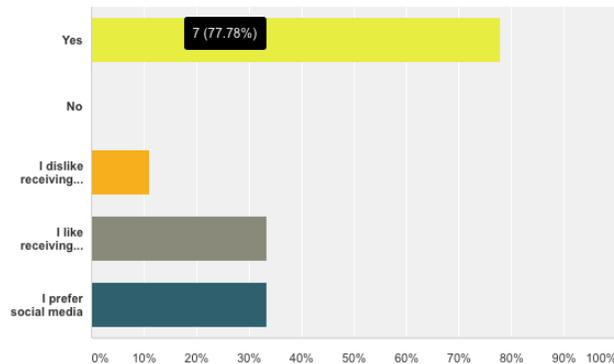
Would you be likely to check an Indigenous@ANU Webpage/App centralising all Indigenous Events on campus?

Answered: 9 Skipped: 0

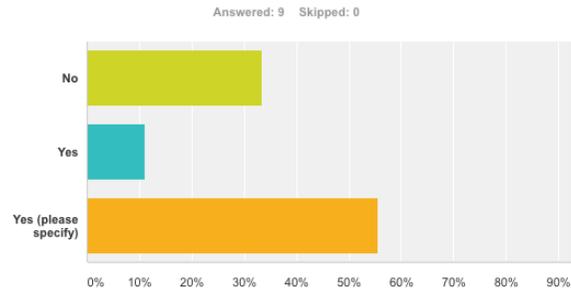


Would you be more likely to attend an Indigenous Event at ANU if you received an email reminder notifying you of upcoming events on campus?

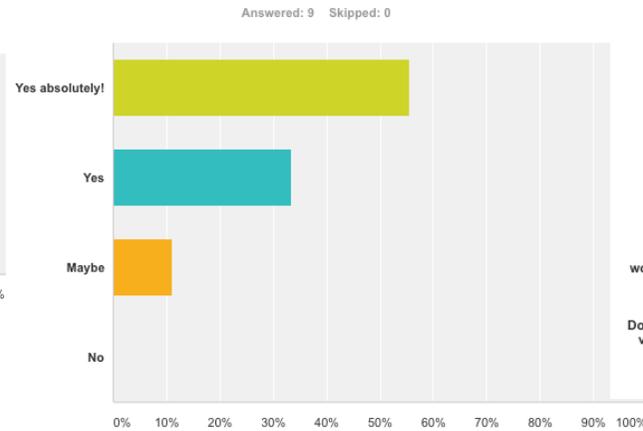
Answered: 9 Skipped: 0



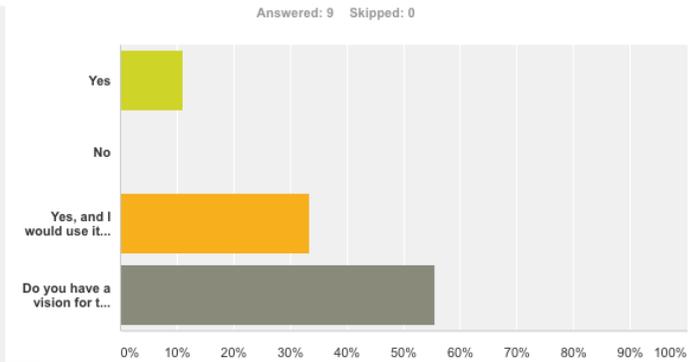
**Do your current Courses include Indigenous Content, and if so, what?**



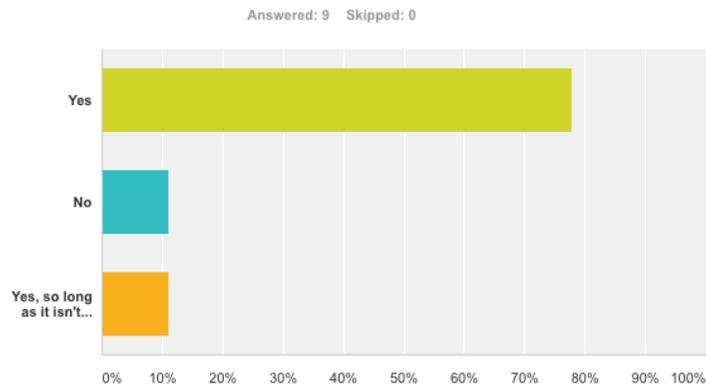
**Most importantly, thanks for hanging around: Do you believe these changes would improve your student experience at ANU?**



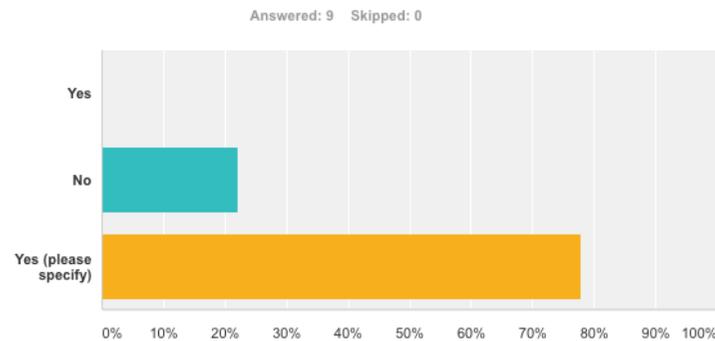
**How would you feel about inclusion of a unique Indigenous Collaborative Learning Space in the Union Court Redevelopment Plan**



**Would you be open to increased Indigenous content in your current Courses?**



**Are there areas where Indigenous content could be further integrated into your studies? If so, where?**



**Annexure 2 – Additional survey responses from Indigenous and non-indigenous students**

Question	Non-Indigenous Survey responses	Indigenous Survey responses
<p><b>How did you hear about the events you went to other than the ones specified?</b></p>	<p>No one surveyed answered other and thus needed to specify how they found out.</p>	<ol style="list-style-type: none"> <li>1. Indigenous Department email</li> <li>2. Running the event, other events via word of mouth</li> <li>3. Tjabal Centre</li> <li>4. Tjabal Centre</li> <li>5. Indigenous students mailing list, plus other events I have organised myself, such as NAIDOC week 2015 celebrations.</li> </ol>
<p><b>Are there areas where Indigenous content could be further integrated into your studies? If so, where?</b></p>	<ol style="list-style-type: none"> <li>1. Pretty much all environmental courses, especially those on fire and management</li> <li>2. Using Indigenous Australian examples in politics and development courses. Often speaks about overseas Indigenous people only, if at all mentioned</li> <li>3. All Areas - there is so much we don't understand about Australia's true history because of the colonial way we have been taught that Australia has a 200 year history. Indigenous teachings should be incorporated throughout curriculum to address this, from a kindergarten level.</li> <li>4. In Psychology we only engage with the middle class, young, white populations, and not with any populations of colour</li> <li>5. Psychology- could look at indigenous mental wellbeing theory and/or indigenous population issues</li> </ol>	<ol style="list-style-type: none"> <li>1. take a sociology course, and only Western philosophies are explored. It would be great if they taught sociology from Indigenous World views with Indigenous authors of our reading. There are enough white dudes in my life.</li> <li>2. It could be incorporated more into case studies and lectures, I think it would be important to have a greater amount in the first couple years</li> <li>3. My major in Arts is gender studies, I would like to see Indigenous studies in gender</li> </ol>

	<ol style="list-style-type: none"> <li>6. Sociology could significantly benefit from looking at Indigenous issues</li> <li>7. I study history and gender, more focus on indigenous content would be welcomed</li> <li>8. More in law</li> <li>9. Languages</li> <li>10. Legal studies</li> <li>11. Indigenous law, more indigenous lecturers</li> <li>12. I study law, often indigenous issues are mentioned but only as an afterthought. needs to be a much, much bigger focus.</li> <li>13. More emphasis on it in sociology and politics courses</li> <li>14. While the ANU College of Law does offer 'Indigenous Australians and the law' there is no option of learning about Aboriginal/ Torres Strait Islander laws. Brooke Greenwood did her thesis on this topic, and I think it's really something that could be improved.</li> <li>15. Maybe within law courses (only evident in Property), Commerce difficult to integrate</li> <li>16. Definitely in any law course</li> <li>17. Indigenous History? But it's not really that relevant to International Politics/Relations</li> <li>18. There would perhaps be scope for indigenous issues to be brought up in more law courses</li> <li>19. International relations - discussion of relations between indigenous peoples</li> </ol>	<p>relations as a topic. I also study psychology and I think there would be interesting comparisons between 'White' Australia and Aboriginal Australia</p> <ol style="list-style-type: none"> <li>4. Differences in Indigenous vs non-Indigenous leadership, management styles</li> <li>5. Within specific areas in our work places. Maybe online indigenous courses?</li> <li>6. As i am studying Software Engineering, it would be great to have a course on how we can apply our skills to solve a variety of social issues. It is often hard to visualise how software can be applied to assist the lives of others in disadvantaged backgrounds.</li> <li>7. 7. There are a lot of weeks in my law and arts courses that could have a greater focus on Indigenous issues</li> </ol>
<p><b>Do you have a vision for what a unique Indigenous</b></p>	<ol style="list-style-type: none"> <li>1. Perhaps not so much a physical space, more a collective for Indigenous and non-Indigenous</li> </ol>	<ol style="list-style-type: none"> <li>1. OMG yes. It would be a great place to advertise Indigenous</li> </ol>

<p><b>Collaborative Learning Space in the Union Court Redevelopment Plan should be like?</b></p>	<p>students to engage with Indigenous knowledge etc? Like, a wider remit than Tjabal, but a much less hierarchical structure than the much missed Indigenous Cultures Learning Community.</p> <ol style="list-style-type: none"> <li>2. Would this be exclusive so Indigenous persons? Because I think we really need to help the non-Indigenous community engage with the Indigenous community.</li> <li>3. if it is open to all and encourages understanding aboriginal culture it would be a great addition to ANU</li> <li>4. Interactive water fountain where the concrete void is now</li> <li>5. A study space combined with an indigenous learning space</li> </ol>	<p>specific events and issues.</p> <ol style="list-style-type: none"> <li>2. I think it would be useful but alongside something like the Tjabal Centre, I think that having an Indigenous only space allows a safe space for students to go where they can feel like they belong and can also debrief about racism and other experiences they have on campus</li> <li>3. Would need further information on difference between this and Tjabal Centre</li> <li>4. I believe that any space like this should be integrated into the Tjabal Centre facilities. It is important to have the connections with Tjabal staff as they offer a range of support options, including pastoral care and support. I have much more to say about this. Please contact me at <a href="mailto:u5571548@anu.edu.au">u5571548@anu.edu.au</a> for more information.</li> <li>5. Highlighting local people for this place</li> </ol>
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<p><b>Why do you maybe believe these changes would improve your student experience at ANU?</b></p>	<ol style="list-style-type: none"> <li>1. Personally as I am enrolled in a finance degree I cannot see these changes improving my "learning experience" at university. This however does not hold true for all students and I can definitely see this benefiting other students even if it does not benefit myself.</li> <li>2. I think it's less important that my experience is improved, more important that indigenous experience is improved</li> <li>3. They would probably benefit me a little, but my enthusiasm for them would be mostly about the difference they would make to the overall campus environment and its inclusivity, rather than their direct impact on me.</li> </ol>	<p>No one surveyed expanded on why these changes could <i>maybe</i> improve their student experience.</p>
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### Annexure 3: Indigenous Content in Current Courses

#### ANU College of Law

<u>Subject</u>	<u>Taken</u>	<u>Current Indigenous Content</u>	<u>Potential Indigenous Content</u>
<b>LAWS 1201 – Foundations of Australian Law</b>	Semester 1, 2012	Limited reference to Indigenous content.	There is room to increase the Indigenous content in relation to the first half of the course – Australia’s legal history.
<b>LAWS 1203 – Torts</b>	Semester 1, 2012	No reference to Indigenous content.	There is room to include some Indigenous content/cases into the course. Especially in relation to false imprisonment, duty of care and policy considerations.
<b>LAWS 1202-Lawyers Justice and Ethics</b>	Semester 2, 2012	Limited, if any reference to Indigenous content.	There is room to increase Indigenous content across various topics in the course. More specifically it could be included in topics such as Access to Justice, morals, values and adversarialism and Lawyers’ duties. There is also room to include Indigenous issues in the mid term and final assessments.
<b>LAWS 1204 – Contract Law</b>	Semester 2, 2012	No reference to Indigenous content.	There is limited room in this course to increase Indigenous content in this course.
<b>LAWS 1205 – Australian Public Law</b>	Semester 1, 2013	Limited reference to Indigenous content and cases.	(Similarly to Commonwealth Constitutional law) Although a certain level of Indigenous Content was covered there is room to build on this

			and also use more Indigenous related examples in both the lectures and tutorials. There is also room to include an Indigenous related question as an option in the mid-semester take home exam.
<b>LAWS 1206 – Criminal Law and Procedure</b>	Semester 1, 2013	Limited reference to Indigenous content and cases. Only considered how race is used in assessing the gravity of the victim’s conduct.	(Like Family Law) Although a certain level of Indigenous Content was covered there is room to build on this and also use more Indigenous related examples in both the lectures and tutorials. There is also room to include Indigenous related content and questions as part of the mid-semester and final exam.
<b>LAWS 2249 – Legal Theory</b>	Semester 2, 2013	There was a lecture dedicated to Indigenous People and the Rule of Law	This course provides a good example of one way to include Indigenous content in a course. However, including more Australian Indigenous content throughout other topics such as in Minority and Group rights, Constitutional rights, justice and politics would be highly beneficial.
<b>LAWS 2250 – International law</b>	Semester 2, 2013	Indigenous groups were briefly discussed at the beginning of the course as being an entity that has International legal rights and responsibilities	There is significant room to increase Indigenous content in this subject. An example would be to study the UN Declaration on the Rights of Indigenous Peoples and Australia’s subsequent legal obligations. Currently this

			important Declaration is not part of the course.
<b>LAWS 2201 – Administrative Law</b>	Semester 1, 2014	Looked at a few Indigenous courses	
<b>LAWS – Corporations Law</b>	Semester 1, 2014	No reference to Indigenous content.	Reference could be made to the separate Corporations Act that relates to Indigenous Corporations.
<b>LAWS 2215 -Environmental Law</b>	Semester 1, 2014	Learning Outcome 6 “Analyse the role and implications of environmental law within the context of wider perspectives, including (d) Indigenous perspectives on environmental law”	At least one week’s content on indigenous Environmental Law, or a research essay on the topic.
<b>LAWS2225 - International Law of Human Rights</b>	Semester 1, 2014	Class 8 - Kevin Boreham – Critical Perspectives On Rights - The Rights Of Indigenous Peoples	Offer Research Essay Option.
<b>LAWS 2202 - Commonwealth Constitutional Law</b>	Semester 2, 2014	There was some discussion regarding the status of Australia’s Indigenous Peoples reflected in the Constitution and the Races Power	Although a certain level of Indigenous Content was covered there is room to build on this and also use more Indigenous related examples in both the lectures and tutorials. There is also room to include an Indigenous related question as an option in the mid-semester take home exam.

<b>LAWS 2217 – Family law</b>	Semester 2, 2014	There was teaching about how Indigenous heritage makes up part of the ‘best interests for the child’ test.	Although a certain level of Indigenous Content was covered there is room to build on this and also use more Indigenous related examples in both the lectures and tutorials. There is also room to include Indigenous related content and questions as part of the mid-semester exam and Parliamentary Inquiry.
<b>LAWS4210 - Commercial Law</b>	Semester 1, 2015	None	Use case examples and problem questions with Indigenous content.
<b>LAWS4212 - Conflict of Laws</b>	Semester 1, 2015	None	One lecture consideration of the conflict between the two legal systems within Australia.
<b>LAWS 2207 - Evidence</b>	Semester 2, 2015	Indigenous evidence related issues were very briefly discussed when we looked at laws surrounding leading questions. Evidence exceptions that are available for Aboriginal and Torres Strait Islanders were identified.	It would be highly achievable to include more Indigenous cases into the current course as well as a greater proportion of class time dedicated to teaching students about how Indigenous people are disproportionately affected by the current law.
<b>LAWS 4230 – Law internship</b>	Semester 2, 2015	Limited	Although there is potential for students to pursue Indigenous related internships this could be more actively encouraged by the ANU by way of expanding the current list of supervising organisations and

			suggesting more Indigenous related essay topics.
<b>LAWS4221 - Income Tax</b>	Semester 2, 2015	None	Policy Essay question on considerations of redistributive implications in Australia. Use case examples and problem questions with Indigenous content.
<b>LAWS 2204 – Property Law</b>	Semester 1, 2016	Studied Native Title in relation to Possession and the Fragmentation of Property Rights and the Doctrine of Tenure.	Although a certain level of Indigenous Content was covered there is room to build on this and also use more Indigenous related examples in both the lectures and tutorials. This is possible for Torrens System and Old Law System examples.
<b>LAWS 2244 – Litigation and Dispute Resolution</b>	Semester 1, 2016	There has been no Indigenous related content in the course to date.	

ANU College of Arts and Social Science and Fenner School

<u>Subject</u>	<u>Taken</u>	<u>Current Indigenous Content</u>	<u>Potential Indigenous Content</u>
<b>POLS 1005 – Introduction to International relations: Foundations and Concepts</b>	Semester 1, 2012	Limited, if any reference to Indigenous content.	There is room in this course to consider how the global political system affects Indigenous people

			both internationally and domestically. Week 12. Topic: State, Culture, and the Politics of Ethnicity. Could include mention of Indigenous Politics in Aus
<b>POLS 2119 - Ideas in Politics</b>	Semester 1, 2012	None	
<b>POLS 2031 - Politics in the Middle East</b>	Semester 1, 2012	None	Transposition of the. Theoretical underpinnings of the Israel/Palestine conflict and Indigenous Australia.
<b>POLS 1006 – Introduction to International relations: Contemporary Global Issues</b>	Semester 2, 2012	Limited, if any reference to Indigenous content.	There is significant room in this course to include Indigenous content, both internationally and domestically related.
<b>POLS 2101 - Global Social Movements</b>	Semester 2, 2012	Week Five: Politics of Culture and Identity: Black Power, Indigenous, Feminist and Gay/Lesbian/Queer Movements.	Focus week 5 exclusively on Indigenous Content, or offer the opportunity for a research essay exclusively on the Indigenous Rights Movement.
<b>POLS 2101 - Refugee Politics</b>	Semester 2, 2012	None	Consider the Indigenous Australian, and global Indigenous perspective upon the right to asylum and refugee status.
<b>HIST 2229 - Sexuality in Australian History</b>	Semester 1, 2013	Week 4: Race and Sexuality	Extract Indigenous relations from this section and provide an exclusive week on Indigenous Relations and Sexuality.
<b>POLS 2121 - Ideas in Australian Politics</b>	Semester 1, 2013	Week 11: New Beginnings: Arguments about a Renewed 'Australia'	Include a week about the alternative ideas for a new politics in Australia based upon Indigenous Recognition.

		Lecture A: Indigenous Australia	
<b>HIST 2133 - Human Variation and Racism in Western Culture, c. 1450-1950</b>	Semester 2, 2013	Week 9: Eugenics, or the Catastrophe of a Racial Biology	Narrow the scope of analysis from the United States to one week particular focus on Australia.
<b>POLS 3025 - Contemporary Political Analysis</b>	Semester 2, 2013	None	Possible Research Essay Topic exploring the application of a method of political analysis to Indigenous Australian politics.
<b>HIST 2232 - Crime and Justice: Historical Dilemmas</b>	Semester 1, 2014	None	Opportunity for research essay on the higher rate of the death penalty in Australia for Indigenous Australians.
<b>POLS1007 – Introduction to Latin American Studies</b>	Semester 2, 2015	There was significant emphasis put on Latin American Indigenous related history and issues throughout the course.	Although the current Indigenous content in the course does not specifically relate to Australia it still plays an important role in starting the conversation. The lecturers could be advised to discuss the differences and similarities with Australia's situation as they see fit.
<b>POLS 2117 – The International Relations of Latin America</b>	Semester 2, 2015	There was significant emphasis put on Latin American Indigenous related history and issues throughout the course.	Although the current Indigenous content in the course does not specifically relate to Australia it still plays an important role in starting the conversation. The lecturers could be advised to discuss the differences and similarities with Australia's situation as they see fit.
<b>ENVS3028- Environmental Policy</b>	Semester 1, 2016	Limited	It would be readily achievable to

			include some Indigenous focused case-studies into this course
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## **Annexure 4 – Important quotes taken from the minutes of meetings with various stakeholders in the wider ANU community.**

*Please note that we are happy to provide detailed minutes of the meetings should they be required.*

“Awareness and engagement solved by facilitation and collaboration”

### Short Term – Virtual WebSpace:

- The importance of focusing on a specific issue, such as Indigenous engagement on campus, was highlighted to us as a way to improve our overall proposal and be more effective in putting forward a solution.
- On multiple occasions it was pointed out that current coordination is lacking across campus and this is a very important issue that needs to be rectified.
  - o Multiple different Indigenous and non-Indigenous stakeholders were concerned that there is often very limited information being shared amongst them about what is *actually* happening on campus re: Indigenous events and activities.
  - o On ANU’s campus there is no overarching management of the Indigenous events, programs, opportunities and causes occurring on campus and within the wider ACT community.
  - o There is a need to increase awareness and engagement from both the Indigenous and non-Indigenous community.
  - o Interestingly, the Tjabal Centre often gets blamed for not advertising Indigenous related events on campus, despite the fact that they themselves do not even know what is being run in other faculties.
- Centralising information is a very important thing however it can be difficult to create.
  - o Certain stakeholders proposed that this website could be run by an intern or as part of a cadetship to employ and retain Indigenous staff members. Another option would be to make it a requirement as part of a Digital Arts course.
- This website could also be a way of connecting different students to Indigenous opportunities eg. Internships and volunteer placements.
- For the website to be effective it needs to be appropriately resourced.

## Medium Term – Academic & Cultural Shift:

- Having a mandatory course would be tokenistic
  - o Compulsion is a difficult thing and rather than focusing on introducing a mandatory course for all first year students, or an equivalent course, we should focus on incentivising and encouraging an increase of Indigenous content across all courses on campus.
  - o Important to remember the ethos of inclusion
  - o People on campus are not here forever, it is important to let the change come naturally. Mandated activities are not often done correctly. Letting change occur naturally leads to more effective changes and cohesion.
  - o There could be more value in incentivising and promoting aspirational targets to enact this particular change.
- Cultural awareness is an ongoing process, best to be a continuing process – eg. Indigenous content should be build it into all ANU courses so it could have a more far-reaching effect.
- There are complications with quantifying Indigenous content
- There have already been discussions in the Tjabal centre that there is demand for conducting an audit that evaluates how there can be increased Indigenous content across all Colleges on campus.
- There has also previously been a student (Brooke Greenwood) who did an investigation of how to incorporate Indigenous content into courses.
- Many of the survey responses individually sent to different stakeholders strongly believed that Indigenous content should be further integrated into their studies and that there were areas where this could occur.
  - o *Eg. Yes, it is a small part of our curriculum, we don't learn enough Aboriginal history at medical school, which I feel is so vital to understand current issues, especially regarding Aboriginal health.*
- It is very important to have an Indigenous voice when trying to increase the amount of Indigenous course content in pre-existing courses across campus.
  - o Concerns were raised about the supply side problem

## Long Term – Indigenous Collaborative Learning Space

- Again, many of the survey responses individually sent to different stakeholders strongly believed that the inclusion of an Indigenous Collaborative Learning Spaces in the Union Court Redevelopment Plan, to host all Indigenous Lectures, Trainings and Community Events would give students an opportunity to learn more about Aboriginal culture, history, and current issues.
- There is huge benefit of drawing people together to a centralised space.
- Meetings revealed that in comparison to other Tertiary and Secondary Institutions ANU's Physical Spaces are not comparable.
- It was identified that that it is very unusual that the ANU does not have any designated spaces for Indigenous students, studies and events.
- It was mentioned that ANU should consider having an Indigenous Garden – this could be built into the Indigenous Collaborative learning Space.
  - Fireplaces are a very important part of Indigenous Culture and thus it is important that this Collaborative indoor/outdoor space includes one where people can gather.
  - Tributaries could be linked from all ANU Colleges to this indoor/outdoor Indigenous space. Eg. have a pathway made of Native plants that demonstrates the way.
- To date, on ANU's campus, many Sacred spaces have been demolished
- Although different stakeholders raised concerns with such a space encroaching upon the Tjabal Centre, it was proposed that this concern could be alleviated if the Indigenous Collaborative Learning Space is clearly identified as being a very *different* kind of space.
- Space should not be a solely Indigenous thing – needs to be a space used by Indigenous and non-Indigenous students so that it promotes collaboration and clearly does not encroach on the functions of the Tjabal Centre.
- We should think about using symbolism in our Space eg. ANU shield – Boomerang, water symbol = Pacific Ocean.
- The Space should be a meeting place of Minds and Cultures – requires Coordination.
- The Space needs to be physically identifiable, eg. Think about it being incorporated into the Union Court Redevelopment Proposal.
- Having a Space would open up the conversation on Campus
- The Space should be a compromise between Traditional/ Modern
- Our proposal needs to highlight the purpose of having a physical space. There is no point having it for the sake of having it.
- Music and art should be a central focus of this Space.

It was also noted that:

- Staff compulsory diversity training becomes a tick-a-box training exercise and creates an attitude of ignorance.
- Our proposal should not focus on inclusion because ANU already has a number of Indigenous students, rather it should focus on engagement.
- It is important to focus on ANU's Indigenous History. We should link this into our proposal as this is a key reason for why we need to address the problem of lack of Indigenous engagement on campus.
- It is important to utilise O week as a way to indoctrinate incoming students and highlight the importance of Indigenous engagement on campus.
- ANU is the only Australian University with an Aboriginal Motif (this has huge impact with prospective students in outreach) and should be something we highlight in our proposal.
- Indigenous engagement is an "issue of understanding"
- Collaboration and Facilitation – Indigeneity as an asset that should be harnessed.

## Annexure 5: Full size copy of the information detailing the History of the ANU Crest, including the Indigenous Motif of the Boomerang.



## **Annexure 6 – Website extracts of Other Institution’s Physical Spaces**

- (a) Edith Cowan University - Kurongkurl Katitjin Centre for Indigenous Australian Education and Research

“Completed in 2005, Kurongkurl Katitjin’s building was designed in consultation with Nyoongar elders to graphically represent Aboriginal culture and the Australian landscape. The purpose-built premises is an iconic and colourful, three-storey, state-of-the-art building. Its colours represent the Aboriginal and Torres Strait Islander flags, as well as the Australian landscape. Nyoongar words about place and family are etched into the outer facades of the building. Surrounding the building, the gardens have been designed to represent the six Nyoongar seasons

- (b) Murdoch University – Kulbardi Aboriginal Centre

“The Kulbardi Aboriginal Centre's vision is to encourage the meaningful engagement of Indigenous people with higher education and immerse students within the complex world of ideas, the scholarly pursuit of knowledge and its translational practices. This is achieved by empowering students to effectively negotiate the intricate cultural interface between Indigeneity and non-Indigeneity and thereby enable the social, economic and political empowerment of Indigenous people and their communities.”

- (c) University of New South Wales

“Nura Gili provides a focus for Indigenous knowledge, culture and histories at UNSW. Through a range of activities, staff and students work to promote the centrality of arts, culture and heritage for Aboriginal and Torres Strait Islander peoples - across UNSW and the wider community.”