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## About the Authors

**Tessa Benveniste** is a PhD candidate at the Appleton Institute of CQ University. Her research is about the boarding experiences of central Australian Aboriginal students, families and communities involved with a residential program in Adelaide. Funded through the Cooperative Research Centre for Remote Economic Participation (CRC-REP), it forms part of the CRC-REP's Remote Education Systems project. She completed honours in psychology in 2012, with her thesis focusing on sleep and behavioural change in adolescent populations. Since 2010 she has been building her experience and knowledge of working with remote communities, leading to the development of her current PhD project.

**Matthew Brett** is Senior Manager of Higher Education Policy at La Trobe University where he provides high-level policy advice to the senior executive. He has a longstanding involvement in higher education equity policy, with specific interests in disability, mental health and regional participation. Matthew Brett has recently completed research in tertiary admissions practices across Australia and the efficacy of Australian equity interventions. He convened the National Summit on the Mental Health of Tertiary Students in 2011. Matthew Brett is also in the final stages of a PhD that examines how strategic tensions have been accommodated within major higher education financing reforms.

**Jacinta Cox** is a research assistant with the Making the Connection Project. She was also a project officer with the From Access to Success Project with Associate Professor Helen Farley. This project took a version of the University of Southern Queensland's learning management system, which didn't require internet access, into correctional centres. Jacinta has a strong drive to address social justice issues, and has a background in natural resource management.

**Pamela Croft-Warcon** commenced as an educator in the early 1990s and has taught at Kangaroo Point TAFE, Batchelor Institute, the Institute for Aboriginal Development (IAD) and Queensland University of Technology. Working as an artist from the late 1990s, she undertook further studies becoming the first Aboriginal

Australian to gain a doctorate in visual arts. Pamela commenced at Central Queensland University in 2013 and works within the School of Education and The Arts. She is a member of Australian Institute of Aboriginal and Torres Strait Islander Studies, the Indigenous Studies Research Network, the American Indigenous Research Association and an associate member of the National Indigenous Research and Knowledges Network.

**Carolyn Daniels** is an emerging researcher working within the Office of Indigenous Engagement at Central Queensland University and undertaking her PhD in the School of Business and Law. Her research has focused on resilience, higher education, career development and the workforce, and health and wellbeing. Carolyn has developed experience in a broad range of multi-disciplinary research projects. She is presently working with the Office of Indigenous Engagement, Central Queensland University, on several regional research projects with Indigenous communities.

**Marcia Devlin** is Deputy Vice Chancellor (Learning and Quality) and Professor of Learning Enhancement at Federation University Australia. She is a nationally and internationally recognised expert in higher education. Marcia has concurrently held two Office for Learning and Teaching-funded research grants and an Australian Research Council-funded research grant. She is a member of numerous editorial and advisory boards and is frequently invited to deliver international keynote addresses, workshops and seminars. Marcia's areas of particular expertise include equity, policy, leadership, teaching and learning, facilitating success for disadvantaged students and digital education.

**Samantha Disbray** has lived in central Australia since 1997, working as an adult educator community linguist on language documentation projects and training language workers in own-language documentation. As a researcher she carried out a longitudinal study of early child language input and development among children in Tennant Creek, and in her PhD research she looked at later child language development and documented the new language variety. She has worked with the Cooperative Research Centre for Remote Economic Participation's Remote Education Systems Project as a senior researcher since 2013. Samantha's research interests include education and learning in remote Aboriginal Australia, language teaching and learning in education, language contact and sociolinguistics – in particular, language ecologies and the implications of contemporary language settings for education – and language documentation.

**Helen Farley** is an Associate Professor at the Australian Digital Futures Institute at the University of Southern Queensland. She is the project leader of the Making the Connection Project which is taking digital technologies into correctional centres to provide incarcerated students with access to digital higher education across Australia. The Making the Connection Project has won a number of awards including the prestigious Australian Financial Review Higher Education Award (Student Experience) and the ASCILITE (Australasian Society for Computers in Learning in

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**Jack Frawley** is currently Academic Leader, National Centre for Cultural Competence at the University of Sydney. He has a national profile as researcher and writer in the areas of leadership and intercultural studies evidenced by his involvement in significant research and professional projects, book chapters, refereed articles and other publications. He has presented at several national and international conferences and continues to publish on, and participate in, leadership-related research projects. Jack holds Adjunct appointments at the University of Canberra and the Batchelor Institute.

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**John Guenther** is the Research Leader, Education and Training, Batchelor Institute of Indigenous Tertiary Education. John has worked as a researcher and evaluator in remote Australian contexts – particularly the Northern Territory – for the last 13 years on issues related to education, training, families and children, justice, child protection and domestic violence. His current interest is focused on understanding how education systems can better respond to the needs of students and families living in very remote Aboriginal and Torres Strait Islander communities. The Remote Education Systems project, which he leads, is looking for innovative models of schooling, teaching and learning that improve livelihood opportunities for students from remote communities.

**Andrew Harvey** is Director of the Access and Achievement Research Unit at La Trobe University. Andrew is lead editor of *Student Equity in Australian Higher Education: Twenty-five Years of a Fair Chance for All*, and has published widely in areas of higher education policy including issues of access, student retention, regionality and diversity. Andrew has led recent national research projects on the adaptation of tertiary admissions; globalisation and student equity; employability within universities; the access of care leavers to higher education; the re-recruitment of students who have discontinued; and the development of inherent requirements in academic programs.

**Arnhem Hunter** is a board member of the Broome Aboriginal Media Association and is currently working for Goolarri Media Enterprises on the Indigenous Futures Program as a student support officer. His Creative Industries experience includes Entertainment Industry rigging, crewing and performance in film and television production, rock'n'roll and musical theatre; and book editing, radio presenting, screenwriting and directing. Arnhem has been a board member for Magabala Books, an Indigenous publishing house, and served two three-year terms on the peer assessment panels for the WA Department for the Arts.

**Stephen Kinnane** has been an active researcher and writer for more than 25 years as well as lecturing and working on community cultural heritage and development projects. His interests are diverse encompassing Aboriginal history, education, creative documentary (both visual and literary), and tensions surrounding the ideals of sustainability and the relationships between individuality, community, country, economy and development. Steve is a Marda Marda from Miriwoong country in the East Kimberley. He lectured at Murdoch University in Australian Indigenous Studies and Sustainability; completed a Visiting Research Fellowship at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Canberra; and was Senior Researcher for the Nulungu Research Institute of the University of Notre Dame Australia, Broome. Steve remains involved with Nulungu as an Adjunct Research Fellow.

**Susan Kinnear** is a Senior Research Fellow with the Central Queensland University School of Business and Law, and was previously the Research Leader for Industry, Vocational Education, Access and Training Division. Susan's expertise is in research project management, particularly with respect to studies with regional communities, for clients across industry, the tertiary sector, and local, state and federal government. She is presently working with the Office of Indigenous Engagement, Central Queensland University, on several regional research projects with Indigenous communities.

**Steve Larkin** is a Kungarakany man from Darwin in the Northern Territory. He is Pro Vice-Chancellor Indigenous Education and Research at the University of Newcastle. Professor Larkin has served on numerous national advisory committees in Indigenous Affairs. He has chaired the Aboriginal and Torres Strait Islander Higher Education Advisory Council or Indigenous HEAC (then Indigenous Higher Education Advisory Council) for 3 years (2009–2012), and the Northern Territory Board of Studies for 2 years (2010–2012); and continues to provide invaluable input as a member of several well-respected professional affiliations.

**Christopher Lee** through his mother's line, is a Traditional Owner for the Larrakia peoples of Darwin in the Northern Territory. His father's people are the Kari Jari from West Kimberley region of Western Australia. He has worked in Aboriginal and Torres Strait Islander media and communications for over 20 years producing radio and television programs, as well as being executive producer on a series of documentaries. Chris has worked in the Queensland and Northern Territory criminal

justice systems as a Youth Worker with Correctional Services and Indigenous Advisor. Chris joined the University of Southern Queensland in 2015 as the Aboriginal and Torres Strait Islander Community Engagement Coordinator. His primary role is to provide the project with experience and knowledge of prison life and to plan and coordinate the project's engagement with Indigenous incarcerated students.

**Julie Mann** is an early career researcher with particular expertise in data collection through consultation. Julie has a working knowledge of the Central Queensland University's Tertiary Enabling Program, and is vitally interested in issues of socio-economic disadvantage. Over the past 5 years, Julie has developed experience in a range of multidisciplinary research projects. She is currently working in equity within Central Queensland University, Australia.

**Jade McKay** Research Fellow, Deakin University has extensive experience in both nationally and internationally funded competitive research projects. She played a leading role in the recent NPP Enabling project and OLT-funded national study into facilitating the success of students from low socioeconomic status backgrounds. Dr. McKay has an extensive publication record in higher education, with a sharp focus on the empowerment of students from disadvantaged backgrounds.

**Robyn Ober** is a Mamu/Djirribal woman from the rainforest region of North Queensland. She is employed as a Research Fellow with Batchelor Institute and is currently undertaking her PhD studies focusing on 'Aboriginal English as an academic discourse'. Robyn has an educational background, teaching in early childhood, primary and tertiary educational contexts. She has a strong interest in both-ways education, educational leadership and Indigenous Australian languages – in particular, Aboriginal English. Robyn has undertaken several research projects focusing on these topics and has published papers in educational and linguistic journals, both nationally and internationally.

**Sam Osborne** has worked in Aboriginal Education since 1995, including teaching Aboriginal languages, remote teaching, and positions as Deputy Principal and Principal at Ernabella Anangu School. He has worked on Principals Australia's Dare to Lead Project as the Central Australian consultant and a range of other work in corporation interpreting, consulting and research and evaluation teams. Since March 2012, he has worked as a Senior Research Fellow at the University of South Australia within the Cooperative Research Centre for Remote Economic Participation's Remote Education Systems project. He has recently submitted his PhD through Victoria University in Melbourne.

**Jacqueline Ottmann** Anishinaabe (Saulteaux) scholar and educator, has been kindling conversations and weaving Indigenous perspectives into education ever since she was a teacher candidate at the University of Calgary. Now as an Associate Professor and Director of Indigenous Education Initiatives at the University of Calgary, Werklund School of Education, she is recognised as an international

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**Stephen Seymour** is the Engagement Leader with the Making the Connection Project. The project seeks to identify and implement solutions for those students that do not have access to the Internet, particularly students from low socio-economic backgrounds, students in correctional centres and students in remote locations. Before joining the team, Stephen spent 10 years in the Vocational Education Sector working closely with clients and stakeholders, as Director for Business Development and Industry Engagement. Stephen also has extensive project and program experience in the Not for Profit sector and cross-cultural contexts, specifically in economic and community development in central and southern Africa, primarily in the Congo and Zimbabwe.

**Juanita Sherwood** is the Academic Director at the National Centre for Cultural Competence at the University of Sydney, with a mandate to engage, innovate and lead in cultural competence. A proud Wiradjuri woman, Juanita is a registered nurse, teacher, lecturer, researcher and manager with a depth of working experiences over some 30 years in Aboriginal and Torres Strait Islander health and education. She has pushed boundaries from a grass roots, community-based position that seeks to engage with and build capability within communities; deliver culturally safe models and research methodologies in partnership with communities; and recognise in policy and practice the straight line between world views and social justice. Juanita has a PhD from the University of New South Wales and has previously worked in lecturing, research, management and consultative roles in health, education and Indigenous studies, with her most recent role being Professor of Australian Indigenous Education at the University of Technology (UTS).

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**Sue Trinidad** is the Director of the National Centre for Student Equity in Higher Education (NCSEHE), Curtin University. Prior to becoming the NCSEHE Director, Professor Trinidad was Deputy Pro Vice-Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007–2012. Her role included overseeing the academic programs and leading the Higher Education Equity Participation Program (HEPPP) for a large faculty which had many low socioeconomic status (SES), Indigenous and regional students. Professor Trinidad is an established scholar and researcher in the area of higher education and currently leads a team of ten NCSEHE researchers and various projects.

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tinuing via OLT-funded activities including Seed Project work. In 2015 Judith undertook research in the Western Kimberley region in association with the Nulungu Research Institute, focusing on the online learning experiences of Aboriginal and Torres Strait Islander students living in remote locations. Judith holds an Adjunct appointment with the Nulungu Research Institute, University of Notre Dame.

**Katie Wilson** is a researcher and librarian whose research interests focus on the experiences of Aboriginal and Torres Strait Islander children, young people in schooling and adults in higher education; qualitative, post-qualitative, participatory, collaborative and Indigenous research methodologies; and policy and program areas of Indigenous education and curriculum. Her recent doctoral research centred on the perspectives of Aboriginal and Torres Strait Islander students in relation to learning Indigenous knowledges and perspectives in NSW schools. Katie was a researcher in the School of Education, Southern Cross University, Australia and has held a range of positions in academic libraries in Australia, the USA and New Zealand. Katie was born in Wellington, Aotearoa New Zealand and is a descendent of the Te Atiawa people of Taranaki. She is currently providing strategic research and publication advice and support at Victoria University of Wellington Library.

**Dean Yibarbuk** was born near the Tomkinson River, Central Arnhem Land. Two years after Dean's birth the Government established a settlement nearby Maningrida, which is a regional centre for small Indigenous communities in the region today. Dean's language is Gurrgoni. He has been prominent in development and conservation issues. He was the driving force behind the development of the Djelk rangers at Maningrida and has been a chairman of both the Bawinanga Aboriginal Corporation and the Demed Aboriginal Corporation. He is currently the Secretary of Warddeken Land Management Limited, a not-for-profit organisation established to support a movement back to country linked to critical conservation issues. He has travelled widely in Australia and overseas to speak on fire management and other conservation issues.