



Higher Education Research & Development

Call for papers for the 2021 Special Issue:

Ō tātou reo, Na domoda, Kuruwilang birad: Indigenous voices in higher education

Guest Editors: Meegan Hall, Sereana Naepi, Susan Page.

Higher education is not new to Indigenous people. Our histories are full of educational traditions and practices that passed important information across generations, stretched the boundaries of knowledge, recorded our pasts and safeguarded our futures. However, as the world around us has changed, so too has the context for higher education. Indigenous voices that were once at the centre are now often on the margins.

This Special Issue is an invitation to talanoa about how higher education is, and could be, from Indigenous perspectives. Focusing on higher education in Australia, Aotearoa New Zealand and across the Pacific, it is a space for higher education research about us, by us, and for looking in - and looking out - through Indigenous lenses. It is an opportunity to explore the tensions and complexities of being Indigenous students and staff in these higher education times and places, to offer ways to heal broken systems and structures and be the universities that we imagine.

We seek contributions that draw on Indigenous knowledges and values and centre Indigenous voices. In particular, we welcome submissions that respond to the following:

- How is/should/could Indigenous knowledge be embedded in higher education curricula?
- How does government and institutional policy and strategy impact the Indigenousisation of the academy?
- Where is Indigenous higher education actually happening? How are Indigenous higher education models, such as wānanga, influencing us?
- How are stress and high workloads affecting Indigenous student and staff wellbeing?
- How is institutional change impacting Indigenous students, staff and communities?
- What are the challenges and successes in Indigenous student and staff recruitment, retention and achievement?
- What are the challenges and opportunities of being Indigenous students and staff on other people's country, whenua, land?
- How are Indigenous people represented in higher education, for example, in the media, marketing or leadership roles?
- What are the structural issues, such as institutional racism, still affecting Indigenous students and staff, and how are they being addressed?
- What are the tensions and benefits for Indigenous scholars managing multiple academic identities?
- What does success look like for Indigenous people in higher education?
- What would a higher education world look like from an Indigenous perspective?

The title of this Special Issue showcases the Indigenous languages of the regions of the three guest editors as a symbol of inclusion, to encourage Indigenous scholars to submit their work, and to inspire submissions that use creative ways of presenting research. Manuscripts should range between 5,000 and 7,000 words, inclusive of the title, abstract, a positionality statement, figure captions, footnotes, endnotes and references.

SUBMISSION DEADLINE for full articles is 13 March 2020 – see HERD’s submission requirements at <https://www.tandfonline.com/toc/cher20/current>