

**DIVERSITY MANAGEMENT IN AN EDUCATIONAL
INSTITUTE SPECIALISING IN INDIGENOUS
TERTIARY EDUCATION: A CASE STUDY AND
CRITICAL REVIEW**

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Arts by Research

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Abstract

This thesis will examine the organisational culture and work context at Batchelor Institute of Indigenous Tertiary Education (BIITE) as it relates to diversity management and cultural safety/identity. This research will have wider relevance as a means to understanding organisational cultures in a globalising world where cross cultural collaboration is becoming commonplace. The philosophical underpinnings of this project are critical and deconstructionist with a framework based on the principles of Participatory Action Research while simultaneously incorporating an autoethnographic component.

The key concepts considered in this research include Industrial relations, organisational structure, relevant policies, affirmative action, both-ways and diversity management including cultural safety and cross-culture/cross-paradigm communication.

The term cultural safety is considered from the point of view of the literature and the participants. The types of situations the participants identified as culturally challenging are listed and the participants' reactions to these cultural challenges are divided into two main categories: Isolationism and complementarism which is further divided into incommensurability and (in)commensurability. Parallels are drawn between isolationism and solipsism and between (in)commensurability and Intersubjectivity before

examining the participants' own recommendations for improving the management of diversity within BIITE. The effects my own interaction with the literature and the participants had on my thought process during this time are also explored.

Recommendations for BIITE in relation to diversity are made. These recommendations incorporate the philosophy of both ways which underpins BIITE's current strategic plan and are based on the implementation of a more participatory management style utilising Flood and Romm's (1996) triple loop learning model. Recommendations are also aimed at educators teaching content which may be threatening to their students' cultural safety/identity.

Declaration of Originality

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or a diploma in any university; and that to the best of my knowledge and belief it does not contain an material previously published or written by another person except where due reference I made in the text.

Candidate Date

I believe this thesis is properly presented, conforms to the specifications of thesis presentation in the university and is prima facie worthy of examination

Principal Supervisor Date

Acknowledgements

Primarily I would like to sincerely thank my final Principal Supervisor

Associate Professor Janet McIntyre for practicing what she preaches. She took me onboard at a time when my work lacked direction and I was seriously having doubts about my ability to complete. Janet made me feel very welcome but more importantly she made me think that my work was worthwhile and that I could complete. She always treated me with respect and kindness.

Next I would like to thank my colleagues and the participants of this study. They trusted me with their stories and I hope I have done them justice.

I think it is customary to thank my family next however they were honestly more of a hindrance than a help. Life often took over and I had to push my work into the background while I helped deal with the latest 'catastrophe'. Despite this I know that when this is all over my family will be there standing proudly by my side.

My final acknowledgement is perhaps a little out of the ordinary. I am a firm believer in balance and I decided early in this project that if I was going to push my mind to its limit I should do the same to my body. Consequently I began studying the martial arts half way through this thesis and I was recently presented with my first Dan in Tang Soo Do. My final thankyou therefore

goes to my instructors Mr. Luke Powell and Master Sharon Kimberly for helping me find that balance.