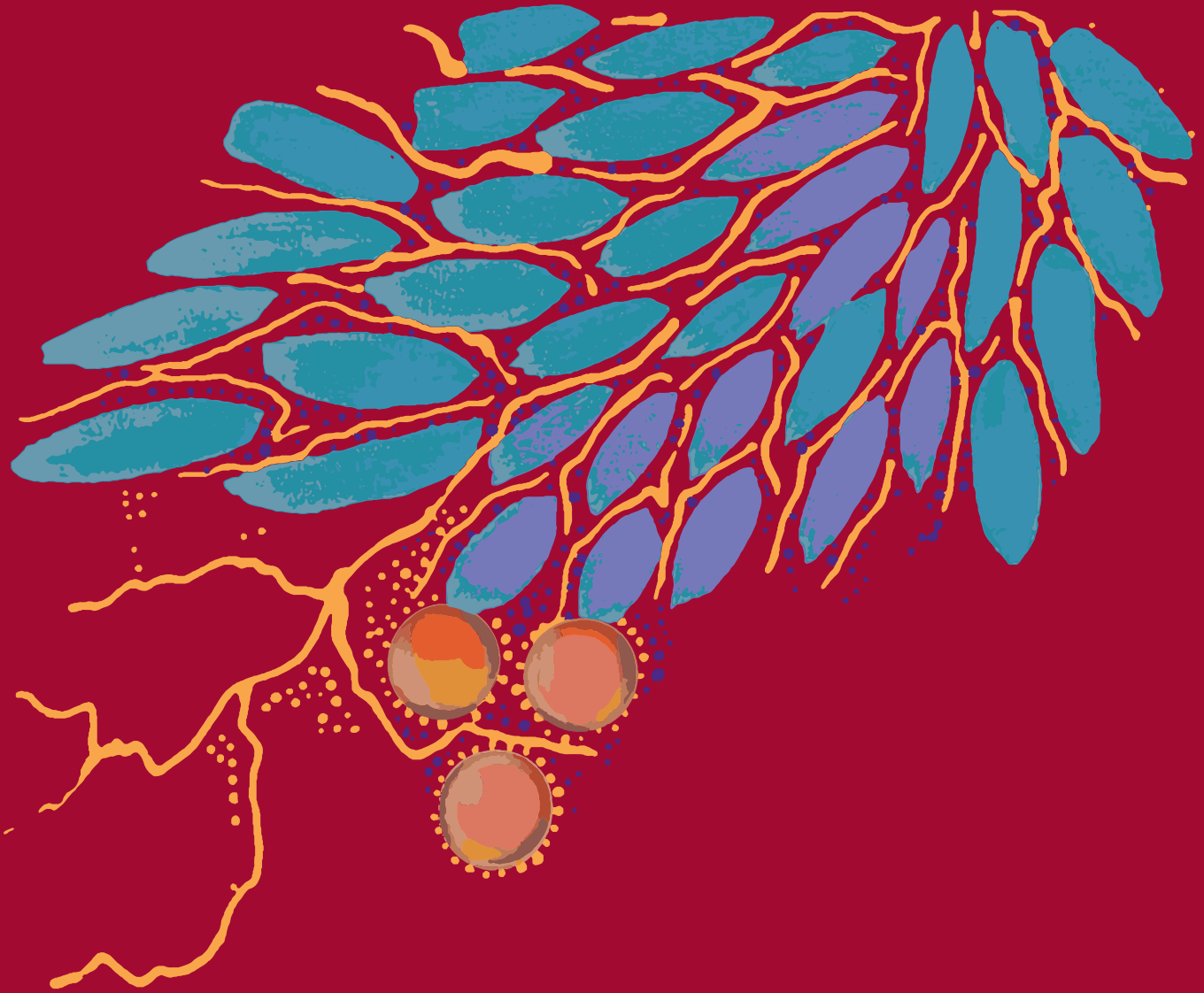


WESTERN SYDNEY
UNIVERSITY



SCHOOL OF
SOCIAL SCIENCES



Indigenous Strategy 2020-2025

2022 ANNUAL REPORT



ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work in their lands (Greater Western Sydney and beyond).

COVER IMAGE:
Those who came before us.

Background

Early in 2020, two discrete one-day cultural exchange workshops for staff were hosted by the Office of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation. As part of these workshops, it was agreed that all participants would be invited to contribute to the creation of a piece of original artwork, to enhance their understanding of Country and culture. This activity was co-facilitated by artist Allan McKenzie, a Wiradjuri-Gamilaroi man from Griffith NSW.

Early in 2021, after the COVID-19 hiatus, Allan returned to Western to oversee the completion of the artwork. Importantly, the final stage of the creation of this artwork was to invite all Indigenous students and staff to visit the Badanami Centre for Indigenous Education at Parramatta South Campus so that they could also contribute.

Well over 120 staff and students, Indigenous and non-Indigenous, contributed to the painting of this piece of art. It is owned by none, yet owned by all, and is a great example of reconciliation in practice.

To read more about how this piece and the new WSU Indigenous branding came about, please see [Western's artwork is an example of reconciliation in practice | Western Sydney University](#)

INTRODUCTION

I'm delighted to be able to present the 2022 annual SoSS Indigenous Strategy Report and to promote and acknowledge the excellent work being carried out by colleagues across the School.

The School's Indigenous Strategy was written and first implemented in 2020, in line with the University's strategy and set realistic, but ambitious, targets across all areas. It is important that this strategy not simply remain as a distant aspiration, but that our progress towards the targets should be measured, and this annual report is therefore an important aspect of the Schools' accountability. It is very pleasing to see that so many of the targets have been met, or even exceeded. Most notably, the research performance is simply outstanding, with Associate Professor Corrinne Sullivan and Dr Scott Avery gaining the status of leading academic scholars in the institution, as recognised in publications, research income, awards and policy engagement. Kaiya Aboagye's research work is also gaining increasing attention and profile.

The School is also extremely proud of the leading role that it plays in curriculum development and delivery, to bring benefit not just to our own students but across the University and the sector. We celebrate the success of all our students and strive to continue to see increased numbers of Indigenous students study with us and an ever higher proportion of those successfully graduate. The School is promoting initiatives to attract Indigenous HDR candidates, so we can further contribute to building future scholars and leaders.

I commend the work of all Indigenous colleagues in the School, and the support and contribution of others named in this report. I particularly acknowledge the exceptional leadership of Associate Dean (Indigenous Education) Corrinne Sullivan and her work in devising, implementing and monitoring this strategy.

Professor Brain Stout
Dean, School of Social Sciences

June 2023



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STAFF PROFILES

ASSOCIATE PROFESSOR CORRINNE SULLIVAN (She/Her)
Associate Dean (Indigenous Education)
Associate Professor in Geography and Urban Studies



A/Professor Corrinne Sullivan is an Aboriginal scholar from the Wiradjuri Nation in Central-West New South Wales. Her research examines the ways Indigenous Australian peoples negotiate their social, cultural, and political identities in relation to place-based and spatial dynamics. A/Professor Sullivan's research is multi-disciplinary and buoyed by Indigenous research methods and ethical praxis. Her research intention is to improve the social, economic, mental, physical, and cultural wellbeing of Indigenous people by centring and amplifying their voices to promote positive change. Her most recent scholarly contributions have been in the areas of Indigenous LGBTIQ+SB people's social and emotional wellbeing; Indigenous peoples and urban spaces; and Indigenous communities and organisations. Her research has made significant and timely contributions to government policy, institutional practice, and community-based services and resources. The key objective of her research agenda and interests is working with Indigenous communities and organisations to develop appropriate resourcing that can contribute toward building safe, inclusive, and sustainable communities.

In 2022, A/Professor Sullivan and Professor Karen Soldatić were awarded an Australian Research Council Linkage grant, 'Walking my path: NSW Indigenous LGBTIQ+ peoples' experiences & aspirations'. This project, in collaboration with local NSW Aboriginal community-controlled organisations, will create new knowledge by mapping key events and experiences shaping Indigenous gender/sexuality diverse peoples' immediate needs and longer-term aspirations. This will inform the development of culturally and gender/sexuality appropriate service provision and promote social cohesion and community (re)connections through engagement with community, economy, and culture.

STAFF PROFILES

ASSOCIATE PROFESSOR CORRINNE SULLIVAN (cont.)

2022 Publications

- Sullivan, C.T., Coe, G., Spurway, K., Briskman, L., Trewellyn, W., Leha, J. and Soldatić, K., 2022. Mobility Tactics: Young LGBTIQ+ Indigenous Australians' Belonging and Connectedness. *Journal of Global Indigeneity*, 6(1), p. 36064.
- Sullivan, C.T., Spurway, K., Briskman, L., Leha, J., Trewellyn, W., & Soldatić, K. (2022). Dalarinji - 'Your Story': Community Roadmaps. <https://doi.org/10.26183/nv4p-0x86>
- Sullivan, C.T., Spurway, K., Briskman, L., Leha, J., Trewlynn, W. and Soldatić, K., 2022. "She's Always Been a Fighter for Me": Indigenous Mothers as Advocates and Defenders of Their LGBTIQSB+ Children. *LGBTQ+ Family: An Interdisciplinary Journal*, 18(5), p. 463-474.
- Briskman, L., Sullivan, C.T., Spurway, K., Leha, J., Trewlynn, W. and Soldatić, K., 2022. (Re) Claiming Health: The Human Rights of Young LGBTIQ+ Indigenous People in Australia. *Health and Human Rights*, 24(1), p. 35.
- Gorman-Murray, A., Sullivan, C., & Baganz, E. (2022). Ageing, sexualities and place: Aligning the geographies of gerontology and sexualities. *Geography Compass*, 16(8), e12655. <https://doi.org/10.1111/gec3.12655>
- Newitt, R., Sullivan, C.T. (2022). COVID-19, 'Black Lives Matter' and Indigenous Australians: A Tale of Two Intersecting Pandemics. In: Brunn, S.D., Gilbreath, D. (eds) COVID-19 and a World of Ad Hoc Geographies. Springer, Cham. https://doi.org/10.1007/978-3-030-94350-9_75
- Sullivan, C.T., 2022. 'People Pay Me for Sex': Contemporary Lived Experiences of Indigenous Australian Sex Workers. *Journal of Intercultural Studies*, 43(1), p. 23-38.
- Sullivan, C.T., 2022. When the City Calls: Mapping Indigenous Australian Queer Placemaking in Sydney. In *Mapping LGBTQ Spaces and Places*, p. 293-303. Springer, Cham.
- Sullivan, C. T., Coe, G., Spurway, K., Briskman, L., Leha, J., Trewlynn, W., & Soldatić, K. (2022). Transforming colonial social suffering: strategies of hope and resistance by LGBTIQ+ Indigenous peoples in settler-colonial Australia. In: Soldatić, K. & St Guillaume, L. (eds) Social Suffering in the Neoliberal Age: State Power, Logics and Resistance. 196-209. Routledge. <https://doi-org.ezproxy.uws.edu.au/10.4324/9781003131779>
- Sullivan, C.T., Tran, D., Trewlynn, W., Spurway, K., Leha, J., Briskman, L. and Soldatić, K., 2022. 'We Want to Help but We Don't Know What to Do': Service Providers Working with Indigenous LGBTIQ+ Youth in Australia. *Sexes*, 3(2), p. 308-324.
- Tran, D., Sullivan, C.T. and Nicholas, L., 2022. Lateral violence and microaggressions in the LGBTIQ+ community: a scoping review. *Journal of homosexuality*, p. 1-15.

STAFF PROFILES

DR SCOTT AVERY **Senior Lecturer in Indigenous Disability**



Dr Scott Avery is an Indigenous disability educator, researcher and policy advisor in the School of Social Sciences, Western Sydney University, Australia. He is an Aboriginal man descendant from the Worimi people and is profoundly deaf. He developed his interest and approach to disability and inclusion research whilst working in community roles in the Australian Indigenous disability community, where he maintains a close connection with the First Peoples Disability Network. He has authored the publication 'Culture is Inclusion: A narrative of Aboriginal and Torres Strait Islander people with disability' (2018) based on his research.

Dr Avery has extensive experience in conducting community-based research and policy in Indigenous and disability organisations, and his PhD research on social inequality and cultural participation for Indigenous people was conducted whilst embedded within and Indigenous Disabled Peoples Organisation.

His community-based and intersectional approach has led to an expansive network in research and policy traversing the Indigenous and disability sectors. This includes being appointed as an expert advisor to numerous Government bodies including the Disability Royal Commission, Australian Bureau of Statistics, National Disability Research Partnership, National Disability Data Asset, and the Research Advisory Committee of the Lowitja Institute of Aboriginal and Torres Strait Islander Health Research.

Dr Avery at the UN with First Peoples Disability Network for the Conference on the Convention on the Rights of Persons with Disabilities (CRPD). This raised issues that matter to Aboriginal and Torres Strait Islander people with disability with the international human rights community: fair access to services and supports; addressing poverty, homelessness, and the threat of violence; the impact of climate change; and a place for culture.

STAFF PROFILES

DR SCOTT AVERY (cont.)

2022 Projects

- Care Criminalisation of Young People with Disabilities in Child Protection Systems. Funded by the Royal Commission into Violence Abuse Neglect and Exploitation of People with Disability.
- Parents with disability in contact with the child protection systems. Funded by the Royal Commission into Violence Abuse Neglect and Exploitation of People with Disability.

Dr Avery negotiated a Closing the Gap (CTG) and Australian Disability Strategy (ADS) research funding package. The final funding package for disability research and data development has landed at \$1,093,616. This funding package is part of a much larger government investment in the Aboriginal and Torres Strait Islander disability sector of \$10 million over 5 years. The research and data elements comprise three funding agreements:

- CTG Footprints (Element 2) - \$715,000, 2 years, National Indigenous Australians Agency funded (via First Peoples Disability Network (FPDN) as principal contractor). This is for data development and community-based research to support the disability sector strengthening priority under the National Agreement for Closing the Gap.
- Cultural competency tool - \$335,056, 2 years, Department of Social Services (DSS) funded (via FPDN as principal contractor). This is for tool to assess cultural and disability competency of service providers, for example under the National Disability Insurance Scheme.
- Closing the Gap disability dialogues - \$43,560, 6 months from May 2022, DSS funded. These are for a series of disability training workshops aimed at Commonwealth public servants across several agencies. Stage 1 of these have been conducted, with about 350 participants this far.

2022 Publications

- Avery, S. (2022). Intersections in Human Rights and Public Policy for Indigenous People with Disability. In: Felder, F., Davy, L., Kayess, R. (eds) Disability Law and Human Rights. Palgrave Studies in Disability and International Development. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-86545-0_11

Conference Paper Presentation

- Harpur, P., Avery, S., Stafford, L., Cunningham, C., Campus, C., Szucs, B., & Verrynne, M. L. (2022). Engaging academic research to support disability related equity, diversity and inclusion solutions: co-design, co-deliver, and co-communicate. Conference name: The Future of Higher Education Equity, Diversity and Inclusion, Equity Practitioners in Higher Education Association.

STAFF PROFILES

ROBYN NEWITT

Lecturer in Criminology and Policing



Robyn Newitt is a Tharawal woman from South-West Sydney with family connections to Yorta Yorta from Echuca and Shepparton. Robyn was appointed as a lecturer in the School of Social Sciences in Criminology in 2020 and her research focuses on social and criminal justice systems continuing oppression through ongoing impacts of colonisation for Aboriginal and/or Torres Strait Islander people. Robyn completed a Master's by Research in 2020, resulting with a high distinction which addressed recidivism and the overrepresentation of Aboriginal people within the criminal justice system in Victoria, titled: "At worst, we are no more dirty, lazy, stupid, criminal or immoral than yourselves." As part of a Future Fellows, Robyn also has a role as a Researcher and Indigenous Advisor with Professor Leanne Weber and Dr Sara Maher. As a Chief Investigator on a project with organisations globally, Robyn was involved in providing recommendations and research for the Disability Royal Commission in relation to the Care and Criminalisation of Children and Young People. Robyn is a strong social advocate and has appeared over a range of platforms.

Robyn's deep understanding and knowledge of the criminal justice system will contribute greatly to the growing discipline at Western Sydney University.

2022 Publications

- Newitt, R. & Sullivan, C. (2022). COVID-19, Black lives Matter, and Indigenous Australians: A Tale of Two Intersecting Pandemics. In S. Brunn & D. Gilbreath (Eds.), COVID-19 and an Emerging World of Ad Hoc Geographies. Springer.

Online News Article Entries

- Robyn Newitt – published "Opinion: Police texts in Kumanjaya Walker case another sordid example of systemic racism in Australia's legal system" - in the Conversation – 20th September 2022.
- Michelle O'Shea, Hazel Maxwell, Robyn Newitt & Sonya Pearce – published "You can't be what you can't see: the benefits for and the pressures on First Nations sportswomen" - in the Conversation – 11th August 2022.

STAFF PROFILES

KAIYA ABOAGYE **Lecturer in Social Sciences**



Kaiya is an Afro-Indigenous scholar with lineages to Zenadth Kes (Erub Island), Kuku Yalanji Nation, Ni Vanuatu, and the Ashante from Ghana. Kaiya joined the School of Social Sciences in 2021. Kaiya has been crucial in the development, delivery, and coordination of first-year core subject 'Introduction to Indigenous Australia: People, Places and Philosophy' (HUMN 1060). The HUMN 1060 is a major core subject and pre-requisite for all first-year Social Sciences students. It is also being mirrored in alternate delivery modes through the WSU College and through the City Campus. Kaiya has been assisting the WSU College to mirror the subject for the WSU Transformation Project, whereby HUMN 1060 will be offered as part of their new, 'Diploma in Culture, Society and Justice'.

Kaiya has played a critical role in forwarding the school's development towards the goals in the Indigenous Strategy. Kaiya has participated in a number of School of Social Sciences curriculum mapping workshops, contributed toward the alignment of critical Indigenous Studies within the development of Social Sciences curriculum and was invited to participate and contribute to the development of the School's Climate Justice Minor as a 21C Future Fellow. Kaiya has found membership in the School of Social Sciences advisory committee, is a contributing member of the Indigenous Research network and the ongoing first year-core-subject coordinator for HUMN 1060. Kaiya is currently undertaking her PhD that she has presented at, The Australian Sociological Association (TASA) Critical Indigenous Studies Symposium on Indigenous Sociology. Kaiya is passionate about being in service to her communities and is often invited to guest lecture at other universities and participate as a community speaker/panelist.

STAFF PROFILES

KAIYA ABOAGYE (Cont.)

Throughout 2022, highlights include delivering several public keynote addresses and talks including:

- Sydney Writers Festival 2022, 'Straight Up Islander' panel.
- University of Sydney's annual Mabo Day Oration 2022.
- City of Sydney Australian South Sea Islander National Recognition Day 2022 keynote address.
- West Words Author talks: WestTalks: In Conversation with Mawunyo Gbogbo author of Hip Hop and Hymes.
- Multi-cultural Youth Affairs Network NSW, African Australia Youth Intergenerational Dialogue: Stories Under the Tree.

Research

Kaiya is currently undertaking her PhD that she has presented at The Australian Sociological Association (TASA) Critical Indigenous Studies Symposium on Indigenous Sociology, and she has been invited to participate in Sydney Writers Festival 2022.

- Kaiya's key research priority continues to be completing her PhD due for submission in June 2023.

2022 Publications

Aboagye, K. (2022). Restoring Black/Indigenous Relations in Australia: An Indigenist Sociological Theory for Bla(c)k Indigeneity in the Global South. *Journal of Global Indigeneity*, 6(1). Special Issue of the *Journal of Global Indigeneity on Indigenous Sociology*.

STAFF PROFILES

MICHELLE HALLIDAY (She/Her)
Indigenous Education Officer



Michelle is a proud Wiradjuri person who has lived and worked lightly on the lands of the Dharug, Dharawal and Gundungurra peoples most of her life. She is passionate about empowering Indigenous peoples through education. Michelle has a Bachelor of Social Science (Psychology) and was awarded a Master of Philosophy in Indigenous Adult Education through the University of New South Wales in 2022. Her Higher Degree Research thesis investigated Urban Aboriginal adult literacy policy exclusion within a southwestern Sydney Aboriginal community. Michelle brings her expertise and skills honed through working in the community coupled with the recent experience as a mature aged Aboriginal woman on her own higher education journey.

SUMMARY OF INDIGENOUS ADVISORY COMMITTEE MEETINGS

The Indigenous Advisory Committee met three times. These meetings brought the Indigenous staff within the School of Social Sciences together to discuss and strategise the Indigenous success of students, staff, research, and employment.

The ongoing focus on Indigenous excellence was highlighted by initiatives carried out around Indigenous research including the Indigenous research event held on 5 September. This event explored how Indigenous social sciences and humanities scholars engage in activism research and how academics could better advocate for Indigenous communities. Presenters included, Dr BJ Newton (keynote), Associate Professor Corrinne Sullivan and Robyn Newitt, and was chaired by A/Professor Corrinne Sullivan and A/Professor Kate Huppatz.

This committee has assisted to meet Indigenous research objectives by advocating to increase Indigenous academic and HDR accessibility and participation in School based research and writing programs.

Kate Huppatz – Associate Dean (Research), operationalised the strategy by advocating for Indigenous academics and HDR students to have priority at the School's writing retreat. Upon committee advice places were prioritised for Indigenous HDR students and Indigenous Academic staff.

Reporting on Indigenous student success is a priority and an ongoing agenda item for the Committee. Inclusive of sharing retention rates, student performance (including risks and opportunities of student experience) and related student matters are presented. Scholarships are also an ongoing agenda item, particular focus has been the Yarramundi Scholarship for Master of Research, Master of Philosophy, and Doctor of Philosophy programs. The development of the 'Barraybirra Scholar' – this position combines a Yarramundi scholarship with 10 hours of paid academic work per week. Further, a co-funded industry HDR scholarship was also established with the New South Wales Department of Communities and Justice and the School through Professor Gabrielle Drake.

This initiative was aimed at engaging Aboriginal and Torres Strait Islander families and communities to early intervention preservation services.

The committee raised the ongoing importance of Acknowledgement of Country and as such, this was highlighted at the School Executive Committee meeting and school meetings. All Committees now begin with an Acknowledgement of Country before proceedings begin.

The committee has continued to advise the School on all matters relating to the Indigenous Strategy and the seven objectives throughout 2022. Inclusive of advocating for continued progress against the objectives, the Committee enjoyed a great deal of success in 2022 and look forward to continuing to be at the forefront of Indigenous excellence within the University.

STRATEGIC OBJECTIVE ONE

INDIGENOUS STUDENTS

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|--|--|--|
| <p>01 Continue to build the proportion of enrolled Indigenous domestic students, the School has reached population parity of 3% in 2020.</p> <p>02 Develop a set of strategies to ensure that domestic Indigenous students have the same retention outcomes as non-Indigenous students.</p> <p>03 Build relationships with International office to develop strategies to engage outbound opportunities for Indigenous students.</p> <p>04 Identify cadetship and internship opportunities for Indigenous students both within the School and externally.</p> <p>05 Establish an Indigenous Student Network within the School.</p> | <p>4.5% of all enrolled domestic students are Indigenous by 2025.</p> <p>4.5% of all completing students are Indigenous by 2025.</p> <p>Retain Indigenous students at the same rate as non-Indigenous students.</p> | <p>94 Indigenous students were enrolled in 2022, making up 2.54% of the School's domestic students.</p> <p>73.78% of grades received by Indigenous students in 2022 were a passing grade or above in subjects completed.</p> <p>22 Indigenous Students graduated in 2022, which comprised of 23.4% of the School's Indigenous cohort completing their studies during 2022.</p> <p>The Indigenous Student Network on vUWS continued to be used to promote engagement with Indigenous students in the School, including monthly zoom gatherings and regular announcements to establish a cohesive network of peers.</p> <p>Twitter continued to provide a social media presence to the School's Indigenous student cohort, external groups and individuals with updates, current events, and relevant matters in the local and wider Indigenous community.</p> |

STRATEGIC OBJECTIVE ONE

HIGHLIGHTS

- 01** The School celebrated the following students who received awards in the past year; Mia Bates (Bachelor Social Science) won the Presentation Sisters, Wagga Wagga Award – Female. Joshua Kubecka (Bachelor of Policing) won the Presentation Sisters, Wagga Wagga Award – Male. Brodie Harris (Bachelor of Social Work) Dani Gilroy Memorial Prize in Social Work - Aboriginal & Torres Strait Islander. Bree Raymond (Bachelor of Criminology) won the Deadly NAIDOC Challenge.
- 02** Indigenous student representation on the Social Work External Advisory Committee.
- 03** Ongoing collaboration with the Badanami Centre and Michelle Halliday (Indigenous Education Officer) to support Indigenous students in subjects, placements and identifying relevant opportunities to their programs.
- 04** Master of Art Therapy student Michelle Tomkins, Wiradjuri student, appointed as the student representative (internal) on the Master of Art Therapy External Advisory Committee.
- 05** A full-fee scholarship for the Master of Art Therapy was negotiated with Western Sydney Local Health District (WSLHD) Aboriginal Health Unit, to be co-funded with the School, and includes post qualification employment.
- 06** Dr Kate Linklater, as International Student Advisor, has developed strategies to engage outbound (and work placement) opportunities for Indigenous students in Criminology.

STRATEGIC OBJECTIVE TWO

INDIGENOUS EMPLOYMENT

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|---|--|---|
| <p>01 Continue to build the proportion of Indigenous staff within the School, the School has reached population parity of 3% in 2020.</p> | <p>Increase employment population of Indigenous people in the School to 5% by 2025.</p> | <p>4.6% of staff employed in the School are Indigenous. This is on track for 5% by 2025.</p> |
| <p>02 At least one Associate Professor/Professor level Indigenous position within the School.</p> | <p>Create at least two Level A/B positions within the School by 2025.</p> | <p>There are 5 full time Indigenous staff (4 Academic and 1 Professional staff) employed in the School, this has remained consistent since 2021.</p> |
| <p>03 At least one Indigenous identified position within each discipline group within the School.</p> | | <p>67% of Academic Work Groups employ full time Indigenous academic staff.</p> |
| <p>04 Ensure professional development opportunities, mentorship and support for Indigenous staff.</p> | | <p>All Indigenous staff have successfully undertaken professional development opportunities.</p> |
| <p>05 Establish early career positions within the School for Indigenous academics with clear, supported and reliable career term pathways.</p> | | <p>All Indigenous academics are members of and contribute to the Indigenous Research Network.</p> |
| <p>06 Situate Western Sydney University as an employer of choice for Indigenous people.</p> | | <p>The ‘Barraybirra Scholar’ was established, providing an Indigenous HDR student with, and a fixed term academic contract for the duration of their study.</p> |

STRATEGIC OBJECTIVE TWO

HIGHLIGHTS

- 01** The School had five Aboriginal and/or Torres Strait Islander identified positions. Current positions: A/Professor in Geography, Lecturer in Criminology, Senior Lecturer in Indigenous Disability, Lecturer in Social Science, and an Indigenous Education Officer.
- 02** Art Therapy and Counselling - Renowned Indigenous artist Robyne Latham led a seminar for second-year students (WELF 7011) on 'Listening and looking deeply: A First Nations Perspective'. Robyne also conducted a workshop for First year students (CART 7004) on 'Art Therapy and Indigenous People'.
- 03** Social work engaged Indigenous sessional tutors to work across several of the discipline's subjects.
- 04** Indigenous art therapist, Karen Fernando (graduate of Master of Art Therapy at Western), was sessionally employed to co-present half of the professional practice seminars (WELF 7001 1H & WELF7011 2H) in the Art Therapy clinical year.
- 05** Social Work and Communities engaged an Indigenous sessional tutor for the 2023 delivery of the subject Mental Health in the Community.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

| STRATEGIC ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|--|---|---|
| 01 Promote the Indigenous research network within the School. | At least one application for postdoctoral research fellowship within the School by 2025. | The creation of the ‘Barraybirra Scholar’ position aims to nurture emerging Indigenous scholars for future generations. This opportunity has been established to increase HDR participation, by combining Western’s Yarramundi Scholarship with an academic employment opportunity within the School. |
| 02 Supporting Indigenous applicants for post-doctoral research fellowships. | At least three Indigenous HDR students within the School by 2025. | Dr Scott Avery was awarded the School’s and University’s Indigenous Research Excellence Awards. |
| 03 Increase number of Indigenous HDR students and develop strategies to ensure their success. | At least three external, as either lead or in partnership, research grants applied for within the School by 2025. | To ensure success and increase Indigenous research contributions, Indigenous academic and HDR students were given priority to attend School programs, including writing retreats and the Indigenous Research Network. |
| 04 Increase the number of Indigenous related external research grants applied for by academics within the School. | | A/Prof Corrinne Sullivan and Professor Karen Soldatić were successful in securing an Australian Research Council grant Linkage of \$364,000. This is the University’s first Indigenous lead ARC grant in over a decade. |

STRATEGIC OBJECTIVE THREE

HIGHLIGHTS

-
- 01** Dr Scott Avery awarded Closing the Gap (CTG) disability funds - \$43,560. Department of Social Security (DSS) funded a series of disability training workshops aimed at Commonwealth public servants across several agencies.
 - 02** Dr Scott Avery awarded CTG Footprints (Element 2) - \$715,000, National Indigenous Australians Agency funded (via First Peoples Disability Network (FPDN)). For data development and community-based research to support the disability sector.
 - 03** Dr Scott Avery awarded First Nations Cultural Inclusion and Responsiveness Organisational Assessment Tool - \$335,056, DSS funded (via FPDN).
 - 04** Dr Scott Avery attended the United Nations Conference of State Parties on the Convention on the Rights of Persons with Disabilities in New York.
 - 05** A/Prof Corrinne Sullivan and Professor Karen Soldatić were successful in securing an Australian Research Council grant Linkage of \$364,000.
 - 06** A/Prof Corrinne Sullivan's paper 'Who holds the key' was recognised in Wiley Publication 'Geographical Research' as a top 10 most downloaded papers.
 - 07** A/Prof Corrinne Sullivan hosted - National Indigenous Research symposium 'What matters' - LGBTQI+ pasts, presents and futures.
 - 08** Researcher Development: School of Social Sciences Indigenous Research Career Planning event for research and Higher Degree Research (HDR) support staff aimed to share information about research opportunities and facilitate research career planning.
 - 09** New funding from Western Sydney Local Health District to investigate bereavement - Art Therapy and Counselling (Dr Joy Paton) partnered with Rosemary Leonard, Peta Hinton, Dr Sally Greenaway, Belinda Cashman - Wiradjuri, Monika Latanik, Nicole Winters - Darug, and Kristin Bindley in, A Palliative Care Needs Analysis in Aboriginal and Culturally and Linguistically Diverse Communities in the Western Sydney Local Health District.
 - 10** Professor Gabrielle Drake negotiated an Indigenous co-funded industry HDR Scholarship - The Barriers and Enablers for Aboriginal Families and Communities Engaging with Early Intervention and Family Preservation Services in Southwestern Sydney.
 - 11** Two non-Indigenous HDR candidates (Amanda Webb, Counselling & Patricia Parish, Art Therapy) attended a HDR Professional Development - 'What does it mean to be a doctoral researcher on unceded Indigenous lands?'
 - 12** Increasing Indigenous students' knowledge of HDR by identifying meritorious undergraduate students and providing information on pathways to higher degree research.
 - 13** Monthly Write and Bite sessions were held, which provide all Indigenous staff (academic and professional) the time and space to come together to write and discuss research in a culturally nourishing research environment.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

PROJECTS AWARDED IN 2022

Corrinne Sullivan

- 'Walking my path: NSW Indigenous LGBTIQ+ people's experiences and aspirations'. Australian Research Committee Linkage Project \$364,000.

Scott Avery

- First National Cultural inclusion and responsiveness organisational assessment tool. Funded from First Peoples Disability Network (FPDN). \$304,596.
- CTG Footprints (Element 2) - \$715,000, National Indigenous Australians Agency funded (via FPDN). For data development and community-based research to support the disability sector.
- Cultural competency tool - \$335,056, Department of Social Services (DSS) funded (via FPDN). For a tool to assess cultural and disability competency of service providers.
- Closing the Gap disability dialogues - \$43,560 from May 2022, DSS funded. These are for a series of disability training workshops aimed at Commonwealth public servants across multiple agencies.

Gabrielle Drake

- 'What are the barriers and enablers for Aboriginal families and communities engaging with early intervention and family preservation services in Southwestern Sydney'. 13 funders for scholarship totalling \$56,000 (ex GST).

Indigenous Research Excellence Awards

- Dr Scott Avery - Deputy Vice Chancellor and Vice President (Research, Enterprise and International) Research Award "Excellence in Indigenous Research".
- A/Prof Corrinne Sullivan (Highly Commended, Vice Chancellor's Excellence Awards, Excellence as an Early Career Researcher).
- Dr Scott Avery - School Research Award - School of Social Sciences "Indigenous Research Excellence" Award.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

Research

- Aboagye, K. (2022). Restoring Black/ Indigenous Relations in Australia: An Indigenist Sociological Theory for Bla(c)k Indigeneity in the Global South. *Journal of Global Indigeneity*, 6(1). Special Issue of the Journal of Global Indigeneity on Indigenous Sociology.
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STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

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STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

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- Thomassin, A., Nye, T., Nye, A., Carlson, L., Hunt, J., Spurway, K., Chatfield, J., Nye, J., & Soldatić, K. (2022). Environmental stewardship resurgence in Walbunja Land and sea country. *Native Title Newsletter*. (1), 9-11. <https://search.informit.org/doi/10.3316/agispt.20220815072333>
- Tran, D., Sullivan, C. T., & Nicholas, L. (2022). Lateral violence and microaggressions in the LGBTIQ+ community: a scoping review. *Journal of homosexuality*, 1-15. DOI: 10.1080/00918369.2021.2020543

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

Conference Presentations

- Fox, M. & Joseph, B. (2022). Making Visible: A co-created podcast about preventing & responding to violence abuse & neglect. ANZSWWER Symposium, Melbourne 10-11 November 2022.
- Harpur, P., Avery, S., Stafford, L., Cunningham, C., Campus, C., Szucs, B., & Verrynne, M. L. (2022). Engaging academic research to support disability related equity, diversity and inclusion solutions: co-design, co-deliver, and co-communicate. Conference name: The Future of Higher Education Equity, Diversity and Inclusion, Equity Practitioners in Higher Education Association.
- Thorpe, K., Burgess, C., Welsh, J., Smith, J., Egan, S., Skinner, T., & Harwood, V. (2022) Aboriginal community workers teaching the teachers. The 2020 World Indigenous Peoples' Conference on Education (WIPCE), Adelaide (Kaurana Nation), Australia, 26 - 30 September 2022.

Other Projects

- O'Shea, M., Maxwell, H., Newitt, R., & Pearce, S. (2022). You can't be what you can't see: the benefits for and the pressures on First Nations sportswomen. The Conversation. <https://theconversation.com/you-cant-be-what-you-cant-see-the-benefits-for-and-the-pressure-on-first-nations-sportswomen-188224>
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STRATEGIC OBJECTIVE FOUR

INDIGENOUS LEARNING AND TEACHING

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|--|--|--|
| <p>01 Introduce an Indigenous Learning and Teaching Award within the School.</p> <p>02 Ensure every program has implemented the Indigenous Graduate Attribute.</p> <p>03 Develop an Indigenous Learning and Teaching annual workshop within the School to build capacity of academic staff.</p> | <p>Establishment of an Indigenous Learning and Teaching Award.</p> <p>All students will have the opportunity to engage with, and learn from, Indigenous Knowledges.</p> <p>All academics will have the opportunity to develop their understanding of Indigenous Knowledges and apply it to their teaching practice.</p> | <p>Dr Kathleen Openshaw was awarded the School's Indigenous Teaching and Learning and Excellence Award.</p> <p>All School disciplines are actively implementing the Indigenous Graduate Attribute.</p> <p>The annual Learning and Teaching showcase was held in March and delivered by Indigenous and non-Indigenous presenters.</p> <p>Indigenous curriculum content has increased 40% from 2021 to 2022.</p> |

STRATEGIC OBJECTIVE FOUR

HIGHLIGHTS

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- 01** 100% of subjects in Master of Art Therapy include Indigenous content.
 - 02** 60% of subjects across the degree programs in Arts Therapy and Counselling now include Indigenous content.
 - 03** Indigenous knowledges incorporated in Policing Practices (JUST 1003), discussing the relationship between police culture and the use of discretion with a focus on policing of Indigenous communities.
 - 04** The Learning and Teaching showcase held in March highlighted Indigenous and non-Indigenous presenters. Robyn Newitt (Lecturer in Criminology and Policing) presented 'Breaking the Making of Colonial Power'. A/Prof Lucy Nicholas (Director Sexualities and Genders Research) presented 'Avoiding Damage-Centred and Othering Pedagogy', and Professor Gawain Bodkin-Andrews (Director Indigenous Research) presented 'The Ethics (and Dangers) of Teaching Indigenous Stories'.
 - 05** Human Geography and Urban Studies A/Prof Emma Power has increased Indigenous content in HUMN 3050 Housing Markets and Policy.
 - 06** Bachelor of Social Science core subject HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies submitted to School Academic Committee for inclusion in Bachelor of Social Work.
 - 07** First offering of the subject Indigenous Disability and Inclusion WELF 3023.
 - 08** Social Work and Communities enhanced Indigenous content in the subjects Mental Health in the Community, Contemporary Social Work Practice and Human Rights, Human Services, and the Law.
 - 09** Dr Joy Paton (Director of Academic Programming Art Therapy and Counselling) attended two events helping to inform the ongoing work in the Academic Work Group of de-colonising and integrating Indigenous content into the counselling and art therapy curriculums.
 - 10** Patricia Parish, APA Art Therapy, attended the ICS Seminar – 'Being Brave and Making Informed Change: What 'Indigenous Studies' mean for WSU Research and Teaching'.
 - 11** A/Prof Corrinne Sullivan and Dr Kathleen Openshaw presented Indigenous perspectives at the School Planning Day.
 - 12** An Acknowledgement of Country was included into two key University wide systems via the Learning Guide Management System and vUWS sites.
 - 13** The Youth Reference Group included a paid Indigenous student representative as a curriculum partner. The External Advisory Committee for this program will also have Indigenous representation.

STRATEGIC OBJECTIVE FOUR

HIGHLIGHTS

(Cont.)

- 14** Humanitarian and Development Studies subject HUMN 3120 - Humanitarian Design & Practice – Case Study of the Wangkatjunka Community added to this new Cross-School subject (School of Social Sciences and the School of Engineering).
- 15** Humanitarian and Development Studies - HUMN 3119 Emergency Field Operations: Supply Management and Logistics - Case study of Indigenous knowledge and entrepreneurialism in Mandjawuy country, NT (the 'Knowledge Water' Project).
- 16** Humanitarian and Development Studies - HUMN 3100 - Social Sciences International Placement (1): Preparation for Placement - Indigenous Knowledge modules (F2F or online self-guided).

STRATEGIC OBJECTIVE FOUR

SUBJECTS WITH EMBEDDED INDIGENOUS CONTENT

| SUBJECT CODE | SUBJECT TITLE |
|---------------------|---|
| ARCH 7001 | Developing Sustainable Places |
| CART 7004 | Art Therapy: Approaches and Applications |
| CART 7005 | Art Therapy: Histories, Theories, Groups |
| CART 7010 | Integrating Arts and Therapy |
| CULT 1020 | Working with Communities |
| CULT 1022 | Working with cultural differences |
| CULT 3001 | Applied Social Research |
| CULT 3013 | Gender, Crime, and Violence |
| CULT 3016 | Indigenous Cultures: A Global Perspective |
| ENVL 3005 | Planning the City: Development, Community and Systems |
| HUMN 1007 | Brave New World |
| HUMN 1015 | Development and Sustainability |
| HUMN 1016 | Different Ways of Being in the World: Introduction to Social Anthropology |
| HUMN 1026 | Global Structures, Local Cultures |
| HUMN 1060 | Community Work & Development |
| HUMN 2015 | Community and Social Action Brave New World |
| HUMN 2018 | Family Violence: Policy and Practice |
| HUMN 2028 | Identity and Belonging |
| HUMN 2050 | Social Research Methods |
| HUMN 2068 | Cultures of Southeast Asia and Oceania |
| HUMN 2069 | Society Culture and Human Diversity |
| HUMN 3049 | Home and Away: Ethnicity and Migration in Australia |
| HUMN 3050 | Housing Markets and Policy |
| HUMN 3066 | Power as a Cultural System |
| HUMN 3078 | Anthropologies of Gender and Sexuality |
| HUMN 3098 | Genders and sexualities: Beyond the binary |
| HUMN 3112 | Indigenous Methodologies |
| JUST 1003 | Policing Practices |
| TOUR 2001 | Issues in Contemporary Heritage |

STRATEGIC OBJECTIVE FOUR

SUBJECTS WITH EMBEDDED INDIGENOUS CONTENT

(Cont.)

| SUBJECT CODE | SUBJECT TITLE |
|---------------------|---|
| WELF 1002 | Context of Human Services |
| WELF 1003 | Human service intervention strategies |
| WELF 2006 | Fields of Practice 1 |
| WELF 2007 | Group work in social work |
| WELF 2008 | Human rights human services and the law |
| WELF 2011 | Management and Community Organisations (Block Mode) |
| WELF 3001 | Child abuse as a social issue |
| WELF 3014 | Social work and social policy |
| WELF 3020 | Field Education 1 |
| WELF 3023 | Indigenous Disability and Inclusion. |
| WELF 4001 | Contemporary social work practice |
| WELF 4005 | Field Education 2 |
| WELF 4006 | Ideologies of Practice in Social Work |
| WELF 6001 | Ethics & Diversity in Counselling |
| WELF 7001 | Clinical Studies (Art Therapy) |
| WELF 7003 | Contextualised Practice |
| WELF 7008 | Ethics and Diversity in Research and Therapy |
| WELF 7011 | Further Clinical Studies |
| WELF 7013 | Integrated Practice 1: Self and Story |
| WELF 7023 | Social Work Practice Methods 1 |
| WELF 7024 | Social Work Practice Methods 2 |
| WELF 7029 | Indigenous Australia: History, Knowledge, and Professional Practice |
| WELF 7030 | Research for social work practice |
| WELF 7031 | Theories and Knowledges for Social Work |
| WELF 7032 | Counselling Skills for the Allied Professions |

STRATEGIC OBJECTIVE FIVE

COMMUNITY ENGAGEMENT

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|--|---|---|
| <p>01 Establish new communication channels to provide regular information to Indigenous staff, students, alumni and community members.</p> <p>02 Promote and participate in Indigenous events across the University and broader community.</p> <p>03 Ensure the School's learning and teaching, and research responds to the needs of the local Indigenous community.</p> | <p>New forms of communication established across the School with Indigenous staff and students.</p> <p>Indigenous community engagement activities expanded and normalised as business as usual.</p> | <p>A national research symposium was held 'What matters' - LGBTQI+ pasts, presents and futures – engaged internal and external Indigenous and non-Indigenous scholars, students and community members.</p> <p>The annual School Indigenous Learning and Teaching Showcase was held and made available to the wider University and broader external community.</p> <p>Indigenous led research event 'Indigenous Activism in Humanities and Social Science Research' with keynote by UNSW's Indigenous academic Dr BJ Newton. Also presenting A/Prof Corrinne Sullivan and Robyn Newitt, held in September.</p> <p>School staff and Indigenous students participated in the University's annual Staff vs Indigenous student's soccer match.</p> |

STRATEGIC OBJECTIVE FIVE

HIGHLIGHTS

- 01** Dr Scott Avery presented at the United Nations with First Peoples Disability Network for the Conference on the Convention on the Rights of Persons with Disabilities (CRPD). This was aimed at raising issues that impact Aboriginal and Torres Strait Islander people with disability with the international human rights community: fair access to services and supports; addressing poverty, homelessness, and the threat of violence; the impact of climate change; and a place for culture.
- 02** A/Prof Toby Miles-Johnson, Director of Academic Program for Criminology and Policing and discipline lead, Dr Erin Kruger and Robyn Newitt were invited to the Aboriginal and Torres Strait Islander Pathway Program for students entering WSU in Criminology.
- 03** Dr Erin Kruger presented two separate sessions for the Pathways to Dreaming Campus Experience Day for Criminology and Policing programs.
- 04** Bachelor of Policing and (Leadership) Programs External Advisory Committee were honoured to have Inspector Chris Emzin join them (the most senior Indigenous police officer in the Queensland Police Service).
- 05** A/Prof and Director of Academic Programs for Geography, Tourism and Planning, Awais Piracha, engaged in the design and delivery of Planning Training for Indigenous Land Councils and the Land Council Training Program and received a Planning Institute Australia Award.
- 06** Two Humanitarian and Development Studies students have completed internships with ANTA and the Alice Springs Women's Domestic Violence Shelter.
- 07** Social Work field placements were organised in partnership with Baabayn Aboriginal Corporation; Wirringa Baiya Aboriginal Women's Legal Centre; Central Australian Aboriginal Congress and Youth off the Streets to deliver training for From the Heart and the Walking Together project.
- 08** Arts Therapy and Counselling (ATC) are working toward their first draft of their community engagement works (both internally and externally).
- 09** ATC discipline have built relationships with Indigenous Alumni to facilitate tutors for the Badanami Tutoring for Success program.

STRATEGIC OBJECTIVE FIVE

HIGHLIGHTS

(Cont.)

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- 10** ATC's Dr Joy Paton attended an Aboriginal Community Forum at Kimberwalli focused on Palliative Care/ Bereavement needs in Western Sydney – the Forum was facilitated by Indigenous partner investigator, Nicole Winters, Darug woman, Western Sydney Local Health District (WSLHD) alongside WSLHD Director of Supportive & Palliative Medicine, and the WSU End of Life Research Team.
 - 11** ATC - have had placements and engagement with Murama Healing Space, The Shed Mt Druitt, and representations on the Council of Leaders for The Shed Mt Druitt.
 - 12** ATC – Master of Art Therapy has placements at La Perouse Public School and Ngaramadhi (active listening) Space in the Yudi Gunyi School, Waterloo.
 - 13** ATC - Art Therapy students on placement worked with Indigenous participants at Toongabbie East Public School and Prestons Public School.
 - 14** ATC - WSU Community Counselling Clinic provides culturally responsive student counsellors on placement at Barnardos at Cranebrook.
 - 15** ATC - Indigenous content and resources available to students on placement at the WSU Counselling Clinics include the Social and Emotional Wellbeing model and Dr Susan Sisko's book, (Multicultural Responsiveness in Counselling & Psychology, Hutton & Sisko eds).
 - 16** ATC - Penny Gardner, Academic Program Advisor - Graduate Counselling Programs, participated in the 5-day Psychotherapy and Counselling Federation (PACFA) conference 'Safety through Diversity'. This included Day 1, which focused on Indigenous Healing Practices (the Psychotherapy and Counselling Federation of Australia, (PACFA).
 - 17** A/Prof Sheridan Linnell attended a Cultural Bridging Workshop – 'The Gift of Listening' - with colleague and renowned Yamatji artist and family therapist, and educator Robyne Latham. This led to Robyne conducting workshops with both first year and second-year Art Therapy students.
 - 18** ATC - Podcast - Diversity & Belonging: This Australian Life hosted by Dr Susan Sisko focused on social justice, belonging and diversity in Australia.

STRATEGIC OBJECTIVE SIX

INDIGENOUS LEADERSHIP

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|---|--|---|
| <p>01 Establish an Indigenous Advisory Committee to coordinate Indigenous strategic initiatives across the School.</p> | <p>Indigenous Advisory Committee meets at least six times a year.</p> | <p>The Indigenous Advisory Committee continued to meet in 2022. Three meetings were held to direct and advise on the School and University's Indigenous strategies.</p> |
| <p>02 Ensure that there is Indigenous representation in all senior committees within the School.</p> | <p>Increase representation of Indigenous staff on senior School committees.</p> | <p>There is Indigenous representation on all senior committees within the School.</p> |
| <p>03 Provide leadership opportunities for Indigenous academic and professional staff across the School.</p> | <p>Increase student participation in leadership activities and roles.</p> | <p>A/Prof Corrinne Sullivan was elected to represent the School on the Academic Senate Committee. She is also a member of the Academic Senate Executive Committee, and the Senate Research Committee.</p> |
| <p>04 Provide opportunities for Indigenous students to undertake leadership roles within the School.</p> | | <p>Leadership opportunities are identified and promoted to Indigenous students within the School.</p> |
| <p>05 Ensure a senior leadership position is maintained within the School.</p> | | <p>Indigenous Education Officer Michelle Halliday provided leadership in the Student Belonging Workshop Project.</p> |

STRATEGIC OBJECTIVE SIX

HIGHLIGHTS

- 01** The Indigenous Advisory Committee continued to meet throughout the year to ensure appropriate implementation of the School of Social Sciences Indigenous Strategy 2020-2025 Strategic Objectives, and the University's Indigenous Strategy. The committee worked closely with senior executive to ensure that the measures of success in the School's Indigenous Strategy were on target. Membership on this committee includes the Dean, Associate Dean (Indigenous Education), all Indigenous identified academic and professional staff within the School.
- 02** Current Master of Art Therapy student Michelle Tomkins, Wiradjuri, appointed as the student representative (internal) on the Master of Art Therapy External Advisory Committee (EAC) November 2022 – October 2024. Michelle made a significant contribution to the meeting held in November, providing constructive insights to assist the Arts Therapy and Counselling academic work group moving forward, to maintain and improve their programs.
- 03** Art Therapy and Counselling Academic working group have developed an Indigenous Strategy 2022-2025. This has increased the team's uptake of relevant professional development activities.
- 04** Master of Art Therapy inaugural external advisory committee appointed two Indigenous students – one of whom is a current student.
- 05** There is Indigenous student representation on the Social Work External Advisory Committee.
- 06** Current sessional staff member and Indigenous art therapist, Karen Fernando, given leadership role in content and co-presentation of half the professional practice seminars in WELF7001 1H & WELF7011 2H for the Master of Art Therapy clinical placement year.

STRATEGIC OBJECTIVE SEVEN

CULTURAL VIABILITY AND KNOWLEDGE

| STRATEGIC SCHOOL ACTIONS | KEY SUCCESS MEASURES | 2022 ACCOMPLISHMENTS |
|---|--|---|
| <p>01 Incorporate visual Acknowledgement of Country identifiers within School areas across the University.</p> <p>02 Ensure Acknowledgement of Country is performed at the start of each formal meeting and gathering within the School.</p> <p>03 Ensure Acknowledgement of Country is performed in each unit at the start of each session.</p> | <p>Indigenous Country is acknowledged and represented across all School areas.</p> <p>Acknowledgement of Country performed at the beginning of formal meetings, gatherings, and each teaching session.</p> | <p>An Acknowledgement of Country is conducted across the six Academic Working Groups at the start of each session and on vUWS sites.</p> <p>Acknowledgement of Country is performed at the start of every formal meeting within the School e.g. Academic Work Groups, Committees and School Meetings.</p> <p>The Arts Therapy and Counselling academic work group successfully lobbied the University's Education Program Support team to include the Acknowledgement of Country in all University learning guides, via the Learning Guide Management System.</p> |

STRATEGIC OBJECTIVE SEVEN

HIGHLIGHTS

- 01** The six Academic Work Groups conduct an Acknowledgment of Country at the start of each session – it is also on each subject’s vUWS page.
- 02** The Social Work and Communities academic work group changed its name to be culturally respectful and removed the term ‘welfare’ – which holds negative connotations in Indigenous communities.
- 03** An increasing number of students in Social Work and Communities subjects conducted an Acknowledgement of Country for classroom presentations and assessments.
- 04** The group facilitators in CART 7004, Art Therapy: Approaches and Applications (Spring), have formalised an Acknowledgement of Country at the beginning of each experiential Art Therapy training group class.
- 05** The Art Therapy scholarly journal for which our Discipline Lead, A/Prof Sheridan Linnell, is Chief Editor, includes the following Acknowledgement in the Journal of Creative Arts Therapies (JoCAT): “JoCAT wishes to acknowledge and pay our respects to the first peoples of all the lands from which our contributors and readers come. We honour the continuing rights and relationships of first peoples with their lands”.

Western Sydney University
Locked Bag 1797
Penrith NSW 2751 Australia



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