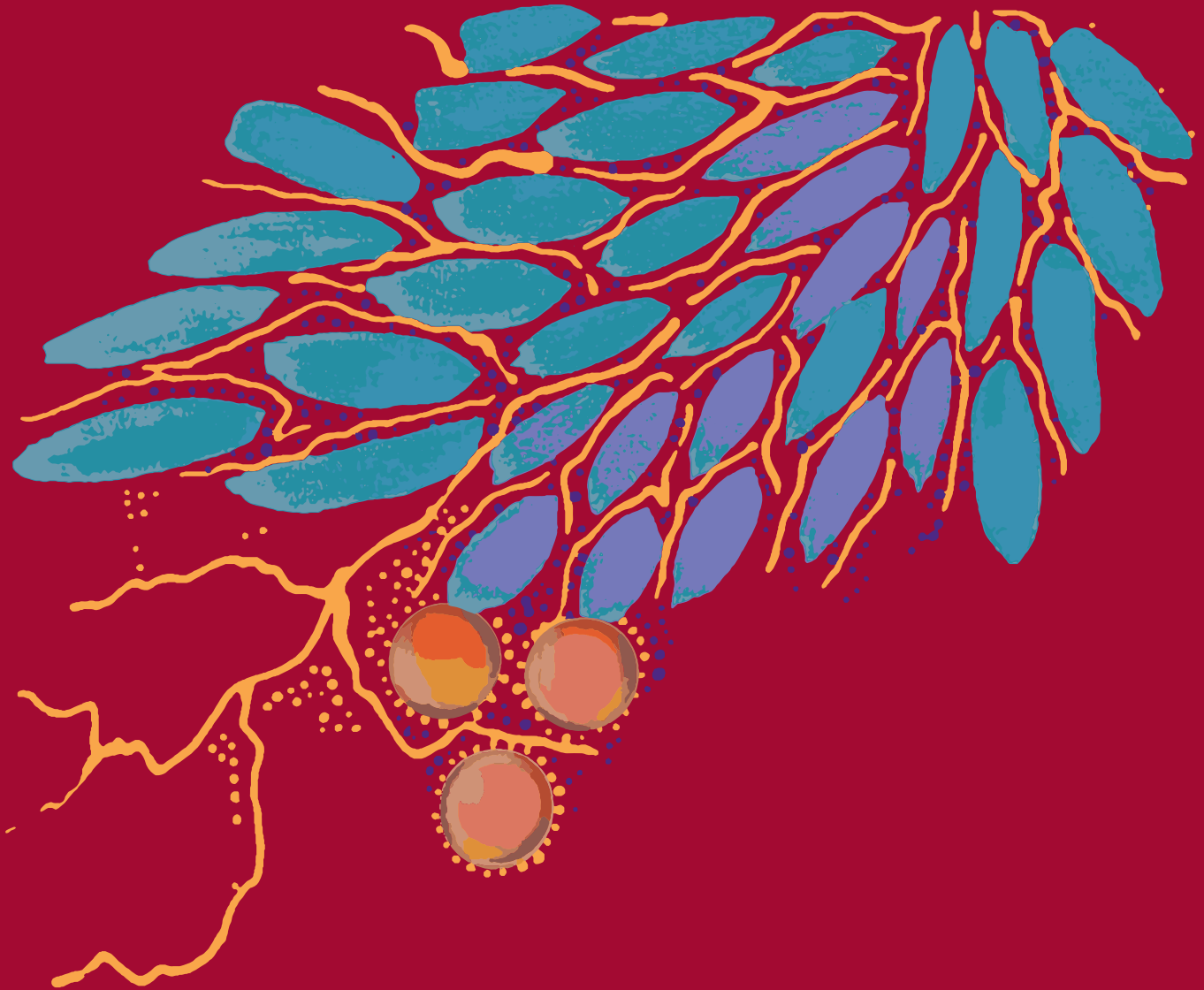


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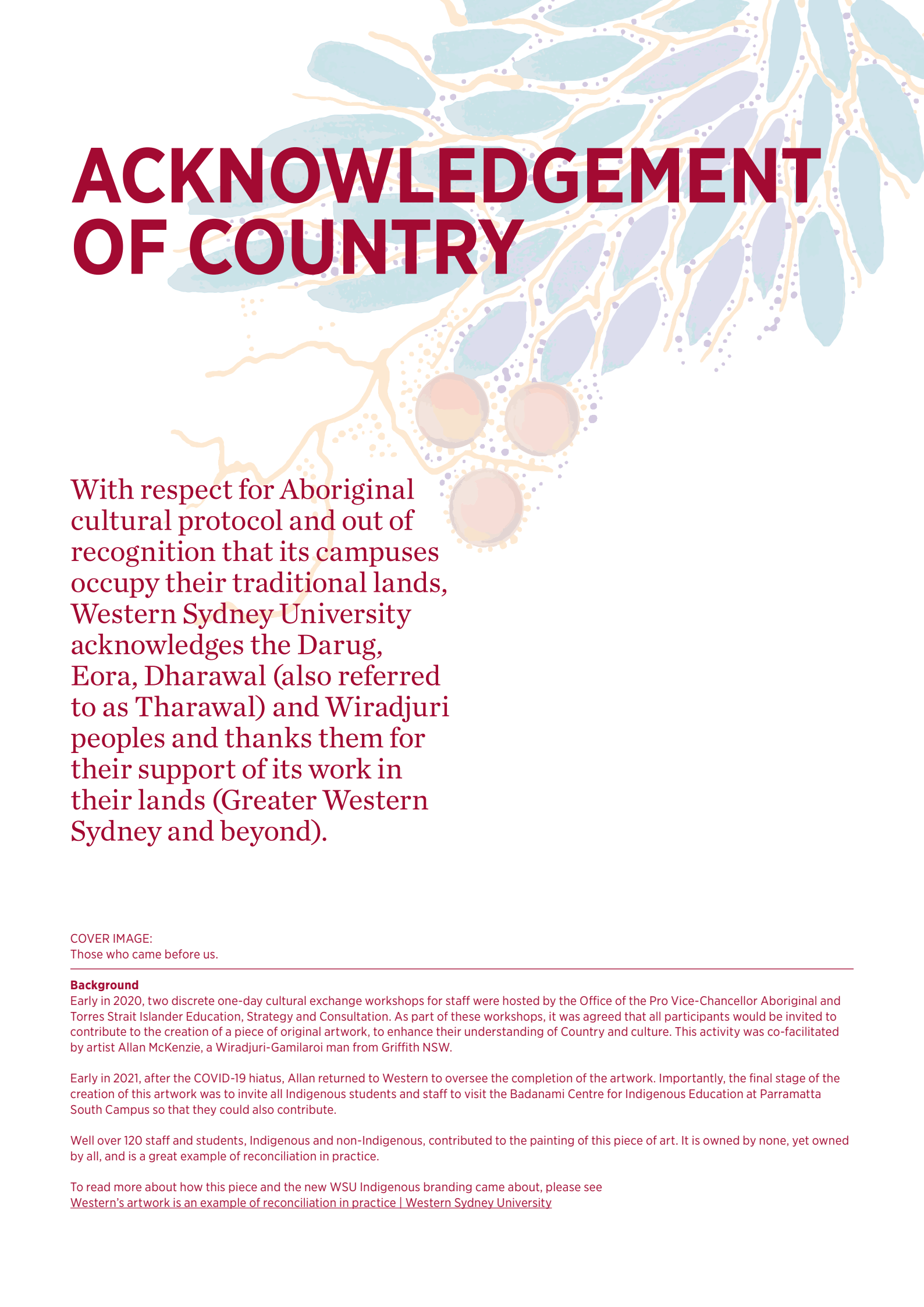


Social Sciences



Indigenous Strategy 2020-2025

2023 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

The School of Social Sciences adopted its Indigenous Strategy in 2020 and I am very pleased to present this fourth Annual Report on our progress against this strategy.

The School's Indigenous Strategy is in line with the University's strategy and set targets against all areas. Our annual reporting is a crucial accountability measure to track our progress against the objectives that have been set. As the report shows, we are making progress in all areas, and are moving towards, meeting and, in some cases, exceeding the goals that we have set.

The 2023 report shows the growth and maturity of the School's strategy and how it has become embedded across the School, in all areas. It has been an outstanding year for research achievement, notably in Associate Professor Sullivan's achievement of extensive external funding through ARC Linkage, AHRA and other sources. Professor Scott Avery's research on disability continued to have a national impact. We thank Professor Avery for all his work for the School and wish him well in his exciting new role at UTS.

As the report shows, our work to embed the Indigenous Graduate attribute across all programs continues to make excellent progress, supported by leaders both inside and outside the School and by our showcases and awards. This work is incredibly impactful, contributing to the learning experiences of hundreds of students. We are also very proud of our progress in support and retention of Indigenous students, led by the excellent work of Ellen Karimanovic.

Our work in the School has always had an outward focus, alongside our work for our students, and it is very pleasing to see the continued leadership SoSS provides both within the institution and to community and government partners.

Finally, I'd like to thank Professor Corrinne Sullivan for her leadership of this strategy and across the School. Professor Sullivan's well-deserved promotion to full professor was a highlight for the School in 2024.

Professor Brain Stout
Dean, School of Social Sciences

March 2024



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STAFF PROFILES

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



Corrinne is an Aboriginal scholar from the Wiradjuri Nation in Central-West New South Wales. Corrinne is an Associate Professor in Geography and Urban Studies in the School of Social Sciences, an Institute for Culture and Society member, and an Urban Transformations Research Centre member. She has over two decades of experience in the Higher Education sector and is recognised as a leader who articulates a clear vision and commitment to mentoring the next generation of scholars, including significant work with students and early career researchers to foster their growth.

Corrinne's knowledges stem from the disciplines of Indigenous Studies and Human Geography, and she utilises both to understand the ways in which Aboriginal and Torres Strait Islander peoples negotiate their social, cultural, and political identities in relation to place-based and spatial dynamics.

Her research areas include: Indigenous LGBTIQ+ people's social and emotional wellbeing; Indigenous peoples and urban spaces; and Indigenous communities and organisations; Indigenous education; and gender and sexuality studies. Her research has made significant and timely contributions to government policy, institutional practice, and community-based services and resources, with vision to improve the social, economic, mental, physical and cultural wellbeing of Indigenous people through centring and amplifying their voices to promote positive change. The key objective of her research agenda is meaningful engagement with Indigenous communities and organisations to develop appropriate and impactful resourcing that can contribute toward building safe, inclusive and sustainable communities.

STAFF PROFILES

ASSOCIATE PROFESSOR CORRINNE SULLIVAN (cont.)

Grants awarded 2023

- Awarded an ARC Linkage 2023. 'Repairing and Storying Wiradjuri Country with Aboriginal Peoples'. Lead by A/Prof Jess Mclean (MQ) \$184,365.
- Australian Communications Consumer Action Network research grant \$100,000. 'First Nations Digital Inclusion in Western Sydney' Prof Azadeh Dastyari (Whitlam Institute), Prof Corrinne Sullivan and Dr Rhonda Itaoui (Centre for Western Sydney).
- Australian Health Research Alliance (AHRA) Women's Health Research Translation Network Award. \$15000. "Exploration of the sexual health and wellbeing needs of Indigenous women who are lesbian, queer and/or trans". CI Corrinne Sullivan.

2023 Publications

- Properjohn, C., Grace, R., & Sullivan, C. T. (2023). Colonial dominance and Indigenous resistance in Australian national education declarations. *Journal of Educational Administration and History*, 1-19. <https://doi.org/10.1080/00220620.2023.2288563>

- Soldatić, K., Sullivan, C. T., Briskman, L., Leha, J., Trewlynn, W., & Spurway, K. (2023). Indigenous LGBTIQSB+ People's Experiences of Family Violence in Australia. *Journal of Family Violence*, 1-13. <https://doi.org/10.1007/s10896-023-00539-1>
- Soldatić, K., Sullivan, C. T., Coe, G., Leha, J., Trewlynn, W., & Spurway, K. (2023). 'We never get a space to just have a good time together': indigenous LGBTIQSB+ young people carving out alternative viable lives. *Journal of Youth Studies*, 1-14. <https://doi.org/10.1080/13676261.2023.2279630>
- Spurway, K., Sullivan, C., Leha, J., Trewlynn, W., Briskman, L., & Soldatić, K. (2023). "I felt invisible": First nations LGBTIQSB+ young people's experiences with health service provision in Australia. *Journal of Gay & Lesbian Social Services*, 35(1), 68-91. <https://doi.org/10.1080/10538720.2022.2045241>
- Sullivan, C. T., Tran, D., Spurway, K., Briskman, L., Leha, J., Trewlynn, W., & Soldatić, K. (2023). "This is our place, but we're the outsiders":

the navigation of identity and spaces of belonging by Indigenous LGBTIQ+ women in Australia. *Australian Geographer*, 54(3), 347-364. <https://doi.org/10.1080/00049182.2023.2251626>

- Sullivan, C. T., Spurway, K., Leha, J., Trewlynn, W., & Soldatić, K. (2023). The Dalarinji Project- "Your Story": A Narrative Synthesis. *Journal of Global Indigeneity*, 7(2), 1-25.
- Sullivan, C. T. (2023). Be(com)ing in the City: Indigenous queer relationalities and community building. In *The Routledge Handbook of Australian Indigenous Peoples and Futures* (1st ed., Vol. 1, pp. 285-295). Routledge. <https://doi.org/10.4324/9781003271802-22>
- Tran, D., Sullivan, C. T., & Nicholas, L. (2023). Lateral Violence and Microaggressions in the LGBTQ+ Community: A Scoping Review. *Journal of Homosexuality*, 70(7), 1310-1324. <https://doi.org/10.1080/00918369.2021.2020543>

STAFF PROFILES

ASSOCIATE PROFESSOR SCOTT AVERY **in Indigenous Disability**



A/Prof 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.

A/Prof 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.

A/Prof 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). In his presentation, A/Prof Avery 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.

In 2023, A/Prof Avery was appointed as an ambassador for International Day of People with Disability (IDPwD), to promote IDPwD and to share his scholarly and lived experience of disability.

STAFF PROFILES

ASSOCIATE PROFESSOR SCOTT AVERY (cont.)

2023 Publications

- Avery, S. (2023). Dear Reviewer n: An Open Letter on Academic Culture, Structural Racism, and the Place of Indigenous Knowledges, With a Question From One Indigenous Academic to the Decolonising Academics Who Are Not. *Social Inclusion*, 11(2), 232-234. doi:<https://doi.org/10.17645/si.v11i2.7245>
- Baidawi, S., Avery, S., Ball, R., & Newitt, R. (2023). Living with Experience in the Academy: Pressures to Disclose in Routine Research Activities. *Australian Social Work*, 1-10. <https://doi.org/10.1080/0312407X.2023.2237490>
- Baidawi, S., Ball, R., Newitt, R., Turnbull, L., Kembhavi-Tam, G., Avery, S., & Sheehan, R. (2023). Research Report – Care Criminalisation of Children with Disability in Child Protection Systems. *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*.
- Libesman, T., Gray, P., Chandler, E., Briskman, L., Didi, A., & Avery, S. (2023). Parents with Disability and their Experiences of Child Protection Systems. *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*.
- Tracey, D., Mills, C., Mogensen, L., Avery, S., Bye, R., Cooper, H., Fava, G., Gillespie, A., Hastas, C., Johnston, C., Mach, K., Nketsia, W., Scobie, J., Staples, K., Turner, G., & Wilson, N. J. (2023). Leading disability research and workforce development: A Western Sydney collaboration. Western Sydney University. *Research report*. <https://doi.org/10.26183/5sqk-h090>

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. In June 2023, Kaiya collaborated with Professor Chelsea Watego from Queensland University of Technology, at the event 'Speaker Series: Another Day in the Colony – Chelsea Watego in conversation'. This event discussed Chelsea's powerful essays, examining the daily racism faced by Indigenous people. This platform allowed Kaiya to also examine her own research and work in relation to this theme.

2023 Publications

→ Aboagye, K., & Wilo Muwadda, L. (2023). Lessons on Decoloniality from Blak and Black Sahulian Ecologies and the Aboriginal Philosophy of Everywhen. In *The Routledge Handbook of Australian Indigenous Peoples and Futures* (1st ed., Vol. 1, pp. 346–363). Routledge. <https://doi.org/10.4324/9781003271802-27>

STAFF PROFILES

ELLEN KARIMANOVIC
Indigenous Education Officer



Ellen is a Worimi woman, with her family and Country connection to the Port Stephens region of NSW. Commencing in the role in May 2023, Ellen made over 500 student contacts up until the end of December. This contact is vital in maintaining student connections, providing support, and encouraging students to reach their potential with opportunities being distributed.

Outside of her employment commitments, Ellen has a voluntary role as a Youth Reference Group member for The Healing Foundation. This national organisation is dedicated to the healing of Stolen Generation survivors and their descendants, wishing to overcome intergenerational trauma, through intergenerational healing. Within this capacity in 2023, Ellen was a part of planning and participating in the second podcast series 'Healing Our Way' by The Healing Foundation. It has topics relating to intergenerational trauma, racism, identity, culture and healing, elevating Aboriginal and Torres Strait Islander voices. This is available on Spotify.

SUMMARY OF INDIGENOUS ADVISORY COMMITTEE MEETINGS

In 2023 the Indigenous Advisory Committee (IAC) met three times. The meetings captured significant highlights throughout the year, progress towards the School of Social Sciences Indigenous Strategy (2020-2025) targets and identifying areas that require prioritisation. The meetings were attended by Indigenous academic and professional staff members, and the Dean of the School Professor Brian Stout.

The School's Associate Dean of Indigenous Education, A/Prof Corrinne Sullivan provided leadership and guidance for the IAC. All representation and relevant engagements made within the Associate Dean's role were reported to the group, and discussion proceeded from the group. One significant piece of reporting back to the IAC was surrounding the Indigenous Centre of Excellence workshops and progress reported to the group by A/Prof Sullivan and Prof Stout.

Achievements of staff across the year were celebrated by the IAC. Significant achievements include A/Prof Corrinne Sullivan, who was promoted to Professor, and Dr Scott Avery, promoted to Associate Professor. There were two appointments of new Indigenous staff; Ellen Karimanovic, Indigenous Education Officer; and Karla Beasley, Indigenous Ignite Trainee.

Indigenous student retention and success was a regular agenda item with updates on student progression provided at each meeting. Major achievements consisted of; high success in results received by students; 5% increase in retention gained in 2023; and the implementation of new initiatives to engage with the Indigenous student cohort.

The committee has continued to advise and discuss on matters relating to the Indigenous Strategy and the seven objectives throughout 2023. Progression of the School's Indigenous Strategy was reported by the Associate Dean (Indigenous Education) to the Humanities and Social Sciences cluster.

The Committee enjoyed a great deal of success in 2023 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	2023 ACCOMPLISHMENTS
01 Continue to build the proportion of enrolled Indigenous domestic students, the School has reached population parity of 3% in 2020. 02 Develop a set of strategies to ensure that domestic Indigenous students have the same retention outcomes as non-Indigenous students. 03 Build relationships with International office to develop strategies to engage outbound opportunities for Indigenous students. 04 Identify cadetship and internship opportunities for Indigenous students both within the School and externally. 05 Establish an Indigenous Student Network within the School.	4.5% of all enrolled domestic students are Indigenous by 2025. 4.5% of all completing students are Indigenous by 2025. Retain Indigenous students at the same rate as non-Indigenous students.	The School's Indigenous student retention rate increased to 72% in 2023, compared to 67% in 2022 – this is an increase of 5%. The Indigenous Education portfolio staff formalised an Indigenous Student Retention Strategy and presented this at the annual School Planning Day. A total of 29 Indigenous SoSS students graduated in 2023 – comprising 37% of the School's Indigenous cohort. Indigenous students made up 2.8% of SoSS domestic student graduates in 2023. 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 communications to establish a cohesive network of peers.

STRATEGIC OBJECTIVE ONE

HIGHLIGHTS

- 01** A/Prof Avery attended the Australian Independent Schools Association Wingara Indigenous Leadership Dinner – hosted at WSU Parramatta City Campus. The event brought together 140 Indigenous senior school students for workshops and a career expo with networking opportunities.
- 02** Ellen Karimanovic worked alongside the Mental Health and Wellbeing Team to secure a commitment to supervise Indigenous Social Work placements in 2024 to facilitate the reintroduction of the YARN Project.
- 03** The Schools Indigenous Student Retention Strategy was presented at the 2023 School Planning day – highlighting the 5% retention rate increase from 2022 to 2023. The retention of and Indigenous students is core business within the School.
- 04** The Cyber Security Team were awarded a Google ExploreCSR (Computer, Science, Research) grant to undertake learning activities that will increase the number of students from underrepresented populations choosing higher degree research pathways in computer science. A number of places in the planned workshop were nominated specifically for Indigenous students enrolled in the School's cyber security degree programs.
- 05** The Art Therapy and Counselling AWG secured a partnership with Western Sydney Local Health District, which included two full-fee paying scholarship opportunities for Master of Art Therapy Indigenous students commencing in 2024. These are titled: Dean's Western Sydney Local Health District Master of Art Therapy Indigenous Scholarship.
- 06** The Art Therapy and Counselling AWG provided Indigenous students with placements of their preference, being either an Indigenous organisation/community or another area of their interest.
- 07** Audree Campbell, a SoSS Indigenous student currently studying a Bachelor of Social Work was selected to represent Western Sydney University at the 2023 Unisport Nationals in hockey.
- 08** The Social Work and Communities AWG continue to form relationships with local organisations to provide placement (field education) opportunities for students in Indigenous organisations.
- 09** The Art Therapy and Counselling AWG have maintained, or secured new art therapy placements (local, regional and interstate) with organisations run by, and for Indigenous people or working strongly with Indigenous community. In 2023 these included:
- Marrickville Women's Refuge Aboriginal Women and Children's Crisis Service
 - Maningrida Arts, West Arnhem Land
 - La Perouse Public School
 - Yundi Gunyi School, Waterloo
- 10** In 2023, we had multiple AWG's nominate staff to assist with the University's Aboriginal and Torres Strait Islander Pathway Program. Academic staff provided individual consult sessions with prospective Indigenous students interested in studying SoSS programs.

STRATEGIC OBJECTIVE TWO

INDIGENOUS EMPLOYMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Continue to build the proportion of Indigenous staff within the School, the School has reached population parity of 3% in 2020. 02 At least one Associate Professor/Professor level Indigenous position within the School. 03 At least one Indigenous identified position within each discipline group within the School. 04 Ensure professional development opportunities, mentorship and support for Indigenous staff. 05 Establish early career positions within the School for Indigenous academics with clear, supported and reliable career term pathways. 06 Situate Western Sydney University as an employer of choice for Indigenous people.	Increase employment population of Indigenous people in the School to 5% by 2025. Create at least two Level A/B positions within the School by 2025.	Indigenous employment within SoSS is 4.8%, an increase from 2022 of 4.6%. This included three Indigenous academic, and two professional staff. Our School, in collaboration with the School of Humanities and Communication Arts, and the School of Law, employed an Ignite Indigenous Trainee undertaking a Certificate III in Business Administration. Two Indigenous academics were promoted in the School. A/Prof Corrinne Sullivan to Professor, and Dr Scott Avery to Associate Professor. The Presentation Sisters have generously funded a third Nagle Scholar within the School. Through this philanthropic funding a Level B academic position will be established in 2024 through this funding. All Indigenous academic staff members are active participants in the Indigenous Research Network and are key contributors.

STRATEGIC OBJECTIVE TWO

HIGHLIGHTS

- 01** Employment of an Ignite Indigenous Trainee, in partnership with HCA and Law. Karla Beasley joined our School for four months, paired with formal education and employment to complete a 12-month Certificate in Business Administration studies.
- 02** The School has applied for another Ignite traineeship for 2024. Highlighting our Schools commitment to training and developing Indigenous trainees within the School's professional environment.
- 03** Indigenous staff were included as a target group in the Universities decasualisation recruitment process. The School attracted a successful applicant who will begin their appointment in 2024.
- 04** Art Therapy and Counselling AWG continued employing two Indigenous sessional staff in 2023. One of these staff members were successful in obtaining an ongoing position commencing in 2024.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

STRATEGIC ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Promote the Indigenous research network within the School. 02 Supporting Indigenous applicants for post-doctoral research fellowships. 03 Increase number of Indigenous HDR students and develop strategies to ensure their success. 04 Increase the number of Indigenous related external research grants applied for by academics within the School.	At least one application for postdoctoral research fellowship within the School by 2025. At least three Indigenous HDR students within the School by 2025. At least three external, as either lead or in partnership, research grants applied for within the School by 2025.	To increase the number of Indigenous HDR students within the School, a formal program has been initiated to identify and encourage meritorious final year undergraduate students into HDR programs. Prof Karen Soldatić, Prof Linda Briskman and A/Prof Corrinne Sullivan received a High Commendation for the Vice Chancellor’s award for ‘Excellence in Indigenous Research’. A/Prof Corrinne Sullivan awarded an ARC Linkage for the CI (0.2FTE) on ARC Linkage (Round 1) 2023, \$184,365. ‘Repairing and Storying Wiradjuri Country with Aboriginal Peoples’. Lead by Jess Mclean (MQ). There have been 18 Indigenous-led research grants applied for since the inception of the School’s Indigenous Strategy was launched in 2020.

STRATEGIC OBJECTIVE THREE

HIGHLIGHTS

- 01** Collaboration has occurred between the Associate Dean's Indigenous Education and HDR to initiate a strategy to attract Indigenous students into HDR programs.
- 02** Dr Felicity Picken is leading the project Tracking Jimmy Governor (Blacksmith): Learning, Teaching and Research at WSU. This interacts with both teaching and research allowing students to engage in live strategic and coordinated planning of a cultural heritage tour.
- 03** A/Prof Corrinne Sullivan Lead CI on ARC Linkage \$394,000, 'Walking my path: NSW Indigenous LGBTIQ+ peoples' experiences and aspirations' commencing Jan 2023.
- 04** A/Prof Corrinne Sullivan awarded an ARC Linkage in 2023, for \$184,365. 'Repairing and Storying Wiradjuri Country with Aboriginal Peoples'. Lead by A/Prof Jess Mclean (MQ).
- 05** A/Prof Corrinne Sullivan awarded an Australian Communications Consumer Action Network research grant \$100,000. 'First Nations Digital Inclusion in Western Sydney' lead by Prof Azadeh Dastyari, A/Prof Corrinne Sullivan and Dr Rhonda Itaoui.
- 06** A/Prof Corrinne Sullivan received an Australian Health Research Alliance (AHRA) Women's Health Research Translation Network Award. \$15,000. For the project "Exploration of the sexual health and wellbeing needs of Indigenous women who are lesbian, queer and/or trans".
- 07** Prof. Linda Briskman, Chief Investigator on experiences of parents with disability with child protection systems, research commissioned by the Disability Royal Commission, with UTS team. Included Indigenous CI from UTS and has a substantial Indigenous component.
- 08** ARC Discovery (successful - \$392, 296, 2023-2025) - Project Title: Online Anti-Racism for Australia. Team: Kevin Dunn (WSU, Yin Paradies (Deakin), Craig McGarty (WSU), Nida Denson (WSU), Alanna Kamp (WSU), Rachel Sharples (WSU), Tristan Kennedy (Monash), Mandy Truong (Monash), Jehonathan Ben (WSU), Karen Connelly (WSU). The aim of this research is to fill knowledge gaps in addressing online racism, including (but not exclusively) against First Nations Australians.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

Research

- Aboagye, K., & Wilo Muwadda, L. (2023). Lessons on Decoloniality from Blak and Black Sahulian Ecologies and the Aboriginal Philosophy of Everywhen. In *The Routledge Handbook of Australian Indigenous Peoples and Futures* (1st ed., Vol. 1, pp. 346–363). Routledge. <https://doi.org/10.4324/9781003271802-27>
- Avery, S. (2023). Dear Reviewer n: An Open Letter on Academic Culture, Structural Racism, and the Place of Indigenous Knowledges, With a Question From One Indigenous Academic to the Decolonising Academics Who Are Not. *Social Inclusion*, 11(2), 232–234. doi:<https://doi.org/10.17645/si.v11i2.7245>
- Baidawi, S., Avery, S., Ball, R., & Newitt, R. (2023). Living with Experience in the Academy: Pressures to Disclose in Routine Research Activities. *Australian Social Work*, 1–10. <https://doi.org/10.1080/0312407X.2023.2237490>
- Baidawi, S., Ball, R., Newitt, R., Turnbull, L., Kembhavi-Tam, G., Avery, S., & Sheehan, R. (2023). Research Report – Care Criminalisation of Children with Disability in Child Protection Systems. *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*.
- Kruger, E. (2023). Whiteness in Forensics. In: Ravulo, J., Olcoń, K., Dune, T., Workman, A., Liamputtong, P. (eds) *Handbook of Critical Whiteness*. Springer, Singapore. https://doi.org/10.1007/978-981-19-1612-0_20-1
- Leonard, R., Paton, J., Hinton, P., Greenaway, S., & Thomson, J. (2023). The end-of-life needs of Aboriginal and immigrant communities: a challenge to conventional medical models. *Frontiers in Public Health*, 11. <https://www.frontiersin.org/articles/10.3389/fpubh.2023.1161267/full>
- Leonard, R., Paton, J., Hinton, P., Thomson, J., & Psychogios, H. (2023). What Matters in the End: Understanding the End-of-Life Needs of Culturally & Linguistically Diverse and Aboriginal Communities in Western Sydney Local Health District. Research report. <https://doi.org/10.26183/cnxj-nw28>
- Libesman, T., Gray, P., Chandler, E., Briskman, L., Didi, A., & Avery, S. (2023). Parents with Disability and their Experiences of Child Protection Systems. *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*.
- Paton J, Psychogios H., & Leonard, R. (2023). Stories of Care at End-of-life: Listening to Aboriginal and Culturally Diverse Communities in Western Sydney. *Report*.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

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- Properjohn, C., Grace, R., & Sullivan, C. T. (2023). Colonial dominance and Indigenous resistance in Australian national education declarations. *Journal of Educational Administration and History*, 1-19. <https://doi.org/10.1080/00220620.2023.2288563>
 - Soldatić, K., Sullivan, C. T., Briskman, L., Leha, J., Trewlynn, W., & Spurway, K. (2023). Indigenous LGBTIQSB+ People's Experiences of Family Violence in Australia. *Journal of Family Violence*, 1-13. <https://doi.org/10.1007/s10896-023-00539-1>
 - Soldatić, K., Sullivan, C. T., Coe, G., Leha, J., Trewlynn, W., & Spurway, K. (2023). 'We never get a space to just have a good time together': indigenous LGBTIQSB+ young people carving out alternative viable lives. *Journal of Youth Studies*, 1-14. <https://doi.org/10.1080/13676261.2023.2279630>
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STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

(Cont.)

Other Projects

- The Cyber Security Team were awarded a Google ExploreCSR grant to undertake learning activities that will increase the number of students from underrepresented populations choosing higher degree research pathways in computer science. A number of places in the planned workshop were nominated specifically for Indigenous students enrolled in the School's cyber security degree programs.
- A/Prof Gabrielle Drake and Samia Michail led a curriculum mapping project. Recent graduates of the subject WELF3001 were consulted regarding the Indigenous content and teaching pedagogy of the subject. The feedback will be used to inform the outputs of this project.

STRATEGIC OBJECTIVE FOUR

INDIGENOUS LEARNING AND TEACHING

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Introduce an Indigenous Learning and Teaching Award within the School. 02 Ensure every program has implemented the Indigenous Graduate Attribute. 03 Develop an Indigenous Learning and Teaching annual workshop within the School to build capacity of academic staff.	Establishment of an Indigenous Learning and Teaching Award. All students will have the opportunity to engage with, and learn from, Indigenous Knowledges. All academics will have the opportunity to develop their understanding of Indigenous Knowledges and apply it to their teaching practice.	Dr Donna James received the School's Indigenous Learning and Teaching award for reconfiguring Indigenous content with a strengths-based approach in her subject CULT3016 to reflect contemporary events. Dr Kathleen Openshaw was awarded "Highly Commended" for the 'Indigenous-focused Citation for Outstanding Contributions to Student Learning' category, Western Sydney University. The Ngali yanhagirri ('we will go together' – in Wiradjuri) is a collective of academics within the School who are Indigenising content within their subjects. The collective was initiated by Dr Kathleen Openshaw, Dr Sky Hugman and A/Prof. Corrinne Sullivan.

STRATEGIC OBJECTIVE FOUR

HIGHLIGHTS

- 01** Professor Susan Page (Director of Indigenous Learning and Teaching), presented to the SoSS June School Meeting – providing insight into how to best incorporate Indigenous content and knowledge in a meaningful way across the Schools programs.
- 02** Active contribution by A/Prof Corrinne Sullivan to the Library's [Indigenous Voice to Parliament referendum Study Guide](https://subjectguides.library.westernsydney.edu.au/c.php?g=957784&p=6952624) (<https://subjectguides.library.westernsydney.edu.au/c.php?g=957784&p=6952624>)
- 03** A pilot project was initiated between Indigenous and non-Indigenous academic staff, called Ngali yanhagirri collective – meaning we walk together in Wiradjuri. This is for Indigenous and non-Indigenous academics in SoSS with an interest in Indigenising and decolonising curriculum within the School. It is currently small and will be broadened out once the collective comes together.
- 04** In November 2023 Dr Kathleen Openshaw presented at “The Cultural Interface: Indigenising Ethics in the Social Sciences” annual Badugulang's Annual Teaching and Learning Showcase celebration.
- 05** Dr Alanna Kamp presented at the WSU workshop Excellence in Indigenous Teaching on Monday 25 September hosted by Prof. Susan Page, for academic staff and on the journey to Indigenising curriculum and applying for Indigenous Learning & Teaching Awards and Citations.
- 06** A/Prof Gabrielle Drake and Samia Michail led a curriculum mapping project. Feedback from recent graduates of the subject WELF3001, who were consulted regarding the Indigenous content and teaching pedagogy, will be used to inform the outputs of this project.
- 07** The School hosted the third Indigenous Learning and Teaching Showcase. The virtual event had 80 attendees, representing 19 Schools Divisions/Institutes of the University and external guests.
- 08** The External Advisory Committee for the programs Bachelor of Policing and Bachelor of Policing (Leadership) appointed Inspector Chris Emzin (the most senior Indigenous police officer in the Queensland Police Service) to be part of the committee.

STRATEGIC OBJECTIVE FOUR

PROGRAMS WITH EMBEDDED INDIGENOUS CONTENT IN CORE SUBJECTS

PROGRAM CODE	PROGRAM TITLE
1667	Bachelor of Social Science
1733	Bachelor of Social Science (Advanced)
1817	Master of Psychotherapy and Counselling
4595	Master of Art Therapy
1709	Bachelor of Criminal and Community Justice
1710	Bachelor of Criminology
1713	Bachelor of Criminal and Community Justice/Bachelor of Social Work
1734	Bachelor of Policing (Leadership Program)
1844	Bachelor of Policing
1676	Graduate Certificate in Urban Management and Planning
1712	Master of Planning
1732	Bachelor of Planning (Pathway to Master of Urban Management and Planning)
1873	Master of Urban Management and Planning
1898	Graduate Certificate in Urban Management (Green Cities)
1899	Graduate Certificate in Urban Management (Healthy Places)
1664	Bachelor of Tourism Management
1916	Bachelor of Tourism and Event Management
1735	Bachelor of Humanitarian and Development Studies
1666	Bachelor of Social Work
1792	Master of Social Work (Qualifying)

STRATEGIC OBJECTIVE FOUR

SUBJECTS WITH EMBEDDED INDIGENOUS CONTENT IN 2023

SUBJECT CODE	SUBJECT TITLE
CULT1005	Crime, Deviance and Society
CULT1024	Introduction to Criminal Justice
CULT3013	Gender, Crime and Violence
CULT3016	Indigenous Cultures: A Global Perspective
CULT3018	Perspectives in Criminology
HUMN1041	People, Place and Social Differences
HUMN2018	Cultural and Social Geographies
HUMN2070	First Peoples and Criminal Justice
HUMN3117	Placemaking for Tourism and the Cultural Economies
JUST1003	Policing Practices
JUST3002	Assessment and Treatment of Offenders
JUST3014	Creating Criminal Justice Solutions
TOUR2004	Tourism and Festivals in Society
TOUR3002	Cultural Tourism and Events
WELF3001	Child Abuse as a Social Issue
WELF3009	Managing Offenders in the Community
WELF7010	Foundations of Psychotherapy and Counselling 2
WELF7011	Further Clinical Studies (Art Therapy)

STRATEGIC OBJECTIVE FIVE

COMMUNITY ENGAGEMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Establish new communication channels to provide regular information to Indigenous staff, students, alumni and community members. 02 Promote and participate in Indigenous events across the University and broader community. 03 Ensure the School's learning and teaching, and research responds to the needs of the local Indigenous community.	New forms of communication established across the School with Indigenous staff and students. Indigenous community engagement activities expanded and normalised as business as usual.	A/Prof Scott Avery co-MC'ed the annual Yarramundi Lecture alongside Dr Michelle Locke for one of the University's key NAIDOC events inviting staff, students, and the broader community onto campus. Dr Kirsten Thorpe, a Worimi scholar was the keynote speaker at the Indigenous Pathways to Future Knowledges Symposium. The event celebrated research week at Western, hosted by the Office of the Deputy Vice-Chancellor of Indigenous Leadership. This research event was well attended by SoSS Staff.



5 May 2023 - BlaQ Ball Gala Dinner, attended by Western Sydney University staff and students.

Dr Neil Hall has engaged with three community-based projects in 2023: Community development project with Murama Cultural Healing Centre and Wonga Walk (Blaxland Riverside precinct); The Shed, Mt Druitt (Aboriginal men's suicide prevention project); and partnered with South West Sydney Local Health District on a proposal for an Aboriginal Men's Health Centre in Miller.

STRATEGIC OBJECTIVE FIVE

HIGHLIGHTS

- 01** Four School staff attended the inaugural BlaQ Aboriginal Corporation's Gala Dinner Ball in May 2023. BlaQ Aboriginal Corporation is committed to empowering Aboriginal and Torres Strait Islander LGBTQI+SB communities through innovation, inclusion, understanding and advocacy.
- 02** A/Prof Scott Avery participated as co-MC at the annual University Yarramundi Lecture, held during NAIDOC week, centred on the 2023 theme 'For Our Elders'.
- 03** Indigenous School alumni offered new placement opportunities for Indigenous Social Work students with the Coroner's Court of New South Wales.
- 04** Placement opportunities for Indigenous Bachelor of Social Work students were explored with the Mental Health and Wellbeing Team at WSU to reignite the YARN project.
- 05** A former Western Indigenous staff member offered placement opportunities for Bachelor of Social Work Students at Odyssey House NSW.
- 06** A/Prof Toby Miles-Johnson DAP works closely with the 'First Nations Support Unit' in the QLD police force who aim to support First Nations people in the community.
- 07** A/Prof Toby Miles-Johnson works with the Aids Council of NSW (ACON) Indigenous support team which aims to help improve the health of LGBTQ+ Aboriginal and Torres Strait Islander people, including Sistergirls, Brotherboys, trans mob and living with HIV.
- 08** Dr Neil Hall has engaged with three community-based projects in 2023: Community development project with Murama Cultural Healing Centre and Wonga Walk (Blaxland Riverside precinct); The Shed, Mt Druitt (Aboriginal men's suicide prevention project); and partnered with South Western Sydney Local Health District on a proposal for an Aboriginal Men's Health Centre in Miller.
- 09** The Discipline Lead for Art Therapy and Counselling A/Prof Sheridan Linnell and several art therapy students offered two workshops on wellbeing and art to Indigenous WSU staff, at the invitation of Mental Health and Wellbeing Team - one at Parramatta South in July (clay) and one at Badanami, Bankstown city Campus in November (found objects). An Indigenous art therapist was employed to co-facilitate the November workshop.

STRATEGIC OBJECTIVE SIX

INDIGENOUS LEADERSHIP

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Establish an Indigenous Advisory Committee to coordinate Indigenous strategic initiatives across the School. 02 Ensure that there is Indigenous representation in all senior committees within the School. 03 Provide leadership opportunities for Indigenous academic and professional staff across the School. 04 Provide opportunities for Indigenous students to undertake leadership roles within the School. 05 Ensure a senior leadership position is maintained within the School.	Indigenous Advisory Committee meets at least six times a year. Increase representation of Indigenous staff on senior School committees. Increase student participation in leadership activities and roles.	The External Advisory Committee for the programs Bachelor of Policing and Bachelor of Policing (Leadership) appointed Inspector Chris Emzin (the most senior Indigenous police officer in the Queensland Police Service) to be part of the committee. Professor Alana Maurushat mentors two Indigenous students in Cybersecurity and Behaviour – one student is now undertaking a leadership role (alongside Professor Maurushat) on the NSW Crimestoppers ‘Advisory Board’.

STRATEGIC OBJECTIVE SIX

HIGHLIGHTS

- 01** The Indigenous Advisory Committee continued to meet throughout the year to ensure appropriate implementation of the School of Social Science Indigenous Strategy 2020-2025 Strategic Objectives. The Committee is an important mechanism in providing leadership development and opportunities for Indigenous staff within the School.
- 02** A/Prof Corrinne Sullivan was invited to be a presenter at the Wiyi Yani U Thangani (Women's Voices) First Nations Women and Girls National Summit; We are the change. Our Rights. Our Place. Our Future, held in Canberra. The Summit was an inaugural event bringing First Nations women together into a decision-making space, with a diverse range of private and public stakeholders. The Summit's focus was to achieve First Nations gender justice in Australia (inclusive of cis and trans women, and non-binary and gender diverse people).
- 03** A/Prof Scott Avery was invited to the School's annual writing retreat to run a session around 'writing for impact' – to provide insight into the work he does in policy publications.
- 04** The Master of Art Therapy External Advisory Committee has an Indigenous student representative.
- 05** A/Prof. Corrinne Sullivan presented the School's Indigenous Strategy to the Humanities and Social Sciences cluster in May 2023.

STRATEGIC OBJECTIVE SEVEN

CULTURAL VIABILITY AND KNOWLEDGE

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2023 ACCOMPLISHMENTS
01 Incorporate visual Acknowledgement of Country identifiers within School areas across the University. 02 Ensure Acknowledgement of Country is performed at the start of each formal meeting and gathering within the School. 03 Ensure Acknowledgement of Country is performed in each subject at the start of each session.	Indigenous Country is acknowledged and represented across all School areas. Acknowledgement of Country performed at the beginning of formal meetings, gatherings, and each teaching session.	Update and refresh of Acknowledgement of Country assets used within the School to reflect the University's Indigenous branding. All Bachelor programs within the School have Indigenous content embedded within them.

STRATEGIC OBJECTIVE SEVEN

HIGHLIGHTS

- 01** The School of Social Sciences academic and professional staff were encouraged to attend a free external Cultural Safety training webinar delivered by Aboriginal Insights.
- 02** Curriculum mapping was completed of subjects and programs that include Indigenous content to meet the Indigenous Graduate Attribute.
- 03** Dr Felicity Picken is leading the project Tracking Jimmy Governor (Blacksmith): Learning, Teaching and Research at WSU. This interacts with both teaching and research allowing students to engage in live strategic and coordinated planning of a cultural heritage tour.

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