

WESTERN SYDNEY
UNIVERSITY



SCHOOL OF
SOCIAL SCIENCES



Indigenous Strategy

ANNUAL REPORT 2020

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:
CHRIS EDWARDS
SWIMMY CREEK
MIXED MEDIA ON LATVIAN LINEN
100 CM X 145 CM
2010
WESTERN SYDNEY UNIVERSITY ART COLLECTION
IMAGE REPRODUCED BY PERMISSION OF ARTIST

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EXECUTIVE SUMMARY

The School of Social Sciences (SoSS) has made great progress in its Indigenous Strategy in the year since it was written and accepted. Under the leadership of Associate Dean Corrinne Sullivan and due to the hard work and commitment of Dr Scott Avery, Robyn Oxley and Jarred Murphy, it was a year of progress and achievement in all areas. Notably, the symposium ‘#IndigenousLivesMatter: Speaking back/with Social Sciences’ invigorated the School into a response to the Black Lives Matter Campaign in research, teaching and engagement. It is right that SoSS take a leadership position on this, given the profile of our colleagues, our research and our curriculum. The School also worked with colleagues across the University to provide support to Indigenous students through the time of Covid-19.

The core work of the School is in research and teaching and that is where the most exciting developments have taken place. Corrinne Sullivan received her award-winning PhD in 2020 as well as a research award from the School. Scott Avery’s work is gaining increasing attention and impact, at both state and federal level, and both within the academic community and in policy development. Robyn Oxley’s scholarship contributes to her increasing profile and influence. The development of new units across the School, including in the core curriculum, ensures that all the School’s students receive the benefit of our Indigenous Scholarship.

The report, rightly, foregrounds the work of Indigenous colleagues but it is also important to acknowledge the strong support of the strategy from all colleagues across the school. I thank all involved in their work in 2020 and look forward to further outstanding achievements in 2021 and beyond.

**Professor Brian Stout, Dean,
School of Social Sciences**

INDIGENOUS STAFF PROFILES

Dr CORRINNE SULLIVAN (She/Her)
Associate Dean (Indigenous Education)
Senior Lecturer in Geography



Dr Corrinne Sullivan is an Aboriginal scholar from the Wiradjuri Nation in Central-West New South Wales. She has multi-disciplinary research interest, focused broadly on the experiences and effects of body and identity relating to Aboriginal and Torres Strait Islander people. Her doctoral research thesis 'Indigenous Australians experiences of sex work: Stories of Agency, Autonomy and Self-Determination' was awarded the Vice Chancellor's Commendation for Academic Excellence (2020).

Her current research project explores Indigenous Australian sexuality and gender diversity. The key objectives of this research are to fill gaps in this area of knowledge through; working with Indigenous Australians identified as sexually/and or gender diverse, and with Indigenous community organisations to develop appropriate education resources that contribute toward building inclusive communities. Corrinne also conducts research in Indigenous Education and has expertise in the area of Indigenous curriculum and pedagogy development. Furthermore, Corrinne has contributed to a collaboration of Indigenous and non-Indigenous academics to understand the impacts of working in the higher education space for Indigenous scholars globally.

2020 publications:

Sullivan, C. (2020), 'Indigenous Australian sexualities explored through the lens of sex work', Routledge Handbook of Gender and Feminist Geographies, Routledge 9781138057685.

Sullivan, C. (2020), 'Who holds the key?: negotiating gatekeepers, community politics, and the "right" to research in Indigenous spaces', Geographical Research, vol 58, no 4, pp 344 - 354.

Smith, C., Piatote, B., Sullivan, C., Weir, J., Diver, S., Burton, NM., Goldring, H. (2020) 'Extraction Zombies', So you care about Indigenous scholars?. Poster series, Ad Astra Comix.

Sullivan, C., Piatote, B., Smith, C., Weir, J., Diver, S., Burton, NM., Goldring, H. (2020) 'Indigenous Land', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix.

Piatote, B., Sullivan, C., Smith, C., Diver, S., Weir, J., Burton, NM., Goldring, H. (2020) 'Pass the Ball', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix, Canada.

Smith, C., Sullivan, C., Piatote, B., Diver, S., Weir, J., Burton, NM., Goldring, H. (2020) 'The S.S Academy', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix.

INDIGENOUS STAFF PROFILES

Dr SCOTT AVERY
Senior Lecturer in Social Work



Dr Scott Avery is a proud Worimi man joined Western Sydney University early 2020 as a Senior Lecturer in Social work and Community Welfare.

Scott provides a wealth of knowledge as an Indigenous disability researcher and advocate. He is an appointed member of the Australian Bureau of Statistics' National Aboriginal and Torres Strait Islander Social Survey and Survey of Disability Ageing and Carers and the Indigenous (Data and Statistics) Roundtable and has completed a PhD on the health and social inequalities experienced by Aboriginal and Torres Strait Islander people with disability.

His publications on Indigenous disability have featured in the *Disability Royal Commission* and he has co-authored a paper with the Australian Bureau of Statistics on the rates of undisclosed hearing impairment in the Aboriginal and Torres Strait Islander community. Scott is also appointed as an Indigenous lead on expert advisory groups for the *National Disability Data Asset* and the *National Disability Research Partnership*. His work with both of these government initiatives have involved a Federal Minister and a Senator.

Scott's contributions elevate the profile of Western Sydney University in Indigenous disability research and policy.

2020 publications:

Avery S. (2020) *"Something Stronger": Truth-telling on hurt and loss, strength and healing, from First Nations people with disability*. Royal Commission on the Violence, Abuse, Neglect, and Exploitation of People with Disability. Sydney, Australia.

Australian Bureau of Statistics, Avery, S. (2020) *Under-reporting of hearing impairment in the Aboriginal and Torres Strait Islander population*. Australian Bureau of Statistics

First Peoples Disability Network (Australia), Avery, S. (2020) *Living our ways: A community driven Aboriginal and Torres Strait Islander Research Agenda*. First Peoples Disability Network (Australia).

INDIGENOUS STAFF PROFILES

ROBYN OXLEY
Lecturer in Criminology and Policing



Robyn Oxley is a Tharawal woman from South-West Sydney with family connections to Yorta Yorta from Echuca and Shepparton.

Robyn was appointed as Lecturer in social sciences, policing and criminology midway through 2020. She has a primary focus on human rights, social justice, self-determination and the improvement of outcomes for Aboriginal people in the Criminal Justice system.

Robyn completed her Masters thesis with high distinction that 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 Dr Leanne Weber and Dr Sara Maher.

Robyn is a strong social advocate and appeared over a range of platforms. Robyn's deep understanding of the criminal justice system will contribute greatly to the growing discipline at Western Sydney University.

Publications 2020:

Oxley, R. (2020) 'Book Review'. Review of Decolonising Criminology: Imagining Justice in a Postcolonial World by Blagg, H and Anthony, T. Vol. 9 No. 3 (2020): International Journal for Crime, Justice and Social Democracy - Double Issue, p180-182 <https://www.crimejusticejournal.com/article/view/1618>

Media:

Get Real, talking mental health and disability: https://app.wipster.io/Review/CVWALAams9myl-BYF5EXPqbDNUEquCVXCjBg_SYUrxar0Jv-ucg

3CR radio: <https://www.3cr.org.au/thursday-breakfast/episode-202010010700/arrest-omar-radi-poetry-jeanine-leane-and-vincent-silk>

Triple R (RRR) - <https://www.rrr.org.au/explore/programs/the-rap/episodes/13357-the-rap-30-september-2020>

Progressive Podcasts Australia - <https://www.google.com.au/amp/s/progressivepodcastaustralia.com/2020/09/12/255/amp/>

INDIGENOUS STAFF PROFILES

JARRED MURPHY (He/Him) Indigenous Education Officer



Jarred is a proud Wiradjuri man who was born and raised on Tharawal country in Campbelltown.

Jarred transitioned from the Western Sydney University Marketing and Engagement, working closely with the Aboriginal and Torres Strait Islander Pathways to Dreaming team.

As newly appointed Indigenous Education Officer for the School of Social Sciences, Jarred provides important insights specifically to first year students as he is also employed in a similar capacity as Aboriginal Education Officer at a High School.

As a fourth year Bachelor of Laws and Bachelor of Communications student at Western Sydney University, Jarred brings the skills gained within his degree program to work with community in a role where he can actively participate in the betterment of community.

BLACK LIVES MATTER PLEDGE

Early 2020 saw unprecedented national and international coverage of the Black Lives Matter Campaign. The University with the support of Professor Michelle Trudgett, Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation, the University's Library and the Office of Equity and Diversity collaborated to provide staff and students the opportunity to show their support and provide knowledge on the issues driving the Black Lives Matter movement within an Australian context.

The University invited Staff and Students to stand against racism by showing their support through signing the Black Lives Matter Pledge. A total of 1360 people signed the pledge.¹ This comprised of 699 individuals who identified as students at Western Sydney University and the other 661 identified as staff or chose not to say. Remarkably, School of Social Sciences students made up 11.5% of the total student signatories. This is in no small part to the notable portion of identifying School of Social Sciences Staff members who made up 30.8% of staff and other signatories. Western Sydney University prides itself on diversity and inclusivity and the contribution of the School of Social Sciences publicly supporting social justice is critical both to the wellbeing of our staff and students but also to improving outcomes in real and meaningful ways.

In response to the Black Lives Matters campaign in Australia, the School held the symposium '#Indigenoulivesmatter: Speaking back/with Social Sciences'. The highly successful event included an opening address by Pro-Vice Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation, Professor Michelle Trudgett. The presenters were School of Social Sciences Indigenous academics including Corrinne Sullivan, Robyn Oxley, and Dr Scott Avery. Responding to the presentations was Dean of Social Sciences, Professor Brian Stout.

There will always be more work to do and the School of Social Sciences will continue to be passionate, public advocates for social justice.

1. *Western Sydney University Black Lives Matter Signatories*. (2020). Western Sydney University. https://www.westernsydney.edu.au/equity-and-diversity/cultural_diversity/western_sydney_university_blm_pledge/western_sydney_university_black_lives_matter_signatories

STRATEGIC OBJECTIVE ONE

INDIGENOUS STUDENTS

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 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>Offers to prospective Indigenous Students increased by 10%.</p> <p>83% of current Indigenous students received a Pass grade or higher, with 15% of students obtaining a Distinction grade or higher in the most recent semester.</p>

STRATEGIC OBJECTIVE ONE

HIGHLIGHTS

01 The School prides itself on the ongoing support delivered to students during COVID-19, particularly to our Indigenous students who have differing cultural and familial responsibilities. Ongoing support throughout the year by the School and the University's Badanami Centre has empowered students to make appropriate decisions regarding their studies and despite the difficulties all students have faced, each have made a major accomplishment by continuing their studies with Western Sydney University.

02 The School of Social Science has sought to remove unnecessary barriers to potential student offers made through the University's Indigenous pathways program. In conversation with each of the Directors of Academic Programs within the School, the numeracy testing requirements was lifted on our programs, this resulted in an increase of student offers of 10%.

STRATEGIC OBJECTIVE TWO

INDIGENOUS EMPLOYMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 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>02 At least one Associate Professor/Professor level Indigenous position within the School.</p> <p>03 At least one Indigenous identified position within each discipline group within the School.</p> <p>04 Ensure professional development opportunities, mentorship and support for Indigenous staff.</p> <p>05 Establish early career positions within the School for Indigenous academics with clear, supported and reliable career term pathways.</p> <p>06 Situate Western Sydney University as an employer of choice for Indigenous people.</p>	<p>Increase employment population of Indigenous people in the School to 5% by 2025.</p> <p>Create at least two level A/B positions within the School by 2025.</p>	<p>Employment of Indigenous staff within the School has increased to 3.42%.</p> <p>A new level B position was appointed to the School.</p> <p>All Indigenous staff have successfully undertaken professional development opportunities.</p> <p>Successful implementation of Indigenous staff network.</p> <p>All Indigenous Academics are members of and contribute to the University's Indigenous Research Network.</p>

STRATEGIC OBJECTIVE TWO

HIGHLIGHTS

- 01** A 3% population parity of Indigenous Staff was set as a key measure of success in the University's Indigenous Strategy 2020-2025. The School met this parity earlier than anticipated with the employment of Indigenous academic and professional staff increasing to 3.42%. Our current trajectory indicates that the key measure of 5% will be met by 2025 and the School will continue to build a working environment that is conducive to Western Sydney University being the employer of choice for Indigenous people.
- 02** Within the School there are currently four Aboriginal and/or Torres Strait Islander identified positions.
- Lecturer in Criminology.
 - Senior Lecturer in Social Work.
 - Senior Lecturer in Geography.
 - Indigenous Education Officer (HEW6).
- 03** The School introduced an Indigenous Advisory Committee in 2020. The formation of this committee is to oversee the implementation of the School's Indigenous Strategy and to provide feedback and advice to the School. The Committee also serves the very important purpose of creating opportunities for Indigenous academics and professional staff to learn and develop. The members of this committee are the Indigenous leaders in our School, therefore the committee offers an avenue for capacity building and mentorship.
- 04** The University's Indigenous Staff Network is promoted to Indigenous staff members in the School. All Indigenous staff within the School are active members of this group.
- 05** All Indigenous academics within the School are active members and contributors to the University's Indigenous Research Network.
- 06** A number of sessional opportunities have been made available to Indigenous community members and our successes with Indigenous employment within the School have been amplified by these opportunities. Indigenous Community members have been invited to share their knowledge through guest lectures. For example, Aunty Glendra Stubbs has contributed to coursework in the Mater of Art Therapy, as has Isaiah Dawe, CEO of 'ID Know yourself'. Social work employs Indigenous sessional teaching staff within their programs and Geography and Human Studies maintain working relationships with community organisations that has seen notable growth in the Universities professionals standing in community.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH

STRATEGIC ACTIONS	KEY SUCCESS MEASURES	2020 ACCOMPLISHMENTS
<p>01 Promote the Indigenous research network within the School.</p> <p>02 Supporting Indigenous applicants for post-doctoral research fellowships.</p> <p>03 Increase number of Indigenous HDR students and develop strategies to ensure their success.</p> <p>04 Increase the number of Indigenous related external research grants applied for by academics within the School.</p>	<p>At least one application for post-doctoral research fellowship within the School by 2025.</p> <p>At least three Indigenous HDR students within the School by 2025.</p> <p>At least three external, as either lead or in partnership, research grants applied for within the School by 2025.</p>	<p>The Indigenous Research Network was promoted within the School. All Indigenous academics are active members of this network.</p> <p>Introduction of an 'Excellence in Indigenous Research' award.</p> <p>An Australian Research Council Special Initiative was applied for in 2020 lead by A/Professor Lucy Nicholas, in partnership with Professor Kerry Robinson, Dr Corrinne Sullivan, and Dr Ryan Thorneycroft.</p>

STRATEGIC OBJECTIVE THREE

HIGHLIGHTS

- 01** All Indigenous academics within the School are active members and contributors to the University's Indigenous Research Network.
- 02** Following the division between the School of Social Sciences and School of Psychology it was quickly identified that more could be done to support potential Indigenous HDR students. Through data analysis and meticulous tracking of current Indigenous student progress we are now able to identify suitable candidates for HDR opportunities available at the University significantly earlier. This allows us to communicate with candidates and provide appropriate support to ensure their success in advance.
- 03** Indigenous academics Robyn Oxley and Dr Corrinne Sullivan, along with colleagues Professor Brian Stout, Associate Professor Gabrielle Drake, Dr Maggie Hall, and Dr Robyn North, were successful recipients of a Western Sydney University Internal Research Grant within the Champion Theme: Urban Living Futures and Society. Their research project titled 'Getting out: women's housing and homelessness pathways after prison' explores, through an intersectional perspective, the post-release housing and homelessness pathways of women who were on remand or served a sentence of 12 months or less. It is envisaged that the development of this project will lead to category 2 grant applications.
- 04** Indigenous academics Dr Corrinne Sullivan and Robyn Oxley, and their colleagues Professor Kerry Robinson, and Associate Professor Lucy Nicholas received a grant from the University's Gender Equity Fund. It is envisaged that their project entitled, 'Addressing Intersectionality in Gender 'Equity' at WSU: Experiences, Policies and Everyday Practices' will lead to research publication and additional grant funding.
- 05** In 2020 an application for an Australian Research Council Special Initiative was submitted, led by A/ Professor Lucy Nicholas, in partnership with Professor Kerry Robinson, Dr Corrinne Sullivan, and Dr Ryan Thorneycroft. Although this application was unsuccessful, there is active application for external research funding within the School.
- 06** The School introduced an 'Excellence in Indigenous Research' award to recognise outstanding contributions to Indigenous research, in 2020 this was awarded to Dr Corrinne Sullivan.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH PUBLICATIONS

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- Australian Bureau of Statistics,. & **Avery, S.** (2020). Under-reporting of hearing impairment in the Aboriginal and Torres Strait Islander population. Australian Bureau of Statistics.
 - **Avery, S.** (2020). "Something Stronger": Truth-telling on hurt and loss, strength and healing, from First Nations people with disability. Royal Commission on the Violence, Abuse, Neglect, and Exploitation of People with Disability. Sydney, Australia.
 - First Peoples Disability Network (Australia),. & **Avery, S.** (2020). Living our ways: A community driven Aboriginal and Torres Strait Islander Research Agenda. First Peoples Disability Network (Australia).
 - Fitts, M., & Soldatic, K. (2020). Who's caring for whom? Disabled Indigenous carers experiences of Australia's infrastructures of social protection. Journal of Family Studies, DOI: 10.1080/13229400.2020.1734478
 - Fitts, M., & Soldatic, K. (2020). Why extended time on Newstart is unsuitable for Aboriginal and Torres Strait Islander Australians living with a disability. Australian Social Work, 73(2), 191-203. DOI: 10.1080/0312407X.2019.1683214
 - Gilroy, A., Linnell, S., McKenna, T., & Westwood, J. (2020). A tale of two launches: an arts-based, autoethnographic inquiry into decolonising art therapy in the context of (post)colonial Australia. Art Therapy Online, 11(1), 1-49. DOI: 10.25602/GOLD.atol.v11i1.1394.
 - Ife, J. (2020). Whiteness from within. In Ife, J., Tascon, S. M (Eds.), Disrupting Whiteness in Social Work (pp. 26 – 42). Routledge. DOI: 10.4324/9780429284182
 - **Oxley, R.** (2020). Review of Decolonising Criminology: Imagining Justice in a Postcolonial World by Harry Blagg and Thalia Anthony. International Journal for Crime, Justice and Social Democracy, 9(3), 180-182.
 - Piatote, B., **Sullivan, C.**, Smith, C., Diver, S., Weir, J., Burton, NM., & Goldring, H. (2020) 'Pass the Ball', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix, Canada. <https://adastracomix.com/>.
 - Rowse, T., & Waterton, E. (2020). The 'difficult heritage' of the Native Mounted Police. Memory Studies, 13(4), 737-751.
 - Smith, C., Piatote, B., **Sullivan, C.**, Weir, J., Diver, S., Burton, NM., & Goldring, H. (2020) 'Extraction Zombies', So you care about Indigenous scholars?. Poster series, Ad Astra Comix, Canada. <https://adastracomix.com/>.

STRATEGIC OBJECTIVE THREE

INDIGENOUS RESEARCH PUBLICATIONS

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- Smith, C., **Sullivan, C.**, Piatote, B, Diver, S., Weir, J., Burton, NM., Goldring, H. (2020) 'The S.S Academy', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix, Canada. <https://adastracomix.com/>.
 - Soldatic, K., & Fitts, M. (2020). Sorting yourself out of the system : everyday processes of elusive social sorting in Australia's disability social security regime for Indigenous Australians. *Disability And Society*, 35(3), 347-365.
 - Soldatic, K., Briskman, L., Lawson, B., Leha, J., Trewlynn, W., & Spurway, K. (2020). Dalarinji – 'Your Story': Preliminary Report to Community. DOI: 10.26183/f70w-sj56
 - Soldatic, K. (2020). Disability's circularity : presence, absence and erasure in Australian settler colonial biopolitical population regimes. *Studies In Social Justice*, 14(2), 306-320.
 - Spurway, K., Soldatic, K., Briskman, L., Uink, B., Liddelow-Hunt, S., Hill, B., & Lin, A. (2020). The social and emotional wellbeing of Indigenous LGBTQA young people: A global perspective. *Irish Journal of Psychological Medicine*, 1-10.
 - **Sullivan, C.** (2020). Indigenous Australian experiences of sex work: Stories of Agency, Autonomy and Self-Determination. PhD Thesis. Macquarie University, Sydney, NSW.
 - **Sullivan, C.** (2020). Indigenous Australian sexualities explored through the lens of sex work. In A. Datta, P. Hopkins, L. Johnston, E. Olson, & J. M. Silva (Eds.), *Routledge handbook of gender and feminist geographies* (pp. 17-26). London; New York: Routledge, Taylor and Francis Group.
 - **Sullivan, C.**, Piatote, B., Smith, C., Weir, J., Diver, S., Burton, NM., & Goldring, H. (2020) 'Indigenous Land', So you care about Indigenous scholars?. Poster Series, Ad Astra Comix, Canada. <https://adastracomix.com/>.
 - **Sullivan, C.** (2020). Who holds the key? Negotiating gatekeepers in Indigenous spaces. *Geographical Research*. 58(4), 344-354.
 - Tascon S., & Ife, J. (2020). Decolonising social work vocabulary. In Ife, J., Tascon, S. M (Eds.), *Disrupting Whiteness in Social Work* (pp. 185 – 193). Routledge. DOI: 10.4324/9780429284182
 - Tascon, S., & Ife, J. (2020). *Disrupting Whiteness in Social Work*. U.K.: Routledge. <https://doi.org/10.4324/9780429284182>.

STRATEGIC OBJECTIVE FOUR

INDIGENOUS LEARNING AND TEACHING

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 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>The School established an ‘Excellence in Indigenous Learning and Teaching’ Award. The 2020 winner of the award was Dr Alanna Kamp.</p> <p>All disciplines have implemented the Indigenous Graduate Attributes.</p> <p>A seminar on Indigenous Learning and Teaching was presented as part of the Challenging Racism Seminar Series. Dr Corrinne Sullivan presented ‘What does it mean to ‘Indigenise the curriculum?’.</p>

STRATEGIC OBJECTIVE FOUR

HIGHLIGHTS

- 01** The School's Indigenous Learning and Teaching award was established in 2020 and awarded to Dr Alanna Kamp for a commendable and successful teaching year. She revised and refreshed the core unit People Place and Social Difference in 2020. A comprehensive Indigenous content strategy was implemented, and Indigenous matters were central to this unit. Her work is a highlight of the School's accomplishments of 2020, with over 1000 undergraduate students learning Indigenous content through the fruition of her efforts.
- 02** The School has implemented the unit 'Indigenous Australia: History, Knowledge and Professional Practice' at Masters level. In 2020 this unit was piloted within the Masters of Social Work (Qualifying) program and was available as an elective for Masters of Social Sciences students.
- 03** The School developed a sub-major in Indigenous Studies, this program will be fully implemented in 2022, with some of the unit offerings being made available in 2021.
- 04** The School has endeavored to ensure every program has implemented the Indigenous Graduate Attributes to ensure all graduates are able to demonstrate knowledge of Indigenous Australia through cultural competency and professional capacity. All disciplines have specifically introduced or altered key units to ensure Indigenous matters are holistically embedded. The units that have implemented the Indigenous content can be found following these highlights.
- 05** The '#Indigenouslivesmatter: Speaking back/with Social Sciences' symposium was held on Friday 17th July by the School of Social Sciences. The highly successful event included an opening address by Pro-Vice Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation, Professor Michelle Trudgett. The presenters were School of Social Sciences Indigenous academics including Corrinne Sullivan, Robyn Oxley, and Dr Scott Avery. Responding to the presentations was Dean of Social Sciences Professor Brian Stout.
- 06** On Tuesday 10th November 2020, Dr Corrinne Sullivan presented 'What does it mean to 'Indigenise the curriculum'? The why and the how' as part of the Challenging Racism Seminar Series. This presentation was open to attendees both with the University as well as the broader community.

STRATEGIC OBJECTIVE FOUR

UNITS WITH EMBEDDED INDIGENOUS CONTENT

UNIT NUMBER	UNIT TITLE
101591	Applied Social Research
101381	Child abuse as a social issue
101595	Community and social action
101644	Community management in organisations
101632	Community Work & Development
400518	Contemporary social work practice
101596	Context of Human Services
102394	Contextualised Practice
101590	Cultural and Social Geographies
101634	Developing Sustainable Places
102344	Different Ways of Being in the World: Introduction to Social Anthropology
101597	Family Violence: Policy and Practice
102782	Field Education 1
400522	Field Education 2
102172	Fields of Practice 1
102345	Global Structures, Local Cultures
400509	Group work in social work
101592	Housing Markets and Policy
400195	Human rights human services and the law
400193	Human service intervention strategies
400517	Ideologies of Practice in Social Work
101905	Indigenous Cultures: A Global Perspective
101601	Issues in Contemporary Heritage
101775	Management and Community Organisations (Block Mode)
101633	Managing Cities: History and Theory of Planning
101594	Mental Health in the Community
102170	People Place and Social Difference
101593	Planning the City
102745	Research for social work practice
101767	Social Research Methods (Block Mode)
400511	Social work and social policy
102390	Social Work Practice Methods 1
102396	Social Work Practice Methods 2
101572	Sustainability and Development
102391	SWQ Field Education 1
102397	SWQ Field Education 2
102743	Theories and Knowledges for Social Work
101900	Working with Communities
101664	Working with cultural differences

STRATEGIC OBJECTIVE FIVE

COMMUNITY ENGAGEMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 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>The School established a vUWS site to communicate with current students. Information about the School's contributions in the Indigenous space is disseminated through the School's newsletter, and the University's Yarning Circle.</p> <p>The School established a twitter account to disseminate information to students, staff, and the wider community.</p> <p>Indigenous events within the School, University and broader community were promoted through various channels.</p>

STRATEGIC OBJECTIVE FIVE

HIGHLIGHTS

- 01** 2020 saw the development of the School of Social Science Indigenous Students vUWS site to provide current students with regular information and resources available within the School and wider University. Over the year the School has strengthened ties with Western Sydney University's Badanami centre to ensure cohesion in the delivery of support to Indigenous students.
- 02** Indigenous Staff and alumni have contributed significantly to the School newsletter. These contributions are not limited to the School, as staff have also had frequent contribution to the Universities Indigenous Newsletter 'The Yarning Circle' that has been circulated to the University and broader community throughout the year. Finally, the School has developed a strong social media presence on Twitter through the @Indigenous_SoSS handle and Yammer, where staff have distributed and promoted Indigenous Excellence both within the School and greater community.
- 03** The School of Social Sciences have enjoyed active participation in events and maintaining community ties in 2020 despite the difficulty in creating and maintaining connection. For example, Dr Emma Power was a contributor to the National Foundation of Australian Women '2020 Gender Lens on the Budget' that considered the impact of Housing related items in the 2020 Federal Budget on Indigenous women, and Associate Professor of Art Therapy Sheridan Linnell continues her role on the Advisory Board for the Graduate Diploma in Expressive Therapies at Charles Darwin University. The course embeds Indigenous content and knowledge and works on country with Larrakia elders. Their aim is to attain 50% Indigenous enrolment. Linnell was also asked to assemble and 'host' one of two Australian panels for the 24-hour worldwide StoryThon.

STRATEGIC OBJECTIVE SIX

INDIGENOUS LEADERSHIP

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 ACCOMPLISHMENTS
<p>01 Establish an Indigenous Advisory Committee to coordinate Indigenous strategic initiatives across the School.</p> <p>02 Ensure that there is Indigenous representation in all senior committees within the School.</p> <p>03 Provide leadership opportunities for Indigenous academic and professional staff across the School.</p> <p>04 Provide opportunities for Indigenous students to undertake leadership roles within the School.</p> <p>05 Ensure a senior leadership position is maintained within the School.</p>	<p>Indigenous Advisory Committee meets at least six times a year.</p> <p>Increase representation of Indigenous staff on senior School committees.</p> <p>Increase student participation in leadership activities and roles.</p>	<p>The School established an Indigenous Advisory Committee. This committee met five times in 2020.</p> <p>Indigenous staff are now represented across senior School committees.</p> <p>Indigenous academic and professional staff are provided with leadership opportunities within the School consummate to their position.</p> <p>The position of Associate Dean, Indigenous Education has been maintained within the School. Dr Corrinne Sullivan currently holds this position.</p>

STRATEGIC OBJECTIVE SIX

HIGHLIGHTS

- 01** The Indigenous Advisory Committee was successfully established and has met multiple times throughout the year to ensure appropriate implementation of the *School of Social Sciences Indigenous Strategy 2020-2025*. The Committee works closely with senior executive, the learning and teaching committee and the research and HDR committee to ensure that there is universal cohesion within the School. Membership on this committee includes the Dean of Social Sciences Professor Brian Stout, Associate Dean (Indigenous Education) Dr Corrinne Sullivan, and academic and professional Indigenous staff within the School. The Committee is an important mechanism in providing leadership development and opportunities for Indigenous staff within the School, as well as providing feedback and advice to the senior executive.
- 02** Leadership opportunities for Indigenous student to assist in promoting Master of Art Therapy at NSW TAFE events were developed. This provides students with an opportunity to create professional relationships with potential students and future colleagues and further solidify Western Sydney University as the central hub for Indigenous students and staff.
- 03** The position of Associate Dean (Indigenous Education) was established to provide senior Indigenous leadership within the School. The inaugural appointee of this position is Dr Corrinne Sullivan. Dr Sullivan will continue in this position in 2021.

STRATEGIC OBJECTIVE SEVEN

CULTURAL VIABILITY AND KNOWLEDGE

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2020 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>Acknowledgement of Country is performed at the beginning of all formal meetings, gatherings and each teaching session.</p>

STRATEGIC OBJECTIVE SEVEN

HIGHLIGHTS

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- 01** The School of Social Science's staff have implemented visual Acknowledgement of Country identifiers in both physical and online spaces. Many of the School's staff have a statement in their email signature accompanied by images of the Aboriginal and Torres Strait Islander flags, these images also appear on business cards. Posters celebrating Indigenous culture have been placed in various workspaces along with flags and country maps. The School will continue to look for opportunities to incorporate visual indicators of Indigenous excellence.
- 02** The School of Social Science has made the Acknowledgement of Country mandatory at all formal events and meetings, it is now practiced across multiple settings. The Acknowledgement can be seen in work group meetings and all formal meetings. Social Work and Community Welfare and Art Therapy have an acknowledgement in their learning guides. Where possible, at formal events, a community elder is invited to do a Welcome to country. During their online events, Geography and Urban Studies have asked participants to use the chat function to post and acknowledge the country they were attending from.
- 03** Acknowledgement of Country is performed in each unit at the start of each session at a minimum. Some include an Acknowledgement of Country before the commencement of every class each week, the School encourages all staff toward this practice.

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