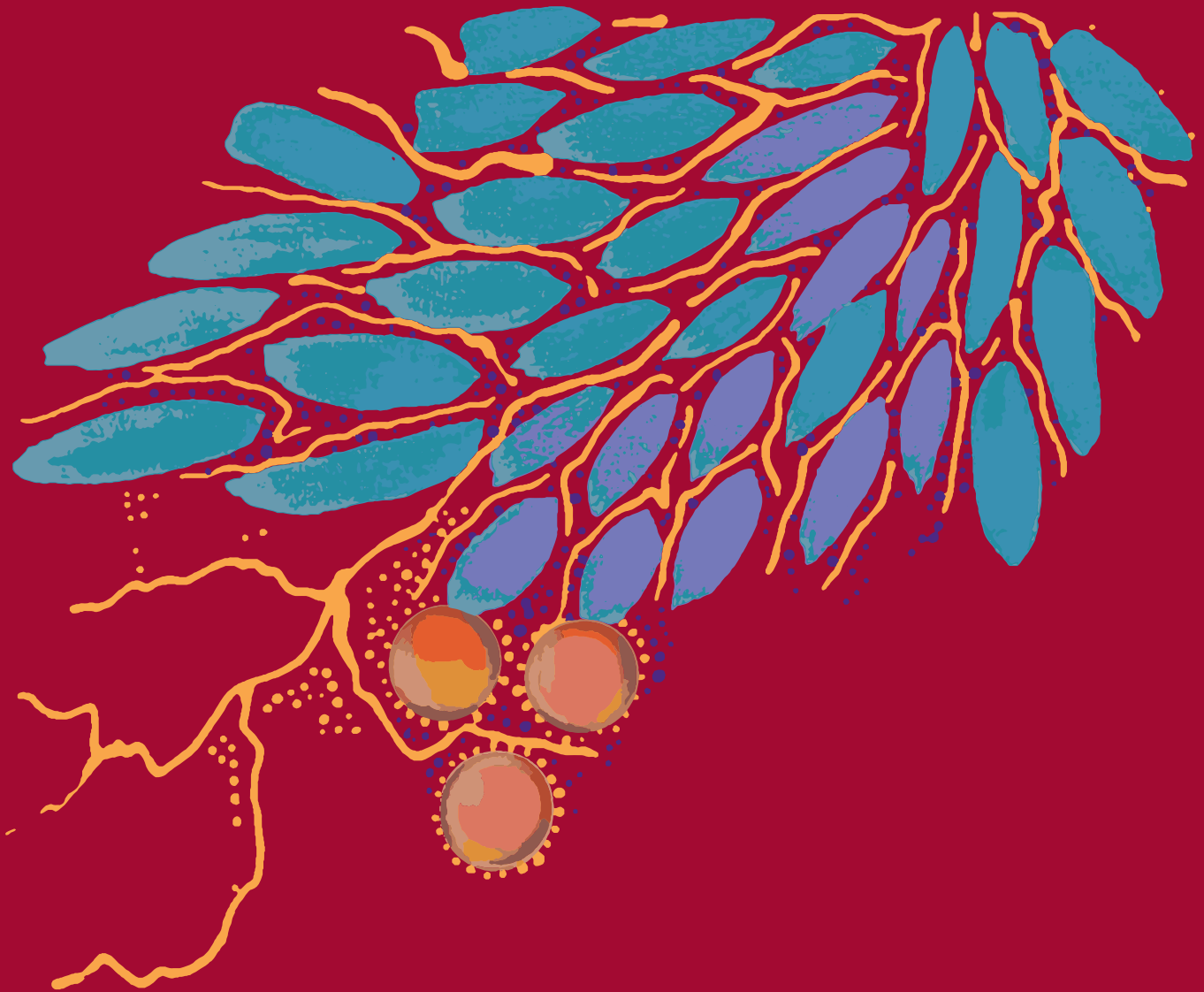


WESTERN SYDNEY  
UNIVERSITY



SCHOOL OF  
SOCIAL SCIENCES



# Indigenous Strategy 2020-2025

2021 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.

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## 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

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I would like to thank my colleagues in the School, led by Associate Dean, Indigenous Education, Associate Professor Corrinne Sullivan, both for preparing this report and for all the work described within to support the School's Indigenous Strategy. As described in the report, 2021 has been a very successful year for the Indigenous Strategy in the School, in challenging circumstances.

The School was delighted to welcome Kaiya Aboagye to the School in 2021 and we remain extremely grateful to the Presentation Sisters for their continued support of Indigenous Education within the School. Another staffing highlight was the well-deserved promotion of Corrinne Sullivan to Associate Professor. This, combined with Corrinne's PhD graduation and a list of research awards has made 2021 a memorable year, and the School is delighted to see Corrinne join Western's Indigenous Professoriate.

The report shows great achievements and progress against all the goals set in the School's and University's strategies. The number of

Indigenous students in the School continues to increase and those students are progressing and completing extremely well in their studies. The curriculum developments have seen the creation and delivery of new units, taken by large numbers of students across all programs, with both Dr Alanna Kamp and Robyn Newitt recognised for their teaching excellence. The research in the School goes from strength to strength, and that work continues to have both community and national impact, with Dr Scott Avery's work notably impacting on government policy.

The School, and the colleagues within it, continue to lead on Indigenous Excellence and Leadership both in the university and the sector and we look forward to that continuing in 2022 and beyond.

Finally, we would like to thank Jarred Murphy for all his work in supporting this strategy and the School's students. We wish Jarred well in his next adventures.

**Professor Brain Stout**  
**PVC HASS Cluster**  
**Dean School of Social Sciences**



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# STAFF PROFILES

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

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A/Prof 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 peoples.

Her current work explores Indigenous Australian sexuality and gender through the perspectives of youth, older people, and sex workers. The key objectives of her research are to fill gaps in these areas 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. 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).

Corrinne also conducts research in Indigenous Education and has expertise in 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.

## **2021 Publications:**

Newitt, R. & Sullivan, C. (In Press). 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.

Soldatic, K., Sullivan, C., Briskman, L., Leha, J., Trewlynn, W. & Spurway, K. (2021). Social inclusion and exclusion for First Nations LGBTQ+ people in Australia. *Social Inclusion*, 9(2), 1 - 6. <https://doi.org/10.17645/si.v9i2.4280>

Sullivan, C. (2021). Pussy power: a contemporaneous view of Indigenous women and their role in sex work, *Genealogy*, 5(3), 65. <https://doi.org/10.3390/genealogy5030065>

Sullivan, C. & Day, M. (2021). Queer(y)ing Indigenous Australian higher education student spaces. *The Australian Journal of Indigenous Education*, 50(1), 2-9. <https://doi.org/10.1017/jie.2019.19>

Sullivan, C. (2021). "Hot, Young, Buff": An Indigenous Australian Gay Male View Of Sex work. 9(2). 52-60. <https://doi.org/10.17645/si.v9i2.3459>

# STAFF PROFILES

## **Dr SCOTT AVERY** **Senior Lecturer in Indigenous Disability**

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Dr Scott Avery is a Senior Lecturer in Indigenous Disability at Western Sydney University and the research partner of First Peoples Disability Network (Australia). His is descendant from the Worimi peoples and is profoundly deaf. His research area focuses on the intersection of Indigeneity and disability in rights and social policy. He has authored the research monograph 'Culture is Inclusion: A narrative of Aboriginal and Torres Strait Islander People with disability', and is the lead investigator in the 'Living our ways' research program that established a community-based disability research agenda from Australia's Indigenous peoples.

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.

### **2021 Projects:**

Disability Sector Strengthening, Closing the Gap. Community based research partnering First People Disability network (Australia).

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 Disability Services Commission WA.



# STAFF PROFILES

## ROBYN NEWITT Lecturer in Criminology and Policing

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Robyn Newitt 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 Master's thesis with 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 Dr Leanne Weber and Dr Sara Maher.

Robyn is a strong social advocate and has 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.

### 2021 Publications:

Oxley, R. (2021). Larissa Behrendt: achieving social justice: Indigenous rights and Australia's future. In F. Gordon & D. Newman (Eds.), *Leading Works in Law and Social Justice* (pp. 151-168). Routledge.

Newitt, R. & Sullivan, C. (In Press). 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

Oxely, R. & Phelan, P. (2021). Understanding the Social and Emotional Wellbeing of Aboriginal LGBTIQ(SB)+ Youth in Victoria's Youth Detention. *Social Inclusion*, 9(2), 18-29.

# STAFF PROFILES

## **KAIYA ABOAGYE** **Lecturer in Social Sciences**

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Kaiya is a Erub Islander from Zenadth Kes (Torres Strait Islands), Kuku Yalanji, Ni Vanuatu, and Ashante from Ghana.

Kaiya joined the School of Social Sciences in 2021 and has played a critical role in forwarding the schools 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 in the development of the Schools climate Justice Minor as a 21C Future Fellow.

Kaiya has also been crucial in the development, delivery, and completion of first-year core unit 'Introduction to Indigenous Australia: People, Places and Philosophy'. Kaiya has found membership in the School of Social Sciences advisory committee, is a contributing member of the Indigenous Research network and the first-year-core-subject coordinator community of practice.

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



# STAFF PROFILES

## JARRED MURPHY (He/Him)

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

Previously employed as an Aboriginal Education Officer at a Western Sydney High School and as a Senior Student Ambassador with Western Sydney University, Jarred has worked in community for the last 5 years in roles supporting Indigenous students from all age ranges. Jarred is graduating from Western Sydney University shortly with a bachelor's degree in Communications majoring in Public Relations and utilises these learned skills to provide high quality and concise communication to School of Social Science students on a range of matters.

Jarred hopes to bring the skills gained within his degree and work experience to support community, while bringing those communal and cultural values to the broader University.

# SUMMARY OF INDIGENOUS ADVISORY COMMITTEE MEETINGS

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In 2021 the Indigenous Advisory Committee met a total of six times. These meetings brought the Indigenous staff within the School of Social Sciences together to discuss and strategise the progression of students, staff, research and employment.

In the wake of COVID-19, the Committee quickly identified the need for easily accessible information for Indigenous students regarding their avenues of support. It was also essential that this access was available beyond the impacts of COVID-19. This information was supplied as part of a suite of materials that detailed the support within the School. This suite provided for example, the contact details of the School's Indigenous Education Officer, Badanami and Counselling and Disability services. Associate Dean (Learning and Teaching), Ana Rodas also ensured these details were implemented across subject outlines. These details are located in the Schools Indigenous Students vUWS site – a site that the committee contributed to the development on, highlighting areas of emphasis, such as tutoring services available to students and scholarship opportunities.

The committee have also identified areas of improvement in teaching practice, particularly when working with non-Indigenous students unfamiliar with Indigenous content. Individual committee members have worked within their Academic work groups to ensure cohesion amongst subjects, particularly in first-year subjects, to ensure students are appropriately prepared to work with, and understand, Indigenous knowledge and content.

The committee also identified the need to place research opportunities and knowledge systematically and coherently before Indigenous students, so they are actively considering pathways into further study and research. Upon committee advice, potential applicants are contacted regarding the possibility of HDR studies. Furthermore, the committee has encouraged the Directors of Academic Programs within the School to employ casual Indigenous academics and students across their teaching programs and research initiatives.

Committee members are active participants of the University community, committee members have been invited to discuss how we developed our Indigenous strategy with other cluster Pro-Vice Chancellors, and Deans of Schools. The utilization of social media by members, particularly during NAIDOC week, has brought the Indigenous research undertaken at the School into the spotlight of the broader community.

The committee invited Director of Indigenous Learning and Teaching, Professor Susan Page, to present her WSU Indigenous Learning and Teaching strategy. Professor Page highlighted the Indigenous graduate attribute framework that introduces curriculum in first year, connection to discipline in second year and application of practice in third year. The school will aim to adopt this framework into our teaching practices in the coming years.

The committee has enjoyed a great deal of success in 2021 and look forward to continuing being at the forefront of Indigenous success within the University.

# STRATEGIC OBJECTIVE ONE

# INDIGENOUS STUDENTS

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Continue to build the proportion of enrolled Indigenous domestic students, the School has reached population parity of 3% in 2020.</p> <p><b>02</b> Develop a set of strategies to ensure that domestic Indigenous students have the same retention outcomes as non-Indigenous students.</p> <p><b>03</b> Build relationships with International office to develop strategies to engage outbound opportunities for Indigenous students.</p> <p><b>04</b> Identify cadetship and internship opportunities for Indigenous students both within the School and externally.</p> <p><b>05</b> Establish an Indigenous Student Network within the School.</p>	<p><b>4.5% of all enrolled domestic students are Indigenous by 2025.</b></p> <p><b>4.5% of all completing students are Indigenous by 2025.</b></p> <p><b>Retain Indigenous students at the same rate as non-Indigenous students.</b></p>	<p>Population parity increased to 3.2% in 2021.</p> <p>104 Indigenous students enrolled in 2021, an increase of 11.5% from 2020.</p> <p>14% of Indigenous Student received a distinction grade or higher in 2021.</p> <p>17 Indigenous Students graduated in 2021.</p> <p>47 Indigenous students received an offer for a scholarship throughout 2021.</p> <p>An increase of 18.4%, 28 to 45, for students continuing their study from Spring 2020 through to 2021.</p> <p>Indigenous Student Network established on vUWS and all Indigenous students invited.</p>

# STRATEGIC OBJECTIVE ONE

## HIGHLIGHTS

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- 01** The School continues to build the proportion of enrolled Indigenous domestic students and is exceeding population parity of 3% in 2021 with an increase to 3.2% population parity of enrolled Indigenous domestic students.
- 02** All Indigenous students in the School of Social Science have been included as part of a 'Welcome email' with information and resources available to them within the School. The contact details for Jarred Murphy, the Indigenous Education Officer, and Badanami are available for students who need immediate assistance. Ana Rodas, Associate Dean Learning and Teaching, has been provided with this information to implement within subject outlines to ensure students are aware of their available resources.
- 03** External and internal scholarship and internship opportunities were advertised to students through group and personalised e-mails and through our vUWS page for Indigenous School of Social Science students. Detailed instruction on the scholarship application process was provided to students, with 47 students receiving a scholarship offer. Of note, students successfully attained the Greening Australia Indigenous Scholarship, the Eucharistic Community Scholarship for Aboriginal women, the Academic Excellence Scholarship and the Dean's Indigenous Master of Professional Psychology Scholarship.
- 04** The School of Social Sciences aims to ensure students have a fulfilling trajectory beyond their studies at Western Sydney University. Employment opportunities and assistance has been provided to students in conjunction with Western Sydney University (WSU) Careers throughout the year to ensure students are proactively building both a professional and academic portfolio while studying.

## STRATEGIC OBJECTIVE TWO

# INDIGENOUS EMPLOYMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Continue to build the proportion of Indigenous staff within the School, the School has reached population parity of 3% in 2020.</p> <p><b>02</b> At least one Associate Professor/Professor level Indigenous position within the School.</p> <p><b>03</b> At least one Indigenous identified position within each discipline group within the School.</p> <p><b>04</b> Ensure professional development opportunities, mentorship and support for Indigenous staff.</p> <p><b>05</b> Establish early career positions within the School for Indigenous academics with clear, supported and reliable career term pathways.</p> <p><b>06</b> Situate Western Sydney University as an employer of choice for Indigenous people.</p>	<p><b>Increase employment population of Indigenous people in the School to 5% by 2025.</b></p> <p><b>Create at least two Level A/B positions within the School by 2025.</b></p>	<p>Employment of Indigenous staff within the School has increased to 4.5%, an increase from 3.42% in 2020.</p> <p>Dr Corrinne Sullivan was promoted to Associate Professor.</p> <p>A new level B position was appointed to the School, Kaiya Aboagy in Sociology.</p> <p>All Indigenous Staff have successfully undertaken professional development opportunities.</p> <p>All Indigenous academics are members of and contribute to the Indigenous Research Network.</p> <p>66% of discipline groups have at least one Indigenous identified position within their academic work group.</p>

# STRATEGIC OBJECTIVE TWO

## HIGHLIGHTS

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- 01** After exceeding the goal of a 3% population parity of Indigenous staff as a key measure of success in the University's Indigenous Strategy 2020-2025 in 2021, the School aimed to achieve a population parity of 5% by 2025. Our trajectory indicates we will be successful in this undertaking. The School continues to pave the way for Western Sydney University being the employer of choice for Indigenous people.
- 02** Within the School there are currently five Aboriginal and/or Torres Strait Islander identified positions.
- Associate Professor in Geography.
  - Lecturer in Criminology.
  - Senior Lecturer in Indigenous Disability.
  - Lecturer in Social Science.
  - Indigenous Education Officer.
- 03** The School welcomed Kaiya Aboagye as a lecturer in Sociology in July 2021.
- 04** Dr Corrinne Sullivan was promoted to Associate Professor in 2021, recognising her outstanding scholarship and leadership of the Indigenous Strategy.
- 05** The Indigenous Advisory Committee in 2021 continued to provide opportunities for Indigenous academics and professional staff to develop. The committee continued to inform the School on appropriate social and cultural practice, namely relating to the appropriate use of Indigenous knowledges, intellectual property and how to best communicate with cultural authorities. Furthermore, the committee continues to discuss best teaching practice for Indigenisation of curriculum.



## STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

STRATEGIC ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<b>01</b> Promote the Indigenous research network within the School.	At least one application for postdoctoral research fellowship within the School by 2025.	The Indigenous research network is promoted within the School. All Indigenous academics are active members of this network.
<b>02</b> Supporting Indigenous applicants for post-doctoral research fellowships.	At least three Indigenous HDR students within the School by 2025.	Four research projects were applied for by Indigenous identified staff, exceeding our goal of three research grants applied for within the School by 2025. In total, eight research grants were successfully undertaken either by Indigenous staff or for Indigenous related research.
<b>03</b> 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.	
<b>04</b> Increase the number of Indigenous related external research grants applied for by academics within the School.		

# STRATEGIC OBJECTIVE THREE

# HIGHLIGHTS

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- 01** Professor Karen Soldatic was awarded the School's Excellence in Indigenous Research Award for 2021 for her research program that explores the complex subjectivities and identities and the ways in which such identities are categorised, stratified and experienced under (de/post/settler) colonial regimes of power in partnership with Indigenous colleagues and community members, nationally and internationally. Her work has informed the work of UN rapporteurs on the rights of Indigenous persons and has been internationally commended.
- 02** The School has developed initiatives to engage students in the potential of HDR studies. Potential candidates have been personally contacted to inform them of the opportunities available within the School for HDR candidacy. Through this process, the School identified that a significant barrier to students pursuing a HDR opportunity was a lack of awareness and understanding of the process involved. The Indigenous Advisory Committee has met to discuss these barriers and is in the process of developing a series of events to engage students with the Schools Indigenous academics to introduce them to the process' involved and the opportunities that may arise from undertaking HDR study.
- 03** Associate Professor Sullivan was awarded the 2020 Wiley Award for best paper in the journal 'Geographical Research'. The paper is 'Who holds the key? Negotiating gatekeepers, community politics, and the "right" to research in Indigenous spaces'. They said that the paper 'is a courageous methodological paper on being Indigenous, studying with Indigenous sex-workers, and learning to manage sense of "outsiderness."' Associate Professor Corrinne Sullivan was also awarded the 'Institute of Australian Geographers Dissertation Award' and was a recipient of the University Indigenous Research excellence award in 2021.

## STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

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### PROJECTS AWARDED IN 2021 – CHIEF INVESTIGATOR

- Corrinne Sullivan, Walking my path: NSW Indigenous LGBTIQ+ peoples' experiences & aspirations. Funded by Australian Research Council.
- Karen Soldatic, Indigenous Access to the Criminal Justice System in Australia: The Experiences of Deaf Aboriginal and Torres Strait Islander Peoples. Funded by Syracuse University.
- Karen Soldatic, Invisible Indigenous care in cities: seeing beyond Indigenous service delivery. Funded by Australian Research Council.

### PROJECTS AWARDED IN 2021 – INVESTIGATOR

- Scott Avery, Disability Sector Strengthening, Closing the Gap. Community based research partnering First People Disability network (Australia).
- Scott Avery, 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.
- Scott Avery, Parents with disability in contact with the child protection systems. Funded by the Disability Services Commission WA.
- George Turner, Indigenous Access to the Criminal Justice System in Australia: The Experiences of Deaf Aboriginal and Torres Strait Islander Peoples. Funded by Syracuse University.
- Karen Soldatic, Walking my path: NSW Indigenous LGBTIQ+ peoples' experiences & aspirations. Funded by Australian Research Council.

# STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

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## RESEARCH

- Aboagye, K. (2021). Restoring Black/Indigenous relations: An Indigenist sociological analysis on theory for Bla(c)k Indigeneity in the global south. Paper presented at The Australian Sociological Association (TASA) Critical Indigenous Studies Symposium, September 27, 2021.
- Avery, S. (In Press). Intersections in human rights and public policy for Indigenous people with disability, In: Felder, F. (Ed). *Disability and Human Rights Thinking Through Philosophical and Policy Intersections*.
- Fox, M., McHugh, S., Thomas, D., Kiefel-Johnson, F. & Joseph, B. (2021). Bringing together podcasting, social work field education and learning about practice with Aboriginal peoples and communities. *Social Work Education*. DOI: 10.1080/02615479.2021.1972963
- Newitt, R. & Sullivan, C. (In Press). 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.
- Oxley, R. & Phelan, P. (2021). Understanding the Social and Emotional Wellbeing of Aboriginal LGBTIQ(SB)+ Youth in Victoria's Youth Detention. *Social Inclusion*, 9(2), 18-29. <https://doi.org/10.17645/si.v9i2.3770>
- Oxley, R. (2021). Larissa Behrendt: achieving social justice: Indigenous rights and Australia's future. In F. Gordon & D. Newman (Eds.), *Leading Works in Law and Social Justice* (pp. 151-168). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429287572-12/larissa-behrendt-achieving-social-justice-robyn-oxley?context=ubx&refId=58909641-ae51-4e86-bdfa-ec852e727a5b>
- Soldatic, K., Briskman, L., Trewlynn, W., Leha, J. & Spurway K. (2021). Social and emotional wellbeing of indigenous gender and sexuality diverse youth: mapping the evidence. *Culture, Health and Sexuality*. 1-17. DOI: 10.1080/13691058.2021.1873421
- Soldatic, K., Sullivan, C., Briskman, L., Leha, J., Trewlynn, W. & Spurway, K. (2021). Social inclusion and exclusion for First Nations LGBTIQ+ people in Australia. *Social Inclusion*, 9(2), 1 - 6. <https://doi.org/10.17645/si.v9i2.4280>

# STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

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- Sullivan, C., Spurway, K., Briskman, L., Leha, J., Trewellyn, W. & Soldatic, K. (2021). Dalarinji - 'Your Story': Final Report to Community. <https://doi.org/10.26183/ms23-7v92>
  - Sullivan, C. & Day, M. (2021). Queer(y)ing Indigenous Australian higher education student spaces. *The Australian Journal of Indigenous Education*, 50(1), 2-9. <https://doi.org/10.1017/jie.2019.19>
  - Sullivan, C. (2021). "Hot, Young, Buff": An Indigenous Australian Gay Male View Of Sex work. 9(2). 52-60. <https://doi.org/10.17645/si.v9i2.3459>
  - Sullivan, C. (2021). Pussy power: a contemporaneous view of Indigenous women and their role in sex work, *Genealogy*, 5(3), 65. <https://doi.org/10.3390/genealogy5030065>
  - Thorpe, K., Burgess, C., & Egan, S. (2021). Aboriginal Community-led Preservice Teacher Education: Learning from Country in the City. *Australian Journal of Teacher Education*, 46(1). <http://dx.doi.org/10.14221/ajte.2021v46n1.4>
  - Whittington, V., & Waterton, E. (2021). Closing the climb? Refusal or reconciliation in Uluru-Kata Tjuta National Park?. *Settler Colonial Studies*. <https://www.tandfonline.com/doi/abs/10.1080/2201473X.2021.2007749>
  - Zion, D., Briskman, L. & Bagheri, A. (2021). Indigenous Health Ethics: An Appeal to human rights. *Intercultural Dialogue in Bioethics*, 3. <https://doi.org/10.1142/q0253>

## OTHER PROJECTS

- The Social Work Discoveries Podcast, 2020, 'Episode 15 – Indigenous research, disability research and activist research with Associate Professor Dr John Gilroy', produced by B. Joseph, N. Hall, and J. Gilroy
- The Social Work Discoveries Podcast, 2020, 'Episode 16 – Understanding Indigenous methodologies with Dr John Hunter: Learning survival, sustainability, and healing through community', produced by B. Joseph, N. Hall, and J. Hunter
- Aboagye, K. (2021). Honouring the ancient Oceanic kinship of my ancestors. SBS Voices, October 11, 2021. <https://www.sbs.com.au/topics/voices/culture/article/2021/10/06/honouring-ancient-oceanic-kinship-my-ancestors>

## STRATEGIC OBJECTIVE FOUR

# INDIGENOUS LEARNING AND TEACHING

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Introduce an Indigenous Learning and Teaching Award within the School.</p> <p><b>02</b> Ensure every program has implemented the Indigenous Graduate Attribute.</p> <p><b>03</b> Develop an Indigenous Learning and Teaching annual workshop within the School to build capacity of academic staff.</p>	<p><b>Establishment of an Indigenous Learning and Teaching Award.</b></p> <p><b>All students will have the opportunity to engage with, and learn from, Indigenous Knowledges.</b></p> <p><b>All academics will have the opportunity to develop their understanding of Indigenous Knowledges and apply it to their teaching practice.</b></p>	<p>All disciplines have implemented the Indigenous Graduate Attributes in some capacity.</p> <p>HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies was introduced into commencing year undergraduate programs.</p> <p>Dr Alanna Kamp, recipient of the Schools Indigenous Research excellence award in 2021, was awarded the University's Indigenous Teaching Excellence Award.</p> <p>Robyn Newitt, Lecturer in Criminology, was awarded the School's Excellence in Indigenous Learning and Teaching Award.</p> <p>The Indigenous Learning and Teaching Showcase commenced with internal and external participants.</p>



# STRATEGIC OBJECTIVE FOUR

## HIGHLIGHTS

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- 01** HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies was introduced into commencing year undergraduate programs, complementing the existing Indigenous knowledges unit that is taught into master's programs.
- 02** The Indigenous Learning and Teaching Showcase was held in April of 2021. Organised and hosted by Dean Indigenous Education, Associate Professor Corrinne Sullivan, guest speakers included Dr Alanna Kamp, Dr Scott Avery and Professor Susan Page. The presentation was commended for its "variety of approaches and practical suggestions". Members from the School of Law intend to implement the components of the recorded showcase for a Law-specific seminar for their academics.
- 03** Following the implementation of the School of Social Science Indigenous Strategy 2020-2025, the School endeavored to ensure every program has implemented the Indigenous Graduate Attributes. In 2020, all disciplines had specifically introduced or altered key units to ensure Indigenous content is holistically embedded. In 2021, disciplines continued to introduce and alter their units to ensure the compliance with the Indigenous Graduate Attributes.
- 04** The Anthropology and Sociology Work group mapped subjects within their specialisations and the Bachelor of Social Science to identify areas where 'Indigenisation and Decolonisation' of the curriculum could occur. This has been done in conjunction with the introduction of HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies. Developed and delivered by Kaiya Aboagye.
- 05** The Humanitarian and Development Studies work group has actively embedded Indigenous content in their units, utilising Indigenous knowledge and entrepreneurialism of 'The knowledge Water Project' in Mandjawuy Country as a case study of remote community innovation and resilience. The work group also actively encourages students to undertake internships with Indigenous organisations and agencies have undertaken two student internships with ANTAR and the Alice Springs Women's Domestic Violence Shelter.
- 06** Dr Alanna Kamp's work with the subject HUMN1041 People, Place and Social Difference is to be commended. She received the Deputy Vice Chancellor and Vice Presidents Academic Award for Excellence in Indigenous teaching.

## STRATEGIC OBJECTIVE FOUR

# SUBJECTS WITH EMBEDDED INDIGENOUS CONTENT

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### SUBJECT CODE

### SUBJECT TITLE

BEHV 2008	Mental Health in the Community
WELF 3006	Family Violence: Policy and Practice
WELF 2003	Community Work & Development
WELF 2006	Fields of Practice 1
WELF 3020	Field Education 1
WELF 4006	Ideologies of Practice in Social Work
WELF 1003	Human service intervention strategies
CULT 1022	Working with cultural differences
WELF 1002	Context of Human Services
WELF 2008	Human rights human services and the law
WELF 2007	Group work in social work
HUMN 2015	Community and social action
WELF 3014	Social work and social policy
WELF 3001	Child abuse as a social issue
WELF 4005	Field Education 2
WELF 4001	Contemporary social work practice
WELF 7023	Social Work Practice Methods 1
WELF 7003	Contextualised Practice
WELF 7024	Social Work Practice Methods 2
WELF 7031	Theories and Knowledges for Social Work
WELF 7030	Research for social work practice
WELF 2011	Management and Community Organisations (Block Mode)
HUMN 2050	Social Research Methods (Block Mode)
ENVL 3005	Planning the City: Development, Community and Systems
CULT 1020	Working with Communities
CULT 3016	Indigenous Cultures: A Global Perspective
HUMN 1015	Development and Sustainability
ARCH 7003	Managing Cities: History and Theory
HUMN 1041	People, Place and Social Difference
TOUR 2001	Issues in Contemporary Heritage
HUMN 3050	Housing Markets and Policy
HUMN 2018	Cultural and Social Geographies
CULT 3001	Applied Social Research
ARCH 7001	Developing Sustainable Places
HUMN 1016	Different Ways of Being in the World: Introduction to Social Anthropology
HUMN 1026	Global Structures, Local Cultures
HUMN 1060	Introduction to Indigenous Australia: Peoples, Places and Philosophies
CULT 2019	First peoples and Criminal Justice

# STRATEGIC OBJECTIVE FIVE

# COMMUNITY ENGAGEMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Establish new communication channels to provide regular information to Indigenous staff, students, alumni and community members.</p> <p><b>02</b> Promote and participate in Indigenous events across the University and broader community.</p> <p><b>03</b> 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>Indigenous events within the School, University and broader community are promoted through various channels such as vUWS, the Yarning Circle, Twitter, e-mail and Yammer.</p> <p>All Indigenous staff promote the School in the University's Indigenous research and staff forums.</p> <p>Indigenous Staff research is utilised in informing Indigenous policy forums such as the First Peoples Disability network and the Indigenous Land Council.</p> <p>Aboriginal Community Organisations participate in the External Advisory Committees overseeing the establishment of subjects comprising the new disability major to be implemented in 2022.</p>

# STRATEGIC OBJECTIVE FIVE

## HIGHLIGHTS

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- 01** In 2021 the School utilised the Social Science Indigenous Students vUWS site to provide students with regular information and resources available at the University, particularly highlights COVID-19 support. This was complimented by working closely with Western Sydney University's Badanami centre to ensure cohesion in the delivery of support to Indigenous students. Furthermore, 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.
- 02** Indigenous Staff and alumni have contributed significantly to the school newsletter and have had frequent contribution to the University's Indigenous Newsletter 'The Yarning Circle'. 'The Yarning Circle' is circulated to staff and students throughout the year.
- 03** The research of Indigenous and non-Indigenous staff has been used to inform Indigenous policy forums. The First Peoples Disability Network (FPDN) partnered with the School in the development of research and policy to support a dedicated Aboriginal and Torres Strait Islander disability sector and is also represented on the External Advisory Committee to develop disability units. Associate Professor and Director of Academic Program for Geography, Tourism and Planning, Awais Piracha has engaged in the design and delivery of Planning Training for Indigenous Land Councils. The Land Council Training Program received a Planning Institute Australia Award.
- 04** Social Work field placements were done in partnership with Shilery Gilbert of WSU and Dr John Hunter of Macquarie University to engage with Murama Healing Space, and in partnership with field placements at 'The Shed' in Mt Druitt.
- 05** Lecturer in Social Science Kaiya Aboagye shared her research through the submission of an article, 'Honouring the ancient Oceanic kinship of my ancestors' to SBS. The article explored the experience of cultural kinship of South Sea Islanders (Kanaka), Aboriginal and Zenadth Kesian peoples (colonially known as the Torres Strait) and understandings of connectedness.
- 06** Associate Professor Corrinne Sullivan has attended the David Dungay Jr and Black Deaths in Custody event and is a director of BlaQ, an Aboriginal corporation committed to the empowerment of the Aboriginal and Torres Strait Islander LGBTQ+ community.

# STRATEGIC OBJECTIVE SIX

# INDIGENOUS LEADERSHIP

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Establish an Indigenous Advisory Committee to coordinate Indigenous strategic initiatives across the School.</p> <p><b>02</b> Ensure that there is Indigenous representation in all senior committees within the School.</p> <p><b>03</b> Provide leadership opportunities for Indigenous academic and professional staff across the School.</p> <p><b>04</b> Provide opportunities for Indigenous students to undertake leadership roles within the School.</p> <p><b>05</b> Ensure a senior leadership position is maintained within the School.</p>	<p><b>Indigenous Advisory Committee meets at least six times a year.</b></p> <p><b>Increase representation of Indigenous staff on senior School committees.</b></p> <p><b>Increase student participation in leadership activities and roles.</b></p>	<p>The School established an Indigenous Advisory Committee, meeting six times in 2021.</p> <p>Indigenous staff are 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>Associate Dean Indigenous Education Dr Corrine Sullivan was promoted to Associate Professor, becoming the School's first Indigenous member of the Professoriate.</p>

# STRATEGIC OBJECTIVE SIX

# HIGHLIGHTS

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- 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 works closely with senior executive, the learning and teaching committee and the research and HDR committee to ensure that there is universal cohesion and that all needs and aspirations are achieved. Membership on this committee includes the Dean and Associate Dean (Indigenous Education), and all Indigenous 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.
  - 02** Associate Professor Corrinne Sullivan successfully completed the WSU INSPIRE program. The program is designed to develop and enhance the leadership skills and capabilities of Academic and Professional managers and leaders to influence, motivate and inspire others through exploring the principles and models of leadership relevant to the academic and higher education setting.
  - 03** Dr Scott Avery invited to co-emcee the Yarramundi Lecture for the second consecutive year. The Yarramundi Lecture provides a forum for the discussion of issues of local and national importance and Dr Scott Avery's presence as a member of the School of Social Science solidifies our commitment to the success of the Aboriginal and Torres Strait Islander community beyond academics.



## STRATEGIC OBJECTIVE SEVEN

# CULTURAL VIABILITY AND KNOWLEDGE

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2021 ACCOMPLISHMENTS
<p><b>01</b> Incorporate visual Acknowledgement of Country identifiers within School areas across the University.</p> <p><b>02</b> Ensure Acknowledgement of Country is performed at the start of each formal meeting and gathering within the School.</p> <p><b>03</b> 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 is actively encouraged across our teaching programs.</p> <p>The Acknowledgement of Country is implemented within the School of Social Sciences subject guides.</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. Humanitarian and Development studies have implemented the Acknowledgement of Country into all landing pages of their undergraduate subjects in vUWS accompanied with a statement. Where possible, at formal events, a community Elder is invited to do a Welcome to Country. During online events, Geography and Urban Studies have asked participants to use the chat function to post and acknowledge the Country they were attending from. The incorporation of evolving means of communication to engage students and participants demonstrates the strong commitment of the School.
- 03** Acknowledgement of Country is performed in each subject 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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