

# **THE UNIVERSITY OF SYDNEY - ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE STRATEGIC FRAMEWORK 2019 - 2021**



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## FOREWORD

The Lands on which this University operates have always been places of culture, of learning, of health and of history. It has always been a place to celebrate, to honour and to acknowledge all of life's great transitions. People came together to share, exchange and learn from each other.

It is not surprising that the University of Sydney stands upon Lands that are steeped in history older than the earliest of any other world known traditions. These are the Lands of the peoples who are today recognized as belonging to the oldest, continuing culture in the world.

Knowing that and taking responsibility for addressing this is no small responsibility of Australia's oldest university. We have a responsibility to ensure that all we do reminds us of the place and of the people who host us today.

This University has many firsts to its name, and holds a place in the hearts of many, but we do have a long way to go to ensure that Aboriginal and Torres Strait Islander people of this nation are afforded equitable opportunities.

Today, the University of Sydney recognizes that it has a responsibility to play a leading national role in contributing to efforts to ensure that Aboriginal and Torres Strait Islanders can enjoy their identity as confident, proud, and respected participants in university life and beyond.

The University will, through the entirety of its academic endeavor, its organizational culture and its day to day practice continue to contribute to the economic, social and cultural wellbeing of Aboriginal and Torres Strait Islander peoples. In doing so we will contribute to the strengthening of Australia's shared social, economic and cultural capital.

Much has been achieved, but the progress has at times been slow and the potential for improvement remains great.

Today, we commit to further:

- Embed Aboriginal and Torres Strait Islander participation as an essential and prominent part of our overall work
- Ensure that Aboriginal and Torres Strait Islander voices are heard at all levels in the University
- Foster strong relationships with Aboriginal and Torres Strait Islander communities
- Be the University of choice for more Aboriginal and Torres Strait Islander students, academic and professional staff, and our communities and collaborators.

It is with great pleasure that we present our next *Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019-2021* developed to meet the ever-challenging issues faced by Aboriginal and Torres Strait Islander staff at Sydney specifically, and in the Higher Education Sector generally.

This framework endeavors to place Aboriginal and Torres Strait Islander worldviews as an intrinsic part of the University's endeavor, where all our staff can learn something of Aboriginal and Torres Strait Islander culture and history within their workplaces as a part of their daily practice.

**Dr Michael Spence AM**

Vice-Chancellor and Principal

**Professor Lisa Jackson-Pulver AM**

Deputy Vice-Chancellor  
(Indigenous Strategy and Services)

## ACKNOWLEDGEMENT

### Acknowledgement

The University of Sydney acknowledges the custodians and cultural authorities of the lands on which it operates. The campuses, clinical and research facilities are all situated on the lands of the Gadigal, Wangal, Deerubbin, Dharug, Kamilaroi, Wiljali, Tharawal, Bundjalung, Kur-ing-gai, Cammeraygal and Wiradjuri peoples.

Gadigal (also known as Cadigal) – Sydney, Darlington, Camperdown	Camperdown Campus, Darlington Campus, Surry Hills Campus, Sydney Conservatory of Music, Central Clinical School
Deerubbin – Nepean/Penrith	Nepean Clinical School
Dharug (also known as Dharuk)– Westmead	Westmead Campus, Westmead Clinical School, Children’s Hospital Westmead Clinical School
Kamilaroi (also known as Gamilaraay) – Narrabri	Plant Breeding Institute
Wiljali (also known as Wilyakali) – Broken Hill	Broken Hill University Department of Rural Health (BHUDRH)
Wangal – Concord, Balmain, Rozelle, Lidcome	Concord Clinical School, Sydney College of the Arts, Cumberland Campus
Tharawal (also known as Dharawal) – Camden	Camden Campus
Bundjalung – Lismore	University Centre for Rural Health
Kur-ing-gai (also known as Guringai) – Wahroonga	Sydney Adventist Hospital Clinical School
Cammeraygal - St Leonards	Northern Clinical School
Wiradjuri – Dubbo/Orange	School of Rural Health

*\* The information used in this table is sourced from the local Aboriginal Land Councils who hold the cultural authority of the areas named.*

## **PRINCIPLES**

The University of Sydney, in line with the Universities Australia Indigenous Strategy 2017-2020 (2017), has been working towards providing a culture that lifts Aboriginal and Torres Strait Islander workplace participation, celebrates Indigenous excellence and recognizes the many contributions of our Aboriginal and Torres Strait Islander staff and communities.

The Universities Australia Indigenous Strategy articulates a coherent sector wide initiative for implementation in all Universities across Australia. The University of Sydney Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019-2021 (the Framework) has adapted the following principles:

### **Equity**

- That Aboriginal and Torres Strait Islander people make up 3% of The University of Sydney workforce.

### **Cultural Competence**

- That cultural competence is built into the University and is aligned to the culture of the University Strategy.

### **Capability Building**

- That The University of Sydney workforce initiatives build capability both in the Aboriginal and Torres Strait Islander community and the wider University community.

### **Engagement and Partnership**

- That the University collaborates with Aboriginal and Torres Strait Islander communities and other organisations to meet workforce priorities.

### **Accountability**

- That we monitor our progress through clearly stated, measurable and achievable activities to improve our processes and celebrate success.

## INTENT

The University of Sydney through the 2016-2020 Strategic Plan has outlined its commitment to a culture built on our values including a culturally rich environment, which is responsive to the rights of all people.

The University has made strong progress towards recognising Aboriginal and Torres Strait Islander cultures and providing employment opportunities and has a clear focus on ensuring that Aboriginal and Torres Strait Islander people feel culturally safe, are included in decision-making, and that the strength of our Aboriginal and Torres Strait Islander communities are acknowledged.

This Framework enhances our workforce diversity and so improves the services we deliver, particularly for Aboriginal and Torres Strait Islander people, and adds to the University's capacity to innovate and drive improved results.

Our University will continue its work in contributing to national efforts to close the gap through offering employment, professional development and contracting opportunities for Aboriginal and Torres Strait Islander people.

## OBJECTIVES

The objectives of the Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019 – 2021 includes targets and initiatives that will:

1. Aim to achieve a minimal proportion of 3% or more Aboriginal and Torres Strait Islander people in our workforce;
2. Increase the cultural competence of staff, starting with those working with Aboriginal and Torres Strait Islander peoples and communities;
3. Ensure that all campuses are welcoming environments for all Aboriginal and Torres Strait Islander staff, students and community;
4. Increase the level of engagement with Aboriginal and Torres Strait Islander communities;
5. Grow Aboriginal and Torres Strait Islander staff into senior roles within the University; and
6. Provide meaningful pathways to employment at the University for Aboriginal and Torres Strait Islander students.

## KEY PERFORMANCE MEASUREMENTS

The following Key Performance Indicators will allow the University to monitor its progress in working towards the objectives and identify which areas requiring additional attention:

1. Proportion of Aboriginal and Torres Strait Islander workforce
2. Proportion Aboriginal and Torres Strait Islander workforce - occupation
3. Proportion Aboriginal and Torres Strait Islander workforce - classification
4. Proportion Aboriginal and Torres Strait Islander workforce - male/female
5. Aboriginal and Torres Strait Islander workforce participation - salary levels
6. Proportion workforce completed online Cultural Competence modules - Schools/PSU
7. Proportion workforce completed Aboriginal Sydney MOOC
8. Number workforce completed the Cultural Competence Leadership Program (subject to annual funding approval)
9. Recruitment / Attrition / Retention / Career Progression in the Merit Appointment Scheme
10. Recruitment / Attrition / Completion / Retention in traineeships and internships

## IMPLEMENTATION

This Framework is built on the premise that recruitment, retention and career development of Aboriginal and Torres Strait Islander staff is core business and the responsibility of the entire University community.

The Vice Principal – Operations is the Executive Sponsor for the Framework in partnership with the Deputy Vice Chancellor – Indigenous Services and Strategy.

The Chief Human Resources Officer with the assistance of the Manager - Indigenous Employment and Cultural Diversity, leads, advises and supports implementation of the Framework.

All Faculties and Professional Services Units (PSUs) are responsible for developing local implementation plans to meet the Key Performance Indicators and objectives to increase the employment of Aboriginal and Torres Strait Islander staff.

## REPORTING AND EVALUATION

Reports on the KPI's will be tabled quarterly at the University Executive – Indigenous Strategy and Services Committee and bi-annually to the Joint Consultative Committee. The University will also provide reports on employment numbers for both the Indigenous Education Statement and the HEPP Reports.

Human Resources will report against **KPM's 1–6 and 10**.

The National Centre for Cultural Competence **will report against KPM's 7-8**.

All Faculties and Professional Services Units will be required to report annually **to Human Resources on KPM 9** including an update on actions to meet the ongoing targets.



## KEY OBJECTIVES AND ACTION ITEMS

Objective	Action	Success Indicator
Employment Profile	1.1 Increase the participation, retention and development of Aboriginal and Torres Strait Islander employees	<p>Increase Aboriginal and Torres Strait Islander participation to 3% of the total workforce</p> <p>Increase in staff at higher levels (C- E Academic and HEO9 – SGS level Professional)</p> <p>Increase in length of tenure past 2 years</p> <p>Implementation plan from each faculty and professional service unit annually</p>
Recruitment	2.1 Embed equity within policy and procedures to ensure recruitment practices for job descriptions, advertisements and selection criteria are culturally competent and target applicants from Aboriginal and Torres Strait Islander backgrounds	<p>Increase in % of Aboriginal and Torres Strait Islander applicants</p> <p>Increase in % of Aboriginal and Torres Strait Islander applicants shortlisted</p> <p>Increase in % of Aboriginal and Torres Strait Islander applicants interviewed</p> <p>Investigate faculty based recruitment targets</p>
	2.2 Create an online portal to increase the accessibility and visibility of employment opportunities and develop targeted recruitment strategies	Online expression of interest portal created and promoted by 2020
	2.3 Create targeted positions for Aboriginal and Torres Strait Islander people	Increase in number of targeted positions
	2.4 Advance, embed and increase Aboriginal and Torres Strait Islander participation in the Merit Appointment Scheme	Increase in MAS appointment participation



		% annual increase  % successful transition to permanent role
	2.5 Create employment pathways for early career academics and HDR postgraduate students	# Early Career  # HDR Students  # Postgraduate Students
	2.6 Identified positions for Aboriginal and Torres Strait Islander students through traineeship, apprenticeship and internship and employment opportunities	Increase in Traineeship, Apprenticeship and Internship and employment positions
Retention	3.1 Establish an induction process for all new Aboriginal and Torres Strait Islander staff to provide information and support and assist their transition to the University workforce	Aboriginal and Torres Strait Islander Induction implemented
	3.2 Support the Aboriginal and Torres Strait Islander Staff Network and professional development opportunities	# 6 events per year  Increase in # professional development programs
	3.3 Maximise participation in the cultural competence program for managers of Aboriginal and Torres Strait Islander staff	100% completion of National Centre for Cultural Competence Modules by relevant managers
	3.4 Develop a half day "Managing Aboriginal and Torres Strait Islander Staff" session for managers and supervisors of Aboriginal and Torres Strait Islander staff	Training session established
Professional Development	4.1 Advance and increase participation in Leadership Programs across all faculties, schools and professional service units	Increase in number of participants in the leadership programs
	4.2 Provide professional development for Aboriginal and	Increase in number of staff undertaking career

	Torres Strait Islander academic and professional staff	development opportunities
Community Engagement	5.1 Build and maintain community, government and industry partnerships with the University of Sydney	MOU with key stakeholders  Quarterly meetings with identified partners
	5.2 DVC Indigenous Strategy and Services to implement an Aboriginal and Torres Strait Islander Elders Program	# Elders employed  Time spent on campus
	5.3 Development and application of a culturally respectful local community engagement model	Model established
	5.4 University of Sydney representation at key community events (i.e. Yabun, NAIDOC)	# Key Events Attended
	5.5 University of Sydney attend key Aboriginal and Torres Strait Islander interagency and community meetings	# Key meetings attended by key Aboriginal and Torres Strait Islander staff
Culturally safe workplace	6.1 Create culturally safe workplaces and environments of cultural resilience within Aboriginal and Torres Strait Islander communities	Culture Survey completed and results on cultural safety released
	6.2 Increase opportunities for all University staff members to develop cultural knowledge and understanding through engagement with Aboriginal and Torres Strait Islander people, perspectives and experiences and the completion of cultural competence modules and the Cultural Competence Leadership Program.	Increase in the number of staff across the University who have completed the National Centre for Cultural Competency modules and face to face competency programs.
	6.3 Ensure that recognition and respect is given for cultural obligations, cultural validation, and cultural credentialing within cultural safe workplaces.	Increase in the number of Managers of Aboriginal and Torres Strait Islander who have completed the Inclusive Actions Workshop

		Cultural Protocols developed and implemented within University policy
Accountability	<p>7.1 Maintain and enhance Aboriginal and Torres Strait Islander data collection and reporting mechanisms</p> <p>7.2 Provide update on Aboriginal and Torres Strait Islander employment regularly against targets set both by Commonwealth government and the University's Enterprise Agreement 2018-2021.</p> <p>7.3 Regularly review data to enable a higher level of scrutiny on retention and recruitment of Aboriginal and Torres Strait Islander staff through accurate quantitative and qualitative analysis.</p>	Employment data reported to University Executive (DVC – Indigenous Strategy and Services) committee, University Joint Consultative Committee, Indigenous Education Statement.