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The University of Sydney

One Sydney, Many People

Strategy 2021-2024



Ngyini ngalawangun mari budjari Gadinurada*

We meet
together on the
very beautiful
Gadi Country

*The language of the Gadigal people is used in our acknowledgement of Country in recognition that the University's first campus at Camperdown sits on Gadigal land.

When speaking of matters regarding the lands of New South Wales, we refer to Aboriginal people. When referring to our staff and students, we refer to Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander people should be aware that this document contains images and names of deceased persons.



Commissioned artwork:
Yanhambabirra Burambabirra
Yalbailinya (Come, Share and
Learn) 2020 by Luke Penrith

For the complete artwork story
please see page 28.

For the complete cover captions
please see the inside back cover.





Acknowledgement of Country

The University of Sydney's Camperdown Campus sits on the lands of the Gadigal people with campuses, teaching and research facilities on the lands of the Gamaraygal, Dharug, Wangal, Darkinyung, Burramadagal, Dharawal, Gandangara, Gamilaraay, Barkindji, Bundjalung, Wiradjuri, Ngunawal, Gureng Gureng, and Gagadju peoples.

We recognise and pay respect to the Elders and communities of these lands, past, present and emerging, who for thousands of years have shared and exchanged knowledges across innumerable generations, for the benefit of all.

We respect and value the knowledges, cultures and traditions of Aboriginal and Torres Strait Islander peoples.

There is no place in Australia – water, land or air – that has not been known, nurtured and loved by Aboriginal and Torres Strait Islander peoples.

We acknowledge that many people identify themselves by their Clan, Mob and/or Country. For the purposes of this document, we respectfully refer to Aboriginal and Torres Strait Islander peoples as Aboriginal and Torres Strait Islander throughout, First Peoples as a collective and Indigenous in reference to programs or data only.

A whole-of-University commitment to journey together, valuing, respecting and celebrating Aboriginal and Torres Strait Islander people's knowledges and cultures.



One Sydney, Many People

Strategy 2021-2024

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Foreword – Journeying together

Professor Lisa Jackson Pulver AM

Deputy Vice-Chancellor (Indigenous Strategy and Services)

One Sydney, Many People recognises Aboriginal and Torres Strait Islander peoples and communities for what they are – the custodians of Country, who are knowledgeable, strong, proud and spiritually connected to place.

We acknowledge the shared history, strength, resilience and cultures of Aboriginal and Torres Strait Islander peoples as traditional custodians of the lands upon which we work and live. The vibrant cultures of Aboriginal and Torres Strait Islander peoples are living, dynamic and central to the landscape, identity and character of our nation. A widely expressed commitment to strengthening our knowledge, appreciation and practice of this identity and character lies at the heart of the work outlined in *One Sydney, Many People*.

The University of Sydney is a world-class education provider and research leader. It has provisioned educational opportunities for students with over half a million

graduates since its first ceremony in 1859. Since 1971 – when data on student’s background was collected – at least 1734 Aboriginal or Torres Strait Islander people have graduated from the University.¹

But it was only in relatively recent times, in 2012, when the University introduced its first Indigenous People’s strategy – *Wingara Mura Bunga Barrabugu*. The translated meaning of this 2012–2016 strategy was “thinking path to make tomorrow” and committed to creating more higher education and leadership opportunities for Aboriginal and Torres Strait Islander peoples. At the same time, *Wingara Mura Bunga Barrabugu* committed members of the University to understand more of the history

of Aboriginal and Torres Strait Islander people and place, setting up – for example – the National Centre for Cultural Competence, complete with learning programs, modules and Massive Open Online Courses (MOOCs). The work of *Wingara Mura Bunga Barrabugu* was extended and continued until the end of 2019.

In developing the subsequent one-year program of work, the *Unfinished Business* Action Plan 2020, we spoke to our colleagues across multiple round-tables, consultation sessions, surveys and meetings to evaluate, complete, refresh or retire the 87 objectives of *Wingara Mura Bunga Barrabugu*. *Unfinished Business* has given us a wide-view of how the University

1 As of the end of 2020.



community sees the work of *Wingara Mura Bunga Barrabugu* and of what needs to be done in the new incoming strategy over the next four years to deliver real, sustainable and measurable change. *One Sydney, Many People* is the result of this process.

One Sydney, Many People is designed to be aspirational, bold and courageous – to redefine the role we want and need to play, as a university and as a community of practice. It has been developed with the support of every portfolio, professional service unit, faculty and school, as well as with stakeholders from community, government and business. It is truly a strategy that has the buy-in

and commitment that it needs to succeed from the University and those we serve.

As an institution we must inspire new generations of culturally engaged students and staff and equip them with the skills, knowledge and capabilities required to navigate and lead in a rapidly changing world. This whole-of-University approach is the foundation of long-term, achievable and sustained change.

I am excited about the next chapter in the history of the University, and welcome you on our journey together over the next four years.



Statement of intent

Message from the University Executive

As Australia's first university, this University has a tradition of developing leadership for good – shaping change to improve the lives of those on our campus community and neighbours, as well as the local, national and international communities we serve.

We celebrate the increasing voice and influence of Aboriginal and Torres Strait Islander peoples on our campuses and in how we contribute to the social and physical environment that makes our University special.

We are pleased to present the *One Sydney, Many People* Strategy 2021–2024 and our commitment to a stronger and more accountable partnership with Aboriginal and Torres Strait Islander peoples and our broader community.

Enduring foundations for this strategy were initiated in the *Wingara Mura Bunga Barrabugu* Strategy 2012–2016 which expressed the aim to support the best researchers and most promising students to achieve their full potential. This aim has not changed, and through our portfolios, faculties, schools and professional service units we have supported this as we worked through completing the inaugural strategy in the *Unfinished Business* Action Plan 2020.

Today, every one of us and our faculties, schools and professional service units have contributed to the development of *One Sydney, Many People*. It is through this work and this shared statement of intent, the University will continue to work using this same approach in developing local work-plans that have clear accountability and transparent reporting mechanisms. The result is a strategy that is both achievable and ambitious, bold and courageous.

One Sydney, Many People sets a tangible and actionable path forward with key metrics to ensure we stay accountable and on course.

We will be brave and embrace the notion of being community-led and enhance the legacy of Australia's first and most prestigious university, celebrating and empowering Aboriginal and Torres Strait Islander students, staff and communities.

We look forward to continuing our work together.

Dr Michael Spence AC,
Vice-Chancellor and Principal

Professor Stephen Garton AM,
Vice Chancellor Designate and
Senior Deputy Vice-Chancellor

Professor Duncan Ivison, Deputy
Vice-Chancellor (Research)

Professor Lisa Jackson Pulver AM,
Deputy Vice-Chancellor (Indigenous
Strategy and Services)

Professor Philippa Pattison AO,
Deputy Vice-Chancellor (Education)

Rebecca Murray, Vice-Principal
(Strategy)

Rosalind Ogilvie, Vice-Principal
(Advancement)

Stephen Phillips, Vice-Principal
(Operations)

Tania Rhodes-Taylor, Vice-Principal
(External Relations)

Associate Professor Anthony Masters,
Chair Academic Board

Professor Annamarie Jagose, Executive
Dean and Pro Vice-Chancellor, Faculty
of Arts and Social Sciences

Professor Robyn Ward AM, Executive
Dean and Pro Vice-Chancellor, Faculty
of Medicine and Health

Professor Gregory Whitwell, Dean,
University of Sydney Business School

Professor Iain Young, Dean, Faculty
of Science

Professor Willy Zwaenpoel, Dean,
Faculty of Engineering

Kirsten Andrews, Chief of Staff

Richard Fisher AM, General Counsel

December 2020.

Our vision

OUR VISION

Through our shared responsibilities to the Aboriginal Lands upon which the University stands, we create a genuine sense of belonging among all students and staff. As one of Australia's most eminent universities, we demonstrate visible leadership by fulfilling our social contract with Australia's First Peoples.

OUR COMMITMENT

To achieve population parity (and beyond²) with Aboriginal and Torres Strait Islander students and staff by embracing ways of thinking that respects Indigenous knowledges and appropriate incorporation of culture across University life.

One Sydney, Many People outlines our strategic focus areas, priority projects and initiatives which will drive a whole-of-University approach to a stronger, more inclusive and culturally embodied University of Sydney.

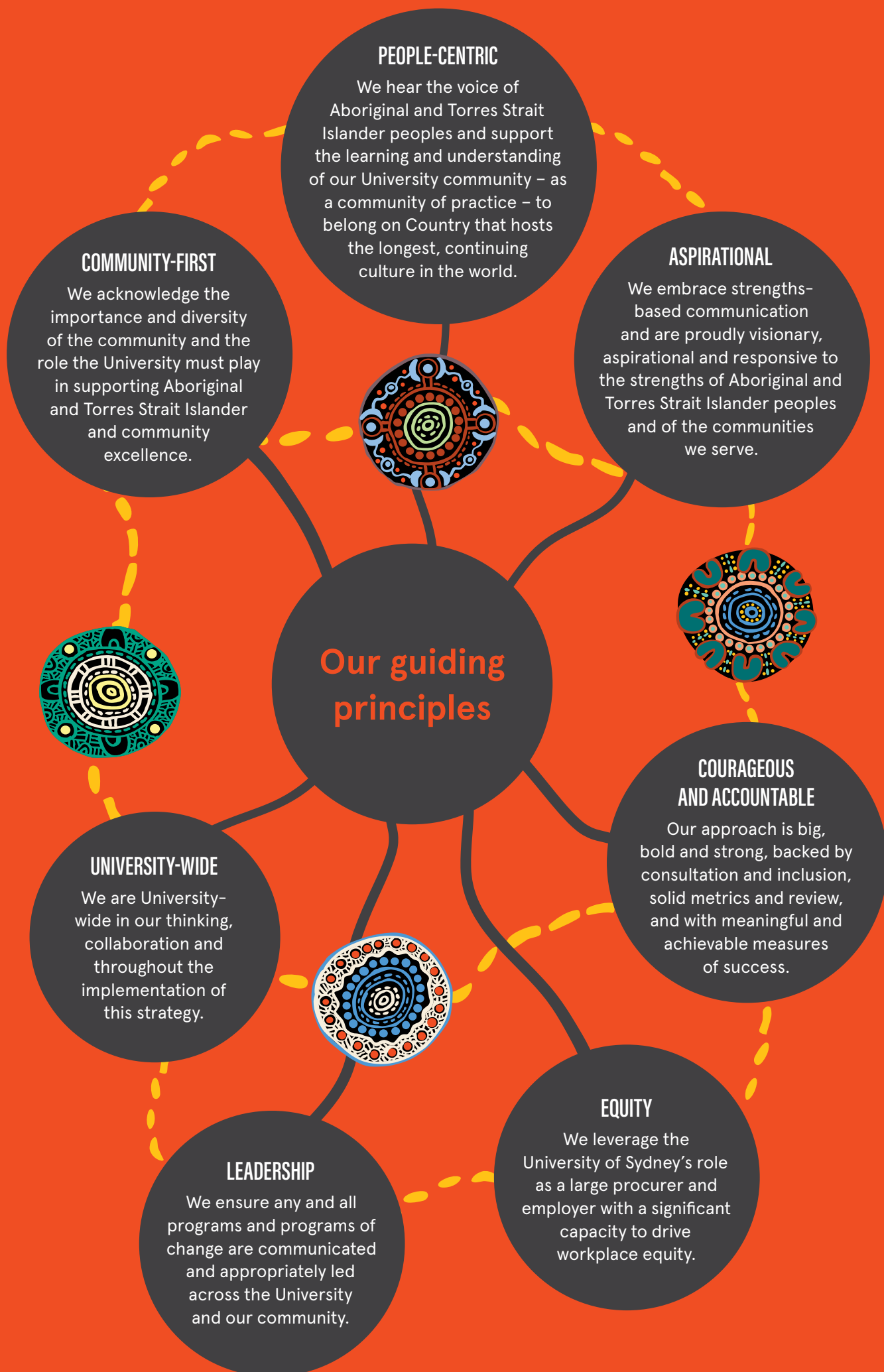
Our vision and commitment honours and supports Aboriginal and Torres Strait Islander peoples by ensuring that we acknowledge and respect cultural connection to place and country. We will do this by continuing to build and appropriately embed Aboriginal and Torres Strait Islander peoples' cultural identity, knowledge and world views into our work, research and education. We will embed Aboriginal and Torres Strait Islander peoples' voices appropriately in our institution and the University's core business of teaching and research. We will source culturally appropriate attribution of Aboriginal language for our naming conventions and signage. We will provide a dedicated physical space where Aboriginal and Torres Strait Islander students, staff and community visitors can meet, embrace and exchange knowledge.

*"I am excited by **One Sydney, Many People**. It is a big idea and now the time has come to embrace it. I hope that in addition to outcomes for students, that this strategy changes the relationship of learning to one that acknowledges that First Nations science, thinking and knowledges are just as important as the things that are written in books. And of course, it's always good for deadly places to have deadly people in them."*

Wesley Enoch AM, Artistic Director, Sydney Festival

Member, External Advisory Group

² Department of Education, Skills and Employment data, 2018, ABS (Estimates of Aboriginal and Torres Strait Islander Australians 201608, Table 1,2,3; June 2016 Estimates)



Our approach

One Sydney, Many People is guided by respect for Aboriginal and Torres Strait Islander peoples and acknowledges the many cultures, knowledges and traditions of this place we call Australia.

One Sydney, Many People has been developed through an extensive co-design process where Aboriginal and Torres Strait Islander community leaders, University staff and students, senior leadership, alumni, donors, government, business and other stakeholders were invited to participate in surveys, workshops and smaller group meetings to ensure that everyone who wanted to say something about the work of the portfolio and this incoming strategy had the opportunity to do so.

Through this process of yarning and listening, we collected extensive feedback on what actions must be initiated, continued, reviewed or ceased from the *Wingara Mura Bunga Barrabugu* strategy. We examined critical issues, sought new opportunities and through our engagement process, identified more than 600 actions across four focus areas for *One Sydney, Many People*. These four areas, Culture and Community, People, Education and Research, and Environment will be host to the many actions identified and be driven by local implementation plans. The University community and those who participated in our co-design process agrees that for *One Sydney,*

Many People to be successful, the need to embed this work into the daily business of all is paramount.

We drew from a number of guiding principles to inform *One Sydney, Many People* and its implementation. We recognise the work of the past decade, specifically the *Wingara Mura Bunga Barrabugu* strategy (2012–2016), *Storylines* (2018), the *Unfinished Business* Action Plan (2020) and the *Walanga Wingara Mura Design Principles* (2020) amongst others.

We were also asked to use appropriate language to describe the pillars of *One Sydney, Many People*. Gadigal language holders suggest we use of the words *Nguragaingun*, *Eora*, *Ngara* and *Pemulian* to name the pillars (in order): Culture and Community, People, Education and Research and Environment. We have incorporated this suggestion and will continue to expand our collaborative work across the University and community and continue to refine this strategy to make sure it remains ‘fit for purpose’ throughout its life.

“Designing the future of one of Australia’s oldest tertiary institutions with Australia’s oldest peoples is exciting. The University of Sydney is synonymous with excellence and boldness. It is also synonymous with privilege and power. I want the University community to boldly acknowledge the privilege it has of working, living and learning on Aboriginal land and with Aboriginal people; and the power a culturally engaged University community can have on ultimate educational excellence.”

Kristy Masella, CEO Aboriginal Employment Strategy

Member, External Advisory Group

Strategic focus areas

The focus areas and priorities of *One Sydney, Many People* are designed to embed a strengths-based approach towards initiatives; achieved through a combination of cross-University collaboration and local implementation plans for each department, school, faculty, professional service unit and portfolio. Importantly, these focus areas are intrinsically connected with each other and enable a holistic University-wide approach.



NGURAGAINGUN

CULTURE AND COMMUNITY

The University will create more opportunities for continued engagement with communities, celebrate culture on and off campus and ensure we have an environment where conversations about our identity and who we are can occur easily. Critical to this will be the University's ability to connect and engage with Aboriginal and Torres Strait Islander communities locally and regionally, in authentic and mutually beneficial ways.

Using the knowledge and resources available to the University, we will find further ways to embed Aboriginal and Torres Strait Islander knowledges, histories and cultures throughout University policies, behaviours, structure, programs and curriculum.



EORA

PEOPLE – OUR STAFF AND STUDENTS

Our University is nothing without its people. As part of our commitment to increased levels of participation in higher education, research and leadership opportunities, it's vital to achieve population parity both in student and staffing numbers for Aboriginal and Torres Strait Islander people. We recognise that we have a ways to go to keep pace with non-Indigenous enrolments and staffing. We commit to reviewing, reforming and improving policies, procedures and opportunities concerning Aboriginal and Torres Strait Islander students and staff.



NGARA

EDUCATION AND RESEARCH

Embedding Aboriginal and Torres Strait Islander knowledges, histories and cultures in University practice is an important characteristic of this strategy. This will be supported by enhanced Aboriginal and Torres Strait Islander Peoples' engagement, participation and leadership in teaching, learning and research, and support more productive and reflective relationships between educators, researchers, universities, governments and policymakers.

This will be assisted by furthering the work of *Ngarangun: Indigenous Research Strategy* and helping grow our academy from the inside through support programs for those who desire a research or academic career.



PEMULIAN

ENVIRONMENT

– A SENSE OF PLACE

We have listened and understand the importance of creating a sense of place and belonging for our University community. We will continue to implement the successes of the *Walanga Wingara Mura Design Principles*, conclude the revision and launch of *Storylines* and continue to embed Aboriginal and Torres Strait Islander narratives into the infrastructure, design and fabric of our campuses.

The continuation of these principles, storylines, narratives and others as appropriate will create opportunities to explore, not only distinctions or differences, but the elements that bind and connect our many *One Sydney, Many People* communities.

Strategic focus areas

NGURAGAINGUN CULTURE AND COMMUNITY

Reflect Aboriginal and Torres Strait Islander peoples' cultural values throughout University policies, practices and relationships.

EORA PEOPLE

Empower our University, our practices and every member of our University community to engage in culturally responsive ways.

NGARA EDUCATION AND RESEARCH

Embed Aboriginal and Torres Strait Islander peoples' knowledges, skills, concepts and ways of life in teaching and research.

PEMULIAN ENVIRONMENT

Enhance the environments in which we learn and work to embody Aboriginal and Torres Strait Islander cultural values and to ensure exchanges of knowledge can occur easily.

- 1 Tribal Warrior Dancers at the Charles Perkins Oration. 12 November 2020.
- 2 Aunty Pat Turner, Charles Perkins Oration. 12 November 2020
- 3 Service Learning in Indigenous Communities - Tribal Warrior. 2020.
- 4 Service Learning in Indigenous Communities - Tribal Warrior. 2020.



Nguragaingun

Culture and community

FROM LITTLE THINGS BIG THINGS GROW

We are strengthening our resolve to continue the consistent and many steps necessary to listen to and engage with our community. We are determined to develop realistic targets which are embedded in authentic engagement and respect and ensure these are included in every area of University life.

PHILANTHROPIC AND PARTNERSHIP OPPORTUNITIES

To achieve our vision, we continue to explore strategic partnerships and alignments with philanthropists and external organisations. This will be guided by a new Aboriginal and Torres Strait Islander Philanthropy Strategy that will address agreed priorities with the University, community and our partners.

We aim to review existing and establish new policies and procurement processes to enhance participation in University life by Indigenous organisations, communities and businesses. This will be enhanced by developing an external engagement framework in concert with existing practices.

AUTHENTIC ENGAGEMENT

We acknowledge that there remains more to do to achieve parity in Australian education and that the participation of Aboriginal and Torres Strait Islander students in higher education remains unacceptably low. We are well placed to work with our communities to address these inequities and take the necessary steps to redress the current rates of student and staff participation.

We recognise that many non-Indigenous students are wanting to know more about Aboriginal and Torres Strait Islander peoples and communities. In addressing this, we also commit to the review and expansion of opportunities and pathways for all students to participate in dedicated offerings especially those that provide access points to Aboriginal and Torres Strait Islander communities.

Our commitment to authentic engagement with community will be enhanced through educational opportunities, mobility programs such as Service Learning in Indigenous Communities (SLIC) and programs for staff, the Cultural Competence Leadership Program (CCLP), Massive Online Open Courses (MOOCs) and dedicated modules, including micro-credentials, to enhance our ability to be authentic, inclusive and proactive.



IT TAKES A COMMUNITY

Now more than ever, we are living in an interdependent community. *One Sydney, Many People* will be measured by its ability to bring together the many parts of the University community and ensure availability of academic staff to lead student/community and researcher/community joint projects. We are committed to help provision this capability to ensure faculties, schools and professional service units deliver support and are genuinely engaged with Aboriginal and Torres Strait Islander communities.

*“I think **One Sydney, Many People** will set a benchmark and guide for the University in the way that it conducts business – not just in academic teaching and research but in engagement with the University as well – connecting the community to the University and the University to the community.”*

**Professor Tom Calma, AO,
Chancellor, University of Canberra**

Member, External Advisory Group



Eora

People – our staff and students

AN EQUAL PLAYING FIELD FOR OUR STUDENTS

Despite the significant achievements of *Wingara Mura Bunga Barrabugu*, the University of Sydney has a lower proportion of Aboriginal and Torres Strait Islander students (0.9%)³ than the Australian sector (average 1.72%)⁴. The University is currently placed 7th amongst its Group of Eight (Go8) peers in Aboriginal and Torres Strait Islander student participation⁴.

While the number of Aboriginal and Torres Strait Islander students enrolling at our University has increased modestly it has still not kept pace with those enrolments of non-Indigenous students⁴. Despite some growth in participation over the past ten years, degree completions for Aboriginal and Torres Strait Islander students at the University have not increased. We are committed to changing these statistics during the life of this strategy.

To ensure this change is realised we have committed to achieving population parity in Aboriginal and Torres Strait Islander student participation by 2030. The outcome will be supported by a number of admission pathways for Aboriginal and Torres Strait Islander students

where education disruption has affected their Australian Tertiary Admission Rank (ATAR), or for older students who have not either acquired vocational qualifications in the course of their work, or not achieved an ATAR during their schooling. Further enhancements to engage with these cohorts will include the initiation of three new extended bachelor degrees, specifically a Bachelor of Arts (Extended), Bachelor of Liberal Arts and Science (Extended) and Bachelor of Science (Extended). These are on target for commencement in 2022.

We will also continue to enhance high school outreach and transition programs through community collaboration as well as redesigning scholarship and support opportunities for Aboriginal and Torres Strait Islander students. Central to this work will be the continuation of the Gadigal Early Offer Program, the University's dedicated admission pathway program for Aboriginal and Torres Strait Islander students, as well as the bespoke suite of college accommodation scholarships.

³ National Indigenous Australians Agency (NIAA), IAP Insights, University of Sydney, 2019 data drawn 12 August 2020

⁴ Department of Education, Skills and Employment data, 2019



- 1 Staff participating in the CCLP Program. 2017.
- 2 Three students at the 2019 Wingara Mura Bunga Barrabugu Summer Program faculty experience.

EMBRACING INDIGENOUS EDUCATORS AND PROFESSIONALS

While recognition of culture in our academic community may be seen to be welcoming, we must also recognise that Aboriginal and Torres Strait Islander staff, both professional and academic, are under-represented at the University, with only 1.2 percent of staff identifying as Aboriginal and/or Torres Strait Islander⁴.

We strive to be the University of choice for Aboriginal and Torres Strait Islander students and staff and must be brave enough to take a multifaceted approach to meet the expectations of the communities that we serve. We need to remain committed to becoming a community of practice in which all staff and students embrace a shared understanding of what it is to belong to an Australian university such as ours.

To do this, we must achieve population parity in Aboriginal and Torres Strait Islander staff participation by 2030. We need to also reform programs such as the Merit Appointment Scheme (MAS), review and improve how Aboriginal and Torres Strait Islander staff achievements

are recognised, and how this helps facilitate promotion and progression of staff throughout the University. We also need to expand initiatives such as the Culturally Competent Leadership Program (CCLP) and our Open Learning Environment (OLE) modules to develop and further enhance the cultural responsiveness of our University community.

If we are to become known as the leading university for Aboriginal and Torres Strait Islander students and staff this must be reflected through policies and innovative programs that empower students and staff to make respectful, ethical choices in intercultural settings which prioritise culturally competent leadership. An essential component of this is in the support and continuation of the National Centre for Cultural Competence (NCCC) and its work in designing and facilitating programs that promote ethical and effective choices in intercultural settings.



Ngara

Education and research

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE FIRST AND FOREMOST

We recognise that the exchange of knowledge, teaching and learning occurred on the Countries and places across the nation predating that of higher education institutions anywhere in the world. By expanding upon the representation of Aboriginal and Torres Strait Islander Peoples' knowledges, skills and understanding we honour the founding knowledge of the custodians of the land upon which the University's campuses are situated.

A COMPLETE EDUCATION

As part of *One Sydney, Many People*, we will support curriculum owners to embed Aboriginal and Torres Strait Islander values, culture and teachings across all faculties and schools. A range of models will be employed to facilitate innovative and culturally quality-assured representation of Aboriginal and Torres Strait Islander knowledges in curriculum, programs and courses. To ensure

the successful delivery of these knowledges we will support development opportunities for teaching and research staff to be equipped to deliver Indigenous content appropriately and with an understanding of the ethical and other requirements of working with Aboriginal and Torres Strait Islander communities and students. We will commence this work with the Faculty of Science, The University of Sydney Law School and Sydney Conservatorium of Music.

ATTRACTING INNOVATORS

The University will continue to attract and retain Aboriginal and Torres Strait Islander students and staff who foreground the priorities and aspirations of the many communities we serve. The University will refine and implement recruitment initiatives to attract more students into all disciplines – those leading into Higher Degree Research (HDR) programs and those pursuing postgraduate coursework. We will continue to refine and implement initiatives to retain and graduate students while supporting



discipline-specific education and research programs. A critical priority in this work is to embed the work of *Ngarangun: Indigenous Research Strategy* across our institution.

BE THE CHANGE

We are setting achievable and sustainable goals to help address education inequity for Aboriginal and Torres Strait Islander peoples. Our goal is to become renowned as a leader in Indigenous innovation, building upon the strong foundations already existing with institutions such as The Poche Centre for Indigenous Health and the Sydney Policy Lab. These are important targets to aspire to and can be achieved through meaningful engagement with Aboriginal and Torres Strait Islander researchers, educators and community.

- 1 Behind the scenes, during the *Bruce Pascoe: Perennial Soil* Lecture, Sydney Ideas, October 2020.
- 2 Dhuwarr bread display and research on Gomerioi grains. 2020.
- 3 Students presenting in the Moot Court, The University of Sydney Law School. 2019.



- 1 Dale Harding. Spine 3 (radiance). 2018.
- 2 Dale Harding. Spine 2. 2018
- 3 The Gadi welcoming visitors on the City Road entrance of the University's Camperdown Campus.
- 4 Totem poles, Regiment Building, Newtown, NSW. 2020.

Pemulian

Environment – a sense of place

A SENSE OF BELONGING

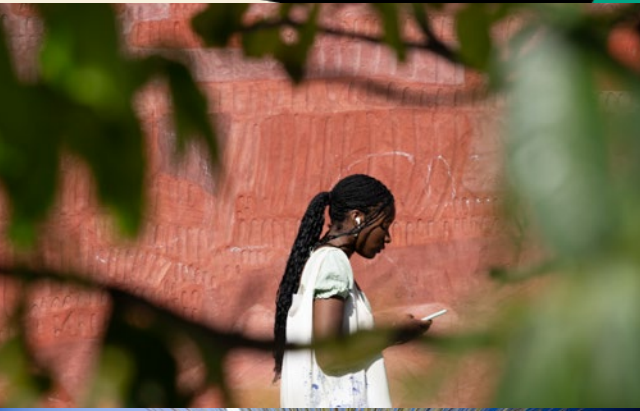
One Sydney, Many People will succeed by developing policies and procedures to increase the number of Aboriginal and Torres Strait Islander students and staff on campus and that they feel included, feel like they belong and are able to go about their studies and work with respect. We understand that enrolling at university is only the first step in the important process of lifelong learning and how one can recognise that they are not alone. Establishing a sense of belonging from the moment a student engages with the University to the day they become alumni is essential to ensure Aboriginal and Torres Strait Islander students feel at home and thus reach their full potential as a part of our University community.

REFLECTING CULTURE BACK TO OUR STUDENTS AND STAFF

As part of our ongoing commitment to *One Sydney, Many People* our students and staff want to consistently see the depth of Aboriginal and Torres Strait Islander knowledges reflected back to them in every aspect of University life. Whether that is through bilingual signage and storytelling in lecture halls or through culturally significant displays in shared spaces, this respect for culture through physical acknowledgements will be embedded across all campuses.

At the heart of *One Sydney, Many People* is our commitment to creating a dedicated physical space for our Aboriginal and Torres Strait Islander students to come together as a community in a space that provides support and opportunities. This space will be available for both undergraduate and postgraduate students to work together and to meet with community Elders for cultural support.

Over the course of the next five years, we will also create additional dedicated spaces across our campuses where all members of the University can learn about Indigenous culture, have culturally engaged discussions and understand how they can support initiatives across this strategy.



CARING FOR COUNTRY CARES FOR OUR PEOPLE

We recognise the deep connection Aboriginal and Torres Strait Islander peoples have to Country. As part of the *One Sydney, Many People* strategy, we ensure Caring for Country initiatives and University-wide strategies are embedded throughout the whole of the University.

We are committed to delivering sustainability research and education activities as part of the University's 2020 *Sustainability Strategy*.

We understand that environmental wellbeing is paramount to the wellbeing of our community and will coordinate initiatives with relevant schools and portfolios to support this. Together we will develop activities that enable students and staff to walk, talk and work together with Aboriginal and Torres Strait Islander peoples to protect natural and cultural heritage. Students will go beyond the classroom to learn about Indigenous Australians' history of connection to Country, teaching practices that will continue to build long-term sustainability such as stewardship of land and water, awareness of cultural heritage, policy, advocacy and other aspects co-designed with Aboriginal and Torres Strait Islander communities.

FROM THE GROUND-UP

To create a dedicated student space for Aboriginal and Torres Strait Islander students, we utilise Indigenous design principles to develop culturally appropriate digital and physical infrastructure. The 2020 *Walanga Wingara Mura Design Principles* have been successfully implemented in the innovative design and construction of the Chau Chak Wing Museum and will continue to be utilised in the design of this project. A space such as this will provide fit-for-purpose facilities for academic and student support staff to provide the best support possible to our Aboriginal and Torres Strait Islander students.

LEARNING BOTH WAYS

We are committed to graduates who understand the diversity and richness of Aboriginal and Torres Strait Islander cultures. It is our aim to support all students to develop a greater understanding of Aboriginal and Torres Strait Islander cultures and provide interactive experiences to embed culture into all the University does.

Our priorities



NGURAGAINGUN CULTURE AND COMMUNITY

Reflect Aboriginal and Torres Strait Islander peoples' cultural values throughout University policies, practices and relationships.

The University will create more opportunities for continued engagement with communities, celebrate culture on and off campus and ensure we have an environment where conversations about our identity and who we are can occur easily. Critical to this will be the University's ability to connect and engage with Aboriginal and Torres Strait Islander communities locally and regionally, in authentic and mutually beneficial ways.

Using the knowledges and resources available to the University, we will find further ways to embed Aboriginal and Torres Strait Islander knowledge, histories and cultures throughout University policies, behaviours, structure, programs and curriculum.

Review, update and, where necessary, create policies and procedures to ensure consistency with Aboriginal and Torres Strait Islander peoples' cultural values.

- Develop a policy regarding the appropriate use of Welcome to Country, Acknowledgment of Country and other recognition – including a standardised signature block for all staff.
- Develop procedures to ensure institutional involvement with and embracing of Aboriginal and Torres Strait Islander cultural events, milestones and ceremonies.
- Audit and review existing policies and procedures that refer to Aboriginal and Torres Strait Islander people and or community.
- Map policies that should be reviewed against this strategy.

Establish procurement processes to facilitate engagement with Aboriginal and Torres Strait Islander organisations and businesses.

- Develop an Indigenous procurement policy with associated KPIs and procedures.
- Develop an implementation guide and annualised reporting.

Review and align Indigenous philanthropic opportunities and business cases with strategic Aboriginal and Torres Strait Islander priorities.

- Develop an Aboriginal and Torres Strait Islander Philanthropy Strategy.
- Develop an action plan that enhances financial support for Aboriginal and Torres Strait Islander students, staff, research and other activities through philanthropy.

Embed co-design in educational mobility programs to engage with Aboriginal and Torres Strait Islander peoples and communities.

- Review and expand opportunities for students to participate in community-based mobility programs.
- Ensure Australian-based mobility programs for students to include Aboriginal and Torres Strait Islander communities and perspectives.

OUR COMMITMENT

- Strengthen relationships and build new ones with Aboriginal and Torres Strait Islander communities throughout Australia.
- All students will have opportunities to develop their cultural competence to meet the University's commitment to the Cultural Competence Graduate Quality.
- All faculties and schools offering mobility programs, such as as Service Learning in Indigenous Communities (SLIC), to undergraduate students.
- Minimum 3 percent philanthropic funding received by the University to be allocated to Indigenous projects and initiatives.
- Develop an Indigenous procurement policy across the University.
- Develop a policy regarding the appropriate use of Welcome to Country and Acknowledgment of Country and other recognition including a standardised signature block for all staff.



EORA

PEOPLE – OUR STAFF AND STUDENTS

Empower our University, our practices and every member of our University community to engage in culturally responsive ways.

Our University is nothing without its people. As part of our commitment to increased levels of participation in higher education, research and leadership opportunities, it's vital to achieve population parity both in student and staffing numbers for Aboriginal and Torres Strait Islander peoples. We recognise that we have a ways to go to keep pace with non-Indigenous enrolments and staffing. We commit to reviewing, reforming and improving policies, procedures and opportunities concerning Aboriginal and Torres Strait Islander students and staff.

We commit to ensuring all students and staff are given the opportunity to know and learn what it is to be on a land that hosts the world's oldest continuous culture and what it is to learn with these perspectives. Achieving population parity across our University population of students and staff is key to *One Sydney, Many People*.

Achieve student population parity by 2030

- Continue and enhance high school outreach and transition programs.
- Implement the Extended Bachelor Programs.
- Provide opportunities for students to participate in sub-degree, micro-credential and other professional development programs.
- Enhance scholarship offerings across the University.
- Enhance further the Gadigal programs of entry.

Achieve staff and leadership population parity by 2030.

- Review and reform Aboriginal and Torres Strait Islander staff opportunities for employment, promotion and progression.
- Develop Aboriginal and Torres Strait Islander inclusion at all levels of the University, including Senate and its subcommittees, Academic Board and other high-level governance structures.

Be known as the leading University for Indigenous staff and students through policies and programs that enable culturally competent leadership at all levels.

- Expand initiatives such as the Culturally Competent Leadership Program (CCLP).
- Continue to offer Open Learning Environment and other opportunities to staff and students.

Be known as the leading University for innovative programs that encourage staff and students to make respectful, ethical and effective choices in intercultural settings.

- Enhance and support the role of the National Centre for Cultural Competence (NCCC) to design and facilitate programs that promote ethical and effective choices in intercultural settings.

OUR COMMITMENT

- Achieve population parity in our Aboriginal and Torres Strait Islander student and staff participation by 2030.
- Pursue collaborative partnerships with community and other organisations to enhance transition capability and support for Aboriginal and Torres Strait Islander students.
- Develop Aboriginal and Torres Strait Islander inclusion at all levels of the University, including Senate and its subcommittees, Academic Board and other high-level governance structures.
- Ensure that programs to recruit staff are reviewed, updated or implemented.
- Ensure programs such as the CCLP, NCCC modules, MOOC's and other resources are available to all staff and students.

Our priorities



NGARA EDUCATION AND RESEARCH

Embed Aboriginal and Torres Strait Islander peoples' knowledges, skills, concepts and ways of life in teaching and research.

Embedding Aboriginal and Torres Strait Islander knowledges, histories and cultures in University practice is an important characteristic of this strategy. This will be supported by enhanced Aboriginal and Torres Strait Islander peoples' engagement, participation and leadership in teaching, learning and research, and support more productive and reflective relationships between educators, researchers, universities, governments and policymakers. This will be assisted by furthering the work of *Ngarangun: Indigenous Research Strategy* and helping grow our academy from the inside through support programs for those who desire a research or academic career.

These and other related initiatives will guide and become the catalyst for sustainable educational and research agendas in partnership with communities, government and industry.

Support Aboriginal and Torres Strait Islander knowledges, histories and cultures in every area of the University and its practice.

- Provide enhanced support to faculties and schools in their efforts to Indigenise the curriculum commencing with collaborations with the Faculty of Science, the University of Sydney Law School and Sydney Conservatorium of Music.
- Ensure teaching staff are able to participate in appropriate programs of learning so they can deliver Indigenised content appropriately.
- Ensure research staff understand the ethical and other requirements of working with Aboriginal and Torres Strait Islander communities, researchers and students.

Become the University of choice for emerging and prospective Aboriginal and Torres Strait Islander students.

- Refine recruitment initiatives to attract Aboriginal and Torres Strait Islander students.
- Create progression pathways from undergraduate degrees for those wanting to pursue postgraduate qualifications.

Become the University of choice for emerging and prospective Aboriginal and Torres Strait Islander researchers.

- Refine and implement research initiatives to attract Aboriginal and Torres Strait Islander researchers.
- Refine and implement recruitment initiatives to attract Higher Degree by Research (HDR) students.
- Support the embedding of *Ngarangun: Indigenous Research Strategy*.

Become domestically and globally renowned as a leader in Indigenous public policy reform and innovation.

- Conduct a feasibility study into the establishment of a centre for Indigenous innovation and excellence.

OUR COMMITMENT

- Commencing with the Faculty of Science, the University of Sydney Law School and Sydney Conservatorium of Music, we will support faculties and schools with their Indigenisation of curriculum commitments and programs.
- Set targets for Aboriginal and Torres Strait Islander participation in HDR study.
- Support the *Ngarangun: Indigenous Research Strategy* and its inclusion in all faculties and schools.
- Support teaching and research staff to understand the requirement of working with Aboriginal and Torres Strait Islander communities and students.
- Investigate the feasibility of establishing a national centre for Indigenous innovation and excellence in public policy and reform.



PEMULIAN

ENVIRONMENT – A SENSE OF PLACE

Enhance the environments in which we learn and work to embody Aboriginal and Torres Strait Islander cultural values and to ensure exchanges of knowledge and learning can occur easily.

We have listened and understand the importance of creating a sense of place and belonging for our University community. We will continue to implement the successes of the *Walanga Wingara Mura Design Principles*, conclude the revision and launch of *Storylines* and continue to embed Aboriginal and Torres Strait Islander narratives into the infrastructure, design and fabric of our campuses.

The continuation of these principles, storylines, narratives and others as appropriate will create opportunities to explore, not only distinctions or differences, but the elements that bind and connect our many *One Sydney, Many People* communities.

Promote Indigenous cultures through physical displays of acknowledgement across the campuses.

- Create an enhanced naming policy for precincts, buildings, and rooms.
- Produce bilingual signage and storytelling for lecture halls and allocated teaching spaces at prominent sites across the University.
- Install displays of cultural significance in shared places.

Create a dedicated physical space for Aboriginal and Torres Strait Islander students to foster a community and provide support and opportunities to learn.

- Deliver a dedicated space for Aboriginal and Torres Strait Islander students at the Camperdown Campus housing Indigenous-specific academic and student support services.

Connect with other University-wide strategies and initiatives to embed a culture of Caring for Country across all campuses.

- Deliver sustainability research and education activities in coordination with the *Sustainability Strategy*.
- Coordinate environmental wellbeing initiatives with relevant faculties, schools and portfolios.

OUR COMMITMENT

- Deliver a dedicated physical space for Aboriginal and Torres Strait Islander students on the Camperdown Campus housing academic and student support services.
- Embed cross-institution strategies into our work Caring for Country.
- Install bilingual signage and displays of cultural significance across our campuses.
- Create an enhanced naming policy for precincts, buildings and rooms.

Implementation

We are committed to acting on as many of the ideas generated through our co-design discussions as our resources will allow. To do this we will continue to work with faculties, schools and portfolios as well as external organisations and individuals to implement *One Sydney, Many People*. We greatly respect the valuable suggestions and ideas and are basing our commitments on this input.

KEY STRATEGIC PRIORITIES

The strategies we have described are the priority deliverables for 2021-2024. Faculties, schools and portfolios will lead the delivery of many of these initiatives with support and direction provided by the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services). We are determined to be accountable and transparent, and make the following commitments as priorities for our work:

- Create a dedicated space for Aboriginal and Torres Strait Islander students on the Camperdown Campus by 2022.
- Commence the Extended Bachelor Program (with Foundation Year) by 2022.
- Implement a new procurement policy by 2022, with a target of minimum 3 percent of University Approved Suppliers to be Indigenous-owned businesses.
- Commence the process to support curriculum inclusion to embed Aboriginal and Torres Strait Islander knowledges, histories and cultures within the Faculty of Science, the University of Sydney Law School and Sydney Conservatorium of Music by 2023.

- With other portfolios, develop an Indigenous philanthropy strategy with a target of minimum 3 percent of philanthropic funds directed towards Indigenous projects by 2023.
- Install bilingual signage on buildings and/or precincts on all campuses and other University sites by 2024.
- Achieve population parity for Aboriginal and Torres Strait Islander staff and students by 2030.

LOCAL IMPLEMENTATION – EXPECTATIONS

The co-design process brought forth a strong foundation of ideas and opportunities under each strategic focus area. Faculties, schools and portfolios will implement a broad range of initiatives that are designed to deepen the impact of *One Sydney, Many People* and allow the University community to develop initiatives that respond to their own priorities, needs and resources availability. These local initiatives will evolve over the life of the strategy.

Some examples include:

Nguragaingun – Culture and community

- Promote cultural competence by including a demonstration of Aboriginal and Torres Strait Islander values as KPIs in Academic and Professional Performance Development plans (APD and PPD).
- Build relationships with Local Government Areas in the University's wider footprint.
- Support Aboriginal and Torres Strait Islander businesses and communities.

Eora – People – our students and staff

- Improve the experience for Aboriginal and Torres Strait Islander students at the University.
- Embed and promote Aboriginal and Torres Strait Islander cultures, opportunities and issues in communications to students and the University community as a whole.
- Leadership KPIs to achieve population parity in staffing at all levels.
- In-person and digital networking spaces and opportunities for Aboriginal and Torres Strait Islander staff.

Ngara – Education and research

- Increase opportunities to communicate research success across the institution and internationally.
- Continue to foster communication between Education and Research teams.
- The National Centre for Cultural Competence (NCCC) to guide and improve cultural competence and understanding within portfolios, professional service units, faculties and schools.

Pemulian – Environment – A sense of place

- Celebrate Indigenous cultures by engaging the University community in interactive experiences and embedding culture into University events.
- Create dedicated spaces across campus where the University can learn about Indigenous culture, have engaged and thoughtful discussions.
- Support the initiatives across the strategy to progress dual naming of precincts and buildings.

BRINGING *ONE SYDNEY, MANY PEOPLE* TO LIFE

Funding for local implementation projects will come from a variety of places including strategic funding, resources from within faculties, schools, professional service units and portfolios as well as donors, external funding and government.

To ensure we stay on track and accountable to the communities we serve and who have worked so hard with us to develop this strategy, we will supply each portfolio, faculty, school, business units and others toolkits that include workbooks and templates to help with the development of agreed work plans, annual reporting and accountability milestones. All applications for strategic local funding will be against the agreed *One Sydney, Many People* work plans and will demonstrate how their project or initiative strengthens and enables the delivery of *One Sydney, Many People*.

A COMMITMENT TO CONTINUOUS REVIEW

We commit to providing a mid-cycle report on our progress in addition to regular updates to the communities we serve. This milestone will allow the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services) to review *One Sydney, Many People* to ensure it is consistent with the vision shared with us over many consultations, and remains fit-for-purpose throughout its life.

Acknowledgements

The University of Sydney thanks all those who have contributed their voice to the *One Sydney, Many People* strategy.

We thank the 590 identified contributors to the co-design process in addition to the thousands of de-identified contributors along the continuum of strategy development. To make this a truly meaningful document, it was vital that our staff, students and stakeholders were able to talk openly and honestly about our successes and also our failures. We thank them for the trust they have shown to us in sharing their experiences and valuable insights as to how we can all move forward with this important strategy together.

We extend our gratitude to the Gadigal language group who provided advice regarding the translation of the strategic focus areas: Ray Davison Snr, Cameron Davison, Joel Davison and Professor Jakelin Troy.

Pemulian which translates to “Things of this Earth”.

Nguragaingun which means “of this country, all of us belong”.

Eora which translates to “People”.

Ngara which means “to sit, to learn”.

ONE SYDNEY, MANY PEOPLE EXTERNAL ADVISORY GROUP

- Professor Lisa Jackson Pulver AM, Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Liam Harte, Chair (Director, Indigenous External Relationship Development), Deputy Vice-Chancellor, Indigenous Strategy and Services
- Professor Tom Calma AO, Chancellor, University of Canberra
- Professor Aunty Kerry Doyle, Associate Dean Indigenous Health, School of Medicine, Western Sydney University
- Wesley Enoch AM, Artistic Director, Sydney Festival
- Professor Bronwyn Fredericks, Pro Vice-Chancellor (Indigenous Engagement), The University of Queensland
- Kristy Masella, CEO, Aboriginal Employment Strategy
- Rachel Perkins, Managing Director, Blackfella Films
- Shane Phillips, CEO, Tribal Warrior Aboriginal Corporation
- Leila Smith, CEO, Aurora Education Foundation

- Dr John Waldon, Researcher, 2Tama Limited, New Zealand
- Ann Weldon, Senior Aboriginal Case Manager, Department of Family and Community Services

INDIGENOUS STRATEGY ACADEMIC BOARD WORKING GROUP

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- Professor Jennifer Barrett, Director, National Centre for Cultural Competence, Deputy Vice-Chancellor, Indigenous Strategy and Services
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- Associate Professor Peter McCallum (attendee), Registrar and Academic Director (Education), Deputy Vice-Chancellor (Education)
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- Fernanda Penalosa, Senior Lecturer, Department of Spanish and Latin American Studies, Faculty of Arts and Social Sciences
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- Karen Haywood, Chief Human Resources Officer, Vice-Principal Operations
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ONE SYDNEY, MANY PEOPLE WORKING GROUP

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- Joana Richter, Manager, Engagement and Partnerships, Widening Participation and Outreach, Vice-Principal External Relations
- Associate Professor Myfany Turpin, Associate Dean Indigenous, Sydney Conservatorium of Music

We thank all other members of our community who have contributed to the co-design of this strategy in particular the dedicated team at the National Centre for Cultural Competence including Gabrielle Russell, Amy Cole and Demelza Marlin.

The University thanks Joe Hedger, Director of EY Indigenous Sector Practice and his team for their work in helping us collect, analyse and synthesise the many points of data, and 33 Creative who helped translate this into the design and layout of this strategy. A special thank you to Luke Penrith for his interpretation of this strategy into the stunning art that adorns these pages.

Artwork



Title: 'Yanhambabirra Burambabirra Yalbailinya' (Come, Share and Learn), 2020. Artist: Luke Penrith

The University thanks artist Luke Penrith for the creation of his artwork 'Yanhambabirra Burambabirra Yalbailinya' (Come, Share and Learn). This work has been created to represent the *One Sydney, Many People* strategy and celebrates our collective vision for the future.

About the artwork

'Yanhambabirra Burambabirra Yalbailinya' depicts a rich interconnected story of knowledge, community and growth, reflecting the history and future aspiration of the University. At the centre of the artwork is the Gadi (of the Xanthorrea genus), found on the grounds of the University campus and acknowledges our location in the heart of Gadigal country. The central flowering bud reaches out with its orange ochre heartbeat and travels to the four pillars present in our strategy: **Nguragaingun** – Culture and Community (base); **Eora** – People (top); **Ngara** – Education and Research (right) and **Pemulian** – Environment (left).

The heartbeat continues on to form four fire circles, each signifying a season of the year, and further to create two waves of knowledge corners (top right and base left). The fire and flame motif links to the desire to share knowledge and to prosper along the journey. The four coolamons support this journey through nurturing, sharing and nourishing that is required along the way.

On two of the coolamons are clapsticks, representing welcoming with song, finding food with digging sticks, grinding grains and preparing food. The other two coolamons feature progressively growing triangle shapes, reflecting growth.

We know that everyone's journey is not always direct. Our visitors' circle, at the base right corner, tells the story of people on a journey, not lost, but still discovering along the way. Our visitors, at the top left corner, are on a clear path, and shown with considered balance.

Throughout there is representation of water, sky, sea, sand and river, all speaking of Country where the journey began.

The symmetry of the design and numerical repetition tells the story of investing in people, creating balance and harmony through perseverance and determination. You may have to complete the same task multiple times before the balance is achieved.

Artist's biography

Luke Penrith's ancestry is connected through the Wiradjuri, Wotjobaluk, the Yuin and the Gumbaynggirr Nation. His passion is mentoring and nurturing Aboriginal and Torres Strait Islander job seekers and supporting Aboriginal businesses. Lore, culture and heritage are paramount to Luke. His art reflects what he sees, hears and can smell and touch; he is a modern contemporary Aboriginal artist living in Brungle NSW. Luke's bloodlines are connected through the rivers, the mountains, the coastline and the plains.

Cover captions

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Images on cover: From top left by row.

1. Associate Professor Megan Williams, Assistant Director and Research Lead, National Centre for Cultural Competence, holding a Coolamon from Angas Downs, NT.
2. Close up of Dr Lynette Riley's Kangaroo Cloaks. 'Bungaree' Tribute Cloak (2012) and 'Connections to Country' (2010).
3. Dr Lynette Riley, Senior Lecturer and Leader Indigenous Education & Studies, Sydney School of Education and Social Work, holds 'Bera' fishhook from Kurnell, Sydney, NSW.
4. Liam Harte, Director Indigenous External Relationship Development holding a Boomerang from Coraki, NSW.
5. Cornel Ozies, Videographer, Deputy Vice-Chancellor, Indigenous Strategy and Services, holding *ngurti*, (coolamon) from Nyikina Mangala country, Derby, Kimberley, WA.
6. Cornel Ozies holding Riji, (decorated pearl shell), from Nyikina Mangala country, Derby, Kimberley, WA.
7. Curator Matt Poll meets with Larrakia Community member Tina Baum (Gulumirrgin /Wardaman/ Karajarri) Curator, Aboriginal and Torres Strait Islander Art at the National Gallery of Australia to have a look at one of her selected objects for *Ambassadors*, the unique community curated showcase for the Chau Chak Wing Museum. Connecting community with the University's collections.
8. All images sit on a beautiful close detail of string basket acquired from Yuin country crossing the NSW and VIC regions.

All photographs taken at the Chau Chak Wing Museum, October 2020.

