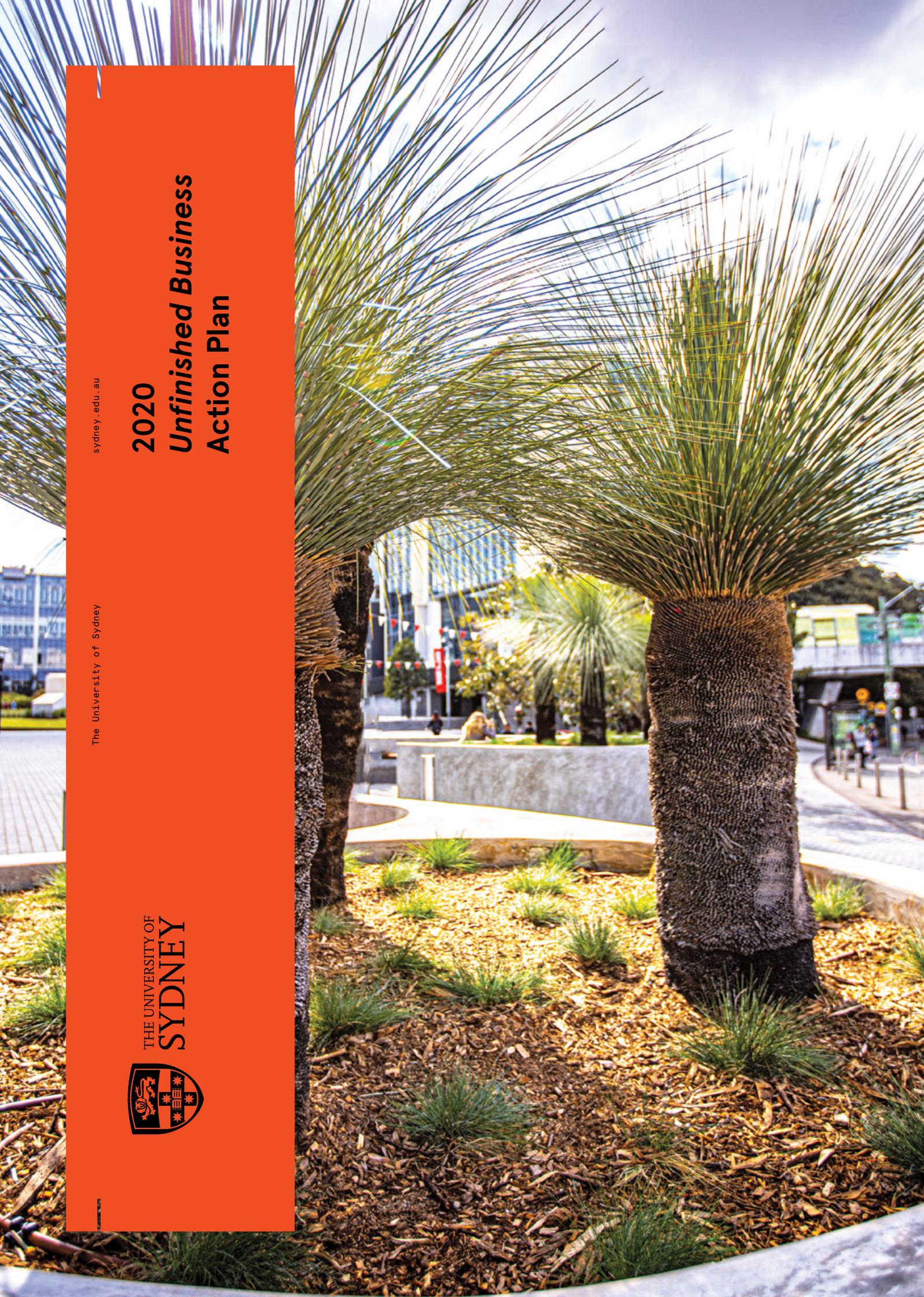


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# 2020 *Unfinished Business* Action Plan

The University of Sydney

THE UNIVERSITY OF  
**SYDNEY**



Aboriginal and Torres Strait Islander peoples are valued members of the University community. Together, we acknowledge the Traditional Owners of this land, and respect their role as cultural custodians vital to the life of this city and this region.



# 2020 *Unfinished Business* Action Plan

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December 2019

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# 1 Introduction

From its earliest days, the University of Sydney was proudly in and of this land. When our University founders chose the motto “sidere mens eadem mutato”<sup>[1]</sup> and endorsed the design of the original seal,<sup>[2]</sup> they delighted in representation of the southern night sky and the flora and fauna of their new country.

The implications of that very first founding decision to be a uniquely Australian university in this land has guided our thinking in developing the *Unfinished Business* Action Plan, which outlines the priorities that the University will take in 2020 to complete the work remaining in the University’s first integrated Aboriginal and Torres Strait Islander strategy, *Wingara Mura – Bunga Barrabugu*.<sup>[3]</sup> It lays the foundations for the way we will approach the next Aboriginal and Torres Strait Islander strategy, to be in place from 2021 to 2025.

Through extensive engagement and consultation within the University community, it became clear that our efforts must be focused on three key areas:

1. Recognising the cultural identities of Aboriginal and Torres Strait Islander people at the University of Sydney
2. Enhancing our capability in how we serve our broader community
3. Increasing Aboriginal and Torres Strait Islander participation at all levels of education, research, teaching and professional services.

## Recognising cultural identity

When considering how we recognise Aboriginal and Torres Strait Islander cultural identity at the University of Sydney, it is worth revisiting the themes of this year’s NAIDOC week: Voice, Treaty, Truth.<sup>[4]</sup>

Voice, Treaty, Truth speaks to the challenges the University must address in the endeavour to better understand our place on this continent. First, we must get better at listening to and engaging the voices of Australia’s Aboriginal and Torres Strait Islander peoples and those of the communities we serve. Second, we need to be a place that engages in the debate of reconciliation, constitutional reform and the Uluru Statement from the Heart. And third, we need to find a way of truth telling the University’s story, one that acknowledges the truth of our history, how and when we failed the First Peoples of this Land, and that embodies the determination and achievements of those who have and who continue to challenge the status quo.

The University of Sydney and our community of practice needs to celebrate our unique identity and how this has been influenced by our First Peoples’ culture and environment – in the buildings and gardens, the public art and the outdoor spaces of our campuses. We need to embed the language of our country in our naming conventions and our signage. We need to expand the embodiment of our Aboriginal and Torres Strait Islander heritage beyond our usual Acknowledgement of Country, and build it into the core of who we are. We need to provide dedicated physical spaces where our Aboriginal and Torres Strait Islander students, staff and community can be embraced and belong, and our wider communities can feel comfortable and at home. We must continue to build cultural competence within our workspaces and classrooms, laboratories and clinics, enabling diversity to be valued for the richness and creativity it brings to society.

<sup>1</sup> Commonly translated as “the constellation is changed, the disposition is the same” or “the stars change, the mind remains the same”. See [sydney.edu.au/about-us/our-story/our-motto-and-coat-of-arms.html](http://sydney.edu.au/about-us/our-story/our-motto-and-coat-of-arms.html)

<sup>2</sup> The University of Sydney seal can be viewed at [sydney.edu.au/arms/archives/media/me\\_objects/5746](http://sydney.edu.au/arms/archives/media/me_objects/5746)

<sup>3</sup> Translated to “a thinking path – to make tomorrow” in Sydney Basin Language. See [sydney.edu.au/wingara-mura](http://sydney.edu.au/wingara-mura)

<sup>4</sup> See [www.naidoc.org.au](http://www.naidoc.org.au)

### **Engaged enquiry, mutual accountability: community, place, and belonging**

Australia is one of the most ethnically diverse countries in the world. This is reflected in the University of Sydney's demographic – people from 145 nations work and study together on our campuses. Everybody who is part of this community should feel that they belong here, regardless of whether they just arrived or whether their family has lived on this land for thousands of years.

This belonging starts with embedding an understanding of Aboriginal and Torres Strait Islander ways of being, knowing and doing, and all that it brings to our community. This is not antithetical to recognising the value of our multiculturalism. The cultures of our First Peoples are living, dynamic, and intrinsic to the Australian landscape, geography, identity and character. If we are to ensure our organisation's future development and nurture our commitment to being an institution with global impact, it is vital to include these world views, as well as those of other cultures who share our home.

We must continue to recognise Aboriginal and Torres Strait Islander peoples and communities for what they are: strong, empowered and committed to making meaningful contributions in every facet of life. Our strategy must engage effectively with these same peoples and communities, in partnerships and co-created activities that deliver benefit to us all. Through this co-creation, and by working in partnership, we will holistically contribute to the development, wellbeing and prosperity of our institution, people, shared country and national identity.

### **Increasing First Nations' participation at all levels**

In order for our university to succeed, we must ensure that our people succeed. The University's *Wingara Mura – Bunga Barrabugu* strategy was visionary and brave where it prompted the University to commit as an institution to increasing the opportunities, capabilities and rights of Aboriginal and Torres Strait Islander people. It envisaged our university as a place in which everyone took responsibility for creating long-term, sustained, positive change at all levels – no matter what.

But even so, on some critical indicators, most notably our student and staff numbers, we are falling behind our peers in every measure. Our focus and actions going forward must be directed towards increasing participation. We must increase Aboriginal and Torres Strait Islander student enrolment numbers across all faculties, to reflect population parity. We need to rethink our approach to communications and recruitment, remove structural barriers limiting participation, including financial barriers, and revise our academic admission criteria appropriately. We need to reconsider services offered to Aboriginal and Torres Strait Islander students during their time at the University, to set up our students for success, while nurturing students' wellbeing and encouraging their sense of belonging to the University.

Similarly, we must increase the number of Aboriginal and Torres Strait Islander staff at the University in both academic and professional fields. We must evaluate the roles currently available, and consider how we attract and encourage the community to work with and at the University by improving the ways we engage and recruit. We must provide services to enable career growth and progression, and ensure we provide an environment where our staff can thrive.

### **The 2020 *Unfinished Business* Action Plan**

The 2020 Action Plan will close out any unfinished business of the *Wingara Mura – Bunga Barrabugu* strategy (2012) that remain incomplete or unstarted, and set the foundations for future initiatives.

In preparing this plan, we have engaged with the Aboriginal and Torres Strait Islander community within the University, as well as senior leadership and key supporters. We collected extensive feedback and data on actions that must be either continued, reviewed, ceased or initiated. We have sought to explore the underlying critical issues that the University must address, and the new opportunities that continue to emerge, in order to progress and engage with this plan.

This 12-month plan will lay the foundations to enable priority activities. It is our intent that we will work in partnership with University stakeholders to co-create the initiatives, and further enhance the University's commitment to build on the values of recognising cultural identity, promoting engaged enquiry and mutual accountability, and increasing the participation of Aboriginal and Torres Strait Islander staff and students.

This preparation work has guided our actions for the 2020 *Unfinished Business* strategy, which are grouped into four focus areas.

1. People (staff and students)
2. Education and research
3. Culture and community
4. Physical environment

These actions will:

- inform faculties, schools, portfolios and professional service units about the activities that will be proposed for 2020
- encourage collaboration between areas to investigate and co-create plans of action. Plans may require support from external stakeholders
- initiate local area implementation action plans that will define the required resources, timings, costs and performance measurements of success against their existing strategies, priorities and plans.

This work will set the foundations for the 2021–25 *One Sydney, Many People* strategy, and will commence delivery in the first quarter of 2021.

## 2 Highlights of Wingara Mura

2012		Launch of University's first Indigenous integrated strategy: <i>Wingara Mura - Bunga Barrabugu</i>		Wingara Mura Visiting Thinkers program established
2013		Wingara Mura - Bunga Barrabugu Summer Program commences		Memoranda of understanding (MoUs) and partnerships established
2014		Launch of the National Centre for Cultural Competence (NCCC)		Bunga Barrabugu Winter Program for HSC students commenced
2015		50-year anniversary of the Freedom Ride, including tour, concert, televised panel and Freedom Ride scholarship		National Reconciliation Week celebrated at Vivid Sydney
2016		Launch of Cultural Competence modules online		<i>Wingara Mura Design Principles</i> produced and <i>Storylines</i> project initiated
2017		Guaranteed accommodation and scholarship for first-year students		Mentoring our Brothers and Sisters (MOBS) program launched
2018		Indigenous public art - <i>Garabara</i> by artist Robert Andrew - installed on campus		Established initial partnership with Aurora Foundation
2019		Foundation Year program endorsed by Academic Board		Warburton Arts and Knowledge Portal launched
				Gadigal Early Offer scheme launched



Indigenous Employment Framework developed, Merit Appointment Scheme created



Wingara Mura Compact funding process initiated across all faculties



'People Like Us' campaign and exhibition – capturing thoughts, dreams and hopes for the role of higher education in their communities' futures



Creation of Wingara Mura Vice-Chancellor's Award for Excellence



Establishment of the Indigenous Student Collective



Wingara Mura leadership program launched



A\*STAR TV launched



First delegation of students to Kakadu, far west New South Wales and the Tiwi Islands as part of Service Learning in Indigenous Communities (SLIC)



Portrait of Charles Perkins installed in the Charles Perkins Centre



Cultural Competence Leadership Program (CCLP) retreat developed



Associate Deans Indigenous (ADIs) appointed



Tribal Warrior Collaboration Agreement signed



Lisa Jackson Pulver appointed Deputy Vice-Chancellor – Indigenous Strategy and Services



8th Gathering of Healing Our Spirit Worldwide (HOSW) hosted



First annual International Cultural & Educational Exchange program (ICEE) held



Ngarangun: Indigenous Research Strategy endorsed

## 2.1 'Successful Student' initiative

### Summer and Winter School programs

The Wingara Mura – Bunga Barrabugu Summer and Winter programs invite Aboriginal and Torres Strait Islander students from across the country to visit Sydney for a week-long immersive experience of university life. The program empowers students to recognise their potential, and provides them with the confidence to pursue their passions through higher education. The initiative has been a great success. In 2019, more than 300 students took part in the summer school program.

### Gadigal Early Offer scheme and Gadigal program

The Gadigal program provides modified entry pathways for applicants who are supported by an intensive two-week Gadigal Academic Enrichment Program. The workshops run through this program equip students with the necessary skills to succeed in their first year of study, including academic writing, structuring essays, critical thinking, oral presentation, research methods and time management. The Gadigal Early Offer scheme is currently available only to Wingara Mura – Bunga Barrabugu Winter program participants. In 2019, we received 45 applications and made 44 offers.

### Foundation Year program

The Foundation Year program has been adapted from the Pemulwuy program. It was created to broaden our reach and provide more opportunities to increase Aboriginal and Torres Strait Islander student numbers.

Work on a Foundation Year for mature age, and low- or no-ATAR applicants has been endorsed by the Academic Board. This will enable a greater number of students to receive offers, enrol and successfully graduate from the University of Sydney.

The new pathway is positioned within the framework of the University's new undergraduate curriculum. The Foundation Year program will be ready for an intake in the 2020 academic year.

### Mana Yura Student Services

The Mana Yura Student Support team sits within the Student Support Services unit at the University of Sydney. This team's role is to provide culturally appropriate assistance and support to all Aboriginal and Torres Strait Islander students throughout their University journey, from admission to graduation. Strategies to increase the participation and retention of students are the team's core business. The team works in partnership with all student support services to ensure timely referrals to other sources of assistance on campus.

## 2.2 Our people

### Cultural competence training

The University of Sydney is committed to embedding cultural competence into teaching, student experience, research and the University culture. To support the University in this journey, the National Centre for Cultural Competence (NCCC) works collaboratively to inform, inspire, and provide the resources needed to embed cultural competence across the University. The NCCC has developed a suite of face-to-face workshops and online modules designed to help staff across all faculties, centres and portfolios explore the many facets of cultural competence.

### Merit Appointment Scheme (MAS)

The MAS offers an internal subsidy to hiring units upon the merit appointment of new Aboriginal and Torres Strait Islander staff to ongoing and/or five-year fixed-term positions. The one exception is for the hiring of new apprentices, where the fixed-term contract can be for four years. The central funding of the salary costs of an identified position is on a sliding scale over three years, as follows, with the hiring unit picking up the salary completely in Years 4 and 5.

Year 1	Year 2	Year 3
100%	66%	33%

The subsidy is available only for new appointees and funding will cease after 31 December 2025. This means that to access the full three year MAS funding subsidy, the appointment must commence no later than 31 December 2023.

### Associate Dean Indigenous appointments

The University's nine Associate Deans (Indigenous Strategy and Services) each play a key role for their faculty or school in supporting the University's commitment to creating higher education and leadership opportunities for Aboriginal and Torres Strait Islander people and valuing Indigenous culture.

Since the role was introduced in 2017, each faculty and school has been supported by an Associate Dean (Indigenous Strategy and Services). In addition to holding an academic teaching or research position, and with the support of the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services), each Associate Dean devotes around 40 percent of their time to engaging their colleagues on local initiatives to realise the University's Indigenous strategy to build Aboriginal and Torres Strait Islander participation in the University community.

## 2.3 Research and knowledge systems

### *Ngarangun*: The University of Sydney Indigenous Research Strategy

The *Ngarangun* strategy is a long-term goal of the University that was envisaged with the establishment of the *Wingara Mura – Bunga Barrabugu* strategy. Within this strategy, there was provision for enhancement of the University's Aboriginal and Torres Strait Islander research capacity to take it into a leading position in Australia across its broader research effort.

*Ngarangun* aims to support the development of and increase in number of Aboriginal and Torres Strait Islander researchers and also to increase the quantum and diversity of high quality Aboriginal and Torres Strait Islander research. The emphasis on quality not necessarily quantity in research is in keeping with the University's priority for supporting high quality research across all disciplines.

Consultations were conducted by the DVC (Research), led by the Director of Aboriginal and Torres Strait Islander Research, with Aboriginal and Torres Strait Islander communities in all states and territories in

Australia and in the Torres Strait to determine the research themes on which the University should focus in order to meet community expectations about what research might deliver in a Futures Thinking model. Consultations were also conducted across the University with the help of a working group of the University Executive Research Committee.

The working group established broad support for a University-wide Indigenous Research Strategy. The project was supported by a small survey of Aboriginal and Torres Strait Islander research at the University, which revealed that most of the Aboriginal and Torres Strait Islander research quantum is in the Faculty of Medicine and Health, Faculty of Health Sciences, and in the disciplines covered by the Faculty of Arts and Social Sciences.

### Indigenous Food Research Hub at Narrabri

The University facilitated meetings with local Aboriginal and Torres Strait Islander community members including Wee Waa Local Aboriginal Land Council (LALC), Narrabri LALC, Local Land Services Aboriginal Communities Officers, and NSW Office of Environment and Heritage (OEH) Cultural Heritage Officers to engage in current and future research and/or training interests.

Through this research site, personnel and local Aboriginal and Torres Strait Islander people are collaborating and sharing knowledge for mutual benefit. Progress to date includes:

- establishing research and training facilities to support a participatory approach to the development of enterprises based on traditional knowledge of land and food
- scoping of participatory projects using research and field facilities to work on joint projects
- potential for employment of members of the Aboriginal and Torres Strait Islander communities on field sites
- potential for the development of viable enterprises for people living on Country.

Progress has been made to investigate the potential for growing native foods as an agricultural enterprise, and to understand the potential for traditional knowledge to contribute to incomes for people living on Country.

Research site personnel and local Aboriginal and Torres Strait Islander people are collaborating and sharing knowledge for mutual benefit. The establishment of research and training facilities to support a participatory approach to the development of enterprises based on traditional knowledge of land and food is in progress.

## 2.4 Society and leadership

### National Centre for Cultural Competence

Our innovative learning, teaching, research and engagement programs place the University of Sydney at the forefront of addressing cultural competence at a whole-of-University level.

The centre's mission is to be a major contributor – through collaboration and partnerships with diverse individuals, communities and organisations – at the interface between cultural competence and Aboriginal and Torres Strait Islander people.

### MOOC: Cultural Competence – Aboriginal Sydney

The National Centre for Cultural Competence created the Aboriginal Sydney Massive Open Online Course (MOOC) in collaboration with the Educational Innovation team at the University. It includes interviews with Aboriginal and Torres Strait Islander academics, activists, artists, language experts, Elders and key members from community organisations about their knowledge and experiences of Sydney. During the interviews, the MOOC explored the Aboriginal history, sites, languages, cultures and people of the Sydney area.

### Garma 2019

The annual Garma Festival was held from 2 to 5 August 2019. It is one of Australia's most significant cultural exchanges and exists with the aims of reconciliation, education and understanding through sharing of culture and traditional practice, promoting and highlighting Yolngu culture, and creating economic opportunities beneficial to Northeast Arnhem Land.

The DVC (ISS) hosted 14 University leaders at Garma. Six team members from the DVC (ISS) and National Centre for Cultural Competence attended and ran the logistics and the associated educational program. The aim was to provide an opportunity for University leaders to develop their understanding and capacity to engage with issues of importance for Aboriginal and Torres Strait Islander people through a deep cultural immersion and engaging with a range of influential and key thinkers. This has had immediate relevance as we move into the future and develop our refreshed Aboriginal and Torres Strait Islander strategy.

## 2.5 Gender

### Women@Sydney

The University encourages all staff to take ownership of their career development and have open discussions with their AP&D adviser or PP&D supervisor around future aspirations. This may include suggestions of mentoring.

As an important pillar of the Women's Career Acceleration and Leadership (WCAL) strategy, the University is committed to gender equity, and in particular, accelerating the careers of a pool of talented women to progress into leadership positions. These programs return important benefits through the building of capability, developing and connecting the cohorts of past and present mentors and mentees, and the enhancement of our culture at the University. The Deputy Vice-Chancellor (Indigenous Strategy and Services) is the executive sponsor for the Women@Sydney mentoring program.

## 2.6 Infrastructure

### *Wingara Mura Design Principles*

The Design Principles embed Aboriginal and Torres Strait Islander narratives into our infrastructure design and the fabric of our campus. It is the recognition of the valued and unique Aboriginal histories, knowledges and cultures that are significant to these lands we occupy.

The *Wingara Mura Design Principles* are a visual interpretation of our commitment to enabling increased levels of participation in higher education, research and leadership opportunities for Aboriginal and Torres Strait Islander peoples. The Design Principles have been used in the delivery of public art (*Spine 2*, *Spine 3: radiance*, and *Garabara*) and installations in award-winning buildings including the Administration Building (F23), the Regiment Building (student accommodation), the Social Sciences Building and the Susan Wakil Health Building.

The continued implementation of these Design Principles will see campus continue to progress and be built culturally fit for purpose and to enable the conversations that need to happen.

### *Indigenous landscapes*

Landscape areas are being developed on our campuses which acknowledge Aboriginal and Torres Strait Islander gathering places, with symbols and patterns reflecting the place and people.

We actively source native flora for our campus plantings. We have more than 2000 trees, of which approximately 1400 are native. There are also more than 500,000 native plants, shrubs and grasses.

### *Gadi trees*

The many Gadi trees on our Camperdown Campus range from being very young to well over 150 years of age. Some are even believed to pre-date the founding of the University.

All parts of the Gadi tree are valued. The flowers, which are used to sweeten water and make fermented drinks, can also reveal direction, opening first on the warmer northern side of the shaft.

The stalk was dried to make a spear shaft, with the softer base used for generating fire using the hand drill method. The toxic leaves were eaten (once treated properly) and used as knives, binds and woven cords. The resin was used for tools and as a general adhesive and sealant. Parts of the root were used for food and medicine and the seeds were ground to make flour. Insect larvae from the roots and honey from the native bees on the flowering stem were harvested.

### *CampusFlora App*

Towards the end of October 2014, the CampusFlora iOS app was offered as the University's first learning and teaching app in the App Store.

The iOS CampusFlora app was developed by botany students and staff at the University. The Android version was developed in partnership with computer science students. It has been supported internally by EdInnov, CIS, DVC (ISS) and Healthy Sydney University.

In early 2017, the CampusFlora project was selected for the prestigious CSIRO On Prime entrepreneurial and mentoring program.

CampusFlora has become a tool to offer layered narratives as exemplified by the Patyegarang 'Sydney language' trail in the CampusFlora's WebApp. This has been developed in collaboration with Professor Jakelin Troy and her work on Indigenous languages.

### *Chau Chak Wing Museum*

In-depth co-design and regular community consultations have been an integrated part of the process of planning, design and construction of the Chau Chak Wing Museum. The *Wingara Mura Design Principles* have been used to incorporate a sense of Gadigal place and history into the museum's architectural and social spaces.

Over the last two years, and building on community dialogues that have been taking place for more than 10 years, the museum team facilitated an intensive Gadigal consultation process, including the following engagements: Chau Chak Wing Indigenous advisory committee, Metropolitan Local Aboriginal Land Council, Gadigal community Elders, Gadigal community youth and an Indigenous architectural advisory council.

### Public art on campus

Under a new 'Art in Public Space Strategy', 10 artworks by Aboriginal and Torres Strait Islander artists are in the works. By having Aboriginal art as the aesthetic and ideological backbone of forthcoming public art projects, the University is hoping to better connect with the local Aboriginal community as well as Aboriginal and Torres Strait Islander communities Australia-wide. The first two artworks have already taken shape on campus (*Spine 2, Spine 3: Universe, and Garabara*).

## 2.7 Community engagement

### Deed of collaboration with the Metropolitan Local Aboriginal Land Council (Metro LALC)

A deed of collaboration with this council assists the University in its provision of student and other support services. This partnership connects the University with the officially designated representatives of the Aboriginal communities around us.

The pillars of our strategy look to both enhance and expand the social and economic outcomes of our local Aboriginal land councils, and recognise the histories and ownership of the Gadigal People. We must always work to ensure that we are in harmony with this principle.

### Warburton Arts and Knowledge Portal

This is a groundbreaking initiative that seeks to meaningfully engage with Aboriginal and Torres Strait Islander cultures, and position knowledges across all the avenues of teaching and learning on offer. This online resource encompasses art, agriculture, geosciences, sociology, flora and fauna, mythology, rites and rituals, daily life (including traditional tools and bush foods), through the depictions of dreamtime stories (Tjukurrpa) that are embedded in unique artworks of the Warburton Art Collection rarely seen outside of this region.

The project began in 2016 and the portal was launched in 2019.

### Collaboration agreement with Tribal Warrior

Tribal Warrior is a Gadigal/Eora-recognised Aboriginal-owned and operated organisation that contributes to the Sydney community. The organisation's expertise in language, Aboriginal and Torres Strait Islander culture and outreach, engagement and inclusion activities position it as a key partner for the University to advance the strategic priorities of the *Wingara Mura – Bunga Barrabugu* strategy.

Tribal Warrior provides leadership through advice, strategy development, implementation and evaluation. The organisation works with community leaders to develop initiatives and foster community partnerships. It provides meaningful engagement with Aboriginal culture, people and communities for staff and students by presenting immersive and genuine experiences to develop relationships.

### Collaboration agreement with the Aurora Foundation Partnership

Signed in 2019, this agreement is an opportunity for the University of Sydney to collaborate with the Aurora Education Foundation on a number of initiatives.

Programs provided by the Aurora Education Foundation include:

- Aspiration Initiative
- Indigenous Scholarships Portal and Match Service and e-newsletter
- Internship Program
- Aurora Indigenous Scholarship Program
- International Postgraduate Scholarship
- Executive Education program
- Academic Role Model Outreach Program
- International Study Tour
- International Scholarships

The University of Sydney has committed to investing in these initiatives and programs to grow our own Aboriginal and Torres Strait Islander talent.



### 3 Briefing and engagement

Between August and October 2019, a series of engagement activities were designed and delivered to engage University leadership, staff and students in conversations about Aboriginal and Torres Strait Islander strategy at the University.

#### Engagement purpose

- To surface ideas and opportunities to demonstrate the vision for Aboriginal and Torres Strait Islander strategy across the breadth of the University's activities in research, education, culture, its people and the physical environment
- To capture the voice and enable the collective and individual agency of participants in developing and delivering Aboriginal and Torres Strait Islander strategy

#### Participants

- Aboriginal and Torres Strait Islander staff
- Aboriginal and Torres Strait Islander students
- 170 University leaders (attending the August 2019 Leadership retreat)
- University Executive Indigenous Strategy and Services Committee (UEISS)
- Staff of the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Critical friends and champions group (Cultural Competence Leadership group, Wingara Mura champions and Garma 2019 attendees)

#### Overview

Engagement was undertaken in two phases:

- Phase 1 (University leadership group) reflected on the role, scope and achievable outcomes of the University's Aboriginal and Torres Strait Islander strategy across three time horizons: by 2021, to 2025 and by 2040.
- Phase 2 (staff and students) focused exclusively on the 2021 time period and the associated *Unfinished Business* Action Plan.

Participants were asked to consider and provide input into the four strategic pillars of Aboriginal and Torres Strait Islander strategy:

- People (staff and students)
- Culture and community
- Education and research
- Physical environment

The participants were asked to answer three questions across each strategy time horizon: what can we stop; start; and have a conversation about?

In considering these questions, participants were offered eight face-to-face engagement opportunities, with a digital opportunity provided as an online survey created specifically for Aboriginal and Torres Strait Islander staff and students off-site.

#### Face-to-face opportunities

- University leadership group workshop (170 leaders at the August 2019 leadership retreat)
- Two staff workshops
- One student focus group
- One lunch for Aboriginal staff and students, and critical friends and champions
- One pop-up consultation station
- One workshop at UEISS

#### Themes surfaced through engagement

Of the close to 1000 individual data points captured during the engagements, seven broad themes emerged through an affinity mapping process:

- Strategy, leadership and organisational culture
- Engagement and partnerships
- Places and spaces and connection to Country
- Pathways and empowering Aboriginal and Torres Strait Islander students
- Systems, processes, infrastructure and resources
- Workforce planning and empowering Aboriginal and Torres Strait Islander staff
- Capabilities, ways of knowing and informed practice

### Summary of Phase 1: Leadership group

A workshop at the 2019 leadership retreat served as the first part of the broader consultation. The retreat was attended by more than 170 of the University leaders. Responses from the workshop indicated a significant level of goodwill and commitment to being a truly Australian university, in which Aboriginal and Torres Strait Islander voices, ways of being and world views are embedded in all our work.

As groups considered the three time horizons, a pattern emerged in the data, with first steps highlighting a commitment to a new or refreshed strategic value (by 2021), followed by ideas or initiatives to implement the value (by 2025), and finally articulate an ambitious image of success (by 2040).

Engagement and partnerships with Aboriginal and Torres Strait Islander communities emerged as an area of critical importance for the leadership group, with responses consistently aligning with this theme, and being voted as priority areas. Strategy, leadership and organisational culture also emerged as integral dimensions for success and point to the need to value and embed Aboriginal ways of knowing, being and doing within our culture and activities.

While the workshop generated a high volume of ideas for recruiting and retaining Aboriginal and Torres Strait Islander students, responses were fewer and less specific on how to recruit and retain Aboriginal and Torres Strait Islander staff. This could be attributed to the group's uncertainty around Aboriginal and Torres Strait Islander academic experience and points to an opportunity for targeted engagement with Aboriginal and Torres Strait Islander academics.

Place, space and connection to Country were another area of consistency in responses. The leadership group identified naming and the use of language in our built environment and within Acknowledgment of Country practices as ways to connect people and campus environments with Country and Aboriginal culture.

Visions of success for 2040 were ambitious and galvanising, representing significant enthusiasm and commitment to embedding Aboriginal world views across University places and activities. There are gaps and opportunities for further engagement with Aboriginal and Torres Strait Islander professional and academic staff and students.

### Summary of Phase 2: Staff and students

Responses from across the staff and students group showed considerable overlap with the leadership group and some key differences.

Strategy, leadership and organisational culture and place, space and connection to Country again emerged as areas of critical importance, with an additional emphasis on cultural recognition, inclusion and belonging across the breadth of University activities to achieve our vision of attracting and retaining Aboriginal and Torres Strait Islander staff and students.

The staff and student group placed significant emphasis on the creation of culturally safe spaces for Aboriginal and Torres Strait Islander students and staff to gather and connect with each other, and also with local community. Students reported that safe spaces are the top priority for them, and more important than using the built environment to connect with Aboriginal culture.

Pathways for outreach, recruitment and processes for retention and empowerment of Aboriginal and Torres Strait Islander students was the focus for a significant number of participants in Phase 2.

Students in particular spoke of the importance of admission pathways for Aboriginal and Torres Strait Islander students to enrol at the University and how accessible information and school outreach is critical to enabling those pathways.

Students repeatedly emphasised the importance of strong support services that are culturally responsive, relational and characterised by human-to-human connection and relationships. Several students described their ongoing experiences of racism at the University and a range of other barriers that impact their ability to succeed in their studies and progress to graduation.

## Theme 1: Strategy, leadership and organisational culture

Ideas presented in this theme ranged across a wide variety of concerns. Ideas around visibility featured, both as a need to promote and highlight existing activities and successes, and also as a need to centre Aboriginal and Torres Strait Islander strategy at an institutional level.

Responses demonstrated the desire for a value shift that could help the University establish a shared commitment to changing the narrative and becoming a uniquely Australian university. Potential elements of this value shift were identified, such as taking relational approaches, listening, valuing traditional knowledges, and continuing the work of building cultural competence. To embed this shift, participants recommended structural changes such as targets, rating systems, resourcing and governance models and emerging strategic opportunities such as the Living Lab at Westmead. Larger questions were also raised around how a sense of agency can be developed across the University and the role of leadership in achieving change.

Participants also described a successful future vision for the University, where Aboriginal and Torres Strait Islander knowledge and culture are embedded in business as usual, key Aboriginal and Torres Strait Islander leaders are University of Sydney alumni, we are recognised as a centre of excellence, an Aboriginal and Torres Strait Islander voice is embedded in our governance, our campuses are safe places that celebrate Indigeneity, and we have achieved parity for staff and students.

### Quotes

#### Leadership voice:

- "A shared commitment (whatever that may be - parity? Best in the Group of Eight?)."
- "Move away from 'problem-solving' to 'open our ears.'"

#### Staff and student voice:

- "Increase Aboriginal and Torres Strait Islander participation in all University governance settings, particularly the Senate."
- "How do we remove racism and value Aboriginal and Torres Strait Islander knowledges?"

## Theme 2: Engagement and partnerships

Given the volume of responses across participants and absence of any specific prompting in this area, engagement and partnerships emerged as a significant theme and priority area for University leaders, staff and students.

Engagement with communities to drive a joint strategic and operational agenda and strengthen connections was voiced across responses. This includes taking a local focus for each University site (in particular in Western Sydney), engaging both Elders and younger people through schools, and highlighting research priorities, student needs and physical spaces.

Although the main emphasis was on external engagement, there was also an identified need to engage with existing staff and students to include their perspectives in the design and delivery of activities.

### Quotes

#### Leadership voice:

- "Engagement/partner with Aboriginal communities to drive a joint agenda."
- "Building communities from the local people to our University staff and students."

#### Staff and student voice:

- "Need to engage via health, medicine and teaching in the local area, not remote parts of Australia."
- "Engage at Year 12 to smooth the path to University and build awareness."

### Theme 3: Places and spaces and connection to Country

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Ideas captured within this theme across both phases identify opportunities to use art, language, naming and signage to connect with, acknowledge and tell stories of Country at our individual campus sites, alongside ways to use place to connect with and create community. Using language as a way to make Aboriginal and Torres Strait Islander culture and knowledge visible, through signage and naming across campus, emerged as a popular idea.

In addition to the above, the staff and student groups placed significant emphasis on the creation of culturally safe spaces for Aboriginal and Torres Strait Islander students and staff to gather and connect with each other, and also with local community. Students reported that safe spaces are the top priority for them, and are more important than using the built environment to connect with Aboriginal culture.

Unique to the leadership cohort response is a strong sense of the local connection to Country for each campus, rather than a one-size-fits-all approach to Aboriginal and Torres Strait Islander placemaking.

#### Quotes

##### Leadership voice:

- *“Move from Acknowledgement of Country to story about a particular place (remove tokenism).”*
- *“Landscaping and art on campus.”*
- *“How do we stop forgetting? Name our great new buildings (F23 is not a name).”*

##### Staff and student voice:

- *“Physical environment is not a priority. It’s more important that students feel safe to learn in lectures.”*
- *“A place where there is beautiful art and Aboriginal and Torres Strait Islander storytelling built into the walkways and buildings. English will be written side by side with the Aboriginal and Torres Strait Islander language of the Nation the campus is based on. There will be spaces for community gatherings, where staff and students and the community gather informally (yarning circles etc). Spaces for children to play and be inspired by. Multifaith prayer and meditation rooms in all buildings. And finally, spaces that are accessible by all, well-planned and not an afterthought.”*

### Theme 4: Pathways and empowering Aboriginal and Torres Strait Islander students

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This theme is focused on recruiting and retaining Aboriginal and Torres Strait Islander students. Workshop responses offer a range of ideas from philosophies and methodologies through to specific activities and initiatives. Ideas included the creation of a holistic Aboriginal and Torres Strait Islander student support strategy, embedding connection to Country as an educational principle, providing free education to Aboriginal and Torres Strait Islander students, specific ideas around housing and accommodation, culturally safe spaces, scholarships and admission pathways.

Students in particular shared views on the importance of well-resourced and appropriate support services that centre around human interaction and relationship building. Students also spoke of the value of building community among Aboriginal and Torres Strait Islander students through spaces and events.

A large number of responses focused on the need for admission pathways into university for Aboriginal and Torres Strait Islander students. Students in particular spoke to the importance of the University engaging with schools and providing clear, accessible information for students about pathways. The principle of engaging Aboriginal and Torres Strait Islander peoples in activities to improve recruitment and retention was also evident in responses.

#### Quotes

##### Leadership voice:

- *“Connect from school to bring students through the system. Success of accommodation programs – attracting Aboriginal and Torres Strait Islander students.”*
- *“Data on performance of current Aboriginal and Torres Strait Islander students relevant to entry.”*
- *“Review of scholarships and fellowships for Aboriginal and Torres Strait Islander students, including ongoing support.”*

##### Staff and student voice:

- *“Relying solely on ATAR for admission speaks to valuing a particular kind of knowledge. We need to value other kinds of knowing.”*
- *“Face to face contact with staff really important – support.”*
- *“Challenges for students: away from home, disconnect from community, intergenerational trauma, family responsibilities. Solutions: build community through things like BBQs and cultural events at the University.”*

## Theme 5: Systems, processes, practices, infrastructure and resources

Responses in this theme articulated both operational principles and specific activities to underpin the University's strategic aspirations. Ideas ranged across research and education operations and included gathering data and current state information, external benchmarking, setting targets, identifying research priorities, procurement, a range of curricular initiatives from audits and shared modules to embedding Aboriginal and Torres Strait Islander knowledges in specific courses. Success in 2040 is described in terms of having systems and structures in place to support Aboriginal and Torres Strait Islander strategy across our people, research and education.

### Quotes

#### Leadership voice:

- "Data on performance of current Aboriginal and Torres Strait Islander students relative to entry."
- "Curricular: representative of an authentic experience. Understanding the challenges and addressing. RARE, ICPU and SUC programs to be optimised to address true Aboriginal and Torres Strait Islander challenges."

#### Staff and student voice:

- "Embedding (doing it) Aboriginal and Torres Strait Islander thinking about ethics across all University research."
- "Culturally competent research – there's a lot of bias. Coloniser's perspective. Best ways to culturally and appropriately do research and interact with communities."

## Theme 6: Workforce planning and empowering Aboriginal and Torres Strait Islander staff

Responses in this theme pointed to the need to create policy, build welcoming and culturally appropriate spaces, understand unique demands placed on Aboriginal and Torres Strait Islander staff, and embed better support and pathways. Responses articulated the importance of increasing recruitment and improving retention of Aboriginal and Torres Strait Islander staff but generally fall short of describing many specific initiatives to achieve those goals. The responses in relation to Aboriginal and Torres Strait Islander staff were noticeably less confident and abundant than the ideas articulated for students, which may be due to an uncertainty around challenges faced by Aboriginal and Torres Strait Islander staff among the engagement groups.

### Quotes

#### Leadership voice:

- "Staff: heavily competitive market. Growing HDR cohort. Burnout and stretched capacity. Project work could be used to engage Aboriginal and Torres Strait Islander staff."
- "Existing Aboriginal and Torres Strait Islander staff: reduce the additional demands or prioritise extra support."

#### Staff and student voice:

- "Build a culturally safe environment for staff."
- "Lot of work to do with the Aboriginal and Torres Strait Islander cohort of staff and student-building and retention – link with people."

## Theme 7: Capabilities, ways of knowing and informed practice

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Responses within this theme consistently articulated the need to build greater understanding and knowledge across our people, focusing both on questions of philosophy and values, along with specific ideas for making improvements. Broad opportunities to build understanding and further develop cultural competence, embed Aboriginal and Torres Strait Islander knowledges in coursework and how we conceive learning at the University were identified across the ideas captured. Specific initiatives point to Acknowledgement of Country practices and language as target areas for change in building capability and informed practice across the University.

### Quotes

#### *Leadership voice:*

- *“Staff development support: increase scale and quality of cultural competence training/education. Link involvement in this to school targets.”*
- *“CC have a number of Aboriginal language capabilities in non-Aboriginal and Torres Strait Islander staff and students.”*

#### *Staff and student voice:*

- *“Lecturers need to do NCCC training to build cultural competence.”*
- *“Aboriginal and Torres Strait Islander pedagogy, cultural protocol, their worldview and the Aboriginal and Torres Strait Islander knowledge system required to become essential elements of all coursework across all disciplines.”*



August 2019 leadership retreat



October 2019 strategy pop-up consultation



# 4 Defining the problem

Following on from consultation with the University community, the DVC (ISS) distilled more than 1000 data points provided through the engagement process under the four pillars. In so doing, we were able to analyse the feedback on current and proposed actions and reverse-engineer the results to define the guiding principle for each pillar, as it related to the three components of the purpose of this plan.

1. Recognising the cultural identities of Aboriginal and Torres Strait Islander peoples at the University of Sydney.
2. Enhancing our capability in how we serve our broader community.
3. Increasing Aboriginal and Torres Strait Islander participation at all levels of education, research, teaching and professional services.

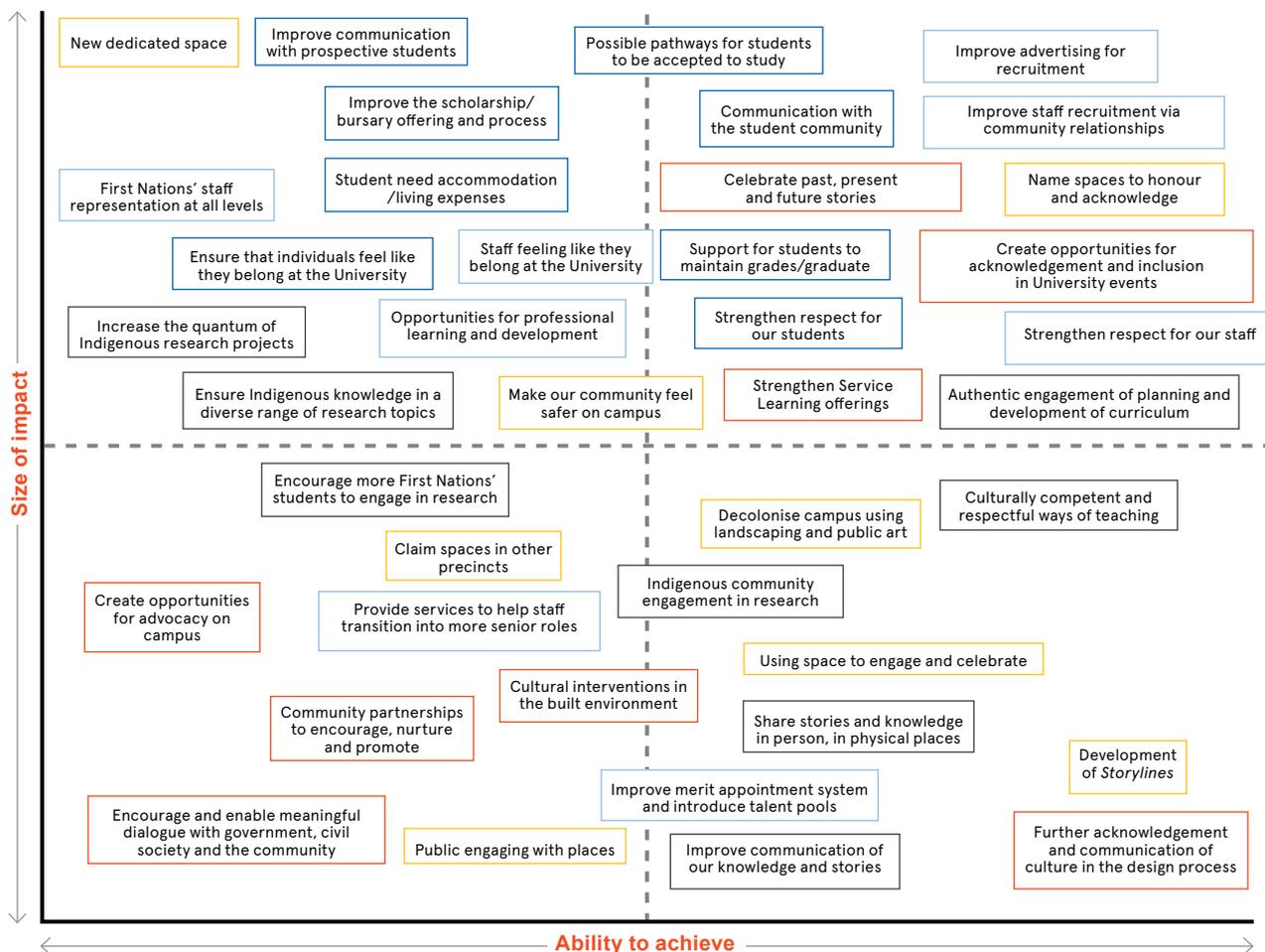
The detailed analysis provided us with a core priority for each pillar, and set out eight mutually exclusive and collectively exhaustive critical issues that need

to be addressed. These problem trees are laid out in the following pages.

To define a course of action based on this analysis, the DVC (ISS) team mapped each critical issue in a series of matrices that illustrated whether or not the University was able to undertake the activities in 2020, or if further engagement, consultation, foundational work or resources were required (Figure 1). It is through this process that we agreed on our path forwards for the 2020 *Unfinished Business* Action Plan and the actions to be completed in 2020.

The critical issues will form the basis for discussion during 2020 as the Deputy Vice-Chancellor (Indigenous Strategy and Services) works collaboratively with all University faculties and professional service units in the design of local implementation plans and the next stages of University strategy.

**Figure 1. Mapping the opportunity**



# 4.1 People (staff and students)

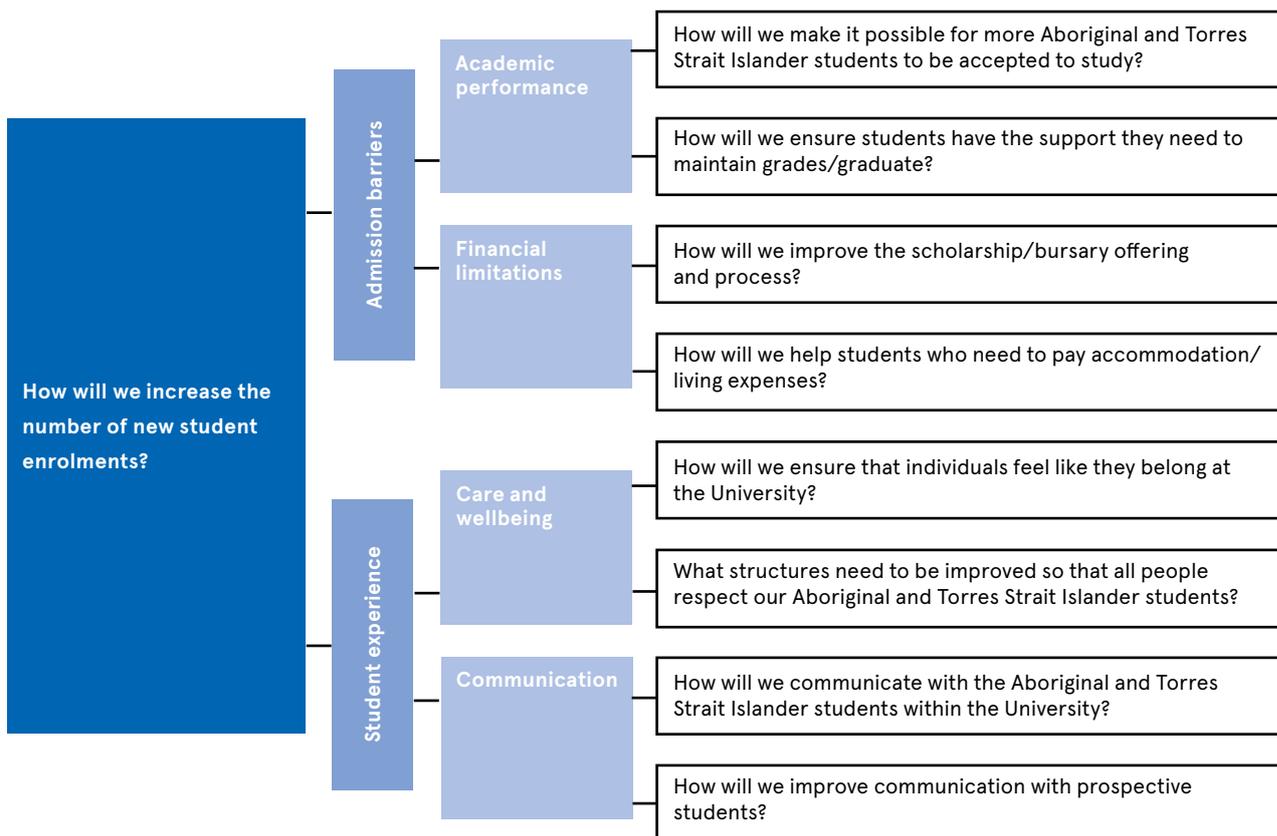
## Students

Despite the significant achievements of the *Wingara Mura – Bunga Barrabugu* strategy, the University of Sydney has a lower proportion of Aboriginal and Torres Strait Islander students (0.69%) than the Australian sector average (1.72%), the Group of Eight universities (0.81%) and the average of universities in Sydney (0.95%).

The University’s number of Aboriginal and Torres Strait Islander students has increased modestly but not kept pace with non-Aboriginal and Torres Strait Islander enrolments. Over the past 10 years, degree completions for Aboriginal and Torres Strait Islander students at the University have not increased, despite growth in enrolments and participation.

The following diagram describes the critical issues that we will need to consider if we are to increase the number of student enrolments, and increase the rate of graduate completion at the University.

**Figure 2. Students: Framing the problem**



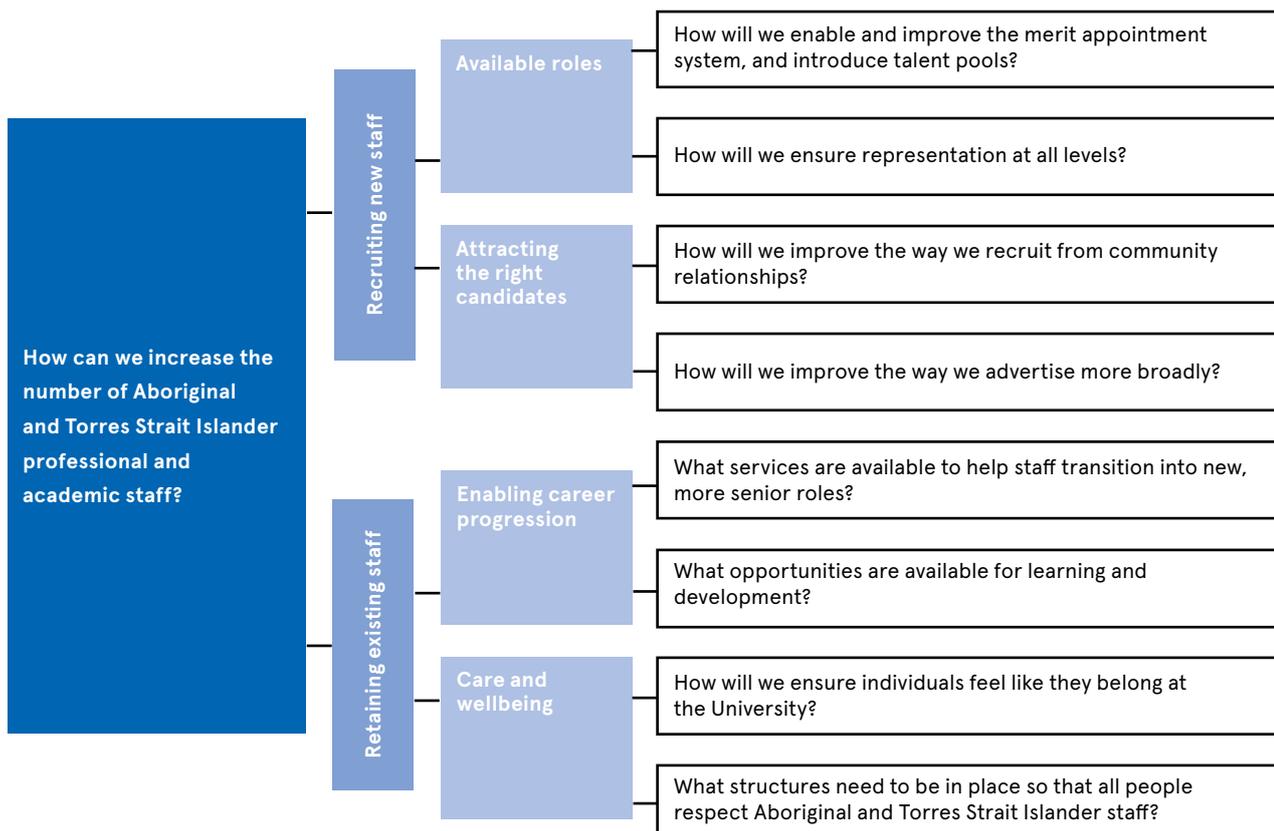
## Staff

Aboriginal and Torres Strait Islander staff, both professional and academic, are under-represented at the University, with only 1.2% of staff identifying. This situation presents us with many challenges. Currently 24 of the 39 Australian universities have a higher proportion of Aboriginal and Torres Strait Islander staff.

While recognition of culture may be perceived by some as welcoming to Aboriginal and Torres Strait Islander peoples into our academic community, this is not all we need to do. We must be brave enough to take a multifaceted approach to meet the expectation that we serve the needs of the community, and truly embrace the notion that we can be the institution of choice for Aboriginal and Torres Strait Islander staff and students. We must become a community in which all staff and students embrace a shared understanding of what it is to belong to a truly Australian university.

The following diagram describes how we can increase the number of professional and academic staff employed at the University.

**Figure 3. Staff: Framing the problem**



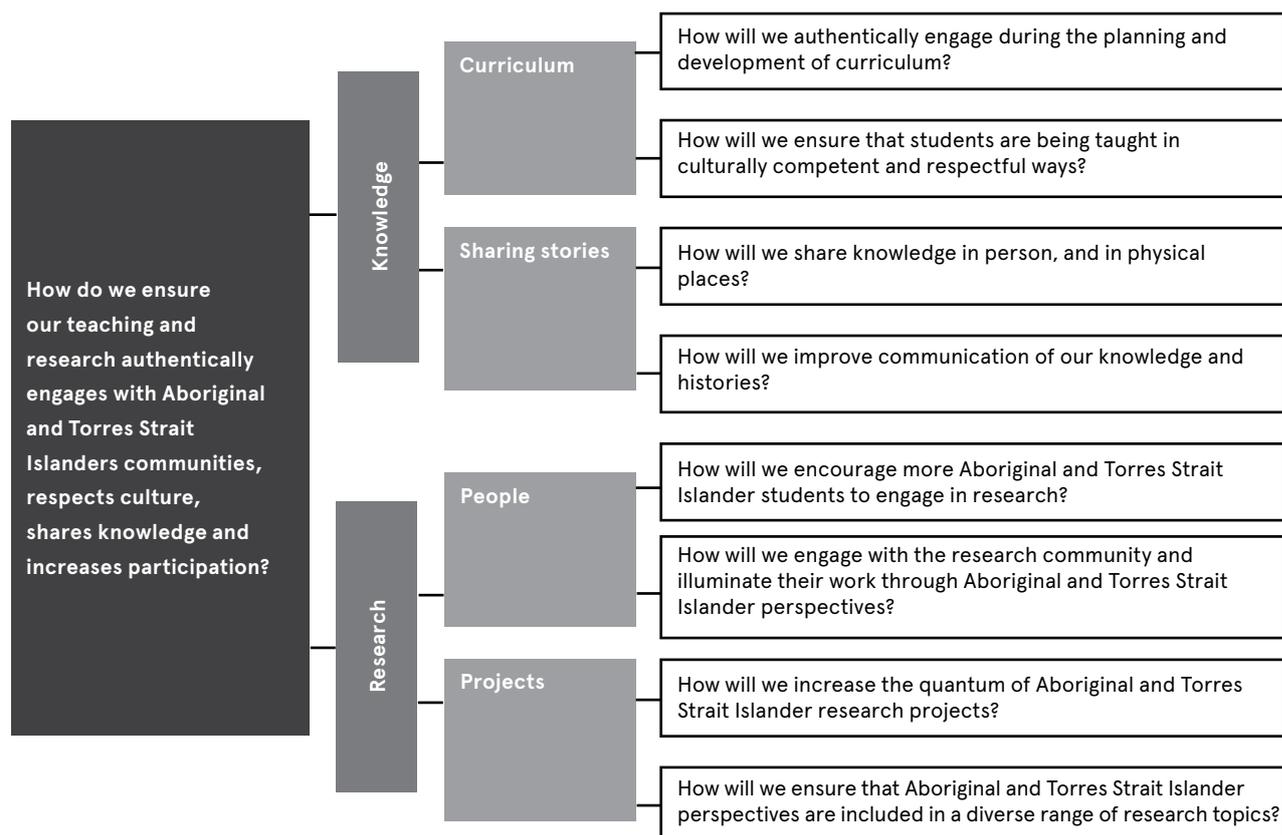
## 4.2 Education and research

Wingara Mura outlined ambitious targets for the University to enhance Aboriginal and Torres Strait Islander peoples’ representation and participation in teaching and learning. Key to this has been an improved, yet constantly evolving, relationship between Aboriginal and Torres Strait Islander peoples, researchers, universities, governments and policymakers.

A deliberate strategy and clear targets are required. In 2019, the University endorsed the *Ngarangun*: Indigenous Research Strategy. This strategy will act as a guide and catalyst for a productive and sustainable research and Indigenous knowledges agenda in partnership with communities, government and industry.

The following diagram describes the critical issues that will need to be considered if we are to ensure our teaching and research reciprocally engages with Aboriginal and Torres Strait Islander communities, respects culture, enables the sharing of knowledge, and increases participation in Aboriginal and Torres Strait Islander research.

**Figure 4. Education and research: Framing the problem**



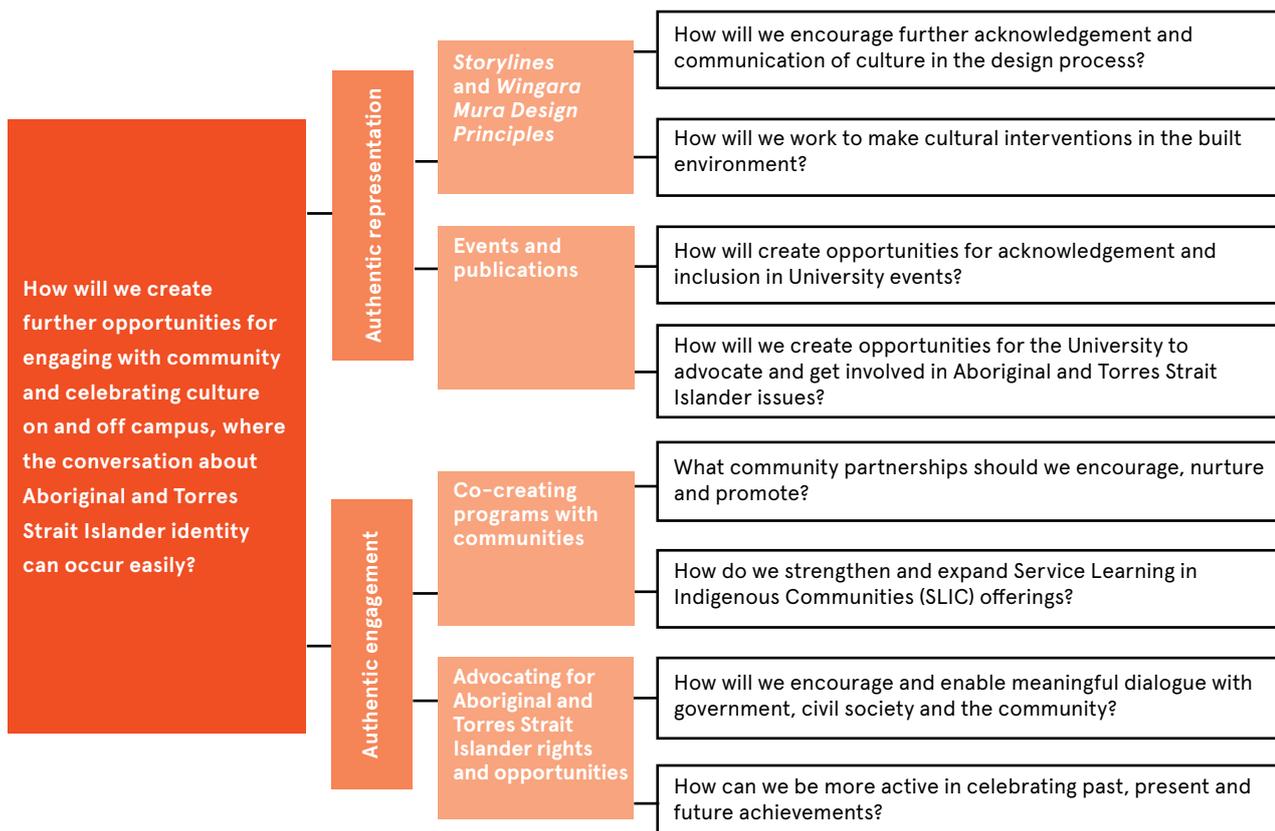
## 4.3 Culture and community

The University must create further opportunities for engaging with community and celebrating culture on and off campus, where the conversation about our identity can occur easily.

Critical to this will be the University’s aptitude and ability to connect and engage with Aboriginal and Torres Strait Islander communities, both locally and regionally, in authentic and mutually beneficial ways. Following on, and using the knowledge and resources inherent to the University, we must find further ways to embed Aboriginal and Torres Strait Islander culture throughout University policies, behaviours and structure.

The following diagram describes the critical issues that will need to be considered if we are to ensure authentic representation and engagement.

**Figure 5. Culture and community: Framing the problem**



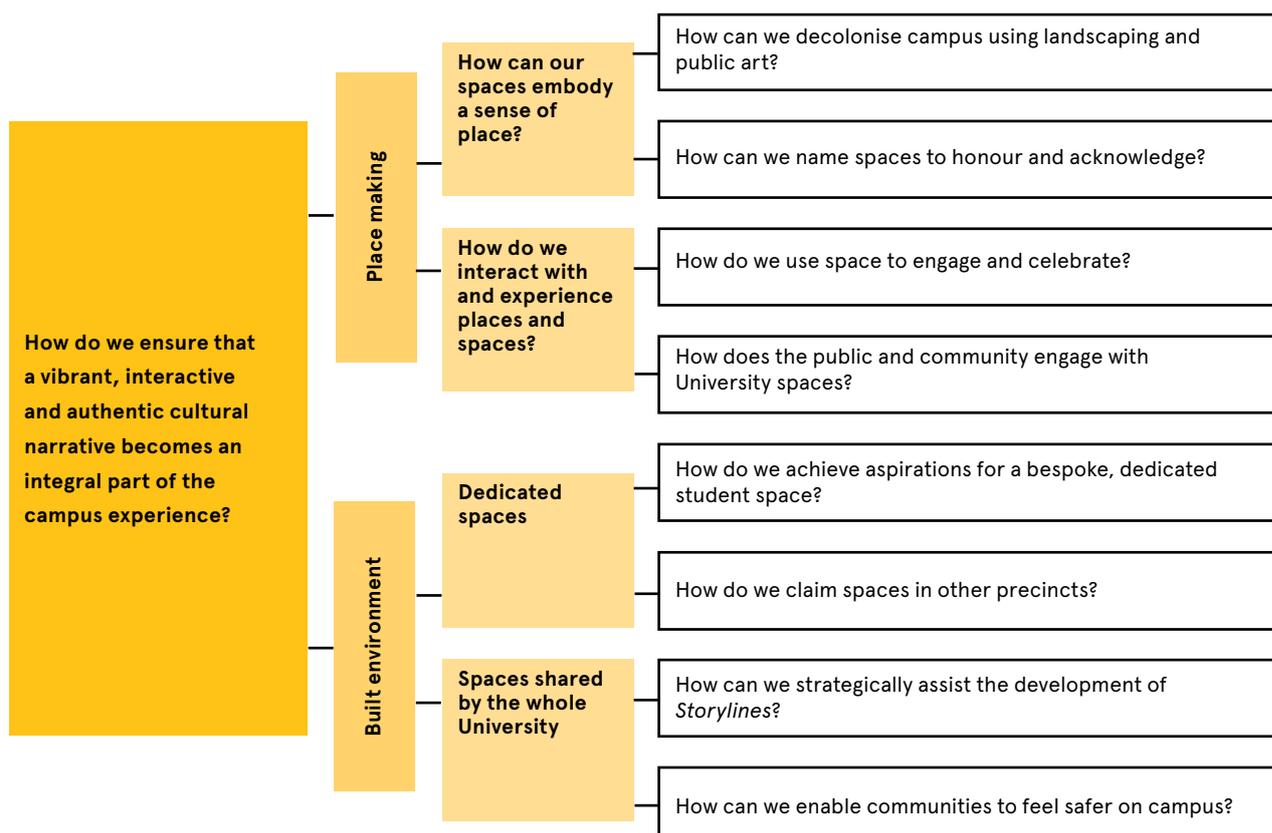
## 4.4 Physical environment

A key outcome of the *Wingara Mura – Bunga Barrabugu* strategy was the establishment of the *Wingara Mura Design Principles* in 2016. It has been a transformative element in realising this vision – embedding Aboriginal and Torres Strait Islander narratives into our infrastructure design and the fabric of our campus. It is the recognition of the valued and unique Aboriginal histories, knowledges and cultures that are significant to these lands we live and work.

The successes of the *Wingara Mura Design Principles* is a visual interpretation of our commitment to enable increased levels of participation in higher education, research and leadership opportunities for Aboriginal and Torres Strait Islander people. The continued implementation of these principles will see campuses become platforms for progressing reconciliation, and create opportunities to explore not only the distinctions or differences but also the elements that bind and connect Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander communities.

The following diagram describes the critical issues that will need to be considered during the continued implementation of the *Wingara Mura Design Principles*.

**Figure 6. Physical environment: Framing the problem**

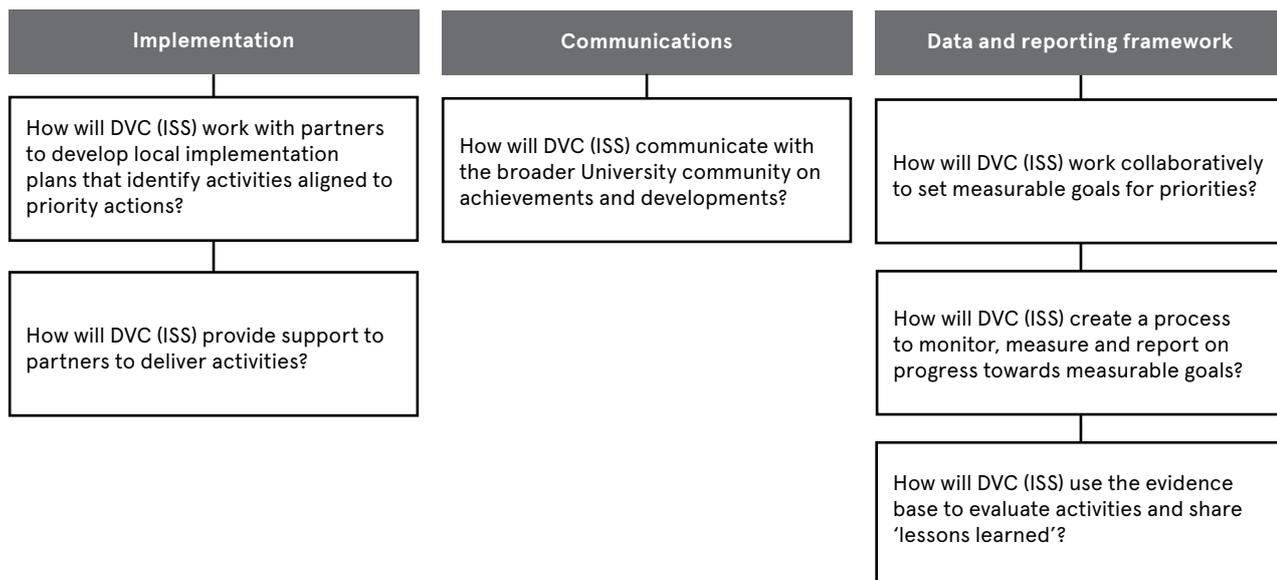


## 4.5 Foundational work

The engagement and analysis identified various capability and resource gaps spanning multiple pillars that are restricting work from being actioned, or that must be addressed to inform the next stages of development. The DVC (ISS) team will lead these activities to position the University to better communicate with our stakeholders and report on progress towards reaching our goals and achievements.

The following diagram describes the critical activities that will need to be addressed in 2020.

**Figure 7. Foundational work**







# 5 The 2020 *Unfinished Business* Action Plan

<b>Our goals for the 2020 <i>Unfinished Business</i> Action Plan will focus on:</b>	<b>People (students)</b>	<b>People (staff)</b>
<b>Our priority is to:</b>	<b>Increase the number of Aboriginal and Torres Strait Islander student enrolments</b>	<b>Increase the number of Aboriginal and Torres Strait Islander professional and academic staff across all levels</b>
<b>Our actions are to:</b>	<ul style="list-style-type: none"><li>- Evaluate student enrolment pathways, including access to scholarships, accommodation and admission pathways and early offer schemes</li><li>- Guide and assist in the implementation of the Foundation Year program</li><li>- Map the Aboriginal and Torres Strait Islander student experience</li><li>- Develop external marketing and communication plan to better target and reach prospective Aboriginal and Torres Strait Islander students.</li></ul>	<ul style="list-style-type: none"><li>- Evaluate the Wingara Mura leadership program</li><li>- Map the Aboriginal and Torres Strait Islander staff experience</li><li>- Guide and assist in the implementation of the Indigenous Employment Framework</li></ul>

## Education and research

## Culture and community

## Physical environment

**Embed cultural competence and First Nations' voices, cultures, knowledge and experience in curriculum, teaching, research and programs**

**Connect and engage with Aboriginal and Torres Strait Islander communities in authentic and mutually beneficial ways**

**Demonstrate a vibrant, interactive and authentic First Nations' cultural narrative across our campuses**

**Authentically embed Aboriginal and Torres Strait Islander culture throughout University policies, behaviours and structure**

- Enhance Aboriginal and Torres Strait Islander education opportunities and programs, including Service Learning in Indigenous Communities (SLIC)
- Use the evidence base to enable implementation of the *Ngarangun: Indigenous Research Strategy*
- Support the redesign and development of curriculum

- Further promote the Cultural Competence MOOC to increase participation rates
- Support University community to engage, plan and deliver cultural events and celebrations
- Strengthen existing partnerships and identify opportunities for new strategic partnerships with communities

- Continue to review, evolve and promote *Storylines*
- Guide and inform a feasibility study for a new dedicated space for the Aboriginal and Torres Strait Islander community

Our work will be guided by the pursuit of excellence, engagement and simplification. It will be underpinned by values of courage and creativity, respect and integrity, inclusion and diversity, and openness and engagement.

How will we  
increase the  
number of  
Aboriginal  
and Torres  
Strait Islander  
student  
enrolments?

## 5.1 People (students)

5.1.1 *Unfinished Business*: Evaluate student enrolment pathways, including access to scholarships, accommodation and admission pathways and early offer schemes

<i>Purpose</i>	To increase the number of new Aboriginal and Torres Strait Islander student enrolments
<i>Scope</i>	A comprehensive review of current enrolment pathways, identifying: <ul style="list-style-type: none"> <li>- students currently being targeted</li> <li>- what is being done to engage with and convert this engagement into enrolments</li> <li>- data analysis of what offerings are the most successful</li> <li>- feedback from students on how we can improve the process</li> </ul>
<i>What will it enable for 2021+</i>	Clearer understanding of how current programs are reducing the barriers to participation, and identification of where we can make improvements or create further opportunity to increase engagement
<i>Measurable goals</i>	The increase in the number of Aboriginal and Torres Strait Islander students enrolled in the University from 2020 onwards, enabled by student enrolment pathways
<i>Project owners</i>	<ul style="list-style-type: none"> <li>- Student Support Services</li> <li>- Global Student Recruitment and Mobility</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Scholarships Office</li> <li>- Widening Participation and Outreach</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Targeted high schools outreach</li> <li>- Aboriginal and Torres Strait Islander organisations</li> <li>- Current Aboriginal and Torres Strait Islander students</li> <li>- Alumni</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Successful Student' initiatives

## 5.1.2 *Unfinished Business*: Guide and assist in the implementation of the Foundation Year program

<i>Purpose</i>	To increase the number of new Aboriginal and Torres Strait Islander student enrolments
<i>Scope</i>	Reviewing and reframing the current Pemulwuy pathway to become a standalone Foundation Year program
<i>What will it enable for 2021+</i>	Increased participation and readiness for Aboriginal and Torres Strait Islander high school students to study in a full degree program
<i>Measurable goals</i>	A measurable increase in the number of Aboriginal and Torres Strait Islander students who have participated in the Foundation Year program from 2020 onwards
<i>Project owners</i>	<ul style="list-style-type: none"> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Global Student Recruitment and Mobility</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander Student Support Services</li> <li>- University Student Support Services</li> <li>- Associate Professor of Professional Practice</li> <li>- Deputy Vice-Chancellor (Education)</li> <li>- External Relations</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Targeted high schools outreach</li> <li>- Current Aboriginal and Torres Strait Islander students</li> <li>- Alumni</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Successful Student' initiatives

### 5.1.3 *Unfinished Business*: Map the Aboriginal and Torres Strait Islander student experience

<i>Purpose</i>	To increase the number of Aboriginal and Torres Strait Islander student enrolments and improve retention rates
<i>Scope</i>	Map of the complete student experience, from primary school through to degree completion, and beyond
<i>What will it enable for 2021+</i>	Greater understanding of student attitudes towards University of Sydney at various points in their education, the challenges and opportunities the University can respond to in order to increase student enrolment and success
<i>Measurable goals</i>	Identification of challenges and opportunities to improve the student experience and adapt current offerings to the student community
<i>Project owners</i>	<ul style="list-style-type: none"> <li>- University Strategy Office</li> <li>- Global Student Recruitment and Mobility</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander Student Support Services</li> <li>- University Student Support Services</li> <li>- Widening Participation and Outreach</li> <li>- Global Student Recruitment and Mobility</li> <li>- Deputy Vice-Chancellor (Education)</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Targeted high schools outreach</li> <li>- Aboriginal and Torres Strait Islander organisations</li> <li>- Current Aboriginal and Torres Strait Islander students</li> <li>- Alumni</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Successful Student' initiatives

### 5.1.4 Foundational work: Develop external marketing and communication plan to better target and reach prospective Aboriginal and Torres Strait Islander students

<i>Purpose</i>	To increase the number of new Aboriginal and Torres Strait Islander student enrolments and achieve leadership in chosen markets through the applications of key marketing concepts and methodology
<i>Scope</i>	A comprehensive marketing and communications plan that identifies: <ul style="list-style-type: none"> <li>- the University's unique value proposition relative to the multiple market segments of the Aboriginal and Torres Strait Islander community</li> <li>- how the University will deliver value to Aboriginal and Torres Strait Islander students in ways that differentiate the University from other higher education institutions</li> <li>- how the University will communicate this proposition to targeted prospective students</li> </ul>
<i>What will it enable for 2021+</i>	Greater focus on the needs of Aboriginal and Torres Strait Islander students and a bespoke marketing and communications strategy to increase authentic engagement with prospective Aboriginal and Torres Strait Islander students
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- an increase in the number of Aboriginal and Torres Strait Islander students enrolled in the University from 2020 onwards</li> <li>- increase in the number of students, parents, schools and community organisations that attend events and engage with the University</li> </ul>
<i>Project owners</i>	<ul style="list-style-type: none"> <li>- Marketing and Communications</li> <li>- Global Student Recruitment and Mobility</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander Student Support Services</li> <li>- University Student Support Services</li> <li>- Widening Participation and Outreach</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Targeted high schools outreach</li> <li>- Aboriginal and Torres Strait Islander organisations</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Successful Student' initiatives

How can we  
increase the  
number of  
Aboriginal  
and Torres  
Strait Islander  
professional  
and academic  
staff?

## 5.2 People (staff)

### 5.2.1 *Unfinished Business*: Evaluate the Wingara Mura Leadership Program

<i>Purpose</i>	To increase the number of Aboriginal and Torres Strait Islander professional and academic staff working within the University
<i>Scope</i>	A collaborative review of current program including workshops with existing Aboriginal and Torres Strait Islander staff and managers, resulting in a report of findings
<i>What will it enable for 2021+</i>	Identification of barriers to participation and promotion, and opportunities to improve current offering
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- increase the number of Aboriginal and Torres Strait Islander professional and academic staff</li> <li>- ensure that all campuses are welcoming environments for all Aboriginal and Torres Strait Islander staff, students and community</li> <li>- increase the level of engagement with Aboriginal and Torres Strait Islander communities</li> </ul>
<i>Project owner</i>	<ul style="list-style-type: none"> <li>- Human Resources (Diversity, Leadership and Inclusion team)</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Global Student Recruitment and Mobility</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Human Resources (Reporting and Analytics)</li> <li>- Aboriginal and Torres Strait Islander University staff</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Current Aboriginal and Torres Strait Islander staff</li> <li>- Current Wingara Mura Leadership Program participants</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Our People' initiatives

## 5.2.2 *Unfinished Business*: Aboriginal and Torres Strait Islander staff experience mapping

<i>Purpose</i>	To increase the number of Aboriginal and Torres Strait Islander professional and academic staff working in senior positions within the University
<i>Scope</i>	Map the staff experience lifecycle, from pre-recruitment to departure including opportunities for development and promotion
<i>What will it enable for 2021+</i>	Greater understanding of Aboriginal and Torres Strait Islander staff attitudes towards University of Sydney at various points in their employment, the challenges and opportunities the University can respond to in order to increase participation, promotion and retention
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- identify challenges and opportunities to improve the staff experience and adapt current offerings to staff community.</li> <li>- provide meaningful pathways to employment at the University for Aboriginal and Torres Strait Islander staff</li> <li>- increase the cultural competence of all staff, starting with those working with Aboriginal and Torres Strait Islander people and communities</li> <li>- ensure that all campuses are welcoming environments for all Aboriginal and Torres Strait Islander staff, students and community</li> <li>- grow Aboriginal and Torres Strait Islander staff into senior roles within the University</li> </ul>
<i>Project owner</i>	<ul style="list-style-type: none"> <li>- University Strategy Office</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Global Student Recruitment and Mobility</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Human Resources (Reporting and Analytics)</li> <li>- Aboriginal and Torres Strait Islander staff</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Current and previous Aboriginal and Torres Strait Islander staff</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Our People' initiatives

### 5.2.3 Foundational work: Guide and assist in the implementation of the Indigenous Employment Framework

<i>Purpose</i>	To increase the number of Aboriginal and Torres Strait Islander professional and academic staff working within the University
<i>Scope</i>	Collaborate with and assist the human resources team to implement the endorsed Indigenous Employment Framework
<i>What will it enable for 2021+</i>	Contribute to national efforts to close the gap through offering employment, professional development and opportunities for Aboriginal and Torres Strait Islander people
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- provide meaningful pathways to employment at the University for Aboriginal and Torres Strait Islander students</li> <li>- achieve a minimal proportion of 3% or more Aboriginal and Torres Strait Islander people in our workforce</li> <li>- increase the cultural competence of staff, starting with those working with Aboriginal and Torres Strait Islander people and communities</li> <li>- ensure that all campuses are welcoming environments for all Aboriginal and Torres Strait Islander staff, students and community</li> <li>- increase the level of engagement with Aboriginal and Torres Strait Islander communities</li> <li>- grow Aboriginal and Torres Strait Islander staff into senior roles within the University</li> </ul>
<i>Project owner</i>	<ul style="list-style-type: none"> <li>- Human Resources (Diversity, Leadership and Inclusion team)</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Global Student Recruitment and Mobility</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Human Resources (Reporting and Analytics)</li> <li>- Aboriginal and Torres Strait Islander University staff</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Current Aboriginal and Torres Strait Islander staff</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Our People' initiatives

How will we  
embed cultural  
competence  
and First  
Nations' voices,  
cultures,  
knowledge and  
experience in  
curriculum,  
teaching,  
research and  
programs?

## 5.3 Education and research

### 5.3.1 Foundational work: Enhancing Aboriginal and Torres Strait Islander education opportunities and programs, including Service Learning in Indigenous Communities

<i>Purpose</i>	To embed cultural competence and First Nations' voices, cultures, knowledge and experience in curriculum, teaching, research and programs
<i>Scope</i>	<ul style="list-style-type: none"> <li>- collaborate with faculties so they can readily enrol students in available units of study</li> <li>- create a transparent and fair framework to engage communities and develop projects</li> </ul>
<i>What will it enable for 2021+</i>	<ul style="list-style-type: none"> <li>- increased numbers of students who are on the 'cultural competence' journey</li> <li>- increased numbers of graduates who have had the opportunity to engage with a First Nations' community</li> </ul>
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- increase in number of students participating in Aboriginal and Torres Strait Islander educational programs and experiences</li> <li>- increased engagement with communities who are partnered with the University</li> </ul>
<i>Project owner</i>	- Deputy Vice-Chancellor (Indigenous Strategy and Services)
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- All faculties</li> <li>- National Centre for Cultural Competence</li> <li>- Deputy Vice-Chancellor (Education)</li> </ul>
<i>Community stakeholders</i>	- Aboriginal and Torres Strait Islander communities
<i>What initiatives does this build on?</i>	Wingara Mura 'Research and knowledge systems' initiatives

### 5.3.2 Foundational work: Using the evidence base to enable implementation of the *Ngarangun*: Indigenous Research Strategy

<i>Purpose</i>	To embed cultural competence and First Nations' voices, cultures, knowledge and experience in curriculum, teaching, research and programs
<i>Scope</i>	<ul style="list-style-type: none"> <li>- launch of the <i>Ngarangun</i>: Indigenous Research Strategy</li> <li>- completion of <i>Ngarangun</i> implementation plan</li> <li>- completion of <i>Ngarangun</i> milestone report</li> </ul>
<i>What will it enable for 2021+</i>	Enhancement of the University's Aboriginal and Torres Strait Islander research capacity to take it into a leading position in Australia across its broader research effort
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- increase in number of Aboriginal and Torres Strait Islander researchers</li> <li>- increase in development opportunities for Aboriginal and Torres Strait Islander researchers</li> <li>- increase in the quantum and diversity of high quality Aboriginal and Torres Strait Islander research</li> </ul>
<i>Project owner</i>	- Deputy Vice-Chancellor (Research)
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- All University faculties</li> <li>- Deputy Vice-Chancellor (Education)</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> </ul>
<i>Community stakeholders</i>	Not yet identified
<i>What initiatives does this build on?</i>	Wingara Mura 'Research and knowledge systems' initiatives

### 5.3.3 Foundational work: Support the redesign and development of the curriculum

<i>Purpose</i>	To embed cultural competence and First Nations' voices, cultures, knowledge and experience in curriculum, teaching, research and programs
<i>Scope</i>	<ul style="list-style-type: none"> <li>- review and expand the formal and informal opportunities for students to confidently enquire about Aboriginal and Torres Strait Islander issues</li> <li>- review and further develop cultural competence and Aboriginal and Torres Strait Islander knowledges in pedagogy, curriculum and staff development</li> </ul>
<i>What will it enable for 2021+</i>	Transform the undergraduate curriculum in the University's 2016–20 strategy, including the establishment of cultural competence as a graduate attribute
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- increase in the number of units of study across all faculties which embed the development of cultural competence</li> <li>- increase in access and participation in cultural competence and Aboriginal and Torres Strait Islander knowledges resources and offerings</li> </ul>
<i>Project owners</i>	<ul style="list-style-type: none"> <li>- National Centre for Cultural Competence</li> <li>- All faculties and schools</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- Global Student Recruitment and Mobility</li> <li>- Deputy Vice-Chancellor (Education)</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Current Aboriginal and Torres Strait Islander staff</li> <li>- Unit of study coordinators</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura 'Research and knowledge systems' initiatives

How will we  
create further  
opportunities  
for engaging  
with community  
and celebrating  
culture on and  
off campus,  
where the  
conversation  
about identity  
can occur  
easily?

## 5.4 Culture and community

### 5.4.1 *Unfinished Business*: Further promotion of the Cultural Competence MOOC to increase participation rates

<i>Purpose</i>	To create further opportunities for engaging with community and celebrating culture on and off campus, where the conversation about our identity can occur easily
<i>Scope</i>	To promote the MOOC to a global audience which includes University staff and students
<i>What will it enable for 2021+</i>	<ul style="list-style-type: none"> <li>- increased cultural competence within the University community</li> <li>- sharing stories and teachings of Aboriginal history and knowledge</li> </ul>
<i>Measurable goals</i>	Increased numbers of enrolments, active learners, and completions
<i>Project owner</i>	<ul style="list-style-type: none"> <li>- National Centre for Cultural Competence</li> </ul>
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Deputy Vice-Chancellor – Indigenous Strategy and Services</li> <li>- National Centre for Cultural Competence</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- MOOC partners, including Sydney Metropolitan Local Aboriginal Land Council</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura ‘Society and leadership’ initiatives

## 5.4.2 Foundational work: Support University community to engage, plan and deliver cultural events and celebrations

<i>Purpose</i>	To create further opportunities for engaging with community and celebrating culture on and off campus, where the conversation about our identity can occur easily
<i>Scope</i>	<ul style="list-style-type: none"> <li>- develop appropriate University-wide event protocols, training and educational collateral around Welcome to Country, Acknowledgment of Country, smoking ceremonies</li> <li>- increase Aboriginal and Torres Strait Islander presence in events and ceremonies</li> </ul>
<i>What will it enable for 2021+</i>	A more uniform approach to the cultural competence issues that surround Aboriginal and Torres Strait Islander event and ceremony protocols
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- track numbers of Welcome to Country and smoking ceremonies</li> <li>- increase in the number of culturally competent events and ceremonies held across the University</li> <li>- uptake from the University Events team and Marketing and Communications in ensuring widespread dissemination</li> </ul>
<i>Project owner</i>	- Human Resources – Diversity, Leadership and Inclusion team
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- All faculties and professional service units</li> <li>- Deputy Vice-Chancellor (Indigenous Strategy and Services)</li> <li>- University Events</li> <li>- Marketing, Communications and Engagement</li> </ul>
<i>Community stakeholders</i>	<ul style="list-style-type: none"> <li>- Prescribed body corporates (PBCs)</li> <li>- Local Aboriginal land councils (LALCs)</li> <li>- Elders and representatives</li> </ul>
<i>What initiatives does this build on?</i>	Wingara Mura ‘Society and leadership’ initiatives

### 5.4.3 Foundational work: Strengthen existing partnerships and identify opportunities for new strategic partnerships with communities

<i>Purpose</i>	To create further opportunities for engaging with community and celebrating culture on and off campus, where the conversation about our identity can occur easily
<i>Scope</i>	<ul style="list-style-type: none"> <li>- creation of a Cultural Advisory Circle</li> <li>- further engagement with community groups and external activities</li> <li>- increase University support of organisations, events and projects</li> </ul>
<i>What will it enable for 2021+</i>	Insights and advice from a select team of community leaders and advising the University on all cultural and community-related matters
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- regular Cultural Advisory Circle meetings</li> <li>- increase in sponsorships of community organisations</li> <li>- increase in University support of partnership events and activities</li> <li>- increase in promoting partner events and activities within the University</li> <li>- Mapping of current partnerships across the University</li> <li>- Map partnerships through customer management system (CRM)</li> </ul>
<i>Project owner</i>	- Deputy Vice-Chancellor (Indigenous Strategy and Services)
<i>University stakeholders</i>	<ul style="list-style-type: none"> <li>- Widening Participation and Outreach</li> <li>- Marketing, Communications and Engagement</li> <li>- University External Engagement</li> </ul>
<i>Community stakeholders</i>	- All stakeholders that have existing relationships with the University as well as potential new stakeholders
<i>What initiatives does this build on?</i>	Wingara Mura 'Community engagement' initiatives

How will we  
demonstrate  
a vibrant,  
interactive  
and authentic  
First Nations'  
cultural  
narrative  
across our  
campuses?

## 5.5 Physical environment

### 5.5.1 *Unfinished Business*: Continue to review, evolve and promote *Storylines*

<i>Purpose</i>	To demonstrate a vibrant, interactive and authentic Aboriginal and Torres Strait Islander cultural narrative across our campuses
<i>Scope</i>	To publish a redeveloped Wingara Mura <i>Storylines</i> document that details the histories and ongoing evolution of the University of Sydney Camperdown/Darlington Campus
<i>What will it enable for 2021+</i>	Through a decolonising lens, <i>Storylines</i> will become a historical resource detailing the journey of people and place. By reaching an open audience, the overarching aim is to develop a literature resource that is contemporary, relevant, historical, local, accurate and rich in experience.
<i>Measurable goals</i>	<ul style="list-style-type: none"> <li>- <i>Storylines</i> Project Control Group Meetings</li> <li>- Community dialogues</li> <li>- External engagements</li> <li>- New <i>Storylines</i> document iteration</li> </ul>
<i>Project owner</i>	Campus Infrastructure and Services
<i>University stakeholders</i>	Deputy Vice-Chancellor (Indigenous Strategy and Services)
<i>Community stakeholders</i>	Local communities
<i>What initiatives does this build on?</i>	Wingara Mura 'Infrastructure' initiatives

## 5.5.2 Foundational work: Guide and inform a feasibility study for a new dedicated space for the Aboriginal and Torres Strait Islander community

<i>Purpose</i>	To demonstrate a vibrant, interactive and authentic First Nations' cultural narrative across our campus
<i>Scope</i>	A feasibility study into resources required to provide a bespoke space for Aboriginal and Torres Strait Islander students, staff and community visitors
<i>What will it enable for 2021+</i>	Guidance on the viability of the development, resources and stakeholder activities needed to progress to investment
<i>Measurable goals</i>	Table a study that identifies key University stakeholders and executives
<i>Project owner</i>	Campus Infrastructure Services
<i>University stakeholders</i>	Deputy Vice-Chancellor (Indigenous Strategy and Services)
<i>Community stakeholders</i>	To be determined
<i>What initiatives does this build on?</i>	Wingara Mura 'Infrastructure' initiatives



## 6 Implementation

This document sets out three distinct bodies of work to be completed in 2020.

1. The unfinished business of the *Wingara Mura – Bunga Barrabugu* strategy, undertaken by faculties and professional service units through localised implementation plans
2. Foundational work to prepare for the 2021+ strategy, and feature in local implementation plans
3. Creation of the 2021–25 *One Sydney, Many People* strategy

### Local implementation plans

Critical to the implementation of the 2020 *Unfinished Business* Action Plan will be further consultation with all relevant partners in University faculties and professional service units. It is through engagement with our partners that we will co-create local implementation plans addressing actions under the four pillars that will then be owned and managed by the relevant faculties and professional service units, with DVC (ISS) providing guidance and support with the resulting activities.

This Action Plan sets a framework for the critical issues that need to be addressed in order to undertake the priorities of each pillar (as set out in Section 4 of this document). The DVC (ISS) will meet with relevant stakeholders to investigate the most suitable ways for each faculty and professional service unit to investigate and address these critical issues. The local implementation plans may require support and input from external stakeholders and this will be identified in the early stages of consultation.

It is projected that these local implementation plans will be finalised for review by the University Executive in March 2020. They will outline the required resources, timings and costs of each action. They will also include the metrics, as defined by individual faculties and professional service units, that will be measured and monitored as activities progress throughout the remainder of the year.

### Foundational work

Activities classified in this document as ‘foundational work’ will be led by the DVC (ISS) in partnership with the University Strategy team and others. These initiatives have either already begun or discussions are underway to define and implement them. Detailed plans for action will be assembled by early 2020.

One example of ‘foundational work’ is the planning currently underway to prepare a feasibility study into resources required to provide a larger dedicated Aboriginal and Torres Strait Islander student space on campus, managed by DVC (ISS) in collaboration with Campus Infrastructure and Services. Another example is the user experience mapping for both staff and students by the University Strategy team.

In early 2020, the DVC (ISS) will lead the development of the Reporting Framework, ensuring that all activities set out in this Action Plan have measurable, quantifiable goals that are reported on regularly.

Also beginning in early 2020, the DVC (ISS) will work in collaboration with Marketing and Communications on preparing both internal and external communication guidelines that will inform how each faculty and professional service unit can promote their activities in line with the priorities of each pillar.

### 2021–25 *One Sydney, Many People* strategy

After the local implementation plans are confirmed and set in motion, the DVC (ISS) will continue to provide support and guidance to teams implementing the activities. From that point onwards, the DVC (ISS) will shift its focus towards the engagement and design of the 2021–25 *One Sydney, Many People* strategy, through further consultation and co-creation with the University community, for presentation to the University Executive in the fourth quarter of 2020.

# 6.1 2020 Program

JAN FEB MAR

## People (students)

- Evaluation of student enrolment pathways
- Implementation of Foundation Year program
- Aboriginal and Torres Strait Islander student experience mapping

## People (staff)

- Evaluation of Wingara Mura Leadership Program
- Aboriginal and Torres Strait Islander staff experience mapping
- Implementation of Indigenous Employment Framework

## Education and research

- Review of current education opportunities and programs
- Implementation of the *Ngarangun*: Indigenous Research Strategy
- Support to redesign and redevelop curriculum

## Culture and community

- Promotion of NCCC offerings
- Cultural events and celebrations planning
- Review of current strategic partnerships
- Development of additional strategic partnerships

## Physical environment

- Review and development of *Storylines*
- Feasibility study for new dedicated Aboriginal and Torres Strait Islander space

## Foundational work

- Local implementation plan by faculties/professional service units
- Communications plan
- Goal setting
- Development of reporting framework

## One Sydney, Many People

- Development of 2021-25 strategy
- Presentation to the University Executive, Senate, Strategy and Risk Committee



# Appendix 1:

## *Wingara Mura – Bunga Barrabugu*

### Current status of 2012 initiatives

Table 1. 'Successful Student' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>Marketing and recruitment</b>	Establish coordination and cooperation across marketing and recruitment at the University in relation to Aboriginal and Torres Strait Islander students and staff.	Ongoing
<b>Visibly committed</b>	Develop and implement a marketing strategy that highlights the University's contribution and leadership in Aboriginal and Torres Strait Islander reform.	<i>Unfinished Business 2020</i>
<b>Marketing strategy</b>	Identify the motivators that directly and indirectly influence student choice about higher education providers, review the University's performance and apply that information to our marketing strategy.	<i>Unfinished Business 2020</i>
<b>Brand recognition</b>	Take action that secures high brand recognition by stakeholders and the community of the University's increased engagement with and presence of Aboriginal and Torres Strait Islander culture and peoples in the life of the University community.	Foundational work 2020
<b>Success profiles</b>	Review Aboriginal and Torres Strait Islander student admission and outcome data for the University to determine success profiles and develop a detailed proposal to further inform recruitment and retention efforts.	<i>Unfinished Business 2020</i>
<b>Expanding identification of the best students</b>	Develop and implement a trial of non-cognitive variables as an alternative opportunity admissions program for a period of four years.	Business as usual
<b>Breadwinners project</b>	Develop and implement an innovative partnership with government, community and industry that creates new opportunities for working Aboriginal and Torres Strait Islander people to enter undergraduate and postgraduate study.	Superseded
<b>Sydney conversations</b>	Expand the opportunities for non-Aboriginal and Torres Strait Islander students to confidently engage in enquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander peoples.	Ongoing
<b>Possible and probable</b>	Review and rebalance recruitment efforts to pursue students who have a strong higher education pathway, but commit proportionally greater effort for those quality students whose pathway to University is not as strongly mapped.	<i>Unfinished Business 2020</i>

<b>Wingara Mura Bunga Barrabugu initiative</b>		<b>Current status</b>
<b>Sydney in schools</b>	Develop a business proposal and negotiate a program that provides an opportunity for Aboriginal students in high school to commence foundational elements for tertiary study in specific areas.	Business as usual
<b>Research profile</b>	Capture and market the research profile of the University to Aboriginal and Torres Strait Islander communities, civil society, government and industry and as a specific element of our initiatives to recruit talented Aboriginal and Torres Strait Islander postgraduate students to study at Sydney.	<i>Unfinished Business 2020</i>
<b>Cultural competence</b>	Develop and introduce cultural competence in pedagogy, curriculum and staff development.	<i>Unfinished Business 2020</i>
<b>Graduate attribute</b>	Include cultural competence as a graduate attribute, with measures of acquisition for all students.	Complete
<b>Benchmarking current levels</b>	Benchmark non-Aboriginal and Torres Strait Islander students' current levels of knowledge of cultural competence and engagement in Aboriginal issues.	<i>Unfinished Business 2020</i>
<b>Aboriginal and Torres Strait Islander place in the curriculum</b>	Develop and adopt strategies that enrich the ongoing curriculum renewal agenda to lift the profile of Aboriginal and Torres Strait Islander culture, experience and issues in the teaching and learning environment.	<i>Unfinished Business 2020</i>
<b>Mentoring and development</b>	Establish a postgraduate mentoring and development program for Aboriginal and Torres Strait Islander students.	Business as usual
<b>Aboriginal research network</b>	Establish the University of Sydney Aboriginal and Torres Strait Islander Research Network and promote its engagement with Aboriginal community, civil society, government, industry and the broader community.	Complete
<b>Sharing stories</b>	Review and expand the formal and informal opportunities for non-Aboriginal and Torres Strait Islander students to confidently engage in enquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander peoples.	<i>Unfinished Business 2020</i>
<b>Satisfaction and retention</b>	Review and enhance the orientation, satisfaction and retention continuum for Aboriginal and Torres Strait Islander students.	<i>Unfinished Business 2020</i>

Table 2. 'Our People' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>National leaders</b>	Develop a campaign to identify and recruit outstanding Aboriginal and Torres Strait Islander staff to the University from the existing pool of academic staff nationally.	Not started. For review in <i>One Sydney, Many People</i>
<b>Talent search</b>	Develop a campaign to identify and recruit talented and qualified Aboriginal and Torres Strait Islander people from other sectors such as community service, government and industry.	Complete. Being refreshed in <i>Unfinished Business 2020</i>
<b>Talent building</b>	Develop and implement a strategy to identify and recruit talented Aboriginal and Torres Strait Islander people from other sectors, such as community service, government and industry, who do not yet have tertiary qualifications.	Not started. For review in <i>One Sydney, Many People</i>
<b>Growing our current talent</b>	Design and establish strategies to invest in the careers and potential of existing Aboriginal and Torres Strait Islander staff at the University.	<i>Unfinished Business 2020</i>
<b>Sydney qualities</b>	Develop a statement of qualities that describes the attributes and experiences in the Aboriginal and Torres Strait Islander domain we seek in staff at Sydney.	Complete
<b>Cultural competence for staff</b>	Develop and implement a pan-University cross-cultural education program for all staff that meets the targets established by this strategy.	Business as usual
<b>Mob staying in touch</b>	Establish an Aboriginal and Torres Strait Islander staff network to promote sharing of experience, networking and support.	Complete. Being refreshed in <i>Unfinished Business 2020</i>
<b>Knowing what's happening</b>	Implement strategies to improve the collection, collation, linkage and use of quality Aboriginal and Torres Strait Islander staff data, including census days and awareness programs.	<i>Unfinished Business 2020</i>
<b>Staff development partnerships</b>	Establish partnerships with key employers that open up development opportunities for existing University staff and provide reciprocal opportunities for staff who work for our partners.	Not started. For review in <i>One Sydney, Many People</i>
<b>Merit appointment incentive</b>	Increase the number of Aboriginal and Torres Strait Islander staff employed in academic and general staff roles by establishing a merit appoint incentive.	Complete. Being refreshed in <i>Unfinished Business 2020</i>

**Table 3. 'Research and knowledge systems' initiatives 2012**

<b>Wingara Mura Bunga Barrabugu initiative</b>		<b>Current status</b>
<b>Enrich the research enterprise</b>	Establish a partnership with Aboriginal communities, governments, civil society, industry and other stakeholders to pursue solutions-focused research.	Business as usual
<b>Showcase of research effort</b>	Establish and deliver an annual showcase of research conducted by Aboriginal and Torres Strait Islander people, and other developments at the University of Sydney, for key government, community, civil society and industry interests.	<i>One Sydney, Many People</i>
<b>Network of chairs</b>	Identify priority areas of scholarship in the Aboriginal and Torres Strait Islander space that would benefit from the appointment of a chair and the subsequent contribution and recruitment to the chairs.	Not started. For review in <i>One Sydney, Many People</i>
<b>Senior research director</b>	Create the position of senior director, Aboriginal and Torres Strait Islander research and appoint an Aboriginal academic.	Complete
<b>Research register</b>	Create and maintain a register of research specifically focused on Aboriginal and Torres Strait Islander issues and research that has a high potential to contribute to this area.	Business as usual
<b>Knowledge hub</b>	Design and trial a knowledge hub that provides opt-in access to community, civil society, industry and government stakeholders for the outcomes of research and thinking at the University of Sydney.	Not started. For review in <i>One Sydney, Many People</i>
<b>Think tank</b>	Convene a 'think tank' of key researchers and stakeholders to review research priorities and effort and ensure the University optimises its contribution of multidisciplinary research and its attention to emerging areas.	Not started. For review in <i>One Sydney, Many People</i>
<b>Recognise the Koori Centre</b>	Recognise and capitalise on the Koori Centre's contribution and re-energise its operations as the foundational base for the National Centre for Cultural Competence.	Superseded
<b>Invest in postgraduate scholarships</b>	Create a number of Aboriginal and Torres Strait Islander postgraduate scholarships that support primarily (but not entirely) research-based study.	Complete. Being refreshed in <i>Unfinished Business 2020</i>
<b>Setting foundations</b>	Establish a policy that commits the University to the respectful exploration and treatment of Aboriginal knowledge that is consistent with the best practices of scholarship.	Complete. Being refreshed in <i>Unfinished Business 2020</i>
<b>Integrated scholarship</b>	Establish a taskforce, chaired by the Deputy Vice-Chancellor (Education) to engage with Aboriginal and Torres Strait Islander communities to construct an approach and plan for the recognition of Aboriginal knowledge in University research and teaching.	Complete. Being refreshed in <i>Unfinished Business 2020</i>
<b>International partnerships</b>	Establish appropriate international partnerships that foster the advancement of Indigenous education, research, engagement, cultural heritage, knowledge and cultural expression domestically and internationally.	Business as usual

Table 4. 'Society and leadership' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>Visiting Thinkers</b>	Create a Visiting Thinkers program for selected international experts in the Indigenous space and national experts in the Aboriginal and Torres Strait Islander space.	Business as usual
<b>Sydney sabbatical</b>	Create a program that provides the opportunity and encouragement for Aboriginal and Torres Strait Islander staff in the community service sector to take a sabbatical to engage in a course of study or research at the University of Sydney.	Not started. For review in <i>One Sydney, Many People</i>
<b>Leading thinkers</b>	Create development opportunities for leading University thinkers to further enhance their experience and insights into complex issues by working with and in Aboriginal and Torres Strait Islander communities and organisations.	Not started. For review in <i>One Sydney, Many People</i>
<b>Change is within our reach</b>	Develop a program of communication for the University community, Aboriginal communities, government, industry and civil society which demonstrates the art of the possible and dispels negative beliefs that change in the Aboriginal and Torres Strait Islander space is too hard.	<i>Unfinished Business 2020</i>
<b>Service Learning</b>	Develop two additional effective and focused Service Learning initiatives that build on the Broken Hill model in the Aboriginal and Torres Strait Islander space and link Aboriginal community service and academic study.	Business as usual
<b>Social inclusion</b>	Establish a chair of social inclusion to foster, conduct and promote multidisciplinary research, teaching, public debate, and public policy that seeks to create a 'society for all'.	Superseded
<b>Partnership patrons</b>	Appoint at least two partnership patrons from outside the University who encourage and model partnership building between staff and students, the University, Aboriginal and broader community, civil society, government and industry.	Not started. For review in <i>One Sydney, Many People</i>
<b>Indigenous international collaborative</b>	Establish ongoing collaboration between Indigenous thinkers and leading scholars from around the world to explore issues of common interest, contribute to a global academic community of interest in the Indigenous space and expand opportunities for collaboration.	Business as usual
<b>Centre for statistics</b>	Establish the National Centre for Aboriginal and Torres Strait Islander Statistics where information about Aboriginal peoples can be safely and securely curated and accessed. The centre will explore new data development that will contribute to the advancement and wellbeing of Aboriginal and Torres Strait Islander peoples.	Superseded

<b>Wingara Mura Bunga Barrabugu initiative</b>		<b>Current status</b>
<b>Strategic incentives pool</b>	Establish an incentive pool that is applied to the implementation of the strategy with at least 80 percent returned to faculties and professional service units for agreed local implementation priorities.	Complete
<b>Demonstrate excellence</b>	Construct a program that recognises and rewards excellence in the leadership of Aboriginal and Torres Strait Islander education, research and community engagement across the University.	Complete
<b>Reconciliation space</b>	Create a space designed to reflect Aboriginal and Torres Strait Islander culture, managed by Aboriginal people, which will serve as a safe space for discussion involving Aboriginal and Torres Strait Islander community, students, staff thinkers, cultural leaders and others.	<i>Unfinished Business 2020</i>
<b>Commit to honest memory</b>	The University will monitor its efforts to implement the integrated strategy and share its success and failures. It will ensure that failures and successes are not forgotten, by building an effective and accessible corporate memory of our efforts to improve Aboriginal and Torres Strait Islander education, research and engagement.	<i>Unfinished Business 2020</i>

Table 5. 'Gender' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>More men studying</b>	Establish a defined element within student recruitment to focus on engaging with and recruiting Aboriginal and Torres Strait Islander men to undergraduate and postgraduate study.	Not started. For review in <i>One Sydney, Many People</i>
<b>Role and role models</b>	Establish an Aboriginal and Torres Strait Islander men's working group that will advise and contribute to student and staff recruitment campaigns.	Not started. For review in <i>One Sydney, Many People</i>
<b>More men working</b>	Develop and pursue specific elements in our staff recruitment strategies to address Aboriginal and Torres Strait Islander men.	Not started. For review in <i>One Sydney, Many People</i>
<b>Aboriginal gender research</b>	Allow for different gender-specific considerations in an effort to construct and pursue research partnerships with Aboriginal and Torres Strait Islander communities and other stakeholders who bring greater understanding in this area.	Not started. For review in <i>One Sydney, Many People</i>
<b>Merit subsidy</b>	Include specific provisions that promote the appointment of Aboriginal and Torres Strait Islander women to senior roles.	Not started. For review in <i>One Sydney, Many People</i>
<b>Women in senior roles</b>	Establish and implement a professional senior development initiative for Aboriginal women at Sydney.	Not started. For review in <i>One Sydney, Many People</i>
<b>Reducing barriers to work and study</b>	Create a project to explore, especially in the area of family responsibility, the creation of additional services and initiatives in partnership with Aboriginal organisations to provide work opportunities at Sydney.	Not started. For review in <i>One Sydney, Many People</i>
<b>More women</b>	Create specific scholarships for Aboriginal and Torres Strait Islander women which are structured to take into account the educational barriers for women.	Business as usual
<b>It's men's and women's business</b>	Include an analysis of the University's efforts to improve Aboriginal and Torres Strait Islander access and outcomes in education, research and community engagement from a gender perspective in the Annual Report.	Not started. For review in <i>One Sydney, Many People</i>
<b>Child care and elderly care</b>	Develop and trial support programs that allow Aboriginal women and men who are full-time or part-time caregivers to participate in further education.	Not started. For review in <i>One Sydney, Many People</i>
<b>Diversification</b>	The University will review the enrolment of Aboriginal and Torres Strait Islander women and men in non-traditional courses and faculties and develop strategies to ensure that any unnecessary hurdles are eliminated.	Business as usual

Table 6. 'Infrastructure' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>Improved identification of people and effort</b>	Develop and implement strategies to encourage improved levels of self-identification of Aboriginal and Torres Strait Islander staff and students and accurately record their Aboriginality in linked data management arrangements. The strategy will include promoting Aboriginal and Torres Strait Islander peoples' pride, confidence and engagement in University life.	Business as usual
<b>Business intelligence model</b>	Design an Aboriginal and Torres Strait Islander business intelligence model and include the Strategic Information and Business Intelligence (SIBI) project.	<i>Unfinished Business 2020</i>
<b>Aboriginal voices</b>	Collect information and annually report on the overall satisfaction of Aboriginal and Torres Strait Islander women and men with University life and the quality of the teaching and learning environment.	<i>Unfinished Business 2020</i>
<b>Pursue data linkage</b>	Establish a data linkage initiative to improve the functionality of the Aboriginal identifiers in the University data systems.	<i>Unfinished Business 2020</i>
<b>Performance framework and reporting</b>	Establish and report against a performance and reporting framework in relation to Aboriginal and Torres Strait Islander education, research and community engagement.	<i>Unfinished Business 2020</i>
<b>Aboriginal and Torres Strait Islander online</b>	Develop a web portal for students and staff that provides easy internal access to key services, data, information and initiatives, including online access to appropriate staff development initiatives, virtual networks and a clearing house.	Not started. For review in <i>One Sydney, Many People</i>
<b>University webpage</b>	Modify the homepage to reflect the University's commitment to Aboriginal and Torres Strait Islander education, research and community engagement.	Complete
<b>Flexible delivery</b>	Examine the opportunities that a flexible delivery system, support structure and appropriate pedagogies might provide to help Aboriginal and Torres Strait Islander students manage various demands and challenges to accessing and completing higher education.	Not started. For review in <i>One Sydney, Many People</i>
<b>Design principles</b>	Develop a series of building design principles that reflect the University of Sydney's recognition of and vision for Aboriginal and Torres Strait Islander participation in University life.	Complete. Next iteration of project part of <i>Unfinished Business Action Plan</i>
<b>Public art</b>	Increase the number of Aboriginal and Torres Strait Islander public art installations on our campuses.	Complete. Next iteration of project part of <i>Unfinished Business Action Plan</i>
<b>Flagship gateway building</b>	Construct a national Centre for Cultural Competence that will assist with embedding Aboriginal and Torres Strait Islander culture and experience in pedagogy and epistemology and act as a friendship space.	<i>Unfinished Business 2020</i>
<b>Student accommodation</b>	Commit to providing access to suitable student accommodation for Aboriginal and Torres Strait Islander students.	<i>Unfinished Business 2020</i>

Table 7. 'Community engagement' initiatives 2012

Wingara Mura Bunga Barrabugu initiative		Current status
<b>Engagement program</b>	The University will establish an Aboriginal and Torres Strait Islander partners program to establish, promote, value and monitor the effectiveness of trust-building partnerships. This program will support the University's Aboriginal and Torres Strait Islander education, research and engagement priorities and identify and market the quality, benefit and potential of partnerships.	<i>Unfinished Business 2020</i>
<b>Social responsibility</b>	Develop and publish a social responsibility report every two years as a record of contribution and as a device to promote discussion, reflection and review about engagement and social responsibility.	Not started. For review in <i>One Sydney, Many People</i>
<b>Engagement framework</b>	The University will establish an engagement framework that will promote opportunity and secure the importance of community engagement to the realisation of the University's vision.	<i>Unfinished Business 2020</i>
<b>Family, community and organisation</b>	The University will establish an intensive engagement strategy that focuses on building relationships with Aboriginal and Torres Strait Islander families, communities and organisations.	Not started. For review in <i>One Sydney, Many People</i>
<b>Industry sector dialogues</b>	The University of Sydney will establish a program of industry sector dialogues that will identify the challenges and issues that the sectors confront. It will also seek to identify ways that the University can contribute through its teaching, research and engagement capabilities.	Business as usual
<b>Government sector dialogues</b>	The University will establish a series of ongoing government sector dialogues in Aboriginal and Torres Strait Islander affairs and Indigenous affairs internationally.	Business as usual
<b>Civil society dialogues</b>	The University will establish a series of ongoing civil society sector dialogues in Aboriginal and Torres Strait Islander affairs.	Not started. For review in <i>One Sydney, Many People</i>
<b>Alumni engagement</b>	The University will create an annual alumni event that focuses on showcasing our contribution in the Aboriginal and Torres Strait Islander space. We will engage alumni in our efforts through regular updates in <i>Sydney Alumni Magazine (SAM)</i> and other events.	Not started. For review in <i>One Sydney, Many People</i>



## Appendix 2: Wingara Mura – Bunga Barrabugu Progress towards targets

The *Wingara Mura – Bunga Barrabugu* strategy (2012) established targets for the University in key areas regarding students, staff and research. More specific project milestones in other areas of reform were to be identified in the design of local implementation plans.

Despite the significant achievements of *Wingara Mura*, we are falling behind our peers and behind the baseline metrics established in the 2012 strategy. In the last six years, we have not made progress. We have a lower proportion of Aboriginal and Torres Strait Islander students than any other Group of Eight (Go8) university, and the lowest proportion of any university in New South Wales. There are 24 Australian universities with a higher proportion of Aboriginal and Torres Strait Islander staff.

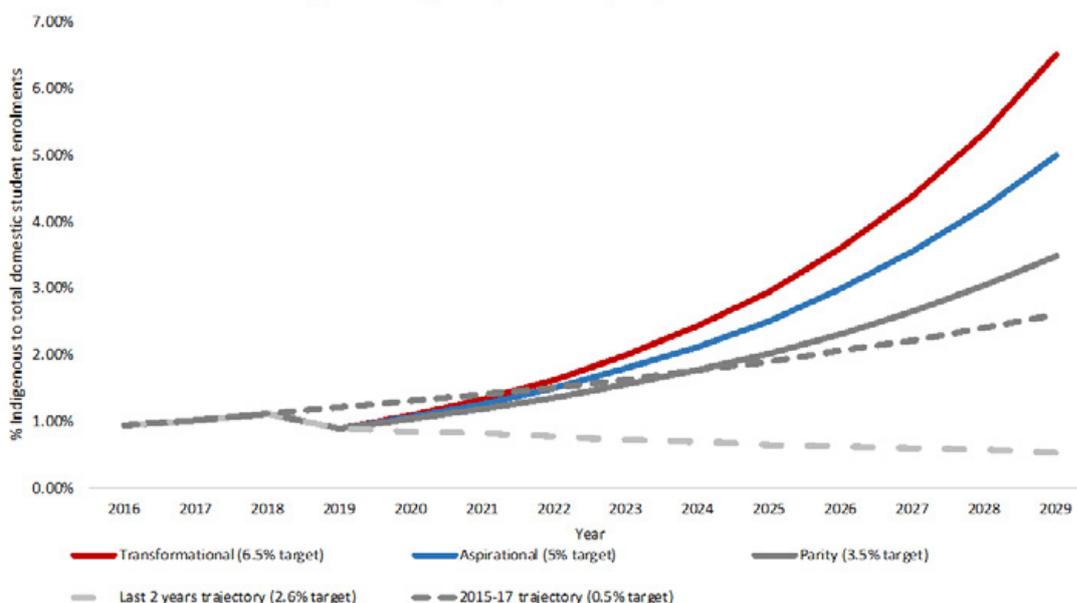
### Students

Student targets were set for both Aboriginal and Torres Strait Islander students and non-Indigenous students. The University agreed to minimise Aboriginal and Torres Strait Islander undergraduate targets as part of the compact funding agreement with the Australian Government.

Target 2012	Progress 2019
By 2018, the University will increase the total number of Aboriginal and Torres Strait Islander peoples studying at Sydney by 100 percent over five years.	Not met
By 2018, the University will lift non-Aboriginal student interest, engagement and knowledge of Aboriginal and Torres Strait Islander issues by 50 percent over five years.	Not measured

We must work towards parity of representation, and to do that we need to aim to have 1451 students by 2028. As Figure 8 shows, we are losing ground, and the trajectory to reach parity is steep.

**Figure 8. Trajectory to reach population parity for students**

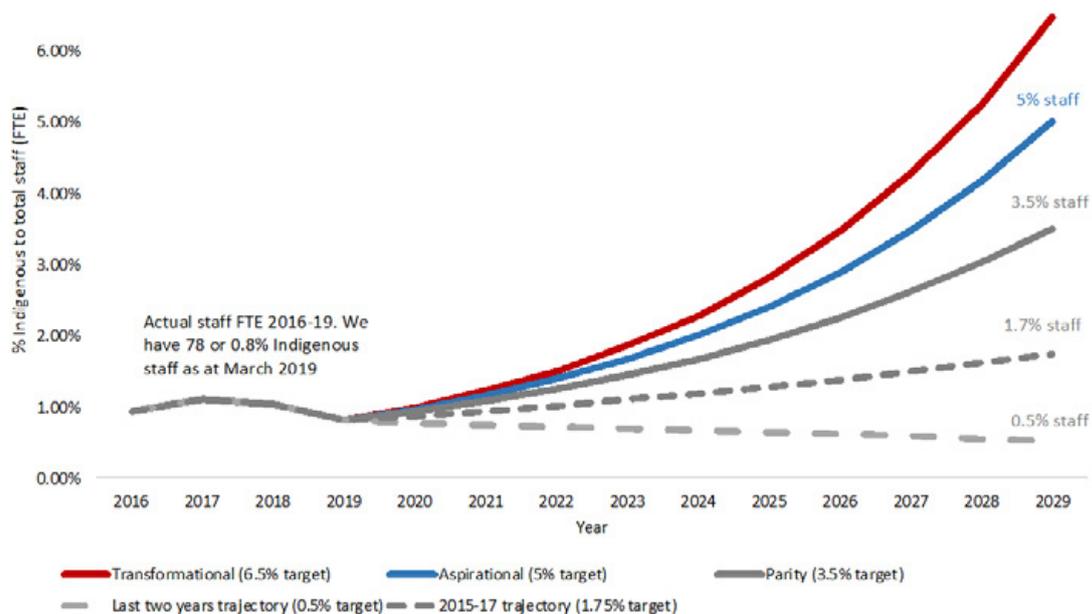


## Staff

Expanding the pool of Aboriginal staff employed by the University was a critical task for our reform effort. The size of the available pool, the competition (not just from other higher education institutions, but other sectors), and the relatively removed engagement of the higher education sector from Aboriginal advancement thinking, all challenged our ability to reach targets.

Target 2012	Progress 2019
By 2018, the University will employ an Aboriginal and Torres Strait Islander academic staff complement of 75	Not met
By 2018, the University will employ 97 Aboriginal and Torres Strait Islander staff in the general stream	Not met
The University will ensure that new staff undertake an approved cross-cultural training program in line with the following targets: 2012 – 20 percent 2013 – 60 percent 2014 – 80 percent	Not met
The University will ensure that existing staff undertake an approved cross-cultural training program according to the following targets: 2012 – 15 percent 2013 – 40 percent 2014 – 70 percent 2015 – 100 percent	Not met

Figure 9. Trajectory to reach population parity for staff



## Research and knowledge systems

Prior to the *Wingara Mura – Bunga Barrabugu* strategy (2012), the experience of Aboriginal and Torres Strait Islander people in the research space was often exploitative and misdirected. The dominant experience was that “a poor relationship existed between Indigenous peoples, researchers, universities, governments and policymakers”.

On a playing field where increasingly stronger, productive partnerships between Aboriginal interests and the research enterprise were gaining position but remained overshadowed by the history of divisive and intrusive practice, the University required a deliberate strategy and clear targets. The University of Sydney sought to establish a productive and sustainable research and Aboriginal knowledge agenda in partnership with communities, government and industry.

Target 2012	Progress 2019
By 2018, the University will establish at least two international partnerships in 2012 to explore the Aboriginal knowledge journey with Indigenous peoples, relevant organisations and universities.	Achieved
By 2018, the University will secure research funding and commence research on the top 60 percent of research priorities identified through strategies in this theme.	Not achieved
By 2018, the University will increase the number of staff and students engaged in research in Aboriginal and Torres Strait Islander issues by at least 40 percent.	Not achieved
By 2018, the University will lift funding from all sources for research in Aboriginal and Torres Strait Islander areas by at least 25 percent.	Not achieved



## Appendix 3:

# One Sydney, Many People: What it means to be an Australian University



### **One Sydney, Many People: what it means to be an Australian University**

*By Professor Lisa Jackson Pulver, Deputy Vice-Chancellor, Indigenous Strategy and Services*

*I respectfully acknowledge all Aboriginal and Torres Strait Islander peoples, the custodians of this place today called Australia, on whose Land I work every day. There is no place in Australia – sea, land or air – that has not been known, nurtured and loved by Australia's First Peoples.*

The University of Sydney's colonial history is nowhere more obvious than in the Gothic Revival architecture of the Quadrangle. The clocktower, the cloisters and the gargoyles are all testament to our founders' deep need to prove themselves according to British expectations and norms.

But scratch a little deeper and the narrative becomes much more complex. The Gadigal people had been teaching and learning on the Land on which the Quadrangle was built for tens of thousands of years; the sandstone of its walls was hewn from quarries on Gadigal and Wangal country; the timber felled in Bundjulong country to the north; and the mortar that holds the building together was made from lime and shells sourced from on-site middens. When they chose the motto – "sidere mens eadem mutato"<sup>1</sup> – and endorsed the design of the original seal, the founders delighted in the southern night sky and the flora and fauna of their new country.<sup>2</sup>

From its earliest days, the University of Sydney was proudly in and of this land.

We were the first University to be established in this continent and have provided the leadership expected of one of Australia's best universities.

The Greater Sydney region hosts the largest urban population of Aboriginal and Torres Strait Islander people in Australia. Our Camperdown/Darlington campus sits on the lands of the Gadigal people of the Eora nation and next door to Redfern, a site rich in Aboriginal history, and our planned Parramatta/Westmead campus will be in what is now the heart of Sydney's Aboriginal population. We have teaching and research facilities situated on the ancestral lands of the Wangal, Deerubbin, Tharawal, Ngunnawal, Wiradjuri, Gamilaroi, Bundjulong, Wiljiali and Gereng Gureng peoples. It follows that we have a responsibility to demonstrate visible leadership by fulfilling our social contract with Australia's First Peoples.

As we move towards our bicentenary, we need to consider what it means to be an Australian university. This raises many questions we need to answer. How do we ensure we remain true to our place, and grounded in our country, while we also reach out to the wider world in our research and teaching? How do we honour and support Australia's First Peoples and at the same time ensure those who are visiting from other countries feel welcome? What role do we play in the process of Reconciliation<sup>3</sup>, or in the work around The Uluru Statement

<sup>1</sup> Most commonly translated as "the constellation is changed, the disposition is the same" or "the stars change, the mind remains the same". See <https://sydney.edu.au/about-us/our-story/our-motto-and-coat-of-arms.html> for more.

<sup>2</sup> The University of Sydney. University Archives Mediabank. Accessed 30 July 2019 from [http://sydney.edu.au/arms/archives/media/me\\_objects/5746](http://sydney.edu.au/arms/archives/media/me_objects/5746)

<sup>3</sup> Reconciliation Australia. Accessed 30 July 2019 from <https://www.reconciliation.org.au/>

from the Heart?<sup>4</sup> How do we progress our passions and dreams into the next decade and beyond with a firm understanding of who we are?

The University of Sydney's original Indigenous Strategy, *Wingara Mura Bunga Barrabugu*, was visionary and brave, where it prompted the University to think of a future state in which our obligations to First Australians was embedded in the character of our institution. It envisaged our University as a place in which everyone took responsibility for creating long-term, sustained, positive change at all levels – no matter what.

Much was achieved during this time. We established the National Centre for Cultural Competence – a positive, vital resource for this country, delivering programs that have by their very existence changed the University's culture. We introduced new pathways programs and appointed Associate Deans Indigenous in each faculty and school. We arranged service-learning initiatives with Indigenous communities across the country and carried out ground-breaking research, particularly in the area of Indigenous health and teaching. We embedded Indigenous design principles in our planning and construction of campus infrastructure and told a more nuanced story of our campuses through the Storylines initiative.

But even so, on some critical indicators, most notably our student and staff numbers, we are falling behind our peers and behind the baseline metrics established at the time.

Despite this, there are good bones to *Wingara Mura Bunga Barrabugu*, and ones that we can continue to build on. And there is more to do, most particularly in the areas of our people; our work in research and education; and the way we continue to build our cultural identity.

Since my appointment late in 2018, we have begun a period of consolidation, review and refreshment of our practices. We have already made headway, particularly in the area of pathway programs. This year, we launched the pilot Gadigal Early Entry program, which gives Aboriginal and Torres Strait Islander Winter School Program participants a conditional offer for entry into our university, complete with information on scholarships, awards and accommodation support the candidates are eligible for.<sup>5</sup> We have renamed and refreshed the *Pemulwuy* Program, now known as the *Wingara Mura* Foundation Program, which in 2020 will provide students in first year with more support and a slightly lower course load. We have reintroduced the service-learning programs and, with the Research Portfolio, supported the development of a new research strategy.

But if we are to make this university a truly Australian university, and if we are to embed a First Nations voice in all our work, it is appropriate that the *Wingara Mura Bunga Barrabugu* strategy no longer stands separate. It must become an intrinsic component of our whole-of-University strategy, from 2021 and into the future.<sup>6</sup>

*Wingara Mura* established a place for an Indigenous voice in the University. Now, after nearly a decade of good work, good will and good intentions, the next eighteen months will focus on executing a transition plan to complete the unfinished business of *Wingara Mura* and put in place the building blocks we need for the future strategy, *One Sydney, Many People*. We will work with every faculty, University school and professional unit to develop

<sup>4</sup> Parliament of Australia. Uluru Statement: a quick guide. Accessed 30 July 2019 from [https://www.aph.gov.au/About\\_Parliament/Parliamentary\\_Departments/Parliamentary\\_Library/pubs/rp/rp1617/Quick\\_Guides/UluruStatement](https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1617/Quick_Guides/UluruStatement)

<sup>5</sup> University of Sydney (via DVCISS-OR) has been advised that our application for Aboriginal Housing Office – Tertiary Accommodation Grants has been successful. This grant is worth \$10,000 per year per student.

<sup>6</sup> Our next University Strategic Plan will cover the period 2021 to 2026.

workplans, with clear accountability and transparent reporting. This must be a public process.

### **Recognising cultural identity**

When considering how we recognise Aboriginal and Torres Strait Islander cultural identity at the University of Sydney, it is worth revisiting the themes of this year's NAIDOC week: Voice, Treaty, Truth.<sup>7</sup>

This speaks to the challenges the University must address. First, we must get better at really listening to the voices of our First peoples and those of our Indigenous communities, both internal and external. Second, we need to be a place that actively encourages the community to debate issues of reconciliation, constitutional reform and the Uluru Statement from the Heart. And third, we need to find a new way of telling the University's story, one that acknowledges how and when we failed the First Peoples of this Land and when we got it right and succeeded.

We need to celebrate our "Australian-ness" and our First Peoples cultures in our environment – in the buildings and gardens, the public art and the outdoor spaces. We need to embed the language of our Place in our naming conventions and our signage. We need to expand the symbolic and ceremonial celebrations of our Aboriginal and Torres Strait Islander heritage beyond our Acknowledgement of Country, important though that is. And we need to provide dedicated physical space where our First Peoples students, staff and community visitors can be themselves, and where others from our wider communities can feel comfortable. We must build the cultures within our workspaces and classrooms, laboratories and clinics, where First Peoples are the core of the narrative of who we are – and this great Australian institution.

### **Engaged enquiry, mutual accountability: Community, place, and belonging**

Australia is one of the most ethnically diverse countries in the world, and people from 145 nations work and study together on our campuses. Everybody who is part of this community should feel that they belong here, regardless of whether they have just arrived or whether their family has lived on this land for thousands of years.

Embedding an understanding of Aboriginal and Torres Strait Islander ways and world views, and all that brings to our community, is not antithetical to recognising the value of our multiculturalism. The cultures of our First Peoples are living, dynamic cultures that are intrinsic to the Australian landscape, geography, identity and character. If we are to ensure our future development as an organisation and nurture our commitment to being an institution with global impact, it is vital to include in our story these worldviews, as well as those of other cultures who share our home now.

We must recognise Aboriginal and Torres Strait Islander peoples and communities for what they are – strong, empowered and wanting to make meaningful contributions. Our strategy must engage effectively with these same peoples and communities, in partnerships and co-created activities that deliver benefit to us all. Through this co-creation, and by working in partnership, we will practically contribute to the development, wellbeing and prosperity of our institution, our people, our shared country and to our national identity.

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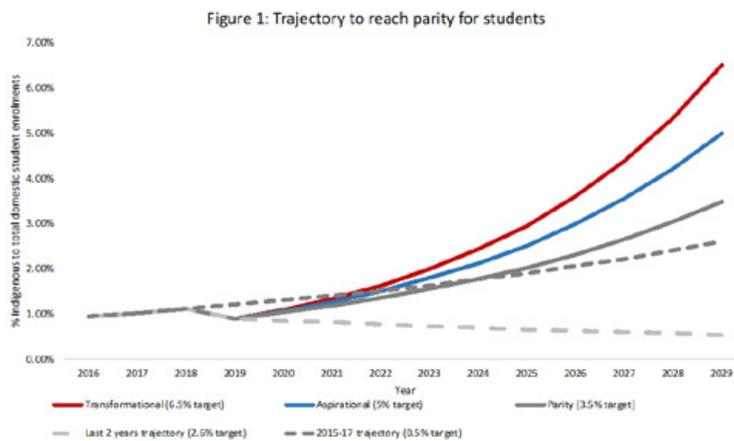
<sup>7</sup> For more, see <https://www.naidoc.org.au/>

## Our people

At the current rate of growth, by about 2028 one million Australians will identify in the Australian Census as being of Aboriginal and/or Torres Strait Islander descent. This results from ABS projections that the population will grow by 2.0 per cent per year and contrasts with a projected annual growth rate of 1.5 per cent for the total Australian population over the same period. The Aboriginal and Torres Strait Islander population will remain, on average, younger than the total Australian population.<sup>8</sup>

At the same time, more Aboriginal and Torres Strait Islander students and staff will be engaged in tertiary education. The number of Aboriginal and Torres Strait Islander students enrolled in higher education increased by more than 80 percent between 2006 and 2015<sup>9</sup>; by 2028, more Aboriginal and Torres Strait Islander students will have completed high school and we will see an even larger cohort of well-qualified students entering tertiary study.<sup>10</sup>

We must work towards parity of representation, and to do that we need to aim to have 1451 students by 2028, and many more staff. As Figures 1 and 2, show, we are losing ground, and the trajectory to reach parity is steep.



<sup>8</sup> The Australian Bureau of Statistics Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031. Accessed 22 July 2019 from

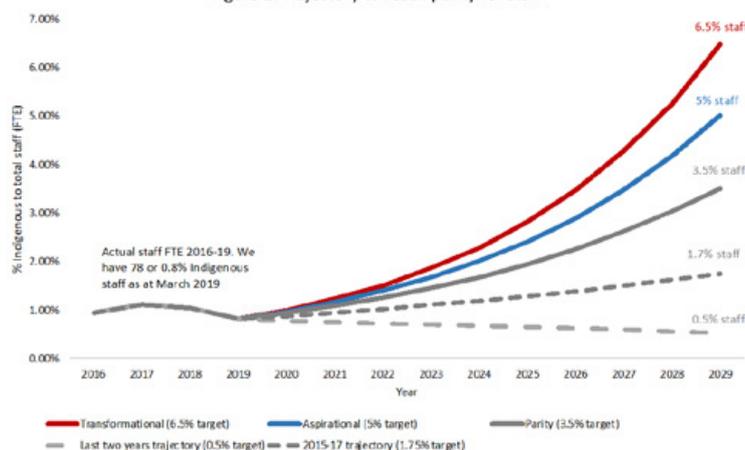
<https://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3238.02006%20to%202031?OpenDocument>

<sup>9</sup> DET (Department of Education and Training) 2016a. 2015 Student summary infographic. Creation date 17 August, 2016. TRIM Reference: D16/1268914. Canberra: DET; *IN* The Australian Institute of Health and Welfare. Australia's Welfare 2017. Accessed 22/07/19 from

<https://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/3238.0Main+Features12006%20to%202031?OpenDocument>

<sup>10</sup> The 2019 Closing the Gap report indicates that Indigenous Year 12 attainment rates have improved across all regions in major cities, they have increased from 59 percent in 2006 to 74 percent in 2016.

Figure 2: Trajectory to reach parity for staff



This situation presents us with many challenges. At the moment, 3.3 percent of Australians identify as having Aboriginal and/or Torres Strait Islander heritage<sup>11</sup>, yet only 0.7 percent of our students<sup>12</sup> and 1.2 percent of our staff<sup>13</sup> are Indigenous.

In the last six years, we have not made progress – we have a lower proportion of Aboriginal and Torres Strait Islander students than any other Group of 8 University, and the lowest proportion of any university in New South Wales. Twenty-four Australian universities have a higher proportion of Indigenous staff<sup>14</sup>.

While recognition of culture may be perceived by some as welcoming to Aboriginal and Torres Strait Islander peoples into our academic community, this is not all we need to do. We must be brave enough to take a multi-faceted approach to meet the expectation that we serve the needs of our community, and truly embrace the notion that we can be the institution of choice for Aboriginal and Torres Strait Islander staff and students. We must become a community in which all our staff and students embrace a shared understanding of what it is to be truly, an Australian university.

To do this, we must:

- develop sustained and enduring pathway programs that use measures other than academic merit alone. As increasing numbers of Aboriginal and Torres Strait Islander people are wanting to enter university and are first in family, our pathway programs must engage those families and communities and acknowledge that intergenerational educational disadvantage impacts negatively on the opportunity to enter, study and succeed at university. Also given the changing demographic, there are opportunities to engage with those who may not necessarily be first in family to

<sup>11</sup> The Australian Institute of Health and Welfare. Australia's Welfare 2017. Accessed 22 July 2019 from <https://www.aihw.gov.au/getmedia/1b996e1f-8d91-4c56-8c9d-5ee3fe12e974/aihw-australias-welfare-2017-chapter7-0.pdf.aspx>

<sup>12</sup> Data from IAP Insights, March 2019

<sup>13</sup> Data from Human Resources, March 2019

<sup>14</sup> Department of Education data, 2017

university, but who may not have the background economic advantage that enables the financial support required for a long-haul, full-time degree.

- support the development and re-deployment of a bespoke (and dedicated) environment for Aboriginal and Torres Strait Islander students, to enable a cohort and community of scholarly practise in a safe, academically supported and culturally enhanced environment. This facility must be on campus and be able to host a growing number of Aboriginal and Torres Strait Islander students and staff over the next 10 years.
- rethink our appointment and promotion policies so they recognise that Indigenous researchers have more differential access to research opportunities and a shorter timeframe in which to achieve a research track record and to take on the leadership of projects and programs of work.
- revise and enhance the Merit Appointment Scheme to ensure that the best Aboriginal and Torres Strait Islander people are retained in the University following the completion of the MAS.

#### **Our work in research and education**

We must work hand in hand with our communities to ensure that our research and teaching authentically engages with the issues that not only worry and impact upon them, but also ensure that those practises and programs that do work are highlighted. While not neglecting the trauma and poor practice of the past, we must focus on co-creating and supporting communities with processes and solutions to the concerns they have articulated, including that of languages and culture, education, health and governance. We must be the responsible citizens we claim to be, move on from only speaking of the deficits approach to research and practise and accentuate what works. In so doing we will be a sovereign asset to all in the community we serve.

Real change also needs to happen in the structure of our organisation, in how we do the work of being an academic institution on this Land. This will happen when First Nations voices are embedded early in planning and developing curricula and research projects. We have already introduced some changes to the Research Code of Conduct,<sup>15</sup> and are progressing a requirement for all research ethics applications to include a statement indicating how the project takes into account Aboriginal and Torres Strait Islander world views and how the work will involve, impact and or engage Aboriginal and Torres Strait Islander peoples.

The newly minted Indigenous Research Strategy, *Ngarangun*<sup>16</sup>, which aims to increase the number of Indigenous researchers, support them better, and increase the quantum and diversity of high-quality Indigenous research conducted by both First Nations researchers and those engaged in the Indigenous research endeavour. As well as providing tailored career development for Indigenous researchers and creating programs for developing Indigenous research involving non-Indigenous peoples, *Ngarangun* will embed ethical practice in Indigenous research as core business for all researchers and introduce a more strategic approach to capturing data on Indigenous research. A multi-disciplinary *Ngarangun* Research Hub will be established to help coordinate the research effort and mentor and develop academics and HDR students.

We will soon start work to help further embed that same expectation into our curriculum planning and approvals processes, so that courses will have embedded within them an

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<sup>15</sup> The University of Sydney. Research Code of Conduct 2019. Accessed 30 July 2019 from <https://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2013/321&RendNum=0>

<sup>16</sup> “We learn, think and listen together” in the language of the Gadigal people.

academic statement that describes how First Peoples' perspectives will be represented and how First Peoples have been or will be involved, impacted and/or engaged.

We are also about to initiate a Community Circle, enabling the University to formally connect with and seek advice from Aboriginal and Torres Strait Islander stakeholders in community and across the sector. The formulation of a properly constituted committee or board, with clear terms of reference and a defined governance structure, will support us in developing a more inclusive and transparent process to progress our shared agendas with our communities and other key stakeholders. It will be a formal link, providing advice to and being role models for staff and students, a way for people to share their knowledge through storytelling, workshops, lectures and documentation and advise on research and teaching projects.

### **Conclusion**

This paper began the conversation to identify existing gaps and develop a transitional Indigenous Strategy that will complete the unfinished business of Wingara Mura Bunga Barrabugu. This strategy must position us to focus in our 2021–2025 *One Sydney Many People* Strategic Plan on embedding our Australian identity in all our activity, expanding our impact and fulfilling our social contract to the community we serve.

We must enable and empower our entire University community by equipping them for the roles needed to turn this strategy into action, and the means to do them well. Our efforts must be sustainable, wholistic and fit for purpose.

In 2050, it will be 200 years since our founders first conceived the idea of a university on Gadigal Land. By then, our nation and our University will have changed entirely: our growing Aboriginal and Torres Strait Islander cohort of students will be graduating to become future leaders, inspired by Aboriginal and Torres Strait Islander alumni who will surely be Prime Ministers, Chief Justices and senior diplomats.

Will our history progress the view of the first University seal? Will we recount 2019 as another turning point in our institutional history? And what do we need to do to make this vision a reality?

Tertiary education, higher degrees and worthwhile employment change not only the people participating in these activities. Very quickly, they change families and communities and provide opportunities across generations. And this approach will change us.

Forever.



**Contact us**

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# 2020 Unfinished Business Action Plan