Contents

WELCOME TO COUNTRY 3
MESSAGE FROM THE PRO VICE-CHANCELLOR (INDIGENOUS STRATEGY) 4
ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE SNAPSHOT 6
ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT SNAPSHOT 8
HIGHLIGHTS AND ACHIEVEMENTS 9
ABORIGINAL LEADERSHIP AND VOICE 13
ABORIGINAL RECRUITMENT AND OUTREACH 15
INDIGENOUS RESEARCH 17
MEDIA COMMENTARY 19
PUBLICATIONS 20
AWARDS 25
ABORIGINAL WORKFORCE DEVELOPMENT 27
MANAWARI – RESPECT, RECIPROCITY AND RELATIONSHIPS TRAINING 30
INDIGENOUS LEARNING AND TEACHING 30
ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT ENGAGEMENT 32
MOVING FORWARD 40

Terminology
There is no universally agreed upon terminology for referring to the many diverse groups who comprise Aboriginal and Torres Strait Islander peoples in Australia. In this document, we use primarily the term ‘Indigenous’ to refer to all peoples and groups whose ancestors predate colonisation and who identify as such; ‘Aboriginal’ and ‘Aboriginal and Torres Strait Islander’ are also used where appropriate.

Please note
Aboriginal and Torres Strait Islander people should be aware that this document may contain images or names of deceased persons in photographs or printed material.

Welcome to Country

On behalf of the Dharug people, I welcome you to this Country of the Wallamattagal clan of the Dharug Aboriginal Nation. “Quai bidja, jumna paialla janwai – Come here, we speak together.”

I pay my respects to the local Aboriginal Elders past and present and to the ancestors of the Land, the knowledge and the culture. We welcome peoples of all nations and all faiths. We celebrate with you our ongoing attachment to and custodianship of this Country. Help us to respect the Aboriginal history and to protect the fragile environment.

Aunty Julie Janson delivering the Welcome to Country and smoking ceremony. Aunty Julie is of the Burruberongal clan of the Dharug Nation – Hawkesbury River people.

The artwork Circles of the Night Sky (used within this report) is created by Professor Liz Cameron, Dharug woman and Macquarie University alumni. The artwork represents the Dharug sky systems depicting star maps of the Southern Cross lunar system, known as the Emu in the Sky in Aboriginal astronomy. The emu stretches across the Milky Way and is part of our creation stories.
As it was for everyone in the world, 2020 was a year of opportunities and challenges for our Aboriginal and Torres Strait Islander students, staff and community.

Walanga Muru promoted a strong online engagement campaign responding to the onset of COVID-19 through the creation of an online community. Online cultural activities including painting and weaving engaged many students, as did the use of social media, email and Zoom events connecting Aboriginal and Torres Strait Islander students and staff to activities and information across the wider University. These events included online trivia, a Reconciliation Week bake-off, the profiling of student personal study spaces and a virtual movie night. We also distributed study packs to help in keeping students connected to staff and each other during health restrictions that limited travel and social contact. Monetary and equipment grants to students helped them to relocate their study spaces to home environments and acquire other necessary resources.

A live-streamed graduation ceremony in Semester 2 allowed for the shared celebration of our 57 graduates (the highest number in 20 years) with their families and friends. This celebration also marked more than 1000 Aboriginal and Torres Strait Islander graduates from the University. Honouring student achievement continued to be important and the Deadly Awards were delivered virtually, with 18 students receiving awards sponsored by the Student Representative Council.

Macquarie University continued to deliver outcomes that align to the 2016–2025 Indigenous Strategy. Underpinning the strategy is a suite of operating plans, and in 2020 we released the Macquarie University Indigenous Research Plan 2020–2025. The plan focuses on delivering transformational research, capacity building of higher degree research (HDR) students, impactful research collaborations, as well as building and promoting quality Indigenous research at Macquarie.

Macquarie also continues to consider Indigenous perspectives and celebrations in the design of new buildings and spaces. The new Arts Precinct displays beautiful Indigenous artwork by Aboriginal student Dylan Barnes (see front cover) as a key feature, as well as local totems and symbols along the undercover walkway. Dylan also designed the Burrumering (eaglehawk) replacing the MacWarrior Sport totem for Macquarie.

In 2020, we witnessed an increase in Aboriginal and Torres Strait Islander staff successfully gaining grants and publications, resulting in the Department of Indigenous Studies being awarded the 2020 Faculty of Arts Research Award.

The successful Manawari Staff Aboriginal Cultural Safety Training, now delivered to more than 1600 staff, provided the foundation for the design of a microcredential, Manawari Corporate Aboriginal Cultural Safety Training, which was successfully piloted with 22 staff from Fujitsu and will be offered to other corporate partners in 2021.

Please share with me the further successes and achievements in Aboriginal and Torres Strait Islander higher education which are highlighted throughout this report.
**SNAPSHOT**

In 2020, 0.83 per cent (50) of our workforce identified as Aboriginal and/or Torres Strait Islander. Table 1 shows the number of Indigenous staff by faculty or office and type of employment.

**TABLE 1**

<table>
<thead>
<tr>
<th>FACULTY/OFFICE</th>
<th>DEPARTMENT</th>
<th>EMPLOYEE CATEGORY</th>
<th>CONTRACT TYPE</th>
<th>LEVEL DESCRIPTION</th>
<th>HEAD-COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Vice-Chancellor (Engagement)</td>
<td>Advancement</td>
<td>Professional</td>
<td>Continuing</td>
<td>Common law contract</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Academic)</td>
<td>Operations</td>
<td>Professional</td>
<td>Casual</td>
<td>HEW – Level 7</td>
<td>1</td>
</tr>
<tr>
<td>Executive Director Student &amp; Registrar</td>
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<td>Professional</td>
<td>Casual</td>
<td>HEW – Level 5</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Department of Indigenous Studies</td>
<td>Academic</td>
<td>Casual</td>
<td>Casual academic activity</td>
<td>5</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Department of Indigenous Studies</td>
<td>Academic</td>
<td>Continuing</td>
<td>Academic – Level C</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Department of Indigenous Studies</td>
<td>Academic</td>
<td>Continuing</td>
<td>Academic – Level E</td>
<td>2</td>
</tr>
<tr>
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<td>Department of Indigenous Studies</td>
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<td>Fixed term</td>
<td>Academic – Level A</td>
<td>2</td>
</tr>
<tr>
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<td>Casual</td>
<td>HEW – Level 1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Department of Indigenous Studies</td>
<td>Professional</td>
<td>Continuing</td>
<td>Academic – Level B</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Department of Indigenous Studies</td>
<td>Professional</td>
<td>Fixed term</td>
<td>HEW – Level 8</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Macquarie Law School</td>
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<td>Casual</td>
<td>Casual academic activity</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Macquarie School of Education</td>
<td>Academic</td>
<td>Casual</td>
<td>Casual academic activity</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
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<td>Academic</td>
<td>Continuing</td>
<td>Academic – Level B</td>
<td>1</td>
</tr>
<tr>
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<td>Macquarie School of Education</td>
<td>Academic</td>
<td>Fixed term</td>
<td>Academic – Level A</td>
<td>2</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Macquarie School of Education</td>
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<td>Fixed term</td>
<td>Academic – Level C</td>
<td>1</td>
</tr>
<tr>
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<td>1</td>
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<td>Faculty of Arts</td>
<td>Macquarie School of Education</td>
<td>Academic</td>
<td>Fixed term</td>
<td>Common law contract</td>
<td>1</td>
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<tr>
<td>Faculty of Arts</td>
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<td>Fixed term</td>
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<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
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<td>Fixed term</td>
<td>HEW – Level 4</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>Macquarie University Property</td>
<td>MQP – Building Services</td>
<td>Professional</td>
<td>Continuing</td>
<td>HEW – Level 4</td>
</tr>
</tbody>
</table>

**TOTAL** 50
2020 Aboriginal and Torres Strait Islander students

SNAPSHOT

In 2020, 417 students identified as Aboriginal and/or Torres Strait Islander. Table 2 shows the number of Aboriginal and Torres Strait Islander students by faculty or program and level of study.

<table>
<thead>
<tr>
<th>FACULTY/SCHOOL/PROGRAM</th>
<th>UNDERGRADUATE</th>
<th>POSTGRADUATE COURSEWORK</th>
<th>NON-AWARD</th>
<th>HIGHER DEGREE RESEARCH</th>
<th>TOTAL NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>161</td>
<td>15</td>
<td></td>
<td>18</td>
<td>214</td>
</tr>
<tr>
<td>Faculty of Medicine, Health and Human Sciences</td>
<td>43</td>
<td>6</td>
<td>–</td>
<td>–</td>
<td>49</td>
</tr>
<tr>
<td>Faculty of Science and Engineering</td>
<td>38</td>
<td>4</td>
<td>–</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Macquarie Business School</td>
<td>46</td>
<td>6</td>
<td>–</td>
<td>–</td>
<td>52</td>
</tr>
<tr>
<td>Macquarie University International College</td>
<td>2</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>3</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>–</td>
<td>–</td>
<td>22</td>
<td>–</td>
<td>22</td>
</tr>
<tr>
<td>Open Universities Australia</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>–</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>313</strong></td>
<td><strong>54</strong></td>
<td><strong>29</strong></td>
<td><strong>21</strong></td>
<td><strong>417</strong></td>
</tr>
</tbody>
</table>

In 2020, we celebrated 57 Aboriginal and Torres Strait Islander graduations.

Highlights and achievements

Dharug-led research collective recognised

The Yanama budyari gumada (Go/walk with good spirit) research collective – involving researchers and students from Macquarie – is the joint winner of the New South Wales National Trust Heritage Award in the new Aboriginal Heritage category.

The collective is led by Dharug custodians Uncle Lex Dadd (an Adjunct Fellow in the Department of Geography and Planning) and Aunty Corina Norman, together with NSW National Parks and Wildlife Service, Macquarie’s Associate Professor Sandie Suchet-Pearson and Marnie Graham, and Newcastle University, where they heal Dharug Country at Yellomundie/Yarramundi Regional Park in Western Sydney. The collective were also recognised as finalists in the International Green Gown Awards.

“We are so proud of our work together and of Uncle Lex’s commitment to Yanama budyari gumada. Through our regular culture camps on Dharug Nguurra (Dharug Country) we have enabled more than 700 people to connect with Dharug Nguurra culture and knowledges, and we’re excited to share our work with the world through this nomination,” said Associate Professor Suchet-Pearson.

Faculty of Arts Research Engagement Prize winners

Professor Bromwyn Carlson, Dr Tristan Kennedy, Dr Ryan Fraser, Dr Jo Rey, Madi Day and Andrew Farrell from the Department of Indigenous Studies were the Faculty of Arts Research Engagement Prize winners for their success in gaining grants and publications.
Professor Bronwyn Carlson from the Department of Indigenous Studies was elected as a new Fellow of the Australian Academy of the Humanities – the highest honour for achievement in the humanities in Australia.

Professor Carlson is one of only 22 researchers and practitioners elected in 2020 across a wide range of fields including culture, history, the arts, languages, linguistics, philosophy and ethics, archaeology and heritage.

“I feel very humbled to be elected among such high-calibre researchers, including several Indigenous scholars who continue to make a huge contribution to humanities,” said Professor Carlson.

**PARTNERSHIP WITH FUJITSU AUSTRALIA**

In 2020 we implemented an Indigenous internship program with Fujitsu, a step towards developing career pathways for Indigenous students in the information and communications technology industry. The interns are working across a broad range of areas including: sales operations, the Fujitsu Reconciliation Action Plan, supply chain, human resources and security.

This internship program also paved the way for the design of a microcredential, Manawari Corporate Aboriginal Cultural Safety Training, which was successfully piloted with 22 Fujitsu staff and will be offered to other corporate partners in 2021.

**ROBERTA SYKES INDIGENOUS EDUCATION FOUNDATION 2020 SCHOLARSHIP**

Dr Leanne Holt was one of three recipients of this prestigious scholarship. Dr Holt will be attending Women in Power: Leadership in a New World, which is a one-week executive program that focuses on teaching effective leadership strategies, with an emphasis on creating successful alliances and enduring partnerships. At its core, the program is an intense experience designed to help women advance to top positions of influence in public leadership. The program was unfortunately deferred due to COVID-19.

**THE AUSTRALIAN JOURNAL OF HUMAN RIGHTS ANDREA DURBACH PRIZE**

Michelle Bishop, Associate Lecturer in Educational Studies together with her colleague Lauren Tynan won the Andrea Durbach Prize for their paper entitled, ‘Disembodied experts, accountability and refusal: an autoethnography of two (ab)Original women’.

The Andrea Durbach Prize is annually awarded by the Australian Journal of Human Rights (AJHR) to an author or authors whose article in the AJHR reflects the values that have resonated in Professor Durbach’s career and scholarship – including the desire to press for human rights accountability and to magnify voices that can’t always be heard.

Here is a snapshot of the panel’s feedback:

‘... a powerfully written call for re-examining how “expertise” is constructed and for the inclusion of and respect for voices that are too often only present in human rights scholarship as the “objects” – rather than the agents and authors – of study. The paper merits wide readership across the human rights field, which is in urgent need of heeding Tynan and Bishop’s call for the centering of the voices of those directly impacted by human rights abuse, including colonisation and systemic racism’

**RECONCILIATION WEEK**

The theme of this year’s National Reconciliation Week, ‘In this together’, could not be more important and pertinent in 2020. For the University, Reconciliation Week marks an opportunity to celebrate the collaboration and connection with Aboriginal and Torres Strait Islander staff and students, including a recent initiative between Campus Life and Walanga Muru staff.

Guided by local Dharug Community, and with the blessing of Dr Leanne Holt, Pro Vice-Chancellor Indigenous Strategy, Campus Life was gifted the use of the Burrumering (pronounced burra-mer-ring), a guardian spirit for Dharug peoples, as well as for many other Indigenous clans up and down the east coast.

“The Dharug Nation has a number of spirits that represent and reinforce the cultural values of the Dharug Nation,” explains Uncle Bob Webb, Dharug Elder. “The Eagle – Burrumering is one of the most significant Dharug Nation spirits.

“Burrumering represents leadership, strength, wisdom and protection for the Dharug Nation. Burrumering can soar high above, navigate the cultural landscapes and waters, and is a creative hunter, gatherer and provider for the Dharug people. Burrumering has great wisdom and continues to watch over the Dharug people to ensure their safety.”

Campus life engaged Worimi woman, Lara Went of Yukul Art, to create an image and artwork of Burrumering. Dylan Barnes also assisted with the artwork.
Aboriginal leadership and voice

Macquarie University understands the importance of Indigenous leadership and voice and is committed to working collaboratively and in partnership to build meaningful, sustainable and reciprocal relationships with Aboriginal and Torres Strait Islander students and staff and strengthening relationships with the local Aboriginal community and other Aboriginal and Torres Strait Islander stakeholders.

Dr Leanne Holt as Pro Vice-Chancellor (Indigenous Strategy) continued to champion a whole-of-University focus to embed Indigenous principles into the University footprint throughout 2020 and, with the appointment of a new director early in the year to lead Walanga Muru, introduced a new structural model focusing on the continuation of strengthening future outcomes.

The following Macquarie Indigenous-led committees advise on and guide in embedding Indigenous principles within the University.

Wattamattagal Bunywwal Aboriginal Advisory Committee
This all Aboriginal committee, many of whom are from the local Dharug Community, is central to seeking informed decisions on Indigenous education at the University, providing a two-way dialogue between Aboriginal and Torres Strait Islander communities, organisations and the University.

Patyegarang Indigenous Strategic Committee
This overarching committee contributes to strategic planning and decision-making for Indigenous education and research at the University. Membership includes key Aboriginal and non-Aboriginal stakeholders from across the University. Chaired by the Pro Vice-Chancellor (Indigenous Strategy), this committee gives the Deputy Vice-Chancellor (Academic) and Executive Group ongoing advice on emerging policy and implementation issues related to Indigenous strategy.

Due to a number of factors such as COVID-19 and the restructure of faculties within the University, these two key strategic committees did not meet throughout 2020. Instead, Dr Holt worked collaboratively and in partnership with key members of each committee.

A new partnership was also formed in 2020 with the Dharug Strategic Management Group. This group is a Dharug-led non-profit organisation whose purpose is to advance the culture and wellbeing of the Dharug people and promote reconciliation, respect and harmony between Aboriginal and non-Aboriginal Australians. They do this through managing and caring for Country that returns to Dharug ownership.
Aboriginal recruitment and outreach

Walanga Muru continued to deliver targeted programs engaging Aboriginal and Torres Strait Islander secondary students in academic, cultural and leadership activities.

Unfortunately, in 2020, due to COVID-19 restrictions, some programs were cancelled; namely, the Rising Stars Leadership Camp, Orientation Camp and several campus visits in the first half of the year.

However, the Cultural Leadership and Scholarship (CLS) In-School Program, which aims to inspire Aboriginal and Torres Strait Islander students in Years 7–10 to reach their goals and develop their cultural understanding and knowledge, provided the opportunity to move online, also allowing for future delivery to rural and regional schools.

CAMP ASPIRE
This camp enables Year 11 and 12 students to experience activities across the University’s faculty areas, and provides them with knowledge and experiences about tertiary options.

In 2020 the CLS In-School Program reached 509 students from 25 partner schools.

2020 Camp Aspire brought together 61 students from 37 different schools.

CRITICAL THINKING UNIT
This unit gives Year 11 students the opportunity to do a university unit while completing high school.

We are starting to witness the transition of the Critical Thinking Unit – nine of the 17 Aboriginal and Torres Strait Islander Year 11 students who completed the unit in 2017 accepted offers to study at Macquarie in 2020.

Some positive feedback regarding the unit:

“I am so happy that I got the unforgettable opportunity to be part of this course, I have gained a lot of knowledge, which I would otherwise not of acquired. I have developed academically, and on a personal level. Thank you!”

“A course that provokes and challenges students to real world problems and dilemmas allowing one to understand the common psychology of individuals. This course pushed me to grow and develop in school, work, and the outside world as it is extremely useful especially in modern times”

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19 students were successful in completing the Critical Thinking Unit in 2020.

Baduwa (aspire): Unlocking capacity

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Applying through the ATSIEP pathway gave me the courage I needed to push out of my comfort zone and take on tertiary studies. The process was easy, and I was offered support from the Walanga Muru staff through my entire application which fostered a foundation of trust and respect before I was even accepted into university.

ZOE CARROLL

The 2020 National Science Week event, organised by the National Indigenous Science Education Program, Macquarie University and Redfern Community Centre, was held virtually due to COVID-19. Phil Duncan from Walanga Muru presented ‘Artefact and bush tucker experience’, an online discussion about life before colonisation and life now for Aboriginal and Torres Strait Islander peoples. This gave participants the opportunity to explore an array of artefacts and bush tucker/bush medicines, to hear background information about each item and to learn about the locations and purpose of each.

ABORIGINAL AND TORRES STRAIT ISLANDER ENTRY PATHWAY
The Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) provides a pathway for Aboriginal and Torres Strait Islander people for admission into an undergraduate course based on an online submission and interview on campus.

2020 ATSIEP received 74 applications – 62 applicants were interviewed and 60 were offered entry to study in 2020.

“Applying through the ATSIEP pathway gave me the courage I needed to push out of my comfort zone and take on tertiary studies. The process was easy, and I was offered support from the Walanga Muru staff through my entire application which fostered a foundation of trust and respect before I was even accepted into university.”

ZOE CARROLL

In 2020 the Macquarie University Indigenous Research Plan 2020–2025 was released. This plan creates a platform for excellence in Indigenous research and innovation at a local, national and global level. It also recognises the unique perspectives, knowledge production and contribution of Aboriginal and Torres Strait Islander peoples.

Aligned to this plan, the Department of Indigenous Studies’ research focuses include Indigenous digital humanities; Indigenous queer identities and cultures; and Indigenous policies, politics, activism and futures. External collaborators include the local Dharug Community, other Indigenous community organisations such as the Aboriginal women’s health organisation Waminda, Indigenous LGBTIQ+ advocacy group Black Rainbow, and ReachOut. The range of organisations which have funded research include the Aboriginal Health and Medical Research Council of NSW, Alannah & Madeline Foundation, Australian Government Department of Health and Facebook.

INDIGENOUS STUDIES – HDR CARE PACKAGE
Staff from the Department of Indigenous Studies pride themselves on their inclusive practices when it comes to HDR students, as they represent the future of Indigenous research and scholarship. During 2020 there were many challenges due to COVID-19. Casual drop-ins were replaced by regular Zoom sessions, and the department also purchased and sent a small gift to students to remind them that they were not forgotten. Indigenous items such as wattleseed-infused coffee and chocolate treats were well received, with many students taking to social media to share their appreciation. Following is one of the comments: “Every day I’m reminded why moving to Indigenous studies was the best choice for me.”

HIGHER DEGREE RESEARCH STUDENTS
Indigenous higher degree research (HDR) students increased from 19 in 2019 to 21 in 2020 with three students graduating. One of the three graduates was Dr Corrinne Sullivan, who received the Vice-Chancellor’s Commendation for Academic Excellence for her PhD thesis ‘Indigenous Australians experiences of sex work: Stories of Agency, Autonomy and Self-Determination’.
Transitioning from a Bachelor of Ancient History to a Master of Research has been a wonderful, yet frenetic (due to the Covid-19 pandemic) experience. Along with the excellent advice and guidance from my supervisor, the aid provided by Macquarie University through support structures such as Walanga Muru and HDR Office have imparted me with the necessary tools to succeed in this shift to higher academia.

AUREN SOL

Media Commentary


Publications

PUBLICATIONS BY INDIGENOUS STAFF

Indigenous staff names are shown in bold text.


Award: Grant
Award date: 27/02/20
01/04/20 → 27/09/20
and Resources: AUD20,000.00
Department of Industry, Science, Energy
Jamie, J & Jamie, IM
Redfern
ISE: Indigenous Science Experience at

Award: Grant
Award date: 19/11/21 → 31/12/25
AUD370,165.00
Macquarie University: AUD5,505.00,
Extraction in PNG
Religion, Gender and Resource
DP210100399: Faith in Development:
Award: Grant
Award date: 13/11/20
1/09/20 → 31/08/22
Education: AUD25,000.00
AUD100,000.00, NT Department of
Australian Research Council:
Bainbridge, D

CDU Led : Collaborative science for
monitoring of Northern Territory
marine megaflora
Banks, S, Harcourt, B, Day, J, Udyawer,
C, Grech, A, Kent, CS, Smith, B, Mykle, F,
McAdam, D, Buchworth, RC & Burton, D
Australian Research Council:
AUD50,000.00
1/03/21 → 3/03/24
Award date: 13/11/20
Award: Grant

DP210100399: Faith in Development:
Religion, Gender and Resource
Extraction in PNG
Hermens, A
Macquarie University: AUD15,000.00,
Australian Research Council:
AUD270,165.00
19/12/21 → 31/12/25
Award date: 13/11/20
Award: Grant

ISE: Indigenous Science Experience at
Redfern
Jamie, J & Jamie, IM
Department of Industry, Science, Energy
and Resources: AUD20,000.00
1/04/20 → 27/09/20
Award date: 27/02/20
Award: Grant

Yirralka cross-cultural surveys and tech support
Ens, E, B Russell, S
The Trustee for The Nature Conservancy
Australia Trust: AUD50,000.00
14/04/20 → 30/06/21
Award date: 7/06/20
Award: Partner Funded Research

physical safety of our Aboriginal and Torres Strait Islander students and staff. The Aboriginal and Torres Strait Islander Workforce Plan 2018–2021 is an integral step in Macquarie University’s commitment to Aboriginal and Torres Strait Islander communities.

The five priority areas for Aboriginal and Torres Strait Islander workforce development as outlined in the plan are:

1. Workplace environment and wellbeing: Creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander people, including demonstrating respect for and celebrating the cultural contributions that Aboriginal and Torres Strait Islander staff bring to our University.

2. Attraction and recruitment: Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across our University, including academic, research, professional and senior positions.

3. Retention and progression: Building on the skills of Aboriginal and Torres Strait Islander staff and providing opportunities for career advancement to foster longevity and positive futures for our current and future Aboriginal and Torres Strait Islander staff.

4. Leadership and Aboriginal and Torres Strait Islander voices: Providing enhanced and targeted opportunities for Aboriginal and Torres Strait Islander leadership across the University and raising the profile and structures for an Aboriginal and Torres Strait Islander workforce.

5. Governance, systems and structures: Improving systems to support the career goals and aspirations of our current and future Aboriginal and Torres Strait Islander staff, including governance structures for a sustainable approach to workforce growth.

Macquarie University appointed an Aboriginal Workforce Development Coordinator in 2018 and the position works closely with a designated committee with the University’s human resources department on the implementation and evaluation of the plan. One of the key accountabilities of the Aboriginal Workforce Development Coordinator’s role is to see the implementation and evaluate the key deliverables and targets outlined in the Aboriginal and Torres Strait Islander Workforce Plan 2018–2021.

CADETSHIP PROGRAM
There were seven students in internal cadetships in 2020:
- Walanga Muру pathways – 3 students
- Walanga Muру engagement team – 1 student
- Department of Indigenous Studies – 2 students
- Department of Environmental Science – 1 student

Unfortunately, there was limited professional development activities due to COVID-19 but each of the students was in meaningful placement where they gained knowledge, added value and developed professionally throughout the year.

INTERNSHIP PROGRAM
As well as the Fujitsu Internships program, Career Trackers had 45 Macquarie University students participating in internships during 2020.
Manawari (discover): Develop cultural capability
MUDANG DALI – INDIGENOUS CONNECTED CURRICULUM

During 2020 the Indigenous strategy team worked with the Faculty of Medicine, Health and Human Sciences and the Macquarie Law School to implement and reflect on all Indigenous content delivered to students through lecture materials, curriculum development, readings and resources. Such collaboration is an ongoing commitment.

NEW PROFESSORSHIP

In December 2020, Sandy O’Sullivan, ARC Future Fellow with the Department of Indigenous Studies, was appointed to the position of Professor. Professor O’Sullivan also joined the Macquarie University History Museum Board, became the Faculty of Arts Learning and Teaching Director for Indigenous Studies and participated in the Excellence for Research in Australia Engagement and Impact Review Indigenous Working Group.

CONFERENCES AND PRESENTATIONS

• The World Indigenous Nations Higher Education Consortium (WINHEC) 2020 Annual General Meeting was hosted by Macquarie University led by Dr Leanne Holt. More than 100 Indigenous educators and scholars from across the world attended this virtual meeting.
• The Department of Indigenous Studies co-hosted the Forum for Indigenous Research Excellence (FIRE) at Northern Arizona University with Professor Jeff Berglund. Professor Carlson and Dr Ryan Frazer; Dr Tristan Kennedy; and Andrew Farrell presented at the symposium on global Indigenous activism on social media.
• Professor Carlson, Dr Frazer and Andrew Farrell presented at Digital Intimacies Conference at UTS, Sydney.
• Professor Carlson and Madi Day on behalf of our industry partners Alannah & Madeline Foundation presented at the Digital Intimacies Conference at UTS, Sydney.
• Professor Carlson presented the Steve Jones Internet Lecture: Digital Indigenous Identities at the International Communication Association’s 2020 – Open Communication virtual conference.
• Professor O’Sullivan was the moderator for the International Indigenous Intellectuals Speakers webinar series.

Manawari – Respect, Reciprocity and Relationships training

Due to COVID-19 Manawari moved to an online-only platform in 2020. The training has now reached more than 1000 staff. Also, Student Life and Walanga Muru in a joint initiative piloted a student training module for the Macquarie student community in late 2020.

Indigenous Learning and Teaching

Djurali (evolve): Support for Indigenous success
Aboriginal and Torres Strait Islander student engagement

In 2020, 417 Aboriginal and Torres Strait Islanders students were enrolled, a very similar number as in 2019 (418). For the majority of 2020, Walanga Muru’s student engagement team worked under the mantra: Still strong, still deadly but online! ensuring that these 417 students still received the same support as in previous years.

HIGHLIGHTS
Highlights for the year included scholarship awards; high academic achievement; grants; tutoring and other support; and a variety of sport, recreational and social activities. The following infographic shows the highlights by session.
“Thanks for your continued support guys. You’re an essential part of our mob’s success.”

“I would really like to commend the Walanga Muru team on all of the effort they have put in to support Indigenous students during COVID-19. Knowing Walanga Muru was there and going out of their way to support students like me was extremely comforting. I live a considerable distance from campus and so I actually think I was able to connect/participate more in Walanga Muru activities during COVID-19 because so many of them were run on-line!”

“Thank you so much! Couldn’t have done it without all your support and the strong sense of community provided by everyone at Walanga Muru. You’ve made it a smooth transition from High School to University life and I am so incredibly grateful for it xx”

“Thank you so much for your kind words. I am very happy with my achievements in semester one. It is very encouraging to have received this letter and email and I hope I can continue to work to the best of my abilities.”

“This made my day. Thank you so much!!”

WUYAGIBA STUDY HUB
The collaboration with the Wuyagiba Bush Hub continued in 2020. Macquarie University delivered the ACOM1001 course at the Hub with two academics on site for the duration of the program. Ten students and staff from the program visited Macquarie University in December for admissions interviews and a campus visit. The pandemic affected remote area students’ ability to continue at Macquarie University and several students chose to return home to family during this time; however, three students remained and successfully completed their 2020 studies. Six new students from the Hub will be starting in 2021.

5TH ANNUAL DEADLY AWARDS
This year the Deadly Awards were delivered virtually. Following are the lists of Deadly and Academic Achievement award recipients. Major awards:

- The Deadly Award: Ally Carter
- Deadly Community Leadership: Natasha Balsdon
- Deadly Contribution: Wayne Charters
- Deadly Creative Arts: Elijah Ingram
- Deadly Sports: Thomas Dening
- Deadly Cadet: Tanisha Wallace

These students were recognised for academic excellence among their relevant year and study cohorts:

- Overall Highest Academic Achievement First Year 1: Monica Lenaz
- Overall Highest Academic Achievement First Year 2: Jake Burgess
- Overall Highest Academic Achievement Second Year 1: Dylan Barnes
- Overall Highest Academic Achievement Second Year 2: Rhys Smith
- Overall Highest Academic Achievement Third Year 1: Beth Cappellazzo
- Overall Highest Academic Achievement Third Year 2: Peta Toohey
- Overall Highest Academic Achievement Postgraduate Coursework: Mathew Pearce
- PhD Submission of the Year: Corrinne Sullivan
- Overall Highest Grade in an Undergraduate Unit 1: Rosa-May Williams-Karam
- Overall Highest Grade in an Undergraduate Unit 2: Francis Cappellazzo
- Overall Highest Grade in an Undergraduate Unit 3: Kurtis Fraser

INDIGENOUS STUDENT EXCHANGE PROGRAM
This program between the University of Victoria, British Columbia, Canada and Walanga Muru, Macquarie University, hosted two students from each institution for study in the first semester. The program aims to support and encourage international Indigenous scholarly communities and networks as well as to expose students to a wider global field of Indigenous studies and scholarship.

ALUMNI PRESENCE
A live-streamed graduation ceremony in semester two allowed for the shared celebration of our 57 graduates (the highest number in 20 years) with their families and friends during this special time, as well as reaching (and surpassing) the milestone of 1000 Aboriginal and Torres Strait Islander graduates. These graduates will now join the other 993 Aboriginal and Torres Strait Islander alumni community.
Another thing I learnt at this conference was that I didn't have my 'stuff' together as good as I thought I did. I wear every other second-year student at this thing already had a job at a legal centre or some big law firm. Here I was - I couldn't name a law firm if my life depended on it.

When I got back to Sydney, the Cadetship Program Officer ... arranged an interview [for me] at the Public Interest Advocacy Centre (PIAC). PIAC is a community legal centre with a strong focus on areas such as Aboriginal and Torres Strait Islander justice, police accountability, discrimination, asylum seeker health rights and homelessness. And what an opportunity this turned out to be. I went on to spend three years at PIAC — [At the end of my cadetship] I was drafting a complex disability discrimination complaint to the Australian Human Rights Commission, preparing a detailed barrister’s brief for an asylum seeker client with serious health issues and a long history of detention, and writing a series of demanding letters to senior politicians. This opportunity afforded to me by Walanga Muru and PIAC was extremely valuable to my development as a future legal professional and is one I will always reflect upon fondly.

This experience also played an important role in later securing paralegal, summer clerk and graduate positions at Australia’s top commercial law firm, Allens, which is one of PIAC’s big pro bono partners. I will start as a Graduate Lawyer at Allens early next year.

Part of my practice.

I will start with the opportunity that kickstarted my career in law. In 2016, Walanga Muru and the NSW Bar Association kindly sponsored me to travel to the National Indigenous Legal Conference in Canberra. ... I met some great people and learnt a lot. I began to understand how the law can be either a useful tool, or a significant barrier to Aboriginal and Torres Strait Islander justice. Reflecting back, this was probably the beginning of my now very strong passion for social justice law.

Aside from conferences and cadetships, I must pay quick homage to the Indigenous Tutorial Assistance Scheme (ITAS) and the Outreach Program. My tutors throughout law school were integral to keeping me on track and instilling in me the confidence to push through to the end. Though I didn't get the chance to be an ITAS tutor myself, I was lucky enough to be a mentor through Walanga Muru’s Outreach Program. This was a great chance to engage with young Aboriginal school students and hopefully illuminate the path that is available for our young people to pursue uni after school.

The symposium featured presentations from Aboriginal and Torres Strait Islander, Chinese Han and Chinese Minority experts on topics such as language revitalisation and alternative education methods for minority groups. As the token undergraduate in a room full of incredibly intelligent experts, I was honoured to make a small contribution by delivering an Acknowledgement of Country in Chinese and English. This was a unique opportunity to provide colleagues from the other side of the globe with an insight into one of our most significant cultural protocols, while paying respects to our hosts and the land on which we were staying.

For me, this trip was a great opportunity to meet and learn from key thinkers in the Indigenous education space and draw parallels between Australian Indigenous and Chinese Minority experiences in higher education, which was particularly valuable for me, as someone with both Aboriginal heritage and a strong interest in China. I also used this opportunity to spend a further three weeks in China, honing my language skills, I covered a lot of ground, spending time in Beijing, Tianjin, Shanghai, as well as the Guangxi province in the south and the Yunnan province in the far west.

Following are edited excerpts from Ryan's student speech:

“I am a Wiradjuri man with ancestors from the Bathurst/Lithgow region. I started at Macquarie in 2015 and have just completed my Arts/Law double degree with Honours, majoring in Chinese Studies and minoring in Music.

I've been asked to speak this evening a bit about my time at uni. Thanks to the many opportunities provided to me, particularly by Walanga Muru. I've had plenty to reflect on in preparation for this speech. I thought I'd share two stories that show the great impact Walanga Muru has had on my academic achievement and professional development over the last five years.

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This experience also played an important role in later securing paralegal, summer clerk and graduate positions at Australia’s top commercial law firm, Allens, which is one of PIAC’s big pro bono partners. I will start as a Graduate Lawyer at Allens early next year and I look forward to continuing social justice work as a substantial part of my practice.

Another highlight of my time at Macquarie was the opportunity to travel to Tianjin, China, for the Asia-Pacific Symposium on Higher Education of Indigenous People and Minorities at Nankai University. In 2016, I travelled with our Pro Vice-Chancellor, Leanne Holt, and members of our Indigenous Studies department —

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Moving forward

As the initial shock of the COVID-19 pandemic eases, we are all asking: “Where to from here?” What we have learnt from 2020 to move forward is:

- Turn challenges into opportunities.
- Understand the importance of Community and caring.
- Believe in the power of collaboration.
MORE INFORMATION
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