Welcome to Country

On behalf of the Darug people, I welcome you to this country of the Wattamattagal clan of the Darug 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 of the Burruberongal clan of the Darug Nation – Hawkesbury River people

Pro Vice-Chancellor’s welcome

Welcome to the Indigenous Strategy annual report for 2018. This year has been one of the most successful years for Aboriginal and Torres Strait Islander people at Macquarie University. Across all areas of the University – Learning and Teaching, Workforce, Student and Community Engagement, Pathways, Cultural Training and Research – Aboriginal and Torres Strait Islander success has been achieved. The highest number of Aboriginal and Torres Strait Islander staff, both academic and professional, and the highest retention rate for first year students are just two examples in a year of milestones.

In 2018 several programs were piloted, including the First Year Student Engagement program, Manawari – Aboriginal respect, reciprocity and relationship training and the Aboriginal and Torres Strait Islander Entry Program. Each one of these programs has been met with resounding success and positive feedback and will be continuing into 2019. Manawari and the recently developed Baduwa training initiatives will provide Macquarie University staff and students with an understanding of Aboriginal and Torres Strait Islander histories and cultures. The outcomes of these programs will be an institution with a greater understanding of the world’s oldest living culture and stronger awareness of the Darug Nation and its people on whose land our beautiful campus is situated.

The launch of the Aboriginal Workforce Plan (2018–2021) in May 2018 has provided the University with another opportunity to increase Aboriginal and Torres Strait Islander staff presence. My own appointment as the inaugural Pro Vice- Chancellor, Indigenous Strategy, is the most senior Aboriginal and Torres Strait Islander position in Macquarie University’s history and one of the first outcomes to be achieved from the Aboriginal Workforce Plan. I invite you to share in this history-making year at Macquarie University, through this annual report, and I look forward to sharing another year of Aboriginal and Torres Strait Islander success in 2019.

Dr Leanne Holt
Director, Walanga Muru
Pro Vice-Chancellor, Indigenous Strategy

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.
Introduction

In 2018, Macquarie University continued to build on its commitment towards Aboriginal and Torres Strait Islander success with a period of rapid evolution and strength. With the Indigenous Strategy 2016–2025 in its second full year of implementation and the Reconciliation Action Plan 2017–2018 in its subsequent year of application, the University achieved considerable successes that contribute to Indigenous higher education excellence.

Indigenous leadership was at the forefront of the University’s commitment in 2018 with the appointment of the Pro Vice-Chancellor (Indigenous Strategy) position. The Pro Vice-Chancellor Indigenous Strategy, Dr Leanne Holt, has an exciting and comprehensive mandate. She leads positive Indigenous higher education reform, in collaboration with the whole of the University, through the establishment of structures, processes and relationships across the University to provide a framework to incorporate Indigenous perspectives into all aspects of the University now and into the future. Further to Dr Holt’s appointment, Aboriginal and Torres Strait Islander workforce development was high in priority across the University with the launch of the University’s first Aboriginal and Torres Strait Islander Workforce Plan with a number of identified academic positions being created including Academic Director, Indigenous Learning and Teaching.

As a result of our efforts towards Aboriginal and Torres Strait Islander employment, our workforce has grown. The University’s first Aboriginal cultural training program, Manawari – Respect, Reciprocity and Relationships was launched in 2018 and has received great enthusiasm and outstanding evaluations. The program provides a comprehensive overview of Aboriginal history, culture, peoples and applicability into the University.

The Aboriginal and Torres Strait Islander student engagement program had significant improvements in 2018 following on from its review at the end of 2017. One improvement is the addition of an Aboriginal and Torres Strait Islander First Year Adviser role. This has been created to positively impact retention and progression of Aboriginal and Torres Strait Islander first year undergraduate students. Also, the Aboriginal and Torres Strait Islander Entry Program was established to provide a holistic, comprehensive and culturally empowering approach to entry as an undergraduate student into the University.

A new Welcome to Country video for the University was released to recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Traditional Custodians of land. The video, narrated by Aunty Julie of the Burrububunggal clan of the Darug Nation – Hawkesbury River people, is used across the University for meetings, orientations and events.

Some outstanding events were held in 2018 to contribute to Aboriginal and Torres Strait Islander peoples and Communities. Our first NAIDOC dinner was held to celebrate ‘Because of Her We Can’, with more than 50 staff, family members and Community attending the event. The annual Patyegarang Oration continues to be a key component of the University’s event calendar, with more than 100 attendees praising this year’s orator, Professor Bronwyn Carlson. Further, the second annual Reconciliation Cocktail and Fundraiser was held as a celebration of Reconciliation Week 2018, to commend Macquarie’s achievements towards reconciliation, and consider Macquarie’s contribution to this year’s Reconciliation theme, ‘Don’t Keep History a Mystery’. Professor Richie Howitt was this year’s Macquarie University Reconciliation Award recipient for his ongoing contributions to Aboriginal people and Communities.

Strengthening of local and international partnerships in 2018 has had a reciprocal effect on Aboriginal success at the University. Macquarie University and South-East Arnhem Land communities have partnered to establish Australia’s first ‘bush university’ at the remote outstation of Wuyagiba. Other relationships that have flourished in 2018 include international collaborations with universities in China and Canada.

A Djurali (evolve) – Reflective Practice 2018 was undertaken in Walanga Muru to pause and consider the current position, successes and challenges as a way of providing a solid pathway towards a more empowering and inclusive future for Aboriginal and Torres Strait Islander peoples and Communities. The Reflective Practice report will be released in 2019 to consider the significant growth and change in recent years for Walanga Muru and provide recommendations for successful outcomes in Aboriginal and Torres Strait Islander higher education at our University.
2018 Aboriginal and Torres Strait Islander workforce

SNAPSHOT

We are progressing well and building a sustainable cohort of Aboriginal and Torres Strait Islander academics, researchers, professional staff and senior staff through a multifaceted and coordinated approach. The following figure presents workforce data as at December 2017 and December 2018.

DECEMBER 2017

- Proportion of Aboriginal and/or Torres Strait Islander academic staff: 0.72%
- Aboriginal and Torres Strait Islander academic staff: 9

DECEMBER 2018

- Proportion of Aboriginal and/or Torres Strait Islander academic staff: 0.97%
- Aboriginal and Torres Strait Islander academic staff (continuing and fixed term): 13
- Aboriginal and Torres Strait Islander professional staff (continuing and fixed term): 20
- Aboriginal and Torres Strait Islander cadets: 23

2018 Aboriginal and Torres Strait Islander Students

SNAPSHOT

386 ACTIVE ENROLMENTS

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SEX

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38 COMPLETIONS
APPOINTMENT OF INAUGURAL PRO VICE-CHANCELLOR (INDIGENOUS STRATEGY)

In May 2018 Dr Leanne Holt was appointed as the inaugural Pro Vice-Chancellor (Indigenous Strategy) at Macquarie University. The appointment coincided with the launch of Macquarie University’s Waranara Djurali Workforce Plan 2018–2021. Dr Holt commenced at Macquarie in 2016 as Director, Walanga Muru, Indigenous Strategy, the same week that Macquarie launched its 10-year strategy that demonstrates a strong commitment to advancing Aboriginal and Torres Strait Islander student, staff, teaching and research outcomes.

Holt is a Worimi woman, with further family connections to Biripai country and has worked in the higher education sector for more than 20 years. Prior to her role at Macquarie, she was a director of The Wollotuka Institute at the University of Newcastle, where she led the institute to be the first in Australia to receive international accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC). She is currently President Elect, National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC); State Hub Leader (NSW), National Indigenous Research and Knowledges Network (NIRAKN); member of the Universities Australia DVC Corporate Committee; and member of the Department of Education Equity and Innovation Panel. Holt also holds numerous positions on professional and community boards and committees locally, nationally and internationally.

Dr Holt recently led a national report on ‘whole of university’ approaches to Indigenous higher education as a part of the broader Accelerating Indigenous Higher Education project led by NATSIHEC for the Australian Government Department of Education. She delivered a plenary address on the outcomes of the report at the Universities Australia conference last year.

Holt’s Pro Vice-Chancellor role will work with other executive and senior staff at the University to continue to deliver high-quality outcomes relating to the Indigenous Strategy by empowering a ‘whole of university’ approach that all members of the University community will contribute to.

COLLABORATIVE PARTNERSHIPS

ALNGAMINAJI – AUSTRALIA’S FIRST ‘BUSH UNIVERSITY’

The successful outcome of a collaboration between Walanga Muru staff, Dr Emilie Ens from the Faculty of Science and Engineering, MUR and communities of South East Arnhem Land (Ngukurr and Numbulwar) was the development of a program to help students from these Aboriginal communities gain access to Macquarie University. The program involved an on-Country, two-way pre-university skills course goal already stated. Funding was generated through crowd sourcing and donations from non-government organisations (The Nature Conservancy and Katherine Regional Aboriginal Health and Related Services), the Northern Territory Government Department of Education, corporate donors and Macquarie University.

Over four weeks in September–October 2018, the two-way, pre-university skills course was trialled at Wuyagiba on the western coast of the Gulf of Carpentaria. The course combined traditional knowledge and transferrable skills including essay writing, computer skills, filmmaking and translation from local Kriol to English.

“The time is now. It’s important for the skills of our young people to achieve in life. This is a very special time for the students who are attending. Bush Uni prepares the students to enable them to go and study at Macquarie University in Sydney. I’m privileged to be out with them sharing their Cultural stories, showing them Country & learning Traditional ways. I feel really happy about all this going on at Wuyagiba. Thank you”

Kevin Guyurruru Rogers
Traditional Owner, Wuyagiba, Gulf of Carpentaria

“My Traditional name is Yanbururgu which means ‘Owner of this Land’. The reason I came here is to be a role model. Me & Mel (Melissa Wurrarmarrba) we’re the only ones down at Macquarie Uni. I want them to have the experience. You’re the ones who are gonna be leaders for your community. Our Elders will pass on, who’s going to take over? Who’s going to have the knowledge? So it’s better for you now to stop what you’re doing and think about your education.”

Ernest Junior Daniels
Ngukurr student
A new open-air classroom facility was constructed by locals and Environmental Sciences’ Ben Kitchener and Dr Ens to host the classes, which were run by local Elders, Macquarie University lecturers and current Macquarie University undergraduate students from Ngukurr, Melissa Wurramarba and Ernest Daniels.

A total of 14 students successfully completed the course and then travelled to Macquarie University to sit the Aboriginal and Torres Strait Islander Entry Program interviews. All students were accepted into the Bachelor Arts (Indigenous Studies) on a specialised program designed to further build their university skills before continuing into their chosen courses.

Following the success of the trial and submission on a Regional Study Hub grant application by the team, Alngaminaji was awarded $2.5 million to consolidate the two-way Bush University and continue over the next four years. This is an exciting opportunity for the South-East Arnhem Land region, which had its last university graduates in the late 1980s.

The two-way Bush University is being developed as an innovative model that could also be used to expand university education opportunities to other remote Aboriginal communities across Australia.

NANKAI UNIVERSITY – CHINA

Macquarie University in collaboration with Nankai University, China, and the University of Newcastle co-hosted Globalisation, Modernisation and Urbanisation: The Transformation of Indigenous People and Minorities Higher Education in the 21st Century at Nankai University, Tianjin, China, 29 June–2 July.

Three Macquarie University staff, Dr Leanne Holt, Josephine Bourne and Dr Kevin Lowe, along with two Aboriginal students, Madj Day and Ryan Whittard, attended. The symposium was an excellent networking opportunity for all. Holt gave a keynote address on a whole-of-university approach to Indigenous education based on a model that includes Indigenous participation at all levels of the university – ‘nothing about us without us’. Lowe also presented at the symposium.

INDIGENOUS STUDENT EXCHANGE PROGRAM

This collaboration between Macquarie University’s Walanga Muru and University of Victoria’s (UVic) First Nations House, British Columbia, Canada, is a two-way Indigenous student exchange project that is unique in that it incorporates work-integrated learning as well as furthering study within the students’ relevant discipline areas. The program aims to support and encourage international Indigenous scholarly communities and networks, exposing students to a wider global field of Indigenous studies and scholarship.

UVic students Sofia Terbasket-Fannmaker, from the Okanagan, Ho-Chunk and Anishinaabe Nations (studying Indigenous Studies and Spanish) and Yvonne Houssin, from the Métis Nation (studying Indigenous Studies and Gender Studies) completed a work term at Walanga Muru from February to April. They connected with Indigenous students, staff and communities.

Macquarie student Tylah Blunden, Darrug woman (studying Archaeology), undertook an academic and cultural exchange in which she completes 120 hours of work experience in an Indigenous community between September 2018 and January 2019 at UVic, Canada.

The program is also an inspirational reminder of the connection of values and struggles that Indigenous peoples across the world hold.

NAIDOC EVENT

Our NAIDOC Week 2018 event was proudly supported by the Department of Indigenous Studies, Walanga Muru and the Aboriginal Health and Medical Research Council.

Emeritus Professor MaryAnn Bin-Sallik, Dr Jackie Huggins AM and Fiona Jose were this year’s distinguished speakers, each delivering a short talk in line with the theme ‘Because of Her, We Can’. Speakers shared reflections on their journey in leadership; ideas for visionary direction on a local, regional and/or national level; and insights into how higher education can continue to contribute to the success of Aboriginal and Torres Strait Islander women and girls. Following the talks a Q&A session was hosted by Dr Leanne Holt.

STAFF SUCCESS

ARC College of Experts – Three Aboriginal academic staff, Professor Bronwyn Carlson, Dr Margaret Raven and Dr Michael Donovan, were appointed to the ARC College of Experts. This represents the highest number of Aboriginal academics from one university.

Dr Leanne Holt was appointed to:
- Universities Australia Deputy Vice-Chancellor (Corporate) committee
- President-Elect with the NATSHEC
- NIRAKN Executive Committee

“Because of her, we can’ is more than just words. These words resonate the struggle and strength of Aboriginal and Torres Strait Islander women. I am forever grateful to those women both past and present who have fought endlessly for our rights to equality and justice. For many like me there are strong women who have paved the way. My birthright was nurtured on the resilience of my mother and my grandmothers before her. Thank you to those women for your strength, survival, knowledge, leadership, love, support, protection, willingness, drive, voice, and your undeniable beauty both outside and within. Women who are extraordinary beyond measures – Because of you, we can”.

Shelley Hardcastle, Walanga Muru student

“‘In all, the trip was amazing, especially in seeing the significant similarities in the issues of minority and Indigenous peoples across different landscapes, and this augurs well for future opportunities to collaborate and build strong networks between ourselves and other Indigenous communities within the Pacific’.

Dr Kevin Lowe
Department of Educational Studies,
Faculty of Human Sciences

Nankai University Symposium participants

Student exchange program 2018
Dr Michael Donovan was successful in receiving a Fulbright Indigenous Scholarship. His program will be a critical examination of the Kanu o ka Āina Public Charter School and other partners in the Na Lei Na‘auao Alliance charter schools network in Hawaii that have structured an educational setting built on empowerment of Indigenous students through the engagement of Hawaiian cultural values to inform educational success.

Raelee Lancaster won the Nakata Brophy Short Fiction and Poetry Prize for Young Indigenous Writers.

STUDENT SUCCESS
Dr Liesa Clague, Yarlg woman and lecturer in the Department of Health Systems and Populations, graduated with a Doctor of Philosophy in 2018. Her research project – Gan’na: Listening to the Perspectives of Primary School Students on their School-Based Gardens – examined the significance of school-based gardens in primary schools.

Isaac Roberts, history student, won the student category in the Out For Australia LGBTIQ Role Model Awards.

Maddison O’Gradey-Lee, Bachelor of Psychology (Honours) student, was named among the Australian Financial Review 100 Women of Influence in the “Young Leader” category. Maddison was recognised, as one of other things, for her commitment to youth mental health, having created her own mental health organisation called High Tide, which runs practical school workshops that create spaces where education is shared, conversations begin, and empathy and acceptance are ingrained into the hearts and minds of all young people.

WALANGA MURU DEADLY BALL
This third Deadly Ball recognised and celebrated the success and achievements of Aboriginal and Torres Strait Islander staff and students. Staff, students, alumni, community members and other stakeholders were in attendance. The major award recipients were:

- Deadly Leadership Award: Isaac Roberts and Wayne Charters
- Deadly Community Engagement Award: Tetei Bakic
- Deadly Contribution Award: Tyren Ah-See
- Deadly Sport Award: Jack Stewart
- Deadly Creative Arts Award: Luke Pidgeon
- Deadly All Rounder Award: Christopher Miller

An additional 15 awards were presented to Aboriginal and Torres Strait Islander students who excelled academically in their respective faculties.

SPORTING ACHIEVEMENTS
Tayla King, Walanga Muru staff member, won gold in the 2018 Archery NSW State Field Championships in the female open recurve division.

INDIGENOUS NATIONALS 2018
Macquarie University in collaboration with UniSport hosted the 23rd Indigenous Nationals. Organisation for this event was quite exhaustive with 28 teams from 24 Australian universities and more than 500 Aboriginal and Torres Strait Islander students participating in the week-long multisport event, competing in touch football, basketball, netball and volleyball. Participants acknowledged the efforts put into running such a successful event which was thoroughly enjoyed by many – a place for Aboriginal and Torres Strait Islander students to come together, connect, network, socialise and make life-long friends.

Two Walanga Muru teams competed, with one team winning the netball competition and finishing overall second. Melbourne University was the overall winner.
RECONCILIATION LIFETIME AWARD RECIPIENT – PROFESSOR RICHIE HOWITT

My early life exposed me to a range of social justice issues which really shifted my thinking to realise that addressing white privilege, white racism and the structures of disadvantage they impose was an important part of what I had to do. These issues included Aboriginal people my age in New South Wales being excluded from their local primary school education by a simple vote of their P&C association, an action which was supported by the NSW Government, as well as colleagues I worked with in Weipa experiencing extraordinary treatment under Queensland’s racist legislation – including having their property and wages stolen, being incarcerated without charge and having every aspect of their lives controlled by state and mission authorities.

My PhD research, which focused on mining companies in North Australia, linked me into a network of scholars and activists including the Federation of Aboriginal Land Councils and a range of social justice networks. It also led me to a deep understanding of the nature of structural racism embedded in Australian resource, environmental and property laws as well as the ways in which primitive accumulation of wealth in White Australia relied on continuing theft of Aboriginal property and exclusion of Aboriginal people from key institutions of wealth and power – including universities. When I returned to work in the higher education sector in the late 1980s, I saw how easy it was for a mining company to enlist the research and human resources of universities and how difficult it remained for Indigenous Australians to gain access to universities – both for study and support.

So while I continued my research on the ways that white privilege was impacting Indigenous interests across Australia, I also saw there was a direct need to address structural racism inside universities – to ensure that research undertaken with Indigenous peoples and communities was ethical and accountable, to ensure that universities were safe places for Indigenous Australians to study and to work, to ensure that racism was called out and addressed wherever it was manifested in these public institutions.

Making our University a safe, inclusive and welcoming place to work, study and grow is everybody’s business. We imagine that we admit students and employ academics on merit, but in a system that denies merit and recognition to Indigenous knowledge and imagines that the only measures of excellence are exam results and peer-reviewed research output, we exclude many people with much to offer. To the extent that we reinforce racism, allow it to grow and fester in our midst, we fail as an institution of scholarship, learning and opportunity. This really is everybody’s business. It’s not just about calling out explicit racism, but recognising and challenging structural racism at every point it occurs.

Education is always a double-edged sword. Not only is it a ‘private good’ that strengthens individuals in ways that make them more competitive and wealthier, it is also a public good that strengthens our capacity to collaborate and make wealthier, more generous and inclusive societies. For me, reconciliation is always about the second edge – how to ensure that Macquarie University as a valuable public institution, and as a university of service and engagement is a safe place for Indigenous students and colleagues to flourish and contribute to a just, equitable and sustainable Australia. I’ve been incredibly privileged to be mentored by some exceptional Indigenous colleagues over a lifetime and hope that I’ve made some modest contribution to shifting our institution away from its deeply embedded structural racism.

I was deeply honoured and humbled to be identified as a champion of reconciliation at the University and look forward to supporting others who champion justice for Indigenous people in higher education long into the future.
Aboriginal leadership and voice
NOTHING ABOUT US WITHOUT US

For Macquarie University to be a university where Indigenous perspectives are embedded into all aspects of the university now and into the future, it is pivotal for Indigenous people to have a voice.

Dr Leanne Holt’s appointment as Pro Vice-Chancellor (Indigenous Strategy) will champion the previously mentioned whole-of-university approach with University’s two key strategic committees – Patyegarang and Wattamattagal Bunywal – providing advice and input on Indigenous matters from internal and external community perspectives.

PATYEGARANG INDIGENOUS STRATEGIC COMMITTEE

During 2018, the committee continued to provide strategic input from senior University staff members, including representatives from all five faculties and other senior staff from across the University. The Macquarie University Library is now represented with the appointment of Susan Vickery to the committee in her role as Interim University Librarian.

Following are some of the programs, initiatives and plans into which the committee provided advice and expertise in 2018:

• Waranara Djurali – Aboriginal Workforce Plan 2018–2021
• Indigenous Strategy Annual Report 2017
• Mudang-Dali – Indigenous Connected Curriculum Framework (draft)
• The Macquarie University Fellowship for Indigenous Researchers (MUFIR) (draft)
• Macquarie University Reconciliation Statement (draft)

Aboriginal leadership and voice

Throughout the year, Patyegarang members attended and engaged with several events including the Reconciliation Scholarship Fundraiser, the Deadly Ball, the launch of the Aboriginal and Torres Strait Islander Workforce Plan and welcome events for Aboriginal and Torres Strait Islander students.

WATTAMATTAGAL BUNYWAL ABORIGINAL ADVISORY COMMITTEE

Once again, this all-Aboriginal committee was central to many informed decisions regarding Indigenous education at the University, providing a two-way dialogue between Aboriginal community, organisations and the University.

Bringing a student perspective into the committee this year saw a new representative being nominated – Jo Rey, Darug woman and PhD student.

During 2018 the committee endorsed the Waranara Djurali – Aboriginal Workforce Plan 2018–2021, Manawari – Respect, Reciprocity and Relationships training program and the decision to introduce a University Reconciliation Statement (in line with the University’s strong commitments through the Indigenous Strategy 2016–2025) in lieu of a Reconciliation Action Plan (with 2018 being the plan’s final year).

Advisory Committee representative Aunty Julie Janson of the Burruberongal clan of the Darug Nation also provided narration, and endorsement, along with fellow committee members, for the University’s new ‘Welcome to Country’ video.
Indigenous Strategy 2016–2025

The Indigenous Strategy 2016–2025 provides a long-term University commitment to Indigenous higher education and the future success of Aboriginal and Torres Strait Islander peoples. The strategy provides an opportunity to consider how the University can build genuine, sustainable and reciprocal connections and recognise the unique perspectives of Aboriginal and Torres Strait Islander people across all facets of the University’s operations including workforce, research, learning and teaching and student engagement.

With the Indigenous Strategy in its third year, we are now seeing significant outcomes across the three pillars of Baduwa (aspire), Manawari (discover) and Djurali (evolve). With an Aboriginal and Torres Strait Islander Workforce Plan released this year, along with the drafting of an Indigenous Research Plan and an Indigenous Connected Curriculum framework, important commitments and targets are in place to ensure we are heading towards a more empowering and inclusive future for Aboriginal and Torres Strait Islander people and Communities.

The following pages reflect on and consider progress towards the priorities identified through the 2017–2019 Indigenous Strategy Implementation Plan.

PROGRESS TOWARDS THE 2017–2019 IDENTIFIED STRATEGIC OBJECTIVES – IMPLEMENTATION PHASE

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<td>• Develop and implement a cultural capability framework</td>
<td>• Simplify and clarify systems, processes and policies between Walanga Muru and other support services across the University</td>
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<td>• Increase Indigenous undergraduate and postgraduate student enrolments</td>
<td>• Initiate cultural training opportunities for all existing and new staff</td>
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Aboriginal recruitment and outreach

2018 was a successful year for Aboriginal recruitment and outreach. The team implemented the new In-School Engagement Program and an innovative admissions pathway, while continuing to strengthen and build relationships with high school students and the wider community through the Rising Stars Leadership Camp and the Critical Thinking Unit program.

Walanga Muru’s recruitment and outreach programs reached up to 740 Aboriginal and Torres Strait Islander people in 2018

A focal point was placed on team building and strengthening relationships, allowing students to be a part of multiple programs and continuing to be a part of the Walanga Muru and Macquarie University community.

IN-SCHOOL ENGAGEMENT PROGRAM

This program aims to improve educational aspirations, cultural knowledge and resilience skills among Aboriginal and Torres Strait Islander students in Years 7 to 10. Sixteen schools within a target market of a 25-kilometre radius of our North Ryde campus participated in this program in 2018 – this is an increase of 10 schools from 2017 and three of these schools are from low socio-economic status (SES) areas.

From this program we had students from two schools attend the 2018 Rising Stars Leadership Camp. Students who completed the Critical Thinking Unit and students who applied and interviewed for the Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP).

The 2018 in-School Engagement Program reached 399 Aboriginal and Torres Strait Islander students in Years 7 to 10

RISING STARS LEADERSHIP CAMP

During September 2018 Walanga Muru hosted and facilitated a three-day, inclusive leadership camp for Aboriginal and Torres Strait Islander students in Year 10 from across New South Wales to experience activities that develop their leadership skills, cultural knowledge and future aspirations and to get a taste of university life and our campus.

The 2018 Rising Stars Leadership Camp brought together 60 Aboriginal and Torres Strait Islander students from 25 schools (nine of these schools being low SES).

Twenty-one attendees applied for Camp Aspire in 2019 as well as six attendees from the 2017 Rising Stars.

“From this camp I gained an understanding of my culture that I would not have gotten a chance elsewhere. I also learned a lot about Macquarie University. I met new friends who I was able to share my experiences with.”

Rising Stars camper
The Critical Thinking Unit received 25 Aboriginal and Torres Strait Islander applications – 17 successfully completing with a pass or above with four students applying to attend Camp Aspire in 2019

CRITICAL THINKING UNIT
Our Critical Thinking Unit gives Year 11 students the opportunity to start their undergraduate course at Macquarie while still at high school. The unit PREL137 covers the fundamentals of critical thinking and reasoning. All learning is completed online with optional on-campus sessions. If the student successfully completes this unit, they will potentially receive an early offer to study at Macquarie once they finish their HSC.

Some comments from our 2018 Critical Thinking students:
“it was a good program and I recommend other Year 11 students completing this course”
“I found the course really interesting and was surprised at how I was able to do both university work and school work with no real stress.”

SCHOOL PRESENTATIONS
In 2018 the Outreach team completed 10 presentations to senior Aboriginal and Torres Strait Islander students from Years 10 to 12.

From these presentations there were five applications for the Rising Stars Leadership Camp, one application for the 2019 Critical Thinking Unit as well as two students interviewed for ATSIEP.

The Taree to Maclean Outreach roadshow reached 76 Aboriginal and Torres Strait Islander students from Years 10 to 12

COMMUNITY EVENTS
Walanga Muru staff was present at 21 community events this year, ranging from being stall holders and activity demonstrators to attending local Aboriginal Education Consultative Group meetings. This allowed communication between our centre and the mass community. Awareness of Macquarie University, degree options, scholarships opportunities and other programs were promoted at all of these events. Many relationships were formed at these events, which could lead to future attendance in our pathway programs.

TAREE TO MACLEAN OUTREACH
In May 2018 Walanga Muru staff embarked on a roadshow, visiting seven schools, five of which are low SES schools, stretching from Taree to Maclean. At each school, staff shared information including about Macquarie University courses and opportunities, as well as specific information regarding Aboriginal and Torres Strait Islander pathways, scholarships, and accommodation options for students in Years 10 to 12.

Five students at schools visited on the roadshow attended the 2018 Rising Stars Leadership Camp. One relationship made on the trip resulted in an application for ATSIEP.

2018 school presentations reached about 110 Aboriginal and Torres Strait Islander students

The 2018 ATSIEP received 68 Aboriginal and Torres Strait Islander applications – 50 applicants interviewed and 47 offered entry to study in 2019

ABORIGINAL AND TORRES STRAIT ISLANDER CURRENT STUDENT MENTOR PROGRAM
This program gave 19 current Aboriginal and Torres Strait Islander university students an opportunity to gain experience as well as give back to the community. The 2018 Student Mentors had opportunities to enhance their presentation skills, helped with the In-School Engagement Program, undertook training and helped Walanga Muru to promote our engagement services and pathways to prospective students and the community. In 2018 there was an increase of four participants compared with the program in 2017.

THE NATIONAL INDIGENOUS SCIENCE EDUCATION PROGRAM (NISEP)
This program, run by the Faculty of Science and Engineering, builds self-belief of Indigenous secondary school students by making them leaders of school, community and university-led science events. Students are placed in leadership roles where they teach relatable Western and Indigenous science to younger students, their peers and community members. Choosing the keen, the shy and the disengaged students, we support these new student leaders throughout their entire secondary schooling. We provide them with university student mentors, and we build strong and continuing connections with their local communities. Our aim is for these students to gain the confidence, motivation and skills to succeed in school, pursue higher education and gain fulfilling employment.

In 2018, NISEP supported around 180 Indigenous secondary students as leaders. These students demonstrated science activities to about 2000 junior students, peers, family and the wider public as part of school science shows undertaken at our partner schools and the Sydney-based events Indigenous Science Experience at Redfern and the Macquarie ConocoPhillips Science Experience. Findings from anonymous evaluations of the NISEP events undertaken in 2018 demonstrate how the program leads to significant and tangible educational and aspirational outcomes.

For example, of the NISEP student leaders, six in 10 expressed an increased interest in completing school and going onto higher education after participating in a NISEP event; eight in 10 expressed an increased interest in science after participating in a NISEP event; and nine in 10 students found being a NISEP leader a good or inspiring experience. School staff reported sustained, marked improvements in NISEP student leaders across a range of factors, including increased motivation and concentration for seven in 10 NISEP leaders, and eight in 10 NISEP leaders having undertaken in 2018 demonstrate how the program leads to significant and tangible educational and aspirational outcomes.

Findings from anonymous evaluations of the NISEP events undertaken in 2018 demonstrate how the program leads to significant and tangible educational and aspirational outcomes.

Findings from anonymous evaluations of the NISEP events undertaken in 2018 demonstrate how the program leads to significant and tangible educational and aspirational outcomes.
Indigenous research

A key factor for successful Indigenous research at the University is that it must have particular relevance for Indigenous communities and be culturally capable of providing a policy environment to support Indigenous researchers and higher degree research (HDR) students.

Indigenous research at the University is strengthening. A draft University Indigenous Research Plan began in 2018, to create a platform for excellence in Indigenous research and innovation at a local, national and global levels, as well as recognise the unique perspectives, knowledge production and contribution of Aboriginal and Torres Strait Islander peoples.

Aboriginal voices are already being heard loud and strong with the recent graduation of Yaegl woman, Dr Liesa Clague. Her research project entitled ‘Ga’nacu: Listening to the Perspectives of Primary School Students on their School-Based Gardens’ examines the significance of school-based gardens in primary schools.

The research provides valuable insights for a range of needs, addressing a sense of well being, perceiving the garden as a safe haven, developing deeper connections to a cultural way of learning, and family connections for students.

My motivations [for my research] were my [Ngarraa] family: my grandfather who had always encouraged me to discover new understanding and develop my knowledge, and who encouraged me to be ‘me’ by building a trust in my own ability; my Mum [Joyce] for her cultural foundation and connectedness to learning, inquiry, critical thinking and Ga’nacu; and my daughters, inspiring me with their resilience through the tough and joyful times.

Dr Liesa Clague, Doctor of Philosophy

Non-Indigenous researchers undertaking Indigenous research are also having an impact at the University. One particular outcome that has been achieved is the Aliangamiji Bush University through the work of Dr Emille Elas at the Department of Environmental Sciences.

FORUM FOR INDIGENOUS RESEARCH EXCELLENCE

The Department of Indigenous Studies with support from the Pro Vice-Chancellor (Indigenous Strategy) has established the Forum for Indigenous Research Excellence (FIRE) at Macquarie University. FIRE is an international research network of scholars interested and engaged in Indigenous-related research.

FIRE will focus on facilitating and fostering research that is connected with, embedded in and meaningful to Indigenous people and communities nationally and internationally.

This will involve connecting with and relating meaningfully to Aboriginal and Torres Strait Islander people and communities and Indigenous people and communities around the world to harness and unleash the creative potential of Indigenous peoples to bring about positive change and social transformation.

FIRE aims to:
• build Indigenous research capacity and capability by supporting emerging researchers and providing pathways for Indigenous students to HDR.
• strengthen the connections between Indigenous scholars and Aboriginal and Torres Strait Islander communities in Australia and Indigenous communities internationally
• ensure that the benefits of research flow to Aboriginal and Torres Strait Islander communities and that research knowledge is shared in partnership with those communities
• build strong foundations for Indigenous research partnerships internationally
• provide a research environment that supports the development and application of Indigenous knowledge to address contemporary challenges and opportunities.

FIRE will provide a framework of support and opportunity to members and a supportive research environment of collaborative experience and expertise. In this way, FIRE will have the potential to provide members leverage in Australian Research Council and other grant applications. An important focus of FIRE will be to raise the profile of Indigenous related research at the University and to showcase collaborative research nationally and internationally. FIRE will also provide an avenue for Indigenous early career researchers to promote their research and have opportunities for collaboration.

One of the initiatives to achieve the aims of FIRE is the Journal of Global Indigeneity (JGI).

JGI is an outgrowth of FIRE. It is an international Indigenous focused journal that is digital and accessible at no cost. The editorial board consists of Indigenous and non-Indigenous scholars from around the world. The journal is relatively new; however, there has been a great deal of interest from Indigenous authors on a range of topics of importance to Indigenous peoples.

NSW STATE HUB, NATIONAL INDIGENOUS RESEARCH AND KNOWLEDGES NETWORK (NIRAKN)

In 2018, the Australian Research Council (ARC) – funded NIRAKN network, hosted by QUT, set up State Hubs to lead HDR capacity-building activities in each state and contribute to research to ‘close the gap’ in Aboriginal and Torres Strait Islander communities.

Macquarie University was announced as the NSW Hub lead university.

INDIGENOUS HIGHER DEGREE RESEARCH STUDENTS

HDR student enrolments have increased by five since 2017 with a total of 12 in 2018 (five Master of Research students and seven PhD students). One factor in this growth was the introduction of the Indigenous Early Career Academic partnership agreements through the Waranara Djurali Workforce Plan, with three appointments being made in 2018:

DEPARTMENT OF EDUCATIONAL STUDIES

Amy Thunig

Amy Thunig is a Kamilaroi woman who has been working in higher education as a researcher and teacher since 2016. Joining the Department of Educational Studies as an associate lecturer, Amy is passionate about Indigenous education, culture, and academia as activism. Amy is a PhD candidate researching Indigenous academic women and why they choose academia. As the recipient of the 2018 Margaret Dooley Fellowship, Amy regularly writes for EurekaStreet and IndigenousX.

ANDREW FARRELL

Andrew Farrell is a Wodi Wodi person from Jerrinja Aboriginal community on the South Coast of New South Wales. Research interests are based in Indigenous Studies, gender and sexuality, and new media. Current PhD research focus is on Indigenous LGBTQ identities, digital communities and social media. The aim of the research is to locate Indigenous gender and sexuality diverse peoples in contemporary Australia and to situates Aboriginal perspectives into the emergent field of Queer Indigenous Studies.
Aboriginal workforce development

Macquarie University achieved a key milestone on 1 May 2018 with the launch of our inaugural Aboriginal and Torres Strait Islander Workforce Plan 2018–2021. The event showcased Macquarie University’s commitment to building stronger, positive and sustainable relationships with Aboriginal communities.

KEY DELIVERABLES AND TARGETS IN THE WORKFORCE PLAN
Outlined in the workforce plan are key deliverables and targets, which include increasing the number of Aboriginal and Torres Strait Islander staff over the next three years in a range of positions, providing cultural safety training across the campus and career development of Aboriginal and Torres Strait Islander current staff.

CADETSHIP PROGRAM
In 2018, 22 students participated in the Macquarie University Indigenous Cadetship Program. Cadets received placement opportunities in a breadth of professional and research environments including Redfern Legal Service, the Australian Museum, the Public Interest Advocacy Centre (PIAC) and within a range of departments within Macquarie University and corporations.

A professional development day was held in July for cadets by Natasha Munasinghe, Managing Director of The Frank Team, which focused on: Dr Bruce Tuckerman’s four stages of team dynamics, identifying management styles and teamwork and team play strategies for the workplace.

INTERNSHIP PROGRAM
Through the year more than 40 Aboriginal and Torres Strait Islander students participated in various internship programs including Career Trackers in both the mid-year and summer programs. This was the highest number of students participating in internships.

THE MACQUARIE UNIVERSITY FELLOWSHIP FOR INDIGENOUS RESEARCHERS (MUFIR) SCHEME REVIEW
The objectives of this scheme, which commenced in 2010, are to:
- support excellent basic and applied research and research training by Indigenous researchers as individuals and as teams
- develop the research expertise of Indigenous researchers;
- support and retain established Indigenous researchers in Australian higher education institutions
- expand Australia’s knowledge base and research capability. Due to the low number of applicants and interest in the program over the years a review was undertaken in 2018 in consultation with the Research Office, examining what other universities have in place and unpacking some of the feedback provided by current and former MUFIR recipients. The following recommendations are proposed:

- Promote visibility of MUFIR, which could include promoting case studies and stories of success of the MUFIR program, highlighting strengths of the program and successful appointments as a further engagement and promotional tool
- Increase the length of fellowship to 4-5 years to be competitive with Indigenous fellowship programs at other universities
- Advertising MUFIR more broadly and strategically to increase exposure and source wider talent pool
- Incorporate research grant writing support and mentorship for new research fellows to further support their research
- Align career development program to Macquarie’s Aboriginal and Torres Strait Islander Workforce Plan and our Indigenous Strategy for all MUFIR recipients
- Establish key research partnerships such as with NIRAKN
- Explore the opportunity of partnering and aligning MUFIR with an international audience, possibly looking at the International Alliance of Research Universities, for greater international research exposure.

0.97% of staff identify as being of Aboriginal and/or Torres Strait Islander descent – highest in history

Participants of the Cadets Professional Development Day 2018

Joint Cadet of the Year winner Shelley Hardcastle accepting her award from Todd Phillips (Indigenous Workforce Development Coordinator) and Todd Jnr
INAUGURAL YARN-UP GATHERING

Walanga Muru hosted Yarn-Up, a unique networking event which was held on campus in November 2018 providing an opportunity for Aboriginal and Torres Strait Islander staff across the University to gather and provide input and advice on how a more inclusive and impactful space can be created for Aboriginal and Torres Strait Islander peoples and communities at the university and consider how we can contribute to a culturally affirming campus and grow and foster our Aboriginal and Torres Strait Islander workforce.

PROFESSIONAL DEVELOPMENT ACTIVITIES

A number of Aboriginal and Torres Strait Islander staff and students participated in a range of local, national and international conferences and workshops as part of their ongoing professional development, including the following:

• Madi Day – National LGBTI Health Alliance’s Health in Difference Conference
• Dr Leanne Holt – WINHEC conference in Norway and Australian Association for Research in Education Pre-Conference Workshop at Sydney University, keynote speech, ‘What’s your legacy?: Making a difference through Indigenous Research’
• Simon Jovanovic – National Aboriginal and Torres Strait Islander Postgraduate Conference, ‘Ways of Being, Knowing and Doing: Navigating within Western Systems’, Australian National University, Canberra, ACT
• Eliza Kitchener and Emily Sutton – Australia and New Zealand Student Services Conference, Melbourne – presented on the pilot year of Indigenous First Year Engagement at Walanga Muru
• Tristan Kennedy – The Australian Sociological Association Annual Conference, Melbourne, Victoria
• Curtistine O’Sullivan – IAG (Institute of Australian Geographers)/NZGS (New Zealand Geographical Society) Conference 2018, University of Auckland, New Zealand
• Todd Phillips – National Aboriginal and Torres Strait Islander University Employment Conference 2018, Edith Cowan University, Perth, Western Australia
• Zac Roberts – The New Zealand Archaeological Association Annual Conference, University of Auckland, New Zealand
• Amy Thunig, Patrick Cooke, Dr Leanne Holt, Simon Jovanovic and Chris Miller – NIRAKN Higher Degree by Research workshops hosted by QUT on the Gold Coast. The event aimed to strengthen the capacity of Aboriginal and Torres Strait Islander researchers through workshops and networking
• Amy Thunig – National Aboriginal and Torres Strait Islander Education Conference 2018, Adelaide, South Australia

“The four days were very valuable to my professional development, as they provided me with the opportunity to engage with organisations, educationalists, Elders, and community representatives who all are engaged in the education and excellence of Aboriginal and Torres Strait Islander people. Being able to listen to the goals and future directions of these people and organisations, as well as hearing of the achievements and celebrations was uplifting, encouraging, and inspiring. I have no doubt that I will be able to incorporate this learning into my own teaching and research.”

Aboriginal academic staff member, 2018
Manawari, the University’s Aboriginal cultural safety training program was refined, piloted, launched and implemented in 2018. From the launch during NAIDOC Week to its implementation in October, 106 staff from PACE (Professional and Community Engagement), Faculty of Business and Economics, Learning and Teaching, Faculty of Medicine and Health Sciences, Respect. Now. Always. (RNA) student support and the Faculty of Arts participated in the training.

The purpose of this training is to motivate and build a positive knowledge position for Macquarie University staff. The development and implementation of a high-quality, culturally appropriate training framework will lead to meaningful understanding and respect for Aboriginal cultural values, history, beliefs, practices, knowledges and philosophies across the University. This process will have a positive impact on University staff’s confidence in establishing appropriate, sustainable relationships leading to a culturally safe environment at Macquarie University.

The training will assist in ensuring that all Macquarie University staff are empowered to deliver a more respectful, responsive and culturally sensitive service to Aboriginal staff and students and their families.

Paramount throughout the whole process will be increasing appreciation and understanding of Aboriginal cultural values, history, beliefs, practices, knowledges and philosophies across Macquarie University.

The culmination of the online and face-to-face training is for the respective units to develop an action plan that identifies key components for creating a culturally responsive space for Aboriginal and Torres Strait Islander peoples at the University in line with key aspects and commitments from Macquarie University as clearly articulated in the Macquarie University Indigenous Strategy 2016–2025 and the Macquarie University Reconciliation Statement. Once more participants have completed the program a ‘showcase day’ of action plans will be organised at the University.

“Manawari – Respect, Reciprocity and Relationships training is proving to be a fantastic tool to increase relationships with key faculties, departments and offices across Macquarie University with several key partnerships being formed and several more emerging. The demand for Manawari grows.”

Phil Duncan, Aboriginal Cultural Safety Officer

Some feedback from participants:

“Cultural safety is for everyone and to appreciate culture you must understand and respect the different cultures and knowledges.”

“I found the training to be incredibly thought provoking and I have taken away a number of action points for me to now look into and work out how to move forward with these ideas in the workplace.”

“(I learned) To be intentional about thinking through how to incorporate and discuss these issues/concepts in my classes, ensuring I am sensitive to the fact that there might be Aboriginal or Torres Strait Islander students in my class, who I am not necessarily aware of.”

“The most important thing I took away from this training was the knowledge that I can approach Walanga Muru if I have questions.”

“I thought this was some of the best training I have done at a tertiary education institution. Being new to MQ I have learnt more about the wonderful work that the university is doing in this space. Thank you.”

Manawari – Respect, Reciprocity and Relationships

ABORIGINAL CULTURAL SAFETY TRAINING

Manawari (discover): Develop cultural capability
The cultural safety awareness training, facilitated by Uncle Phil Duncan, Aboriginal Cultural Training Coordinator from Walanga Muru, was incredibly impactful, and is such an important initiative. The online component was thought-provoking, informative and challenged perceptions and preconceived notions. It provided a safe place to ask questions, hear opinions of peers and collaborate to discover better ways we can support Aboriginal and Torres Strait Islander students and the work of Walanga Muru. The greatest takeaways were a deeper awareness of history and issues, including case studies from Macquarie University, and the permission to engage even though you may not always get it right – if you are coming from a place of sensitivity and willingness to understand more, you can continue to develop these skills.

**EXAMPLE OF A RELATIONSHIP FORMED FROM THE MANAWARI TRAINING**

The Aboriginal Cultural Training Coordinator, accompanied 25 international PACE students and the University’s Global Leadership staff on a cultural field trip to the inner Sydney area, visiting Aboriginal community in the Redfern area, Gamarada Universal Indigenous Resources centre, ANTaR, a bush tucker tour at the Royal Botanic Gardens and a Tribal Warrior Cruise providing participants with an appreciation of and pride in Australia’s Aboriginal history.

Feedback from the international students was extremely positive and conveyed a message that they were moved and appreciative of the wonderful experience they were able to be involved with. Students also commented on the importance of reflecting on some significant issues that they would not usually encounter.

“… a big thank you to Phil, who set the scene for the day and encouraged the students to feel confident in participating in the day. It was invaluable having him there to impart his wisdom and knowledge!”

Staff member from Global Leadership program

**BADUWA – RESPECT, RECIPROCITY AND RELATIONSHIPS**

This online Aboriginal cultural safety training program for Macquarie students was developed in 2018 and will be a new addition to the academic integrity and sustainability programs that all students will be required to complete in the future. This self-paced training initiative will provide students with a preview of Aboriginal and Torres Strait Islander peoples, cultures and events, covering broad topical discussion points of interest.

The draft program was piloted with a number of Macquarie students at the end of 2018. Following is some of their comments:

“I found the detailed explanations about the Dreaming helped me to better understand connections to land. The specific information/timeline on the resistance of the First Peoples of Australia to European Settlers was a significant point of learning, as this has often been hidden in my history education. Also the timeline on the history of Education for Indigenous people was particularly relevant to my teaching studies.”

“The main take away from the training is a broad but basic-level understanding of the Indigenous community and its relationship with society as a whole, which is good, I think that’s what the main take away should be.”

“I appreciated all the details and information provided in this online training program. It’s great to know Macquarie University’s commitments and high concerns for Indigenous people’s rights.”

Aboriginal cultural training activities in 2018
Dr Michael Donovan was employed in the Indigenous Strategy portfolio in September 2018 as the Academic Director of Indigenous Learning and Teaching to act as the conduit to support the embedding of Indigenous understandings within the emerging Macquarie Curriculum Architecture. Within his first few months he has introduced himself to a large number of senior University staff and engaged with Associate Deans in Teaching and Learning across the University.

Much of the early contacts have been with champions of Indigenous understandings across a variety of academic fields, where discussion of work within departments and specific academic fields in relating to Indigenous understandings have been developed. Through some of these discussions some early models of development has been highlighted and extended to other departmental discussions. These have included:

- Developing unit audits within courses through asking all departmental unit coordinators to highlight where Indigenous understandings are presented within their units, this can include responses of no Indigenous content being engaged with but this would be used to allow for whole department discussions on the best places to present Indigenous understandings across a course to fit within the Macquarie Curriculum Architecture framework of 150 hours within core units across various year levels
- The development of academic teams to focus on Indigenous understandings that is greater than a single staff member, so a level of shared responsibility is developed without the knowledge being lost if a staff member moves on
- Examination of Indigenous associations within their field of learning or Indigenous experts who may be able to direct understandings or identify resources to support student learning
- Highlighting any existing resources that maybe valuable in presenting Indigenous understandings that could be stored within Macquarie libraries Indigenous collections or Indigenous ILearn site
- Other ideas that have been discussed within various forums include:

- The value of employing Indigenous staff within their Departments or growing Indigenous students into their academic field
- Some considerations need to be noted when engaging with Aboriginal academic staff particularly Early Career Researchers, Aboriginal support units or the Department of Indigenous Studies as to not overload these staff in the development of Indigenous content and understandings.
- A primary focus is the development of collaborative reciprocal discussions with Aboriginal academics and community to better inform different departments about the best understandings to engage Indigenous understandings within their field.
- Collaborative participation needs to be developed to ensure appropriate content is developed but there is an absolute need for reciprocal relationships to be developed so a consistent sharing of time, energy, workloads and knowledges is organised, and reciprocity is about shared outcomes not an unequal sharing between involved parties.

**PROFILE ON DR MICHAEL DONOVAN**

**TELL US A BIT ABOUT YOURSELF**

I am a member of the Gumbaynggirr Nation, I’m a Donovan from Nambucca Heads, that’s my family up there. But I grew up in the western suburbs of Sydney and have lived in Newcastle since 1992 with my wife and children. I have had a mixed history to get here; I have been an enrolled nurse, a Doctor of Traditional Chinese Medicine, and an Aboriginal education assistant, now called an Aboriginal education officer (AEO). While working as an AEO I studied to be a primary school teacher through a residential university degree at the University of Western Sydney, which was very handy because the principal at my school wanted some Aboriginal studies presented in our school and asked me if I wanted to do this, so I taught an hour-long lesson to each class each week. This allowed my education degree to become a bit like an apprenticeship where I had the opportunity to practice my trade with a mentor available to support or correct me if things went astray. I believed this was very beneficial for me as a teacher because all of my theoretical understandings I was developing at university were being practiced across all primary school levels where my pedagogical practices were conceptualised through real-world experiences.

As I was finishing my degree, I was invited to do honours, which I accepted, and was also invited to the Wollotuka Institute at the University of Newcastle (UON) to complete a one-year contract as a project officer working on student engagement and to do some tutoring in the new Bachelor of Aboriginal Studies. This one-year contract become a full-time academic position and I remained at Wollotuka until 2016. I lead different aspects of Aboriginal education at Wollotuka including academic programs, student support and research. My interest in this field extended to my PhD study in which I asked Aboriginal high school students what is best for them about school, their teachers and their curriculum.

One of the primary aspects of my work at UON was Aboriginal education and working with pre-service and post-service teachers or engagement of Aboriginal students to their education. This included developing the first mandatory Aboriginal education course for all education students from early childhood through primary and high school teachers and graduate certificate and masters teachers. This started in 1997, 14 years before Australian Institute for Teaching and School Leadership made Indigenous understandings mandatory for all pre-service teachers within their education degrees in Australia.

All of this has led to my development as a published academic and educational researcher and allowed me to take up my current role at Macquarie University in Walanga Muru as the Academic Director Indigenous Learning and Teaching where I support all departments and academics in the embedding of Indigenous understandings within their new curriculum and courses as part of the Macquarie Curriculum Architecture.

**WHAT ATTRACTED YOU TO COME TO MACQUARIE?**

As I was finishing up at Wollotuka I made contact with peers about availability for work and was contacted by Dr Leanne Holt, she informed me about the new Macquarie Curriculum Architecture with the inclusion of Indigenous understandings and the UN Sustainable Development Goals (SDGs) across all course within the University. This I found very exciting as it was a systemic change for all students at the University and something that I believe is very valuable for all students – Indigenous, non-Indigenous and international students.

**WHAT ASPECTS OF YOUR NEW ROLE ARE SUCCEEDING? WHAT CHALLENGES ARE YOU FACING?**

From my extensive work supporting pre-service teachers to embed Indigenous understandings in their school curriculum, the jump to supporting academics engage with this process within higher education curriculum was small. I am confident that I can support academics to gain an understanding of the significance of embedding Indigenous understandings in curriculum for the benefit of their students now and in their future careers. The measurement of success in this role can be seen in a variety of ways. My engagement with many senior University staff has been very positive. The senior executive are very supportive of the principle of the Macquarie Curriculum Architecture, which includes Indigenous Connected Curriculum (ICC) and the engagement of the UN SDGs. I believe this is a very positive educational value that has been engaged with for the University community, both staff and students.

**HOW CAN OTHERS ACROSS THE UNIVERSITY ENGAGE WITH ICC?**

With the new curriculum going live at the beginning of 2020, this year is the year for all of those understandings to be developed and embedded within courses to fulfil the University commitment to positive social change within its educational systems. So hopefully all departments are examining their courses and working on the effective embedding of Indigenous understandings across their courses through multiple levels to allow for greater depth and understanding in their teaching of Indigenous knowledge. Departments should also be investigating partnerships within their fields and industries to allow for well-informed presentation of Indigenous knowledge's through partnerships with Indigenous peoples. The engagement of Indigenous knowledges should not just be developed from academics, personal research through text but through gaining insights through the development of partnership with informed Indigenous experts. These experts can include Indigenous non-academic experts who have carried these knowledges through their lived histories and experiences within their communities.
Macquarie University’s teaching and research is part of a learning story that has been developing on these lands since time immemorial. Our Aboriginal and Torres Strait Islander community at Macquarie University collectively work towards advancing our knowledges and fostering success for our communities and future generations through our four core values and principles of self-determination, reciprocity, cultural integrity and respect.

DEPARTMENT OF INDIGENOUS STUDIES

The 2018 year has been very productive for the department. We have successfully recruited two excellent Indigenous scholars, Josephine Bourne and Tristan Kennedy, both of whom are finalising their PhDs. With support from Wanga Muru we recruited our first Indigenous Early Career Fellow, Andy Farrell. Additionally, we successfully recruited a new Department Administrator, Madi Day.

During the year the department worked closely with Dharug woman and PhD candidate, Jo Rey and members of the Dharug community, to develop the content for an exciting new unit designed to introduce students to Dharug perspectives about Country, spiritual concepts including human and non-human ancestors, and the importance of connecting to place and belonging. “Dharug Country: Presences, Places and People” will be offered in 2019. The development of this unit was made possible with a Faculty of Arts Learning and Teaching Grant awarded to the department. The unit is a living project where members of the Dharug community can have input at any time. Resources include beautiful photography of Dharug country by Macquarie University student and Dharug man Shey Tobin. Additionally, we commissioned a beautiful artwork by Leanne Tobin, Burbagana (Take hold of my hand and help me up).

The department has also been actively engaged in the Faculty of Arts Curriculum Architecture project and has, redesigned the Bachelor of Arts in Indigenous Studies which will be on offer in 2020. The new-look major also includes an Australian first – a unit called ‘Introduction to Indigenous Queer Studies’ and includes other new units that focus on Indigenous histories and knowledges, and policy, politics and activism.

The Master of Indigenous Education was also refreshed and in 2020 will be offered as a one-year masters course. We have also introduced new units and updated others. The two new units are Trauma Informed Education and Indigenous Languages and Teaching.

The Department of Indigenous Studies with the Department of Geography and Planning hosted a workshop on Deleuze and Guattari's Anti-Oedipus entitled ‘Savages, Barbarians, and Civilised Men’, which was presented by Professor Ian Buchanan. The full-day workshop examined Deleuze and Guattari’s interventions into the anthropology of Indigenous peoples, particularly the Indigenous peoples of South America researched by French anthropologists such as Pierre Clastres, Robert Jaulin and Claude Lévi-Strauss. It explored their attempt to map Indigenous cosmologies and provide a new way of understanding ritual and ceremony. The workshop was well received by all who attended.
Aboriginal and Torres Strait Islander student engagement

In 2018, the Student Engagement team carried on the vision of providing a holistic focus on the academic wellbeing of Aboriginal and Torres Strait Islander students across their university journeys. Academic Engagement coordinators were aligned to relevant faculties and student cohorts, which provides students with targeted staff to assist them, and allowed for deeper relationships to take place between students, their engagement coordinators and faculties.

The new First Year Induction program and ongoing model of focused first year student engagement, led by the Academic Engagement Coordinator for first years, was piloted. The success-based model continued with coordinators focusing on engagement with students at all stages of their journeys, and all performance levels, to increase retention and progression. The guiding principles of scholarship, opportunities and connection continued to drive all projects and student interactions.

ACADEMIC ASSISTANCE

In 2018, more than 130 Aboriginal and Torres Strait Islander students accessed the Walanga Muru Tutoring Program, with tutoring used mostly for assignment assistance, understanding course content and refining academic skills. The service also helped students to apply for scholarships and accommodation, and gave general academic advice.

CELEBRATING SUCCESS AND PROMOTING ADVANCEMENT OPPORTUNITIES

In 2018 we celebrated and encouraged student success through the following initiatives:

- assisted students in attending national and international conferences
- tutoring used mostly for assignment assistance, understanding course content and refining academic skills
- designed a high achievers’ extra curricular program for implementation in 2019
- current students as First Year Advisers as part of the Walanga Muru Tutoring Program
- liaised with Workforce Development Coordinator to target and appoint students in cadetship roles
- promoting Macquarie University’s PACE program, locally and abroad
- proactively promoted opportunities for scholarship and employment, and strengthened relationships with existing University services to feed through opportunities
- celebrated student achievements on social media
- Promoted study success through promotion of post graduate study opportunities
- provided student networking opportunities by inviting internal and external guests to our weekly Community lunches
- Walanga Muru’s Tutoring Program was accessed by more than 130 Aboriginal and Torres Strait Islander students across 475 unit areas.
- The service employed 22 Aboriginal and Torres Strait Islander students as tutors (33% of all tutors)

ACADEMIC SUCCESS

- In 2018, 38 students graduated with degrees in a range of undergraduate and postgraduate studies.
- Teti Bakic completed her PACE unit with the Engagement Team, conducting a review of wellbeing services used by Aboriginal and Torres Strait Islander students.
- Lisa Clague was awarded a PhD.
- Isaac Roberts completed his undergraduate degree and progressed into the Master of Research.
- Tamika Worrell and Christopher Miller progressed into their second year of the Master of Research.
- Both students were awarded the Macquarie University Indigenous Research Excellence Scholarship for their second year, based on academic performance.
- Tetyo Bakic completed her PACE unit with the Engagement Team.
- In 2018, 38 students graduated with degrees in a range of undergraduate and postgraduate studies.
- Five students shared their stories on film for the on-campus Cultural Tour app.
- Five students shared their stories on film for the on-campus Cultural Tour app.

SPORTING ACHIEVEMENTS

- One male and one female Walanga Muru team competed at the National Indigenous Legal Conference in Perth, Western Australia.
- First year Law students Tiarra Hernandez and Alanna Reneman attended the National Indigenous Legal Conference in Perth, Western Australia.
- Education students Sarah Treacy and KR Hamilton received the Way Sorenson Education Scholarship and participated in a practical teaching exchange in Hong Kong.
- Zoe Sims presented on her journey at Macquarie University at the 2018 Patyegarang Oration and was featured in the Koori Mail Education Edition.
- Tamika Worrell was named as a semi-finalist in the NSW/ACT Young Achievers Awards for the Aboriginal Education Award. Their stories were shared their stories on film for the on-campus Cultural Tour app.
- Walanga Muru competed in Macquarie University’s social sports competitions, in futsal, netball and touch football. The Walanga Muru futsal team placed second overall.

WELLBEING AND COMMUNITY BUILDING

Activities in 2018 included:

- community lunches, which included external stakeholders, professionals and staff from across the University
- cultural painting during community lunches
- extra cultural activities including dance, didgeridoo class and weaving
- the annual Deadly Ball – celebrating student and staff achievement
- mental health weeks at the end of sessions, which featured food, yarns and massages, with student and staff participation.

STUDENT ENGAGEMENT STAFF

During 2018 staff in our Student Engagement team:

- completed ‘Talking About Suicide: Mental Health First Aid for Aboriginal and Torres Strait Islander People and an Aboriginal leadership masterclass.
- attended the National NAIDOC Aboriginal and Torres Strait Islander Women’s Conference (with Pathways team members)
- attended and contributed to cultural safety training with key stakeholders across the University.

ALUMNI PRESENCE

- Jesse Slock was recognised for marks in MGMT311, the Big Idea Social Venture and received a PACE Leadership award.
- Danielle Malone was invited to participate in Macquarie’s Women Entering Business Conference.
- Shantell Bailey presented at the Walanga Muru NAIDOC Women’s Dinner.

- Walanga Muru competed in Macquarie University’s social sports competitions, in futsal, netball and touch football. The Walanga Muru futsal team placed second overall.
Chris Miller is a Wiradjuri man and is currently undertaking a Master of Research at Macquarie after graduating in 2017 with a Bachelor of Arts majoring in Indigenous Studies. In 2018 he successfully completed the first year of the masters with distinction. He has worked as a First Year Adviser and tutor to Indigenous undergraduate students. Chris represented Walanga Muru at the 2018 Koori Knockout and was selected to attend NIRAKEN’s higher degree research workshops on the Gold Coast in November.

Chris has worked with the Department of Indigenous Studies in multiple roles. His most recent role is as a casual research assistant.

Chris won the 2018 Deadly All-Rounder award for his contributions to the Walanga Muru and wider community. He also performed the Master of Ceremonies role at the 2018 Walanga Muru Deadly Ball with great success and has been elected the Indigenous Students Association’s 2019 President, a role in which he hopes to further contribute to the University’s Indigenous community.

“I’m here because of the community giving me opportunities and that’s why I feel it’s important to pass that opportunity forward.”
With increased Indigenous capacity and leadership, the future of Aboriginal and Torres Strait Islander education at Macquarie University looks positive. Through the power of all our initiatives – including collaboration with our communities, Indigenous student engagement, outreach to schools, workforce planning, building research capacity and Indigenous curriculum development – Indigenous education at the University can only move to a new and exciting level.

We are on a pathway towards a more empowering and inclusive future, creating positive transformation and successful outcomes for Aboriginal and Torres Strait Islander peoples and Communities.

Our lands, our places and our cultures will be celebrated by all.
The terms ‘Aboriginal’ and ‘Indigenous’ are used interchangeably and refer to Aboriginal and Torres Strait Islander peoples.

PHOTOS: All photos by Chris Stacey unless otherwise noted.

MORE INFORMATION

If you would like to engage with Walanga Muru please contact:

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