Indigenous Strategy: The way forward for Macquarie University

A WHOLE OF UNIVERSITY PARTNERSHIP FOR BUILDING INDIGENOUS CAPACITY

GREEN PAPER 2015–2024
The artwork in this Green Paper has been conceptualised by staff within Walanga Muru, the Office of Indigenous Strategy and created by Jesse Ingrey, in consultation with Amelia Corr. The artwork uses shapes, images and designs representative of pathways, community links and story-telling. Some images used in the Green Paper represent animals and other features such as rocks, stars and honey ant mounds. Images, concepts and themes contained within the artwork are not to be reproduced without the permission of the artist.

The photographic images used in this Green Paper include Indigenous students, community members and staff of Macquarie University who gave permission for their images to be used.
Acknowledgment of Country

Macquarie University acknowledges the location of our campus on the lands of the Wattamattageal clan of the Darug nation; we acknowledge their traditional custodianship in the past, the present and into the future. The University continues to develop respectful and reciprocal relationships with all Indigenous people in Australia, and with other Indigenous people throughout the world.

Macquarie University is committed to deep and ongoing consultation with Indigenous communities and organisations to determine how the University can best contribute to Indigenous education. The development of a Reconciliation Action Plan will start a process for continuous engagement with Indigenous communities and other key stakeholders to identify and prioritise areas for action, and to evaluate progress.

Macquarie University acknowledges its essential responsibility to develop educational opportunities for Indigenous people, and provide curricula and research that accurately represent and respect Indigenous culture, history, and systems of knowledge. The learning/teaching, research, and community service that we deliver should be relevant to Indigenous students and communities if it is to contribute to ‘Closing the Gap’ in social and economic disadvantage.

Macquarie University also acknowledges its responsibility to integrate these understandings into the education that it offers to students to overcome any misunderstandings about Indigenous cultures and histories. The University is committed to ensuring that students learn about how they can contribute to overcoming the negative impacts of past policies for Indigenous people. By working together and adding Indigenous knowledges to our search we are better placed to understand and find solutions to the problems facing Australia today.

Macquarie University values the vital, rich contributions that the Indigenous population makes to its long term development. The University cannot achieve its full potential unless Indigenous communities and individuals are included in the creation and pursuit of educational opportunities.

Macquarie University recognises that a whole-of-university partnership is essential to increasing Indigenous educational success. Our new approach to improving education and lifting participation will make a real contribution to the future wellbeing of Indigenous people and communities.

The term Indigenous is used throughout this Green Paper. Walanga Muru, the Office of Indigenous Strategy acknowledges Indigenous to represent a person of Aboriginal and/or Torres Strait Islander descent who identifies as an Aboriginal and/or Torres Strait Islander person and is accepted as such by his/her Aboriginal and/or Torres Strait Islander community.
A message from the Deputy Vice-Chancellor (Academic)

This Indigenous Strategy represents a new way forward for Macquarie University. It emerges out of an Indigenous-led team from the newly created Office of Indigenous Strategy.

Since 2014 the management of the Indigenous agenda within the University has changed profoundly. Indigenous issues have been taken out of the Social Inclusion portfolio and given an autonomous identity. This is important for two reasons. Firstly, it disables the model by which Indigenous Australia becomes a problem to solve. Secondly, it promotes, through the appointment of a Director of Indigenous Strategy and the setting up of the Office of Indigenous Strategy the proposition that Indigenous questions require Indigenous answers. A second change is the separation of Indigenous Strategy from Indigenous Studies. The study of Indigenous culture and history is an important aspect of the portfolio of any Australian university.

There is an opportunity to further pursue the academic study of Indigenous Australia.

Until 2014 Indigenous Strategy at the University had been recognised as important but not given a central role. There was no Reconciliation Action Plan to change practice and culture in the University in tangible and visible ways. This Green Paper offers a road map based on a RAP. Reconciliation is an offer from the Indigenous community and not a gift given to it so the process has so far been wholly directed by Indigenous people. As we move further down the road the process will continue to be led and guided by Indigenous people but colleagues from all over the University can play a role.

The Mohawk activist and political scientist Professor Taiaiake Alfred has recently observed that although much work on First People in Canada has been conducted within the theoretical framework of post-Colonialism this is an inaccurate perspective.

He argues that for Canadian First People the colonizing process continues as a lived experience which daily creates inequitable outcomes in the social indicators by which developed democracies measure their success. Arguably this is also true of Australia. One strategy in one university will not roll back the tide of history but that is no reason to do nothing. Decolonizing practice and ideology supports the creation of a fairer society for all Australians.

This Indigenous Strategy is an offer but it is also a challenge. It reminds us that until now our University has largely failed in its promotion of opportunity for Indigenous people. It requires us to live out the implications of being on Darug land. It is my hope that this strategy will be seen—alongside the Research Strategy and the Learning and Teaching Strategy—as a key pillar of the architecture of our University’s core business.

I can think of no better ambition for a university of service and engagement.

Professor John Simons  
Deputy Vice-Chancellor (Academic)  
11 November 2015
A message from the Director, Walanga Muru, Office of Indigenous Strategy

Education access and participation is an issue of significant ongoing concern for Indigenous people and the Higher Education System. This Green Paper is intended to open constructive debate and a collaborative dialogue regarding a whole-of-university approach to Indigenous Strategy at Macquarie University. The strategic directions outlined in this Green Paper have been identified by Walanga Muru, the Office of Indigenous Strategy through engagement with Indigenous students and staff, key stakeholders, benchmarking research and key government policies and reviews.

Thank you to the staff of the Office of Indigenous Strategy, Indigenous students and staff, and other key stakeholders who have informed and contributed to the development of this Green Paper.

To provide face-to-face opportunities for discussion about this Green Paper, the OIS will be hosting a number of events and attending Office, Department and Faculty meetings.

We also invite your feedback and input on the opportunities, challenges, and strategic directions for Indigenous success at Macquarie University. Please provide written feedback via email to alex.swain@mq.edu.au

The last day to provide feedback is Friday, 29 January 2015. Your engagement with this Strategy will be a starting point to inform the development of the Indigenous Strategy White Paper and for collaboration to bring real change in the future of Indigenous education at Macquarie University.
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Introduction and background

If education outcomes for Indigenous peoples are to be improved, commitment and a concerted effort is required from our University. The aim of this Green Paper, Indigenous Strategy: The Way Forward for Macquarie University, is to open a dialogue across the University about what we can do over the next ten years, what strategic directions and priorities we should adopt in order to improve access and participation for Indigenous people at our University. The strategic directions proposed in this Green Paper aim to:

1. Increase Indigenous student numbers
2. Better support Indigenous students
3. Grow our Indigenous workforce
4. Build cultural capability
5. Develop a cross-university Indigenous curriculum
6. Advance Indigenous research and researchers
7. Build Indigenous voice and leadership

This Green Paper sets out challenges and opportunities facing the University, presents a whole-of-university framework to address these challenges and opportunities, and proposes detailed strategic directions for discussion and review. Through consultation and the promotion of debate, this Green Paper seeks to engage the wider collegiate body of Macquarie University.

This Green Paper proposes an incremental approach to Indigenous Strategy. As we develop a Reconciliation Action Plan, our first priorities are to increase Indigenous student enrolments and to provide more support for students to progress in and complete their chosen degree. As capacity is increased, Indigenous leadership and resourcing will also improve, and allow the University to achieve some of the longer term strategies proposed in this Green Paper. In the long term, we anticipate our priorities will include promoting University-wide cultural competence, and embedded Indigenous perspectives and knowledges as well as more Indigenous involvement in the University’s decision-making processes. But first we need to strengthen our community relationships, increase our Indigenous student cohort, and develop systems that support the progression of Indigenous students to the award of degree.

The University dialogue will be led by Walanga Muru, the Office of Indigenous Strategy which prepared this Green Paper. Following from these consultations will be the development of an Indigenous Strategy White Paper which will present an agreed final strategy for consideration by the University Executive Group. Once the White Paper is approved, Walanga Muru will continue to work in close collaboration with Faculties, Departments and Offices, building partnerships for the more detailed development of the strategy—including addressing questions of resourcing and reaching agreements on targets—and to support its implementation.

The Office of Indigenous Strategy will hold discussions across the University to pursue this important initiative and welcomes all feedback on this Green Paper.
Profile of Macquarie University

Fifty years ago, Macquarie University was established to challenge convention and drive innovation. As one of the nation's leading tertiary institutions, we have fostered creativity and established the University as a leader of research and education. We can point to a strong history of supporting students and staff from over one hundred countries and we continue to provide support services to many equity groups today.

Macquarie University continues to excel:

- Ranking in the top five universities nationally (amongst CEOs) for graduate recruitment
- Awarded five stars by the QS International ranking system for teaching, employability, research, internationalisation, facilities, innovation, access and specialist subjects
- With 85 per cent of our research activity rated by Excellence in Research for Australia (ERA) as being of world standard or higher
- With a distinctive undergraduate curriculum including PACE (the Professional and Community Engagement Program)—the only program of its kind in Australia, based on achieving mutually achievable outcomes for students and partners and which gives students a valuable head start in their careers

Macquarie University’s Indigenous profile

Macquarie University has only a small number of Indigenous students and staff. The first Indigenous student graduated from the University in 1981 and Indigenous support for students commenced in the 1990s with the introduction of the Warawara Indigenous Support Unit. In 2014, the Office of Indigenous Strategy (OIS) was created to lead our University into a new era of excellence in Indigenous education. From 2015, the new Darug language name for the OIS will be Walanga Muru, meaning Follow your Path.

The OIS conducted a benchmarking exercise in 2014 to assess the University’s position against other Universities in NSW and the Group of Eight. The analysis showed that comparatively, Macquarie University is currently not performing well.
### Benchmark summary

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This Green Paper concentrates on how we can improve our position. It considers national and local challenges to Indigenous education, and proposes a plan to meet these challenges and make positive, sustained changes to the way we approach Indigenous education. The OIS sees the low numbers of Indigenous students and staff at present as a challenge to address. Through our outreach, recruitment and support activities, we propose to focus on increasing our Indigenous enrolments and improving our retention and progression rates. Our aim is to transform our campus into a university of choice for Indigenous people.
Our challenges

**Low Indigenous student numbers**
Macquarie University is situated in an area with a low Indigenous population and has the lowest number of Indigenous enrolments, award course completions and retention rates of any NSW university. The challenge is to increase student numbers and improve our position within the sector.

**Establishing community partnerships**
Macquarie University is challenged to build stronger relationships with the local Indigenous community. Past efforts by the University to engage with the Indigenous community in Greater Metropolitan Sydney and NSW have been criticised by community members for not considering the cultural context, educational values, views and aspirations of those residing there. While this has recently improved, further repair work needs to be done to establish genuine understanding and partnerships.

**Addressing low levels of aspiration**
Among the greatest challenges facing all universities are inspiring and attracting Indigenous people to undertake higher education and supporting them to complete their chosen course of study successfully. Our challenge will be to influence attitudes and perceptions about the opportunities that higher education offers.

**Employment**
We are challenged to attract and retain Indigenous people as part of the Macquarie University workforce. We are challenged to establish the presence of our Indigenous staff and create a workplace that is not only culturally safe, but also incorporates and celebrates Indigenous culture.

**Cultural service delivery model**
We are challenged to develop a cultural capability framework—promoting student and staff understanding of Indigenous Australia and the skills to work effectively in Indigenous contexts—that is relevant and applicable to our staff and students. Fundamental to achieving this (as to all of the goals proposed in this Green Paper) will be the development of a Reconciliation Action Plan.

**Research**
Our current low numbers of Indigenous students pursuing Higher Degree Research and low number of Indigenous researchers and academics provide a challenge to the University. We need to consider how we can improve our mentoring and supervision of Indigenous researchers. We are also challenged to incorporate Indigenous knowledges and perspectives into research conducted throughout the University. We are challenged to develop collaborative relationships with non-Indigenous people to explore Indigenous research, and to foster Indigenous research excellence.

**Indigenous Voice in decision-making**
We have only a few Indigenous staff at Macquarie limiting Indigenous perspectives in University decision-making. We need to work towards a broader representation of Indigenous people across the University and to improve opportunities for Indigenous people to become leaders. The challenge over time is to build the Indigenous voice and leadership.
Our opportunities

Macquarie University is a University like no other, where the most diverse perspectives interact and extraordinary ideas take shape. We are a training ground for new generations, encouraging our students to defy convention, to break down divisions, and to grow into well-rounded citizens and community leaders. We have an abundance of opportunities at our campus. Now is the time to embrace them and consider how we can make Indigenous education a high priority.

Population growth

The Indigenous population is rapidly growing, in particular, the younger demographic of Indigenous children and youth. With this growth comes the opportunity to attract greater numbers of Indigenous students to our University. Growth is also projected in the Indigenous workforce, industry investment and business. In particular, growth in business, IT and engineering provides an opportunity to promote fields of study in addition to the traditional disciplines chosen by Indigenous students. We see this as a distinct opportunity for Macquarie University to contribute to the future Indigenous labour force.

Growth in Indigenous higher education

There has been substantial growth in the numbers of Indigenous students in secondary and tertiary education in recent years. Nationally, the number of Indigenous students in higher education grew by 50 per cent between 2003 and 2013 (by comparison, non-Indigenous, domestic student enrolments grew by 37 per cent in the same period).

Indigenous aspiration

There is evidence to show positive generational shifts in educational attitudes and aspirations among young Indigenous people. This is supported by improved attendance and completion rates for Indigenous high school students.

Location

We are well placed to attract a larger number of Indigenous students and staff. The University is close to Australia’s fourth largest CBD at Macquarie Park with a direct train line to the city and to Australia’s most identified Indigenous community at Redfern. In addition, the Blacktown City local government area is just 32 kilometres away and has the largest urban Indigenous population in Australia.

Support systems for Indigenous students

We have a designated support centre on campus that provides individualised and tailored support to Indigenous students. Furthermore, we have enabling programs for new Indigenous students, and rigorous systems in place to support them. However, as we continue to expand our Indigenous student cohort, we will need to invest in additional capacity to provide tailored Indigenous support services.

Indigenous higher education resourcing

Beyond current Commonwealth funding through the Commonwealth’s Higher Education Support Act (HESA) and the Indigenous Support Program (ISP), there are new possibilities for funding to support this Strategy through philanthropy, support from industry, and applications for research grants.

Corporate partnerships

With numerous relationship agreement proposals now with corporate partners, and many more active engagement proposals in place, we are well placed to harness corporate partnerships. Through these mutually beneficial relationships, there is an opportunity to direct our joint efforts towards Indigenous people and communities. Currently, through the Macquarie Indigenous Cadetship Program we have established partnerships with Johnson and Johnson (Medical) and Jones Lang LaSalle (JLL) for the placement of cadets. In collaboration with the DVC (Corporate Engagement and Advancement), we will continue to identify sources of private funding and grow our corporate partnerships.

Technology and infrastructure

With advances in technology and investments in infrastructure to support online learning, there is an opportunity to target Indigenous students in regional and remote areas of NSW and across Australia. While specific and sometimes quite complex support systems would need to be established to meet the unique needs of these students, this could provide an opportunity to expand our Indigenous student numbers and allow Indigenous people to remain in their communities while studying.
Strategic directions

This Green Paper proposes that the University’s approach to Indigenous education is guided by seven strategic directions that together comprise a whole-of-university framework. The seven directions are intended to create an exceptional learning environment that supports the principles of reconciliation and increases Indigenous participation in the full range of higher education opportunities.

Diagram 1: Seven strategic directions for Indigenous Strategy
While increasing Indigenous student numbers and better supporting Indigenous students are identified in this Green Paper as our two most important priorities, these seven strategic directions together constitute an integrated model to be delivered through partnerships across the whole University. Within the seven directions, this Green Paper also proposes priorities for action, recognising constraints in capacity and resources.

**Reconciliation Action Plan**

The development of a Reconciliation Action Plan is fundamental to the achievement of these seven strategic directions and is the first step we propose in implementing this Strategy. The Reconciliation Action Plan will be based on three key areas: Respect, Relationships, and Opportunities.

The Patyegarang Indigenous Strategic Committee will lead a working group in the development of the Plan which will:

- Further demonstrate the University’s commitment to reconciliation
- Identify practical ways to build positive sustainable relationships with Indigenous students and staff
- Demonstrate our commitment to repairing and strengthening relationships with local Indigenous communities
- Describe our aspirations for equality of all staff and students

To develop our Reconciliation Action Plan, extensive consultation across campus will consider how to build strong relationships which respect and provide opportunities for Indigenous Australians. Our Reconciliation Action Plan will become the cultural lens for future strategic approaches, based on a deep knowledge of Indigenous issues and the policy and institutional environment. It will be a living document that is regularly reviewed, reported on, and evaluated.
Diagram 2: Components of the Reconciliation Action Plan
Strategic Direction 1

Increase Indigenous student numbers

“My dream is to reciprocate the opportunity that I was given as an Indigenous person to go to university. Hopefully my degree will help to inspire young people to also go to university.”

(3rd year Indigenous student, BA)

If we are to encourage more Indigenous students to take up higher education and if we are to attract them to Macquarie University, working closely with Indigenous communities is vital. It is only through a strong partnership with communities that the University can learn about and hope to influence Indigenous peoples’ educational aspirations.

Effective outreach with Indigenous communities must be grounded in principles of mutual respect and reciprocity which establish meaningful learning partnerships between students, their communities and the University. Indigenous people are the owners and custodians of their knowledge and culture, and should be consulted as partners in the education of Indigenous students. Working together will build confidence and capacity in Indigenous communities and increase students’ chances of tertiary success.

Indigenous outreach programs combat factors such as low aspiration and poor resiliency by implementing a “high expectations” model of student capacity for tertiary success. This Green Paper proposes outreach as our first priority, along with specific actions to recruit more Indigenous students.

Proposed aims

- To strengthen relationships with Indigenous communities
- To increase the number of Indigenous enrolments at the University across all Faculties
Strategic alignment

Our aims for recruitment and community outreach are based on local and national frameworks and reviews, including:

- Macquarie University, *Our University: A Framing of Futures*: Priority 1 on a culture of transformative learning in a research-enriched environment; and Priority 3 on aligning the nature and size of the University for the future

Our current situation

Macquarie University has the lowest number of enrolled Indigenous students in any NSW university. In part, this may be because the University is located in one of the lowest Indigenous populated areas in the State. Universities with larger Indigenous populations in their local areas tend to have higher numbers of Indigenous students. However, a large number of young Indigenous people live in Greater Metropolitan Sydney and the Central Coast and could easily reach the North Ryde campus.

Unlike other institutions, the University has not developed an Indigenous education pipeline and has not invested in a coordinated Indigenous outreach program to build strong, sustained partnerships with Indigenous communities. Past efforts by the University to engage with the Indigenous community in Greater Metropolitan Sydney and NSW have been criticised by community members for not considering the cultural context, educational values, views and aspirations of those living there. However, the OIS has made significant overtures to the community since its inception in 2014 and this is already having a positive impact on the relationships.
The way forward

This Green Paper proposes that initial priority should be given to develop the Indigenous education pipeline by progressing Indigenous students from high school into a university degree. The Macquarie Indigenous education pipeline will create pathways to enable the University to increase our Indigenous student numbers. Building the Indigenous education pipeline should, in the first instance, be based on mutually beneficial relationships with Indigenous communities through consultation, building trust and sustainable outreach.

To unlock capacity and increase our Indigenous student intake, it is proposed that the way forward is to invest in formal approaches to community outreach and recruitment with options including:

- Building strong and sustainable relationships with local Indigenous communities
- Working with Indigenous communities and Aboriginal community-controlled organisations to develop a deeper understanding of their educational aspirations
- Developing specific resources and marketing tools to support community outreach
- Expanding on the Indigenous community relationships created through existing University programs such as PACE
- Establishing the Indigenous education pipeline with high schools and the VET sector to recruit Indigenous students into the University
- Working closely with career advisors, Aboriginal education officers, principals, teachers, parents and community to build aspirations and a pipeline for Indigenous students
- Utilising students and alumni as ambassadors, to encourage and mentor Indigenous high school students
- Creating linkages between outreach and the Macquarie Alternative Entry Program
- Building pathways with regional universities to receive Indigenous students that are transferring to Sydney to continue their studies
- Increasing the level of participation by Indigenous students across all Faculties, focusing initially on priority discipline areas
- Creating linkages with the Macquarie Graduate School of Management (MGSM) to pipeline Indigenous graduates into postgraduate business pathways
- Exploring the possibility of expanding educational opportunities for Indigenous students by developing an online program
- Developing specific support strategies for an online cohort of Indigenous students
- Exploring the possibility of establishing a program for Indigenous inmates within correctional centres
Diagram 3: Macquarie University Indigenous education pipeline

The recruitment and community outreach could focus on:

- Communities within a commutable distance to our campus
- Western and South-Western Sydney
- High schools that have a large number of Indigenous students
- Non-government schools that offer Indigenous scholarships
- The NSW Central Coast
- Regional and rural areas, focusing on areas with high Indigenous populations
- State and Federal government departments
- Correctional centres
- Indigenous community-controlled organisations

The recruitment and community outreach could be founded on principles of:

- Community consultation and collaboration
- Building trust and relationships from the ground up
- Empowering choice and creating pathways
- Cultural safety and respect
- Unlocking capacity
- Building leadership capacity and resiliency
- Reciprocity of ideas and values
- Closing the educational gap
Pipeline opportunities

To expand our presence in the community and increase our future cohorts of Indigenous students, we propose to pipeline Indigenous students through:

**High schools**

We will focus our outreach and recruitment program primarily on high schools that have a large Indigenous student population. We will work closely with schools to unlock capacity and empower choices for Indigenous students, starting from Year 7, and predominately focusing on Years 10, 11 and 12.

**Burbuga Birrung—Rising Stars**

As a key aspect of Indigenous recruitment and outreach, we propose to establish a Rising Stars program. Rising Stars is an aspiration program for our future Indigenous leaders. Our Indigenous Outreach Coordinators will identify talented and high performing Indigenous students in Years 10, 11 and 12 in selected high schools who are exhibiting leadership skills and have an interest in studying at university.

Rising Star students will be given an opportunity to visit Macquarie University in the hope that they would be inspired to go on to higher education and to consider our University as their preferred institution for higher education. Ideally, the Rising Stars program will be linked with academic merit scholarships.

This program differs from programs offered by other providers as students will engage directly with staff from the University and the OIS. This program also fosters our community relationships and has the potential to provide a significant point of difference in Indigenous access and participation to tertiary study.

**VET**

We aim to improve the pipeline from the VET sector to higher education by encouraging and supporting VET students to enrol in higher-level VET courses (Certificate IV and above) that will act as pathways to Macquarie University.

**Broadening learning options by recruiting Indigenous students to study online**

We propose to prepare a discussion paper that focuses on the support needs of Indigenous students studying online. Because student attrition rates are correlated with financial hardship and family needs, online delivery of courses may attract students who want to remain in their communities and stay in employment while studying. This may bring many new students to the University, including HDR and postgraduate students. However, we recognise that these students may need considerable support and the discussion paper will consider how we best provide for the specific needs of these students.

**Correctional centres**

The OIS proposes to prepare a discussion paper exploring opportunities for engaging Indigenous offenders within NSW correctional centres. Indigenous offenders are over-represented in the Criminal Justice System and research shows that access to education in correctional centres correlates positively with reduced recidivism. This discussion paper will inform the feasibility of a pilot program with Corrective Services NSW to provide tertiary educational options for Indigenous offenders.
Strategic partners

To fully realise the aims and proposals for community outreach and recruitment, the OIS seeks engagement and collaboration with the following stakeholders:

- Student Connect
- The Coursework Scholarships and Prizes Unit
- DVC – Corporate Engagement and Advancement
- Faculties
- PACE
- The Career and Employment Service
- The Centre for Open Education
- Macquarie Graduate School of Management
- Indigenous communities
- High schools
- The VET sector
- Regional universities
- Industry
- Indigenous community-controlled services
- Relevant State and Federal government departments
- Juvenile Justice and Corrective Services NSW

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<td><strong>NOW</strong></td>
<td>Develop an Indigenous outreach engagement strategy, engaging particularly with local Indigenous communities</td>
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<td>Continue to develop and promote alternative entry pathways for Indigenous students</td>
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<td><strong>MEDIUM TERM</strong></td>
<td>Establish a Burbuga Birrung-Rising Stars program to attract secondary students likely to be future Indigenous leaders to Macquarie</td>
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<td><strong>LONGER TERM</strong></td>
<td>Explore the expansion of online teaching opportunities for Indigenous students</td>
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Strategic Direction 2

Better support Indigenous students

“Everyone at the OIS is so supportive and makes you feel as though you’re part of a family, making the entire university experience enjoyable.”

(4th year Indigenous student, BABEd (Primary)

Indigenous support units are crucial to Indigenous education outcomes, and are widely credited for their important role in retaining Indigenous students. They provide a culturally appropriate and welcoming environment for Indigenous students, lay the foundations for academic and pastoral care, and can be particularly important for students who may not have family or support structures close by. Enhancing our Indigenous support services has the power to positively influence our retention and progression rates.

Strategic direction two outlines how a whole-of-university partnership can better support our Indigenous students in their learning journey.

Proposed aims

- To improve the retention rates of Indigenous students
- To improve the progression rates of Indigenous students
- To improve the completion rates of Indigenous students
- To foster Indigenous student excellence and leadership capacity
- To foster the growth and development of our Indigenous alumni
- To create a whole-of-university approach to Indigenous student support
- To develop a culturally appropriate support model for our Indigenous students
Strategic alignment

Our aims for Indigenous student support are based on local and national frameworks and reviews, including:

- Macquarie University, *Our University: A Framing of Futures*: Priority 1 on a culture of transformative learning in a research-enriched environment; Priority 3 on aligning the nature and size of the University for the future; and Priority 7 on improving those aspects of our support services to realise this aspiration and vision

- Macquarie University, DVC (Students and Registrar), 2015, *Strategic Framework: 2015–2018*


Our current situation

The newly formed Office of Indigenous Strategy provides the following services:

- Academic advice
- Enrolment support and tailored inductions
- Alternative entry pathways and support
- Scholarship support
- Referral and pastoral care
- Mentoring
- The Indigenous Tutorial Assistance Scheme (ITAS)
- The Indigenous Cadetship Program
- Cultural knowledge and support
- Tailored Indigenous programs, such as the Mums and Bubs program
- Onsite drop-in tutoring services
- Provision of facilities such as the Indigenous student common room, a dedicated computer laboratory and a University Library space
A recent needs assessment of the University's Indigenous students reported that:

- Almost 80 per cent of Indigenous students receive support from the Indigenous support officer at the OIS

- More than a third of Indigenous students visit the OIS two to three times per week

- Feelings of safety and welcoming are significantly higher in the OIS compared to other parts of the campus, with only 43.9 per cent feeling comfortable asking other University staff for support

- Indigenous students are very satisfied overall with the quality of the OIS services, including ITAS, the Cadetship Program, OIS staff support and facilities

- There is strong support for additional Indigenous-specific services including an Indigenous counsellor and an Indigenous case manager, as well as programs to improve emotional wellbeing and resilience

The challenge is that, even with the OIS providing effective and culturally appropriate support services for our Indigenous students, Macquarie has been unable (as we have seen in the earlier discussion of the University's Indigenous profile) to match the records of other universities in attracting, retaining, and graduating Indigenous students.
The way forward

The Gunya Model

We propose adopting an Indigenous cultural model—building on our own experience and lessons from other universities—to enhance our support for Indigenous students. The Gunya model (in Darug language, Gunya means shelter) has been developed by the OIS, in consultation with the Indigenous community, to form part of Macquarie University staff cultural competence training. It will provide Faculties with the necessary framework to guide Indigenous students in their learning journey.

The Gunya is a traditional structure used by Aboriginal peoples as a home and shelter. The name for these structures varies throughout the many Aboriginal countries of Australia, however in Darug country Gunya (or Gunyah) is the common term. Gunyas are usually created from paperbark, built over a wooden frame. Depending on areas, they could also be built from grasses, palm leaves, or mud. Gunyas represent home, shelter and family, and offer safety and protection. It is essential that our Indigenous students feel that our campus is their “home away from home”, and that they are part of a strong family structure and community. This community connectedness and sense of identity is important for student retention and completion.

Centred on student well-being, the Gunya model includes six elements (illustrated on the following page) that are fundamental to the Indigenous learning journey. The six elements are interconnected and essential to improving successful graduate outcomes.
Diagram 4: The Macquarie University Gunya Model
To increase our progression and completion rates, it is proposed that the way forward for Indigenous student support could include:

- Improving visibility and recognition across campus of the importance of Indigenous support services
- Expanding support from Faculties to provide quality tutoring through ITAS
- Strengthening reciprocal partnerships between the OIS and Student Services, including triage and referral systems
- Augmenting monitoring systems currently in place within Campus Wellbeing to examine and evaluate the needs of Indigenous students
- Resourcing additional Indigenous-specific support services, such as an Indigenous counsellor and case manager within Student Wellbeing and Support Services
- Ensuring sufficient and appropriate support is available across the University for Indigenous postgraduate coursework and HDR students
- Developing mentoring and peer network programs with Indigenous alumni as well as current and future students
- Providing tailored support services for Indigenous students from remote and regional areas, as well as students studying online
- Strengthening relationships with the Career Hub to provide our Indigenous students with clearer vocational pathways and options
- Expanding the Indigenous Cadetship Program, to equip more Indigenous students with workplace capabilities
- Increasing engagement between Cadetship supervisors to provide a holistic approach to supporting our Indigenous cadets
- Over time, offering and promoting additional scholarships for Indigenous students, as well as Faculty awards and residential scholarships
Strategic partners

To fully realise the aims and recommended actions for Indigenous student experience and support, the OIS seeks stronger engagement and collaboration with the following stakeholders:

- DVC (Students and Registrar)
- Student Connect
- Campus Wellbeing
- Cadetship hosts and supervisors
- Tutors
- Faculties
- Indigenous communities
- Learning and Teaching Centre
- Learning Skills
- Centre for Open Education
- PACE
- The University Library
- The Alumni Relations Office

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<tr>
<th>PRIORITY SETTING</th>
<th>RECOMMENDED ACTIONS</th>
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<tr>
<td>NOW</td>
<td>Adopt the Gunya Model for student support and establish University-wide policy partnerships to implement this model</td>
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<td></td>
<td>Ensure adequate support for Indigenous postgraduate coursework and research students</td>
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<tr>
<td>MEDIUM TERM</td>
<td>Resource additional support for counselling and case management</td>
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<tr>
<td></td>
<td>Expand the Indigenous Cadetship Program</td>
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<tr>
<td>LONGER TERM</td>
<td>Expand academic and residential scholarship programs as well as Faculty awards</td>
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Strategic Direction 3
Grow our Indigenous workforce

“While being employed by Macquarie University, I will also complete my postgraduate qualifications and doctorate. I aspire to be a leader in my chosen field, a leader within my community and a leader for Aboriginal people and other young women in general.”

(Indigenous staff member, Macquarie University)

Indigenous employment provides ongoing personal benefits to individuals, long-term economic advantages to the workplace, and benefits to Indigenous communities as well as developing a strong Indigenous labour force. Indigenous academic and professional employees add value to the University, and are essential to creating a culturally safe environment that is attractive and relevant to Indigenous students.

The whole-of-university approach outlined in this Green Paper views Indigenous employment as a major plank in the overall Indigenous strategy. However, this will take considerable time, resourcing and commitment to come to fruition. Ideally, we would like to see Indigenous employees working in all Faculties, research centres and support areas, to enrich and expand the knowledge, skills, and perspectives available to all employees and students in the University. Indigenous employees have vital roles in ensuring that Indigenous students and researchers are supported, affirmed, respected, and safe and in working with all students and employees, they can share new knowledges and ways of learning.

Strategic Direction three sets out actions to enable Macquarie University to become an employer of choice for Indigenous Australians, and to develop a culturally competent, cohesive workforce. In doing this, it aims to support goals set out in the University’s current Staff Enterprise Agreements to:

2.8.2 . . . implement an Indigenous Pathway Program to support sustainable growth in Indigenous employment. This Program . . . will aim to:

(a) increase the qualifications, professional development and engagement opportunities for Indigenous people and their communities; and

(b) increase employment of Indigenous people by endeavouring to recruit and retain Indigenous people in positions across the University.

2.86 . . . the University aims to increase the proportion of Indigenous staff members to 2.6% of the University’s FTE fixed-term and continuing staff.
Proposed aims

- For Macquarie University to become an employer of choice for Indigenous Australians
- To increase the number of Indigenous academics and professional employees at all appointment levels
- To create professional development and career advancement pathways for Indigenous employees
- To create a culturally inclusive workplace that is safe for and attractive for Indigenous employees
- To foster and retain our future Indigenous leaders

Strategic alignment

Our aims for Indigenous employment are based on national and local frameworks and reviews, including:

- Macquarie University, *Our University: A Framing of Futures*: Priority 7 on improving those aspects of our support services to realise this aspiration and vision
- Macquarie University, *Academic Staff Enterprise Agreement, 2014*
- Macquarie University, *Professional Staff Enterprise Agreement, 2015*
- Universities Australia, 2011, *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*
Our current situation

There are 14 Indigenous employees at the University (as at July 2015), mostly in positions within the OIS. Five Indigenous employees are employed in academic roles, and nine in professional roles. Two of the 14 Indigenous employees are employed in management positions, with the highest office being held by the Director, OIS. In addition, there are 20 Indigenous cadets employed as casuals.

Macquarie University employs the lowest number of Indigenous people of any university in NSW. Indigenous employees make up less than 0.6 per cent of the University’s total employees. This significant under-employment is not only depriving Indigenous people of the opportunity for a fulfilling academic or professional career; it is also depriving the University of the enriching contributions that Indigenous employees make to its educational purpose.

We have a unique opportunity to align the culture of our workplace with the aspirations and needs of Indigenous employees. This Green Paper proposes not only to increase Indigenous employment, but also to embed Indigenous culture in the workplace to provide a culturally safe work environment for our current and future Indigenous employees.
The way forward

To attract and retain Indigenous employees, it is proposed that the way forward includes:

- Encouraging all existing and future Indigenous employees to update their employment records to identify as Indigenous
- Creating a recruitment system that is more culturally appropriate, in particular for job interviews and orientation
- Ensuring processes and support are in place to encourage Indigenous applicants for professional and academic positions
- Expanding opportunities for professional development and career progression
- Expanding the number of Indigenous cadetships and internal placement opportunities
- Providing workplace capability training for Indigenous cadets
- Focusing on training and skills development for Indigenous employees to build the capacity of our future leaders
- Assembling an internal network for Indigenous employees to exchange ideas and communicate
- Forming a Grow your Own program to retain Indigenous graduates as employees
- Utilising the expertise of the Indigenous Employment Pathways Program Committee to increase Indigenous employment outcomes

Indigenous Employment Strategy

With leadership from the University’s Executive Group and the OIS, as well as commitment from HR, Faculties, Departments and Offices, the Indigenous Employment Strategy proposed here would provide an overarching planning and implementation tool to guide the organisational changes needed to achieve our Indigenous employment aims.

The Indigenous Employment Strategy would outline effective, culturally appropriate recruitment strategies; a system for mentorship and support; a system for fostering career progression; and strategies for fostering social inclusion.
Strategic partners

To fully realise the aims and recommended actions for Indigenous employment, the OIS seeks engagement and collaboration with the following stakeholders:

- The Executive Group
- Faculties
- Human Resources
- Indigenous Employment Pathways Program Committee
- Cadetship supervisors and hosts

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<td>NOW</td>
<td>Support recruitment and development goals identified in current Staff Enterprise Agreements</td>
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<td></td>
<td>Work with HR to develop a more culturally appropriate recruitment system</td>
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<td>MEDIUM TERM</td>
<td>Further expand the opportunities for Indigenous staff development and career progression</td>
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<td></td>
<td>Implement a Grow Your Own program to retain Indigenous graduates as employees</td>
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Strategic Direction 4
Build cultural capability

Cultural competence has been defined by Universities Australia as:

Student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples.

A culturally competent institution is one that can equip graduates with an education that includes Indigenous knowledges and perspectives and which will equip them to contribute positively to Australia’s future. At the same time, the inclusion of Indigenous knowledges and perspectives provides a culturally safe environment for Indigenous people and facilitates community relationships.

An Indigenous cultural capability framework will provide the scaffolding to equip staff and students with cultural learning and competence. This framework will improve awareness of Indigenous protocols, history, cultures, and experiences, as well as providing the tools to work effectively with Indigenous people. Through a commitment to this framework, staff will expand their skills in communicating and working alongside Indigenous communities and professional peers.

Strategic direction four outlines how Macquarie University can, as a medium to longer term priority, improve the cultural capabilities of all students and staff with the development of a cultural capability framework.

Proposed aims

- To equip all students and staff of the University with an understanding of and respect for Indigenous cultures (particularly local Traditional Custodians), and of Indigenous knowledges, and perspectives
- To become a culturally respectful and supportive campus for Indigenous students and staff
Strategic alignment

Our aims for a culturally capable campus are based on local and national frameworks including:

- Macquarie University, Our University: A Framing of Futures: Priority 6 on developing a vibrant and sustainable campus, clearly at the centre of a rapidly changing neighbourhood in the international, cosmopolitan city of Sydney

- Reconciliation Australia, Resources

- Universities Australia, 2011, Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities

- Universities Australia, 2011, National Best Practice Framework for Indigenous Cultural Competency in Australian Universities

Our current situation

Macquarie University does not presently have a cultural capability framework to deliver education and services in a culturally respectful and appropriate way. We do not have a Reconciliation Action Plan, or a framework to guide and deliver cultural awareness and safety training for all students and staff.

A cultural service delivery model that increases staff and student awareness and experience of Indigenous cultures offers a unique opportunity to expand learning, to safely express opinions, and to increase dialogue on Indigenous matters at all levels of the University.
The way forward

We propose that the cultural capability framework will have three stages, underpinned by the Reconciliation Action Plan. The first stage embeds cultural literacy in the University, leading to cultural sensitivity in stage two. Together, these stages will lead to cultural safety, defined by shared respect, meaning, knowledge and experience of learning together with dignity and genuine listening.

Diagram 5: Macquarie University Cultural Capability Framework

To increase the cultural capabilities of all students and staff, it is proposed that the way forward includes:

- A needs assessment to better understand the current cultural capability of staff and students
- The development of a cultural competency training package for all staff, students and researchers
- Embedding cultural understanding in the on-boarding process for new staff
- The development of a cultural capability framework that includes Indigenous history, intellectual and cultural traditions as well as perspectives on University business
- Indigenous Impact Statements to support new programs and policies
Indigenous impact statements

This Green Paper proposes that we explore the introduction of Indigenous Impact Statements to assist in the development of new policies, initiatives and proposals. Completing an Indigenous Impact Statement will ensure that the needs and interests of Indigenous people have been considered, and where relevant, appropriately incorporated. The Indigenous Impact Statement could include:

1. A declaration as to whether or not the specific initiative will impact on Indigenous people; and
2. A checklist detailing how the needs and interests of Indigenous people have been elicited and incorporated where appropriate.

The OIS proposes to work with Faculties, Departments and Offices to develop Indigenous Impact Statements, and provide the necessary support and guidance to ensure they are applicable and have merit.

Strategic partners

To fully realise the aims and recommended actions for Indigenous employment, the OIS seeks engagement and collaboration with the following stakeholders:

• The Executive Group
• Human Resources
• The Indigenous Student Body
• The local Indigenous community
• Patyegarang Indigenous Strategic Committee
• Reconciliation Australia
• The Indigenous Advisory Committee

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<td>NOW</td>
<td>Develop a cultural capability framework which would give students and staff an understanding of and respect for Indigenous cultures</td>
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<tr>
<td>MEDIUM TERM</td>
<td>Implement the capability framework in 3 stages: building cultural literacy; promoting cultural sensitivity; and ensuring cultural safety</td>
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<td>LONGER TERM</td>
<td>Develop a cultural training package for all staff</td>
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50           WALANGA MURU - OFFICE OF INDIGENOUS STRATEGY  GREEN PAPER 2015-2024
Strategic Direction 5

Develop a cross-University Indigenous curriculum

Enriching curriculum with Indigenous knowledge ensures that students have an understanding of Indigenous culture, and places value on Indigenous knowledge and contributions. Indigenous knowledge is an important and unique element of higher education. It contributes to economic productivity by equipping graduates with the capacity to work across Australian society and in particular with Indigenous communities.

Strategic direction five proposes ways in which we might bring Indigenous knowledge into the curriculum at Macquarie University, primarily by supporting any proposed efforts in the imminent Learning and Teaching White Paper to embed Indigenous understandings in teaching programs.

Proposed aims

- To increase the cultural competency of students by giving them the opportunity to learn about Indigenous knowledges and perspectives
- To include cultural competence as a Macquarie University graduate outcome
Strategic alignment

Our aims for developing an Indigenous cross-university curriculum are based on local and national frameworks including:

- Macquarie University, *Our University: A Framing of Futures*: Priority 1 on a culture of transformative learning in a research-enriched environment


- Macquarie University, 2015, *Learning and Teaching Green Paper, Goal 1.4: Embedded Breadth and Context of Knowledge*

- Universities Australia, 2011, *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*

- Universities Australia, 2011, *National Best Practice Framework for Indigenous Cultural Competency in Australian Universities*

Our current situation

In 2013, a curriculum mapping project explored the level of Indigenous knowledges and perspectives in the formal undergraduate curriculum. The review found that only 3.2 per cent of all Macquarie units included a reference to Indigenous perspectives, and most of these units were produced in the Department of Indigenous Studies. Otherwise, very little was offered across campus to foster knowledge and understanding about Indigenous people and culture. The report concluded that:

“there is considerable scope for a broader, more coherent Indigenous focused approach across the curriculum. This represents a significant opportunity for the University to provide leadership, through a strategic, pedagogic approach.”

Since 2013 we have taken steps towards developing a cross-University Indigenous curriculum. The Macquarie University 2015 Learning and Teaching Green Paper proposes as a target that:

“by 2018 contextually relevant themes across sustainability, internationalisation, inter-cultural considerations and Indigenous understandings [be] embedded in all programs.”
The way forward

The OIS proposes to work in partnership with the Department of Indigenous Studies and Faculties to develop a cross-University curriculum framework that would provide students not only with knowledge of Indigenous Australian cultures, histories and perspectives, but also with skills and strategies for working effectively with Indigenous people and communities. We also propose that a meaningful way to demonstrate the University’s commitment is for cultural competence to become a graduate attribute (we consider this to be a longer term priority).

To increase the cultural competency of all students and staff, it is proposed that the way forward for the development of an Indigenous cross-University curriculum includes:

• Partnering with the Department of Indigenous Studies, the Office of Learning and Teaching, and Faculties to incorporate Indigenous content into existing curriculum
• Working in partnership with programs such as PACE to consider how we can expand their Indigenous focus
• Working in partnership with Faculties to develop Indigenous case studies to be included in curriculum
• Developing a discussion paper to explore the effectiveness of Indigenous cultural awareness programs for students and staff
• Working in partnership with the Office of Learning and Teaching to explore how we can incorporate Indigenous knowledges and perspectives into trans-disciplinary “big ideas” units

Strategic partners

To fully realise the aims and proposals for the development of Indigenous cross-university curriculum, the OIS seeks engagement and collaboration with the following stakeholders:

• Academic Senate
• The Department of Indigenous Studies, Faculty of Arts
• DVC (Academic)
• PVC (Learning, Teaching & Diversity)
• Faculties

• PACE
• IT
• The Marketing & Communications Unit
• Academic Standards and Quality Committee
• Patyegarang Indigenous Strategic Committee
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<tr>
<td><strong>NOW</strong></td>
<td>Support any proposed Learning and Teaching White Paper efforts to embed Indigenous understandings in teaching programs</td>
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<td></td>
<td>Work with PACE to expand its Indigenous focus</td>
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<td><strong>MEDIUM TERM</strong></td>
<td>Prepare a discussion paper on incorporating Indigenous knowledges and perspectives into the curriculum</td>
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<td><strong>LONGER TERM</strong></td>
<td>Develop an Indigenous graduate attribute</td>
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Strategic Direction 6

Advance Indigenous research and researchers

“My degree is helping me to achieve my dream. I didn’t think that I would ever make it to university, but now I aspire to complete a Masters or PhD.”

(1st year Indigenous student, BA–Psych)

Through the discovery, dissemination and application of research, Macquarie University creates and advances knowledges and understandings that have the potential to change lives. Research initiates best practice, influences debate and informs public policy. It is a driver for societal transformation and is instrumental in developing the way we educate our future generations. Research is needed to inform community, government policy and program delivery for Indigenous groups across Australia.

Strategic direction six sets out actions to increase both numbers of Indigenous researchers and the quality and impact of our Indigenous research and scholarship. It aims in particular to provide support for proposals in the University’s Strategic Research Framework, 2015-2024 to ‘achieve staff diversity in representation, distribution and participation in research for Indigenous Australians’ and establish an ‘Indigenous Health and Wellbeing Stream’ as part of Future Shaping Research Priority 1: Healthy People.

Proposed aims

• To strengthen and expand Indigenous student involvement in research
• To increase the number of HDR students and Indigenous researchers
• To increase the quality and impact of Indigenous research
• To strengthen partnerships with Indigenous communities in developing and conducting research
• To develop a culturally supportive and inclusive research environment which enables the cross-fertilisation of ideas and provides a platform for new Indigenous multidisciplinary research
Strategic alignment

Our aims for research are based on local and national frameworks and reviews, including:

- Macquarie University, *Our University: A Framing of Futures*: Priority 2 on an accelerating and impactful performance in discovery; and Priority 3 on aligning the nature and size of the University for the future


- Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), 2012, *Guidelines for Ethical Research in Australian Indigenous Studies*


- National Health and Medical Research Council, 2010, *Road Map II: A Strategic Framework for Improving the Health of Aboriginal and Torres Strait Islander People through Research*

- Universities Australia, 2011, *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*

Our current situation

Macquarie University is acclaimed nationally and internationally for best practice and innovation in research. This is not evident in our Indigenous research activities.

Currently:

- Indigenous knowledge, perspectives and culture are scarcely represented in research curricula, teaching, and supervision, in research development, and in the conduct of research across the University

- While there are a number of pathways and scholarships available for Indigenous students to complete HDR study, Macquarie University has low numbers of higher degree research students, with only six Indigenous students currently undertaking research in their study (including one Indigenous student enrolled in the MRES program)

- There is a shortage of Indigenous staff, or culturally trained academics and research staff to mentor and guide Indigenous students through postgraduate study and higher degree research

- There has not been a coordinated, consolidated strategic Indigenous-led approach to Indigenous research across the University (the loss of Indigenous staff from the Department of Indigenous Studies in 2014 has further compounded this issue)
The way forward

To address our deficit of Indigenous researchers in the University, the OIS seeks to build upon its relationship with the Department of Indigenous Studies, PACE, the Indigenous Community, and the HDR Office. We propose to work in partnership to develop qualified Indigenous researchers to address the needs of Indigenous communities, through the delivery of culturally appropriate research.

Through a partnership with the DVC (Research) and the Department of Indigenous Studies, the OIS proposes to facilitate a round table discussion to raise possible Indigenous research reform proposals for debate. A discussion paper will enable a Macquarie Indigenous research agenda for our Indigenous students and academics. In the longer term, these initiatives could be enhanced by establishing an Indigenous Research Hub which would be an Indigenous research nexus for Macquarie to lead the sector in innovative and community-led Indigenous research.

It is proposed that the way forward for Indigenous research at Macquarie University includes:

- Strengthening Indigenous strategic collaborations with the Department of Indigenous Studies, the Research Office, the Higher Degree Research Office, PACE, and across the University
- Increasing the numbers of Indigenous students and researchers through the Macquarie Grow your Own initiative and scholarship opportunities
- Providing an informative, culturally safe and supportive environment—based on the Gunya Model—for Indigenous students and researchers to enable access to further study (if Indigenous supervisors are not available, the appointment of an Indigenous co-supervisor, who may be external to the University, could be considered)
- Developing a culturally competent framework for Indigenous research in consultation with appropriate groups within and external to the University. The framework would foster a supportive environment and provide a base from which to apply for funding to encourage and support existing Indigenous staff in the pursuit of further study and career enhancement
- Supporting and building the capacity of Indigenous researchers, through grant funding and proposal writing to improve competitiveness and success
- Developing a discussion paper on the viability of an Indigenous Research Hub for the University in conjunction with the Research Office and the Department of Indigenous Studies
Grow your own

The shortage of Indigenous staff (in particular Indigenous academic staff) can leave Indigenous students without important role models. This Green Paper seeks to initiate a Grow your Own model to support current students and staff to pursue further academic study and higher degree research. This will create a future cohort of Indigenous researchers, academics and role models.
Indigenous Research Hub

In the longer term, we propose to explore the possibility of an Indigenous Research Hub for the University. This could be a central point of Indigenous knowledge and culture, available to all students and staff and a way of achieving excellence in Indigenous research at Macquarie University. In partnership with the Department of Indigenous Studies, DVC (Research), PACE and local Indigenous Communities, the Indigenous Research Hub would be responsible for the administration, coordination and delivery of an Indigenous research capacity building program, as well as undertaking research and other research-related activities. It would serve as an informative and collaborative focal point for all Indigenous research and researchers. The Hub could:

- Be a space for fostering Indigenous research excellence
- Provide a support base for Indigenous HDR students and researchers
- Be a knowledge bank of Indigenous culture and perspectives for Macquarie University
- Provide engagement opportunities for all Faculties in cultural competency, research and service delivery
- Promote research in areas particularly relevant to Indigenous peoples and in a larger context, those of the Indigenous global community
- Create partnerships for international study opportunities both in a hosting capacity and by exchange
- Be an information point of contact for ethical research in conjunction with the Research Office
- Be an information centre for industry partnerships through cadetships and research
- Be a culturally safe space for building community partnerships with local Indigenous communities and other relevant stakeholders
Diagram 7: The proposed Indigenous Research Hub brings together six important elements for driving innovation and fostering excellence in Indigenous research. The central feature of the hub will be the embedding of Indigenous knowledges and perspectives across Indigenous research at Macquarie.
Strategic partners

To fully realise the aims and recommended actions for research, the OIS seeks engagement and collaboration with the following stakeholders:

- The Department of Indigenous Studies
- The Research Office
- The Higher Degree Research Office
- Indigenous communities
- Faculties
- PACE
- Senior research academics
- International universities
- Global Indigenous research partners

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<td><strong>NOW</strong></td>
<td>Support proposals in the Research Strategic Framework, 2015-2024 on achieving ‘staff diversity’ for Indigenous Australians and to establish an ‘Indigenous health and wellbeing stream’</td>
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<td>Promote scholarship opportunities to increase numbers of Indigenous research students</td>
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<td><strong>MEDIUM TERM</strong></td>
<td>Develop a cultural competency model for Indigenous research</td>
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<tr>
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<td>Implement a Grow Your Own initiative to expand numbers of Indigenous research students and staff</td>
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<td><strong>LONGER TERM</strong></td>
<td>Develop proposals for an Indigenous Research Hub</td>
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Strategic Direction 7

Build Indigenous voice and leadership

To fully achieve the strategies proposed in this Green Paper over the next ten years, we will need to build a strong Indigenous voice in the University. Indigenous leadership will play a key role in enabling the University’s development as a culturally competent and capable institution. Evidence shows that active, sustained Indigenous participation in vertical decision-making structures leads to improved success in all areas of Indigenous operations, including student and staff outcomes. In addition to bringing vital knowledge, experience and evidence to inform decision-making, the presence of an Indigenous voice in policy-making plays a powerful role in demonstrating that the University recognises and respects the cultural authority of Indigenous people. Our long term goal is not only to increase Indigenous participation and access, but also to build a strong collective of Indigenous leaders.

Strategic direction seven outlines the way forward for building a strong Indigenous voice in the development of Indigenous strategy and operations across the University.

Proposed aims

- For the Indigenous voice and cultural perspectives to be regarded in decision making processes across the University
- For Indigenous strategy to become part of core University business
- For the OIS to advise the University in matters of Indigenous strategies and policies across the University
Strategic alignment

Our aims for institutional governance are based on local and national frameworks including:

- Macquarie University, *Our University: A Framing of Futures*
- **Australian Government, 2012, Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report**
- Australian Indigenous Governance Institute, *Indigenous Governance Toolkit and Associated Resources*
- Universities Australia, 2011, *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*

Our current situation

There is currently only limited Indigenous representation in the University’s governance:

- There are two Indigenous representatives on the Patyegarang Indigenous Strategic Committee
- The highest office held by an Indigenous employee is that of Director (Associate Professor), Office of Indigenous Strategy
- Human Research Ethics Committee representation is limited to one Indigenous member
- The Student Advisory Board has one Indigenous representative
- There is no Indigenous representation on the University Council, Executive Group, Academic Senate, Faculty Executive Groups, Macquarie University Consultative Committee, or Learning and Teaching Committee
The way forward

The OIS seeks to build and develop strategic partnerships across Faculties, Departments and Offices. These key relationships will support the development of policy and for improvements in Indigenous strategy. A long term priority of this Green Paper will be the inclusion of Indigenous representation across the governance framework. We are working towards a whole-of-university approach in which success for Indigenous participation becomes everyone’s business.

We propose using an incremental approach to Indigenous representation across governance to ensure that each step in the process builds capacity and adds value to the governance structure. Collaborating and building on existing platforms and structures will help to integrate the Indigenous voice into core business.

To incorporate Indigenous perspectives into University governance, it is proposed that the way forward includes:

- Broadening the scope of the Patyegarang Indigenous Strategic Committee and the OIS to review and adjust policies for Indigenous operations
- Enabling the OIS to coordinate future Indigenous strategic plans and to institute a regular system of review
- Building the Indigenous workforce capacity to contribute to governance and occupy future leadership positions
- Over time, increasing Indigenous representation on relevant University committees
Strategic partners

To fully realise the aims and proposals for building Indigenous voice and leadership, the OIS seeks partnership, engagement and collaboration with the following stakeholders:

- University Council
- Executive Group
- Academic Senate
- Patyegarang Indigenous Strategic Committee
- Faculties
- Relevant Committees
- The Student Advisory Board

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<td><strong>NOW</strong></td>
<td>Enabling the Indigenous voice in decision-making by expanding the advisory role of the OIS</td>
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<td><strong>MEDIUM TERM</strong></td>
<td>Build capacity for Indigenous leadership through staff development</td>
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<td><strong>LONGER TERM</strong></td>
<td>Secure greater representation of Indigenous staff on University committees</td>
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Making it all possible

Priority setting

Improving access and participation for Indigenous people so that we ‘Close the Gap’ will be a long journey. Resources are limited and this Green Paper is ambitious. However, the strategies outlined here provide the sustainable and committed approach necessary to transform Indigenous education at the University.

While the timeframe for this Green Paper encompasses the next ten years (2015 – 2024), the diagram on the next page proposes how we might prioritise the areas of major importance. Some of the actions we recommend will require minimal effort, while others will require substantial capacity and resourcing to be fully realised. The OIS envisages that as student capacity increases so too will income and with that income will come the chance to implement proposals identified for the longer term.
### Priorities for Indigenous Strategy, 2015-2024

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<td>DEVELOP AND IMPLEMENT A RECONCILIATION ACTION PLAN</td>
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<tr>
<td>DEVELOP AN INDIGENOUS OUTREACH RECRUITMENT STRATEGY, ENGAGING PARTICULARLY WITH LOCAL INDIGENOUS COMMUNITIES</td>
<td>ESTABLISH A BURBUKA BIRRUNG—RISING STARS PROGRAM TO ATTRACT SECONDARY STUDENTS LIKELY TO BE FUTURE INDIGENOUS LEADERS TO MACQUARIE</td>
<td>EXPLORE THE EXPANSION OF ONLINE TEACHING OPPORTUNITIES FOR INDIGENOUS STUDENTS</td>
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<tr>
<td>CONTINUE TO DEVELOP AND PROMOTE ALTERNATIVE ENTRY PATHWAYS FOR INDIGENOUS STUDENTS</td>
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<td>EXPLORE OPPORTUNITIES FOR ENGAGING INDIGENOUS OFFENDERS IN CORRECTIONAL CENTRES</td>
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<tr>
<td>STRATEGIC DIRECTION 2: BETTER SUPPORT INDIGENOUS STUDENTS</td>
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<tr>
<td>ADOPT THE GUNYA MODEL FOR STUDENT SUPPORT AND ESTABLISH UNIVERSITY-WIDE PARTNERSHIPS TO IMPLEMENT THIS MODEL</td>
<td>RESOURCE ADDITIONAL SUPPORT FOR COUNSELLING AND CASE MANAGEMENT</td>
<td>EXPAND ACADEMIC AND RESIDENTIAL SCHOLARSHIP PROGRAMS AS WELL AS FACULTY AWARDS</td>
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<tr>
<td>ENSURE ADEQUATE SUPPORT FOR INDIGENOUS POSTGRADUATE COURSEWORK AND RESEARCH STUDENTS</td>
<td>EXPAND THE INDIGENOUS CADETSHIP PROGRAM</td>
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<tr>
<td><strong>STRATEGIC DIRECTION 3: GROW OUR INDIGENOUS WORKFORCE</strong></td>
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<td>SUPPORT RECRUITMENT AND DEVELOPMENT GOALS IDENTIFIED IN CURRENT STAFF ENTERPRISE AGREEMENTS</td>
<td>FURTHER EXPAND OPPORTUNITIES FOR INDIGENOUS STAFF DEVELOPMENT AND CAREER PROGRESSION</td>
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<tr>
<td>WORK WITH HR TO CREATE A MORE CULTURALLY APPROPRIATE RECRUITMENT SYSTEM</td>
<td>IMPLEMENT A GROW YOUR OWN PROGRAM TO RETAIN INDIGENOUS GRADUATES AS EMPLOYEES</td>
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<td><strong>STRATEGIC DIRECTION 4: BUILD CULTURAL CAPABILITY</strong></td>
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<tr>
<td>DEVELOP A CULTURAL CAPABILITY FRAMEWORK WHICH WOULD GIVE STUDENTS AND STAFF AN UNDERSTANDING OF AND RESPECT FOR INDIGENOUS CULTURES</td>
<td>IMPLEMENT THE CAPABILITY FRAMEWORK IN 3 STAGES: BUILDING CULTURAL LITERACY; PROMOTING CULTURAL SENSITIVITY; AND ENSURING CULTURAL SAFETY</td>
<td>DEVELOP A CULTURAL TRAINING PACKAGE FOR ALL STAFF</td>
</tr>
<tr>
<td><strong>STRATEGIC DIRECTION 5: DEVELOP A CROSS-UNIVERSITY INDIGENOUS CURRICULUM</strong></td>
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<tr>
<td>SUPPORT ANY PROPOSED LEARNING AND TEACHING WHITE PAPER EFFORTS TO EMBED INDIGENOUS UNDERSTANDINGS IN TEACHING PROGRAMS</td>
<td>PREPARE A DISCUSSION PAPER ON INCORPORATING INDIGENOUS KNOWLEDGES INTO THE CURRICULUM</td>
<td>DEVELOP AN INDIGENOUS GRADUATE ATTRIBUTE</td>
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<td>WORK WITH PACE TO EXPAND ITS INDIGENOUS FOCUS</td>
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### Strategic Direction 6: Advance Indigenous Research and Researchers

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<tr>
<td>Promote scholarship opportunities to increase numbers of Indigenous Research Students</td>
<td>Implement a Grow Your Own Initiative to expand numbers of Indigenous Research Students and Staff</td>
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### Strategic Direction 7: Build Indigenous Voice and Leadership

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<tr>
<td>Expand the Indigenous voice in decision-making by expanding the advisory role of the OIS</td>
<td>Build capacity for Indigenous Leadership through Staff Development</td>
<td>Secure greater representation of Indigenous Staff on University Committees</td>
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</table>
Building Indigenous capacity

Achieving our Indigenous strategic vision and ‘Closing the Gap’ in Indigenous education outcomes is a long term commitment. The diagram below provides a road map for all Macquarie staff and stakeholders to understand the path we are travelling on and how our inputs and activities will translate into impacts and outcomes over time. Our approach to this Green Paper is planned, strategic, and based on thorough research, consultation and feedback.

*Diagram 9: Logic map for Indigenous strategy*
The next steps

“I have big dreams, I hope to empower other Aboriginal people through the wonder of receiving an education.”

(3rd year Indigenous student, BABEd (Primary)

Macquarie University is an internationally renowned institution with a strong reputation for research. The University was founded to break with convention and foster innovation and continues to excel through its diversity and state of the art infrastructure. However, in the context of Indigenous access and participation, the University has the lowest levels of enrolment, retention and completions in NSW.

The OIS has undertaken benchmarking, mapping, qualitative and quantitative surveys to identify the strengths and shortcomings of current Indigenous participation at Macquarie University. Serious reflection has been given to the value of existing initiatives and practices within the OIS and across the whole University. This Green Paper seeks to harness the strengths of successful initiatives already in place and proposes a way forward for the problems we have identified in Indigenous participation and access.

We have identified seven strategic directions that we consider will guide the University through a transformative period of consultation, engagement and positive change. We believe that everyone on campus, including future students and staff, will benefit from the proposals outlined here.

This Green Paper forms part of a wider consultation process. We invite further comment and debate on the strategic directions and proposals towards building capacity for Indigenous excellence at Macquarie University. We encourage all colleagues to consider this Green Paper and how its proposals could be adopted within our workspace, as well as what is needed to further facilitate this process. Following the open consultation, a White Paper will be drafted to set out the specific activities and targets we need to achieve our long term Indigenous goals.