



The Yarning Circle

Autumn 2021 | Edition #4

Artwork by Chris Edward (2010) *Swimmy Creek* [Mixed media on Latvian linen 100cm x 145cm Western Sydney University Art Collection Image in Western Red].

Acknowledgement

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work in their lands in Greater Western Sydney and beyond.

Disclaimers

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Aboriginal and Torres Strait Islander readers are warned that the following magazine may contain images or names of deceased persons.

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Dr Corrinne Sullivan.
Photography: Sally Tsoutas



Dr Michelle Locke.
Photography: Sally Tsoutas



Dr Dean Norris

Western congratulates new Indigenous doctoral qualified staff

Western Sydney University is proud to announce that at the beginning of 2020 there were two Indigenous doctoral qualified staff — Professor Michelle Trudgett and Aunty Kerrie Doyle. Dr Scott Avery joined Western in early 2021, taking the number to three — and we are now pleased to report that there are six. This is a significant achievement for all at Western and for the broader community as First Nations Knowledge and voices continue to gain prominence across the higher education sector. Western Sydney University would like to congratulate Dr Corrinne Sullivan, Dr Michelle Locke, and Dr Dean Norris on recently graduating from their doctoral research.

Dr Sullivan's doctoral research shares stories of the ways in which Indigenous

Australian sex workers negotiate their everyday lives, as well as their cultural, gender and sexual identities. The thesis finds that Indigenous Australian sex workers work in the sex industry for financial reasons, mainly economic independence and lifestyle. They reported predominantly positive experiences of working in the sex industry, with negative experiences related to cultural rejection and loss.

Her thesis entitled '*Indigenous Australians experiences of sex work: Stories of Agency, Autonomy and Self-Determination*' comprises of six journal articles and one book chapter, and was recently awarded the Vice-Chancellor's Commendation for Academic Excellence at Macquarie University. (continued overleaf)

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Dr Sullivan, the Associate Dean Indigenous in the School of Social Sciences, said that her thesis highlighted the need to move away from abstract academic pondering of how Indigenous sex work might be subversive to actually engaging with the way it is experienced.

"It was an absolute honour to work with the participants and to share their stories. I envisage that this research will contribute toward building inclusive communities. I could not have achieved such an excellent result without the support of my family, friends and colleagues. Even though I undertook my PhD at another University I was very well supported by the School of Social Sciences and the Indigenous Research Network at Western Sydney University, and for that I am extremely grateful," said Dr Sullivan.

Dr Locke, Postdoctoral Research Fellow for Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation, is a proud Dharug woman whose doctoral work is titled '*Yanna Jannawi: Walk with Me*'. Centering Indigenous Ways of Knowing in Early Education and Care Services. Using Indigenous research methodology, this study sought to privilege the voices of Indigenous peoples in identifying and exploring successful inclusion of Indigenous Knowledges in formal early learning settings. Thirteen Indigenous educators and parents/carers of Indigenous children shared their experiences and offered additional suggestions to further improve culturally relevant and respectful inclusion. Eight non-Indigenous educators demonstrated a genuine commitment to effective

inclusion, however the dominant positioning of Western world views over Indigenous epistemologies was evident. In response, the thesis proposes a relational model of inclusion which illustrates the diversity, complexity and value of Indigenous Ways of Knowing. Dr Locke believes that the Yanna Jannawi Model relieves the burden on non-Indigenous educators to be the authorities on Indigenous inclusion by positioning Indigenous peoples as the experts and owners of Indigenous Knowledges, and as the recognised custodians of the lives and interests of Indigenous children.

Dr Locke said that although it may sound cliché, she knows without a doubt it takes a village to complete a PhD and she considers herself fortunate to have strong support networks.

"I am grateful to all twenty-one participants who put their trust in me and openly shared their thoughts and feelings, without them there would be no thesis. I am also grateful to my boys and my amazing Mum, who never gave up on me or got angry when I wasn't my nicest self and I really like that they have named me 'Dr Mum'. I am very happy to be employed at Western as a Postdoctoral Research Fellow. It was at this University that I completed a Diploma of Teaching (Early Childhood) and a Bachelor of Education (Early Childhood), so I feel as though I've come back home," said Dr Locke.

Dr Norris', Lecturer in the School of Health Science, doctoral research is entitled '*Factors influencing recovery of neuromuscular function post Australian Rules football matches*'. His research

looked to identify possible factors that may influence how elite Australian Rules Football Players recover after competitive match play. Due to intense physical demands required to play Australian Rules, it can take up to three days for the body to return to pre-competition levels. Further, there is variability between athletes and within athletes after competitive match play. Hence, his aim was to see if he could better understand this variability by accounting for a variety of factors. These factors included volume and intensity of running that was performed during match play and whether intrinsic qualities, such as the player's strength and fitness levels, influenced recovery. It was postulated that a better understanding of the potential impact of these variables may subsequently allow for more individualised recovery strategies following match play.

Dr Norris said that due to the amount of data collection required for this body of work, he was lucky enough to be supported by GWS Giants AFL club where he had initially interned the year prior to commencing his PhD.

"The joint partnership between Western and GWS Giants was a rewarding opportunity for me as my research could both provide academic insight whilst having a direct impact on current industry practices. I am still currently involved with both organisations as a post doctoral research fellow," said Dr Norris.

To read their doctoral research please access the citations in the research section of the magazine and to learn more about Western's research opportunities, please follow westernsydney.edu.au/research.

MESSAGE FROM THE PRO VICE-CHANCELLOR

Welcome to the first edition of *The Yarning Circle* for 2021 which features several incredible stories that highlight the continued outstanding work of Indigenous students and staff at Western. Last year was extremely challenging for our community, one that will no doubt be remembered as the year which redefined how we communicated and worked with one another. It was also the first year of *The Yarning Circle* which has proven to be an outstanding method for ensuring our community remained informed about what is happening in the Indigenous space at Western. Like last year, I expect that 2021 will also present us with sets of unique challenges – though I have every faith that we will continue to come together to support and nurture one

another to achieve the best outcomes possible for our students and staff.

I would like to take this moment to welcome all new and returning Indigenous students. The staff at Western are deeply committed to your academic journeys. I would particularly encourage you to reach out to the incredible team in the Badanami Centre for Indigenous Education as they provide our students with excellent academic, pastoral and cultural support. I have every faith that 2021 will be an exceptional year for Indigenous students and staff at Western and look forward to working with you all to continue the success across our University and broader community.



Pro Vice-Chancellor, Professor Michelle Trudgett.
Photography: Sally Tsoutas

Professor Michelle Trudgett
(BA, MPS, EdD)

Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation

BOLD

conversations

by Robyn Oxley

Western Sydney University is proud to present the inaugural Bold Conservation segment in *The Yarning Circle* magazine. This segment encourages Indigenous staff and students to share their honest perspectives and opinions about key topics and current issues to promote discussion.



Robyn Oxley

Robyn Oxley is a proud Tharawal and Yorta Yorta criminology researcher located in the School of Social Sciences at Western. Robyn reflects on the last 30 years following the Royal Commission into Aboriginal Deaths in Custody.

This year, 2021, marks the 30-year anniversary since the Royal Commission into Aboriginal Deaths in Custody (RCIADIC) handed down its report and made [339](#) recommendations to improve justice outcomes, living, education, employment and social conditions for all Aboriginal and/or Torres Strait Islander people. This is the year where we reflect back on what has happened in the past 30 years in relation to improving justice outcomes, living, education, employment and social conditions for all Aboriginal and Torres Strait Islander people.

The RCIADIC was established in [1987](#) due to the growing concern and public outcry of the 99 Aboriginal deaths in custody in the ten years from 1980 to 1989. Since 1991, we have seen more than [440](#) Aboriginal and/or Torres Strait Islander deaths in custody. These numbers far outweigh the number of deaths, per decade, since the RCIADIC tabled its report and recommendations in parliament.

Since 1991, we have only seen the imprisonment rates of Aboriginal and/or Torres Strait Islander numbers increase from [14.1%](#) to [29%](#) as of June 30, 2020. According to the Australian Bureau of Statistics, Aboriginal males in prison across Australia, made up 91%, while Aboriginal females made up 9% ([ABS 2020](#)). Of the Aboriginal and/or Torres Strait Islander people in prison, 79% had previous experience within the prison system. The percentage of Aboriginal and/or Torres Strait Islander people

sentenced in prison, as of June 30, 2020 was 66%, whereas unsentenced Aboriginal and/or Torres Strait Islander people in prison represented 34%. In New South Wales, the percentage of Aboriginal and/or Torres Strait Islander people in prison, as of 30 June 2020, increased from the previous year, 2019, by 7%. This increase was the greatest increase by any other State or Territory in the 12 months from [June 2019 to June 2020](#).

The RCIADIC made 339 recommendations that were to address the systemic racism and provide the Australian legal system and Australian Government with appropriate recommendations that, if implemented, would improve the experiences Aboriginal and/or Torres Strait Islander have with services throughout justice, housing, health, education, employment, youth, etc. Of the 339 recommendations, there were [three](#) that included 'last resort' actions. The significance of these recommendations, should they have been implemented adequately, would have seen significant decreases in arrest rates and imprisonment rates. Exploring this further indicates that in [1991](#), Aboriginal and/or Torres Strait Islander people were 13.1 times more likely to be in prison than non-Indigenous people and in 1995 the rate increased to 14.7 times more likely for Aboriginal and/or Torres Strait Islander people to be in prison compared to non-Indigenous people. In 2020, the imprisonment rate for Aboriginal and/or Torres Strait Islander people, decreased to 12.5 times more likely to be in prison than non-Indigenous people, however; Aboriginal women were [21.2](#) times more likely to be in prison than non-Indigenous women. The overrepresentation has not decreased since 1991, showing

that the total population of Aboriginal and/or Torres Strait Islander people in Australia was [1.6%](#), whereas the total prison population for Aboriginal and/or Torres Strait Islander people was [14.4%](#). In 2020, the total population of Aboriginal and/or Torres Strait Islander people in Australia is [3.3%](#), however; the total prison population of Aboriginal and/or Torres Strait Islander people across Australia as of 30 June, 2020 is [29%](#). The overrepresentation of Aboriginal and/or Torres Strait Islander people has increased at a far greater rate than that of the total population, as the total population includes children and youth, whereas the prison population includes adults only.

In 2020, we saw a major change across the world with the impact of COVID-19. This global health pandemic saw restrictions, curfews and isolation legislation put in place to ensure the health and safety of society. However; prisons were a ticking time bomb for COVID-19 and in Australia, there were [calls to release people in prison](#) as it was a health risk to keep them locked inside a cell, not only to their physical health but mental health ([Burki 2020](#)). Many scholars and activists were arguing that prisons were not well equipped to deal with pandemics, particularly COVID-19, and the issue of isolating people in prison was further exacerbated with visits from family on hold or are reduced to video calls as well as the social distancing rules that have been enforced by the government and health authorities ([Payne & Hanley 2020](#)). In 2020, a grassroots campaign called 'Clean Out Prisons', was established to address the concerns of keeping people in prisons with the potential risks of exposure to COVID-19.

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The [open letter](#) was written in collaboration with the Aboriginal Legal Service of NSW and the Australian Capital Territory (ACT) and called for the government to take action and release people from prison to prevent the spread of COVID-19 as the number of Aboriginal and/or Torres Strait Islander people is already disproportionately high, therefore the threat of contracting COVID-19 would also be high within a prison.

Despite surviving and resisting over 230 years of colonisation, protesting and marching the streets, campaigning for improved conditions for all Aboriginal and/or Torres Strait Islander people across the unceded lands, now termed; 'Australia', it is clear that, in the 30 years, since the RCIADIC, we are no better off in relation to achieving justice and equality within Australia's legal system. A system that is not broken, a system that functions exactly how it was designed through colonial legislation and policies. As we prepare to undertake another semester, another year, teaching, learning and researching at Western Sydney University, I hope that this piece will remind you and make you reflect on the issues faced by Aboriginal and/or Torres Strait Islander students, staff and our communities. This is a small snippet of what Aboriginal and/or Torres Strait Islander people have endured in 30 years within one system. We all know that white Australia has a black history and truth-telling is a call for much needed change in how future books are written to address the past mistreatments of this country's First Nations Peoples.

Western unlocks careers in sport for prospective Indigenous students

On the 2nd December 2020, Western Sydney University held a virtual event for Indigenous high school students to explore the wide variety of careers available in the sports industry. Western staff, students and industry professionals engaged with 354 students representing 85 local and regional schools ranging from Wilcannia to Ulladulla to Kempsey.

Students learnt about the range of health professionals that keep the athletes match fit, the law and business teams that keep everything running, and the teams behind the scenes. There were six live streamed presentations from Western Sydney University academics and current students, including:

- 'Human Movement and Sports Science' with Dr Andrew Bennie
- 'Management of the Body' with Dr Amitabh Gupta, Alison Geghardt, and Kamilaroi/ Dunghutti student Keely Silva
- 'Business Matters' with Dr Jess Richards, and Dr Karina Wardle
- 'Law in Sports' with Dean of the School of Law Professor Anna Cody
- 'Make your mark: Your 'Go Anywhere, Do Anything' Career in the Creative Industries' with Dr Rachel Morley and Dhungutti student Luke Hodge
- 'Analysing the Game' with Dr Laurence Park, and Postgraduate student Fabian Weigend

Students also engaged in a live question and answer panel discussion with notable role models such as Ante Covic, a former Australian football goalkeeper of the Australian national team at the 2006 FIFA World Cup in Germany; Jeremy Finlayson, a professional Australian rules footballer playing for the Greater Western Sydney Giants; and Catherine Cannuli, a retired Australian professional footballer from the Women's National Soccer League and the W-League.

Sophie Partridge, Senior Manager Engagement Marketing explained how the Marketing and Engagement Team were excited to organise and deliver the inaugural online event.

"The event engaged prospective students on culture, and educational and career opportunities aligned with sport.



A high school student wearing Western's Unlocking Careers in Sport Hoodie

The participants commented on how they felt better informed about both their future career options and the opportunities available to them at Western, which is a wonderful outcome. A big congratulations to the Aboriginal and Torres Strait Islander Engagement Marketing team, our Student Ambassadors, and a thank you to our colleagues across the University as well as NRL School to Work for their support in making this program a success," said Ms Partridge.

Attendees expressed how their participation in the event made them feel more confident about making decisions about their future educational pathway and they developed a better understanding of the different careers in sports.

"I liked that they had real people who had done the courses that were discussed, talking to us and explaining how much they enjoyed the courses. It made the course more appealing," said a student from Kempsey High School.

"I liked how the group helped me understand what can be done in my future and I feel that I can go to Western Sydney University now," said a student from Glenmore Park High School.

The students also engaged in competitions, won prizes, and received free hoodies for participating. Western invites you to find out more about this event by visiting the Unlocking Careers in Sports webpage: westernsydney.edu.au/future/student-life/events/unlocking-careers-in-sport.html To learn more about the events offered at Western please follow the link: westernsydney.edu.au/aboriginal-and-torres-strait-islander.html



**SCHOOL
TO WORK**



From left to right: Tiah Vocale, Marie Victor, Zac White, Dr Olivia Mizra, Chris Moore, and Luca Iarossi. Photography: Sally Tsoutas

Western Sydney University launches program for aspiring Indigenous engineers

On the 8th December 2020, Western Sydney University launched its Indigenous Engineering Aspire Program. This unique internship program aims to support the career development of aspiring Indigenous engineers and increase the representation of Indigenous students in these sectors. The program connects students with industry partners to enhance their professional skills and networks while undertaking their Engineering degree.

The program forms part of the School of Engineering's ongoing commitment to improving the representation of Indigenous people in Technology and Engineering as it connects students with industry partners through internships, mentoring, and workplace training. It will also offer global experiences and the option to join a talent pool.

Pro Vice-Chancellor, Aboriginal and Torres Strait Islander Education, Strategy and Consultation, Professor Michelle Trudgett, welcomed the innovative program.

"Across the higher education sector, engineering is traditionally a discipline that has not been successful in attracting a large volume of Indigenous students.

By opening up opportunities for students through a dedicated program, we can ensure Indigenous students are well supported throughout their degrees and reach their potential as the next generation of talented Indigenous engineers," said Professor Trudgett.

Dean of the School of Engineering, Professor Mike Kagioglou, said the program would build upon the School's strong engagement with industry.

"Working in partnership, we can provide unique opportunities for valuable internships and placements to mobilise our Indigenous students," said Professor Kagioglou.

"This collaboration will bring significant benefits to all parties and I look forward to the development of this unique national and global initiative."

According to Associate Dean (Engagement) from the School, Associate Professor Olivia Mirza, the program was initiated as a catalyst for change.

"To improve Indigenous participation in engineering, including in Greater Western Sydney, we need to take a broader perspective that recognises the complex interaction of family, social, cultural and educational contexts, and the importance of knowledge and cultural identity to Indigenous communities," said Associate Professor Mirza.



Chris Moore. Photography: Sally Tsoutas

The program launch was attended by partners, industry and community leaders, including leader of Waco Kwikform's Design and Estimation Team, Peta Heffernan, and WSP Senior Talent Acquisition Consultant, Marie Victor. Wiradjuri man Chris Moore, who is studying a Double Degree of Engineering (Civil) and Business (Finance), and working for Arcadis as an Engineering Undergraduate also presented at the launch event.

To learn more about the School of Engineering please follow westernsydney.edu.au/schools/soen. If you are an Indigenous Engineering students or industry partners wishing to learn more about the program can contact Associate Professor Mirza, at o.mirza@westernsydney.edu.au.

Students

WESTERN SYDNEY UNIVERSITY'S INDIGENOUS STUDENTS ACHIEVE GREAT THINGS

Seven deadly questions: Introducing Luke Hodge

Who are you?

Yawayi, my name is Luke Hodge. I am a 20-year old proud Dhanggati man from Sydney's Outer West of Camden where I gratefully reside on the land of the Dharawal people.

Currently, I am studying a Bachelor of Communication (majoring in Media Arts Production) whereby I am just about to commence my second year, of which I'm eagerly excited to partake in and cannot wait to get started back up again.

A major dream of mine is to be a beacon of light, a leader and a voice for my local and wider Aboriginal and Torres Strait Islander community here at Western and beyond. As the current First Nations SRC Representative this goal becomes a target I am working towards each and every day.

Who is your mob?

I am a Dhanggati man, with clan affiliations to the Macleay Valley of New South Wales, Kempsey. This is Country, and even though I may not know as much as I would like about my connection to my cultural heritage, my desire and drive to continue to learn, develop and expand my knowledge will never stop nor hinder my dream to become the best leader I can be for my people back home.

What community or cultural events have you been involved in lately?

I am the current First Nations SRC Representative, and throughout the Covid-19 quarantine period I advocated for Indigenous students in this space and organised several events to bring the mob together. I was a small component of a wonderful student team who went on to defeat the staff (4-2) in the 2020 Western Indigenous Staff vs Students game.



Luke Hodge. Photography: Sally Tsoutas

Also, I am a Student Ambassador in the Aboriginal and Torres Strait Islander Engagement of Marketing team. I enjoy providing advice, guidance and support across a variety of needs to primary and high school students and inspiring them to live and lead the best lives for themselves possible. I am also in the process of bringing forth and presenting some exciting ideas for the Indigenous community at Western Sydney University.

Why did you choose to study at Western Sydney University?

As a high school student overwhelmed by the amount of career paths I wanted to try and venture towards, selecting which was right for me and that I was eternally passionate about was a mighty challenge. Being given the chance to meet all the wonderful people I have met so far along my journey, truly is a testament to the hardworking Aboriginal and Torres Strait Islander staff and students, who turned the prospect of going to university from a pillar and figment of my very own imagination to a reality.

Have you faced any challenges as an Indigenous student? If so, how did you overcome them?

I have firsthand experienced overt forms of racism regarding my skin tone, age, personality, and politics associated in our workplaces and daily lives. This coupled with my health concerns associated with my auto-immune disorder at times has made me question if I truly am alone and misunderstood.

With that being said, I have so much more to give and so much more to learn. Whether that be about my culture, the world, my hobbies and passions, family, friends, acquaintances, amazing people yet to meet and places to explore. I never want to stop learning and expanding my knowledge.

When you graduate from Western Sydney University what do you hope to achieve?

Ideally, I would like to work hard, persevere and overcome all the pressure and responsibility thrust upon me in the goal towards working to become an actor, writer or film director. If that doesn't work out, being a radio/ podcast host or even representing my country and its people by enlisting in the defence force or by protecting our Aboriginal and Torres Strait Islander youth and at risk population through the NSW Police Force and/or Australian Federal Police.

You are clearly a busy person with lots of commitments! What are your top 5 tips towards success for other Indigenous Western Sydney University students?

My five biggest tips for mob wanting to succeed in tertiary education, include:

1. As Matthew McConaughey once said, "Always have something to look up to, something to look forward to, and someone to chase".
2. The energy and compassion we show to others, in one way or another will return, no matter how we expect or interpret its arrival.
3. Be patient, be grateful; truly appreciate the small things and be wholly present in everything you do. Your mind, soul and spirit will thank you for it.
4. I'm a big believer in you're a product of your own environment. If you don't like where you are, hard work will get you to where you want to be.
5. Cling on to hope, everything will be alright, be patient and live in the moment. You're much stronger than you think you are.

Jessie Robinson advocates for Indigenous students on Western's Academic Senate



Jessie Robinson. Photography: Sally Tsoutas

Jessie Robinson is a proud Gamilaraay woman with cultural, community and ancestral ties to the Lightning Ridge region. She is studying a double degree in Social Science and Law at Western and is thoroughly enjoying it. Once graduated, she hopes to explore law reform for youth justice, and the development of programs which help to redirect First Nations people from entering the out of home care and criminal justice system.

In 2019, Jessie joined Western Sydney University's Academic Senate as the first Indigenous student representative and over the past two years she has advocated for Indigenous students' needs via this platform. The Academic Senate is the peak academic body in the University, and a forum for academic debate, policy development and decision-making. The Academic Senate reports to the Board of Trustees for a range of functions, including monitoring academic standards, values and quality assurance; deciding academic policy and approving related procedures; accrediting and approving courses; and promoting the quality and development of research in the University.

Professor Alphaia Possamai-Inesedy, Chair of Academic Senate, said that the expansion of the student representatives on Academic Senate introduced the position of Indigenous student representative.

"Jessie Robinson has taken on this role and has been a joy to work with. She is an engaged and articulate student representative who clearly wants to bring the voice and needs of Indigenous students to the floor of Academic Senate. Her contributions highlight the accomplishments of the Indigenous student population but also of the initiatives across the University – importantly, they also point to the work that is yet to be done," said Professor Possamai-Inesedy.

As the Indigenous student representative, Jessie is responsible for assessing the impacts of new and changing policies on Indigenous students, engaging in discussions through a First Nations lens and writing regular reports on students which are informed by consultation with students and the Badanami team. She joined the Academic Senate to learn how the University functioned behind the scenes, and how courses and academic pathways were structured.

In this position, she hopes to advocate for more units and courses to be inclusive of Indigenous cultures across Western Sydney University Schools.

Jessie expressed how this opportunity empowered her to develop new knowledge and skills, including reading and public speaking.

"The academic senate has provided insight into how the University runs and I am excited to witness change for our people over the next few years," said Jessie.

Jessie recommends for all Aboriginal and Torres Strait Islander students to apply for the position when up for election. Jessie invites any Indigenous students with academic inquiries to contact her via email 19729174@student.westernsydney.edu.au.

To find out more about Western Sydney University's Academic Senate, the committee and the meetings, please follow this link westernsydney.edu.au/about_uws/leadership/academic_senate

SCHOLARSHIPS

Scholarships support the mob to achieve academically



Paul Saunders. Photography: Sally Tsoutas



Chantelle Khamchuang

Western Sydney University offers over \$25 million in scholarships every year which includes a generous range of University and donor-funded opportunities. These scholarships recognise and reward students who demonstrate outstanding academic ability, and superior leadership and community skills.

Recently several Indigenous students were awarded the Yarramundi Scholarship and the Indigenous Commonwealth Reward Scholarship. Western would like to congratulate them on this significant achievement and wish them the best of luck with their studies.

Western Sydney University's Yarramundi Scholarship program is valued at \$50,000 per annum and is designed to provide support to Indigenous students undertaking a higher degree research degree. Western would like to congratulate Tarren Leon, Chantelle Khamchuang and Paul Saunders who were recently were awarded the scholarship.

Chantelle Khamchuang from the MARCS Institute for Brain, Behaviour and Development said she is incredibly honoured to have received the Yarramundi Scholarship at Western Sydney University.

"This scholarship will allow me to pursue my interest and passion in Indigenous research, I believe education is the key to success and being able to work and conduct research will inevitably create exposure and opportunities to our communities and further educate our country on current day issues. This scholarship has given me the opportunity to further empower our people and create resilient voices," said Ms Khamchuang.

Paul Saunders from the School of Medicine said he is truly grateful and ecstatic to have been successful in receiving the Yarramundi scholarship.

"The support that this scholarship will provide for my family and I during my PhD is so important and cannot be understated. Young Indigenous people today are capable of anything with the right support, and I am indebted to Western Sydney University who have supported me on my academic journey from undergraduate level all the way through to my PhD and no doubt beyond this milestone into the future. I feel that my responsibility to serve my community through research is now amplified through this prestigious accolade, and words cannot describe how incredibly honoured I am to have such an opportunity," said Mr Saunders.

Western Sydney University would further like to congratulate the Indigenous Commonwealth Reward Scholarship recipients. This is a one-off scholarship awarded to students based on their Grade Point Average results from the previous year. We would like to congratulate the following students on their hardwork and dedication to achieve in their selected courses:

- Amy McGarva – Bachelor of Psychology (Honours)
- Matilda Harry – Master of Teaching (Primary)
- Meg Flavell – Bachelor of Design (Visual Communication)
- Ryan Stainer – Master of Teaching (Secondary)

Western Sydney University offers a wide range of scholarships for both future and current Aboriginal and Torres Strait Islander Students on all Undergraduate, Postgraduate and Higher Degree Research levels. To browse the range of scholarships offered please follow this link: westernsydney.edu.au/future/why-western/scholarships.html

TRAINEESHIPS

Western Sydney University students excel in traineeships for the better



Ken Francis and Talisa Smith. Photography: Sally Tsoutas

This story was first published in the December 2020 edition of Koori Mail.

Ken Francis and Talisa Smith are two Indigenous students who are benefiting from traineeships that are part of the University's twenty-year partnership with NSW Health. The University partners with leading organisations — including NSW Health and local councils — to provide hands-on experiences and traineeships connected to its courses.

Both students are studying the Bachelor of Natural Science (Environment and Health) part time — meaning they study online and in on-campus workshops — they receive full time employment, mentoring, and on the job training as Aboriginal Trainee Environmental Health Officers at local councils and NSW Health.

Ken Francis found out about his course and traineeship on SEEK where the position was advertised. In February 2020, Ken started work with NSW Health and Wollondilly Shire Council.

"It's been a big challenge working full time across two organisations and keeping up with my studies — but it has been a hugely rewarding experience," Ken said.

In his role as a Trainee Environmental Health Officer, Ken has been assisting with site visits during the coronavirus pandemic.

"It's a very different situation. Going out to make site visits has made me more aware of the challenges we're facing as a community."

"From gyms to shopping centres and restaurants, we're there to inspect the safety plans of organisations, to provide advice, and to make sure legislation is followed."

Ken said people working to combat coronavirus are all facing something new. And despite being a trainee, his contributions are valued and like his colleagues, he is doing his absolute best.

"I'm finding the majority of people want to do the right thing to protect their customers and their families and friends. My role is really all about helping people to understand and stay up to date with the legislation."

After an extensive career in animal welfare, including working for the Royal Society for the Prevention of Cruelty to Animals, Ken made the decision to return to study.

"I've always cared for animals and people. Retraining to take care of people and the environment more broadly seemed like the next challenge to take up — no one is ever too old to try something new."

Ken has connected with fellow students online and has struck up a friendship with fellow student and trainee, Talisa Smith.

Talisa, who is a Trainee Environmental Health Officer with Bathurst Regional Council, said her studies complement her traineeship because she's armed with the knowledge to do her day job well.

"I'm passionate about the land. As a proud Wiradjuri woman, I know that living and working on the land is really important," Talisa said.

"For me keeping the waterways clean and the airways free of pollution while making sure everyone living on country is comfortable is crucial."

The 27-year-old was working in a health service when she applied for a traineeship with her local council so she could study at Western Sydney University. Talisa finds studying, and the preventive action she takes working as a Trainee Environmental Health Officer, rewarding.

"My major piece of advice is to believe in yourself — you are smart enough. I was worried about not being able to finish a university degree but now I'm here and I'm confident — I'm doing it."

Western Sydney University's Aboriginal and Torres Strait Islander student community is made up of over 700 talented and diverse students who study a range of courses.

They are supported through the Badanami Centre for Indigenous Education, which provides 24/7 access to computing, printing and kitchen facilities, and support with tutoring, scholarship applications, administration and timetabling. They also benefit from access to over \$25 million in scholarships offered each year with Indigenous specific scholarships and grants available.

Staff

WESTERN SYDNEY UNIVERSITY'S PASSIONATE INDIGENOUS STAFF

Seven deadly questions: Introducing Tiah Vocale, a Student Support Officer in the Badanami Centre for Indigenous Education

Who are you?

My name is Tiah Vocale and am I a 23-year-old proud Gunai/Monaro woman from Melbourne Victoria currently residing in North West Sydney. I have lived in Sydney for a one and half years. I am one of twelve children and grew up on a Dairy farm in Northern Victoria; I moved to boarding school when I was 12. I completed my VCE at Geelong Grammar School and straight after was accepted into the University of Melbourne completing a Bachelor of Arts degree majoring in Anthropology and Australian Indigenous Studies. I graduated in July 2019 and began working for Western Sydney University in September 2019.

Who is your mob?

My mob are the Gunai people from the Gunai/Kurnai clan down in East Gippsland/Orbost/Lake Tyers in Victoria, and Monaro people from Ngarigo country, which most will be more familiar knowing as the Snowy Mountains region in New South Wales. My mother is Australian/Scottish and father Aboriginal/Italian. My grandmother is Noelle Solomon and great Grandmother Dolly Woodworth. My Grandfather is Italian and arrived in Australia in World War II to work as an agriculturalist for the army, he was from Foggia. My surname Vocale is Italian; it means 'Voice of the People'.



Tiah Vocale

What community/cultural events have you been involved in lately?

Following NAIDOC week in early December, I was involved in a 'Corroboree under the stars' cultural event based at Indigiearth in Mudgee. It was a privilege to be able to dance in front of hundreds of people and to be given blessings by Wiradjuri elders to dance on Wiradjuri country, including from Auntie Violet Carr, Auntie Josie Waters, Uncle Peter Peckham and other Wiradjuri elders who were unable to attend but gave their permission and blessings for the event. During the weekend I was also involved in a women's ceremony and I felt incredibly lucky and privileged to be able to take part in the events. I also danced on Survival Day for my family and our mob at Cooee Festival.

What is your current position at Western Sydney University and how long have you worked at the University?

I am working as a Student Support Officer in the Badanami Centre for Indigenous Education and I have worked at the University for exactly one year and four months, so I am quite new however I'm loving my role and team and the mob I work with at Western.

Have you always aspired to work in tertiary education?

I have always aspired to work in education, not particularly higher education however my educational and life experience has taken me through the path of tertiary education and I am absolutely loving it. I find there is so much to learn around policy, positive influence for our students and creating positive change in such a big space which is a big passion of mine.

What is your favourite thing about working at Western Sydney University?

My favourite thing about working at Western is the community I work within and the opportunities I have been provided with to motivate and inspire current and future students daily. I feel so incredibly lucky to work alongside caring, genuine and understanding colleagues who trust that you have students best interest at heart. Seeing our younger mob begin university and have the desire to further their education to create more opportunities for themselves, is honestly what keeps me motivated as a Student Support Officer. I want to support students from the beginning through to the end throughout their journey and to ensure our students have the best university experience possible.

Do you have any advice for Aboriginal and Torres Strait Islander people wanting to work at Western Sydney University?

Don't hold back, we work in an incredibly close and genuine community, you will feel welcomed and looked after from the minute you step foot at Western.

Congratulations to our phenomenal Indigenous staff who received recognition in the 2020 Vice-Chancellor's Leadership Awards

The 2020 Excellence Awards were held via Zoom on Tuesday 8 December 2020. The Vice-Chancellor's Excellence Awards, Research Excellence Awards, Learning and Teaching Excellence Awards, and Vice-Chancellor's Professional Development Scholarships, were all presented.

These awards showcase the endeavours and accomplishments of staff and students and importantly, publicly reward, recognise and encourage their excellent performance and achievements. The awards support staff and students in continuing to develop and grow within the University and will position Western Sydney University as an employer and service provider serious about the quality of everything it does.

We would like to congratulate all Indigenous staff members who were nominated and particularly acknowledge the outstanding achievements of Dr Corrinne Sullivan and Fiona Towney.

Dr Corrinne Sullivan, Associate Dean of Indigenous Education at the School of Social Sciences, received the Vice-Chancellor's Professional Development Scholarship (Aboriginal and Torres Strait Islander). This staff scholarship was awarded to Dr Sullivan for her commitment to academic excellence and Indigenous education.

Fiona Towney, Director of the Badanami Centre for Indigenous Education, was awarded highly commended in the professional staff category of the Excellence in Leadership award.

When announcing this award Vice Chancellor and President Professor Barney Glover AO expressed how throughout Fiona's time as Director of the Badanami Centre she has constantly demonstrated excellence in her role.



Dr Corrinne Sullivan.
Photography: Sally Tsoutas



Fiona Towney.
Photography: Sally Tsoutas

"Badanami is the centre which caters to the needs and offers support to students from Aboriginal and Torres Strait Islander backgrounds. Fiona has worked tirelessly and beyond her role to make a real difference in the lives of Indigenous students and colleagues," said Professor Glover.

Western Sydney University would once again like to congratulate all the staff and students who were nominated for these prestigious University Awards. To watch the award ceremony and for further information please visit westernsydney.edu.au/excellence_awards/awards/2020_awards_recipients_and_nominees.

Meet Farid Sartipi, one of Western Sydney University's Super Tutors



Farid Sartipi

Who are you?

My name is Farid Sartipi and I'm humbled to be able to complete studies on environmental construction practices in a postgraduate research program at Western Sydney University.

Who are you tutoring and what are they studying?

I work with two smart students from The College studying engineering and a bright third year student studying the Bachelor of Engineering. Each student has a unique talent in different clusters being civil, electrical, and mechanical engineering. With this level of competency and as future engineers, Australia will be leading the innovative technologies at a world-class level.

Why did you decide to become part of the Badanami Tutoring for Success Program?

I am personally mesmerized by the Aboriginal culture. The artefacts, languages, ceremonies, dances, etc. that show the beauty of country. And who doesn't enjoy watching and learning

from the beauties? The Badanami Centre allowed me to feel the true Australian culture better. The Tutoring For Success program is a platform to question, think, and solve the issues in any discipline of education.

Why is tutoring important?

Studying at a large university like Western Sydney University can sometimes be confusing for students who have just begun their tertiary education. The workload from each unit that students are enrolled in is also frankly heavy and without personalised support, the chances of burnout are pretty high. The Tutoring For Success program provides this opportunity to beginners and even those who are working to catch up with the unit progress and as the name suggests, and succeed in the completion of their degrees.

What advice would you give to someone who is thinking about becoming a tutor?

Definitely go for it! Especially if you think there is no more to learn because your students are going to ask some questions that you've never thought of.

Alumni

WESTERN SYDNEY UNIVERSITY'S INDIGENOUS ALUMNI

Seven deadly questions: Introducing Alec Anderson

Who are you?

My name is Alec Anderson. I am a management consultant; a former cook in silver service restaurants; a Western alumnus; an avid fan of true crime podcasts; a hobbyist landscape photographer; and/or an adoptive father of one former street cat and five house plants. Above all, I am a proud Wiradjuri man.

What community and cultural events have you been involved in lately?

Unfortunately, given the state of the world in 2020, I've not been able to make it to many in-person community events. Despite this, I've been lucky enough to be involved in some wonderful online events; most notably Western's 2020 Yarramundi Lecture, the UNSW Indigenous Law Centre's three-part seminar series on the Uluru Statement from the Heart for NAIDOC week, and CareerTrackers' work shadow week, where I had the privilege of speaking on a panel as an industry mentor to more than one hundred Aboriginal high school students primed to take their next steps into the world. It's been wonderful to see mob turning out to support mob, even when we can't be together in person.

What is your current position and why are you passionate about what you are currently doing?

I'm currently working as a Senior Consultant at Nous Group – an international management consultancy that employs over 400 people across Australia, the United Kingdom and Canada. I've been at Nous for about four and a half years now since starting as a graduate two weeks after finishing my final exams at Western.



Alec Anderson

My work predominantly involves managing projects across all dimensions of organisational development (particularly leadership, culture and change). However, I've also been lucky enough to work on evaluation and policy projects across several areas of Indigenous Affairs that are close to my heart, including land rights, child protection, education and economic development.

My passion for this work stems primarily from the positive influence I've seen my projects deliver for individuals, organisations and communities. I love that I not only get to do something that pushes me to think hard about the big issues we face as a society, but also something that enables me to multiply my contribution into something that helps others in a very tangible way.

What degree did you study at Western Sydney University?

I studied a Bachelor of Business and Commerce (Advanced Business Leadership), majoring in Human Resource Management and Industrial Relations.

What has your experience at Western given you that is unique compared to graduates from other universities?

To me there are three things that set Western apart – it is heart, the opportunities it provides to those who are willing to work hard, and its focus on practicality. All of these have benefitted me immensely in my life and career since graduating.

Western is not a sandstone university that can coast by on its reputation alone. It is a university that believes in giving everyone a fair go and rewarding those who put in the work – no matter who you are or where you come from. When I first started working in kitchens at the age of 16 to pay my way, I never thought that I'd get the chance to share a room with an Executive; let alone be running projects for ASX-listed companies or travelling around the Kimberley speaking to local Elders fighting for land rights through the native title system. I truly believe that if not for my experience at Western Sydney University, I would not have made it to where I am now.

Western also is not a place where I felt like I was deliberately pitted against my peers to fight for opportunities. I was not conditioned to see others as people I needed to beat to get the top spot, but rather to see them as colleagues who I could work with to grow mentally and professionally. Even though I came into university with zero 'white collar' experience, I found myself building networks while I studied. I was a PASS facilitator; partnering with not-for-profits to develop and run University immersion experiences for Indigenous and culturally and linguistically diverse young people in high schools across Western Sydney; and launching the Western Sydney University branch of 180 Degrees consulting, – through which I got to work for companies such as St Vincent De Paul and Headspace. I don't think I would have had the space or opportunity to do this at other universities.

Finally, Western is not a place where I felt like I was fed theory for theory's sake. To the credit of the staff at Western, I always felt that we were encouraged to check any academic pretension at the door in favour of thinking practically and engaging fully with the world around us in a way that was actually going to work. Too often I think universities fall into the trap of leaning too heavily on well-trodden academic platitudes for the sake of minimising risk and being uncontroversial. At Western, I really felt like I was always being challenged by my lecturers and tutors to think deeply about the theories I was learning. This encouragement to practice healthy scepticism was something I appreciated as a learner at the time, and something that I continue to try and teach as a professional.

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Who is your role model and why do they inspire you?

It may seem like a cliché, but my biggest role models are my Mum and Dad. Between them, they showed me that anything can be done with hard work, resilience and an unwavering belief that things can, and will, get better as long as you put in the effort to make it so. They always stressed that no matter what, all anyone could ever ask of me was the best I had in me on the day, and never showed anything but unwavering belief in my ability to achieve. It is this belief that has always inspired me to keep pushing harder and continue striving to be better.

What would be your top 5 tips towards success for Indigenous graduates from Western Sydney University?

- Resilience is the key: No matter what you choose to do, professional life after finishing your degree is challenging, particularly if you're breaking into a new career. New subject matter and new expectations can generate a lot of pressure to perform, which can result in feelings of impostor syndrome – particularly in your first six months of a new role. However, believe me when I say this doesn't last forever. Work hard, push through and be prepared to pick yourself up when you inevitably get knocked down.
- Do not be afraid to ask for help: Just because you need to be the one to pick yourself up when things get tough, doesn't mean you're in it alone. Don't do what I did after graduating and let your pride get in the way of reaching out for guidance when you need it, or you'll risk burning out. More often than not, your managers and peers will have faced similar challenges at some point, and be more than willing to provide guidance as long as you're open to receiving it.
- Think and act like a leader, no matter your place on the organisations chart: This one is particularly important. To reach the heights of your profession you'll generally need both technical expertise and leadership presence. When you're straight out of university you generally won't be the most technically proficient in the room, however you can make an early impact by being someone who says, does, recognises and prioritises things that contribute to the success of your team and broader organisation. From day one after graduating, you should be striving to create positive influence outside of yourself.
- Always seek out opportunities to learn: Learning doesn't stop once you've finished your degree; nor does it get relegated purely to formal training sessions in the workplace. There are opportunities to learn in every piece of work that you do, you just need to be willing to seek them out. Whether that's taking 10 minutes to reflect with your manager after a particularly challenging meeting, or asking to shadow a colleague while they do a job that's not necessarily in your remit right now but will be later, being an active driver of your own development from the very start will serve you well through your whole career.
- Define your values, and let them guide you through change: We live in a volatile, uncertain, complex and ambiguous world where even the best laid plans can be made obsolete in the blink of an eye. If you invest too much mental and emotional energy into a set of static, transactional goals you're setting yourself up for disappointment and panic if circumstances change. Instead, I would recommend you focus on developing a deep understanding of your individual values, how they influence your behaviour and how they will drive you towards the person you want to be – and revisiting your understanding of them regularly through ongoing reflection.

Congratulations to our graduates

Western Sydney University is committed to empowering and supporting Indigenous students' study and graduate from degrees of their choice. Currently, Western Sydney University has over 1,362 Indigenous alumni who have graduated from a variety of degrees across the University's range of Schools.

Graduation is an incredibly important milestone as it celebrates all the hard work and time put into achieving a degree, marking the formal end of tertiary study and the beginning of a new career.

Our staff are looking forward to hopefully celebrating your graduation virtually with you and your closest.

In December 2020, two deadly students graduated from their Bachelor's degree, and two students graduated from their Master's degree. Congratulations to the following students, we are so proud of each of you and wish you the best of luck in your future endeavours.

Elyse Abson – Master of Psychotherapy and Counselling

Holly Reynolds – Bachelor of Medical Science

Joshua Cullen – Bachelor of Social Science

Katherine Grant – Master of Teaching (Secondary)



Research

CELEBRATING RECENT INDIGENOUS RESEARCH AT WESTERN SYDNEY UNIVERSITY

Western Sydney University is very proud of our Indigenous academics and higher degree research students. Please read about some of their outstanding research that was completed late last year and early this year.

Beth Piatote, **Corrinne Sullivan**, Carolyn Smith, Sibyl Diver, Jessica Weir, Nichole Burton, and Hugh Goldring. (2020). 'Pass the Ball': So you care about Indigenous scholars? (Poster Series). *Ad Astra Comix*, Canada. Retrieved from <https://adastracomix.com/>

Carolyn Smith, Beth Piatote, **Corrinne Sullivan**, Jessica Weir, Sibyl Diver, Nichole Burton, and Hugh Goldring. (2020). 'Extraction Zombies': So you care about Indigenous scholars? (Poster Series). *Ad Astra Comix*, Canada. Retrieved from <https://adastracomix.com/>

Carolyn Smith, **Corrinne Sullivan**, Beth Piatote, Sibyl Diver, Jessica Weir, Nichole Burton, and Hugh Goldring. (2020). 'SS Academy': So you care about Indigenous scholars? (Poster Series). *Ad Astra Comix*, Canada. Retrieved from <https://adastracomix.com/>

Corrinne Sullivan, Beth Piatote, Carolyn Smith, Jessica Weir, Sibyl Diver, Nichole Burton, and Hugh Goldring. (2020). 'Indigenous Land': So you care about Indigenous scholars? (Poster Series). *Ad Astra Comix*, Canada. Retrieved from <https://adastracomix.com/>

Corrinne Sullivan. (2020). Indigenous Australian experiences of sex work: Stories of Agency, Autonomy and Self-Determination. PhD Thesis. Macquarie University, Sydney, NSW.

Dean Norris. (2020). *Factors influencing recovery of neuromuscular function post Australian Rules football matches*. PhD Thesis. Western Sydney University, Sydney, NSW. Retrieved from <http://hdl.handle.net/1959.7/uws:57103>

Michelle Lea Locke. (2020). *Yanna Jannawi – Walk with Me. Centering Indigenous Ways of Knowing in Early Education and Care Services*. PhD Thesis. University Technology Sydney, Sydney, NSW. Retrieved from <https://opus.lib.uts.edu.au/handle/10453/145684>

Norritta Morseu-Diop, **Corrinne Sullivan**, Sharlene Cruickshank, Vicki Hutton, and Susan Sisko. (2021). 'Post-Colonialism (Aboriginal and Torres Strait Islanders)'. *Multicultural Responsiveness in Counselling and Psychology: Working with Australian Populations*, Palgrave Macmillan.



Photography: Sally Tsoutas



Pro Vice-Chancellor, Professor Michelle Trudgett.
Photography: Sally Tsoutas

Empowering Indigenous people through dynamic research

Professor Michelle Trudgett commenced in the role of Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation at Western Sydney University in July 2019. She has made an outstanding contribution to advancing the Indigenous portfolio across the University since commencing the role – notably through the development of the [2020-2025 Indigenous Strategy](#) which seeks to position the University to serve and empower the community as an anchor institution to the region, while being recognised as a national leader in Indigenous education, employment and research.

In recognition of her contributions to higher education, Professor Trudgett has received several awards. These include the highly prestigious National NAIDOC Scholar of the Year Award and the Neville Bonner Award for Teaching Excellence (along with colleagues Professors Page and Bodkin-Andrews) in 2018. In 2019, she was awarded the University of New England Distinguished Alumni Award.

While leading the Indigenous portfolio across Western, Professor Trudgett also maintains a prolific research profile as one of Australia's leading Indigenous Education researchers. In 2009, she was awarded a Doctor of Education from the University of New England for her dissertation which investigated the support provided to Indigenous postgraduate students in Australia. Her research highlighted the fact that more needed to be done in Australian universities to better support Indigenous students to achieve masters and doctoral qualifications.

When she commenced this important research in 2005, only five Indigenous people had been awarded doctoral qualifications across the entire nation that year. Professor Trudgett was determined to ensure that the sector provided better support, particularly through informed, culturally appropriate supervision of this cohort. In recent years, the annual number of Indigenous scholars achieving doctoral completions has risen to approximately fifty.

Professor Trudgett states: "I am a firm believer that research is a valuable tool that can empower Indigenous people and our communities. It is imperative that we lead research initiatives, as opposed to just being the subjects of research, to effectively respond to the needs of Indigenous people across the nation – and most importantly, to ensure that the research has meaningful impact. I am particularly inspired by the next generation of Indigenous scholars as they are the future of Indigenous research in this country."

Professor Trudgett has been a Chief Investigator on four Australian Research Council (ARC) grants, three as the lead Chief Investigator, equating to almost \$4.2 million in funding. She has developed an international reputation as a leading Indigenous Australian scholar whose research provides considerable insight into Indigenous participation in higher education, with a specific focus on the postgraduate space. Professor Trudgett is currently leading two significant ARC projects with Professor Susan Page from the University of Technology Sydney – one will reshape the way universities currently 'do business' with Indigenous Australians through focusing on Indigenous

leadership and governance in higher education. The other investigates how the higher education sector can best support and develop Indigenous early career researchers.

Deputy Vice-Chancellor and Vice-President (Research, Enterprise and International) Professor Deborah Sweeney explains how Professor Trudgett's ambition aligns with her research which has helped address a significant knowledge gap in the support offered by our institutions for Indigenous Higher Degree Research students.

"Her ground-breaking study expanded the focus from how to get Indigenous people into undergraduate enrolment to the options for this cohort once they completed their undergraduate qualification paving the way for her ongoing research into whole of Indigenous academic career outcomes," said Professor Deborah Sweeney.

"This important long-term view of Indigenous academic careers has informed Professor Trudgett's research. Recently her investigations have focused on Indigenous leadership within Australian universities and the integration of Indigenous leadership into existing institutional governance. This research examines the roles and subsequent responsibilities of senior Indigenous appointments within the Australian higher education sector and senior Indigenous higher education roles across Canada, New Zealand and the United States. It makes a vital contribution by highlighting the advantages and barriers of senior Indigenous appointments within Australian universities from an Indigenous perspective providing insights which foster Indigenous leadership within the higher education sector. Professor Trudgett's research findings throughout her career have made important contributions to national policy and guided government and University practices," said Professor Sweeney.

Professor Trudgett is extremely excited to continue to position Western Sydney University as a national leader in Indigenous research by supporting current and future Indigenous academics and higher degree research students.

Badanami welcomes new and returning Indigenous students



Photography: Sally Tsoutas

The Badanami team would like to welcome new and returning Indigenous students to Western Sydney University in 2021.

The support offered to our students last year was mainly virtual, however we are now providing face to face support to students with all Badanami Centres open.

Indigenous students are supported throughout their studies by dedicated staff located in the Badanami Centres. The Badanami Centre for Indigenous Education provides support and encourages students to succeed throughout the course of their degree.

There are centres located on six campuses being Bankstown, Campbelltown, Hawkesbury, Kingswood, Liverpool and Parramatta South. They offer study areas, computer labs, printing, kitchen and lounge facilities while studying. This helps make the university

experience of students enriching, enjoyable, and successful.

Badanami staff provide information about the range of services available across the University from study skills, courses, careers advice, counselling and study abroad opportunities.

Badanami services include:

- Cultural enrichment
- Culturally safe environment
- Study support and guidance
- Support through the enrolment and orientation process
- Provide information and assist with scholarships and cadetships
- Act as an advocate on behalf of students
- Tutoring for Success (TFS) Program
- Away from Base (AFB) Program (Block Mode)

The Badanami Academic Literacy and Learning Advisor is available to arrange tutors across a broad range of program areas. Tutorial assistance is tailored to meet the particular needs of the individual student or group of students and there is no cost to eligible students for this service.

There is a weekly Badanami staff and student zoom meeting which students are welcome to join. Attendees will be emailed information in relation to this meeting in due course, and are invited to like our Facebook page @ [facebook.com/profile.php?id=100010513178148](https://www.facebook.com/profile.php?id=100010513178148)

You can contact our staff at the centralised Badanami email address Badanami@westernsydney.edu.au

