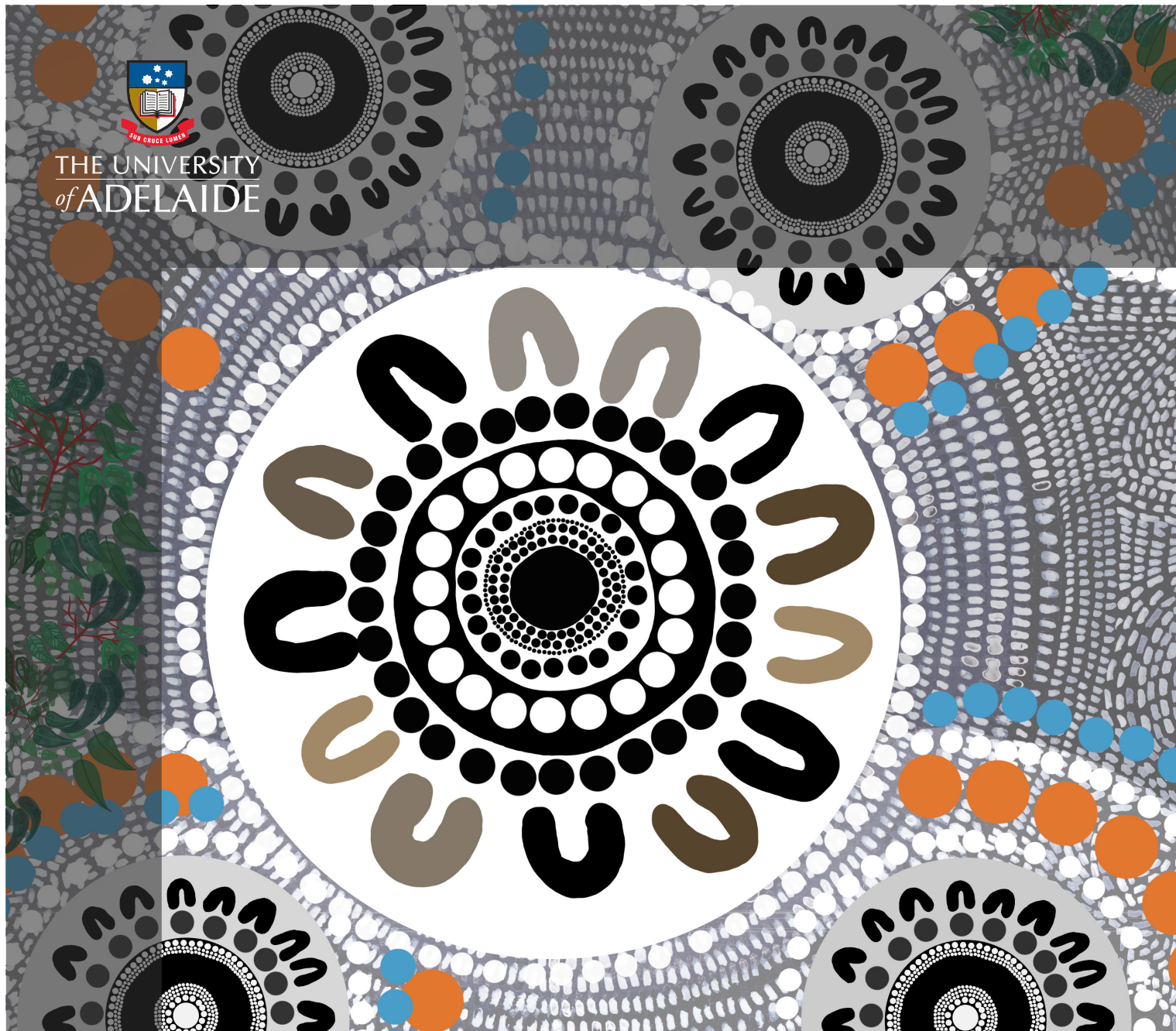




THE UNIVERSITY
of ADELAIDE



RECONCILIATION ACTION PLAN

YANGADLITYA – FOR THE FUTURE

2019 - 2021

adelaide.edu.au



RECONCILIATION
ACTION PLAN

INNOVATE

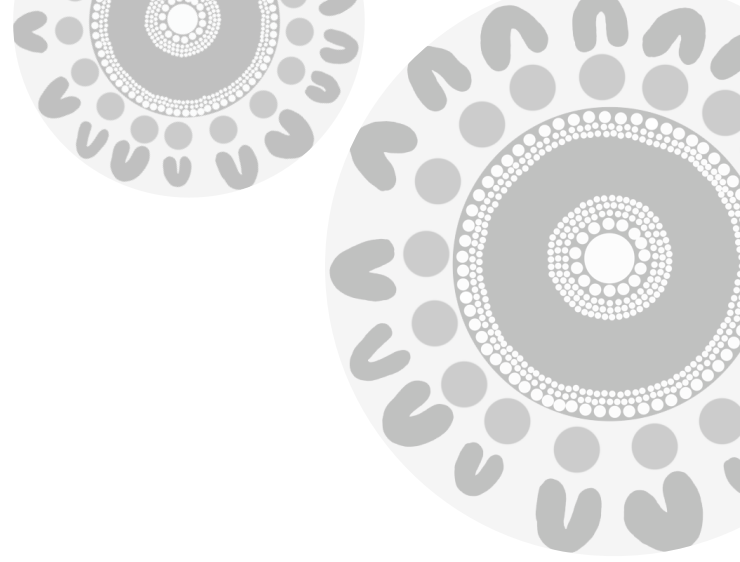
ACKNOWLEDGEMENT OF COUNTRY

Ngadlurlu Kurna miyurna tampinhi. Parna yarta mathanya Wama Tarntanyaku. University of Adelaide Kurna yartangka yuwanthi – Tarntanyangga (North Terrace), Waitengga, Roseworthyngga kuma.

Translation “We recognise Kurna people. They are the landowners/custodians of the Adelaide Plains. The University of Adelaide stands on Kurna land in Adelaide (south of the River Torrens) at Waite and at Roseworthy too.”

This Kurna acknowledgement was provided by Kurna Elder, Uncle Rod O’Brien and Dr Robert Amery of the Linguistics Department at the University of Adelaide





02	Message from Chief Executive Officer, Reconciliation Australia
03	Message from RAP Champion, Deputy Vice-Chancellor
04	Message from Dean of Indigenous Education and Research Strategy
05	Our Vision for Reconciliation
06	Our Business
07	Our Reconciliation Action Plan
08	RAP Working Group
10	Respect
12	Relationships
14	Opportunities
18	Governance, Tracking, Progress & Reporting



ANNA DOWLING

Reconciliation Action Plan Artist

Anna Dowling was born in Adelaide, South Australia. Anna is a descendant of the Badimia people of the Yamatji region in Western Australia. Working in ink on paper, she reflects on her mixed cultural heritage and draws on traditional symbols and patterns.

Anna works to create art that reflects the beauty, diversity and incredible value of Aboriginal culture. She seeks to further her artistic skills and knowledge by learning from artists and community leaders.

The meaning of the work is about people coming together from diverse places and backgrounds to learn from each other; sharing knowledge, traditions and stories. Anna uses colours of desert and sea, and gum leaves to represent the bush.

MESSAGE FROM CHIEF EXECUTIVE OFFICER, RECONCILIATION AUSTRALIA



“Reconciliation Australia is delighted to welcome the University of Adelaide to the Reconciliation Action Plan (RAP) program by formally endorsing its inaugural Innovate RAP.

As a member of the RAP community, the University of Adelaide joins over 1,000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and increase pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia defines and measures reconciliation through five critical dimensions: race relations; equality and equity, institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Torres Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Innovate RAP provides the University of Adelaide with the key steps to establish its own unique approach to reconciliation. Through implementing an Innovate RAP, the University of Adelaide will develop its approach to driving reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

We wish the University of Adelaide well as it explores and establishes its own unique approach to reconciliation. We encourage the University of Adelaide to embrace this journey with open hearts and minds, to grow from the challenges, and to build on its successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”

On behalf of Reconciliation Australia, I commend the University of Adelaide on its first RAP, and look forward to following its ongoing reconciliation journey.

”

Karen Mundine
Chief Executive Officer
Reconciliation Australia

MESSAGE FROM RAP CHAMPION, DEPUTY VICE-CHANCELLOR



“ Launched in the same year as our new strategic plan Future Making, this Reconciliation Action Plan represents our commitment to building a great 21st Century University; a globally connected institution which takes pride and is grounded in its community and locale, right here in Adelaide, on Kaurna land.

We are mindful of whose steps we follow as we tread on the land of the Red Kangaroo, and we pay tribute to the knowledge and wisdom which were always here and remains today, in the custody of the First Peoples of the Adelaide plains.

Our path on the way to reconciliation is one of many steps. Our first Reconciliation Statement represented a genuine first attempt to reach out and bridge the gap between Aboriginal and Torres Strait Islander students and staff, and their non-Aboriginal counterparts. The artistic installation we commissioned to launch it, uses the metaphor of intertwined hands because reconciliation can only be when both Aboriginal and non-Aboriginal people acknowledge the past, and commit to a shared and fairer future.

Our Tarrkarri Tirrka made our intentions clear, committing us to parity in student success and staff employment. Since then, we have celebrated many milestones: the first ever female Aboriginal student to receive a Rhodes Scholarship, our first MOOC on lost languages, including Kaurna, our first ever Karnkanthi Santos cohort of future engineers, a partnership with Port Adelaide to foster a love of STEM in young Aboriginal and Torres Strait Islander students, and many many more.

In the process of renewing Tarrakari Tirrka, and with the sweeping ambition which underpins Future Making, we want to do more and have articulated a comprehensive set of activities for which we shall hold ourselves accountable. I am very proud to introduce this Reconciliation Action Plan document. It is our plan and I commend it to you.

”

Professor Pascale Quester
Deputy Vice-Chancellor and Vice-President

MESSAGE FROM THE DEAN OF INDIGENOUS RESEARCH AND EDUCATION STRATEGY



“ On behalf of the Reconciliation Action Plan (RAP) Working Party, it is my great privilege to present the first University of Adelaide, Reconciliation Action Plan (RAP) 2019-2021.

The RAP has been carefully constructed based on valuable input from the University community. We have brought together Aboriginal and Torres Strait Islander and non-Indigenous staff and students from across the University so we can learn from and guide each other. The RAP reaffirms the University's long-standing commitment to Reconciliation.

The RAP continues to build upon our history and subsequently expands the cultural knowledge of all students and staff across the university. Our Indigenous cultures is ancient, various, diverse and ever changing; past is in the present and present in the past. Universities are the ideal place to help us learn more about cultures and histories, and to share that knowledge. By better understanding our past and acknowledging it, together we can forge a better future.

The RAP follows the University's two Reconciliation Statements and supports the objectives and strategic directions of the renewed 2019 Tarrkarri Tarrka Aboriginal and Torres Strait Islander Strategy. Together, these statements document the University's ongoing commitment to Aboriginal and Torres Strait Islander empowerment and self-determination.

We have undertaken an extensive consultation process; firstly, with a background paper developed to open the dialogue, which subsequently led to establishing the Working Party. At the mid-way point during Reconciliation Week celebrations, the Working Party elected to share the document online and invited comments and feedback. There were over 147 responses recorded, with major support of the intent and impact of the document. It signaled that we were on track and that staff and students were engaged. In turn, this has led to an exchange of ideas about our University's role and responsibility in fulfilling the reconciliation agenda.

The RAP provides an opportunity to build on the extraordinary, ongoing achievements of our institution; our impactful research, our enriched learning and teaching. We want to continue to attract diverse staff and continue inspire our students, enrich their learning experience, celebrate our Indigenous cultures, and forge outstanding relations that recognise the diverse cultures that are encompassed within and across the University of Adelaide.

”

Professor Shane Hearn

Dean, Indigenous Research and
Education Strategy

OUR VISION FOR RECONCILIATION

The sharing and passing on of knowledge is central to the Kaurna culture, and indeed all Aboriginal and Torres Strait Islander cultures. Universities are also founded on the sharing and exploration of knowledge. The University of Adelaide embraces the opportunities to blend both knowledge systems, enriching the working lives of our staff and education for all staff and students.

Education is one of our most powerful tools in reconciling our histories; a means of personal and social development that bridges gaps of misunderstanding and creates a platform for tangible and positive change. Education is the cornerstone for change.

We acknowledge that our nation's history of dispossession, assimilation and discrimination has profoundly influenced and impacted all aspects of Aboriginal and Torres Strait Islander life. It has actively contributed to their underrepresentation in institutions like the University of Adelaide. The University of Adelaide has a significant role to play in community, social and economic development. This Reconciliation Action Plan (RAP) seeks to build on our work to date and to guide the University to a new level of engagement with the Aboriginal and Torres Strait Islander community. This RAP is a testament to, and example of, our commitment to righting the wrongs of the past, deepening our commitment to achieving equitable participation, and increasing success rates in tertiary education.



OUR BUSINESS

The University of Adelaide's fundamental objective is the advancement of learning and knowledge. Spread across three campuses—Adelaide, Waite, and Roseworthy, the University employs more than 3,700 staff and provides a vast array of educational programs for almost 27,000 domestic and international students.

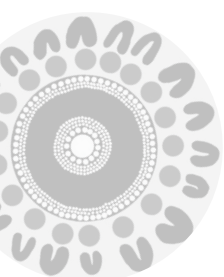
Of this number, the University is proud to have 86 staff and 242 students of Aboriginal or Torres Strait Islander heritage. The individuals join and remain with our institution because of our common goal: to be a place of opportunity and learning. For our Aboriginal and Torres Strait Islander staff, this means helping young people to realise their potential and sharing their stories, experiences and knowledge systems through academia and research.

"I love working amongst a group of people that share a common goal to help get our students through their degrees and also help them to grow in their personal lives by offering support that they may not get from their friends and family. I love the opportunity to make a difference for these students. I am proud to say I work for Wirltu Yarlu and the University of Adelaide." – Deborah Leeanne Bland, Ngarrindjeri woman and Student Support Officer at Wirltu Yarlu Aboriginal Education at the University of Adelaide

Founded in 1874, we are Australia's third oldest University. We are a leading research and teaching institution that distinctively embraces the ideal of the research university, where the excitement, vitality and passion for the search for new knowledge is one in which all students participate; as an enlightened and tolerant community where students can find support whatever their background or circumstances; and as a place where the Kaurna people, the original custodians of the land on which the campuses now rest, are acknowledged and their culture respected. The University of Adelaide draws strength from its founding values as it fulfils its future research and teaching aspirations.

The University of Adelaide offers a distinctive, high-quality learning experience for its students. We provide a broad range of undergraduate and postgraduate degrees. Students learn from and are inspired by academics who are leaders in their fields, and research skills are embedded throughout all learning. This academic environment ensures that scholars graduate as independent, creative thinkers and are equipped for a successful career. At the University of Adelaide, we are recognised for our research relating to Aboriginal and Torres Strait Islander heritage, health, music, native foods and languages.

Based on a foundation of merit, access and equity the University actively supports its current and future Aboriginal and Torres Strait Islander staff and students through a range of programs such as Wirltu Yarlu Aboriginal Education, Tarrkarri Tirrka, Karnkanthi and the Aboriginal and Torres Strait Islander Employment Strategy.





OUR RECONCILIATION ACTION PLAN

The University of Adelaide (RAP) 2019–2021 is the culmination of the University's two Reconciliation Statements; the first of which set the foundation for Aboriginal and Torres Strait Islander education, research and engagement in 2003; the second renewing this commitment in 2014. This RAP is the next logical step, taking the sentiment and commitment of the Reconciliation Statements and aligning them with meaningful actions and accountability.

In August 2017, the RAP Working Group convened their first meeting chaired by Professor Shane Hearn and championed by Professor Pascale Quester. During National Reconciliation Week 2018, the draft document was launched as part of a University wide consultation that sought feedback on the intended direction and action items of this reconciliation agenda.

With overwhelming support from our University community, the aspirations and passion for reconciliation are defined in our RAP under the three pillars; respect, relationships and opportunities. Greatest emphasis is on fostering the University's contributions to Aboriginal and Torres Strait Islander empowerment and self-determination. The core message is that reconciliation is an outcome of recognition, inclusion and representation in every part of university life and decision-making.

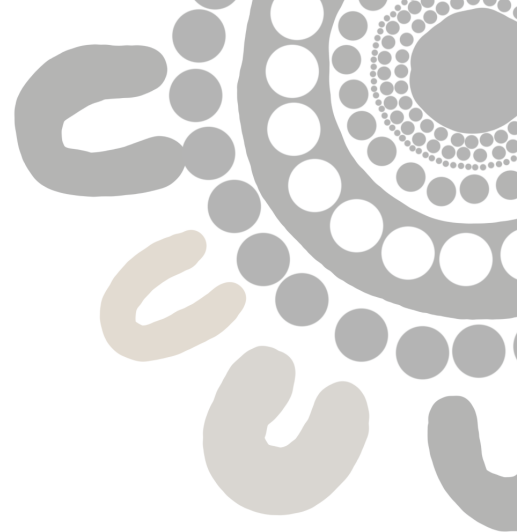
RAP CHAMPION

Professor Pascale Quester	Deputy Vice-Chancellor and Vice-President
---------------------------	---

THE UNIVERSITY OF ADELAIDE'S RAP WORKING GROUP

Name	Position
Professor Shane Hearn	Dean of Indigenous Research and Education Strategy
Anna Schkabaryn	Executive Officer, Wirltu Yarlur Aboriginal Education
Claudia Szabo	Associate Dean, Diversity & Inclusion, Faculty of Engineering, Computer and Mathematical Science
Eddie Peters	Torres Strait Islander Representative
Elysia Ryan	Executive Director Human Resources
Jeremy Kwan	Director Strategic Portfolio Management, Infrastructure Branch
John Williams	Executive Dean, Faculty of Professions
Kynesha Temple	Aboriginal Undergraduate Student
Samara Young	Marketing Coordinator (Indigenous Engagment)
Sarah Funnell	Project Officer
Rod O'Brien	Kaurna Cultural Advisor
Rosemary Wanganeen	Kaurna Cultural Advisor





Acknowledgement of significant contribution:

Professor Deborah Turnbull, Chair in Psychology

Dr Andrea McKivett, Lecturer Faculty of Health and Medical Sciences

Christianna Digenis, Project Officer

Linda Wondunna-Foley

Rebecca Wessels, Ochre Dawn

Roy Alick, Skylight Mental Health

Vicki Jacobs, Senior Space Planner, Infrastructure



RESPECT

Aboriginal and Torres Strait Islanders peoples are the First Nations of the Australian continent and its islands. Australia was, and still is, home to ancient laws, customs and cultures, to strong ancestral ties between person, land and sea, and to the world's oldest continuing civilisation. The University acknowledges the importance of this history, and aims to actively cultivate an environment which both respects and protects these ways of knowing and being. We aim to encourage our students, staff and the broader South Australian community to learn more about our shared histories and support Aboriginal and Torres Strait Islander peoples to bring their histories, cultures, and knowledges to the mainstream.

ACTION AREA: CULTURAL RECOGNITION

Action	Target	Timeline	Responsibility
1 Support all staff in the development of appropriate cultural protocols.	1.1. Develop, implement and communicate a Cultural Protocol guide, including Acknowledgement of Country and Welcome to Country protocols.	January 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Cultural Advisors
	1.2. Embed Welcome to Country or Acknowledgement of Country in University practices by: <ul style="list-style-type: none"> Inviting Elders to perform a 'Welcome to Country' at all University events where members of the public are present, with an initial focus on large-scale events such as Open Day and graduation ceremonies; Encouraging all academic staff to acknowledge Traditional Custodians of the land at the first lecture of every course each semester; Conducting a Welcome to Country at the first meetings each year of key forums, with Acknowledgement of Country a standard agenda item for each meeting of University Council, Academic Board and the Vice-Chancellor's Executive and Faculty Executive Boards; Include an Acknowledgement of Country in all University printed documents and programs; Increasing staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. 	July 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Deputy Vice-Chancellor and Vice-President (Academic) Chair, Council Secretary Faculty Executive Deans Provost
2. Engage university staff and students in cultural awareness/competency programs to increase understanding and appreciation of different cultural backgrounds.	2.1 Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact.	January 2020	Lead Responsibility: Executive Director, Human Resources
	2.2 Conduct a review of cultural learning needs within our organisation.	July 2020	Lead Responsibility: Dean of Indigenous Research and Education
	2.3 Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural learning strategy, in line with the Cultural Protocols document.	January 2020	Lead Responsibility: Dean of Indigenous Research and Education
	2.4 Review, update and communicate the Cultural Protocol document for our staff.	January 2021	Lead Responsibility: Dean of Indigenous Research and Education
	2.5 Provide opportunities for all students, new staff, RAP Working Group Members, RAP Champions, HR Managers and other key leadership staff and Executives to participate in cultural training annually.	July 2020	Lead Responsibility: Dean of Indigenous Research and Education Supported By: Pro Vice-Chancellor – Student Learning Executive Director, Human Resources

3	Promote understanding of, and respect for Aboriginal and Torres Strait Islander cultures, knowledges and values	3.1 Recognise Aboriginal and Torres Strait Islander dates of importance by hosting and supporting events related to the following: <ul style="list-style-type: none"> Anniversary of the National Apology to the Stolen Generations Mabo Day Survival Day National Close the Gap Day ANZAC Day National Sorry Day International Day of the World's Indigenous Peoples 	July 2021	Lead Responsibility: Chief Executive, External Relations Supported by: Dean of Indigenous Research and Education Strategy
		3.2 Establish an annual Reconciliation Award to acknowledge individual, community or departmental contributions to reconciliation.	November 2019 November 2020 November 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy
		3.3 Provide appropriate communications to students and staff, and encouraging participation in significant events.	December 2020	Lead Responsibility: Chief Executive, External Relations
4	Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	4.1 RAP Working Group to participate in an external NAIDOC Week event.	July 2019 July 2020 July 2021	Lead Responsibility: Chair, RWG
		4.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	December 2020	Lead Responsibility: Executive Director, Human Resources.
		4.3 Promote and encourage participation in external NAIDOC events to all staff.	July 2020	Lead Responsibility: Chief Executive, External Relations
5	Develop, in consultation with appropriate university and community representatives and bodies, physical recognition on all University campuses, including but not limited to artwork, sculptures, plaques, flags, language, planting and the naming of places.	5.1 Develop and install plaques displaying Acknowledgement of Country on each University campus.	January 2020	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure
		5.2 Broaden the University's cultural footprint by identifying opportunities to embed educational and interpretive elements into the urban environment on all campuses: <ul style="list-style-type: none"> Name each of the North Terrace Campus gates in Kurna language; Have two further buildings named in Kurna language; Display a prominent piece of Indigenous artwork in the Central Hub; Mark the Kurna walking trail on North Terrace campus; Include a cultural space at both the Waite and Roseworthy campuses; and Develop and include an outdoor cultural space in the university campus developmental plans. 	July 2021	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure
		5.3 Develop Indigenous 'cultural' spaces across the university to promote Indigenous cultures, including: <ul style="list-style-type: none"> An Aboriginal Learning circle; Cultural spaces in each library; and Identification and implementation of at least one cultural space or acknowledgement in areas occupied by each faculty. 	July 2021	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure Supported by: University Librarian Faculty Executive Deans
6	Provide cultural support and advice to the University to strengthen and encourage relationships.	6.1 Continue and sustain the Kurna Cultural Advisors program with adequate financial and administrative support with a view to increasing its engagement.	December 2020	Lead Responsibility: Deputy Vice-Chancellor and Vice President (Academic) Supported by: Cultural Advisors Dean of Indigenous Research and Education Strategy



RELATIONSHIPS

Reconciliation can be defined as the coming together of people. As such, the University of Adelaide is committed to bringing Aboriginal and Torres Strait Islander peoples and their non-Indigenous counterparts together, to learn from and communicate with one another and build, in partnership, a better future for all Australians. We recognise that relationships are essential to the success of reconciliation, and we aim to create robust relationships between the Aboriginal and Torres Strait Islander community and our University. We are committed to creating ongoing educational, employment and partnership opportunities for Aboriginal and Torres Strait Islander peoples. It is our aim to improve outcomes for individuals and communities, drawing on the inherent strengths and resilience of our First Nations peoples to foster and create positive change.

ACTION AREA: RELATIONSHIPS WITH ABORIGINAL AND TORRES STRAIT ISLANDER COMMUNITIES

Action	Target	Timeline	Responsibility
7 Ensure that there is Aboriginal and Torres Strait Islander engagement or involvement in all aspects of the University's business.	7.1 Include Aboriginal or Torres Strait Islander representation in high-level decision-making processes: <ul style="list-style-type: none"> • Ensure representation of Aboriginal or Torres Strait Islander person in governance structure; and • Ensure the inclusion of an Aboriginal or Torres Strait Islander person on the Human Research Ethics Committee. 	July 2021	Lead Responsibility: Chair, University Council Supported by: Vice-Chancellor
8 Continue to foster a positive relationship with Reconciliation South Australia.	8.1 Ensure that University of Adelaide representatives attend events initiated by Reconciliation SA; <ul style="list-style-type: none"> • Apology Breakfast • NRW Breakfast 	July 2019 July 2020 July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Chief Executive, External Relations
9 Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	9.1 Conduct an audit of the University's current research, commercial and cultural partnerships with Aboriginal and Torres Strait Islander communities or organisations to identify their status.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy
	9.2 Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy
	9.3 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Chief Executive, External Relations
10 Continue to celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander peoples and other Australians.	10.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2020 May 2021	Lead Responsibility: Chief Marketing Officer
	10.2 RAP Working Group members to participate in an external NRW event.	May 2020 May 2021	Lead Responsibility: Chief Marketing Officer
	10.3 Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	May 2020 May 2021	Lead Responsibility: Chief Executive, External Relations
	10.4 Organise at least one NRW event each year.	May 2020 May 2021	Lead Responsibility: Chief Executive, External Relations
	10.5 Register all our NRW events on Reconciliation Australia's NRW website.	May 2020 May 2021	Lead Responsibility: Chief Executive, External Relations

11 Raise internal and external awareness of this RAP to promote and encourage reconciliation across our university and the higher education sector more generally.	11.1 Implement and review a strategy to communicate and engage the university staff and students in reconciliation.	March 2020	Lead Responsibility: Chief Marketing Officer
	11.2 Continue to communicate our commitment to reconciliation via public platforms, including the University of Adelaide website.	July 2020	Lead Responsibility: Chief Marketing Officer
	11.3 Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Chief Executive, External Relations
	11.4 Endeavour to work and collaborate with other higher education institutions and universities to enhance cooperation and the sharing of resources across the sector for the advancement of reconciliation.	July 2021	Lead Responsibility: Chair, RWG
12 Promote positive race relations through anti-discrimination strategies.	12.1 Continue to implement and communicate the University's anti-discrimination policy for our organisation.	January 2020	Lead Responsibility: Executive Director, Human Resources
	12.2 Educate senior leaders on the effects of racism.	December 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy
	12.3 Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on the current anti-discrimination policy and identify potential future needs.	December 2020	Lead Responsibility: Executive Director, Human Resources





OPPORTUNITIES

Colonisation, assimilation and discrimination are entrenched in our nation's history. At the University of Adelaide, we recognise that this legacy has prevented the equal and equitable participation of Aboriginal and Torres Strait Islander peoples across many sectors, including universities such as ours. The creation of opportunities will enable the University to increase Aboriginal and Torres Strait Islander participation and success; undertake more informed and thus effective teaching and learning practices, undertake research in partnership with Aboriginal and Torres Strait Islander communities, and provide an environment for discussion and action regarding issues that advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

ACTION AREA: ABORIGINAL AND TORRES STRAIT ISLANDER RECRUITMENT AND RETENTION

Action	Target	Timeline	Responsibility
13 Consolidate and expand educational pathways and mechanisms to support Aboriginal and Torres Strait Islander students (including mature-age students) to enrol in and succeed in undergraduate and postgraduate studies at the University of Adelaide.	13.1 Ensure annual growth in enrolment and completion rates for Aboriginal and Torres Strait Islander students.	December 2019 December 2020 July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported By: Executive Director of Office of Academic and Student Engagement
	13.2 Ensure annual growth in enrolment and completion rates for regional, rural and remote Aboriginal and Torres Strait Islander students.	December 2019 December 2020 December 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported By: Executive Director of Office of Academic and Student Engagement
	13.3 Continue to monitor and evaluate the University's Student Success Strategy to ensure that students are being appropriately supported.	December 2019 December 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported By: Pro Vice-Chancellor (Student Learning)
	13.4 Ensure that student support mechanisms provided by Wirltu Yarlū are adequately resourced so that staff are able to identify and address any barriers to Aboriginal and Torres Strait Islander students undertaking tertiary study.	December 2019 December 2020	Lead Responsibility: Dean of Graduate Studies Supported by: Executive Director of Office of Academic and Student Engagement
	13.5 Conduct an audit of university scholarship opportunities and the processes of their promotion and selection for all students, to inform improved promotion and with a view to increase applications.	December 2019 December 2020	Lead Responsibility: Dean of Graduate Studies Supported by: Executive Director of Office of Academic and Student Engagement
	13.6 Review the appropriateness and flexibility of postgraduate and HDR milestones for Aboriginal and Torres Strait Islander students	March 2020	Lead Responsibility: Dean of Graduate Studies Supported By: Dean of Indigenous Research and Education Strategy
14 Continue the implementation of the revised Tarrkarri Tarrka Aboriginal and Torres Strait Islander Education Strategy and Annual Indigenous Faculty Scorecards.	14.1 Develop strategies for raising Aboriginal and Torres Strait Islander enrolment, retention and completion rates within Faculties, by collaboration between Faculties and Wirltu Yarlū. Particular attention to be paid to those Faculties with low Aboriginal and Torres Strait Islander enrolment rates.	December 2019 December 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Faculty Executive Deans

ACTION AREA: TEACHING AND LEARNING STRATEGIES

Action	Target	Timeline	Responsibility
15 Embed Aboriginal and Torres Strait Islander culture, knowledge and perspectives across curricula.	15.1 Conduct an audit of Aboriginal and Torres Strait Islander content in courses across the University, with attention to both quality and quantity.	December 2020	Lead Responsibility: Pro Vice-Chancellor (Student Learning) Supported by: Dean of Indigenous Research and Education Strategy
	15.2 Develop a University wide <i>Indigenous Curriculum Framework</i> to ensure a coherent, integrated approach to the teaching of Aboriginal and Torres Strait Islander related content.	July 2021	Lead Responsibility: Pro Vice-Chancellor (Student Learning) Supported by: Dean of Indigenous Research and Education Strategy
	15.3 Develop and launch a program to support Faculties and Schools to develop and deliver Aboriginal and Torres Strait Islander informed curriculum, guided by an appropriately qualified Aboriginal and Torres Strait Islander person.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy

ACTION AREA: RESEARCH AND RESEARCH TRAINING

Action	Target	Timeline	Responsibility
16 Facilitate Aboriginal and Torres Strait Islander Higher Degree by Research (HDR) students by developing specific pathways and support strategies at the University of Adelaide.	16.1 Appoint a Project Officer – Aboriginal and Torres Strait Islander Higher Degree by Research and Higher Degree by Coursework to lead a coordinated approach to identifying, recruiting and supporting prospective and current Indigenous HDR students.	July 2019	Lead Responsibility: Pro Vice-Chancellor (Research Operations) Supported by: Dean of Graduate Studies Dean of Indigenous Research and Education Strategy
	16.2 Create opportunities for potential Aboriginal and Torres Strait Islander HDR students to complete research-based internships or cadetships to increase their exposure to and experience in research roles and environments.	January 2020	Lead Responsibility: Pro Vice-Chancellor (Research Operations) Supported by: Dean of Graduate Studies Dean of Indigenous Research and Education Strategy.
	16.3 Encourage and facilitate opportunities for non-Indigenous people to conduct and be involved in appropriate research relating and/or involving Aboriginal and Torres Strait Islander Australians.	December 2019	Lead Responsibility: Pro Vice-Chancellor (Research Operations) Supported by: Dean of Graduate Studies

ACTION AREA: ABORIGINAL AND TORRES STRAIT ISLANDER STAFF EMPLOYMENT

Action	Target	Timeline	Responsibility
17 Faculties and Divisions actively enable employment opportunities for Aboriginal and Torres Strait Islander peoples	17.1 Continue to promote the Aboriginal and Torres Strait Islander Cadetship program and make efforts to offer continuing employment to cadets upon successful completion of the cadetship.	July 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy Faculty Supported by: Faculty Executive Deans Human Resources
	17.2 Maintain the University's existing Aboriginal and Torres Strait Islander Employment Strategy, including: <ul style="list-style-type: none"> Increase the number of Aboriginal and Torres Strait Islander staff; Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders; Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy. 	December 2020	Lead Responsibility: Human Resources Supported by: Dean of Indigenous Research and Education Strategy
	17.3 Develop and maintain a 'pipeline' of Aboriginal and Torres Strait Islander HDR graduates to enter into employment within the University.	January 2020	Lead Responsibility:: Dean of Indigenous Research and Education Strategy
	17.4 Support early-career Aboriginal and Torres Strait Islander academics via an appropriately developed mentoring program.	July 2020	Lead Responsibility:: Dean of Indigenous Research and Education Strategy
	17.5 Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	December 2020	Lead Responsibility: Human Resources Supported by: Dean of Indigenous Research and Education Strategy
	17.6 Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	December 2020	Lead Responsibility: Human Resources Supported by: Dean of Indigenous Research and Education Strategy
	17.7 Include a commitment to Reconciliation in selection criteria for senior executive positions.	January 2020	Lead Responsibility: Human Resources Supported by: Dean of Indigenous Research and Education Strategy

18 Improve and broaden genuine partnerships between the University and Aboriginal and Torres Strait Islander communities and other organisations by supporting Aboriginal and Torres Strait Islander businesses in the supply chain.	18.1 Develop three new partnerships (including established corporations and grassroots and Indigenous led movements and causes at the local, regional, national and international level), including one new partnership per year, during the life of the RAP.	July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy Supported by: Chief Executive, External Relations
	18.2 Become a member of Supply Nation, or equivalent organisation and publicise these service providers within the University.	July 2020	Lead Responsibility: Procurement
	18.3 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	December 2020	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure
	18.4 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	July 2020	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure
	18.5 Develop and implement an Aboriginal and Torres Strait Islander Procurement Policy.	July 2020	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure
	18.6 Develop a relationship with an Aboriginal and Torres Strait Islander owned and run organisation, with the view of signing a preferred supplier agreement within the lifetime of this RAP.	July 2021	Lead Responsibility: Director Strategic Portfolio Management, Infrastructure





GOVERNANCE, TRACKING, PROGRESS AND REPORTING

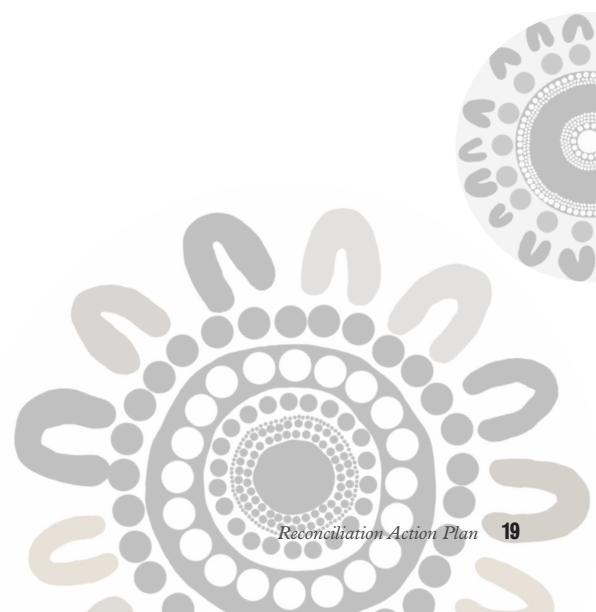
The University of Adelaide is committed to promoting and advancing Aboriginal and Torres Strait Islander participation and success in higher education and research, with a specific focus on achieving positive outcomes. This RAP documents the ongoing commitment by the University of Adelaide to acknowledge and celebrate Aboriginal and Torres Strait Islander culture. It is intended to promote Aboriginal and Torres Strait Islander voices in decision making for the University, and the development and implementation of strategies to empower Aboriginal and Torres Strait Islander students and staff.

It is envisioned that this RAP will facilitate Aboriginal and Torres Strait Islander approaches to governance, thus enabling a two way exchange of knowledge. It also commits to monitoring and evaluation of performance that is integrated into existing practices; with Indigenous education and advancement recognised as a whole of University responsibility.

ACTION AREA: GOVERNANCE, TRACKING, PROGRESS AND REPORTING

Action	Target	Timeline	Responsibility
19 Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.	19.1 Maintain Aboriginal and Torres Strait Islander representation on the RWG.	July 2021	Lead Responsibility: Chair, RWG
	19.2 Establish and apply a Terms of Reference for the RWG.	July 2021	Lead Responsibility: Chair, RWG
	19.3 Meet at least four times per year to drive and monitor RAP implementation.	July 2021	Lead Responsibility: Chair, RWG
20 Provide appropriate support for effective implementation of RAP commitments.	20.1 Appoint a RAP Project Officer—to coordinate the approach to monitoring and reporting on the progress of this RAP.	January 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy
	20.2 Define resource needs for RAP implementation.	April 2020	Lead Responsibility: Chair, RWG
	20.3 Engage our senior leaders and other staff in the delivery of RAP commitments.	July 2020	Lead Responsibility: Chair, RWG
	20.4 Define and maintain appropriate systems to track, measure and report on RAP commitments.	July 2020	Lead Responsibility: Chair, RWG
	20.5 Appoint and maintain an internal RAP Champion from senior management.	July 2019	Lead Responsibility: Chair, RWG
	20.6 Conduct biannual meetings and progress reports on implementation of the RAP deliverables to the RAP Working Group and VCE.	January 2020 July 2020 January 2021 July 2021	Lead Responsibility: Dean of Indigenous Research and Education Strategy

21 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	21.1 Report on the RAP achievements, challenges and any learnings to Reconciliation Australia for inclusion in the RAP Impact Measure Report.	July 2020 July 2021	Lead Responsibility: Chair, RWG
	21.2 Publicly report our RAP achievements, challenges and learnings, annually.	July 2020 July 2021	Lead Responsibility: Chair, RWG
	21.3 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	July 2021	Lead Responsibility: Chair, RWG
	21.4 Report quarterly on RAP Actions to VCE	July 2021	Lead Responsibility: Chair, RWG
	21.5 Produce an annual Aboriginal and Torres Strait Islander research report outlining a review of research papers and partnerships.	July 2020	Lead Responsibility: Dean of Indigenous Research and Education Strategy
	21.6 Review and report on the process of actions and deliverable outcomes.	December 2020 December 2021	Lead Responsibility: RAP Officer
22 Continue our reconciliation journey by developing our next RAP.	22.1 Register via Reconciliation Australia's website to begin developing our next RAP.	January 2021	Lead Responsibility: Chair, RWG
	22.2 Liaise with Reconciliation Australia and University of Adelaide staff and students to develop a new RAP based on the learnings, challenges and achievements.	April 2021	Lead Responsibility: Chair, RWG
	22.3 Send draft RAP to Reconciliation Australia for review and feedback.	May 2021	Lead Responsibility: Chair, RWG
	22.4 Submit final RAP draft to Reconciliation Australia for formal endorsement and publication on Reconciliation Australia's website.	July 2021	Lead Responsibility: Chair, RWG



FOR FURTHER ENQUIRIES

The University of Adelaide SA 5005 Australia

ENQUIRIES adelaide.edu.au/reconciliation

TELEPHONE +61 8 8313 7335

FREE-CALL 1800 061 459

 adelaide.edu.au

 facebook.com/uniofadelaid

 twitter.com/uniofadelaid

 snapchat.com/add/uniofadelaid

 instagram.com/uniofadelaid

 weibo.com/uniadelaide

© The University of Adelaide.
CRICOS 00123M

DISCLAIMER The information in this publication is current as at the date of printing and is subject to change. You can find updated information on our website at adelaide.edu.au or contact us on 1800 061 459. The University of Adelaide assumes no responsibility for the accuracy of information provided by third parties.