

INNOVATE

RECONCILIATION ACTION PLAN

MAY 2020 - MAY 2022



Flinders
UNIVERSITY



RECONCILIATION
ACTION PLAN

INNOVATE



Poetic text gifted by Kurna Elder Dr Uncle Lewis Yarluburka O'Brien and the Kurna Warra Pintyanthi Language Committee¹ on the occasion of Flinders University's 50th anniversary.

Yara

Reciprocity of ideas and 'two way' learning that takes place in a shared place.

Purlirna kardlarna ngadluku miyurnaku yaintyia tikkiarna.

Wardlipari is the home river in the Milky Way. The stars are the fires of the people living there.

*Yurarlu yurakauwi trruku-ana
padninthi Wardlipari.*

Yurakauwi the rainbow serpent goes into the dark spots in the Milky Way.

Ngaiyirda karralika kawingka tikainga yara kumarninthi.

When the outer world and the sky connect with the water the two become one.

Gifted to the Flinders University Reconciliation Action Plan from Arrernte Traditional Owners, Alice Springs where the Flinders Poche Centre and Centre for Remote Health are located.

Anyente-Irreme (aninte urrum)

Moving together as one

Utnenge (utnunga)

Spirit of the land

Gifted to the Flinders University Reconciliation Plan from the Kurna Language Committee.

Waatu

Together in partnership

Nguyanguya muri

Reconciliation

Pirruku

Message, story

Message from Reconciliation Australia

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

As a member of the RAP community, Flinders University 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 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 Flinders University with the key steps to establish its own unique approach to reconciliation. Through implementing an Innovate RAP, Flinders University 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 Flinders University well as it explores and establishes its own unique approach to reconciliation. We encourage you 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 Flinders University on its first RAP, and look forward to following its ongoing reconciliation journey.

Karen Mundine

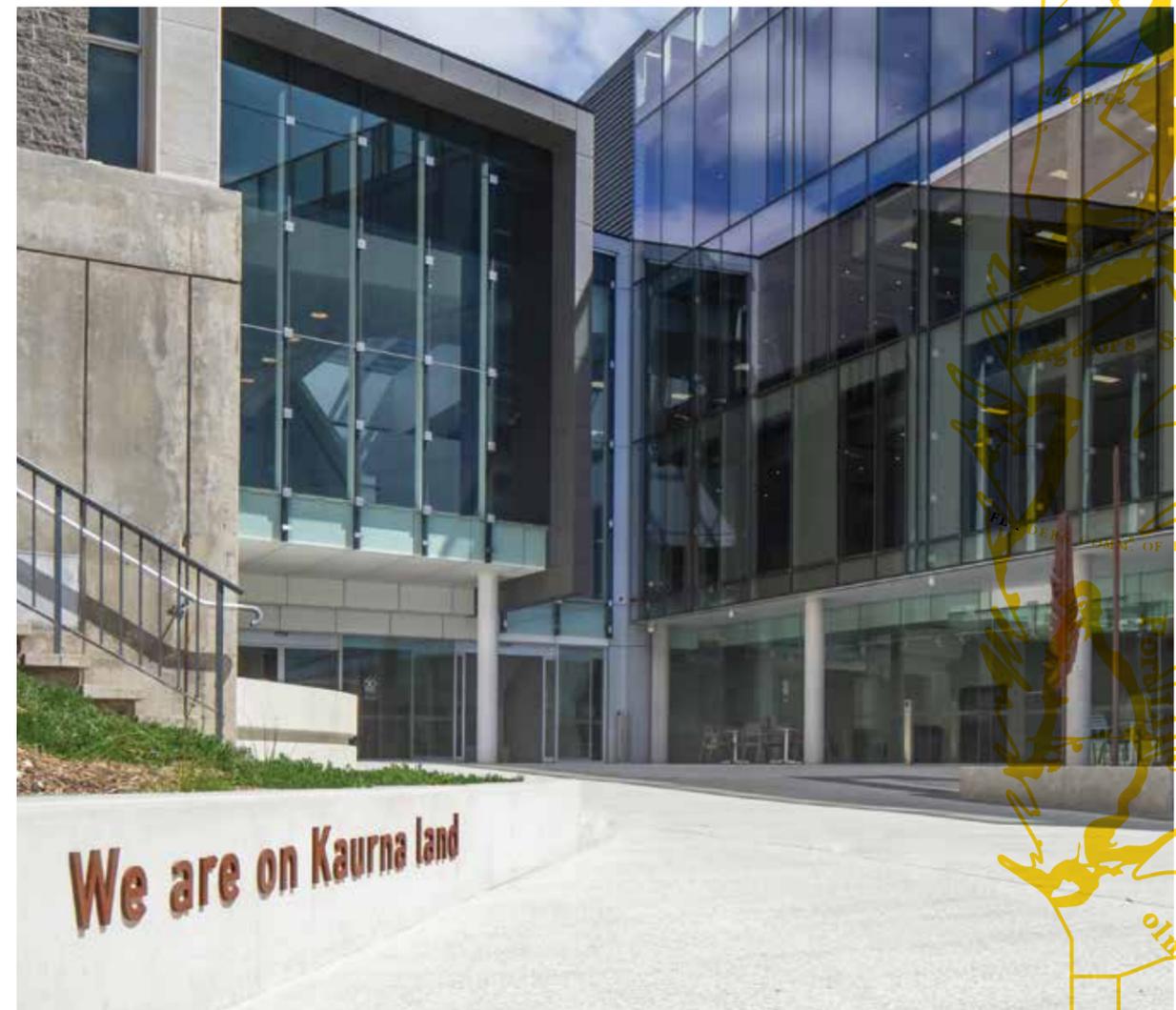
Chief Executive Officer
Reconciliation Australia



Acknowledgment of Country

Flinders University was established on the lands of the Kurna nation, with the first University campus, Bedford Park, located on the ancestral body of Ngannu near Warriparinga. Warriparinga is a significant site in the complex and multi-layered Dreaming of the Kurna ancestor, Tjilbruke. For the Kurna nation, Tjilbruke was a keeper of the fire and a peace maker/law maker. Tjilbruke is part of the living culture and traditions of the Kurna people. His spirit lives in the Land and Waters, in the Kurna people and in the glossy ibis (known as Tjilbruke for the Kurna). Through Tjilbruke, the Kurna people continue their creative relationship with their Country, its spirituality and its stories.

Flinders University acknowledges the Traditional Owners and Custodians, both past and present, of the various locations the University operates on, and recognises their continued relationship and responsibility to these Lands and waters.



Flinders University's collective vision is to foster an environment that recognises and embraces Aboriginal and Torres Strait Islander peoples, knowledges and cultures. This vision for reconciliation is grounded in the concepts of togetherness, reciprocity, and respect.

Achieving this vision for reconciliation requires courage, generosity, integrity and truth-telling. Flinders University recognises that Indigenous² people are the descendants of the first peoples of the Lands and Waters of Australia and have occupied, enjoyed, utilised and managed these Lands and Waters since time immemorial.³

We respect and recognise the long-held philosophies, knowledges, research, strengths and contributions of Aboriginal and Torres Strait Islander communities in this country. As a University community we commit to reconciliation as part of everyday practice and acknowledge the vital role it can play in building understanding and acceptance of our shared histories, as we work towards a shared future.

This Innovate Reconciliation Action Plan (RAP) is part of Flinders University's ongoing work to increase Aboriginal and Torres Strait Islander community participation, retention and success in higher education and commits to celebrating Indigenous success and self-determination.

This is a whole-of-University responsibility.

John Bulunbulun (Ganalbingu, Australian) born 1946, Maningrida, Central Arnhem Land, Northern Territory died 2010, Darwin, Northern Territory

Untitled 1996 natural pigments on stringy bark 92.6 x 41.8 cm

Flinders University Art Museum Collection 3108 Image © John Bulunbulun / Licensed by Aboriginal Artists Agency, 2019



OUR VISION FOR RECONCILIATION

Our Business

Core business

Established in 1966, Flinders University was named after the European navigator Captain Matthew Flinders who, as part of the 1801-1803 Investigator Voyage circumnavigated Australia (Sydney to Sydney) accompanied by Kuring-gai man Bungaree from 1802-1803.

Undergraduate, postgraduate and research training courses are offered across six Colleges and online for some 26,000 students. The University has more than 5,000 international students from more than 90 countries. Bedford Park campus has on-site accommodation for 500 students.

Research strengths include biomedical and clinical sciences, culture, policy and society, health and human behaviour, molecular science and technology, defence, engineering, and water and environment. In the latest Excellence in Research Australia assessment 90% of Flinders University's research has been rated world standard or above⁴.

Flinders has a strong focus on rural and remote area education, in Central Australia and the Top End in the Northern Territory and Flinders Rural Health South Australia which operates in the centre and east of South Australia. Internationally, Flinders jointly provides courses with leading universities in China, Hong Kong SAR, Malaysia, and Singapore.

Education (students) and Employment (staff)

The University's Strategic Plan's Pillar 'Engagement and Impact' commits Flinders to "engage with Indigenous Australians, students, staff and the community to respect Indigenous knowledge systems and perspectives, and to progress Indigenous advancement in education, research, employment and wellbeing." The University is committed to education, health and wellbeing in the Northern Territory, and other regional, rural and remote communities.

In 2018⁵ (the latest full year data) the University enrolled 26,082 students, 360 of whom identified as Aboriginal and/or Torres Strait Islander which constitutes 1.6% of the total domestic student enrolments of the University.⁶

In 2018 Flinders University employed 958 academic staff and 1,328 professional staff of whom 49 identified as Aboriginal and/or Torres Strait Islander comprising 1.6% of our workforce.

Aboriginal and/or Torres Strait Islander staff are predominantly in the College of Medicine and Public Health (including the Poche Centre for Indigenous Health) the Office of Indigenous Strategy and Engagement, and the College of Humanities, Arts and Social Science.

The *Enterprise Agreement 2019-2022* states at section 11.2 that the University "will use its best endeavours to achieve, by the nominal expiry date of the Agreement (30 June 2022) Aboriginal and Torres Strait Islander employment of 3% of full-time equivalent University staff at the date of operation of the Agreement"⁷.

Geographic Footprint

Since inception Flinders University has expanded its footprint and operates on the Traditional Lands and waters of the Arrernte, Boandik, Erawirung, Jawoyn, Kurna, Larrakia, Ngarrindjeri, Ngadjuri, Peramangk, Ramindjeri, Warumungu and Yolngu peoples.

Flinders University has three Adelaide campuses at Bedford Park, Tonsley and Victoria Square with a regional footprint spanning Burra, Renmark, Mount Gambier, Murray Bridge, Nuriootpa and Victor Harbor in South Australia to Alice Springs, Darwin, Katherine, Nhulunbuy and Tennant Creek in the Northern Territory. The University also delivers its programs online and these students may be located in any State or Territory of Australia.

Sphere of Influence

As a globally connected public institution of higher learning, Flinders University recognises its role in the community to lead by example and commits to communicating and championing the vision and actions of this Innovate RAP through our many and varied networks, including:

- University Council;
- Senior Executive;
- Academic and Professional staff;
- Industry Partners;
- Network of more than 105,000 alumni in over 100 countries; and
- Universities Australia, Innovative Research Universities Australia, Engagement Australia, and International Network of Universities.

² In the context of Flinders University, its existing Indigenous Frameworks, the role Pro Vice-Chancellor (Indigenous) and policies and procedures which align with the Federal Government terminology in Higher Education, in this Innovate RAP Flinders University uses the term Indigenous interchangeably with Aboriginal and Torres Strait Islander peoples.

³ Flinders University Indigenous Engagement Framework (FIEF): <https://www.flinders.edu.au/content/dam/documents/about/indigenous-engagement-framework.pdf>

⁴ Excellence in Research for Australia 2018, Flinders University rating 89.7%, rounded up to 90%

⁵ Student data return to the Federal Government: <https://www.flinders.edu.au/about/fast-facts/student-staff-numbers>

⁶ Flinders Business Analytics

⁷ Enterprise Agreement 2019-2022: <https://staff.flinders.edu.au/employee-resources/working-at-flinders/enterprise-agreement>

Our Path to Reconciliation

John Kundereri Moriarty AM was the first Aboriginal person to graduate from Flinders University in 1971. Over the past five years Indigenous student enrolments have grown by 38% to 362 enrolments in 2018, of which seven Indigenous PhD students and 24 Medical Doctors (in the past five years) have graduated.

In 1990 the University established its first Aboriginal Support Program⁸, which became the Yunggorendi⁹ Indigenous Education Program in 1994. Since then the program has evolved in size and remit to become the Office of Indigenous Strategy and Engagement¹⁰ (OISE), led by a senior academic as Dean, Indigenous Strategy and Engagement. OISE provides strategic leadership for the University including Aboriginal and Torres Strait Islander perspectives in programs, recruitment and support of Indigenous students, the recognition of Indigenous knowledges and perspectives, the promotion of teaching and research in Indigenous studies, and the employment of Indigenous staff.

Indigenous academics within Yunggorendi First Nations Centre for Higher Education and Research (restructured into the Office of Indigenous Strategy and Engagement) have worked in partnership with and delivered Indigenous Studies and Education topics into Education and Humanities degree programs for over two decades. In 2012 Yunggorendi was awarded an Office for Learning and Teaching, Citation for Outstanding Contributions to Student Learning, For sustained, dedicated, inspirational and far-reaching contributions to the education of pre-service teachers of Indigenous students in compulsory topics in the School of Education. These programs have been led by Indigenous academics and have provided core curriculum to Education students and Social Work students at the university

In its 2010 – 2014 Strategic Plan *Inspiring Flinders Future*, Flinders University committed to a vision of cultural inclusivity for Aboriginal and Torres Strait Islander peoples, with an aim to increase the prominence and status of Indigenous cultures, knowledge and studies. Increasing the participation of, and opportunities for, Indigenous staff and students was a core part of this vision.

In the subsequently refreshed Strategic Plan 2012-2016¹¹ the University committed to implementing the Flinders Indigenous Engagement Framework (FIEF) to meet these objectives.

Flinders University adopted the FIEF in 2013 which provided a mechanism for enabling the University community to be responsible for Indigenous engagement. The framework acknowledged the comparative levels of disadvantage experienced by Indigenous Australians in their living standards, life expectancy, education, health and employment and was based on three underlying principles:

1. Recognition and respect for Indigenous peoples, knowledges and cultures;
2. Integrated, university-wide strategies, policies and programs; and
3. High expectations with clear goals.

With the University endorsement of the FIEF, Flinders University also recognised the 2007 United Nations Declaration on the Rights of Indigenous Peoples¹², in particular Article 15 "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information."¹³

The Flinders University Poche Centre for Indigenous Health was established at Bedford Park in 2011, followed by nodes in Alice Springs in 2012 and Darwin in 2016. The Poche Centre is dedicated to developing Aboriginal and Torres Strait Islander leaders and building the health workforce.

In the same period Flinders University developed an *Indigenous Workforce Strategy*¹⁴ with the aim to deliver sustainable employment and economic engagement opportunities for Indigenous people at the University. In April 2019 this was updated.



Flinders University staff and community Elders at the Flinders University Poche Centre for Indigenous Health in Alice Springs. Back left to right: Ali Baker, Mervyn Penangke Rubuntja, Barbara Richards, Theresa Penangke Alice, Shane Mohor, Andrew Kemarre Davis, Maree Meredith, Kath Martin, Amelia Kngwarreye Turner, Simone Tur, Pat Miller, Renelle Davis.

The University's current *Strategic Plan, Making a Difference - The 2025 Agenda*¹⁵, launched in March 2016 outlines our commitment to: engaging with Indigenous Australians, students, staff and the community, respecting Indigenous knowledge systems and perspectives and progressing Indigenous advancement in education, research, employment and wellbeing. Our Values and Ethos statement commits the University through the Core Value of Integrity¹⁶ to "Championing diversity and equality of opportunity, respecting peoples from all nations, cultures, and backgrounds". Requiring our institution to "embrace diversity and promote equity, inclusion and social responsibility". In line with this value, The 2025 Agenda puts People and Culture as the first of four pillars on which it is based.

The year of 2016 was a significant milestone for the University as it celebrated its 50th anniversary. To commemorate this occasion the University was gifted Kurna words and knowledge statements by Kurna Elder Uncle Lewis Yarluburka O'Brien, and the Kurna Warra Pintyanthi Language Committee¹⁷.

In receiving this cultural gift, Flinders University has acknowledged that its physical location at Bedford Park holds great cultural significance to the Kurna people with a deep and long history of place. These Kurna sentiments are publicly inscribed in the physical landscape of the University in the heart of the Bedford Park campus.

In 2017 Flinders University, along with all universities in Australia, committed to implement the Universities Australia Indigenous Strategy 2017-2020¹⁸.

In 2018 Flinders University first registered its intent with Reconciliation Australia to develop a Reconciliation Action Plan.

In 2019 the University provided greater focus for Indigenous leadership within the University by replacing the Dean Indigenous Strategy and Engagement with its inaugural Pro Vice-Chancellor Indigenous.

FLINDERS RECONCILIATION ACTION PLAN

⁸ Established through the Commonwealth equity grant funds through the Language and Learning Unit for Indigenous Students

⁹ Yunggorendi is a Kurna word meaning "to inform, to communicate, to impart knowledge"

¹⁰ Website for the Office of Indigenous Strategy and Engagement (OISE): <https://staff.flinders.edu.au/colleges-and-services/oise>

¹¹ Strategic Plan 2014-2016: https://issuu.com/flindersuniversity/docs/flindersfuturefocus_strategicplan

¹² United Nations Declaration on the Rights of Indigenous Peoples accepted and adopted by the Government of Australia in 2009

¹³ United Nations Declaration on the Rights of Indigenous Peoples: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

¹⁴ Flinders University Indigenous Workforce Strategy: <https://www.flinders.edu.au/content/dam/documents/jobs/indigenous-workforce-strategy.pdf>

¹⁵ Flinders University strategic plan Making a Difference – The 2025 Agenda: <https://www.flinders.edu.au/about/strategy>

¹⁶ Flinders University Core Values and Ethos statement: <https://www.flinders.edu.au/about/strategy/values-ethos>

¹⁷ Gift of Words: <https://www.flinders.edu.au/about/indigenous-commitment>

¹⁸ Universities Australia Indigenous Strategy 2017-2020 <https://www.universitiesaustralia.edu.au/policy-submissions/diversity-equity/universities-australias-indigenous-strategy-2017-2020/>

Why now

Flinders University has committed to consulting, developing and implementing an Innovate RAP following two decades of incremental advances in prioritising Indigenous engagement in higher education. Through this Innovate RAP and our ongoing commitment to implementation, we will be working across our staff, student and alumni community to increase respectful recognition, knowledge and awareness Aboriginal and Torres Strait Islander cultures, histories and contributions.

The University, through this inaugural Innovate RAP, seeks to build on the achievements made under the Indigenous Engagement Framework, and to further commit to improving the lives and well-being of Indigenous Australians and 'closing the gap'. The University seeks to create an environment that is culturally inclusive in all aspects of its business. As a University community we acknowledge the emotional labour, particularly for Aboriginal and Torres Strait Islander communities, and the responsibilities associated with reconciliation. The strategies in this Innovate RAP aim to directly contribute to:

- increasing Indigenous participation, retention and success in higher education, and
- increasing levels of economic and social participation for Indigenous people and their communities
- increasing cultural competence for all staff and students.

Reconciliation Actions Plans are nationally recognised as a proven model to achieve positive change across wide and diverse organisation. Flinders University has identified that an Innovate RAP is the next step in its journey. Our RAP demonstrates the commitment by Flinders University's Senior Leadership to progress the whole organisation towards respectful recognition of Aboriginal and Torres Strait Islander cultures and contributions.

Reconciliation Action Plan Governance

Our Governance structure is representative of both Academic and Professional Staff at all levels of the University. There are four people represented on the Steering Committee who have identified as Indigenous, and nine on the RAP Working Group.

Champions

To take this forward, Deputy Vice-Chancellor (Students) Professor Clare Pollock and Vice-President and Executive Dean, College of Medicine and Public Health Professor Jonathan Craig, members of the University's Senior Executive Team, nominated to advocate for this process across the institution. To support this consultation across the University community Professor Tom Calma AO, Chancellor of the University of Canberra and Co-Chair of Reconciliation Australia volunteered his time to facilitate consultations forums across our locations, and with University Council. National ratification of this Innovate RAP signifies the University's commitment to reconciliation, by which we can benchmark our progress on strategic initiatives and actions.



Nyurapayia Nampitjinpa (Pitjantjatjara/Pintupi, Australian)
born c1935, Kaltukatjara near Docker River, Northern Territory
died 2013

Untitled 2007
synthetic polymer paint on linen
90.6 x 90.8 cm

Gift of Emeritus Professor JVS Megaw and Dr M Ruth Megaw
Flinders University Art Museum Collection 4461
Image © Nyurapayia Nampitjinpa /Licensed by Aboriginal Artists Agency, 2019

Members of the RAP Steering Committee were invited to join the Committee by the Co-Chairs to ensure inclusion of Indigenous and non-Indigenous members from across academic and professional areas of the University. The RAP Steering Committee members included:

Co-Chair: Professor Clare Pollock

Deputy Vice-Chancellor (Students), Office of the Deputy Vice-Chancellor (Students)

Co-Chair: Professor Jonathan Craig

Vice President and Executive Dean, College of Medicine and Public Health

Ms Karen Ashford

Director, Media and Communications, Office of Communication, Marketing and Engagement

Dr Ali Gumillya Baker

interim Pro Vice Chancellor (Indigenous), Office of Indigenous Strategy and Engagement

Ms Monica Barolits-McCabe

(former) Manager, Flinders NT, College of Medicine and Public Health

Mr Steve Barrett

Director, People and Culture, Corporate Services, People and Culture

Ms Liz Larkin

Executive Officer, Poche Centre for Indigenous Health, College of Medicine and Public Health

Dr Maree Meredith

Deputy Director, Poche Centre for Indigenous Health, College of Medicine and Public Health

Ms Lisa O'Neill

Manager, Equal Opportunity and Diversity, Corporate Services, People and Culture

Ms Callista Thillou

Executive Director, Communications, Marketing and Engagement, Office of Communication, Marketing and Engagement

Associate Professor Simone Ulalka Tur

interim Pro Vice Chancellor (Indigenous), Office of Indigenous Strategy and Engagement

RECONCILIATION ACTION PLAN STEERING COMMITTEE



An all staff and all student call was made for members of the University committee who wished to express an interest in joining the Working Group. All those who expressed an interest were subsequently invited to join the Working Group. The RAP Working Group members include:

Co-Chair: Professor Clare Pollock
Deputy Vice-Chancellor (Students),
Office of the Deputy Vice-Chancellor (Students)

Co-Chair: Professor Jonathan Craig
Vice President and Executive Dean,
College of Medicine and Public Health

Ms Karen Ashford
Director, Media and Communications, Office of
Communication, Marketing and Engagement

Dr Ali Gumillya Baker
acting joint Pro Vice Chancellor (Indigenous),
Office of Indigenous Strategy and Engagement

Ms Monica Barolits-McGabe
(former) Manager, Flinders NT, College of Medicine and
Public Health

Mr Steve Barrett
Director, People and Culture, Corporate Services,
People and Culture

Dr Mariette Berndsen
Lecturer, Psychology, College of Education,
Psychology and Social Work

Professor Tim Carey
(former) Director, Centre for Remote Health,
College of Medicine and Public Health

Mr Bas De Groot
Senior Records Management Officer,
Digital Business Services Division, Corporate Services

Dr Matt Fisher
Senior Research Fellow, Southgate Institute for Health,
Society and Equity, College of Medicine and Public Health

Mrs Emma George
Lecturer, Occupational Therapy, College of Nursing and
Health Sciences

Ms Veronica Ghee
Library Manager, Teaching and Learning Services,
Corporate Services

Ms Katie Hazell
People and Culture Coordinator, Corporate Services,
People and Culture

Dr Jean-Marc Hero
Senior Lecturer in Biology, College of Science and
Engineering

Dr Michelle Jones
Senior Lecturer, College of Education, Psychology and
Social Work

Professor Mike Kyrios
Vice President and Executive Dean of the College of
Education, Psychology and Social Work

Ms Liz Larkin
Executive Officer, Poche Centre for Indigenous Health,
College of Medicine and Public Health

Dr Kenneth Lo
Academic Status, College of Medicine and Public Health

Mr Cameron Maher
Network Services Lead, Digital Platforms and Operations,
IDS, Corporate Services

Dr Maree Meredith
Deputy Director, Poche Centre for Indigenous Health,
College of Medicine and Public Health

Mr Simon Moore
Principal Facilities Contracts Manager, Property, Facilities
and Development, Corporate Services

Mr Isaiah Omamogho
Indigenous Student Support Officer, Office of Indigenous
Strategy and Engagement

Ms Lisa O'Neill
Manager, Equal Opportunity and Diversity, Corporate
Services, People and Culture

Ms Fiona Salmon
Director, Flinders University Museum of Art (FUMA),
Office of Communication, Marketing and Engagement

Dr Samantha Schulz
Lecturer, Sociology of Education, College of Education,
Psychology and Social Work

Mr Keenan Smith
President, Flinders Indigenous Student Association and
Student Access Unit Student Ambassador, Flinders
University Student Association

Ms Jody St Clair
Business Manager and Coordinator Yunggoendi
Student Engagement, Office of Indigenous Strategy and
Engagement

Ms Callista Thillou
Executive Director, Communications, Marketing and
Engagement, Office of Communication, Marketing and
Engagement

Associate Professor Simone Ulalka Tur
acting joint Pro Vice Chancellor (Indigenous), Office of
Indigenous Strategy and Engagement

Mr Doug Turner
Associate lecturer Aboriginal and Torres Strait Islander
Health, Flinders Rural Health SA, College of Medicine and
Public Health

Dr Annabelle Wilson
Senior Research Fellow, Southgate Institute for Health,
Society and Equity, College of Medicine and Public Health

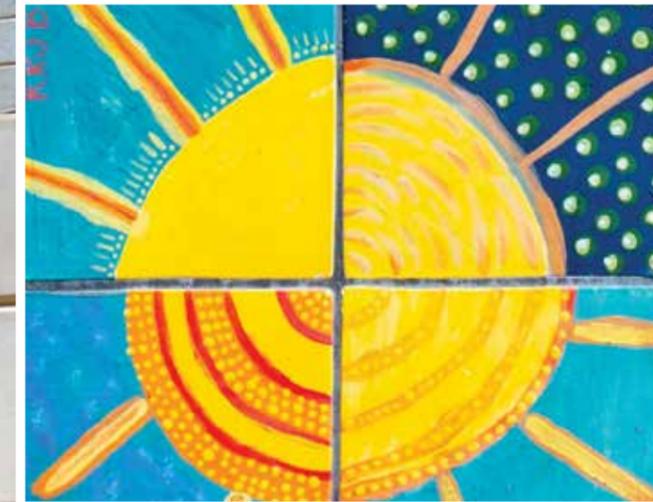
Dr Christopher Wilson
Senior Lecturer, History and Archaeology, College of
Humanities, Arts and Social Sciences



RECONCILIATION ACTION PLAN WORKING GROUP

LONG WAY HOME

Insight into the 'tile' artwork featured throughout this publication



Each tile finds its place in a mosaic of styles and colours to celebrate creativity, diversity and unity of purpose. The parts form an emblematic whole to be built into the material and cultural fabric of the Yunggorendi building.

Yunggorendi is a special place. For Indigenous students new to university life, just how special becomes clear on a day in February every year. Tables are set-up outside, food is prepared, old hands and new join to make friendships... and art.

Stories and laughter are shared and each participant marks the occasion by etching and painting a tile.

Each tile finds its place in a mosaic of styles and colours to celebrate creativity, diversity and unity of purpose. The parts form an emblematic whole to be built into the material and cultural fabric of the Yunggorendi building. A home-away-from home is imagined, inscribed and identified this way.

I know the comfort this small ritual engenders because my tile is there to see, touch and talk about whenever I feel the need. I was gifted a place at the table – as a non-Indigenous staff member – and have a mark fused into the marks of others in a large and growing totemic expression of community context. This way of making art is a testament to enduring presence. It lends authority to the transforming acts of teaching and learning in a place dedicated to belonging and community.

The distance between self and home can seem vast but there are days, for all of us who have been privileged to share the space, when the art of Yunggorendi brings home closer and shows a better way of being where and who we are.

Gus Worby
Emeritus Professor
Yunggorendi

First printed in 2011 in Long Way Home - A celebration of 21 years of Yunggorendi First Nations Centre

RELATIONSHIPS

Flinders University respects and recognises the long-held philosophies, knowledges, research, strengths and contributions of Aboriginal and Torres Strait Islander communities in this country. As a University community we commit to reconciliation as part of everyday practice and acknowledge the vital role it plays in building understanding and acceptance of our shared histories, as we work towards a shared future.

We understand that respect and cultural humility are fundamental to establishing and sustaining a diverse, inclusive and values-based community.

Action	Deliverable	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	Aug 2020, Feb 2021, Aug 2021, Feb 2022	Pro Vice-Chancellor (Indigenous)
	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander Stakeholders and organisations to understand research, education and community priorities, and identify how the University can meaningfully work in partnership to address these.	Dec 2020, 2021	Pro Vice Chancellor (Indigenous)
	Continue to build capacity in curriculum and content design through involving Elders and community leaders in program development.	Dec 2020, 2021	Deputy Vice-Chancellor Students
	Identify University Boards and Committees that require Aboriginal and/or Torres Strait Islander people's representation.	Oct 2020, 2021	University Secretary
	Develop an Indigenous Governance structure for the University, with internal and external representation, including Aboriginal and Torres Strait Islander stakeholders and organisations.	July 2020, 2021	Vice-Chancellor and Pro Vice-Chancellor (Indigenous)
	2. Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff and students.	27 May - 3 June 2020, 2021, 2022
RAP Working Group members to participate in an external NRW event.		27 May - 3 June 2020, 2021, 2022	Chair, RAP Working Group
Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.		27 May - 3 June 2020, 2021, 2022	College Vice Presidents and Portfolio Heads
Promote NRW events to students.		27 May - 3 June 2020, 2021, 2022	Deputy Vice-Chancellor Students
Develop an annual program of reconciliation events at Flinders University.		27 May - 3 June 2020, 2021, 2022	Executive Director, Office of Communication, Marketing and Engagement
Register Flinders' NRW events on Reconciliation Australia's NRW website .		27 May - 3 June 2020, 2021, 2022	Director, Marketing
Provide advice for academic staff on how to promote National Reconciliation Week through their teaching and learning programs.		Oct 2020, 2021	Pro Vice-Chancellor, Learning and Teaching Innovation
Develop an annual active program of events in addition to NRW events to create a greater shared understanding of reconciliation, and to celebrate and educate our communities about Aboriginal and Torres Strait Islander languages, cultures, histories, and knowledges.		May 2020, 2021, 2022	Executive Director, Office of Communication, Marketing and Engagement
Host a University event (exhibition) to celebrate 20 years of Reconciliation Week.		27 May - 3 June 2020	Director, Marketing



Action	Deliverable	Timeline	Responsibility
3. Promote reconciliation through our sphere of influence.	Define what reconciliation means to Flinders University and develop a Communication Plan to internally and externally communicate our commitment to reconciliation.	July 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Develop and implement strategies to engage our staff in reconciliation.	July 2020, 2021	Director, People and Culture
	Develop and implement strategies to engage our students in reconciliation.	August 2020, 2021	Deputy Vice-Chancellor Students
	Explore opportunities to positively influence our external stakeholders to actively support reconciliation.	April 2020, Dec 2020	Executive Director, Office of Communication, Marketing and Engagement
	Scope and list relationships with peak Aboriginal and Torres Strait Islander education bodies and collaborate to advance reconciliation, to share successes, areas of development and learn from each other.	August 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Incorporate Aboriginal and Torres Strait Islander perspectives in the review of Flinders University policies and procedures.	July 2020, 2021	University Secretary
	Explore engaging with Reconciliation In Education Network for South Australia.	July 2020, 2021	Pro Vice-Chancellor Learning and Teaching Innovation
	Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform to all Initial Teacher Education staff and students.	Semester 2, 2020, 2021	Dean Education, College of Education Psychology and Social Work
	Invite Reconciliation Australia's Narragunnawali team to deliver a public seminar about reconciliation to the University community.	November 2020, 2021	Director, Marketing
	Promote the Flinders University ratified Innovate Reconciliation Action Plan in Flinders in Touch (staff newsletter) and other communications channels encouraging staff to sign up to the Narragunnawali News mailing list.	May 2020, 2021, 2022	Director, Media and Communications
4. Promote positive race relations through anti-discrimination strategies.	Work with Aboriginal and Torres Strait Islander staff and/or advisors to review our Equal Opportunity policy to reference structural discrimination and explain how it affects Aboriginal and Torres Strait Islander people. Communicate this policy annually to students and staff.	August 2020, 2021	Director, People and Culture
	Review and revise all organisational policies and procedures to ensure that they demonstrate a consistent and active attention to our RAP commitments; the five dimensions of reconciliation; and Aboriginal and Torres Strait Islander cultural protocols.	November 2020, 2021	University Secretary
	Raise awareness, knowledge and comprehension amongst senior leaders, staff and students about the effects of racism through engagement in discourses on decolonisation, that is, the conscious effort to increase understanding and prioritisation of Aboriginal and Torres Strait Islander peoples' cultures and values.	August 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Review our staff awards programs to recognise achievements towards reconciliation and positive race relations.	August 2020, 2021	Director, People and Culture

RESPECT

Flinders University respects and recognises the long-held philosophies, knowledges, research, strengths and contributions of Aboriginal and Torres Strait Islander communities in this country. As a University community we commit to reconciliation as part of everyday practice and acknowledge the vital role it can play in building understanding and acceptance of our shared histories, as we work towards a shared future.

We will demonstrate respect by partnering with Aboriginal and Torres Strait Islander staff and students, and with Aboriginal and Torres Strait Islander communities more broadly, to develop a culture of trust, empowerment and a shared sense of purpose.

We understand that respect and cultural humility are fundamental to establishing and sustaining a diverse, inclusive and values-based community.

Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Consult relevant Elders and other Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the development of a cultural learning strategy for our staff.	November 2020	Pro Vice-Chancellor (Indigenous)
	Cultural learning: a) Conduct a review of cultural learning needs within Flinders University, b) Provide opportunities for RAP Working Group members, People and Culture Business Partners, and other key leadership staff to participate in formal and structured cultural learning, and c) communicate and promote opportunities for cultural learning for staff and students.	June 2020	Director, People and Culture
	Develop, implement and communicate a cultural learning strategy for our staff.	Jun 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Continue to deliver, and commit to broadening the reach of Aboriginal and Torres Strait Islander cultural content so that all students encounter and engage with Aboriginal and Torres Strait Islander cultural content as integral part of their course of study.	December 2021	Deputy Vice-Chancellor Students
	Promote Universities Australia's Indigenous Strategy 2017-2020 Good Practice Principles for embedding Aboriginal and Torres Strait Islander peoples' histories, cultures and knowledges within the curriculum.	November 2020	Deputy Vice-Chancellor Students
	In line with the Universities Australia Indigenous Strategy 2017-2020 ensure that all internal course and accreditation processes formally involve Indigenous consultation or input.	June 2020	Deputy Vice-Chancellor Students
	Continue to develop our library of resources authored and/or collaboratively developed by Aboriginal and Torres Strait Islander people.	August 2020, 2021	University Librarian
	Leverage the University's special collections, including the nationally significant collection of Aboriginal and Torres Strait Islander art collection, and the Don Dunstan collection to assist in driving cultural learning.	August 2020	Director, Flinders University Art Museum
	Develop Guiding Principles for future campus development around the Flinders Village that reflect the University's commitment to Aboriginal and Torres Strait Islander peoples, and where appropriate incorporate in the design of cultural spaces for the community that recognise and build on Aboriginal and Torres Strait Islander peoples' ways of connecting with place and valuing the environment.	October 2020	Vice President Corporate Services

Action	Deliverable	Timeline	Responsibility
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Develop, communicate and implement cultural protocol to increase staff understanding of the purpose and significance of cultural protocols, including protocols for Welcome to Country and Acknowledgement of Country.	July 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Develop clear processes for engaging Aboriginal and Torres Strait Islander people to conduct Welcome to Country including a list of key contacts for organising and maintaining respectful relationships.	July 2020, 2021	Pro Vice-Chancellor (Indigenous)
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year and include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	June 2020, 2021	Senior Events Coordinator
	Explore the opportunity of engaging Elders in Residence, with particular priority given to the Poche Centre.	June 2020, 2021	Vice President and Executive Dean, College Medicine and Public Health
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC week.	Encourage RAP Working Group members to participate in an external NAIDOC Week event.	First week in July, 2020, 2021	Chair, RAP Working Group
	Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	June 2020	Director, People and Culture
	Develop and respectfully distribute a calendar of local and national dates (including NAIDOC Week) of significance to reconciliation, and to Aboriginal and Torres Strait Islander people in our community.	First week in July 2020, 2021	Executive Director, Office of Communication, Marketing and Engagement
	Promote and encourage participation in external NAIDOC events to all staff.	Jul 2020, 2021	Executive Director, Office of Communication, Marketing and Engagement
8. Celebrate Aboriginal and Torres Strait Islander cultures and histories.	Celebrate and profile the achievements of our Aboriginal and/or Torres Strait Islander students through internal (Flinders in Touch) and external media.	May 2020, Dec 2020, May 2021, Dec 2021, May 2022	Director, Media and Communication
	Develop and respectfully distribute a calendar of local and national dates (including NAIDOC Week) of significance to reconciliation, and to Aboriginal and Torres Strait Islander people in our community.	First week in Jul 2020, 2021	Executive Director, Office of Communication, Marketing and Engagement



OPPORTUNITIES

Flinders University's strategic plan *Making a Difference – The 2025 Agenda* places People and Culture as its foremost priority, since our success depends on the achievements of our people, and it is our culture that will sustain that success into the future.

We will work in all areas of our core business to increase Aboriginal and Torres Strait Islander community participation, retention and success in higher education to reduce social and economic barriers and increase the health and wellbeing of Aboriginal and Torres Strait Islander peoples.

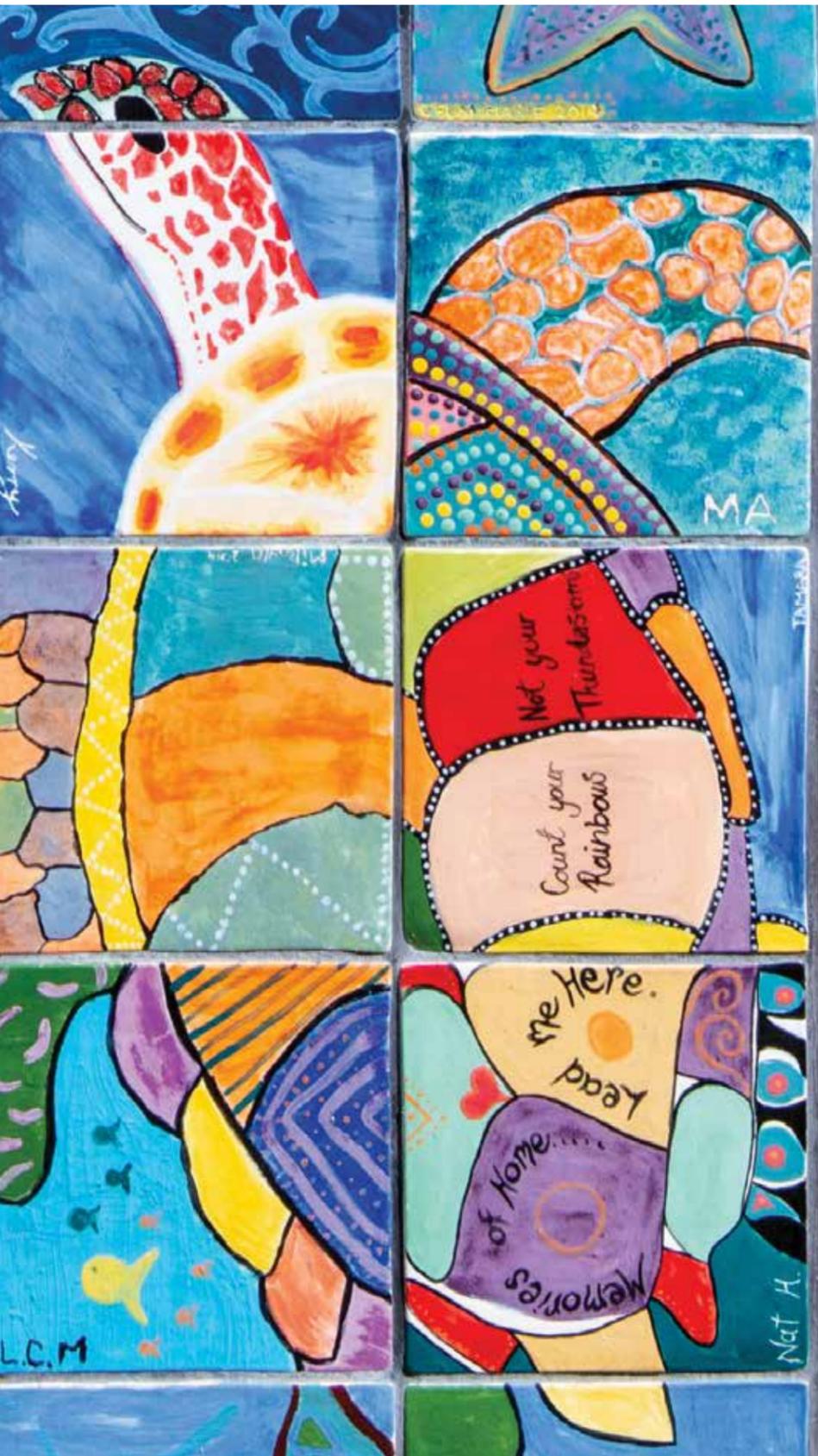
Championing diversity and equality of opportunity creates a vibrant, values-based community, and enriches the cultural fabric of the University.

We recognise that we have a responsibility for leadership in thought and in action that contributes to equity, equality, inclusiveness, respect and empowerment, and that this is not something to be achieved for, but with Aboriginal and Torres Strait Islander people. Through this Innovate RAP we will be increasing the cultural capabilities of graduates and connecting our graduates with the oldest continuing cultures, and thereby increasing awareness and respect for this, and future generations.



Action	Deliverable	Timeline	Responsibility
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander peoples' recruitment, retention and professional development.	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	July 2020, 2021	Director, People and Culture
	Review current engagement with Aboriginal and Torres Strait Islander staff on Chair, Flinders Indigenous Workforce Strategy Committee to strengthen our recruitment, retention and professional development strategy.	July 2020, 2021	Chair, Flinders Indigenous Workforce Strategy Committee
	Appoint an Indigenous Employment Coordinator in People and Culture	July 2020	Director, People and Culture
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace: a) Investigate developing a casual register for Aboriginal and Torres Strait Islander applicants (similar to the generic casual register) b) Create an Expression of Interest register for Aboriginal and Torres Strait Islander people to register to be considered for any suitable position that may arise in the following 12 months c) Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	June 2020, 2021	Director, People and Culture
	Monitor implementation of the University's Employment Strategy for Indigenous Australians to ensure progress towards our target of Aboriginal and Torres Strait Islander staff comprising 3% of full-time equivalent University staff ¹⁹ .	Mar and Sep 2020, 2021, 2022	Chair, Flinders Indigenous Workforce Strategy Committee
	Colleges and Portfolios to develop action plans for Aboriginal and Torres Strait Islander peoples' employment as part of the Indigenous Workforce Strategy.	December 2020	College Vice Presidents and Portfolio Heads
	10. Increase support for researchers of Aboriginal and Torres Strait Islander background.	Consult and develop a Research Strategy working with our community that reflects research topics relevant to Aboriginal and Torres Strait Islander peoples.	December 2020, 2021
Explore the opportunity and feasibility of develop an early career academic pathways program and mechanisms for incentivising recruitment of Aboriginal and/or Torres Strait Islander PhD students.		December 2020, 2021	Deputy Vice-Chancellor Research
Develop a mentoring program to match Aboriginal and Torres Strait Islander Early Career Researchers with Senior Researchers.		July 2020, 2021	Deputy Vice-Chancellor Research

Action	Deliverable	Timeline	Responsibility
11. Improve graduate outcomes by increasing the recruitment, retention and completion of Aboriginal and/or Torres Strait Islander students.	Increase uptake of scholarships for students of Aboriginal and Torres Strait Islander peoples.	January 2020, July 2020, January 2020, July 2021	Business Manager, Office of Indigenous Strategy and Engagement
	Review our recruitment and admission procedures to promote equal and equitable access for Aboriginal and Torres Strait Islander peoples with a target of increasing Aboriginal and Torres Strait Island participation rate of 1.9% by 2025.	January 2021, 2022	Deputy Vice-Chancellor Students
	Seek feedback from students of Aboriginal and Torres Strait Islander background currently accessing on-campus accommodation on how they can be better supported, and review accommodation accordingly, particularly in light of the future campus development through the Flinders Village.	July 2020, 2021, 2022	Vice President Corporate Services
	Increase opportunities for Aboriginal and Torres Strait Islander students to share their feedback and experiences relating to enrolment, teaching/learning, and assessment processes.	January 2021	Pro Vice Chancellor (Indigenous)
	Review relationships with secondary schools in our network and identify any opportunities to support school-tertiary educational transitions for Aboriginal and Torres Strait Islander students.	July 2020	Director, Student Recruitment
	Review the Work Integrated Learning placement program to ensure appropriate relationships with industry professionals in our network to support education-workplace transitions.	June 2020	WIL Manager
	12. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Develop and implement an Aboriginal and Torres Strait Islander Procurement Strategy.	July 2020
Review procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.		November 2020, 2021	Associate Director, Procurement Services
Communicate to staff actions arising from the Aboriginal and Torres Strait Islander Procurement Strategy for procurement of goods and services from businesses owned and/or operated by Aboriginal and Torres Strait Islander peoples.		Dec 2021, May 2022	Vice President Corporate Services
Develop commercial relationships with businesses owned and/or operated by Aboriginal and Torres Strait Islander people.		November 2020, 2021	Vice President Corporate Services
Investigate Supply Nation membership.	Nov 2020	Pro Vice-Chancellor (Indigenous)	



GOVERNANCE

Action	Deliverable	Timeline	Responsibility
13. Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.	Maintain Aboriginal and Torres Strait Islander peoples' representation on the RWG.	May 2020, 2021, 2022	Chair RAP Working Group
	Establish and apply a Terms of Reference for the RWG.	May 2020, 2021, 2022	Executive Officer, RAP Working Group
	Meet at least four times per year to drive and monitor RAP implementation.	May and Oct 2020, 2021, 2022	Executive Officer, RAP Working Group
14. Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.	May and Nov 2020, 2021, 2022	Chair RAP Working Group
	Engage our senior leaders and other staff in the delivery of RAP commitments.	May and Nov 2020, 2021, 2022	Chair RAP Working Group
	Define and maintain appropriate systems to track, measure and report on RAP commitments.	May and Nov 2020, 2021	Manager, Equal Opportunity and Diversity
	Appoint and maintain an internal RAP Champion from the Senior Executive.	May 2020, 2021, 2022	Vice-Chancellor
15. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September 2020, 2021	Pro Vice Chancellor (Indigenous)
	Report RAP progress to all staff and senior leaders twice a year.	June, December 2020, 2021	Chair RAP Working Group, Pro Vice-Chancellor (Indigenous)
	Publicly report our RAP achievements, challenges and learnings, annually.	June 2020, 2021	Executive Director, Office of Communication, Marketing and Engagement
	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2020, 2022	Director People and Culture
16. Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.	December 2021	Executive Officer, RAP Working Group





Flinders
UNIVERSITY

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