Innovate Reconciliation Action Plan
Yangadlitya – For the Future 2019 – 2021

Final Report

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make
history.

Kaurna Acknowledgement

We acknowledge and pay our respects to the Kaurna people, the traditional custodians on whose ancestral lands The University of Adelaide campuses stand on in Adelaide, Waite and Roseworthy.

We acknowledge the deep feelings of attachment and relationship of the Kaurna people to Country and we respect and value their past, present and ongoing connection to the land and cultural beliefs.

We acknowledge all Aboriginal and Torres Strait Islander peoples and First Nations peoples, and respect and value their cultural beliefs, custodianship and ongoing connection to their homelands and Country.

Cultural Notice

Aboriginal and Torres Strait Islander people should be aware that this report contains the names of deceased persons.

Terminology

Throughout this report the terms Aboriginal and Torres Strait Islander peoples and Indigenous are used interchangeably. Some of the contributors also use the term First Nations in relation to Aboriginal and Torres Strait Islander peoples.

The use of abbreviations and acronyms to describe Aboriginal and Torres Strait Islander people is not acceptable and should never be used, however the term 'ATSI' has been used in this report in the data sets presented in Tables two (2), three (3), four (4) and five (5) with the understanding of reporting purposes only.

Message from the Pro Vice-Chancellor (Indigenous Engagement)

The University's inaugural Reconciliation Action Plan (RAP) was established in 2019 under the 'Innovate' RAP category. Innovate RAP commitments required the university to achieve a deeper understanding of its sphere of influence and establish its best approach to advance reconciliation. The range of projects included in the plan were designed to give institutional effect to these imperatives.

Unfortunately, the implementation schedule of the RAP was predicated on the assumption of a pre-pandemic business as usual approach. The unforeseen outbreak of COVID-19 in 2020 and its profound disruption to university operations undoubtedly contributed to a key finding of the evaluation where minimal, if any, progress was reported by respondents against many of the projects.

A second finding emanated largely from feedback relating to projects that were able to be commenced where respondents reported that they found both deep engagement and consultation were necessary for achieving respectful and honest partnerships with First Nations peoples.

The gradual resumption of business operations resembling forms of pre COVID-19 normality provides the opportunity for the university to regain its momentum. The rekindling of pre-covid levels of enthusiasm and commitment across the university will be essential and we should be confident staff remain favourably disposed towards continuing their investment to the RAP and achieving their goals and targets. The current review-refresh process of the Indigenous portfolio is likely to facilitate changes to the governance and administration arrangements underpinning the university's Indigenous activities.

Targeting senior executive membership, these new arrangements will provide the overarching leadership structure necessary to ensure a robust whole of university approach to the management and administration of the new RAP. Simultaneously, the status and standing of the RAP becomes elevated as an institutional priority.

In achieving the various goals and targets of the RAP, a positive transformative impact on the University's corporate culture becomes inevitable. In this regard, a synchronised top-down and bottom-up commitment from within the university will be fundamental to the success of the RAP. Similarly, promoting and supporting new forms of interdisciplinary collegiality and collaboration would seem prerequisite to establishing the organisational conditions for achieving the aspirations of the next RAP.

I believe the university will be well positioned to move beyond statements of intention to taking action. This report helps inform that transition and all of those who contributed to it should be acknowledged and thanked. I look forward to working with the University of Adelaide community in designing and implementing the next RAP

Professor Steve Larkin – Pro Vice-Chancellor Indigenous Engagement

Division of Academic and Student Engagement

Message from the Executive Dean

In 2019, the University of Adelaide set out to develop and implement its first Reconciliation Action Plan (RAP). The decision to focus upon tangible outcomes and clear steps in our University's reconciliation plan was a bold one. In doing so the University could draw upon many significant policy initiatives over decades including the Reconciliation Statement (2014) and the Kaurna Learning Circle.

The work of crafting the RAP involved an important discussion between the First Nations People and other members of the University community. The RAP is the outcome of those important discussions and was accepted having been considered by many groups and committees with the University including Academic Board.

In measuring progress of the RAP, several criteria have been identified including internal data, workforce barometers, progress requests and student experience surveys. Combined these assessments provide a picture of the achievements and areas of development during the term of the RAP.

There are many actions that indicate the goodwill and sincere endeavours required to bring the RAP closer to a reality. The public expression of cultural recognition being a very tangible reminder of the centrality of the Kaurna People to the life of the city and University.

This report highlights the action taken against the core pillars of respect, relationships and opportunities. All of these are essential foundation for the fulfilment of the ambition of the RAP and to support the reconciliation agenda at the University of Adelaide.

The two main finding of this evaluation underscores the need for future work and focus by the University. The evaluation notes there has been a lack of progress toward the achievement of the RAP priority outcome.

The first finding highlights the importance that was placed upon deep consultation and engagement with First Nations communities associated with the University in order to advance the priorities of the RAP. The second finding provides a significant reminder that in order to have greater understanding and outcomes there is a need to intensify the aspirations of the RAP.

I wish to thank all that have worked to produce this report and those who have engaged in the surveys and assessments. While there remains much to do, I am pleased that the University has this report to frame the next steps.

Professor John Williams

Executive Dean

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Glossary

AHCSA - Aboriginal Health Council of South Australia

Akction - Aboriginal Kidney Care Together Improving Outcomes Now

ALRM - Aboriginal Legal Rights Movement

ANS - Adelaide School of Nursing

Bookabee Australia - Aboriginal Cultural Awareness, Consultancy and Tourism Services

CATSINam - Congress of Aboriginal and Torres Strait Islander Nurses and Midwives

CRM - Customer Relationship Management

DivAcStEng – Division of Academic and Student Engagement

ECMS - Faculty of Engineering, Computer and Mathematical Sciences

EFTSL - Eligible Full-Time Study Load

ERB - External Relations Branch

FHMS - Faculty of Health and Medical Sciences

ICIP - Indigenous Cultural Intellectual Property

Indigenous enterprise - An organisation operating a business that is 50 percent or more Indigenous owned.

ISSO - Indigenous Student Support Officer

ISSP - Indigenous Student Success Program

MyUni - Self-paced online courses for university staff and students.

NRW - National Reconciliation Week

PDR - Planning Development Review

RAP - Reconciliation Action Plan

RIMQ - Reconciliation Action Plan Impact Measurement Questionnaire

RISES - Reconciliation Action Plan Internal Student Experience Survey

SALRI - South Australian Law Reform Institute

SAHMRI - South Australian Health and Medical Research Institute

Staff - Staff employed by the University of Adelaide, including continuing, academics, researchers, professional staff, fixed-term contract holders, casuals and title holders

University - University of Adelaide

Wirltu Yarlu - Wirltu Yarlu Aboriginal Education

WRB - Workplace RAP Barometer Questionnaire

WYAMP - Wirltu Yarlu Academic Mentoring Program

Yaitya Purruna - Yaitya Purruna Indigenous Health Unit

Introduction

The purpose of this public report is to provide a comprehensive summary of the University Reconciliation Action Plan (RAP) implementation process and outcomes. Reporting publicly gives the University an important opportunity to promote and celebrate our collective achievements towards reconciliation and identifies where more work needs to be done.

In 2019, The University of Adelaide set out to develop and implement the first RAP in its almost 150-year history. Central to the RAPs vision is both the sharing and passing on of Kaurna culture and knowledge, while recognising and celebrating all First Nations peoples of Australia within the University's footprint.

Reconciliation Australia is the national lead body for reconciliation and Reconciliation Australia's RAP Framework provides organisations with a structured approach to advance reconciliation. Since 2006, RAPs have enabled various organisations plan meaningful actions to advance reconciliation. When implemented well, RAPs have the potential to provide tangible and substantive benefits for Aboriginal and Torres Strait Islander peoples such as increasing economic equity and supporting First Nations' self-determination.

There are four different types of RAPs that a workplace or institution can implement: Reflect, Innovate, Stretch and Elevate. Each type of RAP is designed to suit an organisation at different stages of its reconciliation journey and Reconciliation Australia outlines strict guidelines about how organisations work within the RAP framework and how they progress through the different RAP types. The University RAP Committee in consultation with a Reconciliation Australia advisor assessed each RAP type for its suitability for the University and it was decided that an Innovate type RAP was an appropriate fit.

RAP Development Process

An Innovate type RAP runs for two (2) years and focuses on developing and strengthening already established relationships within the organisation by building on existing relationships and opportunities for Aboriginal and Torres Strait Islander peoples by engaging staff and stakeholders in reconciliation. An Innovate RAP also pilots innovative strategies to empower Aboriginal and Torres Strait Islander peoples. For this reason, the University drafted and developed its first Innovate type RAP.

Reconciliation Australia outlines RAP types under three (3) core pillars: *Respect*, *Relationships* and *Opportunities* and the University RAP incorporated seven (7) action areas. These action areas include:

- *Cultural Recognition;*
- *Relationships with Aboriginal and Torres Strait Islander Communities;*
- *Aboriginal and Torres Strait Islander Recruitment and Retention;*
- *Teaching and Learning Strategies;*
- *Research and Research Training;*
- *Aboriginal and Torres Strait Islander Staff Employment; and*
- *Governance, Tracking, Progress and Reporting.*

The actions and targets of the University RAP were designed through a combination of mandatory templates provided by Reconciliation Australia, suggestions from Reconciliation

South Australia, the expertise of the RAP committee and examples of other endorsed RAPs in the sector. In addressing the action areas within the University RAP, a set of twenty-two (22) actions were developed by the RAP Committee, with each action associated with the above guiding action area. Eighty (80) targets were then allocated to areas of responsibility and relevance across the University. The RAP was approved by the Vice Chancellor and Academic Board and Reconciliation Australia endorsed the Innovate RAP Yangadlitya – For the Future 2019 – 2021. The RAP was officially launched on the 18 September 2019.

The two (2) year implementation and active period of the Innovate RAP Yangadlitya – For the Future 2019 – 2021 has now come full term and the RAP has now expired.

This report outlines the findings and results of RAP actions and identifies key outcomes of the Innovate RAP Yangadlitya – For the Future 2019 – 2021 RAP.

Reporting

This Innovate RAP Yangadlitya – For the Future 2019 - 2021 Final Report provides an important opportunity to promote and celebrate our collective achievements towards reconciliation, address gaps in target areas and show leadership by sharing key learnings with the national Reconciliation Australia network. It should be noted here that the RAP Impact Measurement Questionnaire (RIMQ) 2020 and 2021, University of Adelaide: Workplace RAP Barometer (WRB) 2020, Yangadlitya Progress Report and RMIQ 2021 and RAP Internal Student Experience Survey (RISES) 2021 can be viewed on the University Reconciliation Action Plan webpage (https://www.adelaide.edu.au/reconciliation/reconciliation-action-plan)

Requirements

To meet the Reconciliation Australia reporting requirements, organisations are required to complete the RAP Impact Measurement Questionnaire (RIMQ) once every 12 months. This final report includes information requested by the University RAP Officer between 14 September 2021 - 30 September 2021 and presents responses, anecdotal evidence and data that corresponds to the RIMQ 2021 reporting period between 1 July 2020 - 31 June 2021 financial year only (unless stated otherwise).

Inclusions

An 'area' is defined as a role, faculty or department which has been assigned 'Lead Responsibility' or 'Supported By' for a RAP action or target.

Ninety (90) percent of University RAP responsibility areas reported on RAP actions and targets with some areas and faculty identifying gaps and operational barriers towards implementing the RAP.

This report contains information from the following sources:

- Extracts from written reports, completed questionnaires, emails and meeting notes from staff in RAP areas of responsibility who were assigned a specific RAP target.
- Areas that could demonstrate new initiatives and activities which incorporated the RAPs guiding themes into core faculty and business practices or could provide evidence of outcomes that met with required RAP actions and deliverables during the RAP reporting period.

- Areas that demonstrated leadership and commitment to establishing targets and created opportunities for building new incentives towards the University's subsequent RAP.

Report types

There were a number of reports that were used to capture the University RAP progress and outcomes. The following reports provided information/are the sources for data in this report.

(1) RAP Impact Measurement Questionnaire (RIMQ) 2020 and 2021

The RAP Impact Measurement Questionnaire is designed to measure progress against the minimum requirements of the RAP program. The data gathered provides an important opportunity for the University to measure performance against RAP commitments and remain accountable to internal and external stakeholders. The RIMQ 2020 and 2021 financial year reporting periods are included: July 2019 – June 2020 and July 2020 – June 2021.

(2) University of Adelaide: Workplace RAP Barometer (WRB) 2020

The Workplace RAP Barometer is conducted every two years. Reconciliation Australia contracts an independent third-party to monitor and survey its partner organisations who have an active RAP, and the data is used to measure employee engagement with their organisation's reconciliation related activities, including individual awareness and impact of their organisation's RAP. The results presented as an appendix in the University of Adelaide: Workplace RAP Barometer (WRB) 2020 report are based on the online survey of university working adults (i.e., staff) at the time of the survey being conducted between 29 July 2020 - 28 August 2020.

(3) Yangadlitya Progress Report

The Yangadlitya Progress Report is a detailed internal report presented by the RAP Officer at the time of reporting. The 'traffic light' table indicates each RAP action items progress status between 18 September 2019 - March 2021.

(4) RAP Internal Student Experience Survey (RISES) 2021

The RAP Internal Student Experience Survey (RISES) was conducted to measure student awareness and impact of the RAP Yangadlitya – For the Future 2019 – 2021. A selection of key questions and responses have been taken from the RISES and have been noted against areas that correspond to RAP targets that impact students. Questions were developed to evaluate students lived experiences, knowledge, interaction and participation with Reconciliation and/or the RAP and its targets (either indirectly or directly). The survey was also used to evaluate participation rates of interest for future development of the subsequent University RAP. The RISES was conducted between 27 October 2021 - 30 November 2021. Survey Monkey was the data tool used to receive feedback and responses.

The sample student demographic was as follows:

- All students who were identified as active in the program from term dates beginning 01 January 2020 - 27 October 2021.
- Program level demographics included students who were Undergraduate, Postgraduate by coursework and Postgraduate by research.

- A total number of 24,637 students were emailed the RAP Internal Student Experience Survey (RISES) link to their student CRM account.
- A total number of 570 students completed the survey.

(5) RAP Outcome Table

The RAP Outcome Table (Table 1) indicates the target outcome specific to each RAP action item (as at 31 September 2021). The table has been designed to reflect the RAP template (i.e., RAP Action; Target; Timeline) and includes an additional 'Target Outcome' column.

RAP Outcome Table key:

- Not Achieved = NA
- Ongoing = O
- Achieved = A

Targets defined as 'ongoing' may have commenced but remain incomplete. These targets will be reviewed for inclusion into the subsequent RAP during the development process in 2022.

Reporting is a compliance requirement of the University of Adelaide RAP program, and these reports were used to evaluate action areas and targets set against the responsibilities of its supporters.

These reports demonstrate and assess how the University has responded and approached RAP action areas, implemented faculty plans and processes, established relationships with Aboriginal or Torres Strait Islander peoples, and managed systems and processes used in implementation of RAP targets. In addition, the RAP Outcome table defines the status of each RAP target (at the time the final RIMQ 2021 questionnaire was conducted).

Highlights – RAP in Action

Core Pillar: Respect

The core pillar of 'Respect' relates to respect for Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights, and establishes the importance of respect to the organisation and its core business activities — themes include pride in cultures and histories, understanding and application of protocols, appreciation, acknowledgment, cultural learning, success and celebration.

Action Area: Cultural Recognition

Office of the Chancellor and Council Secretariat

The Office of the Chancellor and Council Secretariat reported the following cultural protocols were formally introduced as a result of the RAP.

- The Cultural Advisor, Wirltu Yarlu Aboriginal Education conducts a traditional Welcome to Country at the first meeting of Academic Board and Council annually.
- The Cultural Advisor also conducts a traditional Welcome to Country at the Annual Meeting of the University community held mid-February each year.
- All Council and Standing Committee agendas include an Acknowledgement of Country at the top of the agenda, and this is read out by each Chair at the start of the meeting. For council meetings, the Chancellor first reads the Acknowledgement of Country translated into Kaurna language and then reverts to the English translation.

Wirltu Yarlu Aboriginal Education

Between 1 July 2020 - 31 June 2021 the Cultural Advisor, Wirltu Yarlu performed 27 traditional Welcome to Country ceremonies, registered through the Wirltu Yarlu booking system. 60 percent were performed at the University and 40 percent were conducted externally. The statistics for the Cultural Advisor performing the traditional Welcome to Country ceremony may actually be higher due to requests being received informally and ad-hoc, separate to the official registration and booking system.

Enquiries for traditional Welcome to Country ceremony and cultural advice are received by phone, email or via the Customer Relationship Management (CRM) system. Wirltu Yarlu receives approximately two (2) enquiries on average per month, predominantly from university staff relating to the use of 'language' and appropriate terminology to be used in an Acknowledgment of Country. Wirltu Yarlu receives approximately three (3) enquiries on average per month, relating to the environment and Kaurna Lands, mostly as walk-ins. In addition, approximately three (3) requests per month are received for the availability of a female Elder/Cultural Advisor for consultation and advice. The re-appointment of a female Elder/Cultural Advisor is recognised by the Manager, Wirltu Yarlu as a cultural care gap and the re-appointment of this position is a priority. In addition, the University Reconciliation Statement (2014) needs to be updated and revised. Renewal of the University Reconciliation Statement must be undertaken in consultation with the Cultural Advisor(s) and Kaurna community for endorsement.

A Cultural Protocols Guide is a required action and deliverable of an Innovate type RAP and a University Cultural Protocols Guide is currently in draft development.

Human Resources

Human Resources reported that 473 staff had undertaken a cultural learning program in the reporting period. 379 staff completed the online Aboriginal Cultural Awareness CULTAWAR_2021 module and/or procured a Cultural Competency Training/Awareness program in the RAP reporting period of 1 July 2020 – 31 June 2021 financial year.

Total breakdown includes:

- E-learning cultural program – 379 staff have undertaken the University's mandatory training.
- Face-to-face cultural program – 94 staff have participated in onsite facilitated training.

Human Resources reported that there is no formal participant evaluation of the online learning module because it is part of broader induction. Human Resources don't have visibility of any other training occurring across the University. Any programs that occur outside of the online Aboriginal Awareness Course module accessed through the MyUni enrolment system are not captured due to the organisation and participation of face-to-face cultural programs and competency training being booked and contracted independently of HR by faculties or areas. This was identified a gap in capturing staff and student rates completion rates of Cultural Competency Training/Awareness programs which are facilitated by Cultural Competency Training providers. A review of the Aboriginal Cultural Awareness Course module will be undertaken in 2022 in consultation with Wirltu Yarlu with a view to developing a revised offering.

RAP Internal Student Experience Survey (RISES)

The RISES included the following questions:

Did you know there is an Aboriginal Cultural Awareness CULTAWAR_2021 induction course located in the MyUni platform?

- Yes – 14.74% (84 students)
- No – 85.26% (486 students)

Do you think that 'cultural safety' is important?

- Yes – 91.40% (521 students)
- No – 1.93% (11 students
- Unsure – 6.67% (38 students)

The above results demonstrate a significant gap in student awareness and consequently low participation rates in the current Aboriginal Cultural Awareness CULTAWAR_2021 induction course. However, a considerable number of students overwhelmingly acknowledge the importance of 'cultural safety'.

The University Library

The University Library reported a target of 100 percent (65) library staff completed the Aboriginal Cultural Awareness Course online induction in 2020, with 50 percent of library staff completing a face-to-face Aboriginal Cultural Sensitivity and Respect Training course facilitated by Bookabee Australia.

The University Library also developed the Aboriginal and Torres Strait Islander Engagement Framework. The framework includes three (3) sections; Building Capability; Signalling Commitment; and Sharing Knowledge. Each section relates to increasing visibility of Indigenous cultures and incorporates core business changes to library stewardship.

The dedicated Yaitya Ngutupira cultural space within the University Library continues to be the recognised Aboriginal and Torres Strait Islander space within the main Barr Smith Library. Further development and fit-out of the additional Yaitya Ngutupira spaces are underway for the libraries at the Roseworthy and Waite campuses, and for the Law library on North Terrace.

Faculty of Engineering, Computer and Mathematical Sciences

The Faculty of Engineering, Computer and Mathematical Sciences (ECMS) RAP Committee participated in Cultural Awareness Training, and Racism Training delivered by Bookabee Australia. The next phase of Cultural Awareness training is to roll out the program to faculty leads, heads of school, team leads and student leaders, including Presidents of student union groups and school ambassadors. The Cultural Awareness and Racism training delivered to ECMS staff was heavily influenced by the faculty's commitment to the RAP. ECMS recognises it has not made as many changes or executed as many culturally driven activities as they would have liked. A target to embed employment pathways and professional development specifically for Aboriginal and Torres Strait Islander staff was identified, and a commitment to cultural inclusion in the faculty Human Resources induction and on-boarding process is being developed.

In addition, ECMS developed and finalised a Welcome to Country and Acknowledgement of Country protocol guide and an internal communications strategy to educate ECMS staff champions to ensure protocols were being embedded into staff culture. ECMS also established a faculty RAP working group to champion, share and educate staff and students on significant cultural dates and events. Interpretation signage has been added to the Ingkarni Wardli digital screens and promotional materials are displayed during National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and on zoom backgrounds.

The creation and implementation of Kaurna names for the Engineering Maths building are in development and the implementation of a vinyl mural and signage into Ingkarni Wardli atrium is being explored. Ways to improve access to the University Collections department to display Aboriginal artwork are also being considered.

Faculty of Health and Medical Sciences (FHMS)

The School of Psychology reported an Acknowledgement of Country is conducted at every school meeting, and teaching staff are encouraged to make an Acknowledgement of Country as part of their lecture presentations – and as a minimum - the first time they teach to students each semester.

The School of Psychology staff participated in two half-day face to face Cultural Awareness training sessions conducted by Bookabee Australia in the reporting period. These sessions were attended by 26 staff members, with 19 staff members attending the second half day session held in September 2021. A traditional Smoking Ceremony is scheduled and conducted at the commencement of semester one, with all Masters students and teaching staff invited to participate. Approximately 20 participants attended the ceremony conducted by Kura Yerlo Council Kaurna Elders and custodians.

The Adelaide Nursing School (ANS) senior leaders conduct an Acknowledgement of Country at the beginning of lectures, tutorials, and meetings. Support for a mentorship program for Aboriginal nursing students and the Aboriginal and Torres Strait Islander Cadetship program has been widely promoted. In June 2021 the ANS sponsored the annual Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINam) conference that took place in Adelaide. It prioritised RAP targets heavily driven by CATSINaM and the Nursing and Midwifery Board of Australia regarding cultural safety, with research projects also guided by National Aboriginal Health Research Ethics and the Accord. The Accord was developed through a series of consultations with Aboriginal Elders, organisations and community members and the South Australian Aboriginal Health Research Accord sets out nine principles by which Aboriginal health research in South Australia should be conducted.

Wirltu Yarlu

Cultural Learning targets whilst not formalised in a document or a strategy were practiced and participated in and across various University areas. Wirltu Yarlu observed cultural practices (e.g., traditional Smoking Ceremonies), created cultural networks (all Indigenous staff meetings/events/yarns) and incorporated the Kaurna Learning Circle into Wirltu Yarlu programs as a dedicated venue for meetings and conferences, graduation ceremonies and public events.

A core element of the Indigenous Knowledges and Societies major and minor courses is the Elder Advisory team who are engaged to assess course outlines and topics delivered in each semester. A number of Aboriginal and Torres Strait Islander people are invited to deliver guest lectures on key aspects of Aboriginal and Torres Strait Islander knowledge and protocols. The course now incorporates field trips on Country led by Elders where traditional Smoking Ceremonies and cultural practices are observed.

Partnerships between the Indigenous Knowledges course program and Aboriginal and Torres Strait Islander communities are facilitated via the virtual reality (VR) platform and collaboration project. Aboriginal and Torres Strait Islander communities were engaged to capture VR creation stories, with the intent to immerse students into a cultural experience that is practiced and taught by Elders, custodians, and community leaders. This blended learning VR experience aims to capture knowledge and facilitate knowledge transference and strives to establish decolonisation courses that employ Aboriginal and Torres Strait Islander pedagogies.

NAIDOC Week 2020

Due to concerns with COVID-19, the official NAIDOC Week 2020 activities were postponed nationally, moving from July 2020 to November 2020. Some University areas reported

cancellations or postponing of planned activities, and instead they delivered events remotely or online.

University Library

The University Library coordinated an art exhibition from 6 October 2020 - 27 November 2020 titled *Reflections: Connecting to Country Through Art.* In a collaboration between the University Library and Wirltu Yarlu, artworks from the University Indigenous art collection were selected by Aboriginal and Torres Strait Islander staff and students. The artworks were displayed in the Ira Raymond Room as a public exhibition for NAIDOC Week 2020 on the theme of *Always Was, Always Will Be.* The celebration included an opening function attended by exhibiting artists, members of the Aboriginal and Torres Strait Islander community, University dignitaries, and guest speaker the Chancellor, the Hon. Catherine Branson AC QC.

Marketing / External Relations Branch

Marketing provided direct project assistance to Wirltu Yarlu including creating and developing Program Information Leaflets (PILS), assisting in the presentation of the Tarrkarri Tirrka (Future Learning) 2019 - 2024 Indigenous Academic Strategy, and formalising the Yuringkarninthi Aboriginal Research Strategy. The Kaurna Acknowledgement statement is now included on all University publication templates.

Infrastructure / Wirltu Yarlu

The opening of the Kaurna Learning Circle and placemaking of university grounds with the Kaurna Walk and Kaurna Mural project were key RAP targets and initiatives for Infrastructure. Infrastructure reported the Kaurna Walk was planned as part of the University's Cultural Walks and Public Realm programs to help revitalise the campus grounds at the North Terrace Campus and create a more welcoming and socially engaging campus experience for community visitors, staff and students. Due to the pandemic response and funding restrictions, the larger Public Realm and Cultural Walk plans have been put on hold.

Wirltu Yarlu is releasing tied funding in support of the Kaurna Walk and Kaurna Mural project. The inclusion of a large 36 metre mural installation on the western facade of the Hub will portray a cultural narrative related to the Kaurna nation, specifically the Sea Eagle and the Southern Cross (also referenced in the University's crest). The artwork is a deliberate intervention in the campus to welcome First Nations peoples and to proudly respect and acknowledge Kaurna Country.

Acknowledgement of Country shields and plaques will also be installed at every University campus in 2022 to acknowledge Kaurna and Wurundjeri (Melbourne) nations and traditional owners. These artworks will be displayed in prominent and highly trafficked areas of each campus as an initiative of the RAP.

Core Pillar: Relationships

The 'Relationships' core pillar aims to build strong relationships between Aboriginal and Torres Strait Islander peoples and other Australians. It places importance to our organisation and its core business activities—themes include connecting people, sharing experiences, governance, communication, engagement, and partnerships.

Action Area: Relationships with Aboriginal and Torres Strait Islander Communities

External Relations Branch / Wirltu Yarlu / Marketing

Reconciliation South Australia hosted the National Reconciliation Week (NRW) Breakfast 2021 at the Adelaide Convention with approximately 20 University senior leaders, Wirltu Yarlu staff and Indigenous students in attendance.

The University National Reconciliation Week (NRW) 2021 celebrations on the theme of *More Than A Word. Reconciliation Takes Action*, involved the External Relations Branch (ERB) in consultation with Wirltu Yarlu, hosting the Sea of Hands display and installation. The Wirltu Yarlu Marketing and Communications Officer was commissioned to create the Sea of Hands artwork launched and displayed in the Hub. The installation invited students, staff and the public to participate by writing a statement on the Sea of Hands storyboard reflecting on one's personal action towards reconciliation.

The ERB also coordinated and programmed a free cinema screening of the documentary '*My Name is Gulpilil'* at the Palace Nova Cinemas. All staff and students were invited with approximately 140 people in attendance.

During NRW, Wirltu Yarlu held a strong presence on all social media platforms, circulating resources and reconciliation materials, sharing posts about university events and posting important information about NRW and its meaning. Marketing publicised the beginning of NRW by posting campus news, events and activities on Twitter, Facebook and Instagram.

Human Resources / Legal and Risk Branch

The promotion of positive race relations through anti-discrimination strategies is a key RAP target and the development, implementation and communication of an anti-discrimination policy is a required action and deliverable of an Innovate type RAP. Whilst it was acknowledged that the University currently has the Equal Opportunity Policy, Behaviour and Conduct Policy, and Code of Conduct policies, Reconciliation Australia have advised that existing policies don't necessarily meet with the specific principles encompassed by a separate anti-discrimination policy.

The Safer Campus Community webpage includes a section on racism and anti-discrimination content which was provided by the RAP Officer in 2020. However, the University's Legal and Risk unit acknowledged that further development of these policies and a review of an anti-discrimination policy should take place in 2022.

Core Pillar: Opportunities

The core pillar of 'Opportunities' relates to why opportunities for Aboriginal and Torres Strait Islander peoples, organisations and communities are important to our organisation and its core business activities—themes include employment, procurement, professional development, retention, enabling access to systems and processes.

Action Area: Aboriginal and Torres Strait Islander Recruitment and Retention

Planning and Analytics

Planning and Analytics reported a total headcount of 335 students (or 216.7 Eligible Full-Time Study Load (EFTSL) who identified as Aboriginal or Torres Strait Islander were enrolled students (during the financial reporting period (Table 3).

Any students who are enrolled across multiple levels or faculties were not counted twice in the summary. Data are presented for enrolment terms with start dates that fell between the RAP reporting period 2020 – 2021 financial year.

Wirltu Yarlu

The University was unique in that it did not stop its operations and teaching during the COVID-19 2021 pandemic period. The Wirltu Yarlu Student Services Team maintained student support to the Indigenous cohort where possible. The team enhanced its processes and outreach strategies to allow students to access financial and emotional support in the form of emergency hardship grants and increased Student Support Officer (SSO) consultations via zoom. Where possible, the SSO's facilitated face-to-face events and engaged with students in COVID-19 safe environments to maintain a connection as part of daily operations in meeting student support, retention and learning needs.

The Wirltu Yarlu Academic Mentoring Program (WYAMP) was piloted during the 2021 RAP reporting period. The WYAMP connects Aboriginal and Torres Strait Islander students with academic mentors matched to their field of study and is delivered through the application and online provider 'Vygo'. Vygo matches approved and registered mentors to students who need academic or peer support and enhances and develops students' professional, personal and academic strengths. The Wirltu Yarlu WYAMP Coordinator reported that 137 Indigenous students were registered to the Vygo platform in the RAP reporting period. 67 students accessed WYAMP in 2021, and since the introduction and transition into the Vygo platform 1,688 mentoring sessions have been conducted. 'Learner Value' is the percentage of users that have completed a Vygo session, and it is currently sitting at 85% with students averaging 15 sessions per semester. 1000 mentoring sessions have been held albeit online, mainly due to the impacts of COVID-19. Many students prefer to meet in person with over 500 sessions facilitated in a COVID-19 safe face-to-face environment. The Vygo program has been gradually gaining momentum and user base, and Vygo has been instrumental in the growth of the WYAMP.

Faculty of Health and Medical Sciences

The School of Psychology has developed guidelines for course coordinators at Postgraduate level to assist Aboriginal and Torres Strait Islander students to access relevant development opportunities such as cultural mentoring opportunities which require exemption from

participation in coursework. The school staff have linked students with the Wardliparingga Aboriginal Health Equity team at SAMHRI to support student development through Indigenous cadetships programs.

The ANS reported both the Aboriginal Reference Group and ANS team members are significant contributors to cultural safety providing important networks for Aboriginal people to meet, plan and work. Aboriginal nursing students are receiving more support through access to the Aboriginal Reference Group and team, and non-Aboriginal staff are working together in partnership to connect with and support Aboriginal nursing students during their studies.

Faculty of Professions

The Law School Indigenous Student Support Officer (ISSO) regularly meets with Aboriginal and Torres Strait Islander students enrolled in Law programs. The ISSO provides informal and ad-hoc support in a dedicated room and space for Aboriginal students on level 1 of the Ligertwood Building. The ISSO also attends the Aboriginal Law Students Mentoring Program Committee which connects students with professional mentors through the Law Society of South Australia.

Action Area: Teaching and Learning Strategies

Wirltu Yarlu

The Indigenous Knowledges and Societies Course Coordinator reported that 250 students were enrolled into the Indigenous Knowledges and Societies course over both semester 2, 2020 and semester 1, 2021. A traditional Smoking Ceremony and Welcome to Country is practiced at the beginning of the course as part of the course curriculum. These ceremonies are conducted by Kura Yerlo Kaurna Elders and custodians on campus at the Kaurna Learning Circle. The course also incorporates field trips on Country led by Elders and has adapted the VR digital technologies project to capture Aboriginal and Torres Strait Islander creation stories. Course coordinators worked with Kaurna Elders and Elders from the Amata region in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands to build course content while establishing strong relationships with the APY lands executive team, Kaurna community, Ngarrindjeri community and Torres Strait Islander Elders and community. Engagement with First Nations communities and the cultural advisory process was reported as a critical component and an appropriate practice model for Indigenous curriculum development.

A number of university course coordinators and academics identified a need for creating content that goes beyond an Indigenous perspective on knowledge and one that applies Aboriginal and Torres Strait Islander pedagogies in creating courses and learning activities. Employing critical components in the courses, including the horrors of the colonial impact on Aboriginal and Torres Strait Islander communities, employing local language to courses, conducting the Kaurna Acknowledgement in Kaurna language, and encouraging students and staff to do the same were all highly recommended. They also reported that a core element of the Indigenous Knowledges and Societies major and minor courses was the value and critical importance of an Elder Advisory Team as consultants and assessors of course outlines and topics delivered in each semester.

Faculty of Health and Medical Sciences

The Yaitya Purruna Indigenous Health Unit developed a faculty Health Curriculum Framework that has been further developed to incorporate the CATSINam Nursing Curriculum Framework. The ANS works in close partnership with Yaitya Purruna and CATSINam at the beginning of each semester. The ANS invited Yaitya Purruna and Wirltu Yarlu to meet to share information and adopt up to date changes, in order to support Aboriginal or Torres Strait Islander students. The ANS reported that they undertake consultation with Yaitya Purruna and CATSINam on any curriculum and teaching changes (cultural content), in order to improve ANS course content.

The School of Psychology reported they are currently developing resources which incorporate Aboriginal and Torres Strait Islander knowledges and content across the undergraduate psychology curriculum.

Faculty of Engineering, Computer and Mathematical Sciences

ECMS conducted an audit of Aboriginal course content within ECMS courses finalising long-term curriculum goals and approaches to an application pathway. ECMS supports engagement with Aboriginal communities to develop and deliver an Introduction to Indigenous Knowledge course as part of the Introduction to Engineering Content.

Faculty of Professions

The Faculty of Professions conducted a student field trip which involved 19 students and three (3) staff visiting Dhilba Guuranda, Innes National Park as part of the course '*Aboriginal Peoples and the Law'*. Student feedback was positive, highlighting that the trip was 'very beneficial' and acknowledging that the University developed an important relationship with members of the Narungga community.

A Faculty of Professions Learning and Teaching Grant project awarded to David Plater, Deputy Director, SA Law Reform Institute and the project team. The project was designed to embed Indigenous Knowledges into the Law School and promote diverse student career options. The grant involved a student field trip to Port Pirie and Port Augusta. The trip created opportunities for law students to engage and learn more about working with Aboriginal and regional communities. The trip was hosted at Umeewarra Radio by the Aboriginal Legal Rights Movement (ALRM), local Elders and community representatives in Port Augusta. Students heard from local Elders, members from the Aboriginal community and lawyers from the ALRM. Students also met local lawyers, service providers and the MP for Frome, the Hon Geoff Brock. Working with rural, regional and/or Aboriginal communities is as a valuable career option that is often overlooked by law graduates. The field trip proved very successful with a total of eight (8) law students in attendance who found it 'an amazing experience'. The trip has led to a 2022 Law Foundation of South Australia grant to continue and expand these trips and encourage law students to work with regional and Aboriginal communities.

The University Graduate Attribute 6 "Australian Aboriginal and Torres Strait Islander cultural competency" is being addressed in the law curriculum, and funding has been prioritised for Aboriginal and Torres Strait Islander students to be involved in the aforementioned study tours.

Action Area: Research and Research Training

Coursework Scholarships Office / Adelaide Graduate Centre

The Coursework Scholarships office reported scholarships were awarded to 78 Aboriginal or Torres Strait Islander students undertaking undergraduate and postgraduate coursework programs in semester 2, 2020 and semester 1, 2021. (These figures are from scholarships available only to Aboriginal or Torres Strait Islander students which are funded by the Commonwealth Government and private donors.)

Funds that were offered and administered by Wirltu Yarlu are listed below:

- Semester 2, 2020 - Reg Sprigg Scholarship: seven (7) students
- Semester 1, 2021 - Reg Sprigg Scholarship: six (6) students, and Reward Scholarship (one off) – 22 students

The Adelaide Graduate Centre reported that research scholarships were awarded to seven (7) Aboriginal or Torres Strait Islander students undertaking postgraduate research between 1 July 2020 - 30 June 2021.

Most students enrolled in postgraduate research receive a standard University Research Scholarship. While additional research scholarships are available for Indigenous postgraduate research students, none were awarded to students during the 2020 - 2021 RAP reporting period.

Action Area: Aboriginal and Torres Strait Islander Staff Employment

Human Resources

Human Resources, Division of University Operations reported a total of 6143 employees at the University between 1 July 2020 - 30 June 2021, with 56 staff who identify as Aboriginal or Torres Strait Islander employed during the same period. (Table 4: breakdown of permanent full-time, permanent part-time, casual, cadetships, contractors, fixed-term full-time and fixed-term part-time positions held by Aboriginal and Torres Strait Islander staff).

Human Resources, Division of University Operations provided a trend analysis for Aboriginal or Torres Strait Islander staff employment during the overall RAPs active and reporting period (Table 5). The analysis does not include Aboriginal or Torres Strait Islander casual staff.

Wirltu Yarlu

Wirltu Yarlu reported challenges to the recruitment and retention of Aboriginal and Torres Strait Islander staff included the interruption and change of leadership (both senior management and Aboriginal Education), under resourcing within the Aboriginal Education Unit, and delays to recruitment of new staff due to university hiring freezes as a result of COVID-19 and changed hiring conditions.

Faculty of Engineering, Computer and Mathematical Sciences

The Ask ECMS team worked with Engineers Australia (South Australian branch) to implement their pilot Engineer Mentor scheme for Aboriginal and Torres Strait Islander students. The pilot was promoted to all eligible ECMS students, with six (6) Aboriginal students taking up the opportunity during the 2020 - 2021 RAP reporting period.

Faculty of Health and Medical Sciences

The ANS reported The Aboriginal Kidney Care Together Improving Outcomes Now (Akction) research project involves Aboriginal researchers, Aboriginal health professionals and Aboriginal community members with lived experiences positioned as patient experts and chief investigators. The ANS reported employing six (6) Aboriginal staff working between one (1) to four (4) days per week on the research project with a focus on embedding Indigenous governance. The ANS do not have any Aboriginal teaching staff employed but have addressed this gap by employing Aboriginal staff as casual tutors and markers in the Aboriginal health care course during the 2020 - 2021 RAP reporting period.

The ANS reported the following partnerships with the following Aboriginal and Torres Strait Islander organisations:

- Aboriginal Health Council of South Australia (AHCSA)
- Community Elders (involved in simulated activities with undergraduate nursing students)
- Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINam) (ongoing, long-standing relationship)
- Kanggawodli (Caring House) South Australia Health
- Lowitja Institute
- Purple House Western Desert Nganampa Walytja Palyantjaku Tjutaku Aboriginal Corporation (Kidney dialysis)
- South Australian Aboriginal Chronic Disease Consortium
- Wardliparingga Aboriginal Health Research Unit, South Australian Health and Medical Research Institute (SAHMRI)

External Relations Branch (ERB)

The ERB reported creating 30 new partnerships and collaborations with Aboriginal and Torres Strait Islander peoples and organisations in the RAP reporting period. The Indigenous Advisory Panel was engaged in the curatorial and decision-making processes for the ERB cultural program and the ERB audited those curatorial decisions to develop a Term of Reference (TOR) document.

The ERB also worked in collaboration with the SA Museum, Adelaide Festival, University Cultural Advisors and Kaurna community advisors as the Adelaide Festival's *Ngarku'adlu* project Indigenous Reference Group. The Adelaide Festival's *Ngarku'adlu* (a Kaurna word meaning an invitation to come together to eat) involved a series of dining events featuring native foods and culinary experiences. The event was part of the ERB major Adelaide Festival partnership in 2021, and both the picnic and dinners were sold out with over 1400 people in attendance on campus.

ERB did report barriers in forming partnerships with Aboriginal and Torres Strait Islander organisations and stakeholders. These barriers included procurement processes, changes in leadership and roles, and establishing a culturally appropriate reference group when planning and programming Indigenous activities and events.

Finance and Procurement Services

Finance and Procurement Services reported the University has been a Supply Nation member since July 2020 and has been funded by Finance and Procurement Services in the first two

years. The Supply Nation annual membership fee is approximately $8,000 and this cost has come out of the Procurement Services budget. An alternate funding source may be explored in future.

The dollar value of procurement from Aboriginal and Torres Strait Islander registered or certified Supply Nation vendors in the reporting period between 1 July 2020 – 30 June 2021 totalled $222,802 with seven (7) vendors, with an extra $11,156 and four (4) vendors who University considered as Indigenous owned enterprise but not Supply Nation registered or certified. Finance and Procurement Services also joined Social Traders as another potential opportunity to engage with Indigenous suppliers. Purchasing from a supplier which is a social enterprise or an Aboriginal and Torres Strait Islander owned business is an approved exemption to the University procurement process.

In addition, Finance and Procurement Services category managers have included relevant RAP targets in their Planning Development Review (PDR) objectives. Category managers reported struggling to engage effectively with Indigenous suppliers whenever opportunities arose. Procurement Services have considered the development of an Aboriginal and Torres Strait Islander Procurement and Engagement Strategy. The suitability of this approach is under consideration for the next University RAP.

Faculty of Engineering, Computer and Mathematical Sciences (ECMS)

The ECMS RAP Reference Working Group is currently reviewing policies with a view to removing procurement barriers, thereby enabling University staff to use more Aboriginal or Torres Strait Islander suppliers through the Supply Nation national directory. ECMS reported engaging in a number of catering services for events and functions through Aboriginal owned and operated companies including Taoundi Aboriginal College and Something Wild.

Governance, Tracking, Progress and Reporting

Action Area: Governance, Tracking, Progress and Reporting

The Governance, tracking, progress and reporting action area requirements include the establishment and maintenance of an effective RAP Working group (RWG) to drive governance of the RAP, provision of appropriate support for effective implementation of RAP commitments, and building accountability and transparency through reporting RAP achievements.

Meeting records of the University RAP Working Group were insufficient to determine the number of times the RAP Working Group met during the 2020 – 2021 RAP reporting period, noting that the University RAP Officer position was unfilled since May 2021 and re-appointed in August 2021.

Most areas could demonstrate actively engaging and implementing plans in meeting RAP targets. Areas and faculties that could provide evidence and reports in meeting RAP achievements have been documented in the appendices. The incorporation of effective systems to track and monitor RAP performance to meet RAP targets was identified as a key gap.

Engagement with Reconciliation Australia on processes and consultation was requested by areas to support the organisational and operational needs to implement and track University RAP targets going forward.

RAP Internal Student Experience Survey (RISES)

The RISES include the following questions:

Did you know that the University of Adelaide had a Reconciliation Action Plan between 2019 - 2021? (RAP Yangadlitya - For the Future 2019 - 2021).

- Yes – 19.82% (113 students)
- No – 80.18% (457 students)

Do you think it's important that the University of Adelaide has a Reconciliation Action Plan?

- Yes – 85.96% (490 students)
- No – 3.86% (22 students)
- Unsure – 10.18% (58 students)

The above results demonstrate the need to establish and maintain effective promotion of the RAP to students. A broader communication strategy that identifies and markets RAP implementation and commitments internally to university students is recommended.

Conclusion

There are two main findings from this evaluation of the Innovate Reconciliation Action Plan Yangadlitya – For the Future 2019 – 2021 Final Report. The first is that respondents are overwhelmingly in agreement that deep engagement and consultation with First Nations communities, leaders, academics, professional staff, and Cultural Advisors is essential to the development of respectful and honest partnerships, especially when undertaking any Indigenous related activity. The second is that, overall, there has been a lack of progress across the university towards the achievement of the RAP's priority outcomes. This was evidenced in part by the ambiguity and inconclusiveness of reported RAP-related activity provided by participating university organisational units and was further compounded by the relative absence of any formal monitoring of progress against most RAP initiatives, with the exception of the Faculty of Engineering, Computer and Mathematical Sciences.

Given these two findings, this report concludes that while a high premium is conferred on genuine collaboration with Indigenous peoples, the overarching aspirations of the RAP remained unfulfilled. It was beyond the remit of the evaluation to provide any detailed analysis to explain this result. However, the findings warrant further analysis of the evaluation results to better reposition the university in relation to achieving its aspirations for Indigenous higher education. As such, it is recommended the following areas be further examined:

- Understanding and improving staff engagement with commitment to the RAP
- How to achieve a status of equivalence to RAP priorities
- How to secure the buy in of staff to a future RAP in a post-COVID-19 university environment
- Defining and operationalising standards of excellence as the basis of a whole of university approach to Indigenous education and research which would then inform future RAP priorities, targets and strategies
- Developing effective governance mechanisms to monitor progress

Tables

Table 1: RAP Outcome Table

The assessment of RAP targets in the RAP Outcome Table was conducted independently by the Reconciliation Officer and evaluated against progress reports, questionnaires, and Reconciliation Australia RAP criteria. Based on those factors targets defined as 'not achieved' may have commenced but remain incomplete. Further discussion may be required.

RESPECT

Action Area: Cultural Recognition

Action	Target	Timeline	Target Outcome
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	Ongoing
	1.2 Embed Welcome to Country or Acknowledgement of Country in University practices by: • 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	Achieved
2. Engage university staff and students in cultural awareness/com	2.1 Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact.	January 2020	Achieved
	2.2 Conduct a review of cultural learning needs within our organisation.	July 2020	Achieved

Action	Target	Timeline	Target Outcome
petency programs to increase understanding and appreciation of different cultural backgrounds.	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	Ongoing
	2.4 Review, update and communicate the Cultural Protocol document for our staff.	January 2021	Ongoing
	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	Ongoing
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: • 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	Not Achieved
	3.2 Establish an annual Reconciliation Award to acknowledge individual, community or departmental contributions to reconciliation.	November 2019 November 2020 November 2021	Not Achieved
	3.3 Provide appropriate communications to students and staff, and encouraging participation in significant events.	December 2020	Not Achieved
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	Achieved
	4.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	December 2020	Achieved
	4.3 Promote and encourage participation in external NAIDOC events to all staff.	July 2020	Achieved
5. Develop, in consultation with	5.1 Develop and install plaques displaying Acknowledgement of Country on each University campus.	January 2020	Ongoing

Action	Target	Timeline	Target Outcome
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.	5.2 Broaden the University's cultural footprint by identifying opportunities to embed educational and interpretive elements into the urban environment on all campuses: • Name each of the North Terrace Campus gates in Kaurna language; • Have two further buildings named in Kaurna language; • Display a prominent piece of Indigenous artwork in the Central Hub; • Mark the Kaurna 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	Ongoing
	5.3 Develop Indigenous cultural spaces across the university to promote Indigenous cultures, including: • 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	Achieved
6. Provide cultural support and advice to the University to strengthen and encourage relationships.	6.1 Continue and sustain the Kaurna Cultural Advisors program with adequate financial and administrative support with a view to increasing its engagement.	December 2020	Ongoing

RELATIONSHIPS

Action Area: Relationships with Aboriginal and Torres Strait Islander Communities

Action	Target	Timeline	Target Outcome
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: ● 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	Ongoing
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; ● Apology Breakfast ● NRW Breakfast	July 2019 July 2020 July 2021	Achieved
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	Not Achieved
	9.2 Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	July 2021	Achieved
	9.3 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	July 2021	Ongoing
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	Achieved
	10.2 RAP Working Group members to participate in an external NRW event.	May 2020 May 2021	Achieved
	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	Achieved
	10.4 Organise at least one NRW event each year.	May 2020 May 2021	Achieved
	10.5 Register all our NRW events on Reconciliation Australia's NRW website.	May 2020 May 2021	Achieved
11. Raise internal and external awareness of this	11.1 Implement and review a strategy to communicate and engage the university staff and students in reconciliation.	March 2020	Achieved

Action	Target	Timeline	Target Outcome
RAP to promote and encourage reconciliation across our university and the higher education sector more generally.	11.2 Continue to communicate our commitment to reconciliation via public platforms, including the University of Adelaide website.	January 2020	Achieved
	11.3 Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	December 2020	Ongoing
	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.	December 2020	Not Achieved
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	Not Achieved
	12.2 Educate senior leaders on the effects of racism.	December 2020	Ongoing
	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	Not Achieved

OPPORTUNITIES

Action Area: Aboriginal and Torres Strait Islander Recruitment and Retention

Action	Target	Timeline	Target Outcome
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.	December 2019 December 2020 July 2021	Ongoing
	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	Ongoing
	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	Ongoing
	13.4 Ensure that student support mechanisms provided by Wirltu Yarlu 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	Ongoing

Action	Target	Timeline	Target Outcome
	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 application.	December 2019 December 2020	Achieved
	13.6 Review the appropriateness and flexibility of postgraduate and HDR milestones for Aboriginal and Torres Strait Islander students.	March 2020	Achieved
14. Continue the implementation of the revised Tarrkarri Tirrka 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 Yarlu. Particular attention to be paid to those Faculties with low Aboriginal and Torres Strait Islander enrolment rates.	December 2019 December 2020	Ongoing

Action Area: Teaching and Learning Strategies

Action	Target	Timeline	Target Outcome
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	Not Achieved
	15.2 Develop a University wide Indigenous Curriculum Framework to ensure a coherent, integrated approach to the teaching of Aboriginal and Torres Strait Islander related content.	July 2021	Ongoing
	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	Not Achieved

Action Area: Research and Research Training

Action	Target	Timeline	Target Outcome
16. Facilitate Aboriginal and Torres Strait Islander Higher Degree by Research	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,	July 2019	Not Achieved

(HDR) students by developing specific pathways and support strategies at the University of Adelaide.	recruiting and supporting prospective and current Indigenous HDR students.		
	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	Achieved
	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	Achieved

Action Area: Aboriginal and Torres Strait Islander Staff Employment

Action	Target	Timeline	Target Outcome
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	Achieved
	17.2 Maintain the University's existing Aboriginal and Torres Strait Islander Employment Strategy, including: • 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	Not Achieved
	17.3 Develop and maintain a 'pipeline' of Aboriginal and Torres Strait Islander HDR graduates to enter into employment within the University.	January 2020	Not Achieved
	17.4 Support early-career Aboriginal and Torres Strait Islander academics via an appropriately developed mentoring program.	July 2020	Ongoing
	17.5 Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	December 2020	Ongoing
	17.6 Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	December 2020	Ongoing

	17.7 Include a commitment to Reconciliation in selection criteria for senior executive positions.	January 2020	Achieved
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	Achieved
	18.2 Become a member of Supply Nation, or equivalent organisation and publicise these service providers within the University.	July 2020	Achieved
	18.3 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	December 2020	Achieved
	18.4 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	July 2020	Achieved
	18.5 Develop and implement an Aboriginal and Torres Strait Islander Procurement Policy.	July 2020	Not Achieved
	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	Achieved

Action Area: Governance, Tracking, Progress and Reporting

Action	Target	Timeline	Target Outcome
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	Achieved
	19.2 Establish and apply a Terms of Reference for the RWG.	July 2021	Achieved
	19.3 Meet at least four times per year to drive and monitor RAP implementation.	July 2021	Not Achieved
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	Achieved
	20.2 Define resource needs for RAP implementation.	April 2020	Achieved
	20.3 Engage our senior leaders and other staff in the delivery of RAP commitments.	July 2020	Achieved

	20.4 Define and maintain appropriate systems to track, measure and report on RAP commitments.	July 2020	Ongoing
	20.5 Appoint and maintain an internal RAP Champion from senior management.	July 2019	Achieved
	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	Achieved
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	Achieved
	21.2 Publicly report our RAP achievements, challenges and learnings annually.	July 2020 July 2021	Achieved
	21.3 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	July 2021	Achieved
	21.4 Report quarterly on RAP Actions to VCE	July 2021	Achieved
	21.5 Produce an annual Aboriginal and Torres Strait Islander research report outlining a review of research papers and partnerships.	July 2020	Not Achieved
	21.6 Review and report on the process of actions and deliverable outcomes.	December 2020 December 2021	Achieved
22. Continue our reconciliation journey by develop	22.1 Register via Reconciliation Australia's website to begin developing our next RAP.	January 2021	Achieved
	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	Achieved
	22.3 Send draft RAP to Reconciliation Australia for review and feedback.	May 2021	Achieved
	22.4 Submit final RAP draft to Reconciliation Australia for formal endorsement and publication on Reconciliation Australia's website.	July 2021	Achieved

Table 2: Students enrolled (head count) July 2020 - June 2021 financial year *

Students Enrolled (Head Count)		Arts	DivAcStEng	EC&MS	HlthMedSci	Profession	Sciences		
ATSI	Undergraduate	83		27	99	44	36	276	
	Postgraduate	8		4	17	16	4	49	
	Non-Award				1			1	
	Enabling	12	5	1				18	
	Summary	102	5	31	113	60	39	335	Total Unique ATSI
Non-ATSI	Undergraduate	5,345		5,347	5,829	5,247	3,367	24,102	
	Postgraduate	961		2,526	1,895	2,790	1,152	9,299	
	Non-Award	5	192	3	12	13		225	
	Enabling	107		12				119	
	Summary	6,345	192	7,785	7,668	7,937	4,411	33,168	
		6,447	197	7,816	7,781	7,997	4,450	33,503	Total Unique Student Head Count

Statistical data provided by Planning and Analytics extracted as at 10 January 2022. *Any students who are enrolled across multiple levels or faculties are not counted twice in the summary.

Table 3: Students EFTSL July 2020 - June 2021 financial year *

	EFTSL	Arts	DivAcStEng	EC&MS	HlthMedSci	Profession	Sciences		
ATSI	Undergraduate	49.3		19.1	67.3	25.0	24.3	184.9	
	Postgraduate	4.6		2.9	7.9	5.0	1.9	22.3	
	Non-Award				0.1			0.1	
	Enabling	6.8	2.5	0.1				9.4	
	Summary	60.6	2.5	22.1	75.3	30.0	26.1	216.7	Total ATSI EFTSL
Non-ATSI	Undergraduate	3,384.8		3,980.8	4,151.9	3,745.3	2,288.9	17,551.6	
	Postgraduate	617.3		1,841.5	973.4	1,773.0	793.4	5,998.5	
	Non-Award	1.1	27.3	0.6	1.5	2.8		33.3	
	Enabling	53.6		1.8				55.4	
	Summary	4,056.8	27.3	5,824.7	5,126.8	5,521.0	3,082.2	23,638.8	
		4,117.4	29.8	5,846.8	5,202.2	5,551.0	3,108.4	23,855.5	Total EFTSL

Statistical data provided by Planning and Analytics extracted as at 10 January 2022. *Any students who are enrolled across multiple levels or faculties are not counted twice in the summary.

Table 4: Employees at the University July 2020 - June 2021 financial year

Count of Person ID	Column Labels			
Row Labels	Aboriginal	ATSI	Other	Grand Total
Casual	25	7	2555	2587
Full-Time	24	4	2602	2630
Part-Time	6	2	918	926
Grand Total	55	13	6075	6143

Row Labels	Aboriginal	ATSI	Other	Grand Total
Continuing	19	2	2000	2021
Fixed-Term Contract	36	11	4075	4122
Grand Total	55	13	6075	6143

Statistical data provided by Human Resources, Division of University Operations 16 September 2021

Table 5: Trend analysis for Aboriginal and/or Torres Strait Islander staff

Head Count		2019		2020		2021	
		No.	%	No.	%	No.	%
All Indigenous	Aboriginal	37	0.97%	30	0.80%	33	0.93%
	ATSI	4	0.11%	3	0.08%	5	0.14%
	Torres Strait Islander	0	0.00%	0	0.00%	0	0.00%
	Total	41	1.08%	33	0.89%	38	1.07%

Based on statistical data provided by Human Resources, Division of University Operations 2 February 2022

Further reading and websites

University of Adelaide Indigenous Academic Strategy Tarrkarri Tirrka (Future Learning) 2019-2024 (The Mid-point Update)

University of Adelaide Aboriginal and Torres Strait Islander Employment Strategy

University of Adelaide Reconciliation Action Plan Yangadlitya - For The Future 2019 – 2021

University of Adelaide Reconciliation

University of Adelaide Reconciliation Statements

Wirltu Yarlu Aboriginal Education

Reconciliation Australia

Reconciliation SA

Renee Johnson

Reconciliation Officer

Wirltu Yarlu Aboriginal Education

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