



# **YANGADLITYA – PROGRESS REPORT**

Twelve month progress report on the University of  
Adelaide's Reconciliation Action Plan

We acknowledge and pay our respects to the Kurna people, the original custodians of the Adelaide plains on the land on which the University of Adelaide campuses are built – North Terrace, Waite and Roseworthy.

## For the Future

At the University of Adelaide, we recognise that our purpose as a place of learning cannot be fully realised without a reconciliatory commitment to our country's first peoples. Reconciliation is based on the tenets of deep mutual respect, understanding of our shared histories and following through with meaningful action.

In line with this, the University of Adelaide launched its first Reconciliation Action Plan (RAP), Yangadlitya in September 2019. Twelve months on, we've made considerable progress along our reconciliation journey; forming deep connections with the South Australian Aboriginal community and igniting passion and action across all areas of the University.

This report highlights the milestones towards reconciliation achieved by the University community as a whole, acknowledging the challenges presented by COVID-19. It also offers recommendations for the remaining targets within the RAP and the individual actions we can all take to encourage positive change in our communities.

## Respect

The first pillar within the University's RAP is Respect. It seeks to recognise Australia's ancient Indigenous cultures and histories and aims to actively cultivate an environment which both values and protects these ways of knowing and being.

Six actions with seventeen associated targets relating to Cultural Recognition are contained in this pillar, majority of which had 2020 timelines. The actions are as follows:

- Support all staff in the development of appropriate cultural protocols.
- Engage university staff and students in cultural awareness and commitment programs to increase understanding and appreciation of different cultural backgrounds.
- Promote understanding of, and respect for Aboriginal and Torres Strait Islander cultures, knowledges and values.
- Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.
- Develop, in consultation with appropriate University and community representatives and bodies, physical recognition on all University campuses, including but not limited to artwork, sculptures, plaques, flags, language, native planting and the naming of places.
- Provide cultural support and advice to the University to strengthen and encourage relationships.



*The Chancellor and Kurna Elder, Fred Agius*

## Cultural Protocols

The inclusion of a cultural protocols action within the RAP is based on the knowledge that the introduction of cultural protocols represents an important step towards understanding, respecting and representing Indigenous world-views, encouraging culturally appropriate working practices and valuing the cultural diversity that enriches, motivates and drives the University of Adelaide forward.

Progress in this area includes:

- The Wirrtu Yarlur Aboriginal Education unit has developed an Indigenous Cultural Protocols guide, which will assist university staff in addressing matters of cultural and relational significance for Aboriginal and Torres Strait Islander people. The protocols address communication processes, relationships and activities to support the 'right way' of carrying out business, learning and research with Aboriginal and Torres Strait Islander people.
- The University has embedded into its procedures the inclusion of a Welcome to Country delivered by a respected Kurna Elder at all large-scale events. In 2020, despite restrictions on events, Uncle Rod O'Brien (Kurna Cultural Advisor) performed a Welcome to Country at 25 events.
- Academic staff were provided with Acknowledgement of Country wording and PowerPoint slide at the beginning of each academic semester. Further education on the importance of acknowledgement is needed in this area and an acknowledgement slide should be included in all university templates as standard.

- Marketing and Recruitment to ensure that Acknowledgement of Country is included on all printed University publications, including course guides, and strategic documents.

All of the targets under this action are either completed or underway.

### Cultural Awareness and Commitment Training

The University recognises that Cultural Awareness and Commitment training is fundamental to building individual and collective understanding and respect for diversity and can contribute to long-term sustainable change.

Progress in this area includes:

- In partnership with Reconciliation Australia, the University participated in the annual Workplace Reconciliation Barometer (WRB) survey. The findings of this provided insight into the current reconciliation understanding of the organisation and highlight our cultural learning needs.
- An audit of participation in the existing Cultural Awareness Induction training was completed by HR. This data will provide a baseline from which to compare the uptake of updated training in future. In 2020, 509 staff completed the training.
- Wirltu Yarlu has completed a review and report of the University's current Cultural Awareness Induction module offered to commencing staff. It outlines recommendations for improving the current training and incorporating face-to-face learning for staff.
- As a result of the report, a Cultural Awareness Working Group (CAWG) has been created, including membership from Wirltu Yarlu, Learning Enhancement and Innovation and Human Resources. The objectives of this group are to improve the online training and increase the cultural commitment training offered by the University in collaboration and partnership with the Aboriginal community and providers.
- Yaitya Purruna and the School of Psychology in the Faculty of Health and Medical Sciences provided face-to-face Cultural Awareness training to their staff.

Four of the five targets within this action are either completed or underway. The remaining Target is due in January 2021.

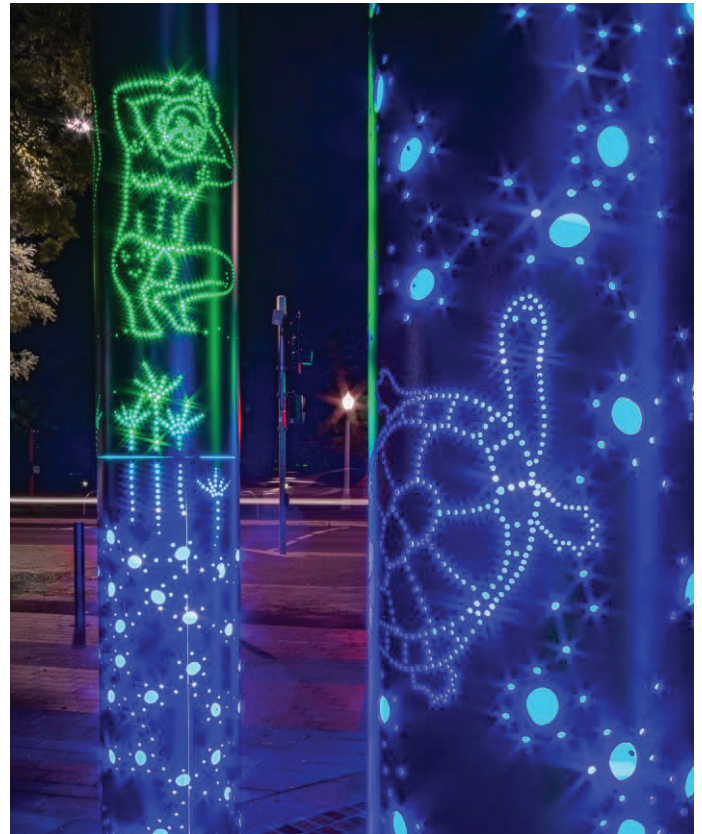
### Understanding Indigenous Cultures, Histories and Values

In order to increase understanding of Indigenous Australia, the University needs to offer safe and non-judgemental opportunities for staff and students alike to learn more. Over the last twelve months, this has been achieved via:

- Recognising dates of Aboriginal and Torres Strait Islander importance, such as the Anniversary of the National Apology to the Stolen Generations, Mabo Day, International Day of the World's Indigenous peoples. (Refer to appendix 1 for the full detail on how these dates were marked)
- Utilising the University's communication channels to highlight achievements within the Indigenous community, signal our commitment to reconciliation and encourage

participation in significant events. (Refer to appendix 2 for a summary of University communications)

Two of the three targets within this action are either completed or underway.



Wangu Poles, Kurna Learning Circle

### NAIDOC Week

NAIDOC Week is an important celebration of the history, culture and achievement of Aboriginal and Torres Strait Islander peoples, and thus the University's participation in NAIDOC events is a tangible example of our commitment to reconciliation.

In 2020, engagement with NAIDOC Activities included:

- The "Reflections: Connecting to Country through Art" exhibition, which was a collaboration between the Library and Indigenous staff and students to showcase the University's diverse Indigenous art collection.
- Kurna Cultural Walking Tour of the Karrawirra Parri (River Torrens) with Uncle Frank Wanganeen offered to students and staff.
- Indigenous Academics within the University hosted a series of lectures to broaden awareness on Indigenous Issues.
- Staff members from Wirltu Yarlu and the RAP Working Party participated in some external events, including the annual NAIDOC March and the NAIDOC SA Awards.

All of the targets within this action have been completed for 2020, and will be repeated in 2021.

## Physical Recognition of Culture

The University's *Future Making* strategic plan signalled that the North Terrace campus will become a vibrant hub within the city centre, our physical presence a metaphor for the prominent and embedded role we seek to play in our state. Central to this is our position on Kurna Land, and celebration of this fact plays an integral role in both the strategic plan and the RAP.

We have increased our Indigenous cultural footprint by:

- Designing and constructing a Kurna Learning Circle at the northern entrance of the North Terrace Campus, which was opened on 28<sup>th</sup> July 2020.
- Creating Indigenous cultural spaces within each of the University's three campus libraries.
- Partnering with Kurna Elder and custodian of the River Torrens, Frank Wanganeen, to develop a Kurna Walking trail that extends from the North Terrace Campus, along the river, towards the Festival Centre (completion expected mid 2021).
- A Kurna Artist has been contracted to develop and install plaques displaying Acknowledgement of Country on each of the University's campuses (completion expected early 2021).

**All of the targets within this action are either completed or underway.**



*Uncle Fred Agius with Indigenous students*

## Cultural Support and Advice

The process of unlearning and relearning to improve cultural understanding and respect can be a daunting process. The cultural support and advice provided by the University's Cultural Advisors ensures that this takes place in a non-judgemental way and that our staff and students have access to the correct information when it comes to Indigenous Australia.

The continuation and growth of the Kurna Cultural Advisors program has been achieved by:

- Increased promotion of the services and skills offered by the Cultural Advisors, via the University website, social media channels and staff news.
- Increased recognition of the contribution Uncle Rod has made to the University community, through nominations

to the Australian of the Year awards and the Port Adelaide Enfield Aboriginal and Torres Strait Islander Awards.

- Respected and prominent Kurna man, Jack Buckskin appointed as Kurna Cultural Ambassador and subsequently having an ongoing presence at University events and programs.

**All of the targets under this action are either completed or underway.**

## Outstanding Actions

Within the Respect Pillar of the University's RAP, there remains some actions still requiring attention. These are:

- Increasing staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement and Welcome to Country.
- Provision of face-to-face Cultural Awareness and Commitment training to University leadership, student facing positions and on a voluntary basis.
  - Some University areas took up cultural awareness training at the end of 2020, however face to face activities have been limited in 2020 due to physical distancing requirements, and thus this action remains mostly unactioned.
- Establish an annual Reconciliation Award to acknowledge individual, community or departmental contributions to reconciliation.
  - Development of Reconciliation Awards is being considered in the framework for the 2021 University Awards and also the University Volunteer Awards, pending best fit.
- Name each of the North Terrace campus gates in Kurna Language
- Display a prominent piece of Indigenous artwork in the Central Hub.
- Inclusion of cultural space or physical acknowledgement in the areas occupied by each faculty.
  - The financial impact of COVID-19 has limited the University's ability to invest in infrastructure throughout 2020. This is expected to continue into 2021 and the campus improvements will be postponed until budget is made available.

## Relationships

The second pillar of the University's RAP focuses on relationships as the conduit through which reconciliation takes place. By fostering meaningful and respectful relationships between Aboriginal and Torres Strait Islander peoples and their non-Indigenous counterparts, the University can support reciprocal learning, open communication and ultimately an improved future for all Australians.

Under this pillar, the University has committed itself to six actions and seventeen targets. The actions are as follows:

- Ensure that there is Aboriginal and Torres Strait Islander engagement or involvement in all aspects of the University's business.

- Continue to foster a positive relationship with Reconciliation South Australia.
- Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.
- 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.
- Raise internal and external awareness of this RAP to promote and encourage reconciliation across our university and the higher education sector more generally.
- Promote positive race relations through anti-discrimination strategies.

- Audit undertaken so as to better understand the University's current relationships with suppliers and stakeholders.
- Preliminary meetings held with Indigenous owned and operated organisations, such as Ochre Dawn, We Create, Print, Deliver and Bookabee Cultural Safety Training, to determine the scope for partnerships and future engagement.

Two of the three targets within this action are either completed or underway.



Sea of Hands – created by Barkindji women, Mai-Sie Crawford-Owers

### Aboriginal and Torres Strait Islander Engagement at all levels of University Business

Indigenous perspectives and experiences are integral to ensuring that our University both reflects and adequately supports our Aboriginal and Torres Strait Islander students and staff. Progress includes:

- Creation of the PVC – Indigenous Engagement position, allowing for increased access and influence to University leadership.
- Indigenous representative appointed to the Human Research Ethics Committee.

All of the targets under this action are either completed or underway.

### Continue to foster a positive relationship with Reconciliation South Australia

As the peak body for reconciliation in the state, it is crucial that the University maintains a strong relationship with Reconciliation South Australia to ensure continued best practice in this area.

This relationship has been improved and maintained via:

- Two tables purchased for the National Apology to the Stolen Generations Breakfast in February 2020.
- Invitation to all staff to attend the National Reconciliation Week virtual breakfast in May 2020.
- Reconciliation Officer maintains a close relationship with Reconciliation SA through the Executive Director and Board.

All of the targets under this action are either completed or ongoing.

### Mutually Beneficial Relationships with Aboriginal and Torres Strait Islander Stakeholders and Organisations

Building relationships and connection with Aboriginal and Torres Strait Islander stakeholders or organisations increases both the capacity and impact of the reconciliatory work of the University. Over the last twelve months, this has been actioned through:

### Continue to Celebrate and Participate in National Reconciliation Week

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. In 2020, with the restrictions of COVID-19, the University marked NRW in the following ways:

- Offering a number of staff the opportunity to attend the NRW virtual breakfast
- Virtual screening of “In My Blood it Runs”, a documentary about an Aboriginal child and his community’s experience with the western education system. Five-hundred passes were available, and staff given the full week of NRW to watch the documentary.
- Virtual Sea of Hands, encouraging staff and students to share their reflections on reconciliation which were then turned into a unique artwork by Wirltu Yarlu’s Indigenous artist and graphic designer.
- A short video featuring Uncle Rod O’Brien sharing some Kurna phrases was promoted across multiple University social media platforms.
- In partnership with the Don Dunstan Foundation, the University participated in a virtual forum on “reconciliation in the tertiary sector”.
- Faculty of Professions ran their own social media campaign, which included sharing important information

about NRW and the important dates which bookend it, and sharing a native ingredients recipe.

**All of the targets within this action have been completed for 2020, and will be repeated in 2021.**

### **Raise Internal and External Awareness of this RAP**

Raising awareness of the University's RAP and the actions within it has been progressed via:

- Launch of the RAP
- Communication about the RAP and its progress on the University's website and social media channels.
- Inclusion of RAP actions and projects in the Staff News, as appropriate.
- Increased connection with the Student Representative Council, to ensure that the RAP is communicated to the student body and they are aware of its scope and influence.
- Participation with other South Australian Universities on a forum about reconciliation in the tertiary sector.

**All of the targets within this action are either underway or complete.**

### **Promote Positive Race Relations through Anti-Discrimination Strategies**

The goal of reconciliation cannot be realised without acknowledgement of Australia's racist and discriminatory structures and the role played by universities in their continuation. The next step is a commitment to anti-discrimination strategies and actions, ensuring better outcomes for all who work and study at the University of Adelaide.

The strategies actions this year include:

- Continuation of the University's Equal Opportunity and Behaviour and Conduct Policies.
- Human Resources, Legal and Risk and Wirltu Yarl'u have undertaken a review of University's existing policies with the view to make changes through the policy framework as necessary. Additions to the Code Of Conduct were made in September 2020.
- Ethics approval has been granted for a small research project which seeks to better understand Indigenous student experiences of racism and the most culturally appropriate means of reporting and actioning racist incidents.
- The Indigenous Education and Engagement Committee (IEEC) supported the Acting Vice-Chancellor to share a statement against racism in light of the global Black Lives Matter movement.

**Two of the three targets within this action are either completed or underway.**

### **Outstanding Actions**

Within the Relationships Pillar of the University's RAP, there remains some actions still requiring attention. These are:

- Develop and implement a formal engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.
  - This action is not due for completion until July 2021.
- Educate senior leaders on the effects of racism. Similar to other actions regarding training and events, this action has been stalled due to fiscal restrictions and limits on social gatherings. Due to the nature of this target, it is essential that it takes place in person and that the Indigenous educators and facilitators are appropriately remunerated for their time and expertise. It is recommended that the target to "Educate senior leader on the effects of racism" is actioned as soon as possible, so as to capitalise on the growing movement of anti-discrimination.



*Karnkanthi students*

### **Opportunities**

The third and final pillar of the University of Adelaide's RAP is Opportunities. This pillar recognises the social exclusion experienced by many Aboriginal and Torres Strait Islander peoples, and seeks to provide equal and equitable opportunities to bridge these gaps.

Within this pillar, the University has committed itself to six actions with twenty-six related targets, covering all areas of the University's core business, including student recruitment and retention, teaching and learning, research and employment. These actions are:

- 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.
- Continue the implementation of the revised Tarrkarri Turrka Aboriginal and Torres Strait Islander Education Strategy and Annual Indigenous Faculty Scorecards.
- Embed Aboriginal and Torres Strait Islander culture, knowledge and perspectives across curricula.
- Facilitate Aboriginal and Torres Strait Islander Higher Degree by Research (HDR) students by developing specific pathways and support strategies at the University of Adelaide.

- Faculties and Divisions actively enable employment opportunities for Aboriginal and Torres Strait Islander peoples.
- 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.

### Educational Pathways

The University's founding vision of social equality, "to prepare for South Australia, young leaders shaped by education rather than by birth or wealth" highlights our core purpose to provide opportunities to all those who seek to improve themselves through education.

Progress in Indigenous education targets include:

- Increase of Indigenous student numbers to 307, as compared to 271 in 2019.
- Increased student success, measured through GPA, as compared to 2019.
- Continued implementation of Wirltu Yarlu's Student Success Strategy to ensure appropriate support and early detection of potential risks and barriers.
- Dedicated Student Opportunities Officer appointed within Wirltu Yarlu, who is knowledgeable about the University's scholarship opportunities and is available to provide support to students in their applications.
  - An audit of university scholarship opportunities has been completed by this role and information communicated this information to current students. As a result, scholarship applications have increased by upwards of 50% in 2020.
- In partnership, the Graduate Centre and Wirltu Yarlu's Student Support team will monitor and review postgraduate and HDR milestones on a case-by-case basis as needed.

**All of the targets within this action are either completed or underway.**



*Jack Buckskin performs traditional smoking ceremony at the RAP Launch in 2019*

### Tarrkarri Tirrka and Scorecards

The Tarrkarri Tirrka Indigenous Education Strategy is the University's empowerment model for ensuring Indigenous student success and excellence. It's vital that the RAP and Tarrkarri Tirrka work in tandem to improve outcomes for our students.

The Tarrkarri Tirrka has been implemented by:

- Midpoint review and revision of the Tarrkarri Tirrka Strategy has been completed to ensure alignment with a changing university environment.
- Through IEEC, all Faculties have agreed to Local Indigenous Action Plans, ensuring unique and tailored strategies for increasing Indigenous student enrolment, retention and completion.
- Faculties have agreed to reporting Indigenous student numbers to Wirltu Yarlu through the scorecard system, enacting a "hub and spoke model" and ensuring student success.

**All of the targets within this action are underway.**

### Embed Aboriginal and Torres Strait Islander Culture, Knowledge and Perspectives in Curricula

In order to ensure reciprocal relationships between Indigenous and non-Indigenous Australia, we as a University must acknowledge that there is much we can learn from Australia's first custodians. Indigenous Australian knowledges ensured the survival of Aboriginal and Torres Strait Islander peoples for 65,000+ years and have the capacity to make huge social, environmental, health and scientific impacts.

The embedding of Indigenous knowledges has been achieved by:

- Offering the Indigenous Knowledges and Society major, across four courses, for Bachelor of Arts, Environmental Policy and Management and International Development students.
- Significant increases in the enrolment numbers in Indigenous Knowledges courses in 2020. (*Refer to appendix 3*)
- Ongoing discussions are being held with Kurna Elders and the APY Community, to expand the breadth of Indigenous Knowledges covered by the courses.

**Despite the growth in the Indigenous Knowledges courses, most of the targets within this action remain outstanding.**

### Aboriginal and Torres Strait Islander Research

Indigenous research provides the opportunity to approach some of society's biggest challenges with unique perspectives, experiences and histories. It also presents an opportunity to give back to Indigenous Australia through research and impact that is relevant, meaningful and culturally appropriate.

The progress towards Aboriginal and Torres Strait Islander research opportunities include:

- Wirltu Yarlu, in partnership with the Office of the Deputy Vice-Chancellor and Vice President (Research) has developed the Yuringkarinthe Aboriginal Research Strategy.

- The Project Officer (HDR) role is empty as of mid 2020 due to a combination of secondment and the hiring freeze. Temporarily, the workload of this position has been spread across the Wirltu Yarlu Executive Officer and the Student Support Team.
- Wirltu Yarlu has initiated an inhouse mentoring program for research focused cadets, providing guidance and support as they increase their research skills and networks. Through the cadetship program, 14 Aboriginal or Torres Strait Islander students are currently completing research based cadetships.
- The Division of Research and Innovation and the DVC&VP(R) continue to support and facilitate opportunities for non-Indigenous people to conduct and be involved in appropriate research in relation to Indigenous Australia.

All of the targets within this action are either completed or underway.

### Aboriginal and Torres Strait Islander Employment

Increased Indigenous employment provides opportunities for both individual and organisational growth. The wealth of Aboriginal knowledge, experience, skills and expertise has the power to deeply enrich and enhance the higher education sector and increased representation and leadership is key to creating an environment in which Aboriginal people and perspectives thrive.

We have made the following progress towards our employment goals:

- Continuation of the Aboriginal and Torres Strait Islander Cadetship program, offering paid work experience complementary to study area, which reinforces learning, provides financial stability and increases the employability of our students. Since the launch of the RAP, the participation in the program has remained steady with 20 students across internal and external placements.
- Development has begun on the University's revised Aboriginal and Torres Strait Employment strategy, Martanthi (Kaurna for Deep Listening).
- University job opportunities are advertised through Indigenous networks.
- A commitment to reconciliation has been included in the selection criteria for senior executive positions.

Five of the seven targets within this action are either completed or underway.

### Aboriginal and Torres Strait Islander Partnerships and Procurement

As a large organisation with significant impact, our University has the capacity to support Aboriginal and Torres Strait Islander suppliers and companies through procurement of goods and services. Formalising this commitment through policy and procedures ensures a university-wide approach to ethical and mindful use of our budget.

Over the past twelve months, this has been actioned by:

- The University became a member with Supply Nation in July 2020, fulfilling this target a year earlier than expected.
- The Supplier Code of Conduct (containing a statement about supplier diversity and specifically referring to our RAP) has been endorsed by the Audit, Compliance and Risk Committee and the University Council.
- An update of the Procurement Procedure is underway, including changes to the strategic procurement which lists engaging an Indigenous owned business as a reason to not pursue a competitive tender process, thus removing barriers to increased Indigenous procurement.
- Finance and Procurement have also completed an audit of 2019 spending with Indigenous owned or Supply Nation certified companies or providers, establishing a baseline against which growth can be compared during the life of the RAP.

All of the targets within this action are either completed or underway.



Kaurna Learning Circle

### Outstanding Actions

Within the Relationships Pillar of the University's RAP, there remains some actions still requiring attention. These are:

- Conduct an audit of Aboriginal and Torres Strait Islander content in courses across the University, with attention to both quality and quantity.
- Develop a University wide Indigenous Curriculum Framework to ensure a coherent, integrated approach to the teaching of Aboriginal and Torres Strait Islander related content.
- 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.
  - The actions and targets which centre around Indigenous curriculum have been heavily impacted by COVID-19. The entirety of the Indigenous Curriculum Framework project has been paused due to budget restrictions, with further action not expected within the timeline of July 2021.



- Increase the number of Aboriginal and Torres Strait Islander staff.
- Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.
  - There has not been an opportunity to actively increase Aboriginal and Torres Strait Islander staff due to a hiring freeze as a result of COVID-19.

## Recommendations and Conclusion

Overwhelmingly, despite the unique challenges faced by our University, and indeed the entire community, due to COVID-19, the collective commitment and action towards reconciliation has remained steadfast. Very few issues are able to connect and bring together our diverse university community the way reconciliation, and the actions outlined in the RAP, has achieved. That being said, we continue to face future challenges, with outstanding reconciliation actions and the ongoing financial and resourcing constraints.

To achieve our remaining actions and targets within the lifecycle of the RAP, the following recommendations are suggested:

- Implementation of face-to-face cultural commitment and anti-discrimination training for all university leadership and staff in student facing positions. The understanding, practical skills and empathy gained through this form of training will have a significant flow on effect for the overall culture of the University, creating a safe and welcoming space for Aboriginal and Torres Strait Islander students and staff.
- In light of the fiscal restrictions on the Indigenous curricula framework, the University faculties should increase the accessibility of their students to the Indigenous Knowledges course. This will ensure existing Indigenous content is included across the university's academic offerings, in lieu of creating new content, which requires more resourcing.

## Appendixes

### Appendix 1: Aboriginal and Torres Strait Islander Dates of Importance

Date of Importance	Recognition type
Anniversary of the National Apology to the Stolen Generations	Attendance at the Reconciliation SA Apology Breakfast Wirltu Yarlu attended the Apology Day community event
Mabo Day	Material on the Mabo case held in Ligertwood Library
International Day of the World's Indigenous Peoples	Faculties of Professions hosted a Yarning Circle with Uncle Rod O'Brien, which was also presented in video content for those unable to attend due to COVID-19 restrictions.
Indigenous Literacy Day (ILD)	Book display at the Barr Smith Library, purchasing books from the foundation to add to our Yaitya Ngutupira collection, promoting the ILD Virtual Book Reading events, and raising funds for the foundation through our GoFundraise page

### Appendix 2: Communication on Reconciliation and Indigenous Excellence

Communication Channel	Content
University of Adelaide Instagram takeover	Fringe Festival Opening – Torres Strait Islander student promoted the official launch of the 2020 Fringe Festival, highlighting the Indigenous shows featuring in the program, including the Yabarra Gathering of Light exhibition at Tandanya National Cultural Institute.
University of Adelaide Facebook and Instagram Wirltu Yarlu Facebook and Instagram	Smoking Ceremony with Uncle Fred Agius for the first Indigenous Knowledges lecture for Semester 1 2020.
University of Adelaide Library News and Events webpage	Highlighting the historical significance of Mabo Day and encouraging further reading and understanding of the positive impacts of the Mabo Case.
University of Adelaide Library News and Events webpage	Indigenous Inclusion in the ANZAC legend
Adelaide University Sport Facebook page University of Adelaide Facebook page Wirltu Yarlu Facebook page	Beginning of National Reconciliation Week 2020
University of Adelaide Reconciliation webpage Faculty of Professions Instagram	Highlighting the importance of National Reconciliation Week, the important dates which bookend it, what it means to Australia and the ways in which the University of Adelaide is celebrating it.
University of Alumni Facebook page University of Adelaide Facebook page Wirltu Yarlu Facebook page	Learn Kurna with Uncle Rod – short video
University of Adelaide Instagram University of Adelaide Facebook page	Sneak peak of the Kurna Learning Circle, while construction was still underway
University of Adelaide Instagram takeover	Kurna Learning Circle launch - Two Aboriginal students documented the official launch, including information on the importance of cultural practices, Kurna language and interviews with the performers at the event.
University of Adelaide Facebook page University of Adelaide Instagram	Short video featuring the Kurna Learning Circle, incorporating interviews with the Cultural Advisors, PVC-IE and speakers from the launch.

### Appendix 3: Indigenous Knowledges Courses

Course	N 17	N 18	N 19	N 20	% change 19 - 20	% change 17 - 20
ABORIG 1001 (S1)	112	108	122	128	+ 5%	+ 14%
ABORIG 1002 (S2)	31	27	30	39	+ 30%	+ 26%
ABORIG 3001 (S1)	1	39	25	44	+ 76%	+ 4300%
ABORIG 3000 (S2)	N/A	1	4	5	+ 25%	+ 400%



# YANGADLITYA – PROGRESS REPORT

## (TRAFFIC LIGHT)

Twelve month progress report on the University of Adelaide's Reconciliation Action Plan

### RESPECT

Action Item	Target	Timeline
1. Support all staff in the development of appropriate cultural protocols	1.1 Develop Cultural protocol document	January 2020
	1.2 Embed Welcome and Acknowledgement protocols in University practice	July 2020
2. Engage university staff and students in cultural awareness/competency programs to increase understanding and appreciation of different cultural backgrounds.	2.1 Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact	January 2020
	2.2 Conduct a review of cultural learning needs within our organisation	July 2020
	2.3 Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural learning strategy	January 2020
	2.4 Review, update and communicate the Cultural Protocol document for our staff	January 2021
	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
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	July 2021
	3.2 Establish an annual Reconciliation Award to acknowledge individual, community or departmental contributions to reconciliation	November 2021

	3.3 Provide appropriate communications to students and staff, and encouraging participation in significant events	Completed for 2020, will be repeated for 2021
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	Completed for 2020, will be repeated for 2021
	4.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	December 2020
	4.3 Promote and encourage participation in NAIDOC events to all staff	Completed for 2020, will be repeated for 2021
5. Develop, in consultation with appropriate university and community representatives and bodies, physical recognition on all University campuses, including but not limited to artwork, sculptures, plaques, flags, language, planting and the naming of places.	5.1 Develop and install plaques displaying Acknowledgement of Country on each University campus	January 2020
	5.2 Broaden the University's cultural footprint by identifying opportunities to embed educational and interpretive elements into the urban environment on all campuses: <ul style="list-style-type: none"> <li>Name each of the North Terrace Campus gates in Kurna language;</li> <li>Have two further buildings named in Kurna language;</li> <li>Display a prominent piece of Indigenous artwork in the Central Hub;</li> <li>Mark the Kurna walking trail on North Terrace campus;</li> <li>Include a cultural space at both the Waite and Roseworthy campuses; and</li> <li>Develop and include an outdoor cultural space in the university campus developmental plans</li> </ul>	July 2021
	5.3 Develop Indigenous 'cultural' spaces across the university to promote Indigenous cultures, including: <ul style="list-style-type: none"> <li>An Aboriginal Learning circle;</li> <li>Cultural spaces in each library; and</li> <li>Identification and implementation of at least one cultural space or acknowledgement in areas occupied by each faculty</li> </ul>	July 2021
6. Provide cultural support and advice to the University to strengthen and encourage relationships.	6.1 Continue and sustain the Kurna Cultural Advisors program with adequate financial and administrative support with a view to increasing its engagement	December 2020

## RELATIONSHIPS

Action Item	Target	Timeline
7. Ensure that there is Aboriginal and Torres Strait Islander engagement or involvement in all aspects of the University's business	7.1 Include Aboriginal or Torres Strait Islander representation in high-level decision-making processes: <ul style="list-style-type: none"> <li>Ensure representation of Aboriginal or Torres Strait Islander person in governance structure; and</li> <li>Ensure the inclusion of an Aboriginal or Torres Strait Islander person on the Human Research Ethics Committee</li> </ul>	July 2021
8. Continue to foster a positive relationship with Reconciliation South Australia	8.1 Ensure that University of Adelaide representatives attend events initiated by Reconciliation SA; <ul style="list-style-type: none"> <li>Apology Breakfast</li> </ul>	Completed for 2020, will be

	<ul style="list-style-type: none"> <li>NRW Breakfast</li> </ul>	repeated for 2021
<b>9. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations</b>	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
	9.2 Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement	July 2021
	9.3 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations	July 2021
<b>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</b>	10.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff	Completed for 2020, will be repeated for 2021
	10.2 RAP Working Group members to participate in an external NRW event	Completed for 2020, will be repeated for 2021
	10.3 Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW	Completed for 2020, will be repeated for 2021
	10.4 Organise at least one NRW event each year	Completed for 2020, will be repeated for 2021
	10.5 Register all our NRW events on Reconciliation Australia's NRW website	Completed for 2020, will be repeated for 2021
<b>11. Raise internal and external awareness of this RAP to promote and encourage reconciliation across our university and the higher education sector more generally.</b>	11.1 Implement and review a strategy to communicate and engage the university staff and students in reconciliation	March 2020
	11.2 Continue to communicate our commitment to reconciliation via public platforms, including the University of Adelaide website	July 2020
	11.3 Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes	July 2021
	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	January 2020
<b>12. Promote positive race relations through anti-discrimination strategies.</b>	12.1 Continue to implement and communicate the University's anti-discrimination policy for our organisation	January 2020
	12.2 Educate senior leaders on the effects of racism	December 2020
	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

## OPPORTUNITIES

Action Item	Target	Timeline
13. Consolidate and expand educational pathways and mechanisms to support Aboriginal and Torres Strait Islander students (including mature-age students) to enrol in and succeed in undergraduate and postgraduate studies at the University of Adelaide	13.1 Ensure annual growth in enrolment and completion rates for Aboriginal and Torres Strait Islander students	Each year for the lifetime of the RAP
	13.2 Ensure annual growth in enrolment and completion rates for regional, rural and remote Aboriginal and Torres Strait Islander students.	Each year for the lifetime of the RAP
	13.3 Continue to monitor and evaluate the University's Student Success Strategy to ensure that students are being appropriately supported	Each year for the lifetime of the RAP
	13.4 Ensure that student support mechanisms provided by Wirltu Yarl'u are adequately resourced so that staff are able to identify and address any barriers to Aboriginal and Torres Strait Islander students undertaking tertiary study	Each year for the lifetime of the RAP
	13.5 Conduct an audit of university scholarship opportunities and the processes of their promotion and selection for all students, to inform improved promotion and with a view to increase applications	December 2020
	13.6 Review the appropriateness and flexibility of postgraduate and HDR milestones for Aboriginal and Torres Strait Islander students	March 2020
14. Continue the implementation of the revised Tarrkarri Turrka 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 Yarl'u. Particular attention to be paid to those Faculties with low Aboriginal and Torres Strait Islander enrolment rates	December 2020
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
	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
	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
16. Facilitate Aboriginal and Torres Strait Islander Higher Degree by Research (HDR) students by developing specific pathways and support strategies at the University of Adelaide	16.1 Appoint a Project Officer - Aboriginal and Torres Strait Islander Higher Degree by Research and Higher Degree by Coursework to lead a coordinated approach to identifying, recruiting and supporting prospective and current Indigenous HDR students	July 2019
	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
	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
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
	17.2 Maintain the University's existing Aboriginal and Torres Strait Islander Employment Strategy, including: <ul style="list-style-type: none"> <li>Increase the number of Aboriginal and Torres Strait Islander staff;</li> </ul>	December 2020

	<ul style="list-style-type: none"> <li>• Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders;</li> <li>• Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy</li> </ul>	
	17.3 Develop and maintain a 'pipeline' of Aboriginal and Torres Strait Islander HDR graduates to enter into employment within the University	January 2020
	17.4 Support early-career Aboriginal and Torres Strait Islander academics via an appropriately developed mentoring program	July 2020
	17.5 Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities	December 2020
	17.6 Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace	December 2020
	17.7 Include a commitment to Reconciliation in selection criteria for senior executive positions	January 2020
<b>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</b>	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
	18.2 Become a member of Supply Nation, or equivalent organisation and publicise these service providers within the University	July 2020
	18.3 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff	December 2020
	18.4 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses	July 2020
	18.5 Develop and implement an Aboriginal and Torres Strait Islander Procurement Policy	July 2020
	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

<b>Green</b>	Complete
<b>Amber</b>	Underway
<b>Red</b>	Yet to commence