



THE UNIVERSITY  
*of* ADELAIDE

# 2021 RAP Impact Measurement Questionnaire

The University of Adelaide

**make  
history.**

2021 RAP Impact Measurement Questionnaire

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<b>Question</b>	
1. Total number of employees	6,143
2. If you are a peak body, please indicate the total number of members you represent	Member Organisations: 0  Member Individuals: 0
3. Total number of students	23,853
4. Latest endorsed RAP type	Innovate RAP
5. Was your organisation's <u>very first RAP</u> endorsed in the last 12 months?	No
<b>RAP development</b>	
<b>Support from Reconciliation Australia</b>	
6a. <i>To what extent do you agree or disagree:</i> Reconciliation Australia provides your organisation with sufficient support, guidance, advice and direction to <b>develop</b> your RAP	6a. Agree
6b. <i>To what extent do you agree or disagree:</i> Reconciliation Australia provides your organisation with sufficient support, guidance, advice and direction to <b>implement</b> your RAP	6b. Agree
7. Indicate the frequency of contact your organisation has had with Reconciliation Australia	Monthly
<b>RAP implementation</b>	
8. What level of commitment have your senior leaders demonstrated towards reconciliation and the implementation of your RAP?	Our leaders are seen by staff as playing an active role in delivering on RAP commitments  Our senior leaders are active members of our RAP Working Group  Only a few of our leaders are supportive of our RAP
<b>Partnerships</b>	
	Number of formal partners: 64

<p>9. How many Aboriginal and Torres Strait Islander organisations have you formed or maintained a partnership with in the last 12 months?</p>	<p>Number of informal partners: 4</p>
<p><b>Collaboration and partnership</b> 10. To what extent were collaborations and partnerships formed in the last 12 months driven by your RAP commitments?</p>	<p>Some</p>
<p><b>Partnerships with community</b> 11. We would really like to highlight the partnerships between RAP organisations and Aboriginal and Torres Strait Islander <u>peoples and communities</u>. Have you got a story to tell us that we can share?</p>	<p>A core element of the Indigenous knowledges and Societies major/minor courses is the importance of an Elder Advisory team that assess the course outlines and topics to be delivered in each semester. The courses invite a number of Aboriginal and Torres Strait Islander people to deliver guest lectures on key aspects of Aboriginal and Torres Strait Islanders Knowledge and protocols. The courses incorporate field trips on Country lead by Elders and Smoking ceremonies and practice. A new and exciting project which highlights partnerships between the University of Adelaide and Aboriginal and Torres Strait Islander peoples and communities is the VR collaboration project as part of the Indigenous Knowledges and Societies courses. Partnerships were established with Aboriginal and Torres Strait Islander communities to capture VR creation stories. The course's intent is to immerse students into a cultural experience that is practiced and is taught by elders and community leaders. This blended learning VR experience means to capture knowledge and knowledge transference. This approach means to establish decolonial courses that employ Aboriginal and Torres Strait Islander pedagogies.</p>
<p><b>Partnerships with Aboriginal and Torres Strait Islander organisations</b> 12. What barriers has your organisation faced in establishing a mutually beneficial relationship with an Aboriginal and/or Torres Strait Islander organisation?</p>	<p>Difficulty identifying an appropriate Aboriginal and/or Torres Strait Islander organisation to partner with</p> <p>Lack of expertise, confidence and/or experience to manage and maintain a partnership with an Aboriginal and/or Torres Strait Islander organisation</p>
<p>13. How did your organisation identify potential partners?</p>	<p>Staff have taken the initiative to identify potential partners</p> <p>Driven by a commitment outlined in our current RAP</p>
<p>14. If relevant, please describe how your organisation successfully identified and established a partnership with an Aboriginal and Torres Strait Islander organisation in the past year.</p>	<p>Adelaide Festival's Ngarku'adlu was a series of dining events featuring native foods and culinary. The word ngarku'adlu is a Kurna invitation to come together to eat. The External Relations Branch at the University of Adelaide (UofA) worked in collaboration with the SA Museum, Adelaide Festival and UoA Cultural Advisors and Kurna community advisors and convened as an Indigenous reference group.</p> <p>The event was a total sell out for both the picnic and dinners with over 1400 people in attendance on campus.</p>
<p>15. What type of support does your organisation need/want to support the development of successful partnerships with Aboriginal and Torres Strait Islander peoples, communities and/or organisations?</p>	<p>Workshops offered by Reconciliation Australia</p> <p>Resources and supporting documents of best practice and case studies from Reconciliation Australia</p>

<p><b>National Reconciliation Week (NRW)</b></p> <p>16. Did your organisation participate in NRW this year?</p>	<p>Yes</p>
<p>17. How did your organisation participate in NRW this year?</p> <p>a. <u>Activity led/ hosted primarily by your organisation</u></p> <p>b. <u>Attended or minor supporter of external activity</u></p>	<p>a.</p> <p>Distribution of information, resources and promotional material to staff or public</p> <p>Raised awareness through social media or on our website</p> <p>Learning seminars, workshops, documentary screenings or training sessions</p> <p>Cultural event or exhibition involving dance, language, art, music, film, food or a tour</p> <p>Organised Welcome to Country or other traditional ceremonies</p> <p>Participated in commemorative events or campaign such as a Sea of Hands, Sorry Day events, marches or walks</p> <p>Raised awareness through flags, posters, banners and displays</p> <p>b. Learning seminars, workshops, documentary screenings or training sessions</p> <p>Cultural event or exhibition involving dance, language, art, music, film, food or a tour</p> <p>Organised Welcome to Country or other traditional ceremonies</p> <p>Participated in commemorative events or campaign such as a Sea of Hands, Sorry Day events, marches or walks</p> <p>Raised awareness through flags, posters, banners and displays</p>
<p>18. How many NRW events did your organisation host this year?</p>	<p>2</p>
<p><b>Cultural learning</b></p> <p>19. Does your organisation have an Aboriginal and Torres Strait Islander cultural learning strategy document?</p>	<p>No</p>
<p>20. What cultural learning target did your organisation set for this reporting period?</p>	<p>0</p>
<p>21. How many staff have undertaken a cultural learning</p>	

<p>program during the reporting period?</p>	<p>Overall number: 473  E-learning cultural program: 379  Face-to-face cultural program: 94  Cultural immersion program: 0</p>
<p><b>Cultural protocols</b></p> <p>22. Does your organisation have an Aboriginal and Torres Strait Islander cultural protocols document?</p>	<p>No</p>
<p>23. How did your organisation celebrate NAIDOC Week last year?</p>	<p>NAIDOC Week:</p> <ul style="list-style-type: none"> <li>• The University Library coordinated an art exhibition, titled Reflections: Connecting To Country Through Art, which exhibited highlights from the University of Adelaide’s Indigenous art collection. In a collaboration between the University Library and Wirltu Yarlu Aboriginal Education, artworks on display were selected by Aboriginal and Torres Strait Islander staff and students. The exhibition formed part of the University’s NAIDOC Week 2020 celebrations, including an opening function attended by artists, University dignitaries and the Chancellor, The Hon. Catherine Branson AC QC.</li> <li>• The University of Adelaide hosted a special NAIDOC week public lecture, as part of its premier lecture series, Research Tuesdays. Entitled, Healing History, the keynote speaker was Professor Amanda Nettelbeck, a University of Adelaide professor of history. Professor Nettelbeck discussed Australia’s confronting history how continued truth telling can help to heal centuries-old wounds. The event was well attended, with approximately 300 in-person and online viewers.</li> <li>• Online screening of ‘In My Blood It Runs’ hosted by the University External Relations Branch.</li> </ul> <p>The normal scheduled NAIDOC program for 2020 was impacted by COVID and sadly numerous events and activities were cancelled.</p>
<p>24. How has your organisation increased visibility of Aboriginal and Torres Strait Islander cultures this year?</p>	<p>University Library - 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 and further development of additional Yaitya Ngutupira spaces is underway for Roseworthy, Waite and Law library spaces.</p> <p>The Library Aboriginal and Torres Strait Islander Engagement Framework includes a section titled ‘Signalling Commitment’ which encompasses items to increase visibility of Indigenous cultures and placemaking such as the Yaitya Ngutupira cultural spaces. (attached) ECMS</p> <ul style="list-style-type: none"> <li>• Acknowledgement of Country opening PowerPoint slide for lectures</li> <li>• Email Signature for staff</li> <li>• Meaning of Ingkarni Wardli signage on digital screens</li> <li>• NAIDOC week Zoom backgrounds and email signatures created and distributed to staff</li> <li>• Email signatures across ASK ECMS Team, including generic email accounts</li> </ul>

	<ul style="list-style-type: none"> <li>• Creation and implementation of Kurna names for Eng. Maths building</li> <li>• Working on the creation and implementation of vinyl mural and signage in Inggarni Wardli atrium</li> <li>• Investigating access to the University Collections department to display artwork</li> <li>• More visible Acknowledgement to country plaques across faculty of ECMS – all building entries</li> </ul> <p>Professions and Law - Aboriginal artwork displayed in the Professions Support hub with a descriptive plaque</p> <p>Infrastructure - Kurna Mural walk across campus and mural project (in progress)</p>
<p>25. Have you changed any of your core and/or external facing services and practices as a result of your RAP?</p>	<p>Yes</p>
<p><b>Culturally appropriate services and practices</b></p> <p>26. Have you noticed any changes for your customers/clients/supporters/other stakeholders due to the way you operate with more culturally appropriate services or practices?</p>	<p>Positive</p>
<p>27. To what extent were activities and changes relating to cultural competency driven by your RAP commitments?</p>	<p>A little</p>
<p><b>Aboriginal and Torres Strait Islander employment</b></p> <p>28. <i>To what extent do you agree or disagree with the following statement:</i></p> <p>Your organisation is maximising the value it gets from the unique skills, competencies and opportunities that Aboriginal and Torres Strait Islander employees bring with them.</p>	<p>Neutral</p>
<p>29. Does your organisation have an Aboriginal and Torres Strait Islander employment and retention strategy document?</p>	<p>Yes</p>
<p>30. What is your target for Aboriginal and Torres Strait Islander employment in this reporting period?</p>	<p>184</p>

31. How many Aboriginal and Torres Strait Islander staff does your organisation currently employ (as of June 30, 2021)?	<p>Overall: 68</p> <p>Permanent full-time: 17</p> <p>Permanent part-time: 4</p> <p>Casual: 69</p> <p>Apprentices: 0</p> <p>Internships: 0</p> <p>Cadetships: 14</p> <p>Contractors: 0</p> <p>Secondees: 1</p> <p>Non-ongoing full-time: 9</p> <p>Non-ongoing part-time: 3</p>
32. Please indicate the number of Aboriginal and Torres Strait Islander staff that are in:	<p>Board positions: 1</p> <p>Executive roles: 1</p> <p>Other management/senior positions: 1</p> <p>Entry level or junior roles: 0</p>
33. How many Aboriginal and Torres Strait Islander staff did you retain in your organisation throughout the reporting period?	66
34. Did your organisation provide professional development opportunities to Aboriginal and Torres Strait Islander people?	<p>Yes – progression within current role training</p> <p>Yes – mentorship programs</p>
35. To what extent were employment changes driven by your RAP commitments?	A little
36. Please describe highlights, and key learnings that improved the effectiveness of your employment strategy.	<p>The data presented in question 31 indicates a considerable drop of the Indigenous employment rate in the reporting period (1 July 2020 - June 30 2021) in comparison to the previous reporting period (1 July 2019 - June 30 2020). Contributing factors include the direct impacts of COVID and the change to hiring controls across the University which has in many cases delayed the recruitment, development and retention of staff.</p>
<p><b>Aboriginal and Torres Strait Islander procurement</b></p> <p>37. Does your organisation have an Aboriginal and Torres Strait</p>	No

Islander procurement strategy document?	
38. What is the dollar value of procurement from Aboriginal and Torres Strait Islander businesses in the reporting period?	<p>Dollar value of goods and/or services procured from Aboriginal and Torres Strait Islander businesses:</p> <p>11,156.00</p> <p>Dollar value of spend from businesses certified by Supply Nation:</p> <p>222,802.00</p>
39. How many Aboriginal and Torres Strait Islander businesses did you enter a contract with, during the reporting period?	<p>Number of all Aboriginal and Torres Strait Islander businesses: 4</p> <p>Number of businesses certified by Supply Nation: 7</p>
40. Is your organisation a Supply Nation member?	Yes
41. To what extent were procurement changes driven by your RAP commitments?	A great deal
<p><b>Donations, contributions, and pro-bono services</b></p> <p>42. What is the dollar value of donations made to Aboriginal and Torres Strait Islander organisations in the reporting period?</p>	0
43. What is the dollar value of contributions to Aboriginal and Torres Strait Islander education scholarships in the reporting period?	1,091,390.03
44. What is the dollar value of contributions to organisations that support Aboriginal and Torres Strait Islander students?	0
45. What is the value of pro bono services provided to Aboriginal and Torres Strait Islander individuals, organisations, or communities in the last 12 months?	<p>Hours of pro bono services provided: 0</p> <p>Dollar value of pro bono services provided: 0</p>



46. Please indicate the level of <b>financial</b> impact COVID-19 has had on your organisation?	Significant (some job loss and/or reduced salary for existing employees, loss of business revenue of more than 10%)
47. Please indicate the level of <b>operational</b> impact COVID-19 has had on your organisation?	Significant (some increased demand for services)
48. Please tell us how your organisation has adapted your reconciliation commitments to address community needs during COVID-19?	The University of Adelaide was unique in that it did not stop its operations and teaching during the COVID 19 pandemic period in Australia to date. The University held a 'Virtual Open Day', enhanced systems, hardware and policies where necessary to allow for the large volume of people working and learning remotely, University researchers played a lead role in the human trials of Australia's first needle-free, gene-based COVID-19 vaccine, responded to student needs in partnership with the Adelaide University Union to establish a Student Support Package, which included academic and wellbeing support and emergency hardship grants, set up a VPN for international students, and transitioned to online learning including staff development on how to deliver online courses and programs. The University where able, still ran face-to-face events and engaged with students in COVID safe environments to maintain connection done as part of daily operations.
<b>Case studies and testimonials</b>	
49. Please tell us about how your organisation has worked towards advancing any of the five dimensions of reconciliation?	The University has incorporated and changed the Collection Management Policy to now include a section on Cultural Collection Rights Management and the obligations that collections must adhere to when managing and maintaining Indigenous and First Nations collections and resources. The policy outlines steps required to address collection items and materials of cultural significance, sensitivity and records that require open access to communities, ownership and ICIP rights, and starts the truth telling process. (Historical acceptance). The Kurna Welcome and Acknowledgement are incorporated into learning and teaching practices (e.g. lectures), professional staff meetings, major events outside of the core Indigenous Education Unit (Wirrtu Yarlur) and featured in all of the University publications. There is an ongoing participation and commitment to NRW by senior management and External Relations Branch (Institutional Integrity). Areas are actively engaging with Cultural Awareness Training as their individual area KPI's and committing both finances and resources to building staff cultural capacity (Race Relations). Our employment strategy includes targets meet with parity to students and staff rates (Equality and Equity). By meeting these criteria and addressing some of the things listed, we feel we are moving towards a more unified community which challenges a traditional institutional setting to begin reparations and reconciliation (Unity).
50. We'd really like to hear about stories that highlight challenges, key learnings or successes when delivering on your organisation's RAP commitments this year.	Challenges: COVID, change of leadership, both senior management and Aboriginal Education, under resourced within the Aboriginal Education Unit (delays to recruitment of new staff due to University hiring freezes as a result of COVID, and hiring conditions). Successes: The opening of the Kurna Learning Circle, placemaking of university grounds with Kurna Walk and Mural project, 90% of areas reported RAP goals and provided insightful information on their experiences with implementing the RAP from their areas and this demonstrated leadership and commitment to establishing the next RAP and drive new incentives and objectives.

**Testimonial (Optional)**

Please provide a short testimonial regarding the impact that your RAP has had within your organisation.

Please note that this may be included in Reconciliation Australia publications.



The 'Yangadlitya – For the Future 2019-2021' RAP has begun open and honest conversations and dialogues within and across all areas of the University between staff, students and the wider Indigenous community. The University has been working towards RAP achievements under duress in the last reporting period due to COVID, however we have managed to stay committed to the targets that have been applied. We now recognise gaps in how the University tracks and monitors the progress of our RAP objectives, however, after reviewing the area reports, we have been pleasantly surprised to learn of new initiatives that incorporate cultural knowledge, safety, and opportunities outside of the current RAP goals. The next RAP will address these gaps, address learnings and look towards building upon the progress and opportunities that has already been made.

**Attachments (Optional)**

Do you have any strategy documents or relevant files that you are happy for us to share with the wider RAP network?

Yes

If yes, and you haven't already, please send these through to [rap.reporting@reconciliation.org.au](mailto:rap.reporting@reconciliation.org.au)