

2018–2021



# Reconciliation Action Plan



RECONCILIATION  
ACTION PLAN

STRETCH



University of  
South Australia



*Kaurna Smoking Ceremony performed on campus by Yellaka.*

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Aboriginal readers are advised that the brochure may contain images and names of deceased persons.

*Cover art*

**Antara 2017**  
Acrylic on linen, 122cmx183cm  
Image courtesy the artist and Mimili Maku Arts  
University of South Australia Art Collection

Artist, **Ngupulya PUMANI**  
b. 1948 Mimili, South Australia  
Pitjantjatjara

*Kurna miyurna, Kurna yarta, ngadlu tampinthe*

# UniSA Acknowledgement of Peoples and Country

We respectfully acknowledge the Kurna, Boandik and Barnjarla First Nations Peoples and their Elders past and present, who are the First Nations' traditional owners of the land that are now home to the University of South Australia's campuses in Adelaide, Mount Gambier and Whyalla.

We are honoured to recognise our connection to the Kurna, the Boandik and the Barnjarla lands, and their history, culture and spirituality through these locations, and we strive to ensure that we operate in a manner which respects their Elders and ancestors. We also acknowledge the other First Nations of lands across Australia with which we conduct business, their Elders, ancestors, cultures and heritage.

## Kurna

*UniSA tampinthe, UniSA Kurna yartangka yuwanthe.*

*Kurna miyurna yaitya mathanya Wama Tarntanyaku. Parnaku yailtya, parnaku tapa purruna, parnaku yarta ngadlu tampinthe.*

*Yalaka Kurna miyurna ithu yailtya, tapa purruna, yarta kuma puru martinthe, puru warri- apinthe, puru tangka martulyainthe.*

We acknowledge that the University of South Australia is on the traditional country of the Kurna people of the Adelaide Plains. We recognise and respect their cultural heritage, beliefs and relationship with the land, and we acknowledge that they are of continuing importance to the Kurna people living today.

## Boandik

*Ngathu putama nhu mraat, mraat Boandik-at wulnuwitjara Berrinat ba mraatat mingro Berrin.*

I recognise this country (is) the country of the Boandik, the custodians of Mount Gambier and the country around Mount Gambier.

## Barnjarla

*Ngarrinyarlboo nagoodoo Barnjarla mirinyi yoorari yarta malboo. Ngarrinyarlboo nagoodoo Barnjarla yoorari yarta wardana indoo.*

We acknowledge and respect the Barnjarla people as the traditional custodians of the ancestral lands. We acknowledge the deep feelings of attachment and relationship of Barnjarla people to the country and the sea.

**"Tirki nguta tappa tangka marninthe."**

*Learning and knowledge are the pathway to alter the mind.*

• Uncle Lewis Yerloburka O'Brien, Kurna Elder

*"If I was to give advice to young Aboriginal people coming through school today, it would be the same as what I told the kids at Kurna Plains.*

*They can be anything they want to be, even Prime Minister.*

*They can fulfil their dreams but they have to work hard.*

*They have to be very strong in their own identity and have their culture intact; otherwise they would be letting themselves down.*

*They have to get support from others.*

*Wherever I've been I've always made sure that I had support around me, because you can't achieve in isolation.*

*They have to have good role models and there are lots of them out there who are only too happy to give assistance.*

*The world is their oyster, but they must have a good education as their basis to be the outstanding achievers – which is their right."*

• Dr Alice Alitya Rigney, Kurna Elder

*Rigney, A. (2008). Fulfilling the Dream. In V. Gills (Ed.), Leading From the Edge: Aboriginal Educational Leaders Tell Their Story (pp 68-84)*

# From the Vice Chancellor

In 2014 when UniSA released the first university Reconciliation Action Plan (RAP) for South Australia, we were building on our proud history in Aboriginal education by embedding real and measurable actions within our institution and extending the process of cultural change to strengthen our position as a *University of Choice* for Aboriginal Peoples<sup>1</sup>.

Over the last four years we have achieved much. I am particularly pleased that we continue to grow as an inclusive institution and have created new economic partnerships with Aboriginal organisations, which will generate opportunities across a number of industries for new generations of Aboriginal leaders.

We have implemented major reform in Aboriginal education, by embedding support for Aboriginal students in our core business and enabling engagement in Aboriginal learning across the institution. We also established a leadership position, Pro Vice Chancellor (PVC): Aboriginal Leadership and Strategy, within our Senior Management Group.

Our education model reflects our commitment to strengthening respectful relationships with Aboriginal People and their communities locally and nationally, and our desire to create a rich and diverse educational environment for the benefit of all our staff, students and partners where First Nations Aboriginal Peoples, cultures and ways of being are valued, respected and celebrated.

In this Stretch RAP, we are building on our track record of achievement and challenging ourselves to extend our understanding of reconciliation, and to recognise the impact of colonialism on Aboriginal Peoples. We will ensure that all students and staff are knowledgeable and able to respond to the legacy of abuse and racism suffered by the Aboriginal Peoples of Australia. We will provide opportunities to foster intercultural understandings and connections, and be a catalyst for reconciliation through forthright conversation and participation.

We are committed to education which aims to redress the historical and contemporary challenges that Aboriginal Peoples have faced and continue to face in accessing, participating and succeeding in higher education. Contemporary data shows poor rates of enrolment and retention of Aboriginal students in tertiary education. This RAP intends to positively address and correct this deficit position.

Through our exploration of how best to bridge research, education and engagement, we will centre and inform UniSA's two-way engagement with Aboriginal knowledges, and bring scale and focus to this program of work. Our RAP is a statement of commitment to First Nations Aboriginal Peoples and other Australians, by actively engaging and supporting the participation of Aboriginal Peoples in reaching their education and employment aspirations. Our second RAP is also an integral part of *Enterprise25*, our statement of strategic direction, and a catalyst for our growth and development as an organisation.

I wish to acknowledge the leadership of Professor Irene Watson, Pro Vice Chancellor Aboriginal Leadership and Strategy, the Co-Chairs of our Reconciliation Working Group Professor Peter Buckskin and Professor Esther May and the many staff who participated in the RAP consultation forums. Their guidance, assistance and commitment gives life and practical action to our aspirations.

I want to echo my late friend, Aunty Alice Rigney's wise words, 'You just can't achieve this in isolation, this is something we must do together'.



**Professor David Lloyd**  
Vice Chancellor and President  
The University of South Australia

<sup>1</sup>Consistent with common usage now in many organisations, this publication uses the shorter form reference to 'Aboriginal People' but is intended, always, to be inclusive of both Australian Aboriginal and Torres Strait Islander Peoples.

# Opening statements

It has been our privilege to co-chair the Stretch RAP process. The project was extensive and involved consultation with staff and students combined with round table discussions with Aboriginal Elders and community leaders. The process was built upon a reflection of key achievements following our inaugural RAP launched in 2014 and also set out to identify key strategies to embed Aboriginal scholarship and research as core business within the University.

The newly established office of the PVC: Aboriginal Leadership and Strategy, with the appointment of Professor Irene Watson, has enabled a new senior governance, leadership and evaluation mechanism to be put in place called 'Yaitya Warra-itya'. This arrangement will bring a more strategic and whole-of-university approach to the University's business and engagement with curriculum leaders, researchers, and Aboriginal Elders and community leaders.

We have been impressed with the enthusiasm and commitment of our staff and students in preparing the Stretch RAP and the key deliverables identified in all of the Action Areas.

Our RAP is both aspirational and innovative, built on the principles of inclusion, engagement, respect, and reciprocity. The Stretch RAP will foster a stronger two-way relationship with Aboriginal Peoples and actively seek Aboriginal voices to position UniSA as the *University of Choice* for Aboriginal Peoples. Aboriginal knowledge, identity, history and culture will be acknowledged and celebrated.

We are excited about the opportunities and the journey that the Stretch RAP offers the University community and thank all those who participated in the process.

UniSA has a long history of leading in the reconciliation space, and the development of our second RAP continues to bring scale and focus to the work being undertaken by colleagues across the University. Our RAP represents a scope of work which builds on our past achievements, and weaves Aboriginal knowledges and ways of knowing throughout the institution.

Together we are creating a space within the University for two-way knowledge exchange and sharing, which spans education, research and engagement, and through which transformative work can be undertaken.

The responsibility to achieve the aspirations of our RAP and to lead as the *University of Choice* for Aboriginal People belongs to us all. I thank you in advance for your support and contributions.



RAP Co-Chair and Dean: Aboriginal Engagement and Strategic Projects  
**Professor Peter Buckskin**



RAP Co-Chair and Dean: Clinical Education and Equity, Health Sciences Divisional Office  
**Professor Esther May**



Pro Vice Chancellor : Aboriginal Leadership and Strategy  
**Professor Irene Watson**

# Our RAP

Our RAP sets out our commitments to change for the next four years. In identifying our deliverables, our RAP Working Group engaged and consulted across the University and with Aboriginal Elders, community members and organisations, reaffirming our commitment to action. The key themes arising from those discussions concern: Place and Language; Aboriginal Knowledges, Culture and Engagement; Aboriginal Education; Aboriginal Research; and Aboriginal Governance, Evaluation and Reporting.

In developing a second UniSA Reconciliation Action Plan, we will affect UniSA's strategic direction from 2018–2021. Our intention is to weave the existing threads of Aboriginal education and reconciliation into a clearly visible and coherent shape to enhance and secure Aboriginal education for the future of Aboriginal Peoples.

Current science tells us that 'Australia's' Aboriginal beginnings can be traced back 65,000 years. Ancient Aboriginal songs and stories that record the history of Aboriginal Australia tell us of Aboriginal Peoples having been here forever. The British colonisation of Australia commencing in 1788, was the beginning of an imposed way of knowing and recording of Australian history. The ancient Aboriginal ways of knowing the continent became paralleled by another way of telling the story of Australia and a two-way history of Australia came into being. Through this RAP we will deepen our understanding of this two-way history and become more inclusive of Aboriginal knowledges. UniSA intends to enlarge and create further spaces across the whole of the University to include Aboriginal knowledges in education, research, engagement and governance.

Aboriginal futures are shaped by Aboriginal ways of knowing past and present. UniSA's two-way approach began with an acknowledgement of the First Peoples of the land and marking their significance to the University community. Contemporary acknowledgement will be extended by demonstrating a commitment to Aboriginal ways of knowing, being and learning, and by embedding Aboriginal knowledges and culture across all teaching programs, curricula, research and graduate attributes. A true two-way knowledge approach

to governance and community engagement, in which Aboriginal voices are elevated and valued, underscores the importance the University places on building and maintaining respectful relationships with Aboriginal Peoples.

In advancing Aboriginal education, our University will continue to build upon the foundations of the past 50 years, striving in our commitment to nurture and grow the future 'Little Unaipons'.



The art and culture of Aboriginal weaving.

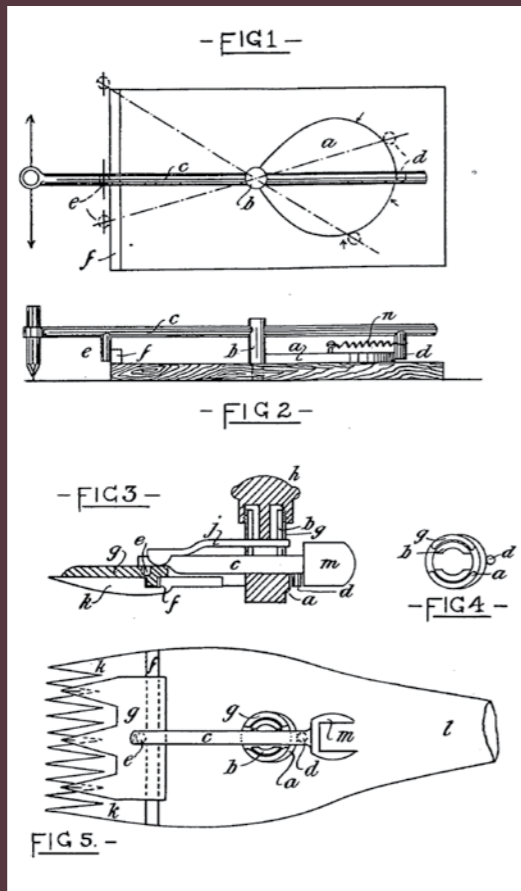
## David Unaipon



David Unaipon (1872–1967) was a Ngarrindjeri man who lived at Point McLeay Mission, South Australia. An ingenious and gifted man, Unaipon became the first published Aboriginal writer in 1924, penning articles on Aboriginal culture and legends for magazines and newspapers, most notably the Sydney Morning Herald.

Unaipon's inventions included a mechanical propulsion device, a centrifugal motor, and a multi-radial wheel. He also successfully patented an improved hand tool for sheep shearing in 1909, which featured a straight rather than a circular blade. In 1914 he foresaw the development of the helicopter and used the aerodynamic principle of the boomerang in designing it.

Unaipon's legacy comprises awards, scholarships and a national lecture. He is a shining light for future generations of Aboriginal youth and children, the 'Little Unaipons'.



### 1909 Mechanical Motion

Straight line motion for sheep shears. A sliding and reciprocating arm co-acts with cam surface and is pivotally connected to moving cutter running in straight tenon.

Our Stretch RAP reflects our aspirations for the future and acknowledges the three key pillars of Reconciliation Australia's RAP framework: Relationships, Respect and Opportunity.



### Relationships

UniSA is committed to bringing Aboriginal Peoples and the broader Australian community together, focusing on communication and stronger relationships. We recognise that relationships are a vital part of success in engagement and aim to create stronger connections between Aboriginal Peoples and the University. We seek to encourage and support all staff and students to develop, enhance and build respectful relationships amongst all peoples across the University. We will actively promote the growth of relationships that are mutually beneficial, and provide opportunities for Aboriginal Peoples and their communities.



### Respect

UniSA acknowledges the lands of the Kaurna, Boandik and Barngarla Peoples which our campuses co-exist upon. We honour and recognise First Nations Aboriginal Peoples' histories, cultures and knowledges and their Elders past and present. Our University embraces and celebrates the cultural diversity of our society and provides an environment that respects Aboriginal Peoples' connections to Country. We will encourage and support staff and students to fully engage as members of a society with a shared history and future that includes Australia's First Peoples, and indeed people and cultures from around the world.



### Opportunity

We are creating ongoing economic opportunities for Aboriginal Peoples. Our University is committed to making a substantial contribution to the educational, employment and business outcomes of Aboriginal Peoples. It is our aspiration to make a positive difference in the lives of individuals, families and communities, and to engage in creative and innovative ways of learning and research that draws upon awareness and the strengths of Aboriginal Peoples, cultures and knowledges.

Our RAP is informed by: the *Universities Australia Indigenous Strategy 2017–2020*; the *Higher Education Act Amendments 2017*; the *United Nations Declaration on the Rights of Indigenous Peoples 2007*; the *Council for Aboriginal Reconciliation Act 1991*; the *University of South Australia Act 1990*; the *National Aboriginal & Torres Strait Islander Education Policy (AEP)*; and the recommendations included within the *2012 Final Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples*.

Our RAP is also supported by the *Yaitya Warpulai Tappa Aboriginal Employment Action Plan 2018–2021*, which provides a sound framework for our engagement with Aboriginal Peoples, organisations and communities.

Our next step will be to release our *Aboriginal Research Strategy* to ensure that our research is enriched with active partnerships between Aboriginal students, staff and communities and to strengthen opportunities for Aboriginal Higher Degree by Research (HDR) students. We will also conduct a comprehensive review and evaluation of *Aboriginal Content in Undergraduate Programs (ACUP)* to ensure that students have the opportunity to engage with high quality content and to support the University's graduate attributes.

This program of work, together with the advancement of the University's Aboriginal governance model, will deliver a suite of action plans which will include strategic objectives, outcomes and defined performance indicators. Aligned with the *Universities Australia Indigenous Strategy 2017–2020* targets, we will establish measurable goals across employment, engagement, research and teaching at UniSA which clearly map to the actions within our RAP.

Designed to complement each other and build on areas of existing strength, the actions and deliverables contained within each commitment are not intended to be undertaken in isolation. They are interconnected, and when woven together they support and inform each other as part of a whole-of-university approach.

# Our aspirations

UniSA aspires to create an environment in which two-way knowledge sharing, mutual respect and understanding, and life-long learning are common practice. We are building a university culture which promotes First Nations Aboriginal Peoples and non-Aboriginal peoples coming together in the spirit of reciprocity, working collaboratively on mutually beneficial research, teaching and learning activities, and engagement.

More specifically, our aspirations are:

- ✿ to be a more inclusive university, where Aboriginal peoples' identity, history, culture, and two-way knowledge and learning approaches are embraced;
- ✿ to develop graduates who understand Australia's two-way history and the impact of colonisation on Aboriginal Peoples, communities and cultures;
- ✿ to maintain institutional growth rates for Aboriginal peoples, which are at least 50 per cent above the growth rate of non-Aboriginal student enrolments, and ideally 100 per cent above;
- ✿ to grow retention and success rates for Aboriginal students equal to those of domestic non-Aboriginal students in the same fields of study by 2025;
- ✿ to achieve equal completion rates by field of study between Aboriginal and non-Aboriginal students by 2028;
- ✿ to achieve the highest Aboriginal graduate employment rates in both the state and nationally;
- ✿ to create educational outcomes which enhance and sustain Aboriginal identities, cultures, and strong Aboriginal communities and futures;
- ✿ to ensure Aboriginal research is ethical, culturally safe, and benefits and enhances the lives of Aboriginal Peoples and their communities;
- ✿ to foster respectful, two-way relationships with Aboriginal Peoples, where Aboriginal voices are actively engaged in the business of the University; and
- ✿ to lead as the University of Choice for Aboriginal staff and students.

Our aspirations are supported by *Enterprise25*, the University's strategic plan for 2018–2025. *Enterprise25* will help to drive rewarding partnerships, job and career opportunities for Aboriginal Peoples within UniSA and more broadly, and we are confident that this will ensure strong Aboriginal futures.



UniSA Honorary Doctorate recipient, Ms Debra Cheetham, with Professor Peter Buckskin, at the 2018 Graduation Ceremonies, where Debra's original music, *Ancient Processional*, was played for the first time.



*Kaurna Language Ephemeral Public Art Project at City West Campus. Photograph by Sam Noonan.*



L-R: Erica Green (Director, Samstag Museum of Art), Professor Irene Watson (PVC ALS), Uncle Lewis O'Brien (Kaurna Elder) and Vernon Ah Kee (Artist). Photograph by Sia Duff.

# Our principles

We are committed to the following principles:

- ✿ **Inclusion** of Aboriginal knowledges and perspectives within the University.
- ✿ **Engagement** with Aboriginal knowledges at the source and with Aboriginal Peoples.
- ✿ **Respectful enactment** of Aboriginal protocols of engagement.
- ✿ **Reciprocity** which ensures an Aboriginal knowledges framework is part of a balanced exchange.
- ✿ **Relationships** which draw on Aboriginal knowledges of connectivity to Country and people.
- ✿ **Education** to teach staff, students and the wider community about the complexity of Aboriginal knowledges.
- ✿ **Research** which is ethical, culturally safe, and benefits and enhances the lives of Aboriginal Peoples.
- ✿ **Shared responsibility** within the University to support positive outcomes for Aboriginal Peoples.

These principles are the foundations for our professional conduct and inform all individual and collective practice within the University.

# Our business

The University of South Australia is *Australia's University of Enterprise* and aspires to be the *University of Choice* for Aboriginal Peoples. The Stretch RAP defines our roadmap for change over the next three years, setting out a program of work that is ambitious and holistic in its scope, and that crafts a central narrative within the University that weaves together the work that has been undertaken to date.

Our culture of innovation and inclusion is anchored around global and national links to academic, research, and industry and community partners. Our graduates are the new professionals, global citizens at ease with the world and ready to create and respond to change. Our research is inventive and adventurous and we create new knowledge that is central to global and local economic and social prosperity.

We are a university for the 21st century. We offer degree programs across a wide range of career-focused disciplines including business, law, education, arts and social sciences, health sciences, information technology, engineering and the environment.

We are ranked among the very best young universities in the world (*Ranked 25th in the 2019 QS Top Universities Aged Under 50*) and continue to lead the way for graduate careers and student satisfaction (*Ranked No.1 in SA in the 2016–17 QILT Graduate Destinations and Course Experience Questionnaire*). We are also the number one young university in Australia for teaching quality and industry income (*2018 THE Young University Rankings*) and 97% of our assessed research is rated at or above world standard (*Excellence in Research for Australia, 2015*).



Kaurna Elder and UniSA Adjunct, Uncle Kevin 'Dookie' O'Loughlin (right foreground), participating in Reconciliation Week celebrations at Mawson Lakes Campus.



UniSA AIME mentoring staff. L-R: Anthony Wilson, Rhian Miller and Tyrell Sinclair.

**Ideas:** We are creating new knowledge and developing new ideas for current world issues.

**Solutions:** We are taking on the challenges of tomorrow by finding solutions through world-class research.

**Connections:** We are partnered globally and nationally with academic, research and industry leaders to help build a vibrant and successful society.

# Our history

**1968**

Aboriginal education at UniSA is founded in our antecedent institutions – Aboriginal Studies was first taught at the Teacher Education Centre (Western Teachers' College). This model was the basis for other Aboriginal education programs nationally.

**1973**

The first tertiary program of its kind in Australia, the Aboriginal Task Force provided education in social work and community development for Aboriginal students from across the country.

**1988**



The School of Aboriginal and Islander Administration (SA Institute of Technology) is established.

**1996**

Unaipon School is formed, which is followed by the establishment of the David Unaipon College of Indigenous Education and Research as the successor to the Aboriginal Task Force. The College was named in honour of David Unaipon (1872–1967). A gifted Aboriginal man, Unaipon was a preacher, author, inventor, poet, musician, activist, lecturer and teacher of culture, and a strong advocate for Aboriginal education.

**2002**

UniSA led the nation in introducing an *Indigenous Employment Strategy* and continues to set ambitious targets to progress employment opportunities for Aboriginal Peoples as both professional and academic staff members.

**2005**

*The Aboriginal Content in Undergraduate Programs (ACUP)* commenced, with a commitment that all students experience assessable Aboriginal content at some point in their program. UniSA academics continue to develop innovative pedagogies and curricula that engage Aboriginal knowledges and deepen the understanding gained by students of this two-way approach to learning.

**2010**

UniSA launched our *Aboriginal and Torres Strait Islander Graduate Scheme*, providing an opportunity for the University to attract Aboriginal graduates to our workforce. Each graduate rotates through a range of business areas to achieve a broad skill set and is supported through our Aboriginal Staff Network and individualised development and mentoring plans. All participants in the program have gone on to employment following their traineeship, both within the university sector and beyond.

**2016**



Re-launched and expanded Wurringka Student Services (meaning 'together and in common with') to provide culturally safe, student centred study centres on all Campuses for Aboriginal students and deepen our networks with Aboriginal communities and families.

Tahnee Jackson assists a student in the newly refurbished Wurringka Student Services space at the Whyalla Campus.

**2015**



Undergraduate engineering students were awarded government funding to identify and map stormwater problems, road damage and soil erosion in Yalata, as part of the Community Service Learning Project and Aboriginal Content approach. The project provided students with an opportunity to build relationships with and learn from the Anangu (meaning people in Pitjantjatjara), while working together to improve the drainage of the community.

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**2017**

Our first scholarship for Aboriginal People was launched in 1994 and we continue to build our offerings. Recognising outstanding academic merit by high achieving Aboriginal students, UniSA launched the GO Scholarship in 2016 (\$6,000 a year, up to four years), expanding on the work of Adam Goodes' and Mick O'Loughlin's GO Foundation with the support of the South Australian Government.



The inaugural recipient of the 2017 GO Scholarship, John Boxer, with CEO and former champion footballer, Adam Goodes.

**1984**



Anangu Tertiary Education Program commenced in Ernabella on the Anangu Pitjantjatjara Yankunytjatjara Lands, providing formal teaching qualifications for Anangu and supporting bilingual teaching partnerships between non-Aboriginal and Anangu teachers.

**1991**

The University of South Australia Act was enacted and a commitment made to provide such tertiary education programs as the University thinks appropriate to meet the needs of the Aboriginal Peoples.



Graduates from the 1995 Graduation Ceremony.

**1997**

Reflecting our longstanding engagement with Aboriginal education, UniSA was the first university in Australia to make a statement of commitment to Reconciliation.



Professor Mary Ann Bin-Sallik, Dean of the College of Indigenous Education & Research, and Pro Vice Chancellor: Education, Arts & Social Sciences, Professor Michael Rowan, unveil the Magill Campus Reconciliation stone, 1997.

**2010**

UniSA created alternative pathways to degree qualifications for Aboriginal and other students with the establishment of UniSA College. The Aboriginal Pathways Program strives to provide a culturally safe environment for students to build the skills they need to study successfully at tertiary level and is currently delivered in four regional areas and in Adelaide city.



Aboriginal Pathways Program student Shanae Nielsen.

**2015**

Each campus has a physical *Acknowledgement of Country* statement in a visible public area and our growing permanent display of significant Aboriginal artwork was first established in the Jeffrey Smart Building at City West Campus, housing library and collaborative learning spaces.

**2018**



The April Graduation Ceremony was the first to feature music composed by Debra Cheetham AO, a Yorta Yorta woman, soprano, composer and educator.





Freda Brady and Sandra Ken reading the 2018 Adelaide Biennial of Australian Art: Divided Worlds catalogue, which features their work. Photograph courtesy of APY Art Centre Collective.

# Our actions

## Place and Language

Recognising and respecting Aboriginal Peoples' relationships to Country is a significant aspect of reconciliation. UniSA acknowledges that its campuses exist on the lands of the Kurna, Boandik and Barnarla Aboriginal Peoples and visually demonstrates respect for Place and Language through physical signage, installations and art works on each campus.

It is our intent that all students, staff, and community members experience the University as a welcoming, supportive and safe environment in which Aboriginal protocols, languages and cultures are evident through the provision of culturally-safe Aboriginal student-centred learning and public spaces across all campuses.

As Place matters, the Languages of Place equally matter, and our intent is that all students, staff and community members will, through a two-way learning approach, come to learn and share Aboriginal knowledges, languages and cultures along with Aboriginal protocols of engagement. We will endorse this by progressing the following actions:

### Action: 1.1 Acknowledge Aboriginal Peoples relationship to land; past, present and future

	Deliverable	Value	Timeline	Responsibility
1.1.1	All new and existing buildings and facilities recognise Place and Language through physical signage, installations and artworks.	Respect	ongoing	Director FMU
1.1.2	Audit of each campus, to ensure a two-way account of history is visible and Aboriginal places are recognised.	Respect	2019	Director FMU PVC ALS
1.1.3	Aboriginal music, language and culture is present in all UniSA graduation ceremonies.	Respect	2018	Directors SAS

### Action: 1.2 Aboriginal centres and places

	Deliverable	Value	Timeline	Responsibility
1.2.1	Cultural places and spaces are available to Aboriginal community members, scholars and artists to promote culture and two-way exchange of knowledge.	Relationships	2019	Director FMU
1.2.2	An Aboriginal Centre on City West Campus to provide a central space for Aboriginal Peoples and learning at UniSA.	Relationships	2020	Director FMU

### Action: 1.3 Strengthen relationships with Aboriginal Peoples

	Deliverable	Value	Timeline	Responsibility
1.3.1	Adjuncts in academic units who are Aboriginal scholars and Elders, to recognise Aboriginal knowledges and inform teaching, research and strategic planning.	Opportunity	2019	SMG
1.3.2	Localised Aboriginal community engagement, that is inclusive of Elders' groups, builds relationships and strengthens student engagement.	Relationships	2019	PVC ALS
1.3.3	Annual state-wide, Elders-led Aboriginal community forum to support student engagement and retention across the University.	Relationships	Annual	PVC ALS

### Action: 1.4 Create a vibrant Aboriginal cultural presence and host events of significance

	Deliverable	Value	Timeline	Responsibility
1.4.1	Diverse media art, that is ethically acquired from Aboriginal artists and their communities, is displayed appropriately in student and public spaces, contributing to the UniSA Art Collection.	Opportunity	2018	PVC ALS
1.4.2	Artefacts, documents and records are displayed culturally appropriately at UniSA Library, in collaboration with the South Australian Museum, State Library of South Australia, the Art Gallery of South Australia and the Samstag Museum of Art.	Respect	2019	CIO
1.4.3	Establishment and ongoing curation of UniSA Aboriginal Archive to preserve and make available to current and future researchers material about Aboriginal education at UniSA and its antecedent institutions.	Respect	2019	CIO
1.4.4	Aboriginal community activities during National Reconciliation Week on each campus.	Relationships	Annual	SMG
1.4.5	UniSA is visible at NAIDOC week activities and Aboriginal staff are enabled to attend.	Respect	Annual	CMCO SMG
1.4.6	Hawke Centre, Samstag Museum of Art and MOD. programs include topics important to Aboriginal Peoples and communities.	Relationships	Annual	Director Samstag Director Hawke Centre Director MOD DVC ERSP



Staff and students try their hand at weaving at City East Campus during National Reconciliation Week celebrations.

## Aboriginal Knowledges, Culture and Engagement

To engage with Aboriginal knowledge is to consider another way of knowing, being and doing. To give an example, consider the meaning of 'ngapartji', which translates to 'you give me, I give you' and highlights the importance of reciprocity. 'Ngapartji ngapartji' is a Pitjantjatjara word indicating a method which is core to the culture of Aboriginal Peoples' ways of knowing and being. In the spirit of ngapartji UniSA will engage with Aboriginal Peoples and their knowledge systems, and will embed the principal of reciprocity within our teaching and research practice.

We will establish an Aboriginal Knowledges Centre as an emblematic, interdisciplinary centre that will inform and direct UniSA's Aboriginal research and teaching pedagogy. As a whole-of-university, intercultural space, the Aboriginal Knowledges Centre will champion UniSA's two-way approach to curricula development and contribute to the western academy's understanding of Aboriginal knowledges and cultural competence. It will also build respectful relationships with Aboriginal Peoples and host a multidisciplinary *In Residence* visiting program, bringing focus to UniSA's engagement with Aboriginal Peoples.

We will continue to advance Aboriginal cultural awareness training for staff and ensure Aboriginal knowledges content is included across UniSA curricula, by supporting the following approach and actions:

Action: 2.1 Demonstrate respectful engagement				
	Deliverable	Value	Timeline	Responsibility
2.1.1	Ethical framework for respectful engagement with Aboriginal Peoples and communities, developed in partnership with Aboriginal communities.	Relationships	2019	PVC ALS
2.1.2	Protocols that provide practical guidance to staff engagement, consultation and partnership with Aboriginal Peoples and communities, with particular focus on two-way learning and research.	Relationships	2019	PVC ALS
2.1.3	Communication and support services to staff to implement the protocols.	Relationships	2019	PVC ALS

Action: 2.2 Strengthen two-way learning practice in undergraduate programs				
	Deliverable	Value	Timeline	Responsibility
2.2.1	Review and evaluation of Aboriginal Content in Undergraduate Programs (ACUP) for the purposes of informing the delivery of high quality education programs and realisation of graduate qualities.	Relationships	2019	Provost PVC ALS
2.2.2	ACUP review findings implemented across all disciplines through a systematic and phased approach.	Relationships	2021	Provost PVC ALS
2.2.3	Best practice to inform the development of guidelines for two-way learning and tools to embed content.	Relationships	2020	PVC ALS
2.2.4	Programs to upskill teaching staff located in Schools in development of Aboriginal content.	Respect	2020	Director TIU
2.2.5	A cultural competency pedagogy network to promote leading practice in two-way learning.	Respect	2020	PVC ALS

	Deliverable	Value	Timeline	Responsibility
2.2.6	Central repository within the Aboriginal Knowledges Centre for cultural content, best practice pedagogy and Aboriginal consultants to support ACUP development.	Relationships	2021	PVC ALS
2.2.7	An Aboriginal <i>Elders In Residence</i> program to support delivery of Aboriginal learning across the University and provide support to students.	Opportunity	2020	PVC ALS
2.2.8	A multi-disciplinary <i>Aboriginal Practitioner In Residence</i> program, to develop and deliver two-way learning experiences.	Relationships	2021	PVC ALS
2.2.9	Ethical experiential learning, internships and research experiences for students in collaboration with Aboriginal Peoples and their communities.	Opportunity	2021	Director SEU Dean Graduate Studies

Action: 2.3 Build cultural awareness skills amongst UniSA staff and students				
	Deliverable	Value	Timeline	Responsibility
2.3.1	Evaluation of existing cultural awareness program for staff, in partnership with the PVC: ALS.	Respect	2019	Executive Director PTC
2.3.2	Executive senior staff, including council members, complete cultural awareness program within six months of commencement.	Relationships	2018	Executive Director PTC
2.3.3	All staff complete cultural awareness training in first year of employment.	Respect	2019	Executive Director PTC
2.3.4	Development of an online cultural awareness module for students.	Relationships	2019	PVC ALS
2.3.5	Delivery of an online cultural awareness module for students.	Relationships	2019	PVC ALS
2.3.6	Development of a workshop for academics on how to build and maintain a racism free space and create a diverse and inclusive teaching and learning environment.	Relationships	2019	PVC ALS
2.3.7	Delivery of a workshop for academics on how to build and maintain a racism free space and create a diverse and inclusive teaching and learning environment.	Relationships	2019	Executive Director PTC
2.3.8	UniSA graduate attributes to include cultural awareness, developed in partnership with Aboriginal Knowledges Centre.	Respect	2020	Provost

## Aboriginal Education

UniSA is committed to achieving excellence in our engagement with Aboriginal Peoples and students in recruitment, enrolment, retention and graduation; and providing an environment that is culturally safe. We will provide Aboriginal students with diverse academic learning environments in which Aboriginal culture, history and knowledges are embedded in both the teaching curriculum and approaches to research. We will also ensure that our programs and research initiatives are enriched with active partnerships between Aboriginal students, staff and community members. These foundations will produce Aboriginal graduates who enable and realise the aspirations of both themselves and their communities.

UniSA will continue to improve support programs for both students and staff, providing two-way benefits, rewarding work environments and Aboriginal knowledges and experiences for all. We will continue to provide ongoing employment for our UniSA graduates and partner with Aboriginal businesses and organisations for mutual benefit. Furthermore, our commitment to building the educational pipeline for Aboriginal students will strengthen our longstanding relationship with the Australian Indigenous Mentoring Experience (AIME). In Aboriginal Education we will work to achieve the following:

Action: 3.1 Increase participation, retention and completion rates of Aboriginal students				
	Deliverable	Value	Timeline	Responsibility
3.1.1	Develop a whole-of-institution recruitment strategy for Aboriginal students incorporating targeted approaches for regional campuses and UniSA Online.	Relationships	2020	Provost CMCO
3.1.2	Expanded Aboriginal pathway programs providing a broader range of pathways for students across all campuses and regions.	Opportunity	2020	Director UniSA College PVC SEE
3.1.3	Dedicated scholarship strategy for Aboriginal students to increase availability and uptake of education scholarships.	Relationships	2020	Director of Advancement DVC ERSP
3.1.4	Customised and expanded support for all Aboriginal students, that reflects their mode and location of study, personal circumstances and family commitments.	Relationships	2019	Manager Wurringka
3.1.5	A strategy and supporting system to identify and support Aboriginal students at risk.	Relationships	2019	Manager Wurringka
3.1.6	Peer support networks for Aboriginal students to engage with each other and Aboriginal and non-Aboriginal staff.	Relationships	2019	Manager Wurringka
3.1.7	Increased uptake of <i>Career Trackers</i> internship opportunities.	Opportunity	2019	Manager Wurringka
3.1.8	Strengthened relationships with and within UniSA's Aboriginal <i>Deadly Alumni</i> Network.	Relationships	2018	Director of Advancement DVC ERSP
3.1.9	Develop placements in Aboriginal organisations for Aboriginal students interested in working with Aboriginal communities after graduation.	Relationships	2021	Director SEU Manager Wurringka

Action: 3.2 Promote and increase the visibility of HDR pathways to Aboriginal students				
	Deliverable	Value	Timeline	Responsibility
3.2.1	Pre-admission masterclasses to identify and develop research-ready HDR candidates.	Opportunity	2019	Dean Graduate Studies
3.2.2	Expanded merit-based scholarship schemes for Aboriginal HDR candidates.	Opportunity	2019	Director of Advancement DVC ERSP
3.2.3	Development program for Aboriginal HDR students, which includes: a mentoring program with a focus on cohort and capacity building; writing for research, presentations skills and leadership development; and forums with successful Aboriginal academics.	Opportunity	2020	Dean Graduate Studies
3.2.4	HDR cohort experiences linked as satellite conference activities to national and international conferences on Aboriginal research.	Opportunity	2021	Dean Graduate Studies

Action: 3.3 Increase economic opportunities for Aboriginal Peoples at UniSA				
	Deliverable	Value	Timeline	Responsibility
3.3.1	<i>Aboriginal Employment Action Plan Yaitya Warpulai Tappa 2018–2021</i> to position UniSA as an employer of choice for Aboriginal Peoples is approved by SMG and delivered.	Opportunity	2018	Executive Director PTC
3.3.2	Tailored support for Aboriginal businesses to respond to university tender opportunities, and a review and strengthening of on-boarding process for new businesses.	Opportunity	2020	Associate Director: Procurement and Financial Services
3.3.3	New formal partnerships with Aboriginal organisations to promote economic opportunities.	Opportunity	Annually	DVC ERSP
3.3.4	Audit of partnerships with Aboriginal organisations and a register of Aboriginal partnerships.	Relationships	2018	DVC ERSP

Action: 3.4 Build the education pipeline for Aboriginal students				
	Target	Value	Timeline	Responsibility
3.4.1	'Little Unaipons' program which enables Aboriginal children to experience a two-way approach to STEM, among other disciplines.	Opportunity	2021	PVC ALS
3.4.2	Cultural workshops for children, with Aboriginal Elders, community members and Aboriginal academics.	Opportunity	2021	PVC ALS

## Aboriginal Research

Aboriginal Research is research undertaken by Aboriginal People, for Aboriginal People, about Aboriginal People, or research that is undertaken with an Aboriginal lens. Historically, research has negatively impacted the lives and cultures of Aboriginal Peoples, positioning them, for example, as being the most globally researched of human subjects. Research has impact on Aboriginal lives, communities, and the physical, social and political environments in which Aboriginal Peoples live and work. UniSA will ensure research is ethical, culturally safe, and benefits and enhances the lives of Aboriginal Peoples and their communities, and will support and equip non-Aboriginal researchers to engage with Aboriginal Peoples and knowledges.

UniSA is committed to developing an *Aboriginal Research Strategy*, which will grow our Aboriginal research. We will also grow our HDR cohort and build the research capacity of our students, researchers and Aboriginal communities. UniSA will support Aboriginal researchers, recognising the relevance of professional and community skills and experience, as well as formal qualifications, and providing a culturally safe environment and employment structure to advance meaningful engagement with Aboriginal knowledge. This will be achieved through the following actions:

Action: 4.1 Strengthen and enhance Aboriginal Research and its impact				
	Deliverable	Value	Timeline	Responsibility
4.1.1	Workshops with Aboriginal communities and researchers to develop the <i>UniSA Aboriginal Research Strategy</i> .	Relationships	2018	PVC ALS / DVC RI
4.1.2	Map Aboriginal research students, outputs and partnerships as well as broader Aboriginal research, activity and engagement.	Relationships	2018	DVC RI
4.1.3	An <i>Aboriginal Research Strategy</i> that showcases existing expertise and outlines how UniSA will grow its Aboriginal research capability and the impact of its research for Aboriginal communities.	Respect	2018	DVC RI
4.1.4	An Aboriginal Knowledges Centre, to build a model of scholarship that delivers world leading interdisciplinary research on Aboriginal knowledge, cultural competence, dominance and privilege; that informs UniSA practice and supports societal transformation.	Opportunity	2020	DVC RI PVC ALS
4.1.5	UniSA's research agendas, via the six research themes, are informed by Aboriginal students, Aboriginal academic staff and Aboriginal community and organisations.	Relationships	2018	DVC RI
4.1.6	An Aboriginal Research Group to oversee implementation of the <i>Aboriginal Research Strategy</i> .	Respect	2019	DVC RI
4.1.7	A multi-disciplinary <i>Aboriginal Scholars In Residence</i> program.	Opportunity	2020	PVC ALS



Students from the Aboriginal Pathways Program studying at UniSA's Whyalla Campus. L-R: Shanae Nielsen, Emily Venning (Regional Tutor), Hayley Sumner, Wyarta Miller and Jordan Trevorrow.



Professor Alex Brown (Deputy Director/Program Leader in Aboriginal Health at SAHMRI and Chair in Aboriginal Health at UniSA) delivering an address at the 2018 Australian Academy of Science Gala Dinner.



2018 PhD recipient, Ngarrindjeri woman, Dr Karen Sinclair.

## Aboriginal Governance, Evaluation and Reporting

UniSA is committed to advancing an Aboriginal governance structure to bring focus and attention to Aboriginal outcomes. This structure will reflect Aboriginal approaches to governance and enable a two-way exchange of knowledge, centred on relationship building. UniSA is creating space for a relational model to work in parallel with the formal governance structure, in order to forge new ways of understanding and enacting good governance.

The model will provide oversight for all Aboriginal specific strategies and ensure that an Aboriginal voice is reflected within the existing university decision making structures. It will also ensure that the focus on relationship building is embedded at local, regional and institutional levels.

We are committed to integrating performance measures, evaluation and reporting processes within existing practice to ensure a whole-of-university approach and that workload does not disproportionately fall to Aboriginal staff. Our Aboriginal Governance and Engagement Model (see overleaf) supports the deliverables in this plan, and will facilitate and provide oversight of evaluation and reporting mechanisms.

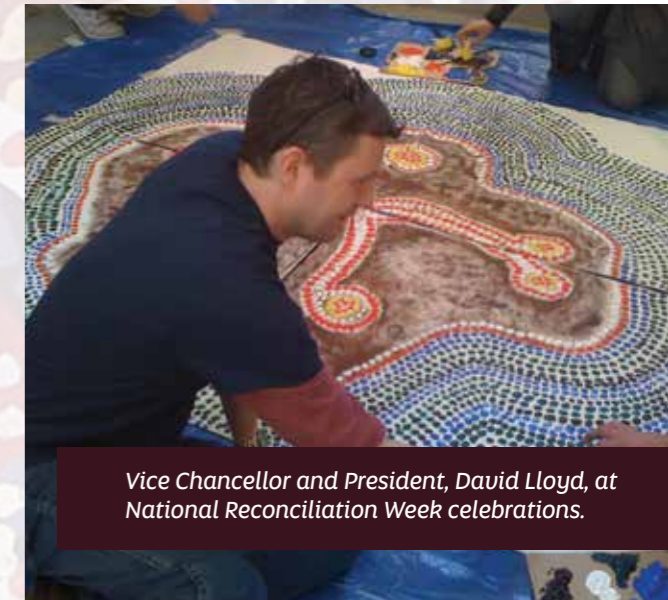
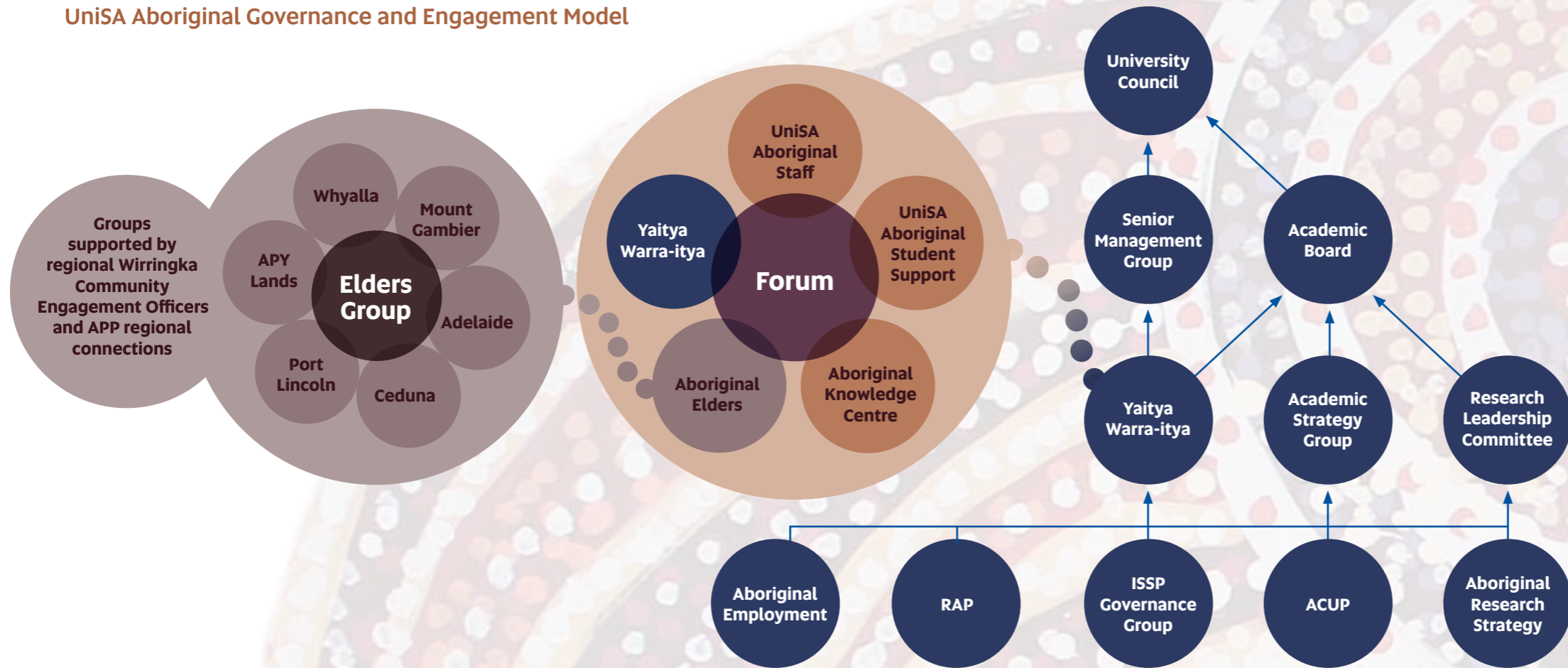
Action: 5.1 Advise on Aboriginal policy and practice across the university				
	Deliverable	Value	Timeline	Responsibility
5.1.1	Dedicated support within academic and appropriate units, to support academic activities within the University and PVC ALS to achieve actions within the RAP.	Respect	2020	SMG
5.1.2	Oversight of Aboriginal education, research, employment and engagement performance metrics by Council.	Opportunity	2019	PVC ALS Director Chancellery and Council Services
5.1.3	Aboriginal governance body <i>Yaitya Warra-itya</i> , chaired by PVC ALS drives Aboriginal outcomes.	Opportunity	2018	PVC ALS
5.1.4	Committees on employment, research, funding and ACUP to advise <i>Yaitya Warra-itya</i> on Aboriginal policy and practice.	Respect	2018	PVC ALS
5.1.5	Forums with Elders, language groups, Aboriginal organisations and UniSA Aboriginal staff and students hosted by <i>Yaitya Warra-itya</i> to strengthen Aboriginal voices within UniSA.	Respect	Annual	PVC ALS
5.1.6	Biannual SMG RAP meetings.	Opportunity	Biannual	VC
5.1.7	Annual reports to Reconciliation Australia on implementation and outcomes.	Relationships	Annual	PVC ALS

Action: 5.2 Evaluate and monitor the implementation of UniSA Stretch RAP				
	Deliverable	Value	Timeline	Responsibility
5.2.1	Revised performance dashboard to monitor success and retention of Aboriginal students.	Respect	2019	Director BIP
5.2.2	Biannual progress report on implementation of RAP deliverables and KPIs to the RAP Working Group.	Respect	Biannual	PVC ALS
5.2.3	Annual Aboriginal education report.	Relationships	Annual	Director SEU
5.2.4	Annual Aboriginal research report, including a review of research partnerships to ensure that ethical and beneficial arrangements occur for Aboriginal researchers and communities and the documentation of impact and engagement.	Relationships	Annual	DVC RI
5.2.5	Annual report on the implementation of the <i>UA Indigenous Strategy</i> .	Relationships	Annual	PVC ALS
5.2.6	Annual report on the ARC Engagement and Impact indicators regarding Aboriginal research.	Relationships	Annual	DVC RI

Action: 5.3 Actions of this Stretch RAP will be included in policy, strategic planning and business plans				
	Deliverables	Value	Timeline	Responsibility
5.3.1	Aboriginal education, research and engagement outcomes and deliverables are included in Senior Staff KPIs.	Opportunity	2019	VC
5.3.2	Academic and unit plans that identify how areas incorporate actions within the Stretch RAP to achieve Aboriginal outcomes.	Opportunity	2019	SMG
5.3.3	<i>Curriculum Innovation Process</i> reviews consider Aboriginal student outcomes.	Opportunity	2019	Provost
5.3.4	Annual Research School visit reviews to consider Aboriginal research outcomes.	Relationships	2019	DVC RI

Action: 5.4 UniSA acknowledges workload and cultural demands placed on Aboriginal employees				
	Deliverables	Value	Timeline	Responsibility
5.4.1	Review of performance management and assessment, leave policy and entitlements to ensure that additional workload and cultural responsibilities placed on Aboriginal employees are appropriately valued.	Respect	2019	Executive Director PTC
5.4.2	Develop an approach for workload planning and career progression for Aboriginal employees, recognising the broader contribution they make to UniSA.	Respect	2018	Executive Director PTC

## UniSA Aboriginal Governance and Engagement Model



### Acronyms

<b>ACUP</b>	Aboriginal Content in Undergraduate Programs	<b>FMU</b>	Facilities Management Unit	<b>RIS</b>	Research and Innovation Services
<b>BIP</b>	Business Intelligence and Planning	<b>ISSP</b>	Indigenous Student Success Program	<b>SAS</b>	Student and Academic Services
<b>CIO</b>	Chief Information Officer	<b>MOD.</b>	Museum of Discovery	<b>SEU</b>	Student Engagement Unit
<b>CMCO</b>	Chief Marketing and Communications Officer	<b>PTC</b>	People, Talent and Culture	<b>SMG</b>	Senior Management Group
<b>DVC ERSP</b>	Deputy Vice Chancellor: External Relations and Strategy Projects	<b>PVC ALS</b>	Pro Vice Chancellor: Aboriginal Leadership and Strategy	<b>TIU</b>	Teaching Innovation Unit
<b>DVC RI</b>	Deputy Vice Chancellor: Research and Innovation	<b>PVC SEE</b>	Pro Vice Chancellor: Student Engagement and Equity	<b>VC</b>	Vice Chancellor
				<b>WG</b>	Working Group



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All background designs throughout this publication in part or full are from the artwork Antara 2017, acrylic on linen, 122x183cm Image courtesy the artist and Mimili Maku Arts University of South Australia Art Collection by the artist **Ngupulya PUMANI** b. 1948 Mimili, South Australia Pitjantjatjara

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