



July 2023 – December 2025

Stretch Reconciliation Action Plan



RECONCILIATION
ACTION PLAN

STRETCH



University of
South Australia



Contents

Acknowledgement of Peoples and Country	2
Our footprint	3
Our vision for reconciliation	4
Opening statements	6
Vice Chancellor and President	6
Pro Vice Chancellor: Aboriginal Leadership and Strategy	7
RAP Co-Chairs	7
Reconciliation Australia	8
A partnered approach	8
Our aspirations	9
Our principles	9
Our business	10
Our RAP	12
Our milestones	17
Case stories	22
Our actions	24
Relationships	24
Respect	27
Opportunities	30
Governance	33
Our Aboriginal Governance Groups	36
Acronyms	36

Terminology

We recognise and respect the right of Aboriginal Peoples to have their own preference for the use of different collective descriptions, such as 'Aboriginal and Torres Strait Islander', 'First Nations', 'First Peoples', and 'Indigenous'. From community consultation, including that which informed *Yurirka: Proppa Engagement with Aboriginal Peoples*, we recognise 'Aboriginal Peoples' as the preferred term at the University, noting that it is intended, always, to be inclusive of Aboriginal and Torres Strait Islander Peoples.

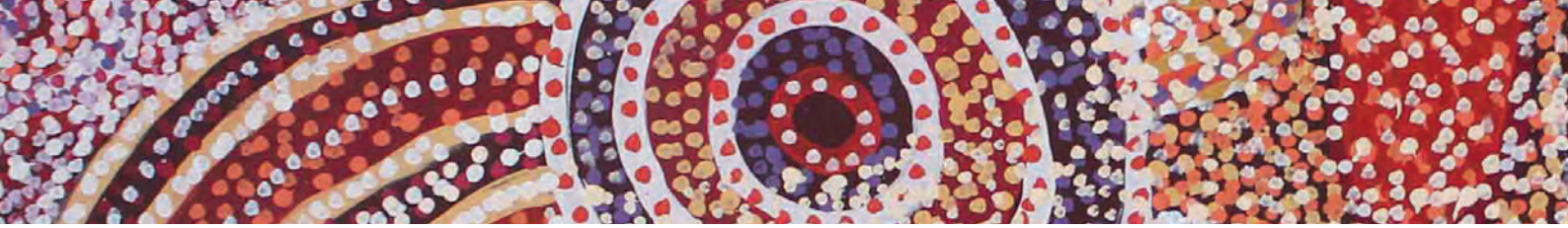
The exception may be the use of 'Indigenous' in this plan. We acknowledge that Aboriginal Elders and their communities have been critical of the use of this as a collective description, as it can be seen by some to not represent the cultural identity and diversity of Aboriginal Peoples. Out of respect, and in alignment with *Yurirka*, the Stretch RAP 2023–2025 refers to the term only as it relates to specific Commonwealth schemes, documents or policies.



Cover artwork: Antara
Artist: Ngupulya Pumani

Ngupulya Pumani is a senior Anangu woman committed to fostering traditional law and culture through her painting and preserving the Yankunytjatjara language. Ngupulya paints scenes and concepts from her family's Tjukurpa (Dreaming), in particular stories from her mother's ngura (homeland) of Antara, a sacred place associated with the Maku (Witchetty Grub) Tjukurpa. She uses pale, earthy colours in her backgrounds to depict the desert landscape, contrasted with patterns of intense, bright dots and lines to represent symbols, figures and their journeys. Her paintings portray a truth, a unique rawness, and a celebration of culture.

"Antara is my mother's country. She taught me the stories, and showed me the places, like one special rockhole where women would have inma (ceremony). Now I remember her when I paint Antara." - Ngupulya Pumani



Acknowledgement of Peoples and Country

Kurna miyurna, Kurna yarta, ngadlu tampinhi

We respectfully acknowledge the Kurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' Traditional Owners of the lands 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 Barngarla lands, and their history, culture and spirituality through these locations, and we strive to ensure that we operate in a manner that respects their Elders and ancestors. We also acknowledge other First Nations lands across Australia with which we conduct business, their Elders, ancestors, cultures and heritage.

Kurna

UniSA tampinhi, UniSA Kurna yartangka yuwanthi.

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

*Yalaka Kurna miyurna ithu yaitya, tapa purruna, yarta kuma
puru martinhi, puru warri- apinhi, puru tangka martulyainthi.*

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.

Barngarla

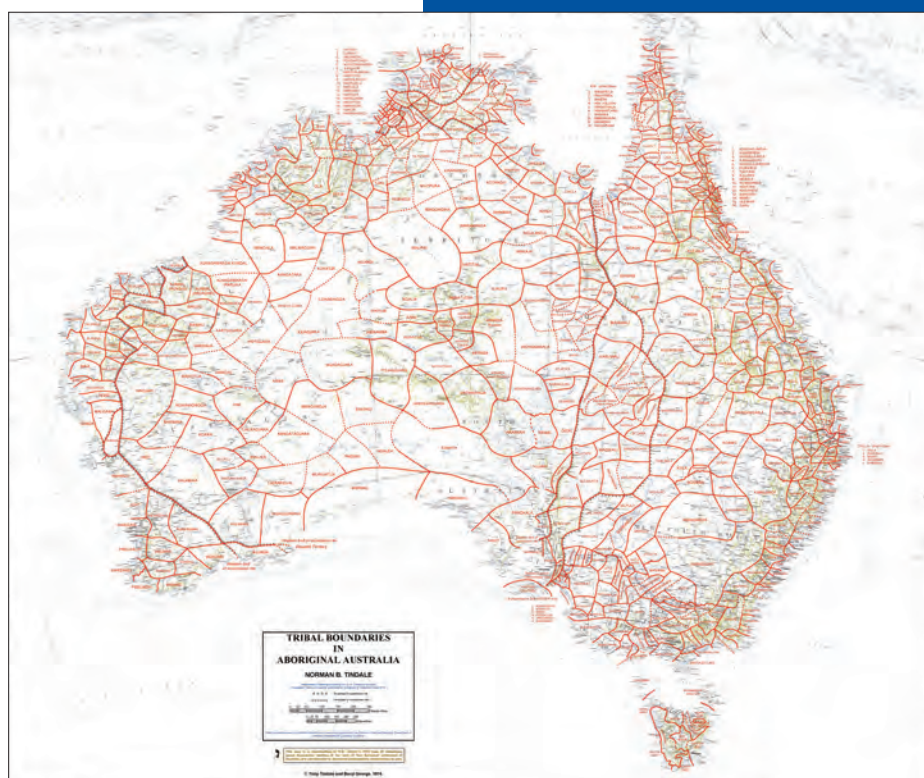
*Ngarrinyarlboo nagoodoo Barngarla mirinyi yoorari yarda
malboo. Ngarrinyarlboo nagoodoo Barngarla yoorari yarda
wardana indoo.*

We acknowledge and respect the Barngarla people as the Traditional Custodians of the ancestral lands. We acknowledge the deep feelings of attachment and relationship of Barngarla people to the Country and the sea.



Our footprint

We acknowledge our University's footprint on Country, with our locations across South Australia and beyond, which rest on the traditional lands of Australia's First Nations Peoples.



This map is a reproduction of N.B. Tindale's 1974 map of Indigenous group boundaries existing at the time of first European settlement in Australia. It is not intended to represent contemporary relationships to land.

© Tony Tindale and Beryl George, 1974

This map and descriptive text provided is used with kind permission from the South Australian Museum

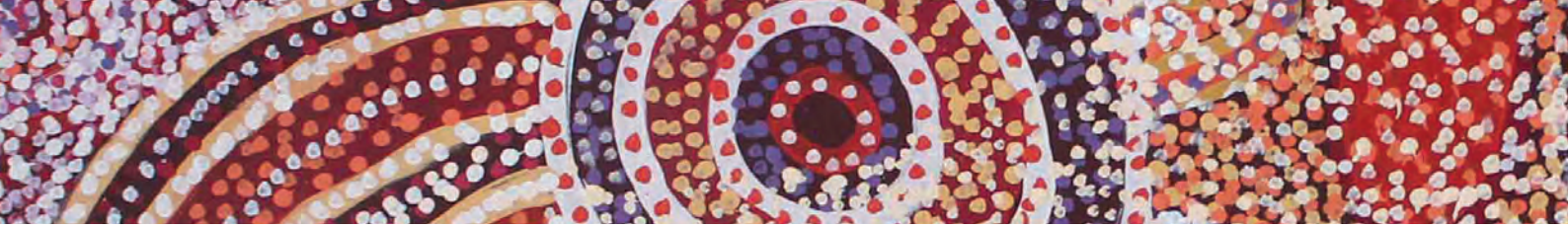
Our vision for reconciliation

Reconciliation at the University of South Australia (UniSA) means ensuring an environment where two-way knowledge sharing, and respect for our collective histories and cultures, are common practice in our learning journey.

We continue to be a University of Choice for Aboriginal Peoples. To us this means that we continue to build an ethical and respectful community that is culturally intelligent and inclusive; recognises and enables the varied pathways to higher education and celebrates lived experiences; and empowers individual choice, aspiration and success. We actively promote Aboriginal and non-Aboriginal peoples coming together in the spirit of reciprocity. We are continuing to work collaboratively across our teaching, research, employment, and community engagement activities for the benefit and self-determination of First Nations Peoples across Australia now and into the future.







Opening statements

Vice Chancellor and President

A lot has changed since UniSA released its first Reconciliation Action Plan (RAP) in 2014 – changed in our institution, in our nation, in the world. Despite those changes, we have remained firm in our commitment to reconciliation, building on the spirit of our founding legislation and our aim to be a University of Choice for Aboriginal Peoples.

We still have more work to do, of course, and some of the changes over the past few years have made us adjust our approach to parts of that ongoing work.

But UniSA's commitment to strengthening respect for Aboriginal Peoples, and to creating a diverse educational environment where First Nations knowledges are valued, hasn't changed.

As we release our third RAP, we can celebrate many successes that have brought us to this point.

Our first RAP helped foster greater respect and awareness of Aboriginal Peoples and cultures in the University community, developing a dialogue, and laying out a path towards reconciliation.

Our second RAP, released in 2018, set us along that path, committing us to clear actions and outcomes. In embracing those commitments, our University community has grown richer.

We have welcomed our Purkarninthe in Residence, a guiding body of Elders who have kinship ties across South Australia. All are well known and widely respected for their broad range of community and cultural knowledge and leadership, and they have been generous in sharing their understandings with the University community.

We have also launched our *Aboriginal Research Strategy*, designed to position UniSA nationally by articulating a two-way knowledges approach, where Aboriginal knowledges are an integral part of our thinking and embedded across our research activities.

Alongside this strategy, we have introduced new frameworks to support our Aboriginal students achieve their educational aims, as well as strengthening our commitment to increased Aboriginal employment through our *Yaitya Warpulai Tappa plan*.

And, to help grow understanding and knowledge among non-Aboriginal members of our community, we created Yurirka, our guide to 'proppa' engagement with Aboriginal Peoples.

These achievements are significant, and have laid the foundation for what comes next. This RAP commits UniSA to the establishment of our Aboriginal Knowledges Centre, to be housed in our Lewis O'Brien/Yarlupurka Building, which we named in honour of Uncle Lewis in 2021.

This centre will provide the UniSA community with a space to share – a space that will help grow our appreciation and understanding of Aboriginal knowledges and cultures, not as something separate, but as something deeply entwined with everything that happens in this institution, this state, this nation.

The centre will be a physical embodiment of our commitment to two-way knowledge sharing, and this RAP outlines how we will extend that to all areas of the University.

This RAP commits us to a sharing, reciprocal process that recognises the ongoing impact of colonialism on the lives of Aboriginal Peoples, and promotes the cultural changes that are needed to prevent that impact from being repeated into the future – while acknowledging we can never erase it from the past.

We are committing to embedding Aboriginal ethics, protocols, cultures, histories and knowledges in our teaching and research. We are committing to governance approaches that enable the self-determination of Aboriginal Peoples.

And we are committing to greater recognition – celebration – of the fact that UniSA exists on the lands of the Kurna, Boandik and Barngarla Peoples, for whom place and language are a gateway to knowledge and understanding.

Knowledge and understanding that we want everyone at UniSA to share, embrace and enjoy.



Professor David Lloyd
Vice Chancellor and President



Pro Vice Chancellor: Aboriginal Leadership and Strategy

The historic and ongoing impact of colonialism upon the lives of Aboriginal Peoples is significant, in some instances genocidal in its impact. The legacies of colonialism remain for many, dispossession, destruction of our environment, poverty, removal of children and deaths in custody.

The need to de-colonise and re-centre Aboriginal lives is critical, as is the need to recover Aboriginal lands and ways of being to ensure the survival and future well-being of Aboriginal Peoples.

Aboriginal education is essential to healthy Aboriginal futures and the education experience needs to be inclusive of a two-way approach: that is, where Aboriginal knowledge is valued and included. This plan commits to Aboriginal self-determination in the education space and to moving forward to actualise and enable, beyond words, to a place where we walk the talk and do the action.

We continue to build upon the work we have begun and now, with Purkarninthe in Residence, Yaitya Warra-itya, we work towards our commitment to build an Aboriginal Knowledges Centre in which we will continue to grow and build positive and respectful relationships that ethically value and include Aboriginal knowledges for both their ancient and future instructions to education.



Professor Irene Watson

Pro Vice Chancellor: Aboriginal Leadership and Strategy

RAP Co-Chairs

Delivering meaningful actions that build on and extend our precursor RAPs has been a key focus in developing our second Stretch RAP, and it has been a privilege to engage, reflect, and heartily discuss its development with the plan's sponsor, Professor Irene Watson.

This Stretch RAP is about enabling Aboriginal Peoples and advancing reconciliation in our community, and it's focused on ensuring that this is the centre, or at the heart, of all that we do. Whilst a small group has led the development of the Stretch RAP 2023-2025, and we thank all the many staff, students and community, including our Purkarninthe in Residence, who have enthusiastically contributed their ideas and feedback through the varied consultation processes, the deliverables outlined in the RAP now rest with all of us to embrace and embed in our work, culture, curriculum, research, engagement, governance, and study. It's time to act.

Our aspiration to be a University of Choice for Aboriginal Peoples can only be achieved through our individual and shared decisions and actions, and proactively engaging in shared learning to develop and deepen our understanding together. This Stretch RAP provides all of us, no matter what role we are in, the opportunity and imperative to do this, and the chance to celebrate Aboriginal Peoples, knowledges and cultures to create broad and lasting benefits for our community.



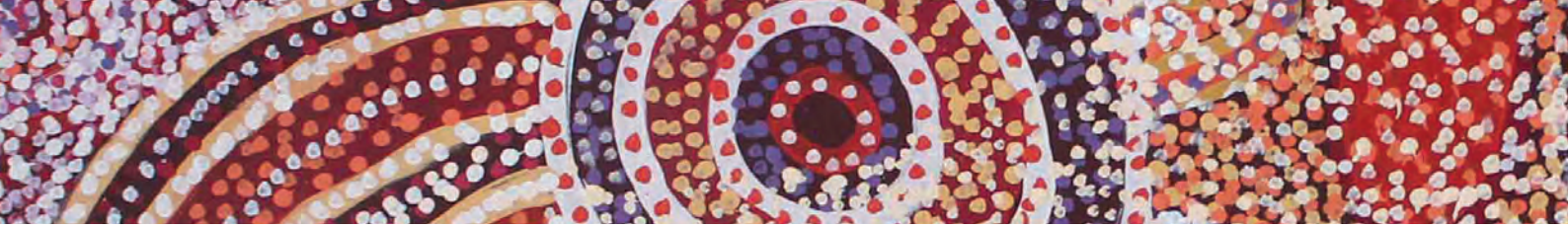
Uncle David Rathman AM, PSM

RAP Co-Chair



Vanessa Matthews

RAP Co-Chair
Students and Research Registrar



Reconciliation Australia

On behalf of Reconciliation Australia, I congratulate the University of South Australia on its formal commitment to reconciliation, as it implements its second Stretch Reconciliation Action Plan (RAP) – its third RAP overall.

The RAP program provides organisations with a framework to contribute to the reconciliation movement through the pillars *relationships*, *respect* and *opportunities*. This framework allows for continuous development, pushing organisations to constantly embed and expand on their commitments, while adapting to obstacles and circumstances as they arise.

There is greater understanding than ever before of the role that Australia's Universities must play in the reconciliation movement. This role is not only about righting the historical and contemporary wrongs committed by educational institutions, but so too about Universities' duties to elevate crucial First Nations knowledges as the world faces increasingly complex challenges.

It is clear observing UniSA's reconciliation journey so far that the University has recognised this responsibility and its unique place within this charge, continuously and systematically integrating principles of reconciliation across its operations.

Exemplary of this is in its previous Stretch RAP was the University's establishment of the Purkarninthe in Residence, as well as its *Yurirka: Proppa Engagement with Aboriginal Peoples*. These initiatives show the University prioritising considered and strong practices and governance to form the foundations of its relationships with Aboriginal and Torres Strait Islander people.

This new Stretch RAP is expanding on this impressive trajectory, with its new Aboriginal Knowledges Centre encapsulating all the University has learnt on its journey so far.

Over time, the University has developed a focus on two-way knowledge sharing and understanding – based in the teachings of its Fellow, Dr Uncle Lewis Yarlupurka O'Brien – which will culminate in this interdisciplinary Centre. The Centre will help inform research going forward, but so too influence the whole of the University's interactions with Aboriginal and Torres Strait Islander peoples, and the cultural safety of its working environment.

Overall, this new Stretch RAP sees UniSA take its next exciting steps as it works to embed reconciliation across its campus, workforce and research, challenging itself while also building on its accomplishments from its previous RAPs.

On behalf of Reconciliation Australia, I commend the University of South Australia on this Stretch RAP and look forward to following its ongoing reconciliation journey.



Karen Mundine
Chief Executive Officer
Reconciliation Australia

A partnered approach

The Stretch RAP 2023-2025 was a two-way collaboration, led by Aboriginal Peoples, including Elders, and with representation from across our community. Development of the plan was led by Professor David Lloyd, Vice Chancellor and President, and RAP Champion, in partnership with Professor Irene Watson, the Pro Vice Chancellor: Aboriginal Leadership and Strategy, and Uncle David Rathman and Vanessa Matthews, the RAP Co-Chairs. The plan's development was conducted in consultation and with oversight and input from Yaitya Warra-itya (the RAP Work Group), the Purkarninthe in Residence, and the University community. Broad participation and consultation was undertaken from Council, Enterprise Leadership Team, through to the student cohort, and their feedback is included and woven throughout.

The Stretch RAP 2023-2025 is a plan for the UniSA community. While a responsible individual(s) has been identified for each commitment, we recognise that engagement with and participation across the University and our community will be crucial to achieve our aspirations. This partnered approach will allow for a more robust dissemination and implementation of the plan across the University, while at the same time providing an opportunity for more staff to be visible advocates of the plan and the commitments contained within.



Our aspirations

The aspirations and principles set in the Stretch RAP 2018-2021 remain largely unchanged and continue to guide our work today and will throughout the life of the plan. Together, we continuously aspire to:

- Embrace and embed Aboriginal Peoples' identities, histories, cultures and two-way knowledge and learning approaches into our teaching pedagogy and curricula, and research;
- Graduate students who understand Australia's two-way history and the impact of colonisation on Aboriginal Peoples, communities and cultures;
- Maintain institutional growth rates for Aboriginal Peoples that are at least 50 per cent above the growth rate of non-Aboriginal student enrolments, and ideally 100 per cent above;
- Grow retention and success rates for Aboriginal students equal to those of domestic non-Aboriginal students in the same fields of study by 2025;
- Achieve equal completion rates by field of study between Aboriginal and non-Aboriginal students by 2028;
- Achieve the highest Aboriginal graduate employment rates in both the state and nationally;
- Create educational outcomes that enhance and sustain Aboriginal identities, cultures, and strong Aboriginal communities and futures;
- Ensure Aboriginal research is ethical, culturally safe, and benefits and enhances the lives of Aboriginal Peoples and their communities; and
- Foster respectful, two-way relationships with Aboriginal Peoples, where Aboriginal voices are actively engaged in the business of the University.

Our principles

These principles are the foundation of our professional conduct and inform our individual and collective practice at the University:

- Value Aboriginal Peoples and their knowledges for their positive impact and collective societal enrichment.
- Inclusion of Aboriginal knowledges and perspectives within the University.
- Engagement with Aboriginal knowledges at the source and with Aboriginal Peoples' free, prior and informed consent.
- Respectful enactment of Aboriginal protocols of engagement.
- Reciprocity that ensures an Aboriginal knowledges framework is part of a balanced exchange.
- Relationships that draw on Aboriginal knowledges of connectivity to Country and Peoples.
- Education to teach staff, students and the wider community about the complexity of Aboriginal knowledges, societies, languages, and cultures.
- Research that 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.

Our business



3,000+

Staff employed – **1.6% are Aboriginal Peoples**

RAP Dashboard 2022



600+

Aboriginal students supported by UniSA

RAP Dashboard 2022



37,000+

students from the most **diverse backgrounds** in South Australia

2021 Department of Education, Skills and Employment Data – Equity Groups



UniSA is Australia's University of Enterprise and is globally known for relevance, equity and excellence. We prepare global learners from all backgrounds, instilling professional skills and knowledge and the capacity and drive for life-long learning; and we undertake research that is inspired by global challenges and opportunities, delivers economic and social benefits and which informs our teaching programs.

We're South Australia's largest university and leading provider of education internationally. Our community is nearly 300,000 strong across our staff, student and alumni base, and grows exponentially, with our community, industry and business partners included.

At a glance, we:

- Offer more than 200 world-class degrees that have been designed in partnership with industry and in areas of current and emerging demand.
- Hold a network of 240,000+ alumni, based in Australia and over 130 other countries worldwide.
- Have 20+ research institutes, centres and concentrations, including our flagship Future Industries Institute and our significant alliance, the Centre for Cancer Biology.
- Give back to our community through a range of clinics and public services, and cultural, art and science spaces and initiatives.
- Collaborate with more than 2,500 companies worldwide.
- Are physically based in Adelaide – across four campuses – and in regions, in Whyalla and Mount Gambier, and virtually, via UniSA Online.

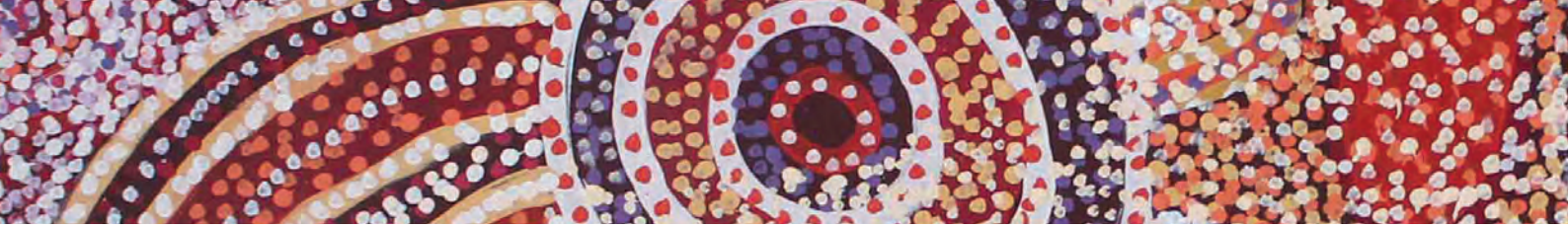
We are one of the best young universities in the world

(Ranked #52, 2023 THE Young University Rankings).

And we make an impact:

- #1 in Australia for graduate employability.
(QILT Employer Satisfaction Survey, 2020-22 – Employability Skills Indicator. Public universities.)
- Top 5 in Australia for quality education.
(Ranked 3rd, 2023 THE University Impact Rankings)
- #1 in South Australia for student satisfaction.
(ComparED (QILT) Course Experience Questionnaire 2021-22 – Overall Satisfaction Indicators (Undergraduate). SA public universities)
- #1 in South Australia for overall quality of education experience.
(ComparED (QILT) Student Experience Survey 2020-2021, Overall Quality of Educational Experience Indicator (Undergraduate). SA Universities)
- #1 in South Australia for student support.
(ComparED (QILT) Student Experience Survey 2020 – 2021, Student Support Indicator (Postgraduate). SA Universities)
- #1 young university in Australia for industry research income.
(2023 THE Young University Rankings)
- Top 5 young university in Australia for research quality.
(Ranked #4, 2023 THE Young University Rankings)

UniSA's foundation recognises Aboriginal education, and we have long been a strong advocate for reconciliation. The UniSA Act 1990 established the University, and set at its core, legislative commitments to provide opportunities for Aboriginal Peoples and education, building on the strong foundation set by its antecedent institutions. We were the first university in South Australia to issue a statement of commitment to reconciliation, and we remain committed to Aboriginal education as we are embarking on our third RAP. Importantly, this plan is informed by several pivotal global, national and sector pieces, such as the *United Nations Declaration on the Rights of Indigenous Peoples 2007*, the *Council for Aboriginal Reconciliation Act 1991* and the *Universities Australia Indigenous Strategy 2022-2025*; and is complemented and supported by internal academic, research and employment strategic plans, including UniSA's *Academic Enterprise Plan 2021-2025*, *Aboriginal Research Strategy 2019-2025* and the *Yaitya Warpulai Tappa (Aboriginal Employment Action Plan)* – the latter of which will be released in late 2023.



Our RAP

Our RAP journey, including achievements, learnings and challenges

Dr Uncle Lewis Yarlupurka O'Brien, AO and Fellow of UniSA, tells from his Kurna perspective the story of teaching and learning and the 'two-ness' of education. Give a child a piece of string and they will observe and play with it. Teach the child a game with the string and their learning will grow; and if you change the rules to the game, the child will adapt. It is the concept of Nindi – the Kurna phrase for 'becoming' or 'transferred into' – which says that education is a two-step process composed of theoretical teachings, and practical application. Teaching is the first step in a person's education and it is finite, but learning – or step two, the hands-on experience – is limitless. Simply put, Uncle Lewis' story reminds us that RAPs (and the commitments contained within) guide and teach us, but our reconciliation journey is continuous and must be based on action.

Our first RAP – an Innovate plan, released in 2014 – was built on our founding legislation and provided the scaffold for cultural change at the University. The plan prioritised initiatives that sought to teach and build greater respect and awareness of Aboriginal Peoples and cultures in the community. As a sample, through the plan's delivery, we formalised cultural sensitivity and respect training; commissioned a musical composition to play at graduation ceremonies; established the Deadly Alumni Network to support graduates and share their stories and successes; and celebrated National Reconciliation Week (NRW) and NAIDOC together across our campuses.

Our second plan – a stretch plan, released in 2018 – leveraged our teachings and learning gained, and set new commitments to ensure that Aboriginal voices and knowledges were elevated and valued, and that a true two-way approach was employed in education, research, engagement and governance at the University. We celebrated many successes. We established the Purkarninthi in Residence and Yaitya Warra-itya, Aboriginal-led advisory bodies to the University's senior leaders; reviewed our Aboriginal curriculum; dedicated the Lewis O'Brien/Yarlupurka Building; expanded the breadth and reach of our cultural awareness, sensitivity and respect trainings, to build a foundation for a cultural training suite; released *Yurirka: Proppa Engagement with Aboriginal Peoples*; and launched the *Aboriginal Research Strategy*, to name a few.

Importantly, it must be said that we also experienced challenges and barriers in the delivery of some of our aspirations in the Stretch RAP 2018-2021. This was in large part

due the transformation of the University's academic structure at the start, and in the later stages of the plan, the pandemic, when we had to adapt to redirect staff and financial resources to immediate priorities and pressing need. In hindsight, while we were delayed in progressing select initiatives, we realised that several of our foundational commitments were ambitious, and resource and time intensive. The redirection of resources provided time to collectively pause, reflect and recalibrate, to respond to the current landscape, and also the needs of our University community. The result was a cultural shift at UniSA.

We're seeing commitments to Aboriginal advancement and reconciliation integrated into daily business, at all levels, and filtered across all academic and professional areas at the University; and as a whole, there is greater visibility and shared ownership of the plan. In addition, we are in-step with the broader higher education sector, and positioned to lead in this next chapter. There remain a few commitments from the RAP 2018-2021 that are still in progress that have been carried over and embedded into the Stretch RAP 2023-2025. In some instances, commitments have been refined to reflect progress achieved, but the intent of each remains unchanged. These commitments are denoted as 'RAP 2018-2021 Action'.

The Stretch RAP 2023-2025 provides the opportunity to celebrate our achievements and reflect on our teachings and our learnings thus far, whilst also recognising that our learning is far from over and there's work still to do in advancing Aboriginal education at the University. The Stretch RAP 2023-2025 is committed to advancing the Aboriginal Knowledges Centre that was first introduced in the Stretch RAP 2018-2021, and which will centre and enable Aboriginal ways of knowing across the University. The centre will be an intellectual and interdisciplinary space for the University and community to gather, to foster an appreciation and understanding of Aboriginal teaching, research, innovation and sustainability; and will be the catalyst for our vision for advancing Aboriginal futures and education. The Aboriginal Knowledges Centre will be founded within an environment of respectful relationships and reciprocity in which recognition of Aboriginal ownership of knowledge and two-way knowledge sharing and understanding are common practice; and which will provide a safe space to enable and advance positive Aboriginal futures that are determined by Aboriginal Peoples.



Focus Area 1: Aboriginal Knowledges, Cultures and Engagement

The importance of creating a strong Aboriginal Knowledges Centre is to enable engagement with Aboriginal knowledges, which provides us with 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 which illustrates a way of knowing and being. Reciprocity – the word, definition and application – can vary between language groups, but the principle is a core and shared understanding across Aboriginal Nations. In the spirit of 'ngapartji', this shared value, UniSA will respectfully engage with Aboriginal Peoples and their knowledge systems and will embed the ethical principle of reciprocity within our teaching and research practice.

The Aboriginal Knowledges Centre will become an interdisciplinary centre that informs UniSA's Aboriginal research and teaching pedagogy. As a whole-of-university, intercultural space, the 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.

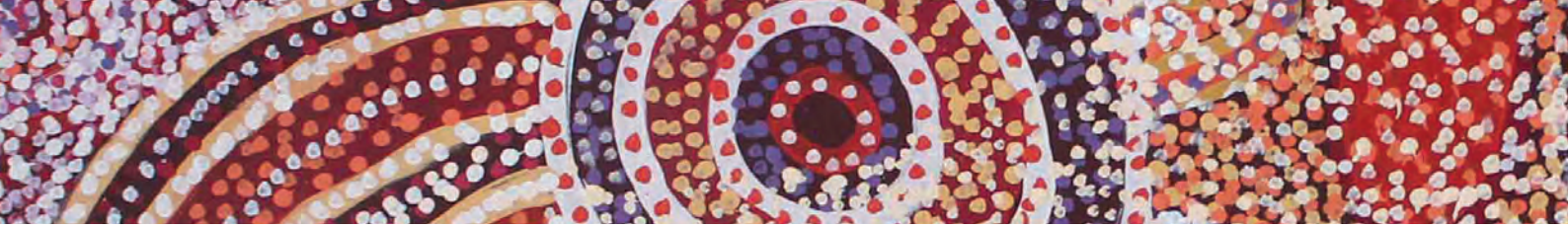
The Aboriginal Knowledges Centre will expand, develop and advance the content for Aboriginal cultural awareness training for staff and ensure Aboriginal knowledges content is included across UniSA curricula, by supporting the following approach and actions.

Focus Area 2: Place and Language

Language is the gateway to Aboriginal knowledges. Recognising and respecting Aboriginal Peoples' relationships to Country is a significant aspect of reconciliation and the foundation for the Aboriginal Knowledges Centre. UniSA acknowledges that its campuses exist on the lands of the Kurna, Boandik and Barngarla Peoples and visually demonstrates respect for Place and Language through physical signage, dual naming of buildings, installations and artworks on each campus. But more needs to continue to be done in realising Aboriginal Peoples' relationships to Country.

While a physical space for the Aboriginal Knowledges Centre is essential, it is the centre that will connect and be a conduit across the whole of UniSA. Our principles and aspirations will be apparent within the centre and will make connections to and across all UniSA campuses and spaces (be it physical or virtual), to showcase a welcoming, supportive and safe environment in which Aboriginal protocols, languages and cultures are respectfully celebrated in all spaces, while also ensuring that we provide culturally safe Aboriginal staff and student-centred learning and public spaces across all campuses.

As place matters, the languages of place equally matter. The Aboriginal Knowledges Centre will be a catalyst or centre for all students, staff and community members, who will experience a two-way learning approach, and come to learn and respectfully share Aboriginal knowledges, languages and cultures along with Aboriginal protocols of engagement.



Focus Area 3: Aboriginal Education

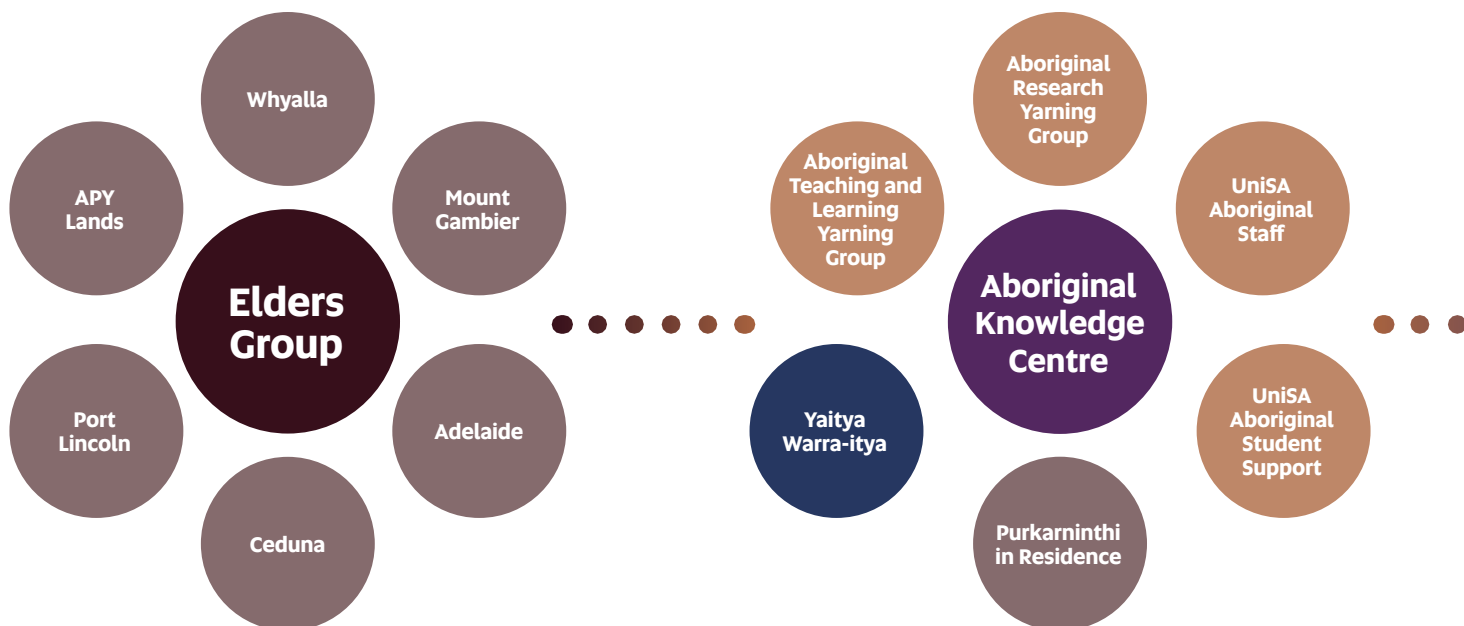
The Aboriginal Knowledges Centre will support our engagement with Aboriginal students in providing an environment that is respectful and culturally safe. The centre will inform and advise the University in providing students with diverse academic learning environments in which Aboriginal ethics, protocols, cultures, histories and knowledges are embedded in both the teaching curricula and approaches to Aboriginal research. It's crucial that students have access to a comprehensive curriculum and inclusive educational environment, to inform their learning, practice and engagement at the University, and more broadly, in our communities and society.

The centre will support and inform programs for both students and staff, providing a two-way knowledges approach.

Focus Area 4: Aboriginal Governance, Evaluation and Reporting

The Aboriginal Knowledges Centre will provide leadership and direction in advancing the UniSA two-way approach. A critical aspect of that is to ensure we embed culturally appropriate governance approaches that enable the self-determination of Aboriginal Peoples. UniSA is committed to advancing an Aboriginal governance structure to bring focus and attention to outcomes that benefit Aboriginal Peoples and their communities. This structure (see below) will reflect Aboriginal approaches to governance and enable a two-way exchange of knowledge that is 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. That is good governance that is reciprocal and acknowledges and respects Aboriginal self-determination.

The model will provide oversight for all Aboriginal-specific strategies and ensure that Aboriginal voices are 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.



**Groups supported by regional Wurringka
Community Engagement Officers and
APP regional connections**

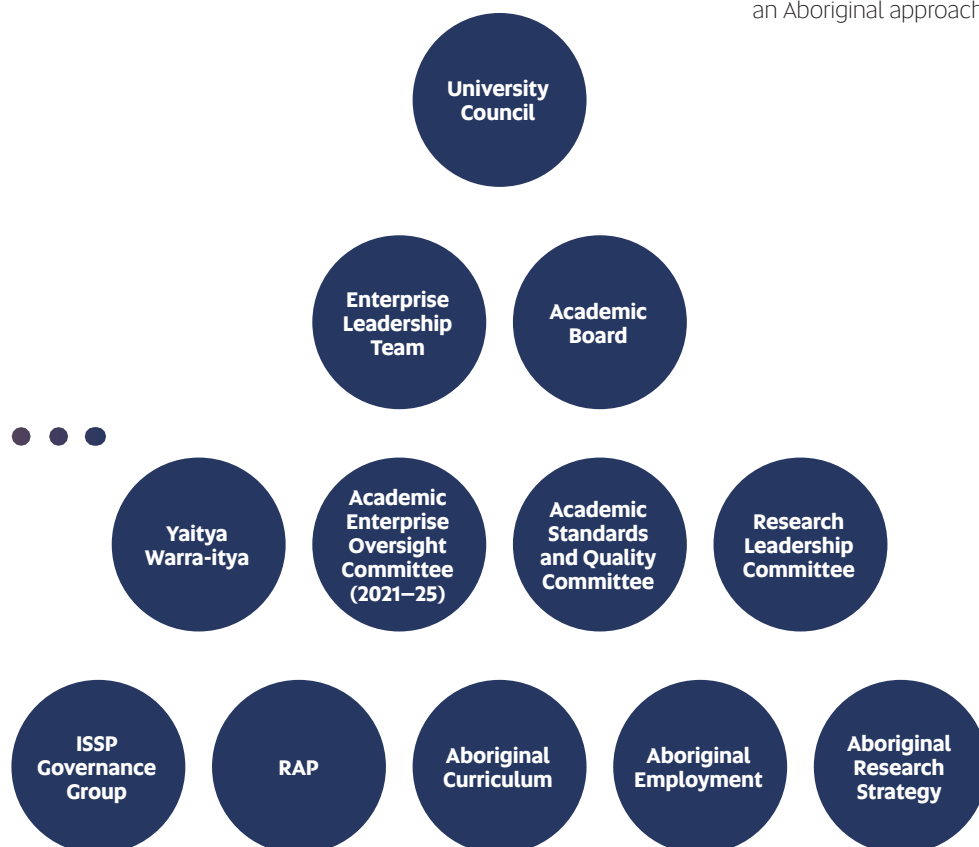


Focus Area 5: Aboriginal Research

Aboriginal research is research that relates to Aboriginal Peoples, their nations, communities, languages, places, cultures and knowledges. Aboriginal research is what incorporates and utilises Aboriginal methodologies, ways of knowing, theories, practice and is undertaken with or led by Aboriginal Peoples, nations or communities. 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 an impact on Aboriginal lives, communities, and the physical, social and political environments in which Aboriginal Peoples live and work.

The *Aboriginal Research Strategy* embeds a whole-of-university approach, and the Aboriginal Knowledges Centre will provide an Aboriginal centre that will inform and provide advice across UniSA. This will ensure research is ethical, culturally safe, and benefits and enhances the self-determination and lives of Aboriginal Peoples and their communities. The centre will provide guidelines that will support and equip non-Aboriginal researchers to engage both respectfully and ethically with Aboriginal Peoples and their knowledge systems. The Stretch RAP 2023–2025 reinforces the strategic actions outlined in the *Aboriginal Research Strategy* and aims to further advance the commitments under each core pillar of the plan:

- Building institutional cultural competency.
- Conducting research the 'proppa' way from an Aboriginal perspective.
- Securing a future for Aboriginal Peoples and Aboriginal research.
- Advancing an Aboriginal governance and engagement structure, which promotes Aboriginal leadership and reflects an Aboriginal approach to governance.





Our milestones

1968

UniSA's Aboriginal education is founded in our antecedent institutions. Aboriginal Studies was first taught at the Teacher Education Centre (Western Teachers' College) and 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.

1991

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

The Aboriginal Language School, which provides the Pitjantjatjara/Yankunytjatjara Language and Culture Program, was established.

1965

1990

1993

1996

1984

Anangu Tertiary Education Program (AnTEP) commenced in Ernabella on the Anangu Pitjantjatjara Yankunytjatjara Lands, and provided formal teaching qualifications for Anangu and supported bilingual teaching partnerships between non-Aboriginal and Anangu teachers.

1988

The School of Aboriginal and Islander Administration (SA Institute of Technology) was formed.

1992

The Aboriginal Advancement League Grants – now known as the Yangadlitya Aboriginal Postgraduate Scholarships – were launched.

1996

The Unaipon School was founded, which was then followed by the establishment of the David Unaipon College of Indigenous Education and Research (DUCIER) in 2005. DUCIER was named in honour of David Unaipon, who was a gifted Aboriginal man and strong advocate for Aboriginal education.

2001

A full-time Aboriginal and Torres Strait Islander employment position was established.

2002

The University's *Indigenous Employment Strategy* was one of the first introduced in the nation. The strategy continues to set ambitious targets to progress employment opportunities for Aboriginal Peoples, as both professional and academic staff.

1999

2002

2005

1997

UniSA was the first university in Australia to make a statement of commitment to reconciliation.

1998

The Aboriginal and Torres Strait Islander employment scheme was released.

2005

The Aboriginal Content in Undergraduate Programs (ACUP) commenced, with a commitment that all students experience accessible 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.

The David Unaipon College of Indigenous Education and Research (DUCIER) was established, consolidating the former Unaipon School, Indigenous Support Unit and Nunga Research.

The Gavin Wanganeen Aboriginal Scholarship was established. The goal of the scholarship was to support disadvantaged Aboriginal students undertake a university degree; and particularly, was aimed at students who hold a strong desire to succeed and give back to their communities.

2010

The Aboriginal Graduate Scheme was launched, to provide an opportunity for the University to attract Aboriginal graduates to our workforce. Each graduate rotates through a range of business areas to develop their skill set and is supported by our Aboriginal Staff Network with individualised development and mentoring plans.

UniSA College was created to provide alternative pathways to degree qualifications for Aboriginal and other students.

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, while working together to improve the drainage of the community.

Each campus has a physical *Acknowledgement of Country* statement in a visible public area and a growing permanent display of significant Aboriginal artwork. The first artworks were placed in the Jeffrey Smart Building at the City West Campus, which houses the Library and collaborative learning spaces.

2012

A Dean: Indigenous Scholarship, Engagement and Research was appointed.

2017

UniSA's Indigenous Student Success Program (ISSP) Governance Group was established.

2008

2011

2014

2013

The Vice Chancellor was welcomed to South Australia by the Traditional Owners at a University graduation ceremony. This was the first time a Welcome to Country was delivered for a Vice Chancellor's commencement.

2014

UniSA was the first University to launch a RAP. The plan provided a framework for building relationships, deepening respect, and providing more opportunities for Aboriginal Peoples.

The Deadly Alumni was founded for Aboriginal graduates.

2016

The Aboriginal Pathways Program was launched. The Program strives to provide a culturally safe environment for students to build the skills they need to study successfully at the tertiary level, and is currently delivered in four regional areas and in Adelaide.

The Pro Vice Chancellor for Aboriginal Leadership and Strategy and Unaipon Chair was appointed.

Wirringka Student Services (which means 'together and in common with' in Kaurna) was re-launched and expanded to provide culturally safe, student-centred study centres for Aboriginal students, and to deepen the University's networks with Aboriginal communities.

A partnership with the APY (Anangu, Pitjantjatjara and Yankunytjatjara) Hub was formed.

The Goodes O'Loughlin UniSA GO Scholarship was launched, supporting high-achieving Aboriginal students enrolled in a health or fitness-related undergraduate degree program. The GO Foundation was founded by Adam Goodes and Michael O'Loughlin and creates educational opportunities for Aboriginal youth through a strong network of collaboration with corporate Australia, schools, universities and other partners.

2018

The music “Ancient Land Processional” was created and now plays at the start of each graduation ceremony. The piece was composed by Deborah Cheetham AO, a Yorta woman, soprano composer and educator.

The University’s second RAP – a Stretch plan – was launched. Our first Stretch RAP set ambitious targets for Aboriginal participation in research, education, and employment, to advance a culturally safe and inclusive University culture in which Aboriginal staff and students can thrive.

Yaitya Warra-itya was established. The advisory body provides leadership and strategic advice to the UniSA community, the Pro Vice Chancellor: Aboriginal Leadership and Strategy, Enterprise Leadership Team, Academic Board and Council on Aboriginal policy matters and their implementation relevant to the University.

2020

An external review was conducted to evaluate UniSA’s approach to the development, delivery, and assessment of Aboriginal Content in Undergraduate Programs (ACUP) and to identify areas of strength and areas for development.

The Purkarninthe in Residence was formed. The group’s formation was a deliverable of the RAP 2018-2021 and is designed to support Aboriginal student and learning across the University. The Purkarninthe consists of seven metropolitan-based Elders, who have kinship ties across South Australia, with two members holding honorary degrees from UniSA. All are well known and widely respected for their community connections and leadership, and cultural knowledge.

2017

2020

2023

2019

The *Aboriginal Research Strategy 2019-2025* was launched. The strategy is designed to grow Aboriginal research and guide staff engagement with Aboriginal Peoples. It was informed and shaped by engagement with Aboriginal Elders across South Australia and UniSA staff.

The strategy positions UniSA nationally, by clearly articulating a two-way knowledges approach and identifying actions that enable the strategy to be embedded across the research space.

2021

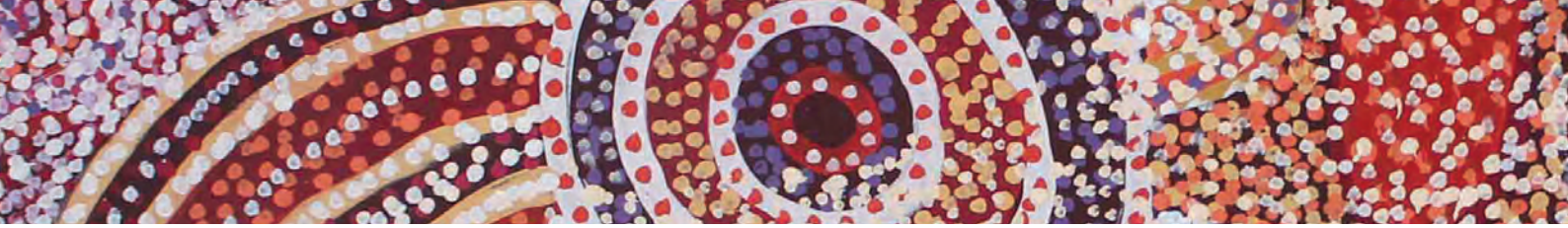
Yurirka: Proppa Engagement with Aboriginal Peoples was released. *Yurirka* was designed to support the University’s staff and students. The guide helps to create a better understanding of respectful ways of being, and support users to have a strong grasp of the protocols of engagement with Aboriginal Peoples, to allow the space and opportunity for improved and genuine relationships.

UniSA honoured the legacy of Uncle Lewis O’Brien, a leading Kurna thinker, philosopher and educator, with the re-name of the Law Building to the Lewis O’Brien/Yarlupurka Building. The building will be the future home of UniSA’s Aboriginal Knowledges Centre, a community gathering space to foster cultural connections and knowledge sharing.

2023

The new Kinyera Wari/Yacca path and Nyina Ba Kalawa/Yarning Circle and student spaces were opened at the Mount Gambier campus.



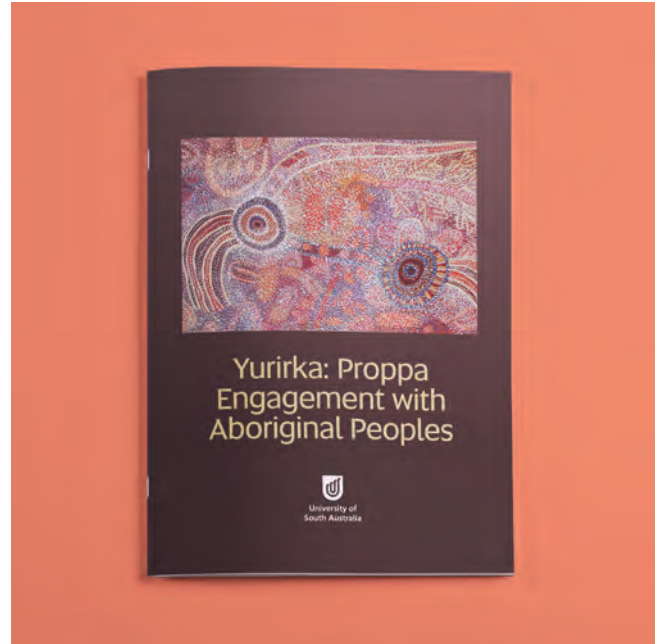


Case stories



Purkarnintha in Residence members L-R: Uncle Lewis O'Brien, Aunty Roslyn Weetra, Uncle David Rathman, Uncle Frank Wanganeen, Uncle Kevin (Dookie) O'Loughlin, Uncle Kym Kropinyeri and Aunty Lynette Crocker.

Purkarnintha in Residence and Yaitya Warra-itya – which means 'Becoming an Elder' and 'Aboriginal Voices' in Kurna, respectively – are the University's principal Aboriginal-led engagement and governance bodies. The Purkarnintha in Residence consists of seven Elders, who are well-known and respected leaders in the local community. The group was established to build upon existing community relationships; strengthen student engagement and mentorship opportunities; and facilitate opportunities for Aboriginal knowledges to inform the University's business. Yaitya Warra-itya is composed of Aboriginal and non-Aboriginal staff and senior portfolio holders at UniSA, and is responsible for all matters relating to Aboriginal policy and implementation in the University. Together, the groups ensure that Aboriginal voices and knowledges inform the University's senior leadership, Academic Board and Council, and guide our work in Aboriginal education, research, employment, and community engagement.



Yurirka: Proppa Engagement with Aboriginal Peoples was developed to support the UniSA community to engage respectfully with Aboriginal Peoples. Yurirka – the Kurna word for 'attentive' or 'obedient' – asks us to be mindful of our behaviours and attitudes and pay heed to protocols, to enable and build genuine relationships. The educational resource provides practical guidance on engagement, consultation and partnerships with Aboriginal Peoples and communities, with particular focus on two-way learning and research; and walks readers through Aboriginal world views, terminology and phrases, Aboriginal identity, engagement protocols, and intellectual property principles. The Stretch RAP 2023-2025 will see the expansion of Yurirka, through defined case studies that explore and provide more in-depth guidance on key topics, such as Welcomes and Acknowledgements of Country.



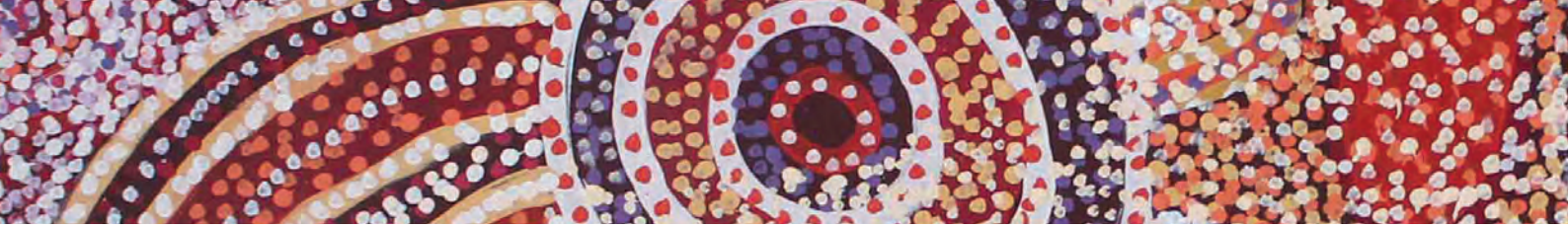
Images of Research and Teaching 2022, Future cultural burning advocates, Professor Delene Weber, UniSA STEM.



Mount Gambier Yarning Circle launch

Aboriginal Research Strategy 2019-2025 is a cornerstone commitment of the RAP 2018-2021 that was designed to grow Aboriginal research respectfully and ethically. The plan outlines the University's aspirations and principles for respectful engagement and presents a 38-point action plan that is characterised across four pillars: Institutional cultural competency; Research the 'proper' way from an Aboriginal perspective; Securing the future; and Aboriginal governance and engagement. As of the end of 2022, 36 of the total 38 commitments were complete, on track or in progress. For example, through the plan, the University has delivered the Visiting Research Fellowships Scheme, a pledge to host up to 500 research leaders between 2021-2025, including at least 15 First Nations Fellows per annum; and also released *Yara Nguturla Tampirrinthi* – which translates to 'Recognising two-way knowledge together' – a bespoke and compulsory online training module, to build research degree supervisors' cultural competency.

Aboriginal Knowledges Centre will provide a space and a relational opportunity across the University for the aspirations and actions embedded in our RAP to be advanced. The centre will be founded on respectful relationships and reciprocity in which two-way knowledge sharing, mutual respect, understanding, and life-long learning are common practice. A core focus of the centre will be on research and teaching, and through innovative themes of caring for Country (land, saltwater, freshwater, and desert); wellbeing and mental health; food systems and security; ageing, housing and education; ongoing preservation and curation of Aboriginal cultures, languages and knowledges; economic wellbeing; and justice. Aboriginal knowledge is based on teachings and experiences passed on from generation to generation and has enabled a deep 'knowing of Country' and the inter-relationship between all life. Aboriginal knowledges are whole and interconnected, and collectively learned, the centre provides an opportunity to value Aboriginal knowledge systems and to ethically share with the UniSA community.



Our actions

Relationships

At UniSA, we employ a two-way approach to our business which brings Aboriginal and non-Aboriginal peoples together in the spirit of reciprocity and collaboration. Strong relationships are crucial to our work and set the foundation for our engagement and partnerships in the community. We continuously seek to support and enable our staff, students and partners to build genuine, respectful relationships with First Nations Peoples across Australia. We strive to form lasting connections at the University, which are mutually beneficial, provide opportunities and enable positive Aboriginal futures.

Action 1: Establish and maintain mutually beneficial relationships with Aboriginal stakeholders and organisations.				
Ref #	Deliverable	Timeline	Responsibility	Focus Area
1.1	Expand <i>Yurirka: Proppa Engagement with Aboriginal Peoples</i> in collaboration with the Purkarninthe in Residence, to continuously develop and improve our resources to support proper engagement and action with Aboriginal Peoples.	July 2024	PVC ALS	Aboriginal Knowledges, Culture and Engagement
1.2	Review, update and implement an engagement and action plan to work with Aboriginal Elders, community representatives, and UniSA's staff and students.	December 2024	PVC ALS	Aboriginal Knowledges, Culture and Engagement
1.3	Establish and maintain two formal two-way partnerships with Aboriginal communities or organisations that support our research and teaching portfolios.	December 2024	DVC RE Provost	Aboriginal Knowledges, Culture and Engagement

Action 2: Build relationships through celebrating National Reconciliation Week (NRW).				
Ref #	Deliverable	Timeline	Responsibility	Focus Area
2.1	Promote Reconciliation Australia and local NRW events and reconciliation information to the UniSA community.	27 May – 3 June, 2024, 2025	Director SEU	Place and Language
2.2	Ensure that Yaitya Warra-itya leads and implements at least two NRW events for the University community, and attends external events in South Australia.	27 May – 3 June, 2024, 2025	Chair Yaitya Warra-itya	Place and Language
2.3	Ensure staff and senior leaders participate in one external event to recognise and celebrate NRW.	27 May – 3 June, 2024, 2025	Chief of Staff	Place and Language
2.4	Organise one NRW event per campus, in addition to at least one organisation-wide NRW event each year.	27 May – 3 June, 2024, 2025	Director SEU	Place and Language
2.5	Register all UniSA public NRW events on Reconciliation Australia's respective website.	May 2024, 2025	Director SEU	Place and Language
2.6	Implement strategies and actions for staff and students to participate in NRW and reconciliation activities.	May 2024, 2025	Director SEU	Place and Language

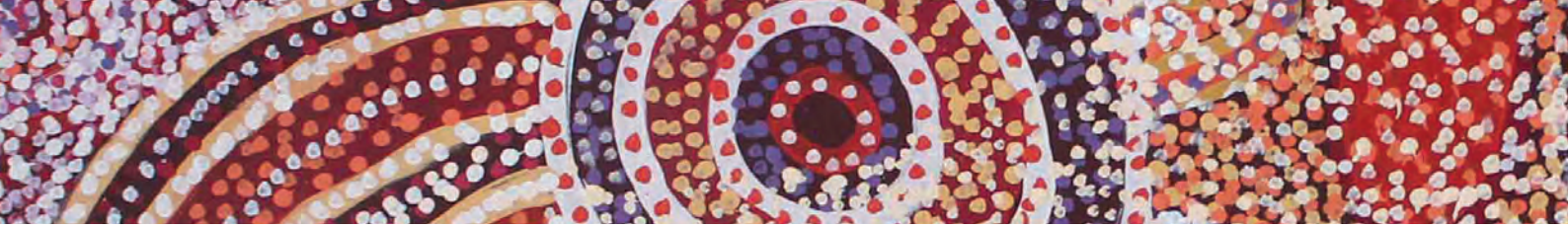


Action 3: Promote reconciliation through our sphere of influence.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
3.1	Continue to communicate publicly our commitment to be a University of Choice for Aboriginal Peoples and demonstrate actions that will position the University as such.	November, 2023, 2024, 2025	Chief of Staff CMCO	Place and Language
3.2	Explore and implement strategies in collaboration with the Purkarninthe in Residence that demonstrate and enable respectful ways of doing community engagement, to drive and achieve positive reconciliation outcomes.	December 2024	PVC ALS	Place and Language
3.3	Collaborate with two RAP and other like-minded organisations to implement innovative ways to advance reconciliation, including participation in the RAP Leadership Gathering and University RING.	September, 2023, 2024, 2025	PVC ALS	Place and Language
3.4	Establish opportunities and other forms of engagement to enable student and staff exchange in Australia and abroad with First Nations Peoples.	July 2024	Executive Director PTC PVC International	Place and Language

Action 4: Promote positive race relations through anti-discrimination strategies.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
4.1	Review the University's equal opportunity, discrimination and harassment grievances, and anti-racism policies and/or procedures, in line with the Policy Framework.	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.2	Engage with UniSA's Aboriginal-led advisory bodies in the update of the University's equal opportunity, discrimination and harassment grievances, and anti-discrimination policies and/or procedures.	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.3	Increase visibility of the University's equal opportunity, discrimination and harassment grievances, and anti-discrimination policies and/or procedures.	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.4	Ensure all staff covered by the Senior Staff Collective Agreement (2006) complete anti-racism training.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.5	Senior leaders to publicly support anti-discrimination campaigns, initiatives and stances against racism.	February, 2024, 2025	Chief of Staff	Aboriginal Knowledges, Culture and Engagement
4.6	Provide ongoing education opportunities for senior leaders and managers on the effects of racism.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.7	All new senior staff appointments to complete anti-racism training within their probationary period.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement



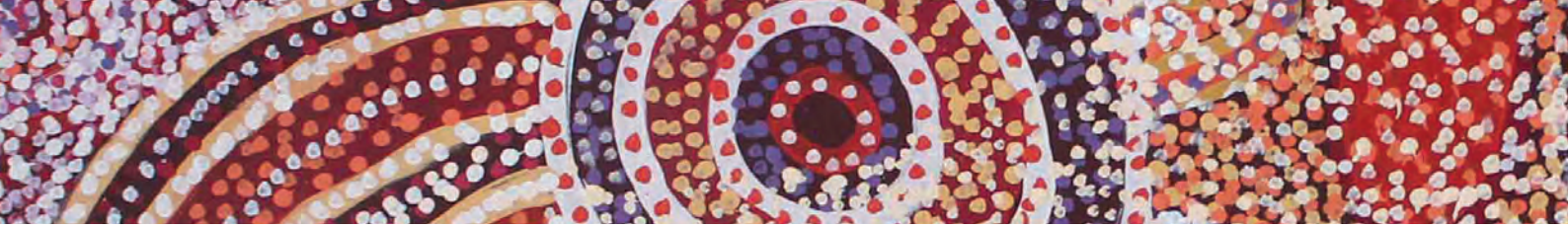
4.8	Scope and develop an Aboriginal anti-racism strategy and implementation plan for the University community.	December 2025	Chief of Staff	Aboriginal Knowledges, Culture and Engagement
4.9	Develop and deliver workshops for academic staff on cultivating inclusive racism-free teaching and learning environments. (RAP 2018-2021, 2.3.6 and 2.3.7 Actions)	July 2025	PVC ALS Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
4.10	Review the University's requirements on Confirmation of Aboriginality, with a view to rationalise internal processes across employment and education pathways.	December 2025	Chief of Staff	Aboriginal Governance, Evaluation and Reporting

Respect

We acknowledge the Kurna, Boandik and Barngarla Peoples, who are the Traditional Owners of the lands that are home to the University's Kurna-Adelaide, Boandik-Mount Gambier and Barngarla-Whyalla campuses, and recognise all First Nations Peoples in our extended community. We take pride in our history in Aboriginal education and we respect the Aboriginal Peoples, cultures and stories that underpin our foundation. We celebrate our rich cultural diversity, and endeavour to be an inclusive and inviting community to all Aboriginal and First Nations Peoples from around the world.

Action 5: Increase understanding, value and recognition of Aboriginal cultures, histories, knowledges and rights through cultural learning.

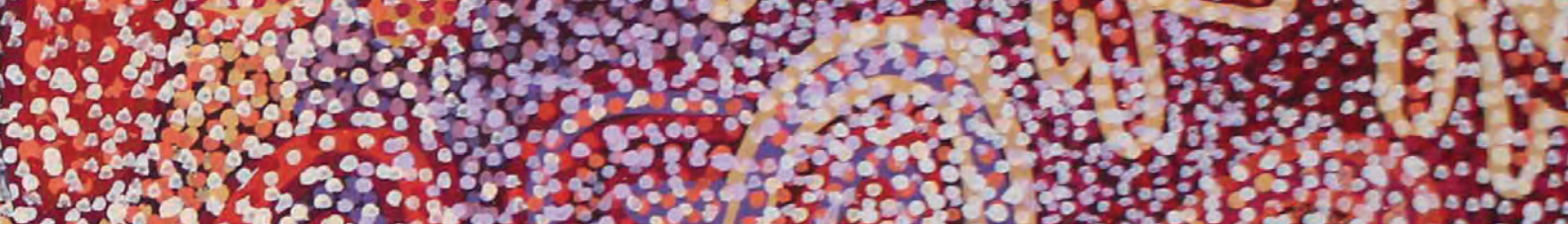
Ref #	Deliverable	Timeline	Responsibility	Focus Area
5.1	Finalise the review and evaluation of the University's cultural training suite.	July 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.2	Present the review and consult with UniSA's Aboriginal-led advisory bodies, staff, and Elders and community, to inform implementation of cultural learning strategy.	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.3	Develop a communication and promotion strategy, to increase participation and uptake of the University's cultural training suite.	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.4	Ensure Yaitya Warra-itya and the Enterprise Leadership Team complete Aboriginal Cultural Sensitivity and Respect Training within six months of employment, or as a refresher after five years.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.5	All new continuing and fixed-term staff to undertake Aboriginal Cultural Sensitivity and Respect Training either in person or online within 12 months of commencement.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.6	A minimum of 80% of continuing and fixed-term staff to have completed Aboriginal Cultural Sensitivity and Respect Training within a 12-month period measured from 1 January to 31 December each year.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.7	Create a print and digital campaign to recognise the generations of Aboriginal Peoples in Aboriginal education who have walked the story.	December 2024	CMCO	Aboriginal Knowledges, Culture and Engagement
5.8	Investigate cultural safety accreditation programs, with a view to seek institutional accreditation.	December 2025	Provost	Aboriginal Knowledges, Culture and Engagement
5.9	Present opportunities to enable Aboriginal students, Elders and communities to gather and yarn throughout the year and across all campuses, to facilitate relationship building, knowledge sharing and support the cultural and social wellbeing of students.	October 2025	Manager Wirringka	Aboriginal Knowledges, Culture and Engagement
5.10	Implement a cultural competency pedagogy network to promote leading practice in two-way learning. (RAP 2018-2021, 2.2.5 Action)	October, 2024, 2025	PVC ALS	Aboriginal Knowledges, Culture and Engagement



5.11	Ensure UniSA graduate attributes include cultural awareness indicators. (RAP 2018-2021, 2.3.8 Action)	December 2025	Provost	Aboriginal Knowledges, Culture and Engagement
5.12	Develop an online cultural awareness module for all students. (RAP 2018-2021, 2.3.4 Action)	February 2024	PVC ALS Director SEU	Aboriginal Knowledges, Cultural and Engagement
5.13	Deliver an online cultural awareness module for all students. (RAP 2018-2021, 2.3.5 Action)	February 2025	PVC ALS Director SEU	Aboriginal Knowledges, Cultural and Engagement
5.14	Using the evaluation of the existing cultural awareness program, working in partnership with the PVC ALS, develop and implement a tiered cultural awareness program for staff. (RAP 2018-2021, 2.3.1 Action)	December 2023	Executive Director PTC	Aboriginal Knowledges, Culture and Engagement
5.15	Samstag Museum of Art, MOD., and the Hawke Centre deliver programs that feature Aboriginal Peoples, cultures, research and learning, to celebrate and highlight Aboriginal Peoples' voices and knowledges to internal and external audiences.	December, 2023, 2024, 2025	Director Samstag	Aboriginal Knowledges, Culture and Engagement

Action 6: Demonstrate respect to Aboriginal Peoples by observing cultural protocols.

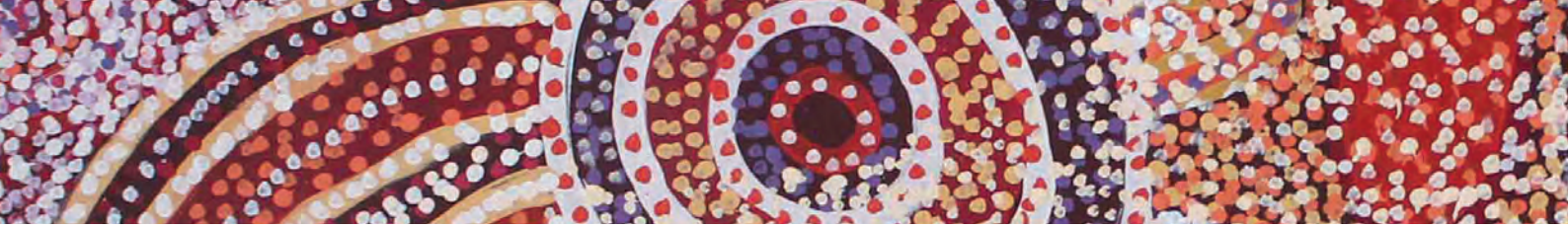
Ref #	Deliverable	Timeline	Responsibility	Focus Area
6.1	Develop case studies as part of <i>Yurirka: Proppa Engagement with Aboriginal Peoples</i> , to continue to educate and build staff and student understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	September, 2023, 2024, 2025	PVC ALS	Aboriginal Knowledges, Culture and Engagement
6.2	Identify opportunities to further promote the expanded <i>Yurirka: Proppa Engagement with Aboriginal Peoples</i> , to ensure respectful engagement with community.	July 2024	PVC ALS	Aboriginal Knowledges, Culture and Engagement
6.3	Invite a Traditional Owner or Custodian to provide a Welcome to Country at significant events each year, including graduations, Corporate Induction, and key leadership meetings, such as Council and Academic Board, and events across the University's metropolitan and regional campuses.	April and August, 2023, 2024, 2025	Chief of Staff CMCO	Aboriginal Knowledges, Culture and Engagement
6.4	Include an Acknowledgement of Country at the commencement of important meetings, including Council and its governance advisory bodies.	October, 2023, 2024, 2025	Chief of Staff	Aboriginal Knowledges, Culture and Engagement
6.5	Provide an Acknowledgement of Country at all public events.	October, 2023, 2024, 2025	Chief of Staff CMCO	Aboriginal Knowledges, Culture and Engagement
6.6	Develop an Aboriginal cultural protocol for the Library, to guide University collections, archives, and operations.	July 2025	Deputy Director Library	Aboriginal Knowledges, Culture and Engagement



6.7	Install Yarning Circles at the University's Mawson Lakes and Whyalla campuses.	December 2024	Director FMU	Aboriginal Knowledges, Culture and Engagement
6.8	Install an Aboriginal art sculpture (externally) at the University's City West and Mawson Lakes campuses.	December 2024	Director FMU	Aboriginal Knowledges, Culture and Engagement
6.9	Acknowledge Aboriginal Peoples in the design of UniSA's wayfinding signage.	December 2025	Director FMU	Aboriginal Knowledges, Culture and Engagement

Action 7: Engage with Aboriginal cultures and histories by celebrating NAIDOC week.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
7.1	Yaitya Warra-itya to participate in an external NAIDOC Week event.	First week in July, 2024, 2025	Chair Yaitya Warra-itya	Place and Language
7.2	Cultural leave entitlements will be included in promotion material including Staff Announcements prior to NAIDOC week each year in 2024 and 2025.	May, 2024, 2025	Executive Director PTC	Place and Language
7.3	Promote all UniSA staff to participate in cultural events including NAIDOC week.	May, 2024, 2025	Chief of Staff	Place and Language
7.4	Senior leadership to encourage all staff to participate in at least one NAIDOC Week event at the University or in the local community.	First week in July, 2024, 2025	Chief of Staff	Place and Language
7.5	In consultation with UniSA's Aboriginal-led advisory bodies, support five external NAIDOC Week events each year, including NAIDOC South Australia Awards.	May, 2024, 2025	Director SEU	Place and Language
7.6	Deliver an annual event, to showcase eminent Aboriginal creatives, past and present, as part of NAIDOC week events.	March, 2024, 2025	Executive Dean UniSA Creative	Place and Language



Opportunities

We take a strengths-based approach at the University, and work to enable opportunities that are informed and self-determined by Aboriginal Peoples. In this plan, the University reinforces and expands on our education, research, employment and engagement commitments, to enact positive sustainable and enduring opportunities for Aboriginal Peoples and their communities.

Action 8: Improve employment outcomes by increasing Aboriginal recruitment, retention and professional development.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
8.1	Partner with Aboriginal staff on the review of the University's recruitment, retention and professional and leadership development strategies, with a view to improve employment outcomes for Aboriginal Peoples.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Education
8.2	Develop a new Aboriginal Employee Value Proposition in partnership with Aboriginal Peoples, to attract applicants.	December 2023	Executive Director PTC	Aboriginal Education
8.3	Review the University Staff Recruitment and Selection Policy, with a view to increasing employment of Aboriginal Peoples at UniSA.	July 2023	Executive Director PTC	Aboriginal Education
8.4	Ensure workforce and succession planning and leadership programs provide development opportunities for Aboriginal staff, to progress through managerial positions to senior leadership positions.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Education
8.5	UniSA continues to pursue a 3% target for Aboriginal employment at the University.	October, 2023, 2024, 2025	Executive Director PTC	Aboriginal Education

Action 9: Acknowledge workload and cultural demands that are placed on Aboriginal employees and ensure they are appropriately monitored and managed.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
9.1	Review of performance management and assessment, leave policy and entitlements, to ensure that additional workload and cultural responsibilities placed on Aboriginal employees are appropriately recognised. (RAP 2018-2021, 5.4.1 Action)	December 2023	Executive Director PTC	Aboriginal Governance, Evaluation and Reporting
9.2	Develop an approach for workload planning and career progression for Aboriginal employees, recognising the broader contribution they make to UniSA. (RAP 2018- 2021, 5.4.2 Action)	December 2023	Executive Director PTC	Aboriginal Governance, Evaluation and Reporting

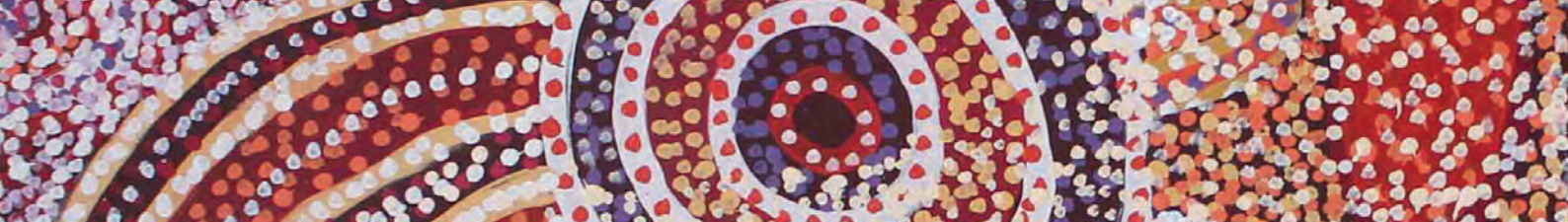


Action 10: Increase Aboriginal supplier diversity to support improved economic and social outcomes.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
10.1	Develop an Aboriginal procurement policy.	December 2023	CFO	Aboriginal Education
10.2	Investigate the benefits of leveraging an Aboriginal business directory or network to support supply opportunities for Aboriginal enterprises.	December 2023	CFO	Aboriginal Education
10.3	Develop and communicate opportunities for the procurement of goods and services from Aboriginal-owned businesses to staff.	December 2024	CFO	Aboriginal Education
10.4	Review and update procurement policy and practices to ensure equitable opportunities for Aboriginal-owned businesses.	December 2023	CFO	Aboriginal Education
10.5	Maintain commercial relationships with two Aboriginal businesses, in support of our research, teaching and employment portfolios.	December 2024	CFO	Aboriginal Education
10.6	Set a target for the procurement of goods and services from Aboriginal enterprises, informed by the University's Aboriginal procurement policy and sector best practice guidelines.	December 2024	CFO	Aboriginal Education
10.7	Advise and train staff, to increase awareness and understanding of the Aboriginal procurement policy and Aboriginal-owned business.	December 2024	CFO	Aboriginal Education

Action 11: Strengthen and enhance Aboriginal research and its impact.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
11.1	Develop an Aboriginal Knowledges Centre in alignment with our <i>Aboriginal Research Strategy</i> and become a model for research and scholarship that delivers world leading interdisciplinary research about 'proppa' engagement with Aboriginal knowledges, and best practice of cultural competence, while growing awareness of white dominance and privilege. (RAP 2018-2021, 1.2.2 Action)	December 2025	DVC RE PVC ALS	Aboriginal Research
11.2	An Aboriginal Knowledges Centre at City West Campus that includes both internal and external spaces for Aboriginal Peoples and learning at UniSA. Stage one, the Aboriginal Knowledges Centre external yarning circle is planned for completion during the life of this plan. (RAP 2018-2021, 1.2.2 Action)	December 2024	Director FMU	Place and Language
11.3	Develop an Aboriginal-led, annual social indicator of First Nations Peoples, to consider and include education, economic well-being, justice, and housing among other areas of concern.	October, 2023, 2024, 2025	DVC RE	Aboriginal Research
11.4	Expand career pathways for Aboriginal Early, Mid and Senior Career Researchers.	December 2023	DVC RE Executive Director PTC	Aboriginal Research



Action 12: Strengthen two-way learning practice in undergraduate programs.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
12.1	Ensure ethical experiential learning, internships and research experiences for students in collaboration with Aboriginal Peoples and their communities. <i>(RAP 2018-2021, 2.2.9 Action)</i>	December 2024	Director SEU Dean Graduate Studies	Aboriginal Knowledges, Culture and Engagement
12.2	Develop Aboriginal curricula in partnership with the Aboriginal Knowledges Centre: <ul style="list-style-type: none"> · Provide a framework for accountability · Integrate Aboriginal curriculum content as a core to program learning outcomes. <i>(RAP 2018-2021, 2.2.2 Action)</i>	July 2025	Provost PVC ALS	Aboriginal Knowledges, Culture and Engagement
12.3	Create a central repository within the Aboriginal Knowledges Centre for cultural content, best practice pedagogy and Aboriginal consultants to support ACUP development. <i>(RAP 2018-2021, 2.2.6 Action)</i>	December 2025	PVC ALS	Aboriginal Knowledges, Culture and Engagement
12.4	Curriculum Innovation Process reviews consider Aboriginal student outcomes. <i>(RAP 2018-2021, 5.3.3 Action)</i>	December 2023	Provost	Aboriginal Governance, Evaluation and Reporting
12.5	Adjuncts in academic units who are Aboriginal scholars and Elders, to recognise Aboriginal knowledges and inform teaching, research and strategic planning. <i>(RAP 2018-2021, 1.3.1 Action)</i>	July 2025	Provost	Aboriginal Education

Action 13: Build the education pipeline for Aboriginal students.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
13.1	Design and deliver the "Little Unaipons" program, which enables Aboriginal children to experience a two-way approach to STEM and other disciplines. <i>(RAP 2018-2021, 3.4.1 Action)</i>	July 2024	PVC ALS	Aboriginal Education
13.2	Design and deliver a cultural workshop for children, with Aboriginal Elders, community members and Aboriginal academics and UniSA staff. <i>(RAP 2018-2021, 3.4.2 Action)</i>	December 2024	PVC ALS	Aboriginal Education
13.3	Partner with Whyalla Secondary School on the development and launch of a pathway program into University.	December 2025	Dean UniSA College	Aboriginal Education
13.4	Pilot a virtual vacation program to facilitate opportunities for regional and remote Aboriginal students to gain exposure and experience in University, community and industry settings.	December 2025	Dean UniSA College	Aboriginal Education

Governance

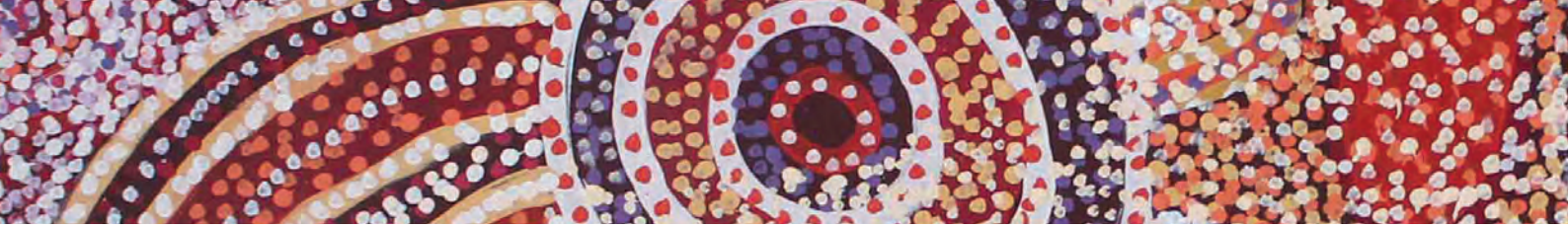
Each pillar is underpinned by an established governance structure that was first introduced in the RAP 2018-2021, and which is informed and guided by Aboriginal voices. Yaiya Warra-itya and the Purkarninhi in Residence are two senior, Aboriginal-led advisory bodies that ensure that the University's business is conducted in a manner that is transparent, culturally informed, appropriate, and self-determined by Aboriginal Peoples.

Action 14: Establish and maintain an effective RAP Working Group to drive governance of the RAP.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
14.1	Review Yaiya Warra-itya's Terms of Reference annually, to ensure an Aboriginal majority is maintained.	February, 2024, 2025	Chair Yaiya Warra-itya	Aboriginal Governance, Evaluation and Reporting
14.2	Review Yaiya Warra-itya's Terms of Reference annually, to ensure the Committee's composition reflects the University's governance structure.	February, 2024, 2025	Chair Yaiya Warra-itya	Aboriginal Governance, Evaluation and Reporting
14.3	Convene quarterly Yaiya Warra-itya meetings, to drive, monitor and oversee RAP implementation.	February, 2024, 2025	Chair Yaiya Warra-itya	Aboriginal Governance, Evaluation and Reporting

Action 15: Provide appropriate support for effective implementation of RAP commitments.

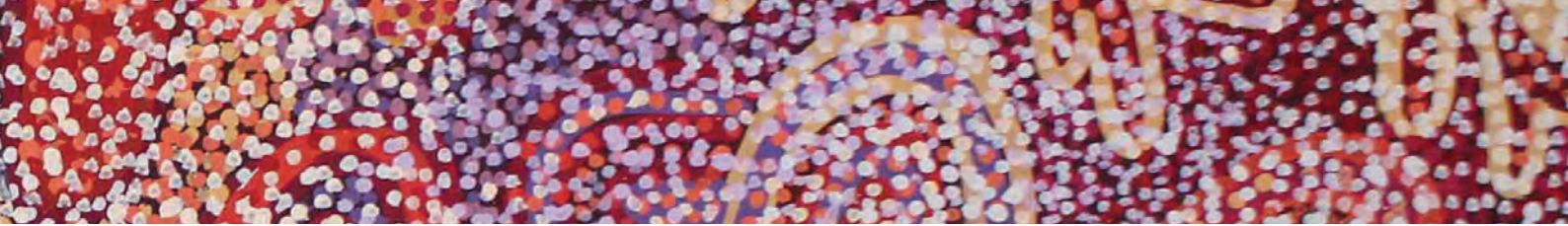
Ref #	Deliverable	Timeline	Responsibility	Focus Area
15.1	Track and report on the plan's progress and budget expenditures annually to the Enterprise Leadership Team.	October, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
15.2	Set and embed key RAP actions in performance expectations of academic and central units, to be overseen and reported through relevant senior management.	July, 2023, 2025	Enterprise Leadership Team	Aboriginal Governance, Evaluation and Reporting
15.3	Embed appropriate systems and capacity to track, measure and report on RAP commitments.	October, 2023, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
15.4	Develop a network of RAP champions, led by the Vice Chancellor in partnership with the PVC ALS, from across the University, to increase two-way knowledge sharing and understanding of reconciliation.	August 2023	PVC ALS Chief of Staff	Aboriginal Governance, Evaluation and Reporting



15.5	Include reconciliation, including the RAP's initiatives, as a standing item of business at Senior Leadership Group Forums.	March, June and September, 2023, 2024, 2025	Chief of Staff	Aboriginal Governance, Evaluation and Reporting
15.6	Dedicated support within academic and appropriate units, to support academic activities within the University and PVC ALS to achieve actions with the RAP. (RAP 2018-2021, 5.1.1 Action)	December 2023	Enterprise Leadership Team	Aboriginal Governance, Evaluation and Reporting

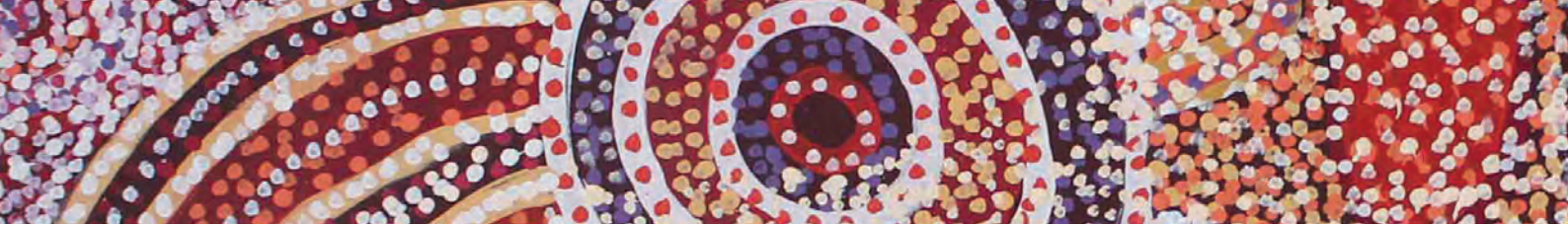
Action 16: Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
16.1	Confirm the University's primary RAP contacts with Reconciliation Australia annually.	June, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
16.2	Request the RAP Impact Measurement Questionnaire from Reconciliation Australia.	August, 2023, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
16.3	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 30, 2023, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
16.4	Disseminate quarterly reports to staff and students about the RAP, including the University's progress in achieving its reconciliation commitments, and opportunities to get involved.	March, 2024, 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting
16.5	Report publicly on the University's RAP and progress in achieving its reconciliation commitments, as part of UniSA's Annual Review publication.	June, 2024, 2025	CMCO	Aboriginal Governance, Evaluation and Reporting
16.6	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer and Leadership Survey.	May 2024	PVC ALS Chief of Staff	Aboriginal Governance, Evaluation and Reporting
16.7	Present a traffic light report on the University's progress to the UniSA community and Reconciliation Australia.	October 2025	PVC ALS	Aboriginal Governance, Evaluation and Reporting



Action 17: Continue our reconciliation journey by developing our next RAP.

Ref #	Deliverable	Timeline	Responsibility	Focus Area
17.1	Register the University's interest to develop our next RAP with Reconciliation Australia.	July 2025	PVC ALS Chief of Staff	Aboriginal Governance, Evaluation and Reporting
17.2	Biannual Enterprise Leadership Team Reconciliation Action Plan meetings. <i>(RAP 2018-2021, 5.1.6 Action)</i>	April and August, 2023, 2024, 2025	Vice Chancellor	Aboriginal Governance, Evaluation and Reporting



Our Aboriginal Governance Groups

Yaitya Warra-itya (RAP Work Group)

- Professor Irene Watson**
Pro Vice Chancellor: Aboriginal Leadership and Strategy, and Chair
- Uncle David Rathman AM PSM**
RAP Co-Chair
- Vanessa Matthews**
Students and Research Registrar, RAP Co-Chair
- Brendan Hughes**
Director: Student Engagement Unit
- Dr Uncle Lewis Yarlupurka O'Brien AO**
Fellow of UniSA, Purkarninthe in Residence Representative
- Professor Marnie Hughes-Warrington**
Enterprise Leadership Team Representative
- Professor Deirdre Tedmanson**
Academic Board Representative
- Professor Joanne Cys**
Provost and Chief Academic Officer

- Ginette Fogarty**
Chief Financial Officer
- Leata Clarke**
Manager, Wurringka Student Services
- Miranda McDonald**
Executive Director, People, Talent and Culture
- Hayley Kurray**
Undergraduate Student Representative
- Amy Cleland**
Postgraduate Student Representative, and Deputy Chair
- Professor Esther May**
Executive Dean Representative
- Professor Lester-Irabinna Rigney**
Teaching and Learning Staff Representative
- Associate Professor Yvonne Clark**
Research Staff Representative
- Jacinta Hughes**
Professional Staff Representative

Purkarninthe in Residence

- Dr Uncle Lewis Yarlupurka O'Brien AO**
Fellow of UniSA
- Uncle David Rathman AM PSM**
- Aunty Lynette Crocker**
- Aunty Roslyn Weetra**
- Uncle Kym Kropinyeri**
- Dr Uncle Kevin (Dookie) O'Loughlin OAM**
- Uncle Frank Wangutya Wanganeen**

Acronyms

ACUP	Aboriginal Content in Undergraduate Programs
APP	Aboriginal Pathway Program
APY	Anangu, Pitjantjatjara and Yankunytjatjara
CFO	Chief Financial Officer
CMCO	Chief Marketing and Communications Officer
DVC RE	Deputy Vice Chancellor: Research and Enterprise
FMU	Facilities Management Unit
PVC International	Pro Vice Chancellor: International
PVC ALS	Pro Vice Chancellor: Aboriginal Leadership and Strategy
PTC	People, Talent and Culture
Samstag	Samstag Museum of Art
SEU	Student Engagement Unit
Wurringka	Wurringka Student Services

LEWIS O'BRIEN BUILDING





University of South Australia

Australia's University of Enterprise

University of South Australia
GPO Box 2471, Adelaide
South Australia 5001
Telephone: +61 8 8302 6611
unisa.edu.au

The information provided in this publication is for general information only, and the University of South Australia makes no representation about the content, suitability, accuracy or completeness of this information for any purpose. It is provided "as is" without express or implied warranty.

Information correct at time of printing (August 2023)
CRICOS provider number 00121B / Australian University provider number PRV12107

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

UniSA's Stretch Reconciliation Action Plan (RAP) 2023–2025 is based on Reconciliation Australia's RAP Framework. Copyright in all content of the Stretch RAP (other than content sourced from the Framework) is owned by the University of South Australia.

Contact: Professor Irene Watson
Pro Vice Chancellor: Aboriginal Leadership and Strategy
RAPfeedback@unisa.edu.au
Telephone: +61 8 8302 6611

This publication printed by

Print Junction
...WHERE DESIGN MEETS PRINT

