

Elevate Reconciliation Action Plan

December 2020 – December 2023



RECONCILIATION
ACTION PLAN

ELEVATE

Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.



RAP Artwork

Gathering Knowledge

Artist: Arbut Ash Peters

Wurundjeri/Taungurong Man, local artist and direct descendant of Coranderrk

This painting depicts the continuous cycle of footprints on a never-ending journey travelling around Swinburne's campuses, which are located on Wurundjeri land.

The painting also shows meetings or gatherings that involve many people and Elders from Aboriginal and Torres Strait Islander communities. The colours used in the painting are aligned to the corporate colours of Swinburne. The use of earthy ochre in the background, as well as yellow and black throughout gives a sense of the culture of Wurundjeri people while also reflecting the Aboriginal flag.

Aboriginal and Torres Strait Islander readers are advised that this document may contain names and images of people who have passed.

Dedication

The 2020–23 Reconciliation Action Plan is dedicated to Yarra Yarra Elder Aunty Dot Peters AM (1930–2019).

Aunty Dot was born in Healesville in 1930 and spent the last 50 years of her life in the community.

She was dedicated to progressing reconciliation in Victoria, working within the community to build understanding and respect between Aboriginal and Torres Strait Islander people and the wider society.

Aunty Dot had a decades-long association with Swinburne and helped develop our Reconciliation Action Plans. She was generous with her time and very aware of the importance Swinburne places on Aboriginal and Torres Strait Islander knowledge and engagement.

In 2019, Aunty Dot was recognised in the Queen's Birthday Honours list and appointed a Member of the Order of Australia for her significant service to the Indigenous community of Victoria.

Aunty Dot was also a pioneer of recognition of Aboriginal and Torres Strait Islander war service and founded the Victorian Aboriginal Remembrance Service, a very personal and important part of Australia's history. Her legacy will have a lasting impact on our country's history.

Aunty Dot's many achievements also included, co-founding Healesville Indigenous Community Services Association, where she was Honorary Elder, founding the Yarra Valley Aboriginal Elders Association, receiving the Centenary Medal, and being on the Victorian Aboriginal Honour Roll and the Victorian Women's Honour Roll.

Aunty Dot's legacy at Swinburne continues through her son, Dr Andrew Peters, and two nieces, Lea Jones and Vicky Peters, who all work at Swinburne.



Yarra Yarra Elder Aunty Dot Peters AM

Acronyms

AEO	Aboriginal and Torres Strait Islander Employment Officer	M&C	Media and Communications
BA	Business Analytics	PAVE	Pathways and Further Education
CIO	Chief Information Officer	PVC (AI)	Pro Vice-Chancellor (Academic Innovation and Change)
CMO	Chief Marketing Officer	PVC (EQ)	Pro Vice-Chancellor (Education and Quality)
COO	Chief Operating Officer and Chief Financial Officer	PVC (I)	Pro Vice-Chancellor (Indigenous)
D (GR)	Dean (Graduate Research and Research Training)	RAP	Reconciliation Action Plan
D (LI)	Dean (Learning Innovation)	RO	Research Office
D (R)	Dean (Research)	RSG	RAP Steering Group
DVC (A)	Deputy Vice-Chancellor (Academic)	RWG	RAP Working Group
DVC (GCE)	Deputy Vice-Chancellor (Global and Community Engagement)	SALS	Student Administration and Library Services
DVC (PAVE)	Deputy Vice-Chancellor (Pathways and Vocation Education)	SAS	Student and Academic Services
DVC (R&E)	Deputy Vice-Chancellor (Research and Enterprise)	SE	Student Engagement
ED (R)	Executive Director (Reconciliation Strategy and Leadership) and Executive Director Moondani Toombadool Centre	SOL	Swinburne Online
EE	Employee Experience	SSL	Swinburne Student Life
EG	Executive Group	SUPRA	Swinburne University Postgraduate Research Award
ELG	Enterprise Leadership Group	TAFE	Technical and Further Education
F&S	Facilities and Services	VC	Vice-Chancellor
GICE	Government, Industry, and Community Engagement	VE	Vocational Education
HDR	Higher Degree by Research	VP (PP&C)	Vice-President (People, Planning and Culture)
HE	Higher Education		

Terminology

The 2020–23 RAP includes references to both ‘Indigenous’ and ‘Aboriginal and Torres Strait Islander’. The following is offered by way of clarity in reading this document.

We recognise the phrase ‘Aboriginal and Torres Strait Islander’ is gaining credence as a self-identifying term for Aboriginal and Torres Strait Islander people, particularly in Victoria. We also recognise some Aboriginal and Torres Strait Islander peoples may have a preference for ‘Indigenous’ as is their self-determined right. We also use ‘Indigenous’ in the context of international Indigenous peoples.

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Foreword from the Vice-Chancellor

Swinburne University of Technology's second Reconciliation Action Plan (RAP) 2017–2019 was the first university Elevate RAP.

During this time, Swinburne further embedded and strengthened reconciliation throughout the university and provided national leadership in reconciliation, achieving significant outcomes for our students, staff and communities.

Our 2020–2023 RAP has also been endorsed as an Elevate RAP by Reconciliation Australia. Our latest RAP signifies Swinburne's strong commitment to reconciliation and prioritises three key reconciliation themes for the university:

1. Embedding Aboriginal and Torres Strait Islander self-determination;
2. Entrenching Aboriginal and Torres Strait Islander knowledges; and
3. Ensuring Swinburne is a culturally safe place for Aboriginal and Torres Strait Islander staff, students, alumni and partners.

We have established a number of innovative and significant targets in our 2020–2023 RAP to address these themes. Targets include: appointing Swinburne's first Pro Vice-Chancellor (Indigenous); establishing a National Centre for Reconciliation Practice; increasing the number of Aboriginal and Torres Strait Islander staff and students working and studying across all areas of Swinburne; expanding Aboriginal and Torres Strait Islander cultural competency training for our staff and students; and further embedding reconciliation across all parts of the university.

I thank Executive Director, Reconciliation Strategy and Leadership Professor Andrew Gunstone for leading this critical work, and acknowledge the contributions of Swinburne's RAP Steering Group, the RAP Working Group, the Moondani Toombadool Centre, and many others from across both Swinburne and our external communities and partners that have contributed to developing our 2020–2023 Elevate RAP.

I look forward to seeing the significant contributions our 2020–2023 RAP will make to the ongoing journey of reconciliation for both Swinburne and the nation.

Professor Pascale Questor

**VICE-CHANCELLOR AND PRESIDENT
SWINBURNE UNIVERSITY OF TECHNOLOGY**



Message from Reconciliation Australia CEO

On behalf of Reconciliation Australia, I congratulate Swinburne University of Technology on its formal commitment to reconciliation, as it implements its second Elevate Reconciliation Action Plan (RAP), its third RAP overall.

Formed around the pillars of *relationships, respect, and opportunities*, the RAP program assists organisations to realise the critical role they can play in driving reconciliation across their work and area of expertise. With over 2.3 million people either working or studying in a RAP organisation, the program's potential for impact is greater than ever. Through the creation of this Elevate RAP, Swinburne continues to be an exemplary leader and model in this ever-growing community.

As a university with a reputation for excellence in science, technology, business, and design, Swinburne creates resilient graduates, while supporting cutting-edge research and enterprise that makes a difference.

It is not surprising, therefore, that with this drive for innovation, Swinburne became the first university to be recognised as an Elevate partner in 2017. Since then, it has continuously demonstrated leadership and acted as a pioneer in the space, setting an aspirational standard for what reconciliation can look like in higher education. Initiatives like the creation of the Moondani Toombadool Centre have established strong and deeply rooted foundations within the university, providing services for Aboriginal and Torres Strait Islander students and developing the institution's own cultural competency module. In 2019, Swinburne was one of 13 RAP organisations to develop a joint declaration of support of the Uluru Statement from the Heart, signalling its

dedication to and advocacy for Aboriginal and Torres Strait Islander self-determination and agency.

This ambitious Elevate RAP sees Swinburne continue this focus on Aboriginal and Torres Strait Islander decision-making, as well as recognising the leading role it can play by sharing its reconciliation learnings within its industry. It has committed to appointing a Pro-Vice Chancellor (Indigenous) to guide and direct its decisions on Aboriginal and Torres Strait Islander matters, embedding First Nations vision and leadership within its structure.

The university has also committed to working with other higher education institutions to develop a national university RAP industry network, to share ongoing advice and support. Further, aligning with its core business to support research that makes a difference, Swinburne will be creating Australia's first National Centre for Reconciliation, to rigorously investigate challenges and routes on the road to reconciliation. These initiatives stand as a testament to the seriousness and dedication with which Swinburne approaches its reconciliation commitments — continuously looking for ways to strategically use its expertise and sphere of influence to truly create change.

On behalf of Reconciliation Australia, I commend Swinburne University of Technology on this ambitious, innovative, and considered Elevate RAP and look forward to following its ongoing reconciliation journey.

Karen Mundine

**CHIEF EXECUTIVE OFFICER
RECONCILIATION AUSTRALIA**

Our Vision for Reconciliation

Swinburne will be a place where reconciliation is core to our culture. We will ensure Aboriginal and Torres Strait Islander peoples are culturally safe and Aboriginal and Torres Strait Islander self-determination and knowledges are embedded across the university. We will find ways to express this through our strategic priorities of future-ready learners, research with impact, and innovative enterprise.

It will shape the way we govern; how we work and employ our staff; our external partnerships; how we engage with students and develop their experience and learning; and the way we research and innovate. We will continue to develop our national thought leadership in reconciliation.

Our Vision is aligned to Swinburne's *Strategic Plan 2025* and to Reconciliation Australia's *Dimensions of Reconciliation* and *RAP Pillars*.



Dr Jackie Huggins AM delivered the 2019 Annual Swinburne Barak Wonga Oration. The Oration is named after significant Wurundjeri leaders Simon Wonga and William Barak. Dr Jackie Huggins AM is the Vice-Chancellor's Fellow for Indigenous Leadership at Swinburne.

Swinburne's Strategic Plan 2025

VISION:

A world-class university creating social and economic impact through science, technology and innovation.

STRATEGIC PRIORITIES:

Future-ready Learners: We create future-ready graduates by taking our students outside of the conventional classroom, introducing them to new and different ways of learning and thinking. It comes from hands-on experience, industry leaders, from the world around us, and from one another.

Research with Impact: Our commitment to knowledge is driven by our research and focused on making real-world impact, transforming our global and local communities. As a trusted and respected world-class leader in research excellence, we are determined to make a real difference to the communities we serve.

Innovative Enterprise: We do all this by creating a space where ideas are made and the future is imagined, where the brave and the adventurous from local communities and from around the world are supported to push the boundaries of what is into what it can be.

(Source: <https://www.swinburne.edu.au/about/strategy-initiatives/2025-strategic-plan/>).

Reconciliation Australia

VISION:

Our vision is for a just, equitable and reconciled Australia.

DIMENSIONS OF RECONCILIATION:

Race Relations: All Australians understand and value Aboriginal and Torres Strait Islander and non-Indigenous cultures, rights and experiences, which results in stronger relationships based on trust and respect and that are free of racism.

Equality and Equity: Aboriginal and Torres Strait Islander peoples participate equally in a range of life opportunities and the unique rights of Aboriginal and Torres Strait Islander peoples are recognised and upheld.

Unity: An Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared identity.

Institutional Integrity: The active support of reconciliation by the nation's political, business and community structures.

Historical Acceptance: All Australians understand and accept the wrongs of the past and the impact of these wrongs. Australia makes amends for the wrongs of the past and ensures these wrongs are never repeated.

RAP PILLARS

Relationships: To achieve reconciliation, we need to develop strong relationships built on trust and respect, and that are free of racism ... From a human rights perspective, relationships are central to principles of Aboriginal and Torres Strait Islander self-determination and free, prior and informed consent outlined under the United Nations Declaration on the Rights of Indigenous Peoples.

Respect: When individuals, organisations and sectors embed cultural competence into their everyday business, we know that Aboriginal and Torres Strait Islander people face less barriers in terms of accessing health, education and employment opportunities. Crucially, respect for and protection of culture, along with equality and non-discrimination are also fundamental human rights that apply to all peoples, including Aboriginal and Torres Strait Islander peoples.

Opportunities: Developing and implementing culturally appropriate, partnership-centered solutions that uphold the unique rights of Aboriginal and Torres Strait Islander peoples helps to create the right environment for Aboriginal and Torres Strait Islander people to participate equally across education, employment and health opportunities.

(Source: <https://www.reconciliation.org.au/wp-content/uploads/2018/05/relationships-respect-opportunities-1.pdf>).



Our Business

Swinburne was established as a university in 1992 – a proud step in a journey that commenced with our establishment as a technical institute in 1908. Throughout the more than 100 years of our history, we have been committed to innovative education, strong industry and community engagement, and social inclusion. Today, Swinburne is a world-class university focused on creating social and economic impact, through science, technology, and innovation. We are committed to transforming the future of education by giving students the knowledge, adaptability, and experience they need to make a lasting impact on the workplaces of tomorrow.

At Swinburne, we actively work to provide opportunities in both vocational and higher education for all students, regardless of where they live. Both as an early leader in international education and an early adopter of online and blended delivery options, Swinburne is expanding opportunities for a new generation of learners throughout Australia and beyond. Swinburne's Australian campuses are in Melbourne's eastern suburbs, Hawthorn, Croydon, and Wantirna. Swinburne also has a branch campus in Sarawak, Malaysia. Swinburne has a global reach through its teaching, including Swinburne Online, and research activities.

Our emphasis at Swinburne is on engaged education and research, particularly in science, technology, innovation, business, and design, but in many other areas as well. The aim is to provide teaching and research that contributes to national economic and social objectives, while at the same time making a positive difference in the lives of individuals. We continually work to advance and build our educational provision and our research through our partnerships within Australia and throughout the world, always with the aim of achieving outcomes that are directly relevant for individuals, communities, and society more broadly, as well as for Australian industry.

In November 2020, there were 41,580 students enrolled in our higher education courses, including 441 Aboriginal and Torres Strait Islander students (1.1%), and 16,499 students enrolled in our vocational education courses, including 384 Aboriginal and Torres Strait Islander students (2.3%).

In November 2020, there were 2,582 staff employed at Swinburne, including 7 Aboriginal and Torres Strait Islander academic staff and 15 Aboriginal and Torres Strait Islander general (non-academic) staff (0.9%).



Rob Hyatt from the Koorie Heritage Trust speaking to conference delegates during a Cultural Walking Tour as part of the Inaugural National RAP Conference in 2018, organised by the Moondani Toombadool Centre at Swinburne, Reconciliation Australia, and the Richmond Football Club. The Koorie Heritage Trust works with Swinburne to conduct Indigenous Cultural Competency training for Swinburne staff.



Aunty Dot Peters Flowering Grasslands in Hawthorn. These grasslands were designed by Dean Stewart, a Wemba Wemba Wergaia man and Indigenous designer, and organised by the Moondani Toombadool Centre.



Our RAP Journey

Swinburne has built significant relationships for more than thirty years with Aboriginal and Torres Strait Islander peoples and communities. We have a demonstrated long-standing commitment to genuinely engaging with communities and organisations to increase higher education and vocational education access, participation, and achievement for Aboriginal and Torres Strait Islander peoples. Our courses have enabled hundreds of Aboriginal and Torres Strait Islander students to improve their own skill base and have provided a range of career opportunities.

Our move into the RAP space was a culmination of this progress. In 2012, the university consulted with key internal stakeholders, industry partners and, most importantly, the wider Aboriginal and Torres Strait Islander community. This consultation resulted in the development and launch of our inaugural RAP, led by Dr Andrew Peters, Lea Jones and Sharon Rice. This 2014–16 RAP not only challenged the university to aim high, but also invested its success in the ability of the Executive Group to embrace, value and respect Aboriginal and Torres Strait Islander cultures.

In 2015, Swinburne created the role of Executive Director, Reconciliation Strategy and Leadership to lead the development and implementation of the RAP and appointed Professor Andrew Gunstone to this position. The role has a whole-of-institution responsibility for leadership,

policy, strategy and advice on reconciliation, the RAP and all Aboriginal and Torres Strait Islander matters, including governance and leadership, culture, Aboriginal and Torres Strait Islander staff, Aboriginal and Torres Strait Islander students, engagement, teaching and learning, and research.

The impact of our first RAP resulted in a clear cultural shift in the way Swinburne operates and its ability and willingness to engage with and learn from Aboriginal and Torres Strait Islander communities. We learned that broad and meaningful cultural change requires a sustained and significant commitment across all of the university to progress reconciliation. We developed significant Aboriginal and Torres Strait Islander initiatives in many university areas. We were particularly pleased that we addressed all of our actions and targets from our 2014–16 RAP.

In developing our second RAP, we identified several areas that required additional strategies. These areas included: providing national leadership on reconciliation; broadening our online and face-to-face cultural competency training; increasing the numbers and retention rates of Aboriginal and Torres Strait Islander staff and students; continuing to develop partnerships with Aboriginal and Torres Strait Islander communities and organisations; and continuing to engage with Aboriginal and Torres Strait Islander knowledges in our teaching, learning and research activities.

In 2017, we developed and launched our second RAP. Our 2017–19 RAP was the first university RAP to be recognised by Reconciliation Australia as an Elevate RAP. Swinburne joined just 20 other organisations out of over 1000 in the RAP program to have its RAP recognised as an Elevate RAP. Our 2017–19 RAP had 80 targets and 17 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research.

Our 2017–19 RAP resulted in significant transformational change across Swinburne. There were many highlights from our RAP, including those listed below in the Reconciliation in Action section. We fully achieved 71 RAP targets and partially achieved 9 RAP targets. The nine targets that we fell just short included cultural competency completion rates, academic staff and scholarship targets. The targets that were not fully achieved all related to the need for the wider university to further engage in reconciliation, the RAP and Aboriginal and Torres Strait Islander matters.

Our experiences of implementing the 2017–19 RAP reiterated a number of key learnings about the importance of:

1. Recognising and embedding Aboriginal and Torres Strait Islander self-determination and knowledges;
2. Creating a culturally safe environment for Aboriginal and Torres Strait Islander staff, students, alumni, visitors and partners;
3. Incorporating Aboriginal and Torres Strait Islander knowledges throughout all organisational areas of the university;
4. Embedding the RAP, reconciliation, and Aboriginal and Torres Strait Islander matters throughout the whole university.

In developing our third RAP and reviewing our key learnings from our 2017–19 RAP, we have again identified several areas that require further strategies and commitments. We have refreshed our Vision for Reconciliation to recognise these commitments.

We are committed to a greater recognition of Aboriginal and Torres Strait Islander self-determination, including the appointment of an Aboriginal and Torres Strait Islander Pro Vice-Chancellor. This position will have university-wide responsibility for all Aboriginal and Torres Strait Islander matters, will lead the Moondani Toombadool Centre, and will work closely with the Executive Director, Reconciliation Strategy and Leadership.

We are dedicated to ensuring that Swinburne is a culturally safe place for all Aboriginal and Torres Strait Islander people, including staff, students, alumni, partners, and visitors; to further embed Aboriginal and Torres Strait Islander knowledges throughout all areas of the university; and to continue to provide national thought leadership in reconciliation, Aboriginal and Torres Strait Islander matters, and RAPs.

We are committed to engaging with and embedding Aboriginal and Torres Strait Islander knowledges across all our organisational areas. In particular, we will continue to implement Aboriginal and Torres Strait Islander knowledges in areas of teaching and learning, and research, through the Moondani Toombadool Centre partnering with both higher education schools and vocational education departments.

We are dedicated to more deeply embedding reconciliation and the RAP across Swinburne, including increasing the engagement between the RAP and Swinburne's Strategic Plan 2025 and its three Strategic Priorities – Future-Ready Learners, Research with Impact, and Innovative Enterprise – and further engaging with staff, students, alumni, and partners through innovative internal and external communication processes.



Top: The sign 'Wominjeka', which means 'Welcome, what are your intentions?' in the Woiwurrung language of the Wurundjeri People, was installed at the Croydon campus in 2019.

Bottom: The Swinburne Indigenous student team that competed at the Indigenous Nationals University Games in 2019. L-R: Front Row: Emily Gittins; Katie Bugden (C); Jordie McAuliffe; Cheyenne Macumber; Back Row: James Mullett; Dylan Murphy; Joey Ugle-Heng; Lorraine Jaffer; Matthew Tiffen; Absent: Conor Bowden (C); Shauna Miller; Coen Henry.

Above: 2019 NAIDOC Eastern Metropolitan Region (EMR) Ball. The Moondani Toombadool Centre sponsors the NAIDOC EMR Annual Youth Education and Employment Award. L-R: Dr Mary Ann Jacobs (University of North Carolina, Pembroke); Dr Jane Haladay (University of North Carolina, Pembroke); Dr Andrew Peters (Swinburne University of Technology); Dr Winona Wheeler (University of Saskatchewan); and Janice Nicotine (University of Saskatchewan). The visiting academics were in Australia for the International Indigenous Study Tour organised by Dr Andrew Peters and the Moondani Toombadool Centre.

Reconciliation in Action

The following examples from the period of our second RAP (2017–19) illustrates the progress Swinburne has made in our reconciliation journey.

In 2018, the Moondani Toombadool Centre was created, with responsibility for all Aboriginal and Torres Strait Islander matters at Swinburne – governance and leadership, culture, staff, students, engagement, teaching and learning, and research (see Case Study).

Dr Jackie Huggins AM was appointed in 2019 as Swinburne's inaugural honorary Vice-Chancellor Fellow on Indigenous Leadership to provide advice and guidance to the Vice-Chancellor and the university on Aboriginal and Torres Strait Islander matters.

In 2018, the Moondani Toombadool Centre organised, along with our partners, Reconciliation Australia and Richmond Football Club, the inaugural National Reconciliation Action Plan (RAP) Conference, which attracted over 370 delegates from 24 industries (see Case Study).

In 2018, Swinburne co-founded the Elevate RAP Network with Reconciliation Australia and 23 other Elevate RAP organisations, to share our experiences and collaborate on developing a range of initiatives to progress reconciliation at a national level.

In 2019, Swinburne worked with Reconciliation Australia and 13 other Elevate RAP organisations to develop a joint declaration of support for the Uluru Statement from the Heart, which calls for a First Nations Voice to Parliament and a Makarrata Commission (see Case Study).

Provided expert guidance and advice to a number of corporates, universities, community groups and other organisations on reconciliation and RAPs, and delivered addresses to many academic and industry conferences, including the 2018 and 2019 National RAP Conferences.

2847 staff (88% of all staff) completed the Aboriginal and Torres Strait Islander Cultural Competency online module and 275 staff (8.5%) completed the half-day Aboriginal and Torres Strait Islander Cultural Competency workshop conducted by the Koorie Heritage Trust.

A significant increase in the visibility and recognition of Aboriginal and Torres Strait Islander cultures, both physically – artwork, banners, installations, events – and virtually – accessible IT content, inclusion of an Acknowledgment of Country on all Swinburne computers.

Conducted significant research on measuring the impact of Swinburne's 2017–19 RAP on university staff, which will assist in developing substantial national models to measure the outcomes and impacts of RAPs (see National Centre for Reconciliation Practice section).

In 2018, the Moondani Toombadool Centre created a university-wide RAP Supporters Network to assist in embedding reconciliation and the RAP across Swinburne; the Network has over 50 academic and general staff members from across all Executive Group portfolios.

Significantly increased the number of Aboriginal and Torres Strait Islander staff from four to 24, including increasing the number of Aboriginal and Torres Strait Islander academics from one to seven, with a higher retention rate than the overall Swinburne rate.

The creation of the Swinburne Aboriginal and Torres Strait Islander Professional Development Funding Scheme, that provided significant professional development funding to all Aboriginal and Torres Strait Islander academic and general staff.

The creation of the Indigenous Student Services team in the Moondani Toombadool Centre to provide a range of services to Aboriginal and Torres Strait Islander students, including academic, cultural and personal support, academic tutoring, scholarships, and advocacy.

Substantially increased the number of Aboriginal and Torres Strait Islander higher education students and vocational education students, studying in on-campus, online, and work-based modes, from 568 to 824, with an overall increased retention rate from 61.7% to 62.5%.

In 2017, Swinburne Aboriginal and Torres Strait Islander students competed for the first time at the Indigenous National University Student Games, and in 2019, the first all Swinburne Aboriginal and Torres Strait Islander team competed at the games.

Developed partnerships with many Aboriginal and Torres Strait Islander organisations, including Oonah Belonging Place, Mullum Mullum Indigenous Gathering Place, Worawa Aboriginal College, Korin Gamadji Institute, and Arnhem Land Progress Aboriginal Corporation.

The Swinburne Annual Reconciliation Lecture, designed to advance community understandings on reconciliation, was presented by Professor John Maynard (2017), Professor Stan Grant (2018), and Uncle Wayne Thorpe, Dr Duane Hamacher and Krystal De Napoli (2019).

The Swinburne Annual Barak-Wonga Oration, designed to advance community understandings on Aboriginal and Torres Strait Islander matters, was presented by Professor Muriel Bamblett AO (2017), Jill Gallagher AO (2018), and Dr Jackie Huggins AM (2019).

The Moondani Toombadool Centre has organised numerous academic and cultural events, such as exhibitions, workshops, lectures, films, morning teas, sports and music, to commemorate occasions like National Reconciliation Week, National Sorry Day, and NAIDOC Week.

Significantly increased our procurement engagement with Aboriginal and Torres Strait Islander businesses, including joining Supply Nation, substantially growing the value spend by 1470%, and expanding the range of businesses from 10 to 15.

The Department of Social Sciences and the Moondani Toombadool Centre developed the university's first Aboriginal and Torres Strait Islander Studies major, consisting of eight undergraduate subjects in 2018, and first delivered this major in 2019.

In 2019, the Moondani Toombadool Centre developed an Aboriginal and Torres Strait Islander Cultural Competency student online module, which from 2020, is available to Swinburne higher education students and vocational education students.

The development of an Aboriginal and Torres Strait Islander teaching and learning culture and an Aboriginal and Torres Strait Islander research culture at Swinburne, through providing grants, holding symposiums, workshops and seminars, and developing resources.

Aboriginal and Torres Strait Islander researchers have been awarded a significant number of research grants, including the first Australian Research Council Discovery and Discovery Indigenous grants awarded to Swinburne Aboriginal and Torres Strait Islander researchers.

The creation of the Aboriginal and Torres Strait Islander Research Fellowship Scheme and the Aboriginal and Torres Strait Islander Postgraduate Scholarship scheme to increase the number of Aboriginal and Torres Strait Islander academics and postgraduate students.

The Moondani Toombadool Centre continued to publish the *Journal of Australian Indigenous Issues*, a leading international publication and edited by the Executive Director, Reconciliation Strategy and Leadership, including the first journal special issue on RAPs.

Swinburne's Aboriginal Workforce Development Initiative, a training project engaging 21 Aboriginal Community Controlled Organisations and 10 Registered Training Organisations, created accredited TAFE training for over 200 Aboriginal and Torres Strait Islander people.

In 2019, Swinburne became a major supporter of the Girls Academy, Australia's largest in-school mentoring and leadership program for Aboriginal and Torres Strait Islander girls; our activities included sponsoring their National Summit and visiting many schools.





CASE STUDY:

Moondani Toombadool Centre

In April 2018, Swinburne's Indigenous student support team and the RAP team joined to form the Moondani Toombadool Centre. This was the first time Swinburne had created a university-wide Aboriginal and Torres Strait Islander centre. 'Moondani Toombadool' means 'Embracing Teaching and Learning' in the Woiwurrung language of the Wurundjeri People.

The Moondani Toombadool Centre's vision is to be 'A transformational leader grounded in Aboriginal and Torres Strait Islander knowledges'. The centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne – governance and leadership, culture, Aboriginal and Torres Strait Islander staff, Aboriginal and Torres Strait Islander students, engagement, teaching and learning, and research – reconciliation, and the RAP. It is a student services, teaching, and research centre, and encompasses a broad number of areas, including the following:

- An Indigenous Student Services team that provides a range of services – such as academic, cultural, and personal support, academic tutoring, scholarships, and advocacy – to Aboriginal and Torres Strait Islander higher education and vocation education students, studying a range of modes such as on-campus, online, and work based.
- A teaching and research team that is driving institutional change in Aboriginal and Torres Strait Islander teaching and learning, and research. This includes developing the Aboriginal and Torres Strait Islander Cultural Competency student online module for higher education and vocational education students, and researching the experiences of Aboriginal and Torres Strait Islander online learners.

- A strong focus on external engagements, including with Aboriginal and Torres Strait Islander organisations, such as Oonah Belonging Place, Mullum Mullum Indigenous Gathering Place, Worawa Aboriginal College, Korin Gamadji Institute, and Arnhem Land Progress Aboriginal Corporation, and with other organisations, such as the Clontarf Foundation, the Victorian Indigenous Engineering Winter School, and several Canadian, United States and New Zealand universities.
- Engaging and educating the wider Swinburne community regarding Aboriginal and Torres Strait Islander matters, reconciliation, and the RAP. It organises many academic and cultural events to commemorate National Sorry Day, National Reconciliation Week, NAIDOC Week, and other occasions. It provides expertise, guidance, and advice to numerous Swinburne academic and general staff. It creates self-determining and reciprocal collaborations regarding Aboriginal and Torres Strait Islander matters with other Swinburne areas, including with the disciplines of engineering, interior design, graphic design, health sciences, social sciences, psychology, and entrepreneurship.

Above: The Indigenous Student Services team from the Moondani Toombadool Centre presenting their poster at the 2019 Australia New Zealand Student Services Association. L-R: Joel Booijers, Indigenous Student Advisor; Vicky Peters, Manager, Indigenous Student Services; Lydia Bissett, Indigenous Student Recruitment Officer; and Cyan Earnshaw, Indigenous Student Advisor. Absent: Lea Jones, Koori Liaison Officer.

CASE STUDY:

Inaugural National RAP Conference

One of our targets in the 2017–19 RAP was to organise and host a national conference on RAPs. The vision in developing this target was to hold the first national conference on RAPs since the creation of the RAP program by Reconciliation Australia in 2006. We invited Reconciliation Australia and the Korin Gamadji Institute at Richmond Football Club to partner with us in organising the conference.

We developed four broad aims for the conference: 1) inspire organisations to reflect and increase the impact of their reconciliation initiatives; 2) amplify the voices of Aboriginal and Torres Strait Islander peoples who have, and continue to, provide leadership in this space; 3) progress the national conversation on reconciliation; and 4) strengthen relationships between RAP organisations.

The conference was held on 5–6 December 2018, and incorporated the 2018 Swinburne Annual Reconciliation Lecture. Over 370 people attended the conference (with a waitlist of over 50) and 450 people attended the Reconciliation Lecture. These numbers clearly showed a significant demand in the wider community for engagement, dialogue, and guidance on RAPs and reconciliation. The conference highlights included:

- Keynote Addresses by Dr Jackie Huggins AM (*Reflections on the Reconciliation Journey*) and by Professor Tom Calma AO (*The Future of Reconciliation*)
- 2018 Swinburne Annual Reconciliation Lecture by Professor Stan Grant (*Between Resentment and Reconciliation: Living with the Burden of History*)
- Panel Sessions
 - *The Role of RAPs in the Reconciliation Journey*, which discussed how RAP organisations could advance reconciliation
 - *Sharing RAP Stories*, which shared key learnings, experiences, successes, and challenges of the RAP program
 - *Aboriginal and Torres Strait Islander Perspectives on RAPs*, which provided several perspectives on RAPs and reconciliation
 - *Advancing National Reconciliation Issues*, that looked at RAP organisations contributing to national reconciliation conversations

- Roundtable on *Sharing RAP Stories*, which provided delegates with the opportunity to share their experiences with the RAP program
- Several cultural events – cultural walks with the Koorie Heritage Trust, yoga with Wayapa Wuurrk Yoga, and music from the group SOUL

A special issue on the conference was published in the *Journal of Australian Indigenous Issues*. The Opening Ceremony, the two Keynote Addresses from Dr Jackie Huggins AM and Professor Tom Calma AO, and the Closing Ceremony, along with Professor Stan Grant's Swinburne Annual Reconciliation Lecture, were all video recorded. The journal issue and videos are available at www.swin.edu.au/Indigenous.



Right: Professor Stan Grant delivered the 2018 Annual Swinburne Reconciliation Lecture. The lecture was part of the inaugural National RAP Conference.

CASE STUDY:

Support for the Uluru Statement from the Heart

In 2019, Swinburne worked with Reconciliation Australia and 13 other Elevate RAP organisations to develop a joint declaration of support for the Uluru Statement from the Heart. The Uluru Statement from the Heart was adopted by 250 Aboriginal and Torres Strait Islander delegates at the 2017 National Constitutional Convention and calls to enshrine a First Nations Voice to Parliament in the Constitution and establish a Makarrata Commission to oversee processes on agreement-making and truth-telling.

Our then Vice-Chancellor, Professor Linda Kristjanson AO, stated: "Swinburne is committed to the reconciliation process and supports Aboriginal and Torres Strait Islander peoples in their call for an Indigenous voice in federal parliament. We support First Nations peoples' rights and for their unique experience and knowledge to be reflected in policies and programs that govern and determine their futures".

Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership, stated: "Swinburne is committed to reconciliation, including the acknowledgement of history, the recognition of Aboriginal and Torres Strait Islander rights, such as self-determination, and the provision of reparative justice. Swinburne strongly supports the Uluru Statement from the Heart, with its calls for the establishment of a First Nations Voice in the Constitution, and the establishment of a Makarrata Commission".

The collective response to the Uluru Statement from the Heart states:

We represent 14 diverse organisations across a range of sectors including, academia, aviation, construction, energy, engineering, insurance, legal, professional services, sport and resources. Collectively we educate, employ and provide services to people across all of Australia. Together, we make this response to the Uluru Statement from the Heart: Thank you for your invitation to walk with you in a movement of all Australian people for a better future. We recognise the Uluru Statement from the Heart as an historic mandate to create a fuller expression of Australia's nationhood. We hear your call for the establishment of a First Nations Voice enshrined in the Constitution and for a referendum to amend the Constitution accordingly. We hear your call for a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history. In a spirit of reconciliation, we look forward to working with and supporting you, as a matter of national priority, to develop and enact specific proposals in relation to Voice, Treaty and Truth.

A video of the 14 Elevate RAP organisations supporting the Uluru Statement from the Heart is available at www.swin.edu.au/Indigenous.

The Uluru Statement from the Heart has been one of the guiding documents behind the development of our 2020-23 RAP and our commitment to a greater recognition of Aboriginal and Torres Strait Islander self-determination, truth telling, structural reform and justice.

Uluru Statement from the Heart

We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart:

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.

We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.

National Centre for Reconciliation Practice



In our 2017–19 RAP, Swinburne committed to provide national leadership in reconciliation. In particular, we included a target to organise and host an inaugural National RAP Conference. This commitment to national leadership was appropriate given our 2017–19 RAP was the first university RAP to be recognised as an Elevate RAP by Reconciliation Australia. During our 2017–19 period, as detailed previously in the section ‘Reconciliation in Action’, there were a number of examples of Swinburne’s national leadership in reconciliation.

In our 2020–23 RAP, Swinburne has committed to further develop our national leadership in reconciliation by creating a National Centre for Reconciliation Practice. This commitment is strongly linked to our Vision for Reconciliation, with its elements of cultural safety, self-determination, Aboriginal and Torres Strait Islander knowledges, education, research, innovation, partnerships, engagement, and leadership. The National Centre for Reconciliation Practice will be one of our most important initiatives in enabling us to address our Vision, particularly in continuing and expanding our national academic and industry leadership in reconciliation, and increasing understandings of the critical importance to Swinburne and other organisations of self-determination, Aboriginal and Torres Strait Islander knowledges, and cultural safety.

The multidisciplinary National Centre for Reconciliation Practice will explore the opportunities and challenges relating to reconciling Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples. It will make a significant contribution to addressing these opportunities and challenges by increasing industry, community, and academic understandings of a wide range of reconciliation related matters. These interrelated areas include Reconciliation Australia’s five dimensions (historical acceptance, race relations, equality and equity, institutional integrity, unity), concepts of reconciliation, reparations, justice, self-determination, rights, cultural competence and cultural safety. These matters have long been identified by many Aboriginal and Torres Strait Islander leaders and academics as critical components of addressing reconciliation.

The National Centre for Reconciliation Practice will address a significant gap in industry, community, and academic engagement with reconciliation, as well as in the national reconciliation movement. Currently, there is no university, industry, or community-based centre in

Australia that is specifically dedicated to developing our national understandings of reconciliation. The National Centre for Reconciliation Practice will be the first ever such centre in Australia. While based in a university, it will have a significant focus on industry and community, as well as academic, engagements with reconciliation. The National Centre for Reconciliation Practice will strongly contribute to national systemic change through dedicated and broad industry, community, and academic focus and analysis on the above-mentioned opportunities and challenges.

Swinburne is in a unique position to establish the National Centre for Reconciliation Practice. We have a strong history of national industry, community, and academic leadership in reconciliation. We are one of three universities with Elevate RAPs. As a university, we have a significant remit on teaching and learning, thought leadership, engagement, scholarship, and research. In our approach to reconciliation, we have long been committed to the principles of self-determination, Aboriginal and Torres Strait Islander knowledges, and cultural safety. We will embed these principles in the National Centre for Reconciliation Practice’s Vision, Principles, Goals, Strategies, and Operations.

The centre will be led by the Executive Director, Reconciliation Strategy and Leadership, who is an international expert in academic and industry understandings of reconciliation. The centre staff will be drawn from several areas, including Indigenous Studies, social impact, psychology, law, history, health, education, and public policy, and will include industry fellows, academics, researchers, and postgraduate students. Swinburne will also allocate both the 2022–24 Aboriginal and Torres Strait Islander Research Fellowship and Postgraduate Scholarship to the centre.

The centre will significantly collaborate and engage with a broad range of external partners, including Aboriginal and Torres Strait Islander communities and organisations, Reconciliation Australia, governments, industry, other universities, and community organisations.

It will also engage with several Swinburne organisational areas, such as the Centre for Social Impact, the Social Innovation Research Institute, the Analysis and Policy Observatory, and the Government, Industry, and Community Engagement team, as well as with Swinburne staff, students and alumni.

It will be governed by an Advisory Board, with representation from Aboriginal and Torres Strait Islander organisations, Reconciliation Australia, industry, Swinburne and other universities. Aboriginal and Torres Strait Islander people will comprise the majority of the Advisory Board’s membership and the Advisory Board will be chaired by the external Aboriginal and Torres Strait Islander Chair of Swinburne’s RAP Steering Group.

There are a range of significant and innovative projects and initiatives that the National Centre for Reconciliation Practice have committed to undertake during our 2020–23 RAP. A number of these projects and initiatives are briefly detailed below, as well as being listed as targets under Theme One, Actions Two and Three, of our 2020–23 RAP. There will also be a number of other projects and initiatives developed during the 2020–23 RAP by the National Centre for Reconciliation Practice, in collaboration with our external and internal partners.

- The development of three industry-focussed online training packages to assist and guide organisations engaging with reconciliation and RAPs. These modules will be trialled during 2021 and will be available to the wider RAP network from March 2022.
- An analysis of the past three decades of the wider Australian reconciliation movement, looking at where the movement has come from and why we are where we are today, to better understand the current reconciliation movement. This project will be completed by 2023.
- Investigate other national reconciliation projects, such as those of Canada, South Africa and New Zealand, and explore how these projects are advancing reconciliation, in terms of Indigenous rights, treaties, engagements and relationships. This will also be completed by 2023.
- An analysis of effective processes to measure the impact of RAPs, looking at outcomes, as well as outputs. This project will engage with Reconciliation Australia and other RAP organisations during 2021 and will deliver a range of national RAP measurement tools in 2022.
- Organise two annual public lectures, designed to advance community understandings of reconciliation and Aboriginal and Torres Strait Islander Affairs: 1) Swinburne Annual Reconciliation Lecture, and 2) Swinburne Annual Barak-Wonga Oration.

- Organise an annual seminar to advance understandings in the wider community on the Uluru Statement from the Heart, and its elements of Voice, Treaty and Truth.
- Provide expert advice and support to our industry partners and other RAP organisations, including industry, universities, governments and community groups, regarding RAPs, reconciliation and the Uluru Statement from the Heart.
- In partnership with Reconciliation Australia, Aboriginal and Torres Strait Islander higher education groups and Universities Australia, we will work with other universities that have RAPs to develop a national university RAP industry network by June 2021.
- Provide ongoing expert advice and support throughout our 2020–23 RAP to TAFEs regarding RAPs and reconciliation. We are in a strong position to do this as we are one of only six dual-sector universities in Australia, providing both higher and vocational education.

Above: The Inaugural National RAP Conference had several panels, including this one on ‘The Role of RAPs in the Reconciliation Journey’. L-R: Karen Mundine, CEO, Reconciliation Australia; Leah Armstrong, Director, Wollotuka - Indigenous Education and Research, University of Newcastle; Jen Dawson, Director, BHP Foundation’s Australian Country Program, BHP; Belinda Duarte, CEO, Culture is Life; and Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership, Swinburne University of Technology.



The 2020–23 Reconciliation Action Plan

Our 2020–23 RAP has been developed as a statement of commitment that reconciliation is core to our culture. In all areas of activity, Swinburne will value, respect, and celebrate Aboriginal and Torres Strait Islander peoples and cultures. We will contribute, within Swinburne and nationally, to address the fundamental elements of reconciliation: Aboriginal and Torres Strait Islander rights, including self-determination; Aboriginal and Torres Strait Islander knowledges; cultural safety; racism; reparative justice; history; relationships; and socio-economic justice.

Swinburne's 2020–23 RAP has been developed in accordance with the framework and methodology provided by Reconciliation Australia. We reviewed all university RAPs and several Elevate RAPs to identify relevant strategies. We reviewed our previous RAPs and reflected both on the lessons learnt from these RAPs and on the next steps of our reconciliation journey.

We undertook a broad consultative process with the Executive Group, staff, and students across the university, and with Aboriginal and Torres Strait Islander leaders, community members, and organisations.

Our 2020–23 RAP has been developed in the context of the highly significant financial impact of COVID-19 on the university sector. Modelling by Universities Australia indicates COVID-19 could cost the sector \$16 billion in revenue by 2023¹. Given this impact, it is important to acknowledge Swinburne has strongly committed to continue to provide appropriate staff and financial resources to ensure the sustainability of all our 2020–23 RAP actions and targets, including the sustainability of the Moondani Toombadool Centre and the National Centre for Reconciliation Practice.

Guiding Documents

The RAP is Swinburne's primary Aboriginal and Torres Strait Islander strategy. It informs and guides other Swinburne Aboriginal and Torres Strait Islander strategies on employment, research, and teaching and learning. Our RAP is guided by, and engages with, the following documents:

- Australian Government *National Aboriginal and Torres Strait Islander Education Policy 2015*
- Australian Government *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012*
- Australian Institute of Aboriginal and Torres Strait Islander Studies *Code of Ethics for Aboriginal and Torres Strait Islander Research 2020*
- Reconciliation Australia *Dimensions of Reconciliation and RAP Pillars*
- *Swinburne University of Technology Act 2010*
- Swinburne University of Technology *2025 Strategic Plan*
- *Uluru Statement from the Heart 2017*
- United Nations *Declaration on the Rights of Indigenous Peoples 2008*
- Universities Australia *Indigenous Strategy 2017–2020*
- Victorian Government *Marrung Aboriginal Education Plan 2016–2026*

Key Themes

Our RAP is organised into seven broad and interconnected themes. These themes have consistently been identified in the extensive academic literature and numerous government reports over the past thirty years, as being of critical importance in developing an understanding into how universities need to change to be able to legitimately address the educational needs of Aboriginal and Torres Strait Islander peoples.

The themes, along with a brief synopsis of the key findings from the past three decades of academic literature and government reports, are:

- **Governance and Leadership:** Universities need to recognise their disempowerment of Aboriginal and Torres Strait Islander peoples and genuinely engage with Aboriginal and Torres Strait Islander peoples in creating appropriate governance and self-determination processes.
- **Culture:** Universities need to respect Aboriginal and Torres Strait Islander cultures, address racism and practices of whiteness, implement compulsory cultural competency training, and interrogate concepts such as 'culture', 'power', 'language', 'identity' and 'truth-telling'.
- **Aboriginal and Torres Strait Islander Staff:** Universities need to increase the employment and retention of Aboriginal and Torres Strait Islander academic and general staff by affirmative action practices, widening the level and range of roles and prioritising cultural safety.
- **Aboriginal and Torres Strait Islander Students:** Universities need to increase the recruitment and retention of Aboriginal and Torres Strait Islander students through educational pathways, prioritising cultural safety, and providing academic, cultural, and financial services.
- **Engagement:** Universities need to engage with local Aboriginal and Torres Strait Islander communities on whose land the university is located, and with state, national and international Indigenous communities to address areas like governance, teaching, and research.

- **Teaching and learning:** Universities need to negotiate with Aboriginal and Torres Strait Islander peoples regarding increasing Aboriginal and Torres Strait Islander academics, knowledges, curriculums, pedagogies, standpoints, and teaching expertise throughout the university.
- **Research:** Universities need to negotiate with Aboriginal and Torres Strait Islander peoples regarding increasing Aboriginal and Torres Strait Islander researchers, research students, ethical, reciprocal, and self-determining research and methodologies across the university.

The 2020–23 RAP's seven interconnected themes, as with its Vision for Reconciliation, are aligned to Swinburne's *Strategic Plan 2025* and Reconciliation Australia's *Dimensions of Reconciliation* and *RAP Pillars*, and create a Terms of Reference for the 2020–23 RAP.

Our RAP themes engage with Swinburne's Strategic Plan 2025 Strategic Priorities. Our Governance and Leadership, Culture, Aboriginal and Torres Strait Islander Staff, and Engagement RAP themes engage with *Innovation Enterprise*. Our Aboriginal and Torres Strait Islander Students and Teaching and Learning RAP themes engage with *Future-ready Learners*. Our Research RAP theme engages with *Research with Impact*.

Our RAP themes also engage with Reconciliation Australia's RAP Pillars. Our Governance and Leadership, Culture, and Engagement RAP themes engage with *Relationships*. All our RAP themes engage with *Respect*. Our Aboriginal and Torres Strait Islander Staff, Aboriginal and Torres Strait Islander Students, Teaching and Learning, and Research RAP themes engage with *Opportunities*.

¹(Source: <https://www.universitiesaustralia.edu.au/media-item/covid-19-to-cost-universities-16-billion-by-2023/>)

Governance

Our RAP is led and championed by our Vice-Chancellor and President, Professor Pascale Quester, the Executive Director, Reconciliation Strategy and Leadership, Professor Andrew Gunstone, and the Executive Group, which comprises Swinburne's senior executives.

EXECUTIVE DIRECTOR, RECONCILIATION STRATEGY AND LEADERSHIP

Professor Gunstone has a whole-of-institution responsibility for leadership, policy, strategy and advice regarding reconciliation and the RAP. He is responsible for managing the development and implementation of the RAP and its themes of governance and leadership, culture, Aboriginal and Torres Strait Islander staff, Aboriginal and Torres Strait Islander students, engagement, teaching and learning, and research. He is also Executive Director of the Moondani Toombadool Centre, with institutional responsibility for all Aboriginal and Torres Strait Islander matters. He reports directly to the Deputy Vice-Chancellor, Global and Community Engagement. He was the Project Lead and author of this 2020–23 RAP.

EXECUTIVE GROUP

The Executive Group has responsibility for all RAP targets. The specific areas of each member's portfolio that relate to the RAP are listed below.

- Deputy Vice-Chancellor Academic: School Deans, innovation, education, student services, placements, learning transformations
- Deputy Vice-Chancellor, Global and Community Engagement: reconciliation, Moondani Toombadool Centre, advancement, marketing, engagement

- Deputy Vice-Chancellor PAVE: operations, major projects, Swinburne Professional, PAVE departments, policy and quality, workforce
- Deputy Vice-Chancellor Research and Enterprise: graduate research, policy, impact, quality, innovation
- Vice-President People, Planning and Culture: workplace relations, employee experience, communications and media, planning
- Chief Operating Officer and Chief Financial Officer: information technology, facilities and services, procurement, business analytics, strategy, General Counsel

The eight higher education School Deans – Arts, Social Sciences, and Humanities; Business; Design; Engineering; Health Sciences; Law; Science; and Software and Electrical Engineering – report to the Deputy Vice-Chancellor, Academic, with a dotted reporting line to the Deputy Vice-Chancellor, Research and Enterprise regarding research performance.

RAP targets are included in all Executive Group member's plans and Key Performance Indicators, and will be cascaded to relevant senior leaders. As members of the Enterprise Leadership Group, senior staff will assist in implementing the RAP and encouraging staff to engage with the RAP.

RAP Steering Group

The RAP Steering Group is a key committee of the Vice-Chancellor. The committee includes external and internal members, Aboriginal and Torres Strait Islander members, one of whom is the Chair, and members of Swinburne's Executive Group. It meets twice annually. The RAP Steering Group receives and considers reports from the Executive Director, Reconciliation Strategy and Leadership and the RAP Working Group, and is responsible for providing strategic guidance, advice and recommendations regarding the development and implementation of the RAP.

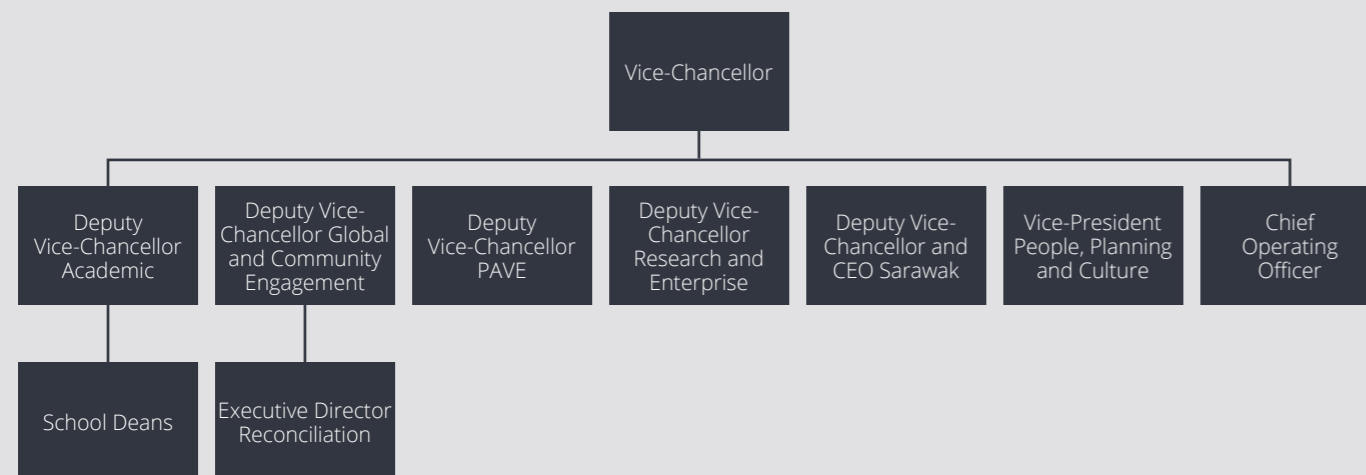
EXTERNAL MEMBERS

- Ian Hamm, a Yorta Yorta man, with extensive government and community sector experience (Chair)
- Belinda Duarte, a Wotjobaluk and Dja Dja Wurrung woman, and Chief Executive Officer, Culture is Life
- Dr Jackie Huggins AM, a Bidjara and Birri Gubba Juru woman, and author, historian and activist
- Liam Flanagan, General Manager, Community Services, Arnhem Land Progress Aboriginal Corporation

INTERNAL MEMBERS

- Dr Andrew Smith, Deputy Vice-Chancellor, Global and Community Engagement
- Lisa Line, Deputy Vice-Chancellor, Pathways and Vocational Education
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership, Executive Director, Moondani Toombadool Centre
- Dr Sadie Heckenberg, a Wiradjuri woman, and Aboriginal and Torres Strait Islander Research Fellow, Moondani Toombadool Centre
- Dr Emma Lee, a *trawl#wulwuy* woman of *tebrakunna* country, and Aboriginal and Torres Strait Islander Research Fellow, Centre for Social Impact
- Angie Martin, a Kooma and Kamilaroi woman, and Aboriginal and Torres Strait Islander Employment Officer, People, Planning and Culture
- Dr Andrew Peters, a Woiwurrung/ Yorta Yorta/ Ngarai illum Wurrung man, and Senior Lecturer, Indigenous Studies, Department of Social Sciences

Figure 1: Executive Group Structure



Swinburne Indigenous student Joey Ugle-Heng at the outdoor table tennis table at the Hawthorn campus. Swinburne's RAP artwork features on the table.

RAP Working Group

The RAP Working Group includes Aboriginal and Torres Strait Islander staff, one of whom is the Chair, and Executive Group members. The committee meets quarterly. The RAP Working Group receives and considers reports from the Executive Director, Reconciliation Strategy and Leadership, and other relevant staff, and provides reports to the RAP Steering Group. The RAP Working Group also monitors the development and implementation of the RAP and engages the broader university in the RAP, reconciliation and Aboriginal and Torres Strait Islander matters.

MEMBERS

- Dr Andrew Peters, a Woiwurrung/ Yorta Yorta/ Ngarai illum Wurrung man, and Senior Lecturer, Indigenous Studies, Department of Social Sciences (Chair)
- Professor Chris Pilgrim, Deputy Vice-Chancellor, Academic (Interim)
- Dr Andrew Smith, Deputy Vice-Chancellor, Global and Community Engagement
- Lisa Line, Deputy Vice-Chancellor, Pathways and Vocational Education
- Professor Bronwyn Fox, Deputy Vice-Chancellor, Research and Enterprise

- Marcia Gough, Vice-President, People, Planning, and Culture
- Nancy Collins, Chief Operating Officer and Chief Financial Officer
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership, Executive Director, Moondani Toombadool Centre
- Emma Gavin, a Garrwa woman, and Lecturer, Indigenous Studies, Department of Social Sciences
- Dr Sadie Heckenberg, a Wiradjuri woman, and Aboriginal and Torres Strait Islander Research Fellow, Moondani Toombadool Centre
- Dr Emma Lee, a *trawlulwuy* woman of *tebrakunna* country, and Aboriginal and Torres Strait Islander Research Fellow, Centre for Social Impact
- Angie Martin, a Kooma and Kamilaroi woman, and Aboriginal and Torres Strait Islander Employment Officer, People, Planning and Culture
- Dr Justin Trounson, a Dharug man, and Aboriginal and Torres Strait Islander Research Fellow, Centre for Forensic Behavioural Science

Aboriginal and Torres Strait Islander Staff Network

The Aboriginal and Torres Strait Islander Staff Network is organised by the Aboriginal and Torres Strait Islander Employment Officer, who sits on both the RAP Steering Group and the RAP Working Group. The Network meets several times a year to discuss a broad range of matters, including providing critical and invaluable expert advice, guidance, and feedback regarding the development and implementation of the RAP.

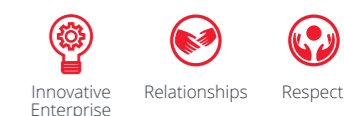
MEMBERS

- Jess Berry, Executive and Administrative Assistant, Moondani Toombadool Centre
- Lydia Bissett, Indigenous Student Recruitment Officer, Moondani Toombadool Centre
- Joel Boojers, Indigenous Student Advisor, Moondani Toombadool Centre
- Cyan Earnshaw, Indigenous Student Advisor, Moondani Toombadool Centre
- Lisa Forbes, Student HQ Administrator, Student Administration and Library Services
- Ash Francisco, Aboriginal and Torres Strait Islander Research Officer, Moondani Toombadool Centre
- Kate Frogley, Curriculum Implementation Analyst, Student Administration and Library Services
- Emma Gavin, Lecturer in Indigenous Studies, Department of Social Sciences

- Vanessa Gemmill, Academic Services Officer, School of Arts, Social Sciences, and Humanities
- Carissa Godwin, Specialist Editor, First Peoples and Public Policy, Analysis and Policy Observatory
- Dr Sadie Heckenberg, Aboriginal and Torres Strait Islander Research Fellow, Moondani Toombadool Centre
- Mat Jakobi, Lecturer in Indigenous Cultural Capability, Moondani Toombadool Centre
- Lee Jones, Koori Liaison Officer, Moondani Toombadool Centre
- Christopher Kund, Team Leader, Information Technology
- Dr Emma Lee, Aboriginal and Torres Strait Islander Research Fellow, Centre for Social Impact
- Angie Martin, Aboriginal and Torres Strait Islander Employment Officer, People, Planning and Culture
- Dr Andrew Peters, Senior Lecturer in Indigenous Studies, Department of Social Sciences
- Vicky Peters, Manager Indigenous Student Services, Moondani Toombadool Centre
- Sherrin Trautmann, Project Manager, Innovation Precinct
- Dr Justin Trounson, Aboriginal and Torres Strait Islander Research Fellow, Centre for Forensic Behavioural Science

THEME 1: Governance and Leadership

Swinburne University of Technology is committed to engaging with Aboriginal and Torres Strait Islander peoples to create appropriate governance and self-determination processes, and to continuing our national academic and industry leadership in Aboriginal and Torres Strait Islander matters, reconciliation, and RAPs.



Action	Target	Timeline	EG Responsibility ²	Sub-EG Responsibility
1. Ensure the RAP and Aboriginal and Torres Strait Islander leadership and self-determination are incorporated and appropriately supported across Swinburne.	1. RAP Steering Group (RSG), an external/ internal committee chaired by an Aboriginal and Torres Strait Islander community member, with Terms of Reference and Aboriginal and Torres Strait Islander people and Executive Group staff in its membership, will meet biannually, receive and consider RAP Working Group reports, and provide strategic guidance, advice and recommendations regarding the development and implementation of the RAP.	May, November 2021, 2022, 2023	DVC (GCE)	ED (R)
	2. RAP Working Group (RWG), an internal committee chaired by an Aboriginal and Torres Strait Islander staff member, with Terms of Reference and Aboriginal and Torres Strait Islander people and Executive Group staff in its membership, will meet quarterly, develop RAP reports for RSG, monitor the development and implementation of the RAP, and engage the university in the RAP.	March, June, September, December 2021, 2022, 2023	DVC (GCE)	ED (R)
	3. The RAP will be led and managed by the Executive Director, Reconciliation Strategy and Leadership (ED (R)) who has institutional-wide responsibility for reconciliation and the RAP, and will be effectively resourced to address all its actions and targets and to ensure its sustainability and success.	December 2021, 2022, 2023	DVC (GCE), EG	ED (R)
	4. An Aboriginal and Torres Strait Islander person will be appointed as Pro Vice-Chancellor (Indigenous) to lead the university in all Aboriginal and Torres Strait Islander matters, including the Moondani Toombadool Centre, with senior Aboriginal and Torres Strait Islander community members on the selection panel.	December 2022	DVC (GCE), EG	ED (R)
	5. RAP targets will be incorporated in Executive Group members' Plans and Key Performance Indicators and cascaded to relevant senior leaders and staff.	March 2021	VP (PP&C), DVC (GCE), EG	ED (R), ELG
	6. Embed appropriate systems and capability to track, measure and report on RAP commitments.	January 2021	DVC (GCE)	ED (R)
	7. Maintain the Vice-Chancellor as our internal RAP Champion.	December 2021, 2022, 2023	VC	ED (R)
	8. RSG Chair and ED (R) to present twice annually to Vice-Chancellor, Executive Group (where the RAP is a standing agenda item), and University Council on RAP outcomes.	December 2021, 2022, 2023	DVC (GCE), VC, EG, Council	ED (R)
2. Promote reconciliation through our sphere of influence.	9. Engage all staff and students to drive reconciliation outcomes through the RAP Supporters Network and regular communications to all staff and students.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C)	ED (R), CMO, M&C
	10. Organise an annual seminar to advance understandings in the wider community on the Uluru Statement from the Heart, and its elements of Voice, Treaty and Truth.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	11. Communicate our commitments to reconciliation and the Uluru Statement from the Heart publicly.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C)	ED (R), M&C
	12. Provide expert advice and support to two of Swinburne's industry partners annually, who are not currently in the reconciliation movement, to drive reconciliation outcomes in these organisations and to advance understandings of the Uluru Statement from the Heart.	December 2021, 2022, 2023	DVC (GCE)	ED (R), GICE
	13. Provide expert advice and support to two RAP organisations annually, in their journey of reconciliation.	December 2021, 2022, 2023	DVC (GCE)	ED (R), GICE
	14. Collaborate with six RAP and other like-minded organisations to implement ways to advance reconciliation and to engage with the Uluru Statement from the Heart.	December 2021, 2022, 2023	DVC (GCE)	ED (R), GICE
	15. In partnership with Reconciliation Australia, Aboriginal and Torres Strait Islander higher education groups, Universities Australia, and other universities, develop a national university RAP industry network.	June 2021	DVC (GCE)	ED (R)
	16. Provide expert advice and support to two TAFEs annually, regarding RAPs and reconciliation.	December 2021, 2022, 2023	DVC (GCE)	ED (R)
	17. Continue to support the national reconciliation movement, through the ED (R) and other relevant senior staff actively participating in Reconciliation Australia and Elevate RAP network activities and campaigns.	December 2021, 2022, 2023	DVC (GCE)	ED (R)
	18. Organise two annual public lectures, hosted by the Vice-Chancellor, designed to advance community understandings of reconciliation and Aboriginal and Torres Strait Islander Affairs: 1) Swinburne Annual Reconciliation Lecture, and 2) Swinburne Annual Barak-Wonga Oration.	May, October 2021, 2022, 2023	DVC (GCE), VC	ED (R), MTC

²The first named EG member is the main person responsible for a target.

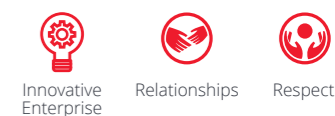
THEME 1: Governance and Leadership (continued)

Action	Target	Timeline	EG Responsibility ²	Sub-EG Responsibility
3. Establish the National Centre for Reconciliation Practice.	19. Establish the National Centre for Reconciliation Practice to provide national academic, community, and industry leadership on reconciliation through engagement, public policy, teaching, and research activities.	November 2021	DVC (GCE)	ED (R)
	20. The National Centre for Reconciliation Practice will be led and managed by the ED (R), as part of their institution-wide leadership of reconciliation and the RAP, and will be effectively resourced, in addition to the Moondani Toombadool Centre, in staff and funding, to ensure its sustainability and success.	December 2021, 2022, 2023	DVC (GCE), EG	ED (R)
	21. Develop and implement an engagement strategy to broaden awareness and support for the National Centre for Reconciliation Practice across Swinburne, the RAP community, and wider academic, community, and industry networks.	March 2021	DVC (GCE)	ED (R), ELG, GICE
	22. Develop a philanthropic and fundraising strategy to attract additional funding for further academic and industry projects.	March 2021	DVC (GCE)	ED (R), Advancement
	23. Establish an Advisory Board, to be chaired by the RSG Chair, with Aboriginal and Torres Strait Islander people comprising a majority of the Board, and membership to be drawn from Aboriginal and Torres Strait Islander organisations, Reconciliation Australia, industry, Swinburne, and other universities.	October 2021	DVC (GCE)	ED (R)
	24. Appoint at least ten adjunct fellows from a range of areas, including Indigenous studies, social impact, psychology, history, health, law, education, and public policy.	November 2021	DVC (GCE)	ED (R)
	25. Appoint an Aboriginal and Torres Strait Islander Research Fellow and an Aboriginal and Torres Strait Islander Postgraduate Scholar.	January 2022	DVC (R&E), DVC (GCE)	RO, ED (R)
	26. Engage with Swinburne Aboriginal and Torres Strait Islander students and the wider Swinburne student cohort through biannual dialogues on reconciliation.	May, November 2021, 2022, 2023	DVC (GCE), DVC (A)	ED (R), MTC, SSL
	27. Through formal and informal dialogues, such as meetings and projects, collaborate with Aboriginal and Torres Strait Islander organisations, Reconciliation Australia, governments, industry, and other universities, to produce a national quarterly newsletter on academic, community, and industry engagements with reconciliation.	March, June, September, December 2021, 2022, 2023	DVC (GCE)	ED (R)
	28. In collaboration with Reconciliation Australia, make available to the national RAP network, three industry focussed online training packages on reconciliation and RAPs.	March 2022	DVC (GCE), DVC (A)	ED (R), PVC (AI)
	29. Conduct a research project to investigate the history of the past three decades of the wider Australian reconciliation movement, looking at where the movement has come from and why we are where we are today, to better understand the current reconciliation movement.	December 2023	DVC (GCE)	ED (R)
	30. Conduct a research project to analyse the national reconciliation movements in Canada, New Zealand and South Africa, and their impact on reconciliation, Indigenous rights, treaties, engagements and relationships.	December 2023	DVC (GCE)	ED (R)
	31. In partnership with Reconciliation Australia and other RAP organisations, develop a range of national RAP impact measurement tools that will be made available to the RAP network.	March 2022	DVC (GCE)	ED (R)
32. Conduct at least two research projects and two industry projects annually.	December 2022, 2023	DVC (GCE)	ED (R)	

²The first named EG member is the main person responsible for a target.

THEME 2: Culture

Swinburne University of Technology is committed to respecting Aboriginal and Torres Strait Islander cultures, addressing racism and practices of whiteness, implementing compulsory cultural competency training and anti-discrimination policies, and interrogating concepts such as 'culture', 'power', 'language', 'identity' and 'truth-telling'.

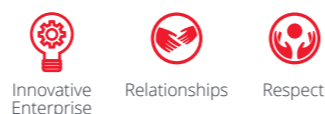


Action	Target	Timeline	EG Responsibility ³	Sub-EG Responsibility	
4. Promote positive race relations through anti-discrimination strategies.	33. Engage with Aboriginal and Torres Strait Islander staff to continuously improve our People and Culture policies and procedures concerned with anti-discrimination, including the People, Culture and Integrity Policy.	December 2021, 2022, 2023	VP (PP&C), DVC (GCE)	AEO, EE, ED (R)	
	34. Include a commitment in the People, Culture and Integrity Policy that the university will provide an environment for work and study that is culturally safe for Aboriginal and Torres Strait Islander people.	June 2021	VP (PP&C), COO, DVC (GCE)	General Counsel, AEO, EE, ED (R)	
	35. Communicate our People, Culture and Integrity Policy, which includes anti-discrimination policies, to all staff.	December 2021, 2022, 2023	VP (PP&C), DVC (GCE), COO, EG	AEO, EE, ED (R), M&C, ELG	
	36. Provide ongoing education opportunities for senior leaders and managers on the effects of racism.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C), EG	ED (R), AEO, EE, ELG	
	37. The Executive Group and senior leaders to publicly support truth telling processes and anti-discrimination campaigns, initiatives, or stances against racism.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C), EG	ED (R), ELG	
	5. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	38. Implement, raise awareness through workshops, and communicate to staff a cultural protocol document (tailored for all local communities we operate in), including the purpose, significance, and protocols for Welcome to Country and Acknowledgement of Country.	March 2021	DVC (GCE), VP (PP&C), EG	ED (R), MTC, AEO, EE, M&C, ELG
		39. Invite a local Traditional Owner to provide a Welcome to Country or other appropriate cultural protocol at three significant events each year.	December 2021, 2022, 2023	DVC (GCE), EG	ED (R), ELG
40. Staff and senior leaders provide an Acknowledgement of Country at all public events and key internal meetings.		December 2021, 2022, 2023	DVC (GCE), EG	ED (R), ELG	
41. Develop Aboriginal and Torres Strait Islander naming conventions that will be applied to two significant areas, such as buildings, at each of our three Melbourne campuses.		November 2021	COO, DVC (GCE)	F&S, ED (R), MTC	
42. At each of our three campuses, recognise Country by positioning two Welcome to Country permanent banners and displaying Acknowledgments of Country plaques on at least two buildings.		March 2021	COO, DVC (GCE)	F&S, ED (R), MTC	
6. Aboriginal and Torres Strait Islander matters, reconciliation and the RAP are embedded in Swinburne's culture.		43. Conduct a review of cultural learning needs within our organisation.	January 2021	VP (PP&C), DVC (GCE)	AEO, EE, ED (R)
	44. Consult Wurundjeri Traditional Owners and organisations on the implementation of a cultural learning strategy.	March 2021	VP (PP&C), DVC (GCE)	AEO, EE, ED (R)	
	45. Implement and communicate a cultural learning strategy for Swinburne staff.	June 2021	VP (PP&C), DVC (GCE)	AEO, EE, ED (R), M&C	
	46. 100% of all continuing and fixed-term staff complete the Aboriginal and Torres Strait Islander cultural competency online module.	December 2023	VP (PP&C), DVC (GCE), EG	AEO, EE, ED (R), ELG	
	47. At least 70% of all continuing and fixed-term staff complete the Aboriginal and Torres Strait Islander cultural competency face-to-face training provided by the Koorie Heritage Trust.	December 2023	VP (PP&C), DVC (GCE), EG	AEO, EE, ED (R), ELG	
	48. 100% of all staff who work with Aboriginal and Torres Strait Islander people complete the Aboriginal and Torres Strait Islander cultural competency face-to-face training provided by the Koorie Heritage Trust.	December 2023	VP (PP&C), DVC (GCE), EG	AEO, EE, ED (R), ELG	
	49. EG and University Council engage with at least one Aboriginal and Torres Strait Islander localised community led event or activity, which will also be offered to wider Swinburne staff.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C), EG	AEO, EE, ED (R)	
	50. Swinburne's annual staff survey includes questions regarding staff reflection and engagement with the RAP and reconciliation, which will assist in the development of appropriate processes to further embed reconciliation and the RAP in Swinburne's culture.	December 2021, 2022, 2023	DVC (GCE), VP (PP&C), EG	ED (R), EE, ELG	
	51. Continue and resource an annual Vice-Chancellor Reconciliation Award for staff and an annual Vice-Chancellor Reconciliation Award for students, both of which include a senior Aboriginal and Torres Strait Islander staff member on the selection panels.	December 2021, 2022, 2023	DVC (GCE), DVC (A), VP (PP&C), VC	ED (R), MTC, EE, SALS	
	52. Aboriginal and Torres Strait Islander content is prominent on Swinburne webpages, e.g. ensuring all content is accessible within one click of the primary landing page and including Acknowledgement of Country on the start-up page on all Swinburne computers.	December 2021, 2022, 2023	DVC (GCE), COO	CMO, CIO, ED (R)	

³The first named EG member is the main person responsible for a target.

THEME 3: Aboriginal and Torres Strait Islander Staff

Swinburne University of Technology is committed to increasing the employment and retention of Aboriginal and Torres Strait Islander academic and general staff through affirmative action practices, broadening the range of positions, and prioritising the cultural safety of Aboriginal and Torres Strait Islander staff.



Action	Target	Timeline	EG Responsibility ⁴	Sub-EG Responsibility
7. Increase the number of Aboriginal and Torres Strait Islander staff.	53. Engage with the Aboriginal and Torres Strait Islander staff network in reviewing and updating our Aboriginal and Torres Strait Islander Employment Strategy, which will focus on recruitment, retention and professional development.	July 2021	VP (PP&C), DVC (GCE)	AEO, EE, ED (R)
	54. Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	December 2021, 2022, 2023	VP (PP&C)	AEO, EE
	55. Increase the employment of Aboriginal and Torres Strait Islander staff: • General staff from 17 to 30 (2% ⁵ of all Swinburne general staff) across all EG areas; • Continuing and fixed-term HE academics from 7 to 11 (1% of all Swinburne HE academics) across all the eight Schools; • Continuing and fixed-term VE teachers from 0 to 4 (1% of all Swinburne VE teachers) across PAVE.	December 2023	VP (PP&C), DVC (GCE), DVC (A), DVC (PAVE), EG	AEO, EE, ED (R), ELG, School Deans, PAVE Operations
	56. Increase the employment, through external recruitment and internal promotion, of Aboriginal and Torres Strait Islander general staff at a manager level or higher from 1 to at least 4, and of Aboriginal and Torres Strait Islander senior academics from 1 to at least 3.	December 2023	VP (PP&C), DVC (GCE), DVC (A), DVC (PAVE), EG	AEO, EE, ED (R), ELG, School Deans, PAVE Operations
	57. Maintain at least an 85% retention rate for Aboriginal and Torres Strait Islander staff, which is the current retention rate for all Swinburne staff.	December 2021, 2022, 2023	VP (PP&C), DVC (GCE), EG	AEO, EE, ED (R), ELG
	8. Support Aboriginal and Torres Strait Islander staff.	58. Maintain and resource an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RSG.	December 2021, 2022, 2023	VP (PP&C)
59. Review People and Culture recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.		July 2021	VP (PP&C)	AEO, EE, Workplace Relations, ED (R)
60. Continue a twelve-month induction program, which includes a tailored professional development plan (e.g. mentoring, conferences, courses), a campus tour, meetings with key staff, and regular check-in meetings, for all Aboriginal and Torres Strait Islander staff and seek feedback for continuous improvement.		December 2021, 2022, 2023	VP (PP&C)	AEO, EE, ED (R)
61. Include paid Aboriginal and Torres Strait Islander cultural leave provisions in P&C policies and agreements.		December 2023	VP (PP&C), DVC (GCE)	ED (R), AEO, EE, Workplace Relations
62. Provide professional development planning to all Aboriginal and Torres Strait Islander staff, including funding professional development through the Aboriginal and Torres Strait Islander Staff Professional Development Fund.		December 2021, 2022, 2023	VP (PP&C), DVC (GCE)	ED (R), AEO, EE

THEME 4: Aboriginal and Torres Strait Islander Students

Swinburne University of Technology is committed to increasing the recruitment and retention of Aboriginal and Torres Strait Islander higher education and vocational education students through educational pathways, prioritising the cultural safety of Aboriginal and Torres Strait Islander students, and providing academic, cultural and financial services.



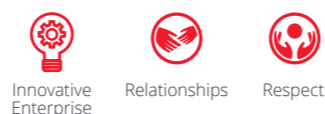
Action	Target	Timeline	EG Responsibility ⁶	Sub-EG Responsibility
9. Increase on-campus and online enrolments, retentions, and completions of Aboriginal and Torres Strait Islander students.	63. All student-related administrative areas, including student services, recruitment, communication, engagement, and pathways to higher education and postgraduate, will report quarterly to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander student matters.	March, June, September, December 2021, 2022, 2023	DVC (GCE), DVC (A), VP (PP&C), COO, DVC (PAVE)	MTC, M&C, BA, CMO, SAS, SALS, SE, D (LI)s, School Deans, PAVE Operations
	64. Implement an Aboriginal and Torres Strait Islander Student Recruitment and Retention Strategy.	July 2021	DVC (GCE)	MTC
	65. Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 1.3% of all HE and 3% of all PAVE student enrolments.	December 2023	DVC (GCE), DVC (A), DVC (PAVE)	MTC, M&C, BA, CMO, School Deans, PAVE Operations
	66. Increase the retention rates for Aboriginal and Torres Strait Islander students to 83% for on-campus students and 68% for online students (current retention rates for all Swinburne students).	December 2023	DVC (GCE), DVC (A), DVC (PAVE)	MTC, M&C, BA, SAS, SALS, SE, School Deans, PAVE Operations
	67. Implement and deliver four targeted Aboriginal and Torres Strait Islander student PAVE and HE scholarship schemes.	December 2021	DVC (GCE)	MTC, Advancement
	68. Implement an Aboriginal and Torres Strait Islander higher education student alternative admission process.	July 2021	DVC (GCE), DVC (A)	MTC, SALS, School Deans
	69. Implement an Aboriginal and Torres Strait Islander Student Charter, and amend existing policy, to ensure student learning, work integrated learning, and professional placements are culturally safe experiences for Aboriginal and Torres Strait Islander students.	June 2021	DVC (GCE), DVC (A), VP (PP&C)	MTC
	70. Relevant Swinburne areas provide quarterly reports to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander students who are at risk of failing units, enabling targeted responses and support.	March, June, September, December 2021, 2022, 2023	DVC (GCE), DVC (A), DVC (PAVE)	MTC, D (LI)s, SALS, School Deans, PAVE Operations
	71. Swinburne to offer funding to all Aboriginal and Torres Strait Islander graduates to fully fund their graduation fees.	December 2021, 2022, 2023	DVC (A)	SALS
	72. Develop best practice models for engaging with Aboriginal and Torres Strait Islander online students.	December 2021	DVC (GCE), DVC (A), DVC (PAVE)	MTC, SOL, D (LI)s, School Deans, PAVE Operations

⁴ The first named EG member is the main person responsible for a target.
⁵ The Aboriginal and Torres Strait Islander population in Victoria will be approximately 1.0% of the total Victorian population by 2023.

⁶ The first named EG member is the main person responsible for a target.

THEME 5: Engagement

Swinburne University of Technology is committed to engaging with local Wurundjeri communities, on whose land the university campuses are located, with state and national Aboriginal and Torres Strait Islander communities, and with international Indigenous communities to address areas like governance, teaching, and research.

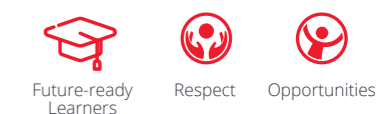


Action	Target	Timeline	EG Responsibility ⁷	Sub-EG Responsibility
10. Broaden and strengthen the university's relationships with Aboriginal and Torres Strait Islander peoples, organisations, and communities.	73. Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to continuously improve guiding principles for engagement.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	74. Review, update and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	75. Establish and maintain two formal reciprocal partnerships with Aboriginal and Torres Strait Islander communities or organisations.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	76. Provide governance, business and marketing development to two Aboriginal and Torres Strait Islander communities/ businesses annually.	December 2021, 2022, 2023	DVC (GCE), DVC (A), DVC (PAVE)	ED (R), School Dean (Business), PAVE Directors
	77. Develop and implement an Aboriginal and Torres Strait Islander Procurement Strategy.	January 2021	COO	Procurement
	78. Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	December 2021, 2022, 2023	COO, DVC (GCE)	Procurement, M&C, ED (R)
	79. Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	December 2021, 2022, 2023	COO, DVC (GCE)	Procurement, ED (R)
	80. Maintain commercial relationships with fifteen Aboriginal and/or Torres Strait Islander businesses.	December 2021, 2022, 2023	COO, DVC (GCE)	Procurement, ED (R)
	81. Implement the following targets for annual procurement spend from Aboriginal and Torres Strait Islander businesses: 2021 - \$250,000 (15 suppliers); 2022 - \$500,000 (20 suppliers); 2023 - \$750,000 (30 suppliers).	December 2021, 2022, 2023	COO, DVC (GCE)	Procurement, ED (R)
	82. Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation or an equivalent organisation.	December 2021, 2022, 2023	COO	Procurement
11. Build relationships through celebrating National Reconciliation Week (NRW).	83. Circulate Reconciliation Australia's NRW resources and reconciliation materials to all staff.	May 2021, 2022, 2023	DVC (GCE)	ED (R)
	84. All RAP Working Group members to participate in at least one external NRW event.	June 2021, 2022, 2023	DVC (GCE), EG	ED (R)
	85. Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	June 2021, 2022, 2023	DVC (GCE), EG	ED (R), ELG
	86. Organise three internal NRW events, including at least one organisation-wide NRW event, each year.	June 2021, 2022, 2023	DVC (GCE)	ED (R)
	87. Register all our NRW events on Reconciliation Australia's NRW website .	May 2021, 2022, 2023	DVC (GCE)	ED (R)
12. Engage with Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	88. Organise a public NAIDOC Week event.	July 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	89. RAP Working Group to participate in an external NAIDOC Week event.	July 2021, 2022, 2023	DVC (GCE), EG	ED (R)
	90. Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	March 2021	VP (PP&C), DVC (GCE)	AEO, EE, ED (R)
	91. EG to support all staff to participate in at least one NAIDOC Week event in our local area.	July 2021, 2022, 2023	DVC (GCE), EG	ED (R), ELG
	92. In consultation with Aboriginal and Torres Strait Islander stakeholders, support two external NAIDOC Week events each year.	July 2021, 2022, 2023	DVC (GCE)	ED (R), MTC

⁷The first named EG member is the main person responsible for a target.

THEME 6: Teaching and Learning

Swinburne University of Technology is committed to negotiating with Aboriginal and Torres Strait Islander peoples regarding increasing the numbers of Aboriginal and Torres Strait Islander academics, and Aboriginal and Torres Strait Islander knowledges, curriculums, pedagogies, standpoints, and teaching expertise across the university.



Action	Target	Timeline	EG Responsibility ⁸	Sub-EG Responsibility	
13. Increase the teaching of Aboriginal and Torres Strait Islander Studies.	93. Expand the delivery of the Aboriginal and Torres Strait Islander cultural competency online module to all Swinburne Academy and Swinburne Online students.	March 2021	DVC (GCE), DVC (A)	ED (R), MTC, PVC (AI)	
	94. Promote the Aboriginal and Torres Strait Islander cultural competency online module to PAVE students as critical training that should be undertaken.	December 2021, 2022, 2023	DVC (GCE), DVC (PAVE)	ED (R), MTC, PAVE Directors	
	95. Incorporate Aboriginal and Torres Strait Islander content across Schools and PAVE curricula and programs through partnerships between the Moondani Toombadool Centre and Schools and PAVE Departments.	December 2021, 2022, 2023	DVC (GCE), DVC (A), DVC (PAVE)	ED (R), MTC, D (LI)s, School Deans, PAVE Directors	
	96. Develop local and global units in the Department of Social Sciences' Indigenous Studies major, and build Aboriginal and Torres Strait Islander learning outcomes into the eight Schools' teaching and learning professional programs.	December 2021, 2022, 2023	DVC (A), DVC (GCE)	ED (R), MTC, School Deans, D (LI)s	
	97. Develop a scoping proposal for the development of Aboriginal and Torres Strait Islander Studies, microcredentials, postgraduate coursework programs, and pathways.	July 2021	DVC (GCE), DVC (A)	ED (R), MTC, PVC (EQ), D (LI)s, School Deans	
	98. Establish School and PAVE curriculum groups as part of academic course approval processes that require the reporting to the Indigenous Teaching and Learning Committee (chaired by an Aboriginal and Torres Strait Islander staff member) on how Aboriginal and Torres Strait Islander pedagogies, knowledges, and curriculums are included in courses. This relates to courses that include any statements regarding Aboriginal and Torres Strait Islander knowledges in the accredited unit aims, learning outcomes, or content.	December 2021, 2022, 2023	DVC (GCE), DVC (A), DVC (PAVE)	ED (R), MTC, D (LI)s, School Deans, PAVE Directors	
	14. Support and enhance the capability of teaching staff in teaching Aboriginal and Torres Strait Islander standpoints.	99. Award annual Aboriginal and Torres Strait Islander teaching grants (\$25,000 in grant program).	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
		100. Hold an annual Moondani Toombadool (teaching and learning) symposium, open to all Swinburne staff, showcasing the critical work of Aboriginal and Torres Strait Islander and non-Indigenous teaching staff in curriculum, pedagogy and assessment.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
		101. Design and implement a new elective unit regarding Aboriginal and Torres Strait Islander pedagogies and curriculum into the Graduate Certificate of Higher Education Teaching and Learning, working in partnership with the Learning Transformations Unit.	December 2021	DVC (GCE), DVC (A)	ED (R), MTC, PVC (AI)
		102. Update university intranet spaces and learning management systems to provide clear navigational links to Aboriginal and Torres Strait Islander resources and databases.	December 2021, 2022, 2023	DVC (GCE), DVC (A)	ED (R), MTC, SALS

⁸The first named EG member is the main person responsible for a target.

THEME 7: Research

Swinburne University of Technology is committed to negotiating with Aboriginal and Torres Strait Islander peoples regarding increasing the number of Aboriginal and Torres Strait Islander researchers and research students, and ethical, reciprocal, and self-determining research and methodologies throughout the university.



Research
with Impact



Respect



Opportunities

Action	Target	Timeline	EG Responsibility ⁹	Sub-EG Responsibility
15. Strengthen Aboriginal and Torres Strait Islander research across the schools and PAVE.	103. Indigenous Research Committee (chaired by an Aboriginal and Torres Strait Islander staff member) will develop an Aboriginal and Torres Strait Islander Research Strategy, to be referred to in the university Research Strategy.	June 2021	DVC (GCE), DVC (R&E)	ED (R), MTC
	104. Award annual Aboriginal and Torres Strait Islander research grants (\$25,000 in grant program).	December 2021, 2022, 2023	DVC (GCE)	ED (R)
	105. Hold an annual Aboriginal and Torres Strait Islander research workshop open to all Swinburne staff.	December 2021, 2022, 2023	DVC (GCE)	ED (R), MTC
	106. Engage in self-determining, collaborative, innovative, impactful, and reciprocal research and enterprise partnerships with at least three Aboriginal and Torres Strait Islander communities or organisations annually.	December 2021, 2022, 2023	DVC (GCE), DVC (R&E), DVC (PAVE)	ED (R), MTC, RO, D (R)s, School Deans, PAVE Directors
	107. Implement an online training course on Aboriginal and Torres Strait Islander research, knowledges, methodologies, and ethics, to be available for all staff and HDRs, and compulsory for all applicants for Aboriginal and Torres Strait Islander related research grants.	July 2021	DVC (R&E), DVC (GCE)	ED (R), MTC, RO
	108. Hold an annual Aboriginal and Torres Strait Islander research ethics workshop open to all Swinburne staff.	December 2021, 2022, 2023	DVC (GCE), DVC (R&E)	ED (R), MTC, RO
	16. Increase the number of, and support for, Aboriginal and Torres Strait Islander researchers and HDRs.	109. Award an annual Aboriginal and Torres Strait Islander Research Fellowship.	December 2021, 2022, 2023	DVC (R&E), DVC (GCE)
110. Award an annual Aboriginal and Torres Strait Islander Postgraduate Scholarship.		December 2021, 2022, 2023	DVC (R&E), DVC (GCE)	RO, D (GR), ED (R), MTC
111. Provide internal informal mentoring support for Aboriginal and Torres Strait Islander researchers and HDRs.		December 2021, 2022, 2023	DVC (GCE), DVC (R&E)	ED (R), MTC, RO, D (GR), School Deans, D (R)s
112. Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs and researcher development programs.		December 2021, 2022, 2023	DVC (R&E), DVC (GCE)	ED (R), MTC, RO, D (GR), School Deans, D (R)s

Tracking Progress and Reporting



Reporting

Action	Target	Timeline	EG Responsibility ¹⁰	Sub-EG Responsibility
17. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	113. Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 2021, 2022, 2023	DVC (GCE)	ED (R)
	114. Participate in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2022	DVC (GCE)	ED (R)
	115. Conduct limited assurance audit.	December 2023	DVC (GCE)	ED (R)
	116. Conduct staff survey on RAP engagement and impact.	December 2021, 2022, 2023	DVC (GCE)	ED (R)
	117. Report RAP progress to all staff and senior leaders quarterly.	March, June, September, December 2021, 2022, 2023	DVC (GCE)	ED (R)
	118. Publicly report against our RAP commitments annually, outlining achievements, challenges, and learnings.	December 2021, 2022, 2023	DVC (GCE)	ED (R)
	119. Report our RAP achievements, challenges, and learnings in annual reports to governments and Universities Australia.	December 2021, 2022, 2023	DVC (GCE)	ED (R)
18. Continue our reconciliation journey by developing our next RAP.	120. Register via Reconciliation Australia's website to begin developing our next RAP.	April 2023	DVC (GCE)	ED (R)

⁹The first named EG member is the main person responsible for a target.

¹⁰The first named EG member is the main person responsible for a target.



Acknowledgements

ELDERS

We acknowledge all community Elders who have been part of our Reconciliation journey, with particular thanks to:

Aunty Jackie Huggins
Uncle Colin Hunter Jr
Aunty Di Kerr
Aunty Joy Murphy
Uncle Bill Nicholson
Aunty Georgina Nicholson
Aunty Dot Peters
Uncle Eric Peters

COMMUNITY ORGANISATIONS

Korin Gamadji Institute (KGI)
Mullum Mullum Indigenous Gathering Place
Oonah Health and Community Services Aboriginal Corporation
Victorian Aboriginal Child Care Agency (VACCA)
Victorian Aboriginal Education Association Inc. (VAEAI)
Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation

SWINBURNE

Aboriginal and Torres Strait Islander Staff Network
Executive Group
Planning Team
RAP Steering Group
RAP Working Group

Further information

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