

Reconciliation Action Plan 2014–2016



Reconciliation
ACTION PLAN
STRETCH RAP

Wominjeka [Welcome]

We respectfully acknowledge the Wurundjeri People, and their Elders past and present, who are the traditional custodians of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east. 'Wominjeka' means 'Welcome' in the Woiwurung Language of the Wurundjeri people.

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 the Elders and Ancestors of these lands.

We also acknowledge the Traditional Custodians of lands across Australia where we conduct business, their Elders, Ancestors, cultures and heritage.



Gathering Knowledge

Artist: ARBUP Ash PETERS

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

This painting depicts the continuous cycle of footprints on a never-ending journey travelling around Swinburne University's campuses 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 yellow and black throughout gives a sense of the culture of Wurundjeri people while also reflecting the Aboriginal flag.

Moondani Toombadool

[Embracing Teaching and Learning]
in Woiwurrung language



Congratulations, Swinburne University of Technology on your vision for the building of relationships through the Reconciliation Action Plan. Being an educational institution you have committed to ensuring that the best opportunities are provided for Aboriginal and Islander peoples to attain a level of education equal to other cultures.

You have joined the reconciliation journey of helping communities to justly realise their participation across all walks of life. Our communities will share what they have been given and Swinburne University is about to inherit a learning from the oldest living culture in the World.

Aunty Joy Murphy – Wurundjeri Elder

Aunty Joy Murphy Wandin AO is a Senior Wurrunjeri Elder who has made significant contributions to the Victorian community for over 40 years. She is well known for her work in reconciliation, education, social justice, land rights and Wurundjeri cultural strengthening through Woiwurrung language teaching, culture and the arts.

Foreword

I am extremely pleased that we have developed our first Reconciliation Action Plan. This is a significant step towards improving the engagement of our University with Aboriginal and Torres Strait Islander peoples, their culture, spirituality and history.

As a University it is our way of committing to improving the education of Aboriginal and Torres Strait Islander individuals and communities and building career aspirations and pathways. Importantly, it is also our way of learning about Aboriginal and Torres Strait Islander cultures, history, spirituality and connections to Country.

It is the beginning of identifying ways that we at Swinburne can benefit from Aboriginal and Torres Strait Islander knowledge and ways of learning to improve our University.

Our Reconciliation Action Plan has been developed with strong engagement and the wisdom of our internal and external Aboriginal and Torres Strait Islander communities and Elders. I thank these generous individuals for helping us with this important initiative.

I look forward to the important work that follows as we move actively to implement the actions included in the plan. We will be reporting back to our communities as we progress the work and welcome engagement and reflections as we learn together.



Professor Linda Kristjanson
Vice-Chancellor and President



Our Reconciliation Action Plan

In all areas of activity Swinburne recognises and respects the history and diversity of spirituality, heritage and contemporary aspirations of Aboriginal and Torres Strait Islander cultures and peoples across Australia. These aspirations include improved health and increased access and achievement in vocational and higher education and employment.

Swinburne's Reconciliation Action Plan (RAP) has been developed in accordance with the framework and methodology provided by Reconciliation Australia. Through a consultative process across the University and with Aboriginal and Torres Strait Islander leaders, community members and organisations, Swinburne has documented the organisation's commitment to action with the key themes of the RAP: relationships, respect and opportunities.

Although this is a two year plan, Swinburne's commitment is ongoing.

Why our RAP is important

Swinburne will be a place where Aboriginal and Torres Strait Islander peoples, their heritage, cultures and spirituality are valued, respected and celebrated.

Our RAP is a statement of commitment to contribute to the closing of the gap between Aboriginal and Torres Strait Islander peoples and other Australians by actively engaging and supporting the participation of Aboriginal and Torres Strait Islander peoples in reaching their education and employment aspirations. Data shows poor rates of enrolment and retention of Aboriginal and Torres Strait Islander students in tertiary education. This RAP is intended to address this.

Our vision

Swinburne's Vision for Reconciliation is to create a University learning environment that builds on relationships that are based on two ways knowledge sharing; mutual respect and understanding, and life long learning across all our core business areas: culture and capability; research; teaching and learning; and engagement.

Our Vision is to build a University culture that promotes and practically supports Aboriginal and Torres Strait Islander peoples and other Australians to come together to learn and make a positive difference in the lives of individuals and communities. This can be achieved through collaborative and mutually beneficial research, teaching and learning activities, and engagement.

Specifically, our Vision for Swinburne and its relationship with Aboriginal and Torres Strait Islander peoples and their communities is:

- an inclusive and welcoming university culture and learning environment, that values Aboriginal and Torres Strait Islander peoples' identity, cultures, traditions, and that appreciates 'two-ways' knowledge and learning
- increased levels of participation and achievement across all areas of the University
- educational programs that meet the expectations and needs of individuals and communities, with appropriate delivery models and support services
- relevant research across a broad range of domains, conducted consultatively and in a culturally appropriate manner
- attractive employment, professional development and career opportunities
- capacity building at community and regional level in line with the aspirations of individuals and communities

The pillars for our vision

Apart from the strong relationships we have built over many years with Aboriginal and Torres Strait Islander peoples and communities, our Vision is further supported by our long-standing commitment to improving educational access, participation and achievement for Aboriginal and Torres Strait Islander individuals and communities. Our strong history in the vocational education and training sector with a wide range of community and industry partners, places us in an excellent position to promote and increase pathways to higher education participation and achievement.

Our Vision is further supported by the *Swinburne University of Technology Act 2010*, the *United Nations Declaration on the Rights of Indigenous Peoples*, the *Council for Aboriginal Reconciliation Act 1991*, the *National Aboriginal & Torres Strait Islander Education Policy (AEP)*, and the recommendations included within the 2012 *Final Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples*.

These landmark publications have been important in clarifying the organisational values to which Swinburne aspires. Our 2020 Plan's four key areas – *Culture and Capability, Learning and Teaching, Research and Development, and Industry and Community Engagement* provide a sound framework for our engagement with Aboriginal and Torres Strait Islander individuals, agencies and communities, including the provision and delivery of all our vocational and higher education courses; the research we conduct; and the research training opportunities we offer.

Our 2020 Vision also informs our drive to provide rewarding job and career opportunities within the Swinburne community particularly for Aboriginal and Torres Strait Islander peoples.



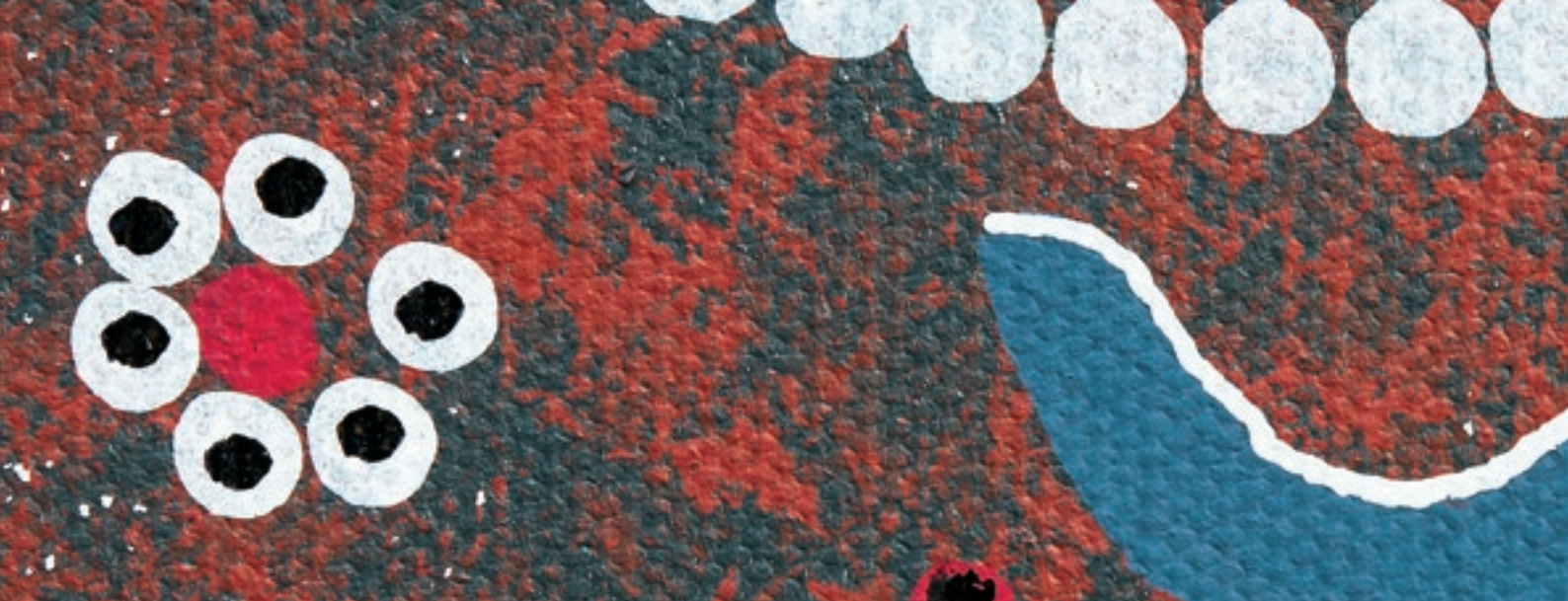
Our business

At Swinburne, we never confuse quality with elitism – rather, we actively work to provide opportunities in both vocational and higher education for all capable 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 University of Technology 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. In recent years, we have progressed to become one of the world's leading universities, ranking as one of the top 400 internationally according to the prestigious *Academic Ranking of World Universities*, and one of the top 100 in the world in Physics.

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 2013, more than 50,000 students were enrolled at Swinburne, studying in a wide range of course areas at varying levels. These included approximately 100 Aboriginal and Torres Strait Islander students undertaking higher education courses and a further 150 undertaking vocational education courses, across many fields of study.



1. Relationships

We recognise that relationships are a vital part of success in engaging with Aboriginal and Torres Strait Islander communities. We seek to encourage and support all staff and students to develop, enhance and build relationships with Aboriginal and Torres Strait Islander peoples, organisations and communities. We promote the growth and development of relationships that are mutually beneficial, respectful and sustainable.

ACTION 1.1 Establish a Reconciliation Steering Group (RSG) as a Committee of the Vice-Chancellor to advise on all matters of relevant policy, including the ongoing sustainability of the RAP, with responsibility for direct advice to the University Council and Executive.

TARGET	2014	2016	RESPONSIBILITY
RSG established and operating in accordance with its terms of reference.	by 31 May	May 2016	Vice-President, Engagement with Executive Director, CETT and Director, Planning & Performance
RAP Working Group reports received and considered with follow-up action initiated as appropriate.	by 30 June and 30 November	by 30 June and 30 November	
RAP progress reports provided twice-yearly to the University Planning & Management Committee (PMC) and University Council.	by 31 July and 15 December	by 31 July and 15 December	
Annual RAP report submitted to Reconciliation Australia.	15 December	by 15 December	
Aboriginal and Torres Strait Islander involvement in University governance strengthened.	by 31 May	May 2016	

ACTION 1.2 Establish a RAP Working Group to monitor implementation of RAP activity and progress towards targets, and to report twice-yearly to the Reconciliation Steering Group.

TARGET	2014	2016	RESPONSIBILITY
RAP Working Group established and operating in accordance with its terms of reference.	by 31 January	May 2016	Vice-President, Engagement with Executive Director, CETT and Director, Planning & Performance
RAP finalised, signed and launched by the Vice-Chancellor and promulgated in accordance with a communications strategy	by 29 May	May 2016	
Stocktake report produced and maintained, identifying existing activity, knowledge, skills and experience relevant to RAP priority areas and actions University-wide.	by 30 June	May 2016	
Twice-yearly progress reports prepared for the RSG to be provided to PMC and the University Council once approved.	by 30 June and 30 November	by 30 June and 30 November	
Annual progress report for Reconciliation Australia drafted for RSG consideration.	by 30 November	by 30 November	

ACTION 1.3 Broaden and strengthen the University's relationships with Aboriginal and Torres Strait Islander agencies and communities, through collaborative activity designed to boost Aboriginal and Torres Strait Islander participation in tertiary education, academic success, research, research training and employment.

TARGET	2014	2016	RESPONSIBILITY
Strategy developed (by the RAP Working Group) and adopted to broaden and strengthen engagement with identified Aboriginal and Torres Strait Islander agencies and communities.	by 30 May	May 2016	Senior DVC & Provost with Vice-President, Engagement, Vice-President, International & Future Students and Executive Director, CETT
Ongoing implementation of collaborative HEPPP-funded Indigenous Futures Project with all 2014 and 2016 milestones/deliverables achieved.	by 30 May	May 2016	
Register of Aboriginal and Torres Strait Islander partnerships developed and maintained.	by 30 June	May 2016	
At least three additional priority education and research projects identified and scoped, including at least one focused on boosting Aboriginal and Torres Strait Islander participation in the STEM disciplines, taking account of needs in relation to employment and career progression.	by 30 June	May 2016	
Aboriginal and Torres Strait Islander scholarship program developed, resourced and implemented, in consultation with partners, industry, alumni and other partners.	by 30 June	May 2016	
Annual William Barak Oration re-established and hosted by the Vice-Chancellor to present and consider innovative Indigenous thinking and projects from Australia and beyond.	by 31 July	by 31 July	
Visual communication tools developed (including web-based tools), using Aboriginal and Torres Strait Islander art forms likely to engage and inform potential school-based and mature-age students to promote awareness of Swinburne's education pathways within schools, Indigenous agencies and community groups.	by 31 July	May 2016	

ACTION 1.4 Establish a Swinburne Indigenous Alumni Network within the University's existing Alumni Network.

TARGET	2014	2016	RESPONSIBILITY
Aboriginal and Torres Strait Islander Alumni Network established and operating in accordance with its terms of reference.	by 30 September	May 2016	Vice-President, Engagement with Director, Advancement and Executive Director, CETT
Profiles of Aboriginal and Torres Strait Islander alumni prepared to support role-modelling for young Aboriginal and Torres Strait Islander peoples, and used in association with initiatives such as the Targeted Articulation Program (TAP) scheme (3.2).	by 30 December	May 2016	
Increase the Swinburne Aboriginal and Torres Strait Islander Youth Development Program by one participant per year.	by 30 December	May 2015	

ACTION 1.5 Develop a student body 'Statement of Intent' and strategies for volunteering and Aboriginal and Torres Strait Islander engagement.

TARGET	2014	2016	RESPONSIBILITY
Statement of Intent developed.	by July	May 2016	Executive Director, CETT with Director, Student Services and SSAA, SSU and SRC representatives
Advice provided by representatives of key student bodies to the RSG and/or RAP Working Group on an ongoing basis, in relation to volunteering projects, and on increasing Aboriginal and Torres Strait Islander student engagement and success within the University.	June 2015	May 2016	

ACTION 1.6 Celebrate significant Aboriginal and Torres Strait Islander events such as National Reconciliation Week.

TARGET	2014	2016	RESPONSIBILITY
Staff and students participating in all major national celebrations of Aboriginal and Torres Strait Islander cultures each year such as Reconciliation Week celebrations.	by 31 July	May 2016	Executive Director, CETT with Director, Student Services and SSAA, SSU and SRC representatives



2. Respect

We take pride in recognising and respecting the Traditional Custodians of the lands and acknowledging Elders past and present.

Swinburne University's Australian campuses are located on Wurundjeri country in Melbourne's east and outer east. We are honoured to recognise our connection to Wurundjeri country, spirituality, history, and culture and strive to ensure that we operate in a manner that respects and honours the Ancestors of these lands.

Our activities will embrace and celebrate the cultural diversity of our society. We will provide an environment that respects Wurundjeri and broader Aboriginal and Torres Strait Islander history, people, culture and connections to land. We will encourage and support staff and students to fully engage as members of a society with a shared history and future that today includes people and cultures from across the world.

ACTION 2.1 Develop and implement a cultural awareness training and development plan, University-wide, tailored to particular roles, interests and responsibilities.

TARGET	2014	2016	RESPONSIBILITY
Aboriginal and Torres Strait Islander cultural awareness program developed on the basis of a needs analysis and implemented for staff and students using diverse platforms, media and tools.	by 31 July	May 2016	Vice-President, Student & Corporate Services with Director, Human Resources, Director, Student Services and Executive Director, CETT
Annual contributions from Aboriginal and Torres Strait Islander leaders to Academic Senate and/or another University leadership forum.	by 30 September	by 30 September	
Staff induction and student orientation programs revised to incorporate cultural awareness material and information about the university's RAP and implemented on an ongoing basis.	by 31 July	May 2016	Pro Vice-Chancellor Student Advancement

ACTION 2.2 Increase the use of Swinburne's Aboriginal and Torres Strait Islander cultural protocols.

TARGET	2014	2016	RESPONSIBILITY
Traditional Custodians engaged to provide a <i>Welcome to Country</i> and an <i>Acknowledgement of Country</i> at all major University events including Council and senior management forums with senior University leaders responding appropriately.	May 2014	May 2016	Vice-Chancellor with Provost and all other senior executives
All course materials, websites and opening slides for Week 1 of teaching period include an Acknowledgement of Country.	by 31 July	Ongoing	

ACTION 2.3 Create a visible recognition of Wurundjeri culture at Swinburne's Melbourne campuses.

TARGET	2014	2016	RESPONSIBILITY
Interpretive signage designed and installed at the University's Melbourne campuses to acknowledge and promote respect for Wurundjeri culture and connection to country.	by 31 October	May 2015	Vice-President Student & Corporate Services with Director, Facilities & Services and Director, Information Resources
Relevant Wurundjeri artworks, artefacts and other cultural items installed in prominent positions on the University's Melbourne campuses with each item documented (artist, date, location, interpretation, etc) in a maintained and accessible online register.	by 30 November	May 2016	

ACTION 2.4 Recognise and respect Traditional Custodians, community leaders and local protocols in the conduct of Swinburne projects, research, teaching, marketing and recruitment across Australia, and internationally.

TARGET	2014	2016	RESPONSIBILITY
University-wide protocols developed and implemented to ensure that respect for traditional custodianship guides the conduct of research, educational delivery and other project activity throughout Australia and internationally. (Note that this work will be based on the relevant National Research Ethics Guidelines.)	by 31 May	May 2016	Deputy Vice-Chancellor, Research & Development with the Provost, Vice-President, International & Future Students and Executive Director, CETT
Professional development provided for externally-facing (domestic and international) marketing and recruitment staff to ensure that in their work they represent reconciliation as a core University principle.	By 30 June	30 June 2015	

ACTION 2.5 Celebrate significant Aboriginal and Torres Strait Islander events such as NAIDOC Week.

TARGET	2014	2016	RESPONSIBILITY
Staff and students participating in all major national celebrations of Aboriginal and Torres Strait Islander cultures each year, such as NAIDOC Week celebrations.	by 31 July	May 2016	Executive Director, CETT with Director, Student Services and SSAA, SSU and SRC representatives



3. Opportunities

Swinburne University is committed to making a substantial contribution to the educational and employment outcomes of Aboriginal and Torres Strait Islander peoples. It is our aspiration to make a positive difference in the lives of individuals, families and communities and engage in creative and innovative ways of learning and research.

ACTION 3.1 Increase recruitment and retention of Aboriginal and Torres Strait Islander employees at Swinburne in accordance with the organisational People Strategy.			
TARGET	2014	2016	RESPONSIBILITY
Innovative recruitment strategies developed and implemented to boost the percentage of Aboriginal and Torres Strait Islander employees in Swinburne's complement of ongoing/contract staff.	>0.4%	>0.5%	Vice-President, Student & Corporate Services with Director, Human Resources and Executive Director, CETT
Recommendations on Swinburne's potential to act as an 'employment enabler' through innovative industry employment-training partnerships considered by the RSG, and follow-up action initiated as appropriate.	by 31 August	December 2015	
ACTION 3.2 Improve access to Swinburne courses and academic success for Aboriginal and Torres Strait Islander students through online and blended study options and the use of other digital technologies, new course offerings in fields including Health, and improved induction and support processes and materials.			
TARGET	2014	2016	RESPONSIBILITY
Aboriginal and Torres Strait Islander student enrolments in vocational education at Swinburne increased through online and blended study options (and new course offerings in 2016).	>220 enrolments	>240 enrolments	Senior DVC & Provost with Vice-President, International & Future Students and Executive Director, CETT
Aboriginal and Torres Strait Islander student enrolments in higher education increased through online and blended study options (and new course offerings in 2016).	>120 enrolments	>150 enrolments	
Best-practice strategies identified (including through discussion with alumni) and implemented to induct and support Aboriginal and Torres Strait Islander students studying Swinburne courses on-campus and in online and blended study modes.	September 2015	May 2016	
Targeted Articulation Program (TAP) designed and implemented to enhance Aboriginal and Torres Strait Islander student participation, pathways, support and success in tertiary education at Swinburne.	by 31 December	May 2016	
Implement support programs to attract and retain Aboriginal and Torres Strait Islander students in online education.	by Sept 2014	May 2016	
			Swinburne University and Swinburne Online

ACTION 3.3 Investigate opportunities to increase supplier diversity at Swinburne.

TARGET	2014	2016	RESPONSIBILITY
Investigate opportunities to increase supplier diversity at Swinburne.	May 2014	May 2016	Vice-President, Student & Corporate Services with Director, Facilities & Services, and Executive Director, CETT
A commercial relationships established with an Aboriginal or Torres Strait Islander business	June 2014	May 2016	

ACTION 3.4 Establish welcoming, inclusive and educative 'Indigenous spaces' at all Swinburne campuses.

TARGET	2014	2016	RESPONSIBILITY
Aboriginal and Torres Strait Islander office space and support area established at all campuses.	by 30 December	May 2016	Vice-President, Student & Corporate Services with Director, Facilities & Services, Chaplain and Executive Director, CETT
Opportunities provided for Aboriginal and Torres Strait Islander elders to explore Indigenous spirituality and healing with Swinburne staff and students through the Multi-faith Facility at the Hawthorn campus.	by 30 December	May 2016	

ACTION 3.5 Increase participation in research training for Aboriginal and Torres Strait Islander students.

TARGET	2014	2016	RESPONSIBILITY
Scholarship initiatives and industry and community partnerships leveraged to boost enrolments of Aboriginal and Torres Strait Islander students in higher degree by research (HDR) candidature.	>2 students	>4 students	Deputy Vice-Chancellor, Research & Development with Vice-President, Engagement and Executive Director, CETT

ACTION 3.6 Strengthen the University's contribution to research that aims to enhance knowledge of Indigenous history and culture and to improve Aboriginal and Torres Strait Islander education, health, employment, housing and economic outcomes.

TARGET	2014	2016	RESPONSIBILITY
New collaborative research projects designed and initiated in relevant topic areas, in consultation with Aboriginal and Torres Strait Islander agencies and communities, government and partner universities.	>2 new projects	>3 new projects	Deputy Vice-Chancellor, Research & Development with Vice-President, Engagement and Executive Director, CETT

ACTION 3.7 Encourage and facilitate University staff and student participation on a voluntary basis in Indigenous community projects.

TARGET	2014	2016	RESPONSIBILITY
Formation of an informal internal network to collaborate on existing and future work, as well as encourage and facilitate University staff and student participation on a voluntary basis in Aboriginal and Torres Strait Islander community projects.	By June 2014	May 2016	Senior DVC & Provost with Vice-President, International & Future Students and Executive Director, CETT
Aboriginal and Torres Strait Islander community projects in which Swinburne staff or students participate on a voluntary basis.	>2 projects	>3 projects	Senior DVC & Provost with Executive Director, CETT



Reporting

All outcomes will be reported.

ACTION: Report achievements, challenges and learning to Reconciliation Australia for inclusion in the Annual Impact Measurement Report.

TARGET	2014	2016	RESPONSIBILITY
RAP Impact Measurement Questionnaire completed and submitted to Reconciliation Australia.	by 20 December	by 20 December	Director, Planning & Performance with Executive Director, CETT
Template developed for flag-based RAP progress reports to the RSG for the RSG, and used to report thereafter.	by 30 April	by May 2016	Director, Planning & Performance with Executive Director, CETT

Acknowledgements

Wurundjeri and other Elders consulted for this RAP

Aunty Joy Murphy

Aunty Di Kerr

Aunty Dot Peters

Aunty Margaret Gardiner

Bill Nicholson

Doseena Fergie

Community Members and Organisations

Victorian Aboriginal Education Association Incorporate (VAEAI)

Wurreker Broker

The Victorian Aboriginal Community Services Association Ltd (VACSAL)

Ngwala Willumbong

Mullum Mullum Indigenous Gathering Place

Korin Gamadji Institute

Healesville Indigenous Community Services Association (HICSA)

Indigenous Economic Development, Department of State Development and Business Innovation

Swinburne Staff

Swinburne Senior Executive

Swinburne Reconciliation Action Plan Working Group

Students from Swinburne Student Amenities Association (SSAA) and Swinburne Student Union (SSU)

Project led by: Andrew Peters and Sharon Rice

RAP support staff: Donna Macleod and Lea Jones

Planning support: Dr Tom Aumann

Executive Officer: Clare O'Kelly

Acronyms

ARC Academic Research Committee

HEPPP Higher Education Participation and Partnerships Program

NAIDOC National Aborigines and Islanders Day Observance Committee

PMC Planning and Management Committee

RSG Reconciliation Steering Group (to have an Indigenous name)

RAP Reconciliation Action Plan

SSU Student Student Union

SSAA Swinburne Student Amenities Association

STEM Science, Technology, Engineering and Maths

TAP Targeted Articulation Program

VET Vocational Education and Training

Further information

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