

Reconciliation Action Plan

2017–2019



RECONCILIATION
ACTION PLAN

ELEVATE

SWIN
BUR
NE

SWINBURNE
UNIVERSITY OF
TECHNOLOGY



Wominjeka [Welcome]

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

'Wominjeka' means 'Welcome' in the Woiwurrung 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 and honours the Elders and Ancestors of these lands.

We also acknowledge the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures and heritage.





The 2014–2016 RAP Launch at Swinburne's Hawthorn campus in 2014. From left to right: Uncle Colin Hunter Jr, Wurundjeri Elder; Mr Graham Goldsmith, Chancellor; Ms Melinda Cilento, Co-Chair Reconciliation Australia; Professor Linda Kristjanson, Vice-Chancellor; Aunty Joy Murphy, Wurundjeri Elder.



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'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 as 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 the development of your second Reconciliation Action Plan. This plan builds on your previous work that commits to ensuring that the best opportunities are provided for Aboriginal and Torres Strait Islander peoples to attain a level of education equal to other cultures. In addition, the plan further promotes the strength and value of Aboriginal and Torres Strait Islander culture and history within the culture of the university.

In continuing the reconciliation journey of helping communities to justly realise their participation across all walks of life, we can continue to help share the knowledge of our communities and further strengthen your connections with the oldest living culture in the World.

Aunty Joy Murphy – Wurundjeri Elder

Aunty Joy Murphy Wandin AO

is a Senior Wurundjeri 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 proud of the remarkable achievements the university has accomplished as part of our first Reconciliation Action Plan (RAP) from 2014–2016. We have made significant steps towards improving our engagement with Aboriginal and Torres Strait Islander peoples through developing programs that deliver real outcomes.

In 2017, Swinburne's second RAP (2017–2019) has achieved 'Elevate' status – the highest level endorsed by Reconciliation Australia. We are proud to be the first university to reach an Elevate RAP.

Swinburne is dedicated to providing education and employment opportunities. A notable example of how this work supports Aboriginal and Torres Strait Islander peoples and communities is the Doors 2 Jobs program. Swinburne and the Arnhem Land Progress Aboriginal Corporation received the 2016 Business/Higher Education Round Table Best Community Engagement Award for this program.

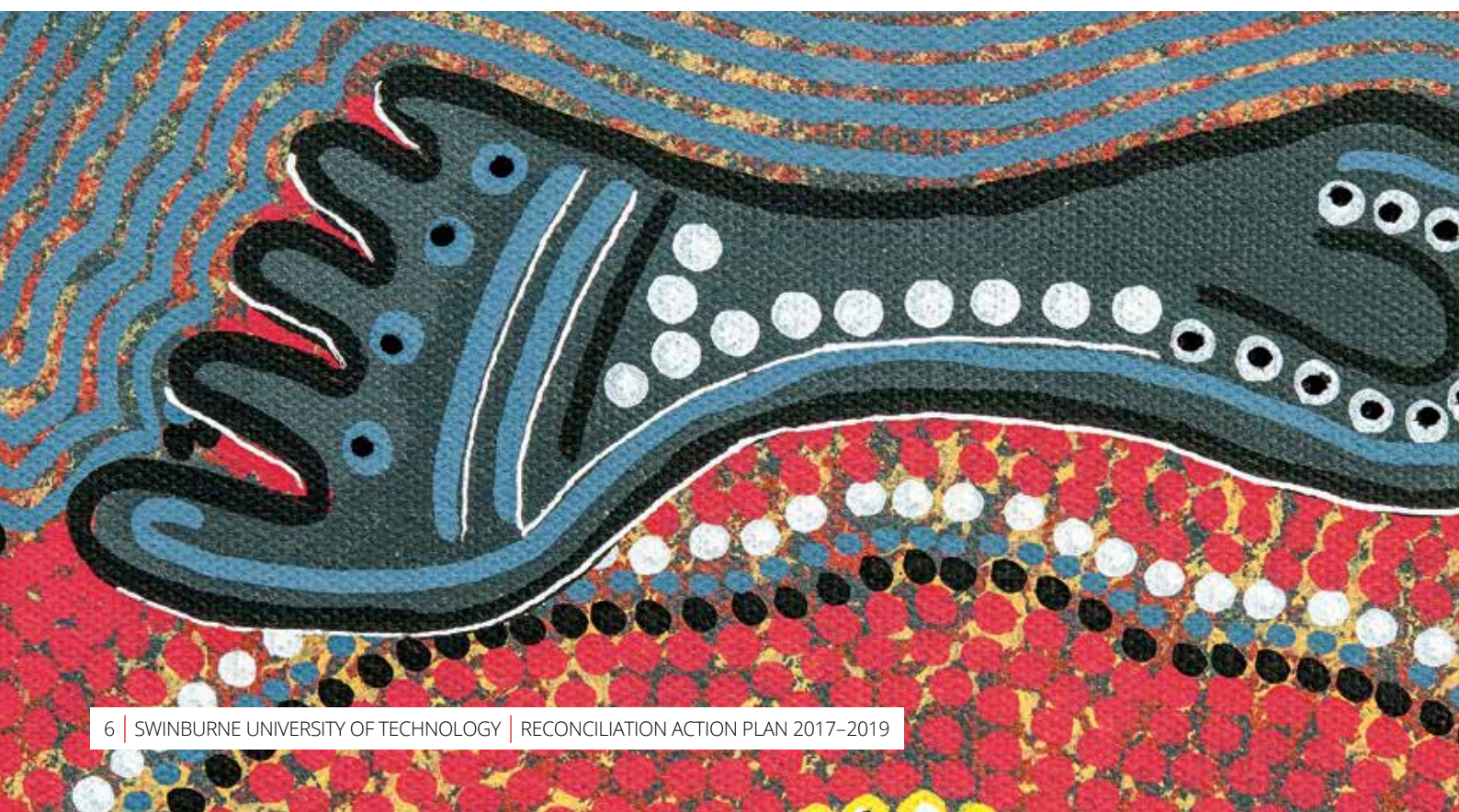
In 2016, we implemented the Aboriginal and Torres Strait Islander Cultural Competency Learning Pathway to educate and engage all staff about reconciliation and Aboriginal and Torres Strait Islander issues. The training includes a compulsory online compliance module, online education tool and walking tours. The response from our staff has been overwhelmingly positive.



We have created two significant annual public lectures. During National Reconciliation Week 2016, Professor Lester-Irabinna Rigney from the University of South Australia delivered the inaugural Reconciliation Lecture. Also in 2016, Ms Belinda Duarte, CEO of Culture is Life, delivered the inaugural Barak-Wonga Oration. These lectures are critical in helping us strengthen our ties with Aboriginal and Torres Strait Islander communities and giving a platform to Aboriginal and Torres Strait Islander experts.

I would like to thank the RAP Steering Committee, the Executive Director, Reconciliation Strategy and Leadership, and the many people from our Swinburne and external communities, who have been involved in developing the 2017–2019 RAP. I look forward to strengthening our efforts by working, reflecting and learning together.

Professor Linda Kristjanson AO
Vice-Chancellor and President



Message from Reconciliation Australia CEO

Reconciliation Australia congratulates Swinburne University of Technology on its past successes and ongoing commitment to advancing reconciliation, as it implements its second Reconciliation Action Plan (RAP).

Through implementing an Elevate RAP, Swinburne joins an elite group of organisations that have gone above and beyond 'business as usual' to embed reconciliation in core business practices and decision-making at the highest level.

The RAP program inspires social change in workplaces across Australia, and economic and behavioural transformation with far-reaching positive impacts. By raising the bar of its RAP ambitions, Swinburne is setting an example as a leader in reconciliation.

Throughout its reconciliation journey, Swinburne has maintained a strong track record of following through with its RAP commitments, and building meaningful partnerships with Aboriginal and Torres Strait Islander peoples and communities. Swinburne has made significant progress across the key pillars of reconciliation – relationships, respect and opportunities.



Swinburne displays leadership skills by building and maintaining respectful relationships with Aboriginal and Torres Strait Islander peoples, organisations and communities. An example of this is its commitment to provide governance, marketing and economic development training to two Aboriginal and Torres Strait Islander communities and/or businesses annually.

Swinburne's work to establish and maintain cultural understanding in the workplace has seen them aim to establish Aboriginal and Torres Strait Islander spaces, including office spaces and support areas, at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students. This initiative will no doubt build on its achievements of promoting and implementing enhanced respect between non-Indigenous and Aboriginal and Torres Strait Islander employees, and strengthen shared pride in the histories and cultures of Australia's First Peoples.

Swinburne demonstrates its commitment to generating career pathways and training opportunities for First Australians through its actionable goal to increase the number of general and academic Aboriginal and Torres Strait Islander staff to more than one percent of the total Swinburne staff numbers, through the implementation of an Aboriginal and Torres Strait Islander Employment Strategic Action Plan.

On behalf of Reconciliation Australia, I commend Swinburne on its Elevate RAP and look forward to following its future achievements on the ongoing reconciliation journey.

A handwritten signature in black ink, appearing to read 'Justin Mohamed'.

Justin Mohamed
CEO
Reconciliation Australia

Our vision

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

Swinburne's Vision for Reconciliation is to create a university environment that builds on relationships based on knowledge sharing, mutual respect and understanding, and lifelong learning across all our core business areas, culture, 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:

- Embedding reconciliation in the management and governance structures of the university;
- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples and cultures;
- Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff;
- Growing Aboriginal and Torres Strait Islander student enrolments, retentions and completions;
- Engaging with Aboriginal and Torres Strait Islander peoples, communities and organisations;
- Developing Aboriginal and Torres Strait Islander knowledges, curriculums and pedagogies in teaching and learning; and
- Strengthening Aboriginal and Torres Strait Islander knowledges in research.

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 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.

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. In recent years, we have progressed to become one of the world's leading universities, ranked in the top 400 universities in the world by the *Academic Ranking of World Universities*, ranked in the world's top 100 universities under 50 years old by the *Times Higher Education*, and recognised by the *QS World Rankings of Universities by Subject* for being a top 100 school for Art and Design.

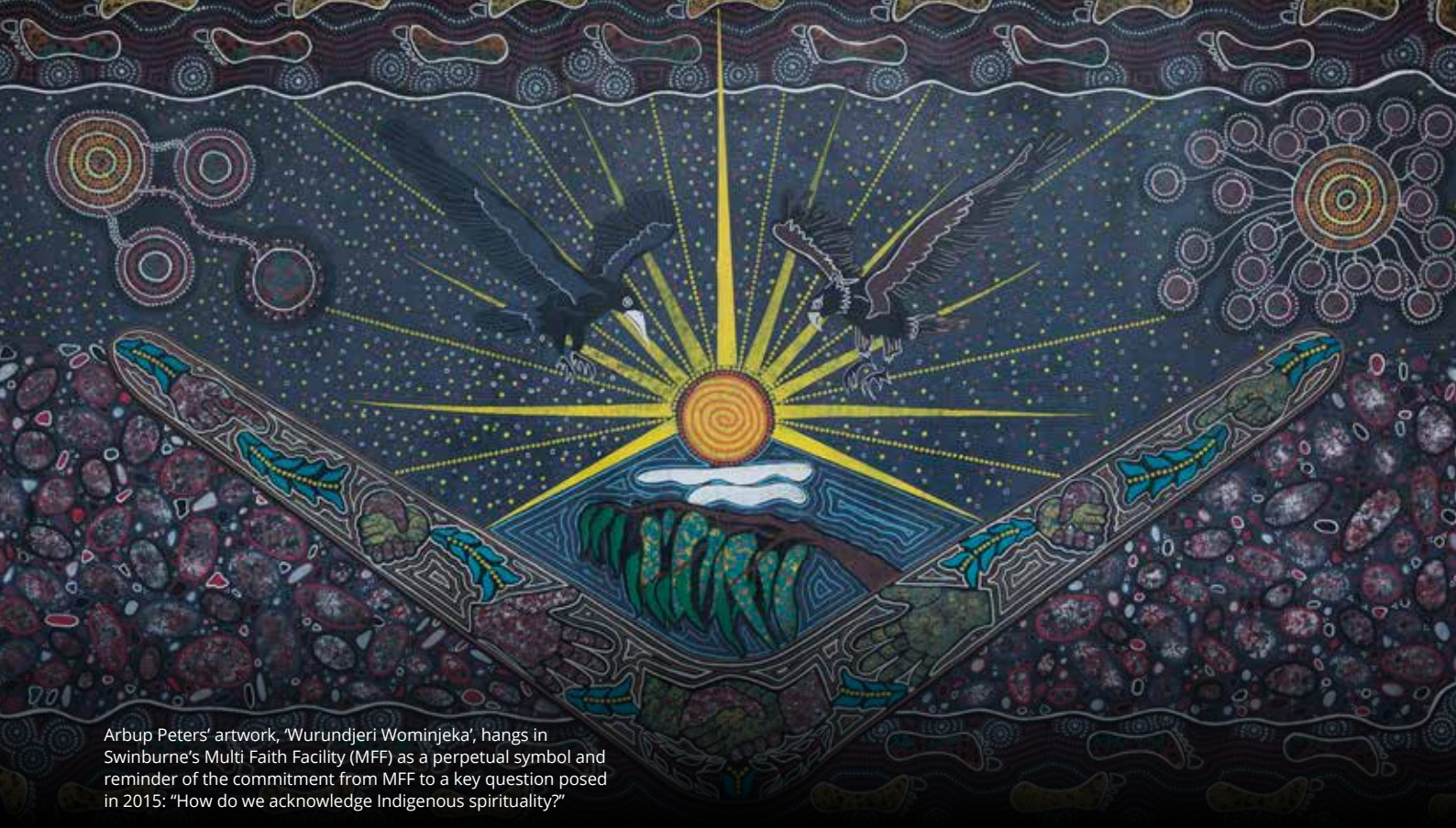
Our emphasis at Swinburne is on engaged education and research, particularly in science, technology, innovation, business and design, but in many other areas as well. The aim is to provide teaching and research that contributes to national economic and social objectives, while at the same time making 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 2015, 37,910 students were enrolled in our higher education courses, including 159 Aboriginal and Torres Strait Islander students, and 21,523 students were enrolled in our vocational education courses, including 395 Aboriginal and Torres Strait Islander students.

In 2015, there were 2,376 staff employed at Swinburne, including seven Aboriginal and Torres Strait Islander staff in continuing or fixed-term positions. There were also 13 Aboriginal and Torres Strait Islander staff employed in casual positions by Swinburne or one of its partners in the Indigenous Futures Collaboration Project (Commonwealth Government Higher Education Participation and Partnerships Programme).



From left to right: Ms Melinda Cilento, Co-Chair Reconciliation Australia; Professor Linda Kristjanson, Vice-Chancellor; Auntie Joy Murphy, Wurundjeri Elder.



Arbup Peters' artwork, 'Wurundjeri Wominjeka', hangs in Swinburne's Multi Faith Facility (MFF) as a perpetual symbol and reminder of the commitment from MFF to a key question posed in 2015: "How do we acknowledge Indigenous spirituality?"

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, particularly in the vocational education and training sector, to improving educational access, participation and achievement for Aboriginal and Torres Strait Islander peoples. Our focus has always been on genuinely engaging with communities to empower individuals through education and increase the capacity of organisations to determine their own futures. 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. At the same time, the employment of Aboriginal and Torres Strait Islander staff has enhanced the overall culture of the university.

Our move into the RAP space in the past five years is a culmination of this progress. Beginning in 2012, the university developed a substantial consultative process with key internal stakeholders, industry partners and, most importantly, the broader Aboriginal and Torres Strait Islander community. This consultation led to the launch of our first RAP in National Reconciliation Week 2014, with a meaningful and moving cultural ceremony. Artwork was commissioned from a Wurundjeri/Taungurong artist. Our RAP not only challenged the university to aim high, but also invested its success in the ability of Executive level staff to embrace, value and respect Aboriginal and Torres Strait Islander cultures. It was fully integrated into Swinburne activities and has increased engagement with Aboriginal and Torres Strait Islander matters across the organisation.

The result of developing and implementing our RAP over the past three years has seen a clear cultural shift in the way the university operates and its ability and willingness to engage with and learn from Aboriginal and Torres Strait Islander communities.

We have learned that broad and meaningful cultural change requires a sustained and significant commitment across all of the university to progressing reconciliation. We have developed significant initiatives in Aboriginal and Torres Strait Islander governance, cultural, teaching and learning, research and engagement activities. We are particularly pleased that we have addressed all of our actions and targets from our 2014–2016 RAP.

In reviewing our first RAP, we have identified several areas requiring additional strategies. We are committed to providing national leadership on reconciliation in higher and vocational education. There is a need to extend our online and face-to-face cultural competency training. We need to continue to increase the numbers and retention rates of Aboriginal and Torres Strait Islander staff and students. It is important to continue developing partnerships with Aboriginal and Torres Strait Islander communities and organisations. We need to continue engaging with Aboriginal and Torres Strait Islander knowledges in our teaching and research activities.

Reconciliation in action

The following case studies from the period of our first RAP (2014–2016) illustrates the progress Swinburne has made in our reconciliation journey.

In 2015, Swinburne created a senior position of Executive Director, Reconciliation Strategy and Leadership, to lead the development of the RAP and the university's initiatives in Aboriginal and Torres Strait Islander teaching, research and engagement.

Our Aboriginal and Torres Strait Islander Employment Strategic Action Plan was launched in National Reconciliation Week 2016. The Plan aims to increase the recruitment and retention of Aboriginal and Torres Strait Islander staff at Swinburne.

The RAP Steering Committee, consisting of Aboriginal and Torres Strait Islander community members and staff, senior university staff, and other external members, was created in 2016 to oversee the development and implementation of our RAP.

The Moondani Toombadool Engagement Team is providing strong educational and cultural support for Aboriginal and Torres Strait Islander students across a range of vocational and higher education courses and study modes.

The Aboriginal and Torres Strait Islander 'Try Out Online' scholarship project has enabled 13 students in 2016 to commence, or continue studying through Swinburne Online, and has successfully transitioned students from vocational to higher education.

We conducted the first university-wide audit in 2016 on Aboriginal and Torres Strait Islander teaching and learning, research and engagement activities, which has provided an excellent overview and analysis of our work at Swinburne.

We implemented the Aboriginal and Torres Strait Islander Cultural Competency Learning Pathway in 2016, including the Online Compliance Module (compulsory for all Swinburne staff), the Online Education Tool and the Walking Tours.



The Reconciliation Fire Pit is used to perform traditional smoking ceremonies. The design was created by Swinburne students.

We are developing partnerships with a number of Aboriginal and Torres Strait Islander organisations, including Healesville Indigenous Community Services Association, Mullum Mullum Indigenous Gathering Place, Korin Gamadji Institute and Arnhem Land Progress Aboriginal Corporation.

We are engaging with several Australian and international universities, such as the University of Canberra, Monash University, University of Saskatchewan, and Auckland University of Technology, on Aboriginal and Torres Strait Islander research projects.

Swinburne is increasing the teaching of, and developing its teaching expertise in, Aboriginal and Torres Strait Islander Studies across vocational and higher education, through developing new courses and conducting several teaching symposiums in 2016.

Swinburne and the Arnhem Land Progress Aboriginal Corporation were awarded the 2016 Business/Higher Education Round Table Best Community Engagement Award for providing employment training to 335 people through the *Doors 2 Jobs* program.

In 2015, the Swinburne Multi Faith Facility committed to a key question: "How do we acknowledge Indigenous spirituality?" Arbup Peters' artwork, 'Wurundjeri Wominjeka', hangs in the Facility as a perpetual symbol and reminder of this commitment.

We are strengthening Aboriginal and Torres Strait Islander research at Swinburne by engaging with communities and organisations, creating post-doctoral fellowships and PhD scholarships in 2016, and organising research and ethics forums and grants schemes.

Swinburne implemented two inaugural public lectures in 2016, the *Annual Reconciliation Lecture*, held in National Reconciliation Week, with Professor Lester-Irabinna Rigney and the *Annual Barak-Wonga Oration*, with Ms Belinda Duarte.

The 2017–2019 Reconciliation Action Plan

Our second RAP (2017–2019) has been developed as a statement of commitment that in all areas of activity, Swinburne will value, respect and celebrate Aboriginal and Torres Strait Islander peoples, their heritage, cultures and spirituality, and will contribute, within the university and throughout Australia, to addressing fundamental elements of reconciliation: acknowledging history; improving relationships; recognising rights; and closing the gap in education, employment, housing, health and justice.

Swinburne's 2017–2019 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 2014–2016 RAP and reflected both on the lessons learnt from this RAP 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.

RAP Steering Committee

The RAP Steering Committee is a key committee of the Vice-Chancellor. The membership of the committee includes external and internal members, five Aboriginal and Torres Strait Islanders, one of whom is the Chair, and a member of Swinburne's Executive Group. The RAP Steering Committee is responsible for the development, endorsement, launch and implementation of the RAP.

External members

- Ian Hamm, Director, Economic Inclusion, Department of Economic Development, Jobs, Transport and Resources, (Chair)
- Belinda Duarte, Chief Executive Officer, Culture is Life
- Chris Hayward, General Manager, Arnhem Land Progress Aboriginal Corporation
- Professor Mark Rose, Executive Director, Indigenous Strategy and Education, Latrobe University

Internal members

- Professor Glen Bates, Pro Vice-Chancellor (Student Engagement)
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership
- Lea Jones, Indigenous Liaison Officer
- Dr Andrew Peters, Lecturer in Indigenous Studies
- Sharon Rice, PAVE Executive Director, Major Projects
- Jane Ward, Vice President (Engagement)

Guiding documents

Our RAP is guided by the following documents:

- Australian Institute of Aboriginal and Torres Strait Islander Studies Guidelines for Ethical Research in Australian Indigenous Studies 2012
- National Aboriginal & Torres Strait Islander Education Policy 2015
- Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012
- United Nations Declaration on the Rights of Indigenous Peoples 2008
- Universities Australia Indigenous Strategy 2017–2020

Our RAP is also guided by, and interconnected to, the following Swinburne documents:

- 2025 Strategic Plan
- Aboriginal and Torres Strait Islander Employment Strategic Action Plan
- Child Safety Action Plan
- Diversity and Inclusion Strategies
- Swinburne University of Technology Act 2010

Our 2025 Strategic Plan's three key areas – *Future-ready Learners*, *Research with Impact* and *Innovative Enterprise* – provide a sound framework for our RAP, including: our organisational culture; the provision and delivery of our vocational and higher education courses; the research we conduct; and our engagement with Aboriginal and Torres Strait Islander peoples, agencies and communities.

Key themes

Our RAP is organised into seven themes, each of which contain two or three actions and eleven or twelve targets. The themes are aligned to Reconciliation Australia's three focus areas of **Relationships, Respect** and **Opportunities**.

Relationships



We recognise that relationships are a vital part of success in engaging with Aboriginal and Torres Strait Islander peoples. 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.

Respect



We take pride in recognising and respecting the Traditional Owners of the lands and acknowledging Elders past and present. Our activities will embrace and celebrate the cultural diversity of our society. We will provide an environment that respects Aboriginal and Torres Strait Islander peoples, history, culture, spirituality 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.

Opportunities



Swinburne 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 teaching and learning, and research.



Professor Lester-Irabinna Rigney presenting the inaugural Swinburne Annual Reconciliation Lecture on 2 June, 2016

Our 2017–2019 RAP will focus on the following key and interconnected themes:

Theme One Governance and Leadership	Relationships Respect
Theme Two Culture	Relationships Respect
Theme Three Aboriginal and Torres Strait Islander Staff	Respect Opportunities
Theme Four Aboriginal and Torres Strait Islander Students	Respect Opportunities
Theme Five Engagement	Relationships Respect
Theme Six Teaching and Learning	Respect Opportunities
Theme Seven Research	Respect Opportunities

The 2017–2019 Reconciliation Action Plan

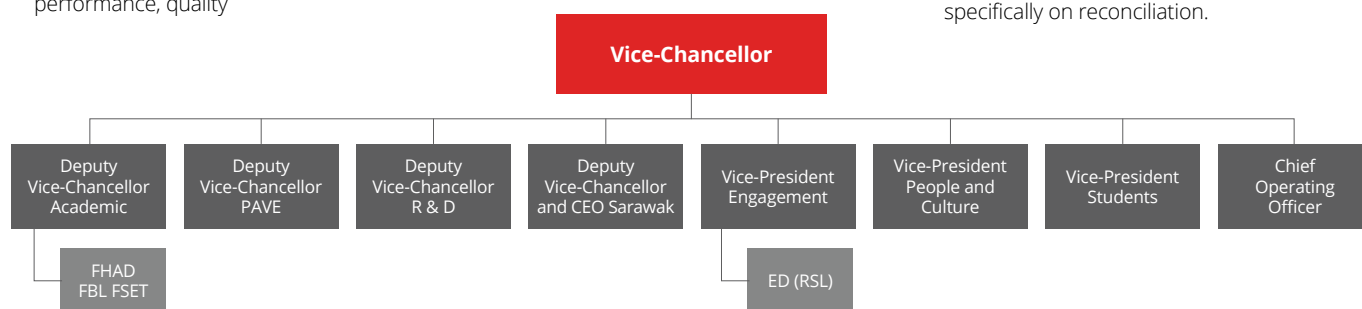
Governance

Our RAP is led and championed by our Vice-Chancellor and President, Professor Linda Kristjanson, the Executive Group (EG) and the RAP Steering Committee. The RAP will be implemented across the university by ensuring its targets are included in the EG's Key Performance Indicators and plans. The EG has responsibility for all RAP targets. As listed below, the EG members have responsibility for specific areas of our RAP.

- Deputy Vice-Chancellor Academic, DVC(A) – planning, quality and delivery of undergraduate and postgraduate teaching programs
- Deputy Vice-Chancellor Research and Development, DVC(R&D) – graduate research, research development, impact, performance, quality

- Deputy Vice-Chancellor PAVE, DVC(PAVE) – pathways and vocational education departments
- Vice-President Engagement, VP(E) – alumni, multicultural, partnerships, philanthropy, placements, reconciliation, SSAA, students
- Vice-President People and Culture, VP(P&C) – internal communications, organisational development, workplace relations
- Vice-President Students, VP(S) – academic services, digital, marketing and student recruitment, media and external communications
- Chief Operating Officer, COO – facilities and services, procurement

The Executive Deans of the faculties of Health, Arts and Design (FHAD), Business and Law (FBL), and Science, Engineering and Technology (FSET), are also members of the EG. They, along with the National Institute of Circus Arts, report to the DVC(A). They also report to the DVC(R&D) regarding research performance. RAP targets will be included in faculty strategic plans and Executive Dean's Key Performance Indicators. All senior staff will assist in implementing the RAP and will encourage their staff to also contribute to the process. The RAP Steering Committee will regularly monitor the progress of implementing the RAP. The RAP will be managed by the Executive Director, Reconciliation Strategy and Leadership, ED(RSL), who is based in the VP(E) area. Swinburne is the first university in Australia to create such a senior position focused specifically on reconciliation.



The historical Reconciliation Stones at each campus are granite, quarried 100 years ago from the Castlemaine area in the Kulin Nation.





Ms Belinda Duarte presenting the inaugural Swinburne Barak-Wonga Oration on 4 October, 2016.



Wurundjeri Elder Uncle Bill Nicholson conducting a smoking ceremony at the Swinburne Wantirna campus in 2016.



Swinburne staff at the 2017 Eastern Metropolitan Region NAIDOC Ball. Swinburne sponsors the Indigenous Youth Employment and Education Award. From left to right: Dr Justin Trounson, Aboriginal and Torres Strait Islander Research Fellow; Dr Andrew Peters, Lecturer Indigenous Studies and Tourism and MC for the evening; Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership; Mrs Angela Burt, Lecturer, Indigenous Education; Mr Joel Booijers, Indigenous Student Advisor; Mrs Lea Jones, Indigenous Liaison Officer.

Leadership

Swinburne is committed to providing leadership on Australian reconciliation. In our second RAP, we have developed three key targets to assist in addressing this commitment. We will partner with Reconciliation Australia in organising and hosting a national conference on the impact of RAPs. It is timely that such an academic conference be held to rigorously examine the contribution RAPs have made to reconciliation over the past decade. Speakers will be drawn from Reconciliation Australia, RAP organisations and academics.

We will develop a number of publications from this conference, including a report, a book and several articles. We will also create and facilitate a RAP university industry group. This group will promote reconciliation and RAPs among universities, share information and assist universities to more effectively engage with Aboriginal and Torres Strait Islander peoples. Swinburne will also provide expert advice to a range of organisations who are interested in developing a RAP. These organisations could include community organisations, educational institutions and local governments. In particular, as a higher education and vocational education institution, Swinburne is well placed to assist TAFE's develop their own RAPs.

Theme One

Governance and Leadership

ACTION 1.1 RAP development and implementation

Target	Timeline ¹	Responsibility ²
RAP Steering Group (RSG), an external/internal committee of the Vice Chancellor, with annually reviewed Terms of Reference, and Aboriginal and Torres Strait Islander people and an Executive Group member in its membership, will meet twice annually, receive and consider RAP Working Group reports and oversee the development, endorsement, launch and implementation of the RAP.	May, November annually	VP(E)
RSG Chair and Executive Director, Reconciliation Strategy and Leadership, to present twice annually to Vice-Chancellor, Executive Group and University Council on RAP outcomes.	June, December annually	VP(E)
RAP Working Group (RWG), an internal committee with annually reviewed Terms of Reference, and Aboriginal and Torres Strait Islander people 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, May, August, November annually	VP(E)
RWG will be reviewed to address issues of Aboriginal and Torres Strait Islander governance and effectiveness of RWG.	December 2017	VP(E)
The RAP will be managed by the Executive Director, Reconciliation Strategy and Leadership, and will be effectively resourced to address all its actions and targets and to ensure its sustainability and success, and will be reviewed annually.	December annually	VP(E)

ACTION 1.2 Embed reconciliation into Swinburne governance

Target	Timeline	Responsibility
There will be Aboriginal and Torres Strait Islander members on university reconciliation committees (RSG, RWG) and on university committees, such as the Human Research Ethics Committee.	December 2017	VP(E)
RAP actions/targets to be incorporated in Executive Group member's KPIs and plans.	December 2017	VP(E); EG
Develop an Aboriginal and Torres Strait Islander Charter, through consultations and research, which is linked to Swinburne policies and plans.	December 2018	VP(E)

ACTION 1.3 Provide leadership to organisations regarding RAPs

Target	Timeline	Responsibility
In partnership with Reconciliation Australia, organise and host a national conference on RAPs.	December 2018	VP(E)
Foster the development of a sector-wide university RAP network, linked to peak bodies such as Universities Australia and Victorian Vice-Chancellors Committee.	July 2019	VP(E)
Provide expert advice to two relevant organisations per annum, such as community organisations, educational institutions or local governments, who are interested in developing a RAP.	December annually	VP(E)

¹ Annually means each year of the RAP, i.e. 2017, 2018, 2019.

² The responsibility for targets is allocated to members of the Executive Group. The first named member is the primary person responsible for a target.

Theme Two

Culture

ACTION 2.1 Ensure reconciliation is embedded across Swinburne

Target	Timeline	Responsibility
Implement and communicate an event protocol document, which details working with the Wurundjeri Tribal Council to engage Wurundjeri Elders to provide a Welcome to Country at all major university events, and all university leaders and staff to provide an Acknowledgement of Country at all university public and important internal events.	July 2017	VP(E); EG
Install artworks in prominent places at the three Swinburne Melbourne campuses.	December 2017	VP(E); COO
Create Wurundjeri gardens at the three Swinburne Melbourne campuses.	December 2018	VP(E); COO
Expand Aboriginal and Torres Strait Islander issues on Swinburne webpages, e.g. ensuring all content is accessible within one click of the primary landing page; including Acknowledgement to Country on the start-up page on all Swinburne computers.	December 2017	VP(S)
All Swinburne graduation ceremonies will feature Aboriginal and Torres Strait Islander flags and will have an Aboriginal and Torres Strait Islander cultural stole available for Aboriginal and Torres Strait Islander graduates.	December 2017	VP(S)
Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students.	December 2018	VP(E); COO

ACTION 2.2 Build cultural competency across all university staff and students regarding Aboriginal and Torres Strait Islander issues

Target	Timeline	Responsibility
90% of all eligible staff complete the annually reviewed compulsory Aboriginal and Torres Strait Islander Cultural Awareness online compliance module.	December annually	VP(P&C)
Provide annually reviewed targeted face-to-face cultural competency training to 100 key academic and professional staff each year.	December annually	VP (P&C)
Promote information, networks, events, study tours, and opportunities regarding Aboriginal and Torres Strait Islander issues, cultural protocols, reconciliation and the RAP in staff and student programs and publications.	December 2017	VP(P&C); VP(S)
Create an annual Vice-Chancellor Reconciliation Award for staff and students.	December 2017	VP(P&C); VP(S); VC
The university's commitment to the RAP and reconciliation is included in all staff employment advertisements and all relevant student marketing.	December 2017	VP(P&C); VP(S)

Theme Three

Aboriginal and Torres Strait Islander staff

ACTION 3.1 Increase the number of Aboriginal and Torres Strait Islander staff

Target	Timeline	Responsibility
Increase the number of general and academic Aboriginal and Torres Strait Islander staff to more than 0.7%³ of the total Swinburne staff numbers through implementing the university's Aboriginal and Torres Strait Islander Employment Strategic Action Plan. December 2017 – 0.51% of overall staff numbers (12 staff – 4 Academic staff and 8 General staff) December 2018 – 0.75% of overall staff numbers (18 staff – 6 Academic staff and 12 General staff) December 2019 – 1.01% of overall staff numbers (24 staff – 8 Academic staff and 16 General staff)	December annually	VP(P&C); EG
Engage with existing Aboriginal and Torres Strait Islander staff regarding appropriate employment strategies, including professional development.	January 2017 ongoing to December 2019	VP(P&C)
Create one industry employment-training partnership annually that will create employment opportunities for Aboriginal and Torres Strait Islander people.	December annually	VP(E)
Ensure the retention rate for Aboriginal and Torres Strait Islander staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).	December annually	VP(P&C); EG

ACTION 3.2 Support Aboriginal and Torres Strait Islander staff

Target	Timeline	Responsibility
Create 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 RSC.	July 2017	VP(P&C)
Implement a twelve month induction program for all Aboriginal and Torres Strait Islander staff.	January 2018	VP(P&C)
Review HR policies and procedures to ensure there are no barriers to Aboriginal and Torres Strait Islander staff participating in NAIDOC Week and other cultural events.	July 2017	VP(P&C)
Implement a mentoring program for all Aboriginal and Torres Strait Islander staff.	January 2018	VP(P&C)
Support Aboriginal and Torres Strait Islander staff interested in undertaking study, through mechanisms such as HECS exempt places and study and financial support.	January 2018	VP(P&C)
Organise professional development for all Aboriginal and Torres Strait Islander staff.	January 2018	VP(P&C)
Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities.	January 2018	VP(P&C)

³ The Aboriginal and Torres Strait Islander population in Victoria is 0.7% of the total Victorian population.

Theme Four

Aboriginal and Torres Strait Islander students

ACTION 4.1 Increase on-campus and online enrolments of Aboriginal and Torres Strait Islander students

Target	Timeline	Responsibility
Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 0.7% ⁴ of all HE and 2% of all PAVE student enrolments.	December 2019	VP(E); VP(S); DVC(A); DVC(PAVE); ED
Develop an Aboriginal and Torres Strait Islander student recruitment strategy.	December 2017	VP(S)
Liaise with two schools annually regarding Aboriginal and Torres Strait Islander students.	December annually	VP(S)
1) Review existing Aboriginal and Torres Strait Islander student PAVE and HE scholarships; and 2) Implement a range of more targeted Aboriginal and Torres Strait Islander student PAVE and HE scholarships.	1) December 2017 2) July 2018	VP(E)
Create one industry employment-training partnership annually that will create training opportunities for Aboriginal and Torres Strait Islander people.	December annually	VP(E)

ACTION 4.2 Increase on-campus and online retention and completion of Aboriginal and Torres Strait Islander students

Target	Timeline	Responsibility
Ensure the retention rate for Aboriginal and Torres Strait Islander students is at the same rate or higher as the retention rate for all Swinburne students (83% for On-campus students, 63% for Swinburne Online students).	December annually	VP(S); VP(E); DVC(A); DVC(PAVE); ED
Information on the services provided by the Indigenous Student Support team are advertised twice a year in Swinburne's staff and student bulletins.	July, December annually	VP(S); VP (P&C); EG
Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne academic skills programs from 1.2% to 3%.	December 2019	VP(E)
Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne career programs from 1.8% to 3%.	December 2019	VP(E)
Develop effective systems for tutoring processes, for on campus, online, Higher Education and PAVE students.	July 2017	VP(S); VP(E)
Generate accurate and timely data identifying and tracking Aboriginal and Torres Strait Islander students throughout their academic career at Swinburne.	December 2017	VP(S); VP(E)

⁴ The Aboriginal and Torres Strait Islander population in Victoria is 0.7% of the total Victorian population.

Theme Five

Engagement

ACTION 5.1 Broaden and strengthen the university's relationships with Aboriginal and Torres Strait Islander peoples, organisations and communities		
Target	Timeline	Responsibility
Establish formal partnerships with Wurundjeri Tribal Council, Healesville Indigenous Community Services Association, and Mullum Mullum Indigenous Gathering Place.	December 2017	VP(E)
Implement a strategy that increases and strengthens engagement with Aboriginal and Torres Strait Islander organisations and communities, and expand the Register of Aboriginal and Torres Strait Islander Partnerships.	December 2017	VP(E)
Provide governance, marketing and economic development training to two Aboriginal and Torres Strait Islander communities/ businesses annually.	December annually	VP(E)
1) Implement, 2) Review, and 3) Update an Aboriginal and Torres Strait Islander procurement strategy, including procurement targets, that will be referred to in the university Procurement Strategy.	1) January 2018 2) January 2019 3) June 2019	COO; VP(E)
Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation and First Australians Chamber of Commerce and Industry.	June 2018	COO; VP(E)
Develop at least two commercial relationships with Aboriginal and Torres Strait Islander businesses.	June 2019	COO; VP(E)
ACTION 5.2 Continue to celebrate, engage with, and promote, reconciliation and Aboriginal and Torres Strait Islander issues		
Target	Timeline	Responsibility
Engage with reconciliation and Aboriginal and Torres Strait Islander issues through holding two key annual public lectures, hosted by the Vice-Chancellor, 1) the Reconciliation Lecture, and 2) the Barak-Wonga Oration.	1) May and 2) December annually	VP(E); VC
Implement a strategy to communicate our RAP to all internal (including the Multi-Faith Facility) and external stakeholders and promote reconciliation through ongoing active engagement with all stakeholders.	December 2017	VP(E)
Organise at least three internal events to celebrate National Reconciliation Week (NRW), encourage and support staff and student participation in these events and at least one external NRW event, and register our NRW events on Reconciliation Australia's NRW website.	27 May to 3 June annually	VP(E)
Celebrate and engage with NAIDOC Week through providing opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in local NAIDOC Week events, support all staff and students to participate in NAIDOC Week events in the local community, and hold a public NAIDOC Week event.	July annually	VP(E)
ACTION 5.3 Manage the Swinburne Aboriginal and Torres Strait Islander Alumni Network		
Target	Timeline	Responsibility
Swinburne Alumni organises an annual Aboriginal and Torres Strait Islander Alumni Network event.	June 2018, 2019	VP(E)
Promote four Aboriginal and Torres Strait Islander alumni profiles annually through the Alumni Stories webpage.	December annually	VP(E)

Theme Six

Teaching and Learning

ACTION 6.1 Increase the teaching of Aboriginal and Torres Strait Islander Studies

Target	Timeline	Responsibility
Develop an Aboriginal and Torres Strait Islander Teaching and Learning Strategy, to be referred to in the university Teaching and Learning Strategy.	December 2017	VP(E); DVC(A); DVC(PAVE)
Implement a compulsory Aboriginal and Torres Strait Islander Studies non-credit module to be taught to all HE Swinburne students.	February 2018	VP(E); DVC(A)
Implement Aboriginal and Torres Strait Islander content across all PAVE programs.	January 2019	DVC (PAVE)
Develop and introduce a major in Aboriginal and Torres Strait Islander Studies in FHAD.	July 2019	VP(E); DVC(A); ED(FHAD)
FHAD, FBL, FSET and PAVE implement academic course approval processes that require the reporting on how Aboriginal and Torres Strait Islander pedagogy and content are included in the courses.	December annually	DVC(A); DVC(PAVE); ED
All teaching materials, websites and slides include an Acknowledgement of Country.	December 2017	DVC(A); DVC(PAVE); ED
Require Aboriginal and Torres Strait Islander knowledge and cultural competence to be included in the list of required Swinburne Graduate Attributes.	December 2017	DVC(A); DVC(PAVE)

ACTION 6.2 Support the development of Aboriginal and Torres Strait Islander Studies teaching expertise

Target	Timeline	Responsibility
Award annual Aboriginal and Torres Strait Islander teaching grants (\$25,000 in grant program).	December annually	VP(E)
Hold an annual Aboriginal and Torres Strait Islander teaching workshop.	November annually	VP(E)
Facilitate an Indigenous Knowledge Hub webpage.	December annually	VP(E)
Learning Transformations unit include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in their teaching and learning activities, including their Graduate Certificate of Learning and Teaching.	December annually	VP(E); DVC(A)
Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.	December annually	VP(E)

Theme Seven

Research

ACTION 7.1 Strengthen Aboriginal and Torres Strait Islander Studies research across the faculties and PAVE

Target	Timeline	Responsibility
Develop an Aboriginal and Torres Strait Islander Research Strategy, to be referred to in the university Research Strategy.	December 2017	VP(E); DVC(R&D)
Award annual Aboriginal and Torres Strait Islander research grants (\$25,000 in grant program).	December annually	VP(E)
Hold an annual Aboriginal and Torres Strait Islander research workshop.	November annually	VP(E)
Engage in collaborative and reciprocal research partnerships with at least two Aboriginal and Torres Strait Islander communities and two international Indigenous organisations.	May 2019	VP(E); DVC(R&D)
Expand Aboriginal and Torres Strait Islander research ethics guidelines.	December 2017	VP (E); DVC(R&D)
Hold an annual Aboriginal and Torres Strait Islander research ethics workshop.	December annually	VP (E); DVC(R&D)

ACTION 7.2 Increase the number of, and support for, Aboriginal and Torres Strait Islander researchers

Target	Timeline	Responsibility
Award an annual Aboriginal and Torres Strait Islander Research Fellowship.	December annually	DVC(R&D); VP (E)
Provide mentoring support for Aboriginal and Torres Strait Islander researchers.	December annually	DVC(R&D); VP(E); ED

ACTION 7.3 Increase the number of, and support for, Aboriginal and Torres Strait Islander HDRs

Target	Timeline	Responsibility
Award an annual Aboriginal and Torres Strait Islander SUPRA.	December annually	DVC(R&D); VP (E)
Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.	December annually	VP(E); DVC(R&D); ED
Provide mentoring support for Aboriginal and Torres Strait Islander HDRs.	December annually	VP(E); DVC(R&D); ED
Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs.	December annually	DVC(R&D); VP(E)

Tracking progress and reporting



ACTION 1 Report RAP achievements, challenges and learnings to Reconciliation Australia

Target	Timeline	Responsibility
RAP Impact Measurement Questionnaire completed and submitted to Reconciliation Australia.	30 September annually	VP(E)
Report our RAP achievements, challenges and learnings to Reconciliation Australia.	December annually	VP(E)
Participate in the biennial RA Australian Reconciliation Barometer.	July 2018	VP(E)
Conduct limited assurance audit.	30 September annually	VP(E)
Implement systems and capability needs to track, measure and report on RAP activities.	December 2017	VP(E)
Investigate opportunities to measure the impact of RAP activities.	December 2017	VP(E)

ACTION 2 Report RAP achievements, challenges and learnings internally and externally

Target	Timeline	Responsibility
Publically report our RAP achievements, challenges and learnings in our Annual Report.	December annually	VP(E)
RAP achievements integrated into Swinburne's annual Indigenous Education Statement.	December annually	VP(E)

ACTION 3 Review, refresh and update RAP

Target	Timeline	Responsibility
Liaise with Reconciliation Australia to develop the next RAP based on learnings, challenges and achievements.	January 2019	VP(E)
Send draft RAP to Reconciliation Australia for formal feedback and endorsement.	June 2019	VP(E)



Acronyms

COO	Chief Operating Officer
DVC(A)	Deputy Vice-Chancellor (Academic)
DVC(PAVE)	Deputy Vice-Chancellor (Pathways and Vocational Education)
DVC(R&D)	Deputy Vice-Chancellor (Research and Development)
ED	Executive Deans
ED (FBL)	Executive Dean, Faculty of Business and Law
ED(FHAD)	Executive Dean, Faculty of Health, Arts and Design
ED(RSL)	Executive Director, Reconciliation Strategy and Leadership
EG	Executive Group
FHAD	Faculty of Health, Arts and Design
FBL	Faculty of Business and Law
FSET	Faculty of Science, Engineering and Technology
HDR	Higher Degree by Research
HE	Higher Education
LT	Learning Transformations
PAVE	Pathways and Further Education
RAP	Reconciliation Action Plan
RSC	RAP Steering Committee
RWG	RAP Working Group
SSAA	Swinburne Student Amenities Association
SUPRA	Swinburne University Postgraduate Research Award
VC	Vice-Chancellor
VP(E)	Vice-President (Engagement)
VP(P&C)	Vice-President (People and Culture)
VP(S)	Vice-President (Students)



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Elders

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Uncle Eric Peters
Aunty Di Kerr
Uncle Bill Nicholson

Community organisations

Korin Gamadji Institute
Healesville Indigenous Community Services Association (HICSA)
Mullum Mullum Indigenous Gathering Place
Victorian Aboriginal Community Services Association Ltd (VACSAL)
Victorian Aboriginal Education Association Inc. (VAEAI)

Swinburne

Executive Group
RAP Steering Committee
RAP Working Group
RAP Action Group





Further information

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