

Reconciliation Action Plan

June 2020 - June 2021



Acknowledgement of Aboriginal and Torres Strait Islander Peoples and Country

The University of New England acknowledges that we are on the country of the Anaiwan people, who are the Traditional Custodians on whose Land this University stands.

The University of New England respects and acknowledges that its Peoples, programs and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world’s oldest living culture. In doing so, UNE values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia.

Aboriginal and Torres Strait Islander people are advised that the following publication may contain names and images of deceased persons.

Contents

Acknowledgement of Aboriginal and Torres Strait Islander Peoples and Country	2
Message from Reconciliation Australia.	4
Foreword from the Vice-Chancellor.	5
Foreword from UNE Elder-in-Residence	6
Our Story	7
Our Reconciliation Journey	8
Our Reconciliation Vision	8
Reconciliation Statement	9
RAP Working Group	11
Our Reconciliation Action Plan.	12
Relationships	13
Respect	16
Opportunities	19
Governance, Tracking and Progress	21



Message from Reconciliation Australia

Reconciliation Australia is delighted to welcome the University of New England to the Reconciliation Action Plan (RAP) program and to formally endorse its inaugural Reflect RAP.

As a member of the RAP community, the University of New England joins over 1,000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia defines and measures reconciliation through five critical dimensions: race relations; equality and equity, institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Torres Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Reflect RAP provides the University of New England a roadmap to begin its reconciliation journey. Through implementing a Reflect RAP, the University of New England will lay the foundations for future RAPs and reconciliation initiatives.

We wish the University of New England well as it takes these first critical steps in its reconciliation journey. We encourage the organisation to embrace this journey with open hearts and minds, to grow from the challenges, and to build on the successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”

On behalf of Reconciliation Australia, I commend the University of New England on its first RAP, and look forward to following its ongoing reconciliation journey.

Above:
Karen Mundine, Chief Executive Officer, Reconciliation Australia

Foreword from the Vice-Chancellor

Shortly after the University of New England came into being in the mid-1950s, some academics’ wives sought out local Aboriginal matriarchs with the idea of establishing relationships across cultural divisions.

It took time for mutual misunderstandings to clear, but when trust was established, these two different groups of women together laid the foundations for what has become a long, fruitful relationship between UNE and the region’s Indigenous people.

Driven by the determination of Aboriginal Elders to ensure their communities had access to the empowerment of education, the Aborigines Education Foundation was established in 1965. In 1986, UNE opened the Oorala Aboriginal Centre as a portal to engage with the unique requirements of Aboriginal people seeking to undertake higher education.

Today, UNE has 967 Aboriginal and Torres Strait Islander students, most of whom have followed alternative pathways into university

study. In keeping with UNE’s philosophy towards any student who shows the capacity and determination to study, the University encourages and supports its Aboriginal and Torres Strait Islander students regardless of their situation in life or their geographical location.

On a more applied level, UNE’s Aboriginal Employment Strategy has enabled 33 Aboriginal and Torres Strait Islander people to be part of UNE’s work in education, including eight academics.

As the region’s Elders identified decades ago, education is a passport to independence and the ability to put our capacities to work in the service of our communities.

UNE is proud to be playing a substantial role in providing higher education to Aboriginal and Torres Strait Islander people – and in doing so, hopefully helping empower Indigenous peoples everywhere.

Above:
Professor Brigid Heywood, Vice-Chancellor and Chief Executive Officer, University of New England



Foreword from UNE Elder-in-Residence

The Aboriginal and Torres Strait Islander Peoples hold an important place in the Australian landscape. They were the original inhabitants of our great country and their Land was the source of Australia's vast wealth. The Land of the Anaiwan people forms the basis of the campus of the University of New England, and the campus is surrounded by many sites and artifacts of deep cultural significance to the local Aboriginal inhabitants.

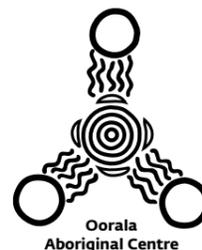
Long before the arrival of British Settlers, Aboriginal Peoples already had a long tradition of knowledge transmission from generation to generation.

This system was significantly disrupted by the arrival of British Settlement and it took a significant period before Aboriginal Australians were counted as potential consumers of higher education within Australian universities.

The UNE Aboriginal Student experience was significantly enhanced by the foundation of the Oorala Aboriginal Centre in 1986. Since that time UNE has endeavoured to work side-by-side with Aboriginal and Torres Strait Islander students and staff to ensure an equal partnership in higher education.

This Reconciliation Action Plan is UNE's continuation of that relationship and recognition that relationships with Aboriginal and Torres Strait Islander people need to be rebuilt by the institutions which often contributed to the bitter history of Aboriginal and Torres Strait Islander disempowerment and dispossession.

Above:
Colin Ahoy, Elder-in-Residence, University of New England
 The artwork depicted is 'Oorala and its Collaborative Partners', a group artwork facilitated by Lloyd Hornsby.



Our Story

The University of New England (UNE) was established as Australia's first regional university. The community of the Northern Tablelands fought to establish a 'northern university' outside Sydney to provide access to education and research for the benefit of regional communities. UNE remains true to that vision today.

UNE led off-campus tertiary education in Australia and remains a leader in online innovation and flexible delivery. Our campus is located in Armidale, New South Wales, halfway between Sydney and Brisbane, on 260 hectares of picturesque bushland.

Access to tertiary education is strengthened by 10 regional study centres throughout northern New South Wales, the Future-Campus in Parramatta (rebranded UNE Sydney in 2018), and an ever-increasing international network of teaching partners using the latest online technologies and pedagogies to bring the finest academic experiences to students anywhere in the world.

Our 9 academic schools offer more than 180 courses at undergraduate, postgraduate coursework and higher degree research levels, offering our students both choice and specialisation.

Our vibrant collegiate community provides students on campus and online with networks of friends, peer support and academic mentoring, as well as a diverse range of sporting and cultural activities.

Our academic staff, in collaboration with their strong teaching networks and research partners, continue to deliver improvements in agriculture, environmental sciences, mental health, education, local government, business, law, social sciences and productivity to communities throughout rural and regional Australia and across the world.

As at 31 March 2020 the University employed 1,379 staff, of whom 33 identify as Aboriginal or Torres Strait Islander.

Students studying at UNE are supported by the Oorala Aboriginal Centre which has a 30-year history of offering facilities, programs and services of a nationally recognised standard to Aboriginal and Torres Strait Islander students who have chosen to study at UNE. In 2019 there were 967 students who identified as Aboriginal or Torres Strait Islander.

The name "Oorala", from an Anaiwan word meaning "a camp" or "a place where Peoples come together" was chosen by Aboriginal and Torres Strait Islander students enrolled at UNE when the Centre opened in 1986. It reflects the historical significance of the site and its connection with the local Aboriginal and Torres Strait Islander community, and also highlights the Centre's significance as a place that draws together Aboriginal and Torres Strait Islander students from all regions of Australia.

The RAP will be monitored by the Reconciliation Action Plan Working Group.

Below:
 Participants gathered for the Oorala Collaborative Partners event (November 2018)
 Photographer: David Elkins



Our Reconciliation Journey

This RAP represents an exciting next step for the university in fulfilling its commitments and responsibilities to the Traditional Custodians of the Land on which this University is built and the Traditional Custodians of the Lands throughout Australia where UNE students live.

In going forward, UNE acknowledges, honours and pays respects to those in the past whose commitment and passion for the equitable participation of Aboriginal and Torres Strait Islander Peoples in the higher education sector has laid critical foundation stones leading to the creation of our first RAP.

Terminology

This document uses the terms 'Aboriginal and Torres Strait Islander Peoples' and 'Traditional Custodians' to denote matters pertaining to Australia's Indigenous Peoples. The term 'non-Indigenous' refers to non-Aboriginal and Torres Strait Islander members of the University and the external community. Terms such as 'other Australians' or 'the wider community' may be acceptable in this regard.

Our Reconciliation Vision

We understand the critical role we have in providing meaningful opportunities for Aboriginal and Torres Strait Islander Peoples.

In fulfilling our responsibilities, we acknowledge that Aboriginal and Torres Strait Islander Peoples have for millennia conducted ceremony and cultural practices that reflected their spiritual and cultural relationships on Country.

By understanding how two centuries of non-Indigenous dominance has impacted on languages, cultural practices, spiritual traditions, ways of life, identities and wellbeing, we will use the reconciliation process to acknowledge the wrongs of the past and work towards the following aspiration.

Our aspiration is to contribute to reconciliation by:

- Ensuring UNE learning environments are culturally safe for Aboriginal and Torres Strait Islander students, staff and community members, who are treated with dignity and respect
- Providing opportunities so that Aboriginal and Torres Strait Islander Peoples have equitable life choices and opportunities
- Creating cross cultural learning experiences that provide non-Indigenous students and staff the ability to work with, respect and understand Aboriginal and Torres Strait Islander Peoples
- Ensuring Aboriginal and Torres Strait Islander cultures, knowledges and stories are understood, respected and embedded in UNE's teaching and learning, research and engagement activities
- Engaging authentically with Aboriginal and Torres Strait Islander Peoples, communities and organisations to build cultural capability and knowledges based on trust, reciprocity and respectful relationships
- Effectively championing and modelling reconciliation for other institutions, organisations and communities
- Recruiting, developing and retaining Aboriginal and Torres Strait Islander staff and students across the university
- Providing a culturally safe environment for Aboriginal and Torres Strait Islander Peoples which acknowledges, embraces and nurtures their identities and needs, and promotes shared respect, meanings, knowledges and experiences

Reconciliation Statement

As a university community UNE desires a future where all Australians enjoy their rights, accept their responsibilities, and have the opportunity to achieve their full potential. UNE, in making this statement on reconciliation, recognises the role that higher education institutions have in overcoming some of the disadvantage arising from the European occupation of Australia and the subsequent dispossession of the land of Australia's First Peoples.

UNE acknowledges that Aboriginal and Torres Strait Islander Peoples are the Custodians of the land upon which the University is built and that the consequences of the dispossession by European colonisation of this and of all other lands and seas in Australia are still being felt within the Australian community today.

In seeking to take forward a reconciliation process, the University commits itself to playing a leading part in promoting the rights of Aboriginal and Torres Strait Islander Peoples to equitable engagement in the higher education sector.

In acknowledging that reconciliation must first engage the hearts and minds of members of our University community, UNE has undertaken many programs that seek to foster the unity required for reconciliation, while accepting that more needs to be done.

Accepting this responsibility, UNE will pursue its mission of teaching and learning, research and service in a spirit of true reconciliation. This statement itself demonstrates the University's commitment to creating an educational environment that is genuinely inclusive of Aboriginal and Torres Strait Islander Peoples' perspectives and experiences.

UNE will continue to develop a supportive organisational culture that values and respects Aboriginal and Torres Strait Islander cultures and accommodates cultural differences.

In consultation with Aboriginal and Torres Strait Islander Peoples, UNE will build on the work undertaken until now and will continue to seek innovative ways to implement the following strategies.

Below:
Frank Archibald Memorial
Lecture audience with
Community Elders in the
foreground (December 2015)
Photograph: Oorala Archives



In Teaching and Learning, UNE will seek to:

- Implement fully the University’s Indigenous Education Strategy, including:
 - fostering positive relationships and partnerships with Aboriginal and Torres Strait Islander Peoples
 - increasing Aboriginal and Torres Strait Islander student numbers, retention and completion rates
 - increasing the level of Aboriginal and Torres Strait Islander cultural competency of non-Indigenous students, graduates and staff
 - promoting Aboriginal and Torres Strait Islander knowledges and research
 - investing in Aboriginal and Torres Strait Islander pathways, courses and units
 - building new partnerships with Aboriginal and Torres Strait Islander communities; and
- recognise Indigenous Knowledge Systems as equivalent to Western Knowledge Systems.

In Research, UNE will seek to:

- ensure research is conducted alongside Aboriginal and Torres Strait Islander Peoples as equal partners for the benefit of Aboriginal and Torres Strait Islander Peoples and communities;
- develop research partnerships and protocols with Aboriginal and Torres Strait Islander communities;
- reflect AIATSIS and NHMRC guidelines on ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities;
- support and mentor Aboriginal and Torres Strait Islander academics to take advantage of external research funding opportunities; and
- recognise Indigenous Knowledge Systems as equivalent to Western Knowledge Systems.

In Community Involvement and Service, UNE will seek to:

- build more meaningful relationships with the community;
- provide culturally appropriate services;
- contribute to successful outcomes for Aboriginal and Torres Strait Islander Peoples through education and employment; and
- engage with Aboriginal and Torres Strait Islander communities to better understand and identify our Aboriginal and Torres Strait Islander stakeholders and organisations.

In regard to Internal Structures, UNE will seek to:

- acknowledge Aboriginal and Torres Strait Islander Peoples at university ceremonies and other public occasions via either a Welcome to Country delivered by a local Aboriginal and Torres Strait Islander Elder, or an agreed statement developed in consultation with local Aboriginal and Torres Strait Islander community leaders and delivered by the university representative; and
- implement the Indigenous Employment Strategy (2020 – 2022).

RAP Working Group

The RAP Working Group was formed to:

- Prepare and finalise the Reconciliation Action Plan for the University;
- Liaise with Reconciliation Australia on the appropriate content and language of the Plan;
- Liaise with the Pro Vice-Chancellor Indigenous and the Oorala Aboriginal Centre;
- Socialise draft plans for feedback within the University; and
- Set plans for continued development of future Reconciliation Action Plans.

Name	Position
Professor Todd Walker	Provost and Deputy Vice-Chancellor (Chair)
Kayla Hall	Learning and Development Officer, People and Culture (Professional Staff Representative)
Charles Lynch	New South Wales State Lands Council Northern Region Councillor
Brad Widders	Program Manager, Australian Indigenous Mentoring Experience; Councillor, Armidale Regional Council
Colin Ahoy	UNE Elder in Residence
Donna Moodie	Lecturer in Contextual Studies (Faculty of Humanities, Arts, Social Science and Education representative)
Professor Rod McClure	Dean, Faculty of Medicine and Health (Faculty of Medicine and Health Representative)
Jackie Williams	Senior Lecturer, Environmental and Rural Sciences (Faculty of Science, Agriculture, Business and Law Representative)



Artwork:
Donna Moodie
Buril Gilay Moon, 2017
Purchase 2017
UNE Art Collection

Our Reconciliation Action Plan

Reconciliation is an ongoing process of which this Plan is an important part.

Our Reflect RAP outlines our Goals for the future in alignment with Reconciliation Australia's three key pillars of Relationships, Respect and Opportunity. A fourth set of Goals refers to the University's intentions regarding Governance, Tracking and Reporting of its progress against this Plan.

The University of New England has engaged with Aboriginal and Torres Strait Islander communities in a number of priority areas including teaching and learning, research, employment and engagement. As we explore ways we can better understand and effect positive change in collaboration with Aboriginal and Torres Strait Islander Peoples and communities we acknowledge the importance of formally committing to the reconciliation process through this first RAP.

During this Reflect RAP, we will deepen our understanding of Aboriginal and Torres Strait Islander histories, knowledges and cultures by providing improved opportunities to embed Aboriginal and Torres Strait Islander ways of knowing, being, doing and learning across the entire University community including education, research, employment, culture, capability enhancement, engagement and governance.

By continually reviewing, learning and evolving along the reconciliation path, we know we will be far better placed to achieve our long-term reconciliation vision. This Plan will therefore be open to continuous monitoring, review and amendment. The Council of the University of New England will ensure that the embedding of the principles and actions is made the responsibility of appropriate members of the University's senior management.



Artwork:
Vincent Serico
Untitled, 1988
Gift of 1988 Armidale College of Advanced
Education Session Students
UNE Art Collection



Relationships

We recognise that relationships are the cornerstone to effective engagement with Aboriginal and Torres Strait Islander communities and ultimately, to achieving our reconciliation goals.

We are committed to bringing Aboriginal and Torres Strait Islander, University, and broader Australian communities together on a journey of increased mutual understanding and respect that enable all of us to truly value culture, rights and experiences.

Action	Deliverable	Timeline	Lead
1. Build, develop and maintain internal and external relationships to enable positive reconciliation outcomes	1.1 Develop a stakeholders list and a plan of engagement	August 2020	PVC Indigenous
	1.2 Conduct research which is in line with best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations	August 2020	DVC Research
	1.3 Conduct internal stakeholder consultation and have RAP governance framework in place	August 2020	PVC Indigenous
	1.4 Scope and list relationships with peak Aboriginal and Torres Strait Islander education bodies such as the local Aboriginal Education Consultative Group	August 2020	PVC Indigenous
2. Participate in and celebrate National Reconciliation Week (NRW)	2.1 Introduce staff and senior leaders to NRW by encouraging and supporting them to attend a NRW event	May 2021	Vice-Chancellor
	2.2 Circulate Reconciliation Australia's NRW resources and materials to staff	May 2021	PVC External Relations
	2.3 Ensure RAP Working Group participates in an external event to recognise and celebrate NRW	May 2021	PVC Indigenous
	2.4 Organise at least one high profile internal event for NRW each year	May 2021	PVC External Relations
	2.5 Scope opportunities for incorporating the National Reconciliation Week theme into teaching and learning programs and resources throughout the year	May 2021	PVC Academic Innovation

Relationships

Action	Deliverable	Timeline	Lead
3. Raise internal and external awareness of our RAP to promote reconciliation through our sphere of influence	3.1 Develop and implement a plan to raise staff awareness of RAP commitments	August 2020	PVC Indigenous
	3.2 Create a UNE RAP website covering all aspects of UNE's commitment to reconciliation including initiatives, engagement activities, policies, events and achievements	August 2020	PVC External Relations
	3.3 Develop and implement a plan that informs key internal stakeholders of their RAP responsibilities	August 2020	PVC Indigenous
	3.4 Include awareness of the RAP in UNE staff induction process	August 2020	Chief Operating Officer
	3.5 Develop a plan that increases Aboriginal and Torres Strait Islander presence at key University events such as graduation	September 2020	PVC Academic Innovation
	3.6 Include article on RAP in UNE Annual Reports and other relevant documents	February 2021	Vice-Chancellor
	3.7 Identify external stakeholders that our organisation can engage with on UNE's reconciliation journey	September 2020	PVC Indigenous
	3.8 Identify RAP and other like-minded organisations that we could approach to collaborate with on UNE's reconciliation journey	September 2020	PVC Indigenous
4. Promote positive race relations through anti-discrimination strategies	4.1 Research best practice and policies in areas of race relations and anti-discrimination	September 2020	Chief Operating Officer
	4.2 Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs	September 2020	Chief Operating Officer
	4.3 Ensure the University is a culturally safe environment for Aboriginal and Torres Strait Island students, staff and visitors	February 2021	PVC Indigenous



Opposite:
International students and Oorala staff attending a BBQ held at Oorala Aboriginal Centre (August 2019)
Photo by Oorala staff

Artwork
Brian Irving
Gecko, 2007
Purchase 2007
UNE Art Collection



Respect

UNE honours and recognises Aboriginal and Torres Strait Islander Elders past, present and future of all the lands on which the UNE operates, and more broadly to Aboriginal and Torres Strait Islander Elders of lands across Australia.

In doing so, UNE acknowledges the importance of Aboriginal and Torres Strait Islander cultures, histories and knowledges and how they have enabled Aboriginal and Torres Strait Islander Peoples to fulfil responsibilities and

obligations on Country and to each other for tens of thousands of years.

UNE will continue to provide an environment that respects Aboriginal and Torres Strait Islander Peoples, histories, cultures, spiritualities and connections to Country by encouraging and supporting staff, students and communities to come together with a willingness and commitment to sharing and growing in a spirit of inclusiveness and unity.

Action	Deliverable	Timeline	Lead
5. Develop a whole of University plan to increase cultural respect, understanding, appreciation of Aboriginal and Torres Strait Islander cultures, knowledges, languages, histories and achievements through opportunities for cultural learning and development	5.1 Conduct a review of cultural learning needs within UNE	October 2020	PVC Indigenous
	5.2 Conduct a review of cultural immersion processes and practices at UNE	October 2020	PVC Indigenous
	5.3 Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledges, rights and responsibilities within UNE	March 2021	PVC Indigenous
	5.4 Provide the opportunity for RAP Working Group members, RAP champions, HR managers and other leadership staff to participate in cultural training and to engage with Aboriginal and Torres Strait Islander communities where appropriate	March 2021	PVC Indigenous
	5.5 Provide opportunities for Aboriginal and Torres Strait Islander employees and non-Indigenous employees to develop and build positive relationships with each other	May 2021	PVC Indigenous
	5.6 Develop a "Cultural Sensitivity Course" for inclusion in the probation requirements for new academic staff	March 2021	PVC Indigenous
	5.7 Conduct a review of the internal "Cultural Connections Course" for UNE staff	March 2021	Chief Operating Officer

Respect

Action	Deliverable	Timeline	Lead
6. Demonstrate respect to Aboriginal and Torres Strait Islander Peoples by observing cultural protocols	6.1 Develop "Cultural Protocols Guidelines on and off Country"	December 2020	PVC Indigenous
	6.2 Acknowledge the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and cultures wherever possible including the display of Aboriginal and Torres Strait Islander flags and Australian flags at significant events and on University grounds	June 2021	PVC Indigenous
	6.3 Develop, implement and communicate guidelines for Welcome to Country and Acknowledgement of Country to ensure increased staff understanding of the purpose and significance of cultural protocols	September 2020	PVC Indigenous
	6.4 Develop an understanding of the local Traditional Custodians of the lands and waters within UNE's operational area	May 2021	PVC Indigenous
7. Ensure that relevant research policies and guidelines are sensitive to Aboriginal and Torres Strait Islander cultures	7.1 Develop an "Aboriginal and Torres Strait Islander Research Strategy" that includes guidelines on cultural protocols and sensitivities that need to be followed when conducting research relating to Aboriginal and Torres Strait Islander cultures, heritages, spiritualities, languages, stories, histories, practices, knowledges and communities	February 2021	DVC Research
	7.2 Review existing policies for cultural appropriateness	October 2020	Chief Legal and Governance Officer
8. Update internal communications to build cultural competency internally and promote awareness externally	8.1 Review UNE communications style guide and update where required to include appropriate terminology to use when communicating about Aboriginal and Torres Strait Islander Peoples and issues	September 2020	PVC External Relations
	8.2 Review UNE website and other sources of University information to ensure they are culturally appropriate	September 2020	PVC External Relations

Respect

Action	Deliverable	Timeline	Lead
9. Participate in and celebrate NAIDOC week	9.1 Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC week	July 2020	PVC Indigenous
	9.2 Raise awareness and share information amongst our staff about the meaning of NAIDOC Week	July 2020	PVC Indigenous
	9.3 Introduce our staff to NAIDOC Week by promoting external events in our local area	July 2020	PVC Indigenous
	9.4 RAP Working Group to participate in an external NAIDOC Week event	July 2020	Vice-Chancellor
	9.5 Encourage staff to participate in NAIDOC Week	July 2020	PVC Indigenous
	9.6 Organise an internal event for stakeholders to participate in NAIDOC Week	July 2020	PVC Indigenous
	9.7 Contribute to Oorala Aboriginal Centre's delivery of NAIDOC celebrations	July 2020	Vice-Chancellor
	9.8 Support community in NAIDOC celebrations	July 2020	
10. Celebrate and acknowledge Aboriginal and Torres Strait Islander matters of significance and related activities	10.1 Develop a calendar of matters of significance and list on UNE RAP Website	August 2020	PVC Indigenous
	10.2 Ensure that matters of significance are built into our media and social media promotional strategies	September 2020	PVC External Relations
	10.3 Raise awareness and share information amongst our staff of the meaning of matters of significance	September 2020	Vice-Chancellor



Opportunities

UNE is committed to creating opportunities for Aboriginal and Torres Strait Islander individuals, families and communities through embedding Aboriginal and Torres Strait Islander cultural contexts and knowledges in all areas of the university community including teaching and learning, research, employment and engagement, which will create foundation for increased equitable life choices, positive change and successful outcomes.

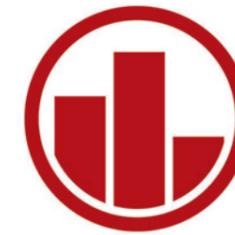
Action	Deliverable	Timeline	Lead
11. Plan to make UNE learning and teaching sites culturally welcoming, friendly and safe places for Aboriginal and Torres Strait Islander Peoples	11.1 Develop guidelines on what makes a physical space culturally appropriate including plaques, photographs, flags, yarning circles for teaching, artwork, statements of commitment and staff communications	December 2020	PVC Indigenous
	11.2 Audit targeted physical spaces and identify enhancement opportunities	December 2020	PVC Indigenous
12. Develop a plan to embed Aboriginal and Torres Strait Islander perspectives in the curricula	12.1 Develop an "Aboriginal and Torres Strait Islander Teaching and Learning Strategy" that includes guidelines on how to incorporate Aboriginal and Torres Strait Islander Peoples' perspectives into curricula	September 2020	PVC Academic Innovation
	12.2 Conduct an audit of all units with Aboriginal and Torres Strait Islander topics and content	September 2020	PVC Academic Innovation
13. Ensure Faculty Strategic Plans incorporate a response to the relevant Aboriginal and Torres Strait Islander engagement plans	13.1 Each School's Operational Plan must reference the University's various education, employment and research plans.	October 2020	Provost and Deputy Vice-Chancellor
14. Increase Aboriginal and Torres Strait Islander student enrolment, engagement and educational achievement	14.1 Review and revise UNE's student enrolment procedures to ensure that there are equal and equitable admission pathways for Aboriginal and Torres Strait Islander students	October 2020	PVC Academic innovation
	14.2 Develop and implement relevant enrolment procedures and scholarships program that increase opportunities for Aboriginal and Torres Strait Islander students	October 2020	PVC Academic Innovation
	14.3 Support the educational achievement of Aboriginal and Torres Strait Islander students through integrated programs aimed at improving student engagement, retention, progression and success	October 2020	PVC Academic Innovation
	14.4 Develop and implement an Awards program to recognise and celebrate the achievements of Aboriginal and Torres Strait Islander staff, students, alumni and community members, and to recognise the contributions that wider members of our educational community have made to our reconciliation process	February 2021	PVC Indigenous



Left: Colin Ahoy, Annette & Thelma McCarthy at the inaugural Neville Crew Lecture (December 2019)
Photo by Oorala staff

Opportunities

Action	Deliverable	Timeline	Lead
15. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	15.1 Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses	October 2020	Chief Operating Officer
	15.2 Investigate Supply Nation membership	October 2020	Chief Operating Officer
16. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development	16.1 Include Aboriginal and Torres Strait Islander representation on recruitment and selection panels where appropriate and mandatory for identified positions	July 2020	Chief Operating Officer
	16.2 Review HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander employees fully participating in the workplace including pursuing career goals	September 2020	Chief Operating Officer
	16.3 Implement Aboriginal and Torres Strait Islander postdoctoral fellowships to provide employment opportunities for Aboriginal and Torres Strait Islander HDR graduates as part of a policy to increase Aboriginal and Torres Strait Islander academic staff	November 2020	DVC Research
	16.4 Create an Aboriginal and Torres Strait Islander Staff community of practice that informs future employment and professional development opportunities	November 2020	Chief Operating Officer
	16.5 Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	November 2020	Chief Operating Officer
	16.6 Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation	September 2020	Chief Operating Officer
17. Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders	17.1 Investigate hosting an appropriate link to Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform on our website	July 2020	PVC External Relations



Governance, Tracking and Progress

UNE understands that this Reflect RAP is a starting point for progressing reconciliation goals and targets. Achieving these things is the responsibility of all UNE staff and students, in collaboration with Aboriginal and Torres Strait Islander communities. It will require commitment, learning and involvement of all staff at UNE to enable us to move along the reconciliation continuum from Reflect to Innovate to Stretch.

Continued tracking of our effort will enable us to build on our strengths, overcome any weaknesses, and leverage opportunities as they arise.

UNE celebrates progress by acknowledging this is a long journey requiring patience, commitment and ongoing collaboration.

Action	Deliverable	Timeline	Lead
18. Reconciliation Action Plan (RAP) Working Group actively monitors RAP including implementation of actions, tracking progress and reporting	18.1 Establish Terms of Reference for the RAP Working Group	July 2020	Provost & Deputy Vice-Chancellor
	18.2 Ensure Aboriginal and Torres Strait Islander representation on the RAP Working Group	July 2020	Provost & Deputy Vice-Chancellor
	18.3 Develop, endorse and launch the RAP by the RAP Working Group	August 2020	Provost & Deputy Vice-Chancellor
	18.4 The RAP Working Group meet at least four times a year to monitor and report on RAP implementation	May 2021	PVC Indigenous
	18.5 Review and monitor the RAP Working Group to ensure it effectively governs RAP implementation	May 2021	Vice-Chancellor
19. Create appropriate leadership positions within the University to drive governance and strategy	19.1 Appoint a Pro Vice-Chancellor Indigenous and Director, Oorala Aboriginal Centre	September 2020	Vice-Chancellor

Governance, Tracking and Progress

Action	Deliverable	Timeline	Lead
20. Provide appropriate support for effective implementation of RAP commitments	20.1 Define resource needs for RAP implementation	July 2020	Provost & Deputy Vice-Chancellor
	20.2 Develop and implement a plan to raise staff awareness of RAP commitments	September 2020	PVC Indigenous
	20.3 Create a UNE RAP website covering all aspects of UNE's commitment to reconciliation including initiatives, engagement activities, policies, events and achievements	November 2020	PVC Indigenous
	20.4 Develop and implement systems and capability needs to track, measure and report on RAP activities	May 2021	PVC Indigenous
	20.5 Complete and submit the annual RAP Impact Measurement Questionnaire and submit to Reconciliation Australia	May 2021	PVC Indigenous
	20.6 Engage senior leaders in the delivery of RAP commitments	September 2020	PVC Indigenous
	20.7 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	May 2021	PVC Indigenous
21. Review and update this version of the RAP	21.1 Review RAP based on lessons learned and identify and record achievements, challenges and learnings	March 2021	PVC Indigenous
	21.2 Register via Reconciliation Australia's website to begin developing our next RAP	March 2021	PVC Indigenous



Artwork:
Lloyd Hornsby
Reconciliation, 2016
Gift of the Artist 2020
UNE Art Collection



Artwork:
Larissa Ahoy
Echidna, 2014
Gift of Prof. Annabelle Duncan 2014
UNE Art Collection



Photo:
Smoking Ceremony: NAIDOC Opening event
on Booloominbah Lawn (July 2018)
Photographer: David Elkins

For more information visit:
[une.edu.au/about-une/executive/deputy-vice-chancellor/
reconciliation-action-plan](http://une.edu.au/about-une/executive/deputy-vice-chancellor/reconciliation-action-plan)

CRICOS Provider Number: 00003G

