



RECONCILIATION ACTION PLAN (RAP)

© Federation University Australia 2019

All enquiries regarding this publication should be directed to:

Associate Professor Geoffrey Lord,
Chair, Federation University Australia
Reconciliation Action Plan Committee
Federation University Australia
PO Box 663 Ballarat VIC 3353 Australia

Telephone: +61 3 5362 2601 or email g.lord@federation.edu.au

COVER ARTWORK

This painting represents reconciliation across all lands, from the skies down to the waters including the mountains, grass and sand. The hands represent people of all cultures reaching for a brighter future, and the men and women in talks of how reconciliation can be achieved. Last but not least, the footprints represent our Aboriginal and Torres Strait Islander ancestors that have fought for reconciliation before us and their steps/progress towards reconciliation.

Cover artist, Josh Muir is a proud Yorta Yorta, Gunditjmara and Barkinji man, who holds his culture strong to his heart as it gives him a voice and great sense of identity. Josh is a Ballarat-based multimedia artist. In 2015 Muir was the recipient of the Telstra National Indigenous and Torres Strait Islander Art Award – Youth Award and the Hutchinson Scholarship, through which he undertook a 12-month residency at the Victorian College of the Arts in Melbourne. Muir's work has been acquired by the Koorie Heritage Trust, The National Gallery of Australia, the Museum and Art Gallery of the Northern Territory, the National Gallery of Victoria and was commissioned as a major project artist by White Night.

Shanaya Sheridan, is a proud Yorta Yorta, Dja Dja Wurrung and Boon Wurrung woman who has resided in Ballarat for 20 years, after living in Horsham, Shepparton and Melbourne. Growing up and watching her Elders and their style of artworks, Shanaya is influenced by a traditional style of Aboriginal art, mixing it up with contemporary colours. This reconciliation piece is Shanaya's first commission.

CC_190819

Table of Contents

PART I – STATEMENTS & PROGRESS HIGHLIGHTS	2
Key Statements	2
Vice-Chancellor’s Statement	3
Message from Reconciliation Australia	4
Our Vision for Reconciliation	5
FedUni Reconciliation Statement	7
Our Core Business	8
How the RAP was developed	9
Highlights	10
Our Reconciliation journey since previous RAP, key learnings, challenges and achievements	14
PART II – RECONCILIATION ACTION PLAN	17
Relationships	19
Respect	23
Opportunities	30
Governance, tracking progress and reporting	35
Acronyms	38
Acknowledgements	39

Part I – Statements and Progress Highlights

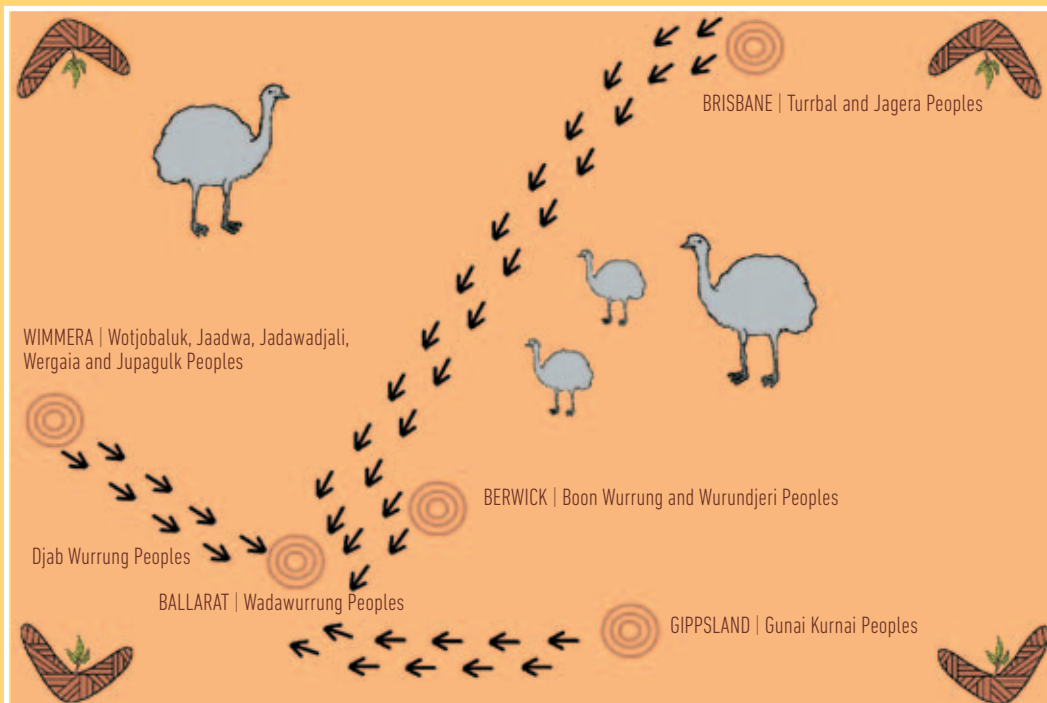
Key Statements

Federation University Australia’s (FedUni) vision for reconciliation, how it relates to our business and the wider community are expanded upon in our Key Statements:

- Vice-Chancellor’s Statement
- FedUni Reconciliation Statement
- Stretch Reconciliation Action Plan (RAP)

2

FEDUNI ACKNOWLEDGES THE TRADITIONAL CUSTODIANS OF THE LAND WHERE ITS CAMPUSES AND CENTRES ARE LOCATED



Geographical Mapping with Language/Clan Group/Clusters Art work developed by Shanaya Sheridan, FedUni AEC

The depiction of boomerangs and eucalyptus leaves at each corner shows the cultural safety and the healing journey of the people and the land in preparation for meeting, learning and working towards reconciliation. Eucalyptus is native and different species are used for traditional medicine. The language groups represent the locations in which the main campuses and installations of FedUni exist with the meeting places (circles) representing the campus and communities of each area. The adult Emus and chicks represent the people, animals and the life cycle of learning, nurturing and growth across the footprint with tracks leading between each area and Language Group/Clan. The artwork was developed in conjunction with the RAP Committee, along with artist Shanaya Sheridan to represent the relationships between FedUni and Aboriginal Peoples in a culturally respectful manner. This approach was chosen to ensure the geographical groupings were maintained and reflected rather than a disconnected listing of Language Groups and Clans.

Vice-Chancellor's Statement

As Vice-Chancellor and President of Federation University Australia I acknowledge the Traditional Custodians of the lands and waters where our campuses, centres and field stations are located and I pay my respects to Elders past and present as well as to all Aboriginal and Torres Strait Islander and First Nations Peoples.

In the light of this acknowledgement and respect, and sharing with Reconciliation Australia an affirmation of the special place of Aboriginal and Torres Strait Islander peoples as the first Australians, it is my great pleasure to present to you the Federation University Australia (FedUni) *Reconciliation Action Plan (RAP) 2019–2022*.

As the fourth RAP developed by FedUni and its predecessor institutions, it is pleasing to note that we are presenting our first 'Stretch' RAP. In past iterations, the FedUni 'Reflect' and 'Innovate' RAPs have moved us from a position of scoping and implementing reconciliation, to a point where we now challenge ourselves to embed reconciliation across the organisation, its campuses, and associated centres.

This 'Stretch' RAP aligns our vision for reconciliation with the FedUni *Strategic Plan 2018–2022* and outlines a set of actions, deliverables, timelines and responsibilities with measureable targets. Our commitment to Aboriginal and Torres Strait Islander people and culture is embedded in current policy and strategy; it is now time for us to move to a point where the outcomes of this 'Stretch' RAP will be measured by the achievements and actions that reflect reconciliation in all of the day to day operations of the University.

The *Reconciliation Action Plan 2019–2022* is built upon the learning journey of FedUni as we have moved along a path of supporting the national reconciliation movement. It will guide us in our on-going activities as we further develop our commitment to reconciliation, both internally and within the communities within which we operate. I look forward to the continuing journey.

Professor Helen Bartlett

Vice-Chancellor and President, Federation University Australia



From left: Assoc Prof Geoffrey Lord, Uncle Bryon Powell, Kelly Haseloff FedUni Marketing, Vice-Chancellor Professor Helen Bartlett, Shanaya Sheridan AEC, Peter Lovett VAEIA Wurreker Broker, Ashlee Rodgers AEC, FedUni Councillor Jane Smith, FedUni Councillor Michael Ryan, FedUni Councillor George Fong, ex-Chancellor Dr Paul JH Hemming AO.

Statement from Reconciliation Australia

Reconciliation Australia congratulates Federation University on its past successes and continued commitment to reconciliation, as it implements its second Reconciliation Action Plan (RAP); its first Stretch RAP.

As a RAP partner, Federation University is a member of a fast-growing collective of over 1,000 organisations in Australia that are all working to build and implement plans of action based on the key pillars of the RAP program: relationships, respect and opportunities.

As an educational body, Federation University is uniquely placed to influence the way in which students learn about Aboriginal and Torres Strait Islander peoples, cultures and histories. Through its RAP actions, the University aims to embed Aboriginal and Torres Strait Islander content and perspectives into all its curricula by mid-2021, taking a respectful and collaborative approach.

Federation University has made a concerted effort to identify areas of inequity between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in the education space, and address them. In this Stretch RAP, the University is committed to increasing representation of First Nations peoples in its organisation by ensuring equitable access to senior academic positions.

On behalf of Reconciliation Australia, I commend Federation University on its dedication to driving reconciliation, and look forward to following its continued achievements.

Ms Karen Mundine

Chief Executive Officer,
Reconciliation Australia

Our Vision for Reconciliation

The FedUni *Strategic Plan 2018-2022: Transforming lives and enhancing communities* articulates the University's commitment to reconciliation in stating that:

Our purpose is to transform lives and enhance communities. Our priority is to deliver the highest quality student experience so our graduates can realise their ambitions and become effective global citizens wherever they choose to live or work. Achieved in part through our Lifelong Learning priority to provide future-focused, high quality lifelong learning opportunities for students from all backgrounds. And through our Strategic Goal to become a university workplace of choice as a preferred employer and education destination for First Nations staff and students to make a positive impact by recognising, supporting and fostering relationships with First Nations Communities of our regions.

The University is committed to advancing human rights within a free, tolerant and inclusive society and contributing to better outcomes for all Australians. The University respects and acknowledges Aboriginal and Torres Strait Islander peoples, lands, cultures and histories and works collaboratively to advance outcomes for Aboriginal and Torres Strait Islander and all First Nations People.

Further:

We acknowledge along with Universities Australia (UA) that:

Australia is home to the world's oldest continuing cultures.

This towering achievement of Aboriginal and Torres Strait Islander peoples in human history is the foundation story of our country and our national identity.

The campuses of Universities Australia's 39 members have been established on the traditional lands of Aboriginal and Torres Strait Islander peoples across the continent.

On these lands, teaching, learning and research have taken place since time immemorial.

Including this heritage, tradition and knowledge as visible and valued parts of contemporary Australian university life and decision-making is a unique privilege.

Universities Australia acknowledges Traditional Owners across the vast Australian continent, and pays our deep respects to Community Elders – past, present and future.

(Universities Australia Indigenous Strategy 2017–2020, p4, 2017–2020)

This Federation University Australia Stretch RAP has a 3-year duration, which commences when the RAP is formally endorsed by Reconciliation Australia. Our *Stretch Reconciliation Action Plan* is valid for the years June 2019–June 2022.

FedUni's *Stretch Reconciliation Action Plan (RAP)* is in line with the minimum elements of the Stretch RAP type within Reconciliation Australia's (RA) wider – *Reflect, Innovate, Stretch and Elevate – workplace RAP framework* (RA, 2017).

By undertaking this Stretch RAP Federation University Australia (FedUni) acknowledges our current position and intention regarding reconciliation.

As an entity FedUni recognises and accepts that the organisation is ready to challenge ourselves by setting targets for the actions outlined in this RAP.

The Stretch RAP gives FedUni the opportunity to focus on tried and tested strategies and programs and to set clear and measurable targets to deepen their impact.

This RAP is the fourth three-year RAP undertaken by FedUni and is in line with RA and Universities Australia (UA) social and moral responsibilities. FedUni understands the ongoing and continuous process as each RAP has shaped FedUni's Vision for Reconciliation, sought to expand awareness, collaboration and embedded practice in the University's daily life. Through the process of formulation, delivery and re-evaluation of past RAP initiatives and a maturing position in relation to Reconciliation FedUni continues to work inclusively and consistently in relation to Reconciliation.



FedUni Reconciliation Statement

Embedded in the FedUni RAP is the FedUni Reconciliation Statement, housed on the FedUni website and displayed at all Campuses as a physical and visual reminder of our commitment to reconciliation.

Federation University Australia shares with Reconciliation Australia and Universities Australia in affirming the significant place and cultures of Aboriginal and Torres Strait Islander First Nations Peoples in the continuing history of this continent.

FEDERATION UNIVERSITY AUSTRALIA

We acknowledge the Traditional Custodians of the lands and waters where our campuses, centres and field stations are located and pay our respect to Elders past and present, and extend respect to all Aboriginal and Torres Strait Islander and all First Nations Peoples.

The Aboriginal Traditional Custodians of the lands and waters where our campuses, centres and field stations are located include:

- Wimmera: Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk
- Ballarat: Wadawurrung
- Berwick: Boon Wurrung and Wurundjeri
- Gippsland: Gunai Kurnai
- Nanya Station: Mutthi Mutthi and Barkindji
- Brisbane: Turrbal and Jagera

Federation University Australia values cultural diversity, believes all staff and students should be treated with dignity and respect and seeks to contribute to creating equal and equitable life chances for all.

The University considers that closing the 10–17 year life expectancy gap between Aboriginal and Torres Strait Islander people and non-Indigenous Australians is fundamental, and that education is central to achieving this goal.

The University has set in place measures to address the post colonisation historical and contemporary experience of Aboriginal and Torres Strait Islander peoples in education and employment inclusion.

To further the process of reconciliation, Federation University Australia has developed its fourth Reconciliation Action Plan focusing on improving education, training and research opportunities for all University members and specifically Aboriginal and Torres Strait Islander students; increasing the visibility and status of Aboriginal and Torres Strait Islander Peoples, cultures, knowledge and studies on all University campuses; recruiting and retaining Aboriginal and Torres Strait Islander staff at all levels of the University; and ensuring that Aboriginal and Torres Strait Islander people are involved in the governance and decision-making of the University.

The *2019–2022 Stretch Reconciliation Action Plan* reaffirms Federation University Australia's commitment to the imperative for reconciliation.

Our Core Business

Federation University Australia is based on a federated network of 15 campuses and partner-provider institutions across Australia and overseas, and national and international education and research collaborations employing 1350 FTE staff members, 20 of whom are Aboriginal and Torres Strait Islander staff, comprising one academic, one TAFE teacher, fourteen general and professional staff and four trainees. Predominantly employed in the Aboriginal Education Centre a unit of the University providing leadership and Indigenous specific student support services. Recent traineeship positions have been expanded into HR, Marketing and Business School.

8

The core business of the University — higher education, vocational education and training, and research — is delivered across this federation. Federation University Australia welcomes all, provides high-quality teaching, extensive learning support, smooth pathways between the sectors, and work-ready qualifications. In so doing, it teaches students of all ages and backgrounds, to learn to succeed.

FEDERATION UNIVERSITY AUSTRALIA ACTIVITIES ARE GUIDED BY FIVE PRINCIPLES.

- Excellence** Our passion for teaching and research, student support and welfare, and staff development, drives our quest for excellence.
- Responsibility** Ethical practice, student care and effective stewardship of our environment and resources are immutable qualities of Federation University Australia.
- Access** We welcome and celebrate diversity and inclusion to create educational experiences that are equitable, inspirational and transformative.
- Respect** Respect for our staff, our students and our communities provides an educational culture in which all realise their full potential.
- Engagement** We are committed to local, national and international partnerships that are innovative, professional and mutually beneficial.

FedUni currently employs 1350 FTE persons across higher education as academics TAFE sector as teachers and general staff in support of University operations. Contributing to education and training across Victoria, NSW, and partnerships in China, Hong Kong, Malaysia and South Australia. Of that 1350 staff members 20 are identified Aboriginal and Torres Strait Islander people working in Academic, TAFE teaching and support roles representing 2.7% of the University staff population. FedUni operates ten main campus sites within Australia predominantly in Victoria (not including partner provider nor international sites).

How the RAP was developed

This iteration of the FedUni RAP, the Stretch RAP, has been developed over a 24 month period through direct sponsorship of the Vice Chancellor through the FedUni Reconciliation Action Plan Committee.

The committee has engaged local Aboriginal Community groups across the state as well as government and Aboriginal Organisations to contribute, guide and craft this RAP. The FedUni Council, Vice-Chancellors Strategic Team as well as Dept of Education and Training, Victorian Aboriginal Education Association Incorporated (VAEAI), Local Aboriginal Education Consultative Groups (LAECG's), Land Councils, Aboriginal Co-operatives and other Aboriginal Organisation Community groups have all been part of this process.

FedUni RAP Committee membership (see pages 35-37) was broadened from 2016 across 2017/18 to encompass a broader geographical and internal/external organisational membership. Through RAP Committee champions such as the HR dedicated members, Manager AEC, both Wimmera and Ballarat Heads of Campus, School of Education and School of Arts Academics, VAEAI Wurreker Brokers and the Chair and membership the RAP Committee has progressed a number of initiatives within the 2015–2017 RAP that are stand outs for example:

- Deadly Bikes Project – Highlighted on SBS Insight Program
- PhD and Bachelor (Honours) Graduates
- National Indigenous Tertiary Education Student Games 2017 FedUni participants
- Art Exhibitions
- Rethinking the Australian Legend Lecture series in partnership with MADE
- Wurreker Awards – Finalists
- Aurora Foundation Study Tour 2017
- Gnarrwirring Karung Student Hub

Highlights

Deadly Bikes Project – Highlighted on SBS Insight Program



Deadly Bikes shared SBS INSIGHT's video. 25 April
Breaking Free episode 25/4/2017

Overcoming labels and stereotypes, Fabian is finding focus with the Goolum Goolum Aboriginal Co-Operative Deadly Bikes program. "I've found the old, happy me."

Deadly Bikes Program aims to give Aboriginal young people from the Grampians region in Victoria an opportunity to take old bicycles and give them a makeover for themselves or members of their community.

Alongside this, students are involved in creating deadly short films to document their Right on Track journey and also create 'show piece' designer bikes to showcase at community events. Through participation in the program the participants also gain independence and well-being through helping them to re-engage with their community, education and job prospects.

The Deadly Bike Program also provides the participants with a knowledge of bike mechanics and safety, reflective behaviour, planning and co-operation, problem solving and leadership skills.

The project is a partnership between Goolum Goolum Aboriginal Cooperative, Centre for Participation (formerly Wimmera Hub) Federation University Australia Wimmera and Horsham College and is modeled on the Deadly Ute project where students customised a FedUni donated Ford Ute and detailed it with Koori Artwork.

PhD *honoris causa* and Masters Graduate



Uncle Dennis

One of the oldest Aboriginal and Torres Strait Islander Elders has graduated with a Masters of Visual Arts from Federation University Australia's Gippsland Campus in May 2017. At the age of 86, Uncle Edward (affectionately known as Dennis), is the oldest Aboriginal and Torres Strait Islander to graduate from FedUni's Gippsland Campus and is proof that you are never too old to learn. This is not his first graduation. Uncle Dennis earned a place in the local history books when he graduated with a Bachelor of Arts (Aboriginal Studies) in 2014, a degree he completed at the age of 82.

Aunty Eileen Harrison

Aunty Eileen Harrison highly respected Gunai Kurnai artist and Elder was awarded PhD *honoris causa* at FedUni Gippsland Campus Graduation Ceremony Thursday, 19 May, 2016. Dr Harrison is well known for her work in the Community and as an established Aboriginal Artist. Her paintings are held in the collections of Latrobe Regional Gallery Gippsland and Baw Baw Shire Council. Aunty Eileen was born at Bung Yarnda — Lake Tyers Mission Station. Aunty Eileen grew up there happy with her parents and ten siblings, grandparents, uncles, aunties and cousins. Eileen has contributed a lifetime to Aboriginal Culture through her work, advocacy, art and story.

National Indigenous Tertiary Education Student Games 2017



FedUni participants

2017 saw the inaugural FedUni Aboriginal Education Centre Student Team participate in the National Indigenous Tertiary Education Games.

“The National Indigenous Tertiary Education Student Games (NITESG) began in 1996 as a joint class project between thirteen students enrolled in a Diploma of Aboriginal Studies (Community Recreation) at the then Wollotuka School for Aboriginal Studies, The University of Newcastle.”

www.indigenousunigames.com.au/index.php/more-about-indigenous-games

The games are held annually at the end of June, and together with the partnership between the Aboriginal Education Centre and Federation University Australia, FedUni plan to enter a team into the National Indigenous Tertiary Education Student Games annually following successful participation in 2017.

Now referred to as Indigenous Nationals, the event is a week-long multisport competition for Indigenous student-athletes. The annual event aims to bring together student-athletes from universities across Australia to compete in a variety of sports and ultimately crown one university team the champion of the games. Indigenous Nationals provides an environment to not only celebrate the rich sporting culture of Indigenous Australia but to also acknowledge the heritage and history of the participating student-athletes. The event provides an opportunity for more than 500 Aboriginal and Torres Strait Islander students from over 30 universities to build and establish cultural connections while sharing in the celebration of their living culture.

Wurreker Awards – Finalists FedUni staff honoured



Ashlee Rodgers

These Awards provide an opportunity each year to celebrate the achievements of individuals and organisations in the field of Koorie further education.

FedUni staff members Martin Perkins and Ashlee Rodgers have been honoured this year. Martin, a VET teacher in Information Technology, received a Teacher / Trainer award. Ashlee, Indigenous Liaison Officer, also received a Public Sector Employee Award.

“Both Martin and Ashlee have been outstanding ambassadors for the University over many years,” Geoff Lord, Head of the Wimmera Campus, said. “We congratulate them on their awards, which they both thoroughly deserve.”

The VAEI Wurreker Awards were held in Melbourne with the Official Address given by Gayle Tierney, Victorian Minister for Training and Skills and Minister for Corrections. Wurreker Awards are an integral part of the Victorian Government Wurreker Strategy’s vision to enable training for the Koorie community supporting pathways to employment, Koorie community development, individual learner success and self-determination.

The FedUni finalists highlight the University’s commitment to the achievement of these goals.

NAIDOC 2017: inside-out Dreaming



Gary
Eagle Dreaming, 2017,
acrylic on canvas, 66 x 80cm. Courtesy the artist.

Through a unique collaboration between Federation College's VET Visual Arts program with Ararat (Hopkins Correctional Centre) and Langi Kal Kal, Aboriginal and Torres Strait Islander artists presented their recent work in an exhibition that explored, expressed and celebrated their cultural heritage and the significance of NAIDOC for the community.

In 2017 the National NAIDOC theme was Our Languages Matter. The theme aimed to emphasise and celebrate the unique and essential role that Aboriginal and Torres Strait Islander languages play in cultural identity, linking people to their land and water, and in the transmission of Aboriginal and Torres Strait Islander histories, spirituality and rites, through story and song.

At the opening, Acknowledgement of Country was offered by Mr Peter Lovett and the Baarlijaan Dance Group performed. Speeches were delivered by Bryce Ives, Director, Arts Academy, Ballarat and Gippsland Centre for Art & Design, and Professor Helen Bartlett, Vice-Chancellor, Federation University Australia.

Lecture Series Partnership

AUSTRALIAN WINTER WEEKEND JULY 2017

RETHINKING THE AUSTRALIAN LEGEND

PUBLIC LECTURE SERIES
An entertaining and thought provoking four-part lecture series, presented in partnership with Federation University Australia, MADE Ballarat and Saltbush Kitchen, designed to get you thinking and to learn how Indigenous Australia influences our contemporary Australian nation to thrive.

SUNDAY JULY 9 ART & THE KANGAROO NECKLACE
Join renowned artist, Peter Clarke, and Aboriginal Anthropologist, Sabra Thomas, as they discuss the fascinating story of the kangaroo tooth necklace, its history and how Peter has received a cultural nod in making the kangaroo tooth necklace. 3.30pm-5.15pm

SUNDAY JULY 16 HEROES OF FIRE & FLOOD
Join award winning documentary film makers Jory Henao & Lucinda Horvick, and historian Fred Cahir, meeting film remarkable stories about amazing Aboriginal heroes of bushfires and floods in the 19th century. Also hear first hand from Trish Nelson (Da Da Wurrung) of Parks Victoria, and Uncle Brian Powell (Wadawurrung Elder) on restoring Aboriginal cultural burns in Victoria. 2.30pm-5.15pm

SUNDAY JULY 23 SUNDAY ROAST BUSHFOOD STYLE
Royal Cookery & the Saltbush Kitchen crew for a fun afternoon learning how to create your own Bushfood Style Sunday Roast. Learn about the traditional foods of the Ballarat area and how to use lots of delicious bushfood flavours around your kitchen! 2.30pm-5.15pm

SUNDAY JULY 30 COMEDY, GREAT AUSTRALIAN HUMOUR
Where did Australian humour originate? Join renowned Australian comedians Iain Chambers and Gavin Kavanagh and a 'stand-up' panel for an informative & funny afternoon as we hear from the distinctive Australian style of humour can be traced to the influence of Aboriginal humour. Sponsored by Federation University Australia & Ballarat CAF Comedy. 2.30pm-5.15pm

BOOK TICKETS ONLINE AT www.made.org
Series tickets & individual sessions available. Lectures held in the main theatre at MADE, Ballarat East. Tickets include a complimentary bushfood drink.

MUSEUM OF AUSTRALIAN DEMOCRACY AT BALLARAT | Federation University Australia | SALT BUSH KITCHEN

Rethinking the Australian Legend Lecture Series in partnership with MADE Promotional flyer

Fred Cahir and Salt Bush Kitchen, with support from the MADE Team managed to tie together in an educational and relatable context a collaborative community partnership that meets fundamental elements of effective mutual partnerships, engaged communities and regional relevance. Achieved through celebration of Aboriginal and Torres Strait Islander Cultures and achievements, providing community with opportunities to interact and create understanding of First Nations Culture in a practical as well as deeply personal manner. The Rethinking the Australian Legend Lecture Series of interactive events continues to expand.

Aurora Foundation Study Tour



FedUni Gippsland student Justin Stankovic

Justin is currently studying a Bachelor of Primary Education at our Gippsland Campus. Justin has high aspirations in pursuing a career as an Aboriginal teacher for Aboriginal and Torres Strait Islander students, and later become a Primary School Principal. He has demonstrated the ability to complete required study tasks and assignments, achieving a Distinction grade average and maintaining this level of academic competency since he commenced his studies in 2015.

Justin frequently visits the AEC and knows, all too well, about the support and opportunities the AEC team offers its FedUni Aboriginal and Torres Strait Islander students.

Justin has recently been selected to participate in the 2017 Aurora Indigenous Scholars International Study Tour. Justin joins 19 other talented Aboriginal and Torres Strait Islander higher education students and graduates from across Australia and have departed Australia on Saturday 21st October 2017 for the annual Aurora Indigenous Scholars International Study Tour.

The 5-week Study Tour will take them to Berkeley, Stanford, Harvard, Columbia and New York University in the United States of America, and then on to Cambridge, London School of Economics and Oxford in the United Kingdom.

Well done Justin!

Gnarrwirring Karung pronounced (Narrowing Ker Ung)



Student Hub, Mt Helen Campus

Federation University Council approved October 2017 the new name applied to this space which is based on the Wadawurrung word for Learning Place, a fitting tribute to the Wadawurrung people who are the Traditional Custodians of Ballarat. Deep collaboration, consultation and approvals were undertaken in the process of naming. That consultation has greatly deepened the respect, understanding and cultural connection within the University and the wider Aboriginal and Torres Strait Islander Community in particular deepening already well established Wadawurrung connection, giving a true sense of Cultural at the heart of the Campus and University.

Our reconciliation journey since previous RAP, key learnings, challenges and achievements

Implementation

Federation University Australia's Stretch RAP has been developed in consultation with staff and students and community under the guidance of the RAP Committee.

RAP Committee membership includes the Chair, Aboriginal Community Elders and representatives from Aboriginal Co-operatives, Aboriginal Land Council's, Victorian Department of Education and Training, VAEAI, LAECG's, Manager of the Aboriginal Education Centre, academics and senior personnel from the University.

Round-table discussions and consultations over many years have provided the opportunity for University senior management to contribute to the development of the RAP. The University community have also been invited to provide feedback on draft RAP documents. Wider community consultation and feedback involving Local Aboriginal Education Consultative Groups have further informed the development of the RAP.

Federation University Australia considers the *2019–2022 Stretch RAP* to be an essential document in the process of reconciliation, in the affairs of the University, and most importantly, in the quest for a more inclusive and more equitable Australia.

Responsibility and Lessons

Federation University Australia Council has ultimate responsibility for the Reconciliation Action Plan, in partnership with Reconciliation Australia and Universities Australia, and thereby the Chancellor of the University. Responsibility for formulation, collaboration with Community and implementation is divested to the RAP Committee and thereby the Chair. All elements of the University have a responsibility to engage with the RAP and enjoin the concepts and empowering outcomes associated with the RAP. In practical terms in order to foster the institutional integrity dimension of reconciliation in Australia, the RAP is also ultimately the responsibility of all members of the University community. Simply put, reconciliation is everyone's business, and for everyone's benefit.

The RAP Committee has expanded membership to encompass broad Aboriginal Torres Strait Islander representation within the University footprint. Close working relationships and memberships within the RAP Committee of both State and Commonwealth departments and Aboriginal Organisations has been an affirming process for the University.

Significantly, as the last decade has unfolded, as the Nation of Australia has moved through the various iterations of social change the important role of the previous FedUni RAPs undertaken by the University and its predecessors have ensured progress and momentum has been made and maintained. We accept that there is more to do and from the reflection on past initiatives, the embedding of significant annual events and the continuing cultural education of staff and the ongoing curriculum enhancements FedUni has made progress in reconciliation terms and acknowledges we have much to do to ensure progress continues. With this in mind the Stretch RAP was chosen as the most appropriate for the 2019–2022 period.

2015–2017 Progress Accomplishments Achievements and Engagements

The ongoing work of the RAP Committee, Schools as well as Portfolios within FedUni in partnership with Community has led to some significant initiatives including but not limited to:

The Arts & Culture	Community & Projects	Education & Awareness
Art Exhibitions	Community Memberships, Land Councils, Co-ops, VAEAI, LAECGs	Cultural Awareness Training & Trainer
Indigenous Garden – FedUni	Deadly Bike Program Horsham SBS INSIGHT www.sbs.com.au/news/insight/tvepisode/breaking-free	Ian Clark Book Launch www.facebook.com/araratgallery/posts/1323564397696071
NAIDOC Week Events	Goolum Goolum Aboriginal Co-op Certificate IV Media Studies program	Film collaborations Faculty of Education and Arts and Wind Sky Productions http://windsky.com.au/tag/wathaurung-stories/
Reconciliation Week Working Party/ Events	Indigenous FedUni Governance, Wurreker Strategy, Koolin Balit Aboriginal Health Strategy 2012-2022, Marrung Aboriginal Education Plan 2016-2016 responsibilities	Fed College/Victorian Dept of Justice & Regulation Program delivery
State Collection Victoria Archives	Reconciliation Statement renewal Traineeships – HR Student Representatives	Lecture Series MADE & Gurindji Festival www.freedomday50.com.au/50th-anniversary-of-the-gurindji-walk-off/ MADE – Australian Historical Association Conference “The Unlucky Country”
World Heritage Listing explore	Wurreker Awards	Scholarships, Doctorates & Honorary Doctorate/s Awarded

RAP Snapshot	Reports
<ul style="list-style-type: none"> • RAP Committee Meetings Quarterly • Working Parties continuously throughout year 	<ul style="list-style-type: none"> • Universities Australia Indigenous Cultural Competency Framework 2016 • RA Annual Report and Survey 2016 • Regular Updates to Vice Chancellor Quarterly • FedUni Academic Board Update • VAEAI Roundtables incorporating Marrung Roundtables (six monthly)

Initiatives

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • AIME Program – In progress with Ballarat • Art Exhibitions • Community Memberships, Land Councils, Co-ops, VAEAI, LAECGs • Cultural Awareness Training and Trainer • Deadly Bike Program • Honorary Doctorate/s • Ian Clark Book Launch | <ul style="list-style-type: none"> • Indigenous FedUni Governance, Wurreker Strategy, Koolin Balit Aboriginal Health Strategy 2012–2022, Marrung Aboriginal Education Plan 2016–2016 responsibilities • Indigenous Garden – FedUni • Lecture Series – Rethinking the Australian Legend • MADE – Australian Historical Association Conference “The Unlucky Country” • NAIDOC Week Events | <ul style="list-style-type: none"> • Reconciliation Statement • National Reconciliation Week Working Party/Events • Scholarships • State Collection • Student Representative • Traineeships – HR • World Heritage Listing • Wurreker Awards |
|---|--|---|

RAP Reference Links

Koolin Balit

<https://www2.health.vic.gov.au/about/health-strategies/aboriginal-health/koolin-balit>

Wurreker

<http://www.vaeai.org.au/education/dsp-default.cfm?loadref=130>

Marrung

<http://vaeai.org.au/strategies/dsp-default.cfm?loadref=22>

http://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf

Reconciliation Australia (4 x types Reflect, Innovate, Stretch, Elevate)

<https://www.reconciliation.org.au/raphub/>

Part II – Reconciliation Action Plan

FedUni Action Areas

The four guiding action areas developed within the *FedUni Innovate RAP 2015–2017* are expanded in the *Stretch RAP 2019–2022* namely:



RELATIONSHIPS



RESPECT



OPPORTUNITIES



TRACKING PROGRESS AND REPORTING

These Action Areas are consistent with the UA commitments and our alignment with Reconciliation Australia and are expanded here.



Stretch Reconciliation Action Plan

June 2019 – June 2022



Relationships

Federation University Australia exists to further knowledge through collaborative engaged research partnerships, education and teaching. In this way the University connects people through shared experiences, is managed well through inclusive governance practices and respectfully shares the stories of community and individuals. FedUni is committed to fostering an inclusive community, based on the historical and current input of all cultures that form our nation. Aboriginal and Torres Strait Islander Peoples are central to FedUni, your University.

Federation University Australia is established by authority of the *Federation University Australia Act 2010*.

Section 5 of the Act defines the objectives of the University as being to provide higher education, and vocational education and training; to conduct research; to serve the Victorian, Australian and international communities and public interest; to involve Aboriginal and Torres Strait Islander peoples in teaching, learning and research; to reflect the principles of equity and social justice in its activities; and to use its expertise and resources widely including for commercial outcomes.

As a multi-sector institution delivering pre-tertiary education, Vocational Education and Training (VET), higher education, further education, research programs and courses, the University is determined to improve Aboriginal and Torres Strait Islander educational aspiration, participation, retention and attainment by building confidence, facilitating access, mentoring engagement, providing opportunities and fostering achievement. Federation University Australia will continue to ensure that Aboriginal and Torres Strait Islander students and staff are able to participate fully in the life and affairs of the University. This can only be achieved through building and maintaining strong relationships between Aboriginal and Torres Strait Islander peoples and the whole of community. In addition shared projects and initiatives that benefit the whole community, are jointly and collaboratively governed and communicated through deeply engaged partnerships are paramount to FedUni and our daily practice.

Key strategic direction of our business Relationships aligns with Federation University Australia Strategic Plan 2018–2022

Our Purpose: To transform lives and enhance communities.

Our Commitment: We demonstrate inclusive practices throughout the University community. We take pride in our heritage, achievements and identity.

Strategic Priority	Strategic Goals
<p>1 Providing future-focuses, high-quality lifelong learning opportunities for students from all backgrounds</p>	<p>1.1 Offer a high-quality student experience. 1.2 Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds.</p>
<p>2 Empowering students with the necessary knowledge, skills and aptitude for further study, to participate in workplaces and to be effective global citizens</p>	<p>2.1. Make a positive impact. 2.2. Align our educational offerings with the economic development and emerging industries in our communities. 2.3 Support strategically focused research themes and priority areas that link with our educational offerings and have measurable impact on society, policy and practice. 2.4 Inform strategic research and education development through partnerships with government, industry, community and other stakeholders.</p>
<p>3 Delivering applied research with measurable impact on the communities in which we are located and wider society.</p>	<p>3.1 Become a university workplace of choice. 3.2 Build leadership capability at all levels across the organisation. 3.3 Nurture a positive organisational culture that embraces all staff. 3.4 Enhance our research and engagement ethos. 3.6 Introduce strategies to improve gender balance in leadership positions. 3.7 Develop and implement an integrated workforce capability framework and talent management strategy.</p>

Key Success Factor – Outcomes

- Demonstrate national leadership in successfully engaging students from a diverse range of backgrounds and improving student retention and success results.
- Be known for research that delivers societal impact in priority areas
- Lead the sector in demonstrating best practice in engagement with community and industry.
- Be an asset to regional communities and an important contributor to capability building.
- Percentage of Indigenous students measured as a percentage of all students to achieve levels consistent with Reconciliation Action Plan Target >1% – >3%

Action 1.1	RAP Committee actively monitors RAP development and implementation		
Deliverable	<ul style="list-style-type: none"> • Oversee the development, endorsement and launch of the RAP. • Ensure there are Aboriginal and Torres Strait Islander peoples on the RAP Committee. • Meet at least four times per year to monitor and report on RAP implementation. • Appoint an internal RAP Champion(s) from senior management. • Establish a Terms of Reference for the RAP Committee. • Establish an external Aboriginal and Torres Strait Islander Reference Group to provide cultural advice and guidance. • Develop and distribute an expression of interest to join the RAP Committee to appropriate community members. 		
Timeline	June 2019, 2020, 2021 & 2022	Responsibility	Chair RAP Committee/VC

Action 1.2	Celebrate National Reconciliation Week (NRW) to strengthen and maintain relationships between Aboriginal and Torres Strait Islander staff and other staff		
Deliverable	<ul style="list-style-type: none"> • Organise 10 internal NRW events each year such as Art Exhibitions, Lecture Series, Film Festival. • Register all NRW events via Reconciliation Australia's NRW website. • Encourage staff and senior leaders to participate in external events to recognise and celebrate NRW. • Ensure our RAP Committee participates in 10 external NRW events each year. • Invite an Aboriginal and/or Torres Strait Islander community member/s into our office to connect and share experiences. • Support an external NRW event that could include in kind support and/or partnering with community organisations. 		
Timeline	June 2019, 2020, 2021 & 2022	Responsibility	Manager AEC/Chair RAP Committee/ Heads of Campus/Deans of Schools/ Student Senate/Director Fed Living

Action 1.3	Raise internal and external awareness of our RAP to promote reconciliation across our business and sector		
Deliverable	<ul style="list-style-type: none"> • Develop and implement a strategy to communicate our RAP to all internal and external stakeholders. • Promote reconciliation through ongoing active engagement with all stakeholders. • Engage our senior leaders in the delivery of RAP outcomes. 		
Timeline	June 2019, 2020, 2021 & 2022	Responsibility	Manager AEC/Director MACE/Chair RAP/VC

Action 1.4	Identify and engage with Federation University Australia's Aboriginal and Torres Strait Islander Alumni.		
Deliverable	<ul style="list-style-type: none"> • Identify, locate, document and engage FedUni's Aboriginal and Torres Strait Islander Alumni. • A tailored communication strategy developed to engage FedUni's Aboriginal and Torres Strait Islander Alumni, including inviting Alumni to key events. 		
Timeline	September 2019, 2020, 2021 & 2022	Responsibility	Responsibility Manager AEC/Chair RAP Committee/Director PR

Action 1.5	Maintain and leverage mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes.		
Deliverable	<ul style="list-style-type: none"> • Promote positive race relations through anti-discrimination strategies. • Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders. • Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement. • Commit to establishing formal two-way partnerships in each of the geographic locations of our main campuses to build capacity in Aboriginal and Torres Strait Islander organisations and/or communities relevant to our sphere of influence. • Develop joint ventures, partnerships, pro bono support or secondment and community capacity opportunities. • Continuously improve HR policies and procedures concerned with anti-discrimination. • Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to continuously improve our anti-discrimination policy. • Educate and communicate the FedUni anti-discrimination policies of our organisation. • Provide ongoing education opportunities for senior leaders and managers on the effects of racism, equity and diversity. • Senior leaders to publically support anti-discrimination campaigns, initiatives or stances against racism and in support of equity and diversity. 		
Timeline	September 2019, 2020, 2021 & 2022	Responsibility	Manager Equity and Diversity/RAP Chair/Deans/HoC and Campus Executive Directors/Director HR



Respect

The continuation of knowledge and learning are central to Aboriginal and Torres Strait Islander peoples, cultures, lands and histories. Federation University Australia takes great pride in working closely with all communities to preserve, respect and advance understanding, appreciation, acknowledgment, learning, success, achievements and celebration of Aboriginal and Torres Strait Islander peoples, cultures, lands and histories. Respecting and understanding the longest continuous cultures on earth is pivotal in realising who we are as a nation and a university serving the nation, what we have done and where we are going.

Federation University Australia is very mindful of United Nations Declaration on the Rights of Indigenous Peoples, in particular:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

And

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

(Source: <https://www.humanrights.gov.au/publications/un-declaration-rights-indigenous-peoples-1>)

**Federation University Australia is established by authority of the
*Federation University Australia Act 2010.***

Section 5 of the Act defines the objectives of the University as being to provide higher education, and vocational education and training; to conduct research; to serve the Victorian, Australian and international communities and public interest; to involve Aboriginal and Torres Strait Islander peoples in teaching, learning and research; to reflect the principles of equity and social justice in its activities; and to use its expertise and resources widely including for commercial outcomes.

Federation University Australia recognises that Aboriginal and Torres Strait Islander people today are the descendants of the First Peoples of the lands and waters of Australia and have maintained deep connections with, enjoyed, utilised and managed these lands and waters since time immemorial. The University acknowledges the continuation of Aboriginal and Torres Strait Islander cultures upon their traditional lands and waters and their right to pursue economic, social and cultural development. The University also acknowledges and respects the rights, interests and obligation of Aboriginal and Torres Strait Islander people to speak and care for their lands and waters in accordance with their practices, customs, beliefs and traditions.

Federation University Australia recognises Aboriginal and Torres Strait Islander people's rights to maintain and strengthen their own institutions, cultures and traditions and to pursue their development in keeping with their own needs and aspirations.

As a publicly funded institution Federation University Australia recognises its role and responsibility to promote and facilitate a respectful and collaborative partnership approach to Aboriginal and Torres Strait Islander people's economic, social and cultural development.

Federation University Australia recognises that Aboriginal and Torres Strait Islander engagement is a whole of University responsibility and is core to the University's long standing commitment to enhancing educational opportunities for all and to its being a leader within the communities in which it is located.

Federation University Australia, in partnership with Aboriginal and Torres Strait Islander people, shall consider the role and interests of Indigenous peoples in access, participation and success in higher education, teaching and learning, research, employment and governance.

Federation University Australia values a culturally aware and safe environment.



The Koori mural at the Gippsland campus was designed by Marlene Drysdale and Lynne Holten and was created by a large group of artists made up of Aboriginal students from the Morwell KODE school, campus staff and students at the CAIS Centre, and elders and community members from the region. The Theme of the mural is "Reconciliation through Education."

Key strategic direction of our business Respect aligns with Federation University Australia activities are guided by five principles.

Excellence	Our passion for teaching and research, student support and welfare, and staff development, drives our quest for excellence.
Responsibility	Ethical practice, student care and effective stewardship of our environment and resources are immutable qualities of Federation University Australia.
Access	We welcome and celebrate diversity and inclusion to create educational experiences that are equitable, inspirational and transformative.
Respect	Respect for our staff, our students and our communities provides an educational culture in which all realise their full potential.
Engagement	We are committed to local, national and international partnerships that are innovative, professional and mutually beneficial.

Our Purpose: To transform lives and enhance communities.

Our Commitment: We demonstrate inclusive practices throughout the University community. We take pride in our heritage, achievements and identity.

Strategic Priority		Strategic Goals
1	Providing future-focuses, high-quality lifelong learning opportunities for students from all backgrounds	<ul style="list-style-type: none"> 1.1 Offer a high-quality student experience. 1.2 Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds.
2	Empowering students with the necessary knowledge, skills and aptitude for further study, to participate in workplaces and to be effective global citizens	<ul style="list-style-type: none"> 2.1 Make a positive impact 2.2 Align our educational offerings with the economic development and emerging industries in our communities. 2.3 Support strategically focused research themes and priority areas that link with our educational offerings and have measurable impact on society, policy and practice. 2.4 Inform strategic research and education development through partnerships with government, industry, community and other stakeholders.
3	Delivering applied research with measurable impact on the communities in which we are located and wider society	<ul style="list-style-type: none"> 3.1 Become a university workplace of choice. 3.2 Build leadership capability at all levels across the organisation. 3.3 Nurture a positive organisational culture that embraces all staff. 3.4 Enhance our research and engagement ethos. 3.5 introduce strategies to improve gender balance in leadership positions. 3.6 Develop and implement an integrated workforce capability framework and talent management strategy.

Key Success Factor – Outcomes

- Demonstrate national leadership in successfully engaging students from a diverse range of backgrounds and improving student retention and success results.
- Be known for research that delivers societal impact in priority areas
- Lead the sector in demonstrating best practice in engagement with community and industry.
- Be an asset to regional communities and an important contributor to capability building.

Action 2.1	Increase knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievements		
Deliverable	<p>Research, develop, implement and review an Aboriginal and Torres Strait Islander Cultural Inclusion and Safety Strategy including cultural awareness training which defines continuous cultural learning needs of employees and students and considers various ways cultural learning can be provided. The Aboriginal and Torres Strait Islander Cultural Inclusion and Safety Strategy and training will include the following timelines and inclusions.</p> <p>2019 – Research and Develop Cultural Inclusion and Safety Strategy including training 2020 – Implement and review Cultural Inclusion and Safety Strategy including training 2021 – Review and Evaluate Cultural Inclusion and Safety Strategy including training</p> <ul style="list-style-type: none"> • Face to face cultural awareness training sessions offered to all staff. 2018 – Two sessions 2019 – Three sessions 2020 – Four sessions • Develop and implement online cultural awareness training. • All RAP committee members, senior executives, managers and supervisors to undertake face to face cultural awareness training. • Key performance indicator is embedded in supervisors, managers and senior executive staff performance plans. • 75% of all new staff to complete online cultural awareness training. • 75% of all staff to renew cultural awareness training every three years. • Promote the Reconciliation Australia's Share Our Pride online tool to all staff. • Invest resources into further developing the online Cultural Competence Training module for students. • Face to face cultural awareness training sessions offered to all staff. 2019 – Two sessions 2020 – Three sessions 2021 – Four sessions 		
Timeline	December 2019, 2020 & 2021	Responsibility	Director, HR and Manager, AEC

Action 2.2	Demonstrate respect to Aboriginal and Torres Strait Islander peoples and communities by embedding cultural protocols as part of the way our organisation functions		
Deliverable	<ul style="list-style-type: none"> Review and update and communicate the cultural protocol document for Welcome to Country and Acknowledgement of Country and other local cultural protocols of significance. Informed by consultation/collaboration with local Aboriginal and/or Torres Strait Islander communities, with a simultaneous awareness of the diversity of Aboriginal and Torres Strait Islander cultures and cultural protocols across Australia. Invite a local Traditional Owner to provide a Welcome to Country, at 5 significant events each year, including [Commencement of Year studies 'O' Week]. Staff and Senior Leadership to provide an Acknowledgement of Country at all other events. Maintain and review a list of key contacts for organising a Welcome to Country. Include an Acknowledgement of Country at the commencement of internal meetings. Include an Acknowledgement of at the beginning of lectures/tutorials. Include Acknowledgement of Country in FedUni Templates (e.g. business cards). Embed Aboriginal and Torres Strait Islander cultural protocols within a protocol document relevant to State and/or Territory and specific local communities. 		
Timeline	September 2019, 2020 & 2021	Responsibility	Manager AEC/Director MACE
Deliverable	<ul style="list-style-type: none"> Create and display an Acknowledgment of Country plaque in 20 of our office(s)/on our office building(s). 		
Timeline	June 2019	Responsibility	Manager AEC/DVC SSS
Action 2.3	Celebrate NAIDOC Week and provide opportunities for Aboriginal and Torres Strait Islander staff to engage with culture and community during NAIDOC Week		
Deliverable	<ul style="list-style-type: none"> Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week. Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate in community NAIDOC Week events. Support all staff to participate in NAIDOC Week events in the local community. In consultation with Aboriginal and Torres Strait Islander peoples, hold an internal or public NAIDOC Week event. Support an external NAIDOC Week community event. Support local and/or National NAIDOC Week Committee. Senior staff acknowledge NAIDOC Week and its importance. 		
Timeline	March & June 2019, 2020 & 2021	Responsibility	Director, HR; Deans of Schools/Directors/ Heads of Campus

Action 2.4	Ensure all students will encounter and engage with Aboriginal and Torres Strait Islander Cultural content as integral parts of their course of study by 2020 TAFE and HE.		
Deliverable	<ul style="list-style-type: none"> • Conduct Aboriginal and Torres Strait Islander Cultural Content Curriculum Audit FedUni TAFE and HE. • Identify, develop and deliver Curriculum content to ensure that it respectfully and responsively incorporates Aboriginal and Torres Strait Islander histories, cultures and contributions. • Curriculum Audit completed by end 2019. • Curriculum Committee approve relevant changes by mid-2020. • FedUni respectfully and responsively embeds ongoing Aboriginal and Torres Strait Islander content and perspectives across all curricula by mid-2021. 		
Timeline	December 2019, July 2020 & July 2021	Responsibility	DVC (A)/Exec Director FedUni TAFE/Director Fed College/Curriculum Committee

Action 2.5	Celebrate and share Aboriginal and Torres Strait Islander cultures and achievements		
Deliverable	<ul style="list-style-type: none"> • Contribute to and participate in the Victorian Indigenous Art Awards. • Hold annual art exhibitions of Aboriginal and Torres Strait Islander student/graduate/community art. • Deliver Federation University Australia Reconciliation Lecture Series annually. • University marketing to feature Aboriginal and Torres Strait Islander students and staff. • Create culturally welcoming spaces on Federation University campus. • Create an Aboriginal and Torres Strait Islander reconciliation garden. • Name main board rooms and/or lecture theatres based on local Aboriginal and Torres Strait Islander names that are significant. • Procure art work specific to the campus. • Develop and implement a plan to increase Aboriginal and Torres Strait Islander resources in the Federation University Library collection. • Continue to fly Aboriginal and Torres Strait Islander flags at or adjacent to all Federation University campuses. 		
Timeline	December 2019, 2020 & 2021	Responsibility	Dean School of Arts / Director, PR, Manager AEC, Director Library and Learning Spaces/ HoC and Exec Directors Campuses



Opportunities

As a responsible leading organisation in the local, state, national and international community Federation University Australia understands our responsibilities to assist in the provision of opportunity for all people. Our commitment to Aboriginal and Torres Strait Islander people is unwavering. FedUni acknowledges and supports the contribution Aboriginal and Torres Strait Islander people make in the everyday life of Australia. By supporting Aboriginal Organisations and Enterprises, professionally developing staff, students, researchers of FedUni, by employing and applying the knowledge and celebrating the cultures of Aboriginal and Torres Strait Islander people FedUni is committed to reconciliation.

Federation University Australia is established by authority of the *Federation University Australia Act 2010*.

Section 5 of the Act defines the objectives of the University as being to provide higher education, and vocational education and training; to conduct research; to serve the Victorian, Australian and international communities and public interest; to involve Aboriginal and Torres Strait Islander people in teaching, learning and research; to reflect the principles of equity and social justice in its activities; and to use its expertise and resources widely including for commercial outcomes.

Key strategic direction of our business Opportunities aligns with Federation University Australia Strategic Plan 2018–2022

Our Purpose: To transform lives and enhance communities.

Our Commitment: We demonstrate inclusive practices throughout the University community. We take pride in our heritage, achievements and identity.

Strategic Priority		Strategic Goals
1	Providing future-focused, high-quality lifelong learning opportunities for students from all backgrounds	1.1 Offer a high-quality student experience. 1.2 Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds.
2	Empowering students with the necessary knowledge, skills and aptitude for further study, to participate in workplaces and to be effective global citizens	2.1 Make a positive impact. 2.2 Align our educational offerings with the economic development and emerging industries in our communities. 2.3 Support strategically focused research themes and priority areas that link with our educational offerings and have measurable impact on society, policy and practice. 2.4 Inform strategic research and education development through partnerships with government, industry, community and other stakeholders.
3	Delivering applied research with measurable impact on the communities in which we are located and wider society.	3.1 Become a university workplace of choice. 3.2 Build leadership capability at all levels across the organisation. 3.3 Nurture a positive organisational culture that embraces all staff. 3.4 Enhance our research and engagement ethos. 3.5 Introduce strategies to improve gender balance in leadership positions. 3.6 Develop and implement an integrated workforce capability framework and talent management strategy.

Key Success Factor – Outcomes

- Demonstrate national leadership in successfully engaging students from a diverse range of backgrounds and improving student retention and success results.
- Be known for research that delivers societal impact in priority areas.
- Lead the sector in demonstrating best practice in engagement with community and industry.
- Be an asset to regional communities and an important contributor to capability building.

Action 3.1	Increase Aboriginal and Torres Strait Islander recruitment and retention		
Deliverable	<p>Develop, implement and review and maintain an Aboriginal and Torres Strait Islander Workforce Strategy, Policy and Procedure to ensure representation of Aboriginal and Torres Strait Islander people spanning across all levels and classification types across the University. The Aboriginal and Torres Strait Islander Workforce Strategy, Policy and Procedure will include the following timelines and inclusions:</p> <p>2019 – Develop and Implement Aboriginal and Torres Strait Islander Workforce Strategy. 2020 – Implement and review Aboriginal and Torres Strait Islander Workforce Strategy. 2021 – Review and Evaluate Aboriginal and Torres Strait Islander Workforce Strategy.</p> <p>An aim to increase Aboriginal and Torres Strait Islander Workforce to 2% FTE and working towards 3% FTE.</p> <p>2019 1.6% 2020 1.8% 2021 2.0%</p> <ul style="list-style-type: none"> • Continue to have a minimum of four traineeship positions at any one time. • Develop a range of targeted recruitment programs which could include: targeted positions, cadetships, school- based traineeships, graduate and academic programs. • Include strategies to increase academic positions. • Provide professional development opportunities including time release to increase staff retention. • Promote FedUni as an employer of choice for Aboriginal and Torres Strait Islander peoples via external agencies, government and community organisations. • Schools/Portfolio/Directorates embed Aboriginal and Torres Strait Islander Workforce and RAP objectives and targets into their annual plans and Performance Review and Development Program cycle. • Research and develop a mentoring program to build capacity and leadership potential of Aboriginal and Torres Strait Islander staff. • Develop and Implement Aboriginal and Torres Strait Islander Workforce Advisory Committee to assist and support the development and implementation of the Aboriginal and Torres Strait Islander Workforce Strategy. • Provide internal employment opportunities for Aboriginal and Torres Strait Islander staff in order to obtain a better equilibrium distribution of Aboriginal and Torres Strait Islander staff across seniority levels. • Aspire to recruit at least one Aboriginal and Torres Strait Islander person as a senior executive employee, or equivalent. • Review of the senior staff performance plans to consider inclusion of specific RAP accountabilities. 		
Timeline	December 2019, 2020 & 2021	Responsibility	Director, HR

Action 3.2	Grow and foster career pathways for Aboriginal and Torres Strait Islander people through scholarships and inclusion in peak leadership decision making bodies within the University		
Deliverable	<ul style="list-style-type: none"> Support 5 scholarships for Aboriginal and Torres Strait Islander students. 		
Timeline	December 2021	Responsibility	Director Student Connect/Manager AEC/Chair Advancement Committee
Deliverable	<ul style="list-style-type: none"> Support Aboriginal and Torres Strait Islander leadership within the University through specific inclusion on Academic Board and Curriculum Committee. Investigate and seek opportunities to increase Aboriginal and/or Torres Strait Islander representation on our FedUni Council with PCV or above. 		
Timeline	December 2021	Responsibility	FedUni Council

Action 3.3	Increase Aboriginal and Torres Strait Islander supplier diversity		
Deliverable	<ul style="list-style-type: none"> Develop and implement, an Aboriginal and Torres Strait Islander procurement strategy through AEC. Set targets of at least 5 commercial relationships of procuring goods and services from Aboriginal and Torres Strait Islander owned businesses. Develop at least 5 commercial relationships with Aboriginal and/or Torres Strait Islander businesses within local regions of the University as well as Australia wide. Become a member of Supply Nation. Membership of Supply Nation http://supplynation.org.au/ Promote procurement opportunities to Aboriginal and Torres Strait Islander businesses through local regions. Support Aboriginal and Torres Strait Islander Chambers of Commerce. 		
Timeline	December 2019, 2020 & 2021	Responsibility	COO/DVC SSS/Chair RAP/Manager AEC

Action 3.4	Continue to offer Reconciliation Action Plan Award that recognises staff, students or areas that advance reconciliation		
Deliverable	<ul style="list-style-type: none"> Reconciliation Action Plan Award presented annually via the Vice Chancellors Annual Awards for Excellence. 		
Timeline	Annually	Responsibility	Vice-Chancellor

Action 3.5	Promote and build Aboriginal and Torres Strait Islander aspiration for post-secondary education		
Deliverable	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Student Entry Programs promoted to potential students and delivered. Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to schools with which FedUni has an existing relationship with, and encourage these schools to develop their own RAPs through Narragunnawali. AEC and Public Relations staff engage in Schools and Community promotion of available courses of study especially through LAECG's, Aboriginal Co-ops and local Land Councils. Establish and embed principles of cultural safety into all curriculum. 		
Timeline	December 2019, 2020 & 2021	Responsibility	Manager AEC/ Director PR/Deans/Heads of Campus/ Chair Curriculum Committee

Action 3.6	Promote opportunities for Aboriginal and Torres Strait Islander researchers to undertake Bachelor, or Master or Doctoral degrees as part of Aboriginal and Torres Strait Islander Employment Strategy		
Deliverable	<ul style="list-style-type: none"> Annually offer up to two Indigenous Higher Degree by Research scholarships for Aboriginal and/or Torres Strait Islander researchers to undertake full-time Higher Degrees by Research studies mindful of ethical research guidelines relating to Indigenous studies. Offer HECS-HELP exempt places to suitably qualified Aboriginal and Torres Strait Islander staff to undertake part-time Higher Degree by Research studies. 		
Timeline	December 2019, 2020 & 2021	Responsibility	Deputy Vice-Chancellor (Research and Innovation)
Deliverable	<ul style="list-style-type: none"> Offer scholarship annually up to the value of \$2000 for one Aboriginal or Torres Strait Islander staff member to undertake FedUni Bachelor level studies as professional development. 		
Timeline	December 2019, 2020 & 2021	Responsibility	Chair Advancement Committee/ Director HR



Governance, tracking progress and reporting

Key strategic direction of our business Governance aligns with Federation University Australia Strategic Plan 2018–2022

Our Purpose: To transform lives and enhance communities.

Our Commitment: We demonstrate inclusive practices throughout the University community. We take pride in our heritage, achievements and identity.

Strategic Priority	Strategic Goals
1 Providing future-focused, high-quality lifelong learning opportunities for students from all backgrounds	1.1 Offer a high-quality student experience. 1.2 Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds.
2 Empowering students with the necessary knowledge, skills and aptitude for further study, to participate in workplaces and to be effective global citizens	2.1 Make a positive impact. 2.2 Align our educational offerings with the economic development and emerging industries in our communities. 2.3 Support strategically focused research themes and priority areas that link with our educational offerings and have measurable impact on society, policy and practice. 2.4 Inform strategic research and education development through partnerships with government, industry, community and other stakeholders.
3 Delivering applied research with measurable impact on the communities in which we are located and wider society.	3.1 Become a university workplace of choice. 3.2 Build leadership capability at all levels across the organisation. 3.3 Nurture a positive organisational culture that embraces all staff. 3.4 Enhance our research and engagement ethos. 3.5 Introduce strategies to improve gender balance in leadership positions. 3.6 Develop and implement an integrated workforce capability framework and talent management strategy.

Key Success Factor – Outcomes

- Demonstrate national leadership in successfully engaging students from a diverse range of backgrounds and improving student retention and success results.
- Be known for research that delivers societal impact in priority areas
- Lead the sector in demonstrating best practice in engagement with community and industry.
- Be an asset to regional communities and an important contributor to capability building.

Action 4.1	Report RAP achievements, challenges and learnings to Reconciliation Australia for inclusion in the RAP Impact Measurement Report		
Deliverable	<ul style="list-style-type: none"> • Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia. • Investigate participation in the RAP Barometer. • Develop and implement systems and capability needs to track, measure and report on RAP activities. • Reconciliation Australia endorsement maintained. 		
Timeline	30 September [Biennially]	Responsibility	Chair RAP Committee

Action 4.2	Report RAP achievements, challenges and learnings internally and externally		
Deliverable	<ul style="list-style-type: none"> • Publically report our RAP achievements, challenges and learnings. 		
Timeline	Annually	Responsibility	
Deliverable	<ul style="list-style-type: none"> • Communicate quarterly updates on RAP progress to all staff 		
Timeline	Quarterly Report	Responsibility	Chair RAP Committee

Action 4.3	Review, refresh and update RAP		
Deliverable	<ul style="list-style-type: none"> • Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements. • Send draft RAP to Reconciliation Australia for feedback. • Submit draft RAP to Reconciliation Australia for formal endorsement. 		
Timeline	[six months prior to RAP expiry date]	Responsibility	Chair RAP Committee

Action 4.4	Stretch RAP 2018–2020 RAP Finalised and Endorsed		
Deliverable	<ul style="list-style-type: none"> • Stretch RAP 2019–2022 launched 		
Timeline	March – April 2019	Responsibility	FedUni Council

Action 4.5	Report achievements, challenges and learnings to Universities Australia		
Deliverable	<ul style="list-style-type: none"> • Aim to establish a Director, FedUni Aboriginal and Torres Strait Islander Academy (FedUni) - advising and guiding Academic Portfolio Schools – Aboriginal and Torres Strait Islander Studies, Education, Research and Strategy identified Aboriginal and Torres Strait Islander position with FedUni reporting to DVC (A) or VC, member of Academic Board, with oversight of RAP (co-chair), Indigenous Governance Committee and Aboriginal Education Centre. • Suitable reporting mechanism developed and delivered to ensure Universities Australia Indigenous Strategy 2017–2020 commitments are met. • FedUni Indigenous Governance embedded across all portfolios of FedUni in line with Universities Australia Strategy 2017-2020. 		
Timeline	December 2021	Responsibility	Vice-Chancellor/Director HR/All DVC's

Action 4.6	Engage and report progress regarding significant Commonwealth and State Government Aboriginal and Torres Strait Islander policy initiatives.		
Deliverable	<ul style="list-style-type: none"> • Ensure FedUni responsibilities to Victorian Government regarding VAEAI Wurreker Strategy, Koolin Balit Aboriginal Health Strategy 2012–2022 and Marrung Aboriginal Education Plan 2016–2026 are met. 		
Timeline	Through FedUni Annual Report and appropriate govt reporting.	Responsibility	Vice Chancellor/ Manager AEC
Deliverable	<ul style="list-style-type: none"> • Ensure FedUni responsibilities to Commonwealth Government Indigenous Student Assistance Grants Guidelines are met. 		
Timeline	In accordance with Commonwealth Govt timelines.	Responsibility	Chair, Indigenous Governance Committee

Action 4.7	RAP Report to University Council		
Deliverable	<ul style="list-style-type: none"> • Council approval achieved and report published on Federation University Australia website. 		
Timeline	March 2020 & 2021	Responsibility	Chair RAP Committee

Acronyms

AEC:	Aboriginal Education Centre
BADAC:	Ballarat & District Aboriginal Co-op
BGLC:	Barengi Gadjin Land Council
COO:	Chief Operating Officer
DVC (A):	Deputy Vice-Chancellor (Academic)
DVC (R&I):	Deputy Vice-Chancellor (Research and Innovation)
DVC (SSS):	Deputy Vice-Chancellor (Student Support and Services)
GLaWAC:	Gunaikurnai Land and Waters Aboriginal Corporation
HE:	Higher Education
HR:	Human Resources
LAECG:	Local Aboriginal Education Consultative Group
NCVER:	National Centre for Vocational Education Research
PR:	Public Relations
RA:	Reconciliation Australia
Schools:	Federation University Australia Schools
UA:	Universities Australia
VACCHO:	Victorian Aboriginal Community Controlled Health Organisation Incorporated
VAEAI:	Victorian Aboriginal Education Association Incorporated
VET:	Vocational Education and Training
VLAN:	Victorian Local Aboriginal Networks

Reference Points

Commonwealth of Australia Legislation
State of Victorian Legislation, Regulation & Strategy
FedUni Plans & Policy
Reconciliation Australia Strategy
Universities Australia Indigenous Strategy 2017–2020

Acknowledgements

Our RAP Working Group

FEDUNI COUNCIL & COMMITTEES

Federation University Australia Council	
Vice-Chancellors Strategic Team	
Reconciliation Action Plan Committee	
Indigenous Governance Committee	
FedUni Senior Leadership	
Prof Helen Bartlett	Vice-Chancellor & President
Prof Chris Hutchison	Deputy Vice Chancellor (Research & Innovation)
Prof Andy Smith	Deputy Vice Chancellor (Academic)
Mr Darren Holland	Deputy Vice Chancellor (Student Support & Services)
Mr John Blair	Chief Operations Officer

COMMUNITY, UNIVERSITY & GOVERNMENT ORGANISATIONS

Chair RAP Committee acknowledges the following individuals and groups for their influence and direction regarding the construction, evaluation and development of this RAP. The following persons have, through a variety of means, contributed to the FedUni Stretch RAP 2019–2022 either through direct consultation, editing, conversations and policy guidance via documentation, community events and collaborations, email feed-back and committee membership work. Thank you.

FedUni Aboriginal Education Centre	
Jasmine Graham	Manager
Ashlee Rodgers	Aboriginal Liaison Officer
Rhianna Milliken	Aboriginal Education Liaison Officer
Shanaya Sheridan	Aboriginal Education Liaison Officer
Nicholas Johnson	Aboriginal Education Liaison Officer
Erinne Milliken	Administration Officer
Emma Milliken	Administration Officer
Reconciliation Australia	
Julie Bover	Senior Officer Narragunnawali
Sarojini Samy	Senior Officer Narragunnawali

RAP Committee		
Associate Professor Geoffrey Lord	Federation University Australia	Chair
Professor Dr Ian D. Clark	Federation University Australia	Lecturer, Federation Business School
Professor Dr Keir Reeves	Federation University Australia	Director, CCRCAH
Ms Jasmine Graham	Federation University Australia	Manager, Aboriginal Education Centre
Ms Heather Marsh	Federation University Australia	Equity and Equal Opportunity
Associate Professor Dr Fred Cahir	Federation University Australia	Faculty Education & Arts
Ms Sheree Lowe	LAECG Ballarat	Chair
Mr Allan McDonald	Barengi Gadjin Land Council Aboriginal Corporation	Community Member
Mr Andrew Harrison	Goolum Goolum Aboriginal Cooperative	Community Member
Mr Sandy Hodge	Wurega Aboriginal Corporation, Wimmera	Community Member
Mr Peter Lovett	Victorian Aboriginal Education Association Incorporated	Central Highlands Wimmera – Wurreker Broker
Ms Abbie Lovett	LAECG	Chair Gariwerd
Dr Doris Paton	Gippsland	Community Member
Associate Professor Dr Sam Henson	Federation University Australia	Head of Campus, Ballarat
Ms Lisa Pickering	Federation University Australia	Human Resources, Chief Operating Office
Ms Shanaya Sheridan	Federation University Australia	Aboriginal Education Liaison Officer
Ms Julianne Krusche	Federation University Australia	Associate Director, College Quality
Mr Roland Wilson	Federation University Australia	Lecturer, Indigenous Studies
Mrs Lyn Parish	Federation University Australia	Secretariat Support, PA HoC Wimmera
Ms Katrina Beer	Federation University Australia	Human Resources, Coordinator, Aboriginal and Torres Strait Islander Employment, Chief Operating Office

Indigenous Governance Committee		
Jasmine Graham	Federation University Australia	Chair
Emma Milliken	Federation University Australia	Executive Officer
Associate Professor Geoffrey Lord	Federation University Australia	Chair, RAP Committee
Ashlee Rodgers	Federation University Australia	Aboriginal Liaison Officer
Shanaya Sheridan	Federation University Australia	Aboriginal Education Liaison Officer
Nicholas Johnson	Federation University Australia	Aboriginal Education Liaison Officer
Sharyn Crawford	Federation University Australia	Finance Representative
Lisa Pickering	Federation University Australia	Human Resources Representative
Jeremie van Delft	Federation University Australia	Director, Student Connect
TBA	Federation University Australia	Aboriginal Student Senate Representative
Sheree Lowe	LAECG	Chair, Ballarat
Abbie Lovett	LAECG	Chair, Gariwerd
Peter Lovett	VAEI	Central Highlands Wimmera Broker
Vera Biggs	LAECG	Chair, Morwell
Vera Harrold	LAECG	Chair, Traralgon
Allison Walker	LAECG	Chair, Dandenong
Margaret Atkinson	Marrung Education Plan – Wurreker Brokers	Area Representative, Gippsland
Kate Toner	Federation University Australia	Manager, Scholarships
Barbara Bennett	Federation University Australia	Scholarships Officer
Helen Machin	Federation University Australia	Management Accountant
Ms Katrina Beer	Federation University Australia	Human Resources, Coordinator, Aboriginal and Torres Strait Islander Employment, Chief Operating Office

Aboriginal and Torres Strait Islander Advisory Group

FedUni during the course of 2017 has established the Indigenous Governance Committee Chaired by the Manager AEC with representative of the Aboriginal Community across the FedUni footprint as well as internal representatives from Faculties and Directorates.

STRETCH RECONCILIATION ACTION PLAN (RAP)
JUNE 2019 – JUNE 2022