5 April 2024

To   Yoorrook Justice Commission
      c/o Emily Heffernan
      Partner
      King & Wood Mallesons
      emily.heffernan@au.kwm.com

Yoorrook Justice Commission | Tertiary Education sector inquiries | Request for Information

Dear Emily

Please find enclosed Swinburne University of Technology's (Swinburne) completed response to the Yoorrook Justice Commission's (Yoorrook) request for information.

Included in our response are the following additional documents, which have been crossed referenced as applicable:

- Appendix A Swinburne's 2023 APAC Submission Section 3.1
- Appendix B Swinburne's 2023-25 Moondani Toombadool Teaching and Learning Strategy
- Appendix C Swinburne's Indigenous Research Strategy 2018-2019
- Appendix D Swinburne's Indigenous Research Strategy 2021-2023
- Appendix E Swinburne's 2022-2025 Research Strategy
- Appendix F Swinburne's Reconciliation Action Plan 2017-2019
- Appendix G Swinburne's Reconciliation Action Plan 2020-2023
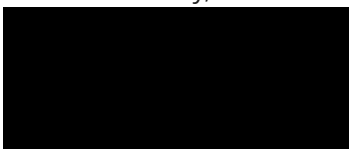- Appendix H Swinburne's Welcome to Country & Acknowledgement of Country Guide

Should Yoorrook require any further information or points of clarification, please contact my Chief of Staff, Lucy Rollinson, whose contact details are enclosed below:

    E: lrollinson@swin.edu.au
    T: 03 9214 3814

Swinburne looks forward to receiving further information on the hearings and round tables planned for late May and early June 2024, which both myself and our Pro-Vice Chancellor, Indigenous Engagement, Professor John Evans, are willing to participate in as appropriate.

Yours sincerely,

Prof Pascale G. Quester
Vice-Chancellor and President

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Swinburne University of Technology is celebrating connection to Country and cultural exchange with our new Indigenous Learning Circles.

Response to the Yoorrook Justice Commission's Request for Information

Swinburne University of Technology

FIRST NATIONS STUDENTS

Request 1a: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of: Enrolment numbers (in EFTSL); including as a proportion of all students;

As a dual sector University, Swinburne has provided a response to this request for all enrolments at Swinburne reported in EFTSL, refer *Table 1a Swinburne Enrolments (EFTSL)*, by Higher Education (HE) Enrolments also reported in EFTSL, refer *Table 1a Swinburne HE Enrolments (EFTSL),* and by Vocational Educational and Training (VET) Enrolments, reported in Student Contact Hours (SCH) refer *Table 1a Swinburne VET Enrolments (Student Contact Hours)*. Due to the different measures of HE and VET reporting (EFTSL and SCH), to provide university wide (Swinburne) enrolment data in EFTSL (as requested), we have converted SCH into EFSTL using the ratio of 720 SCH to 1 EFTSL.

Table 1a Swinburne Enrolments (EFTSL)*															
	2018		2019		2020		2021		2022		2023		2024		
First Nations**	302.9	0.94%	308.4	0.93%	339.0	1.07%	391.1	1.23%	321.2	1.05%	412.1	1.19%	377.2	1.32%	
Non-First Nations	31930.4	99.06%	33010.3	99.07%	31255.4	98.93%	31520.1	98.77%	30321.4	98.95%	34161.1	98.81%	28219.9	98.68%	
Total	32233.3	100.00%	33318.7	100.00%	31594.4	100.00%	31911.2	100.00%	30642.6	100.00%	34573.2	100.00%	28597.1	100.00%	

* Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 1a Swinburne HE Enrolments (EFTSL)															
	2018		2019		2020		2021		2022		2023		2024		
First Nations*	176.0	0.70%	176.6	0.71%	215.1	0.87%	229.6	0.95%	203.5	0.84%	264.6	0.97%	263.4	1.18%	
Non-First Nations	24,845.2	99.30%	24,810.4	99.29%	24,477.5	99.13%	23,929.2	99.05%	23,884.6	99.16%	27,071.2	99.03%	22,088.7	98.82%	
Total	25,021.1	100.00%	24,986.9	100.00%	24,692.6	100.00%	24,158.8	100.00%	24,088.1	100.00%	27,335.8	100.00%	22,352.1	100.00%	

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 1a Swinburne VET Enrolments (Student Contact Hours)															
	2018		2019		2020		2021		2022		2023		2024		
First Nations*	91,396	1.76%	94,851	1.58%	89,231	1.80%	116,756	2.09%	84,927	1.80%	104,970	2.02%	78,631	1.73%	
Non-First Nations	5,101,353	98.24%	5,904,523	98.42%	4,880,305	98.20%	5,465,555	97.91%	4,634,656	98.20%	5,093,273	97.98%	4,466,287	98.27%	
Total	5,192,749	100.00%	5,999,374	100.00%	4,969,536	100.00%	5,582,311	100.00%	4,719,583	100.00%	5,198,243	100.00%	4,544,918	100.00%	

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 1b for the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of: Completion rates (and results); including as a proportion of all students:

Swinburne is only able to provide completion rates on our Higher Education (HE) enrolments, refer *Table 1b Swinburne HE Completions (Headcount)).* Due to complex nesting arrangements of our Vocational Education and Training (VET) courses (i.e. multiple exit points), and current data structures within our systems, it is not possible to report VET completion rates at the same level of accuracy as HE completions.

Table 1bSwinburne HE Completions (Headcount)						
	2018	2019	2020	2021	2022	2023
First Nations	28	24	33	44	35	65
Non-First Nations	7,437	7,532	8,071	8,139	7,603	8,450
Total	7,465	7556	8104	8183	7638	8515

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 2a: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including age;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 2a Swinburne Enrolments (Headcount)*, by Higher Education (HE), refer *Table 2a Swinburne HE Enrolments (Headcount)* and by Vocational Education and Training (VET) enrollments, refer *Table 2a Swinburne VET Enrolments (Headcount).*

	Table 2a Swinburne Enrolments (Headcount)							
	Age Group	2018	2019	2020	2021	2022	2023	2024
First Nations*	<16-21	5	51	66	108	65	115	84
	21-35	393	427	442	580	518	652	419
	36-45	222	206	209	244	207	207	149
	46-55	130	122	115	103	92	92	76
	56+	48	35	38	35	32	41	19
	Sub Total	798	841	870	1070	914	1107	747
Non-First Nations	<16-21	9	165	653	2197	6684	12863	14330
	21-35	35713	38392	37977	37319	33108	32989	24900
	36-45	11239	10811	10249	9909	8674	8958	7285
	46-55	5890	5689	5217	5152	4398	4472	3347
	56+	3141	2919	2418	2220	1929	1965	1436
	Sub Total	55992	57976	56514	56797	54793	61247	51298
Total		56790	58817	57384	57867	55707	62354	52045

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 2a Swinburne HE Enrolments (Headcount)							
Age Group	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations*							
<16-21	0	0	0	0	10	31	37
21-35	170	197	248	288	264	329	253
36-45	128	120	127	125	95	94	88
46-55	59	48	56	41	34	39	39
56+	20	16	15	13	8	13	7
Sub Total	377	381	446	467	411	506	424
Non-First Nations							
<16-21	2	9	25	769	3948	8553	10174
21-35	27229	28214	28320	27796	25531	25734	19678
36-45	8771	7691	7283	6793	5903	5614	4789
46-55	4131	3557	3409	3129	2509	2198	1781
56+	1689	1394	1268	1048	829	650	527
Sub Total	41822	40865	40305	39535	38720	42749	36949
Total	42199	41246	40751	40002	39131	43255	37373

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 2a Swinburne VET Enrolments (Headcount)							
Age Group	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations*							
<16-21	5	51	66	108	55	84	47
21-35	223	230	194	292	254	323	166
36-45	94	86	82	119	112	113	61
46-55	71	74	59	62	58	53	37
56+	28	19	23	22	24	28	12
Sub Total	421	460	424	603	503	601	323
Non-First Nations							
<16-21	7	156	628	1428	2736	4310	4156
21-35	8484	10178	9657	9523	7577	7255	5222
36-45	2468	3120	2966	3116	2771	3344	2496
46-55	1759	2132	1808	2023	1889	2274	1566
56+	1452	1525	1150	1172	1100	1315	909
Sub Total	14170	17111	16209	17262	16073	18498	14349
Total	14591	17571	16633	17865	16576	19099	14672

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 2b: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including gender;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 2b Swinburne Enrolments (Headcount),* by Higher Education (HE), refer *Table 2b Swinburne HE Enrolments (Headcount)* and by Vocational Education and Training (VET) enrollments, refer *Table 2b Swinburne VET Enrolments (Headcount).*

		Table 2b Swinburne Enrolments (Headcount)						
		2018	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations*	Female	441	454	516	581	498	658	535
	Indeterminate /Intersex /Unspecified /Not Entered	1	3	4	4	1	4	3
	Male	356	384	350	485	415	445	209
	Sub Total	798	841	870	1070	914	1107	747
Non-First Nations	Female	29115	30569	30737	31427	30680	34515	29277
	Indeterminate /Intersex /Unspecified /Not Entered	55	80	99	133	171	213	225
	Male	26822	27327	25678	25237	23942	26519	21796
	Sub Total	55992	57976	56514	56797	54793	61247	51298
Total		113580	59658	58254	58937	56621	63461	52792

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

		Table 2b Swinburne HE Enrolments (Headcount)						
		2018	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations*	Female	281	279	325	337	306	385	327
	Indeterminate /Intersex /Unspecified /Not Entered	1	2	2	2	1	1	3
	Male	95	100	119	128	104	120	94
	Sub Total	377	381	446	467	411	506	424
Non-First Nations	Female	22640	22218	22596	22572	22155	23952	20953
	Indeterminate /Intersex /Unspecified /Not Entered	36	54	66	70	92	108	134
	Male	19146	18593	17643	16893	16473	18689	15862
	Sub Total	41822	40865	40305	39535	38720	42749	36949
Total		42199	41246	40751	40002	39131	43255	37373

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 2b Swinburne VET Enrolments (Headcount)								
		2018	2019	2020	2021	2022	2023	2024
First Nations*	Female	160	175	191	244	192	273	208
	Indeterminate /Intersex /Unspecified / Not entered	0	1	2	2	0	3	0
	Male	261	284	231	357	311	325	115
	Sub Total	421	460	424	603	503	601	323
Non-First Nations	Female	6475	8351	8141	8855	8525	10563	8324
	Indeterminate /Intersex /Unspecified / Not entered	19	26	33	63	79	105	91
	Male	7676	8734	8035	8344	7469	7830	5934
	Sub Total	14170	17111	16209	17262	16073	18498	14349
Total		14591	17571	16633	17865	16576	19099	14672

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 2c: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including: Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University);

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 2c Swinburne (Headcount)*, by Higher Education (HE), refer *Table 2c Swinburne HE (Headcount)* and by Vocational Education and Training (VET) enrollments, refer *Table 2c Swinburne VET (Headcount)*.

Table 2c Swinburne (Headcount)								
	Permanent Postcode	2018	2019	2020	2021	2022	2023	2024
First Nations*	Victoria	197	262	331	367	334	433	359
	Other	601	579	539	703	580	674	388
Total		798	841	870	1070	914	1107	747

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 2c Swinburne HE (Headcount)							
Permanent Postcode	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations* Victoria	116	144	196	194	156	187	160
Other	261	237	250	273	255	319	264
Total	377	381	446	467	411	506	424

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 2c Swinburne VET (Headcount)							
Permanent Postcode	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
First Nations* Victoria	81	118	135	173	178	246	199
Other	340	342	289	430	325	355	124
Total	421	460	424	603	503	601	323

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 3a: For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University: Pre-degree;

As a dual sector University, Swinburne delivers pre-degree courses at a Higher Education (HE) and Vocational Education and Training (VET) level. We have therefore provided a response to this request for all First Nations Students enrolled at the University, refer *Table 3a Swinburne Level of Study (Pre Degree),* by HE, refer *Table 3a Swinburne HE Level of Study (Pre Degree)* and by VET enrollments, refer *Table 3a Swinburne VET Level of Study (Pre Degree).*

Table 3a Swinburne Level of Study (Pre Degree)													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	137.4	449.0	139.8	484.0	134.4	455.0	169.7	623.0	121.5	509.0	150.9	613.0	110.5	333.0
Non-First Nations	9,127.2	18,829.0	10,049.7	21,078.0	8,233.2	19,292.0	8,582.7	19,374.0	7,782.4	18,207.0	8,850.7	21,255.0	6,901.6	15,771.0
Total	9,264.7	19,278.0	10,189.5	21,562.0	8,367.7	19,747.0	8,752.4	19,997.0	7,903.9	18,716.0	9,001.6	21,868.0	7,012.0	16,104.0

Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)
**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record*

Table 3a Swinburne HE Level of Study (Pre Degree)														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	10.5	28.0	8.0	24.0	10.5	31.0	7.5	20.0	3.5	6.0	3.3	12.0	5.1	10.0
Non-First Nations	2,042.0	4,659.0	1,849.3	3,967.0	1,455.0	3,083.0	992.1	2,112.0	1,345.4	2,134.0	1,761.8	2,757.0	855.9	1,422.0
Total	2,052.5	4,687.0	1,857.3	3,991.0	1,465.5	3,114.0	999.6	2,132.0	1,348.9	2,140.0	1,765.1	2,769.0	861.0	1,432.0

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 3a Swinburne VET Level of Study (Pre Degree)														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	91,396	421	94,896	460	89,231	424	116,756	603	84,931	503	106,286	601	75,849	323
Non-First Nations	5,101,353	14,170	5,904,338	17,111	4,880,314	16,209	5,465,223	17,262	4,634,664	16,073	5,103,988	18,498	4,352,883	14,349
Total	5,192,749	14,591	5,999,234	17,571	4,969,545	16,633	5,581,979	17,865	4,719,595	16,576	5,210,274	19,099	4,428,732	14,672

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 3b: For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University: Undergraduate;
For information on First Nations students undertaking Postgraduate, Graduate Diploma study at Swinburne - please refer to *Table 3b Swinburne Level of Study (Undergraduate)*

Table 3b Swinburne Level of Study (Undergraduate)														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	153.1	322	156.3	326	190.3	381	199.9	405	184.8	375	240.4	449	242.1	372
Non-First Nations	18,311.9	29,582	18,336.1	29,182	18,552.0	29,720	19,051.1	30,532	18,865.6	30,043	20,525.4	31,810	17,551.5	28,670
Total	18,465.0	29,904	18,492.4	29,508	18,742.3	30,101	19,251.0	30,937	19,050.4	30,418	20,765.8	32,259	17,793.6	29,042

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 3c.i: For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University: Postgraduate, Graduate Diploma;

For information on First Nations students undertaking Postgraduate, Graduate Diploma study at Swinburne - please refer to *Table 3c.i Swinburne Level of Study (Postgraduate: Graduate Diploma)*

	Table 3c.i Swinburne Level of Study (Postgraduate: Graduate Diploma)													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*
First Nations*	4.5	14	8.0	21	7.4	19	12.5	18	7.1	12	5.4	32	7.3	24
Non-First Nations	455.5	1,664	487.9	1,767	570.0	2,005	583.4	2,045	544.4	1,890	846.9	2,442	933.3	2,073
Total	460.0	1,678	495.9	1,788	577.4	2,024	595.9	2,063	551.5	1,902	852.2	2,474	940.5	2,097

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 3c.ii. For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University: Postgraduate, Masters;

For information on First Nations students undertaking Postgraduate: Masters study at Swinburne - please refer to *Table 3c.i Swinburne Level of Study (Postgraduate: Masters)*

	Table 3c.ii Swinburne Level of Study (Postgraduate: Masters)													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*
First Nations*	5.1	13	5.6	15	7.4	18	12.5	21	7.1	14	5.4	12	7.3	13
Non-First Nations	3,189.8	5405	3,161.4	5231	2,853.6	4798	2,232.5	4013	2,099.8	3756	3,050.6	5125	2,104.4	3,956
Total	3,194.9	5,418.0	3,167.0	5,246.0	2,861.0	4,816.0	2,245.0	4,034.0	2,106.9	3,770.0	3,055.9	5,137.0	2,111.7	3,969.0

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 3c.iii. For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University: Postgraduate, PHD;

For information on First Nations students undertaking Postgraduate: PhD study at Swinburne - please refer to *Table 3c.i Swinburne Level of Study (Postgraduate: PhD)*

	Table 3c.iii Swinburne Level of Study (Postgraduate: PhD)													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*	EFTSL	Headcount*
First Nations*	2.7	5	2.2	4	2.2	6	4.8	7	4.4	6	4.1	5	4.9	6
Non-First Nations	846.0	1253	975.3	1407	1,046.5	1476	1,070.4	1506	1,029.1	1461	887.4	1299	821.4	1,010
Total	848.7	1,258.0	977.5	1,411.0	1,048.8	1,482.0	1,075.2	1,513.0	1,033.5	1,467.0	891.5	1,304.0	826.3	1,016.0

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 4a: For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe: The year that the University had its first First Nations graduate;

For information on Swinbrune's first First Nations graduates in social work, nursing, medicine, law and education, please refer to *Table 4a Swinburne first First Nations Graduate*

Table 4a Swinburne first First Nations Graduate*	
Field of Education	**Year**
Social Work	n/a**
Nursing	2022
Medicine	n/a**
Law	2019
Education	2015

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record
***Swinburne does not deliver courses in Social Work and Medicine*

Request 4b: For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe: The number of First Nations graduates in 2023;

For information on the number of First Nations graduates at Swinburne in 2023 in social work, nursing, medicine, law and education, please refer to *Table 4b Swinburne First Nations Graduates in 2023*

Table 4b Swinburne First Nations Graduates in 2023*	
Field of Education	**Headcount**
Social Work	n/a**
Nursing	1
Medicine	n/a**
Law	0
Education	27

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record
***Swinburne does not deliver courses in Social Work and Medicine*

Request 5a: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Agriculture and agritech;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5a Swinburne Agriculture and Agritech,* by Higher Education (HE), refer *Table 5a Swinburne HE Agriculture and Agritech* and by Vocational Education and Training (VET) enrollments, refer *Table 5a Swinburne VET Agriculture and Agritech.*

Table 5a Swinburne Agriculture and Agritech														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	10.8	57	13.6	83	9.6	54	11.3	68	1,035.0	126	23.8	126	3.4	16
Non-First Nations	222.1	468	242.4	550	178.3	544	246.4	594	218.0	506	116.0	279	5.7	12
Total	232.9	525	256.0	633	187.9	598	257.7	662	1,253.0	632	139.8	405	9.1	28

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5a Swinburne HE Agriculture and Agritech														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Non-First Nations	1.9	3	0.5	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total	1.9	3	0.5	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5a Swinburne VET Agriculture and Agritech														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	7,749	57	9,794	83	6,896	54	8,126	68	7,560	126	17,105	126	2,460	16
Non-First Nations	158,579	465	174,136	548	128,399	544	177,385	594	156,966	506	83,510	279	4,115	12
Total	166,327	522	183,930	631	135,295	598	185,511	662	164,526	632	100,615	405	6,575	28

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5b: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Architecture, construction and planning;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5b Swinburne Architecture, Construction and Planning,* by Higher Education (HE), refer *Table 5b Swinburne HE Architecture, Construction and Planning* and by Vocational Education and Training (VET) enrollments, refer *Table 5b Swinburne VET Architecture, Construction and Planning.*

Table 5b Swinburne Architecture, Construction and Planning														
	2018		**2019**		**2020**		**2021**		**2022**		**2023**		**2024**	
	EFTSL*	**Headcount**	**EFTSL***	**Headcount**	**EFTSL***	**Headcount**	**EFTSL***	**Headcount**	**EFTSL***	**Headcount**	**EFTSL***	**Headcount**	**EFTSL***	**Headcount**
First Nations**	40.6	134	30.1	118	29.9	120	43.0	182	15.8	79	28.7	135	6.2	16
Non-First Nations	1,205.3	2,026	1,400.1	2,301	1,185.6	2,323	1,405.2	2,543	1,249.7	2,398	1,249.7	2,412	975.7	2,014
Total	1,245.9	2,160	1,430.2	2,419	1,215.5	2,443	1,448.2	2,725	1,265.4	2,477	1,278.4	2,547	981.9	2,030

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5b Swinburne HE Architecture, Construction and Planning														
	2018		**2019**		**2020**		**2021**		**2022**		**2023**		**2024**	
	EFTSL	**Headcount**	**EFTSL**	**Headcount**	**EFTSL**	**Headcount**	**EFTSL**	**Headcount**	**EFTSL**	**Headcount**	**EFTSL**	**Headcount**	**EFTSL**	**Headcount**
First Nations*	0.0	0	0.0	0	0.5	1	1.0	1	0.8	1	1.5	2	1.5	2
Non-First Nations	257.6	334	314.6	395	399.8	529	483.9	629	495.9	673	536.9	713	476.9	741
Total	257.6	334	314.6	395	400.3	530	484.9	630	496.6	674	538.4	715	478.4	743

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5b Swinburne VET Architecture, Construction and Planning														
	2018		**2019**		**2020**		**2021**		**2022**		**2023**		**2024**	
	SCH	**Headcount**	**SCH**	**Headcount**	**SCH**	**Headcount**	**SCH**	**Headcount**	**SCH**	**Headcount**	**SCH**	**Headcount**	**SCH**	**Headcount**
First Nations*	29,233	134	21,691	118	21,144	119	30,215	181	10,802	78	19,580	133	3,407	14
Non-First Nations	682,349	1,692	781,541	1,906	565,801	1,794	663,375	1,914	542,724	1,725	614,139	1,699	359,147	1,273
Total	711,582	1,826	803,231	2,024	586,945	1,913	693,590	2,095	553,526	1,803	633,719	1,832	362,554	1,287

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5c: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Business, management and entrepreneurship;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5c Swinburne Business, Management and Entrepreneurship,* by Higher Education (HE), refer *Table 5c Swinburne HE Business, Management and Entrepreneurship* and by Vocational Education and Training (VET) enrollments, refer *Table 5c Swinburne VET Business, Management and Entrepreneurship.*

	Table 5c Swinburne Business, Management and Entrepreneurship													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	41.3	96	46.7	122	44.6	119	50.4	136	38.6	176	54.5	201	51.7	166
Non-First Nations	6,464.2	13,194	6,374.2	13,441	5,578.8	12,157	5,476.1	11,802	5,028.4	11,181	5,825.2	12,943	4,401.6	10,343
Total	6,505.5	13,290.0	6,420.9	13,563.0	5,623.4	12,276.0	5,526.5	11,938.0	5,067.0	11,357.0	5,879.7	13,144.0	4,453.3	10,509.0

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

	Table 5c Swinburne HE Business, Management and Entrepreneurship													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	30.3	67	30.0	73	31.2	71	32.4	74	22.6	87	33.1	64	31.5	57
Non-First Nations	5,057.3	9,198	4,634.1	8,320	4,168.6	7,582	3,984.1	7,192	4,019.8	6,929	4,588.0	7,672	3,352.0	7,978
Total	5,087.6	9,265.0	4,664.1	8,393.0	4,199.8	7,653.0	4,016.6	7,266.0	4,042.4	7,016.0	4,621.1	7,736.0	3,383.5	8,035.0

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

	Table 5c Swinburne VET Business, Management and Entrepreneurship													
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	7,919	29	12,039	49	9,637	48	12,898	102	11,491	79	15,380	137	14,558	109
Non-First Nations	1,012,965	3,996	1,252,863	5,121	1,015,335	4,575	1,074,225	4,610	726,206	4,252	890,793	5,271	755,698	4,365
Total	1,020,884	4,025	1,264,902	5,170	1,024,972	4,623	1,087,122	4,712	737,697	4,331	906,173	5,408	770,256	4,474

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5d: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Creative arts and design;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5d Swinburne Creative Arts and Design,* by Higher Education (HE), refer *Table 5d Swinburne HE Creative Arts and Design* and by Vocational Education and Training (VET) enrollments, refer *Table 5d Swinburne VET Creative Arts and Design.*

Table 5d Swinburne Creative Arts and Design														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	8.2	16	9.0	13	9.1	13	8.1	11	6.5	11	9.7	14	5.6	10
Non-First Nations	1,833.7	2,509	1,825.8	2,513	1,680.4	2,377	1,556.7	2,275	1,466.2	2,085	1,512.2	2,035	1,163.3	1,755
Total	1,841.9	2,525	1,834.8	2,526	1,689.5	2,390	1,564.8	2,286	1,472.6	2,096	1,521.8	2,049	1,168.9	1,765

Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record*

Table 5d Swinburne HE Creative Arts and Design														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	5.4	11	6.4	9	7.4	10	6.8	9	6.1	8	5.8	9	1.4	3
Non-First Nations	1,508.9	2,072	1,479.0	2,037	1,368.9	1,947	1,268.1	1,828	1,218.5	1,732	1,218.0	1,658	874.5	1,380
Total	1,514.3	2,083	1,485.4	2,046	1,376.3	1,957	1,274.9	1,837	1,224.6	1,740	1,223.8	1,667	875.9	1,383

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5d Swinburne VET Creative Arts and Design														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	2,054	5	1,905	4	1,257	3	972	2	256	3	2,821	5	3,017	7
Non-First Nations	233,849	437	249,692	476	224,301	430	207,764	447	178,313	353	211,811	377	207,942	375
Total	235,902	442	251,597	480	225,558	433	208,736	449	178,569	356	214,632	382	210,959	382

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5e: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Engineering, automation and technology;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5e Swinburne Engineering, Automation and Technology,* by Higher Education (HE), refer *Table 5e Swinburne HE Engineering, Automation and Technology* and by Vocational Education and Training (VET) enrollments, refer *Table 5e Swinburne VET Engineering, Automation and Technology.*

Table 5e Swinburne Engineering, Automation and Technology														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	12.0	63	26.1	111	15.1	42	18.0	44	15.3	52	536.0	52	9.0	33
Non-First Nations	4,927.4	6,952	5,078.2	7,177	4,625.7	6,807	4,186.5	6,460	3,899.1	5,913	3,946.3	5,988	2,868.9	5,088
Total	4,939.4	7,015	5,104.3	7,288	4,640.8	6,849	4,204.5	6,504	3,914.4	5,965	4,482.4	6,040	2,878.0	5,121

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5e Swinburne HE Engineering, Automation and Technology														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	6.4	9	12.8	15	11.0	17	9.5	14	7.3	11	4.5	9	5.5	10
Non-First Nations	4,408.2	5,775	4,517.9	5,789	4,077.7	5,296	3,513.2	4,749	3,266.1	4,397	3,410.3	4,555	2,392.4	3,929
Total	4,414.6	5,784	4,530.7	5,804	4,088.7	5,313	3,522.7	4,763	3,273.3	4,408	3,414.8	4,564	2,397.9	3,939

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5e Swinburne VET Engineering, Automation and Technology														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	4,016	54	9,624	96	2,933	25	6,121	30	5,800	41	4,970	43	2,552	23
Non-First Nations	373,789	1,177	403,382	1,388	394,574	1,511	484,773	1,711	455,797	1,516	385,929	1,433	343,061	1,159
Total	377,805	1,231	413,006	1,484	397,507	1,536	490,894	1,741	461,596	1,557	390,899	1,476	345,613	1,182

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5f: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Environmental sciences and sustainability;

Not Applicable - Swinburne does not deliver any courses in Environment sciences and sustainability.

Request 5g: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Health, medicine, psychology;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5g Swinburne Health, Medicine, Psychology,* by Higher Education (HE), refer *Table 5g Swinburne HE Health, Medicine, Psychology* and by Vocational Education and Training (VET) enrollments, refer *Table 5g Swinburne VET Health, Medicine, Psychology.*

| | Table 5g Swinburne Health, Medicine, Psychology | | | | | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	38.2	259	35.1	139	45.7	178	64.8	256	54.3	250	58.0	145	52.9	93
Non-First Nations	3,055.0	5,981	3,394.9	6,356	3,945.2	7,238	4,392.4	7,791	4,233.6	7,433	4,502.0	8,011	4,114.8	6,899
Total	3,093.2	6,240	3,430.0	6,495	3,990.9	7,416	4,457.2	8,047	4,287.9	7,683	4,560.0	8,156	4,167.7	6,992

Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record*

| | Table 5g Swinburne HE Health, Medicine, Psychology | | | | | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	32.9	83	29.1	79	40.1	73	52.0	99	42.6	88	50.6	98	45.1	71
Non-First Nations	2,638.6	4,844	2,821.3	5,079	3,319.0	5,700	3,509.5	6,076	3,410.7	5,831	3,613.0	5,918	3,277.3	5,244
Total	2,671.5	4,927	2,850.4	5,158	3,359.1	5,773	3,561.5	6,175	3,453.3	5,919	3,663.6	6,016	3,322.4	5,315

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

| | Table 5g Swinburne VET Health, Medicine, Psychology | | | | | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	3,845	176	4,288	60	3,991	95	9,240	157	8,406	162	5,345	47	5,609	22
Non-First Nations	299,822	1,137	412,978	1,277	450,910	1,538	635,639	1,715	592,503	1,602	640,054	2,093	603,004	1,655
Total	303,667	1,313	417,266	1,337	454,901	1,633	644,880	1,872	600,909	1,764	645,400	2,140	608,613	1,677

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5h: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Information technology and computing;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5h Swinburne Information Technology and Computing,* by Higher Education (HE), refer *Table 5h Swinburne HE Information Technology and Computing* and by Vocational Education and Training (VET) enrollments, refer *Table 5h Swinburne VET Information Technology and Computing.*

Table 5h Swinburne Information Technology and Computing													
2018		2019		2020		2021		2022		2023		2024	
EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations** 6.2	9	4.5	9	7.7	35	7.2	15	6.3	11	7.5	18	7.9	11
Non-First Nations 2,471.7	3,564	2,593.5	3,725	2,478.0	3,770	2,441.5	3,802	3,010.5	4,427	4,492.8	6,528	3,147.8	5,504
Total 2,477.9	3,573	2,598.1	3,734	2,485.6	3,805	2,448.8	3,817	3,016.8	4,438	4,500.4	6,546	3,155.6	5,515

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5h Swinburne HE Information Technology and Computing													
2018		2019		2020		2021		2022		2023		2024	
EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations* 2.4	4	1.6	4	3.9	11	5.5	12	4.9	9	6.4	14	5.9	8
Non-First Nations 2,175.8	3,194	2,308.8	3,329	2,293.1	3,401	2,226.3	3,378	2,817.9	4,113	4,270.7	6,194	2,864.4	5,224
Total 2,178.1	3,198	2,310.4	3,333	2,297.0	3,412	2,231.8	3,390	2,822.8	4,122	4,277.1	6,208	2,870.3	5,232

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5h Swinburne VET Information Technology and Computing													
2018		2019		2020		2021		2022		2023		2024	
SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations* 2,726	5	2,103	5	2,725	24	1,253	3	1,028	2	841	4	1,435	3
Non-First Nations 213,097	370	205,041	396	133,095	369	154,989	424	138,679	314	159,933	334	204,037	280
Total 215,823	375	207,144	401	135,820	393	156,243	427	139,707	316	160,774	338	205,472	283

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5i: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Law and paralegal studies;

Swinburne does not deliver Vocational Education and Training courses in Law and paralegal studies. As such, information is shown for Higher Education (HE) only, refer *Table 5i Swinburne HE Law and Paralegal Studies.*

	Table 5i Swinburne HE Law and Paralegal Studies													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations*	1.5	2	2.1	2	1.4	2	0.5	1	0.0	0	0.6	2	0.5	1
Non-First Nations	234.1	310	298.8	394	330.4	422	345.3	456	353.8	488	418.1	621	414.1	628
Total	235.6	312	300.9	396	331.8	424	345.8	457	353.8	488	418.7	623	414.6	629

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5j: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Media and communications;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5j Swinburne Media and Communications,* by Higher Education (HE), refer *Table 5j Swinburne HE Media and Communications* and by Vocational Education and Training (VET) enrollments, refer *Table 5j Swinburne VET Media and Communications.*

	Table 5j Swinburne Media and Communications													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	12.2	22	9.0	19	8.8	18	12.8	21	9.4	17	12.0	18	8.7	15
Non-First Nations	1,836.4	2,556	2,003.5	2,739	1,887.7	2,734	1,946.5	2,834	1,932.1	3,841	2,128.5	2,990	1,700.6	2,674
Total	1,848.5	2,578	2,012.5	2,758	1,896.5	2,752	1,959.2	2,855	1,941.4	3,858	2,140.5	3,008	1,709.3	2,689

Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record*

Table 5j Swinburne HE Media and Communications													
2018		2019		2020		2021		2022		2023		2024	
EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	9.5	18	7.8	17	8.1	16	10.8	17	8.3	13	8.1	12	6.8	11
Non-First Nations	1,579.6	2,262	1,696.0	2,371	1,595.1	2,333	1,638.8	2,341	1,647.1	2,393	1,835.5	2,572	1,364.9	2,281
Total	1,589.1	2,280	1,703.8	2,388	1,603.3	2,349	1,649.5	2,358	1,655.4	2,406	1,843.6	2,584	1,371.6	2,292

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5j Swinburne VET Media and Communications													
2018		2019		2020		2021		2022		2023		2024	
SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	1,921	4	928	2	487	2	1,460	4	801	4	2,795	6	1,420	4
Non-First Nations	184,849	294	221,400	368	210,653	401	221,559	493	205,170	448	210,986	418	241,722	393
Total	186,770	298	222,328	370	211,140	403	223,019	497	205,971	452	213,781	424	243,142	397

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5k: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Personal care and fitness;

Not Applicable - Swinburne does not deliver any courses in Personal care and fitness.

Request 5l: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Sciences and mathematics;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5l Swinburne Sciences and Mathematics,* by Higher Education (HE), refer *Table 5l Swinburne HE Sciences and Mathematics* and by Vocational Education and Training (VET) enrollments, refer *Table 5l Swinburne VET Sciences and Mathematics.*

Table 5l Swinburne Sciences and Mathematics															
	2018		2019		2020		2021		2022		2023		2024		
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	
First Nations**	2.9	5	2.0	6	1.7	5	0.6	3	0.9	3	1.5	3	2.6	4	
Non-First Nations	839.9	1,328	867.4	1,364	812.2	1,285	764.3	1,234	722.0	1,168	680.2	1,110	523.6	863	
Total	842.8	1,333	869.4	1,370	813.9	1,290	764.9	1,237	722.9	1,171	681.7	1,113	526.3	867	

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5l Swinburne HE Sciences and Mathematics															
	2018		2019		2020		2021		2022		2023		2024		
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	
First Nations*	1.9	3	0.5	3	0.6	3	0.3	1	0.9	2	1.5	3	2.6	4	
Non-First Nations	749.5	1,198	782.2	1,246	752.7	1,180	699.1	1,134	650.6	1,058	637.7	1,042	497.4	823	
Total	751.4	1,201	782.7	1,249	753.3	1,183	699.4	1,135	651.4	1,060	639.2	1,045	500.0	827	

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5l Swinburne VET Sciences and Mathematics															
	2018		2019		2020		2021		2022		2023		2024		
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	
First Nations*	771	2	1,099	3	770	2	280	2	25	1	0	0	0	0	
Non-First Nations	65,065	130	61,282	118	42,906	105	46,932	100	51,435	110	30,580	68	18,921	40	
Total	65,836	132	62,382	121	43,676	107	47,212	102	51,460	111	30,580	68	18,921	40	

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5m: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Society, culture and humanities;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5m Swinburne Society, Culture and Humanities,* by Higher Education (HE), refer *Table 5m Swinburne HE Society, Culture and Humanities* and by Vocational Education and Training (VET) enrollments, refer *Table 5m Swinburne VET Society, Culture and Humanities.*

Table 5m Swinburne Society, Culture and Humanities													
2018		2019		2020		2021		2022		2023		2024	
EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	58.2	104	64.8	147	85.0	171	88.6	198	74.3	160	81.1	189	82.9	157
Non-First Nations	2,901.8	5,635	3,229.1	6,340	3,112.8	6,373	3,148.7	6,270	2,739.5	5,502	2,529.2	5,419	2,804.9	5,213
Total	2,960.0	5,739	3,293.9	6,487	3,197.8	6,544	3,237.3	6,468.0	2,813.8	5,662	2,610.3	5,608	2,887.8	5,370

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5m Swinburne HE Society, Culture and Humanities													
2018		2019		2020		2021		2022		2023		2024	
EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	20.3	52	25.9	56	37.3	81	34.3	78	25.9	63	33.5	75	35.8	63
Non-First Nations	1,949.2	3,921	1,871.8	3,659	1,948.1	3,650	1,989.9	3,593	1,733.6	3,244	1,445.2	2,868	1,474.1	2,525
Total	1,969.5	3,973	1,897.8	3,715	1,985.3	3,731	2,024.2	3,671	1,759.5	3,307	1,478.7	2,943	1,509.9	2,588

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5m Swinburne VET Society, Culture and Humanities													
2018		2019		2020		2021		2022		2023		2024	
SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	27,296	52	27,975	91	34,358	90	39,096	120	34,880	97	34,230	114	33,905	94
Non-First Nations	685,897	1,714	977,271	2,681	838,617	2,723	834,342	2,677	724,233	2,258	780,507	2,551	958,183	2,688
Total	713,192	1,766	1,005,246	2,772	872,975	2,813	873,438	2,797	759,114	2,355	814,737	2,665	992,089	2,782

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5n: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Teacher education and training;

As a dual sector University, Swinburne has provided a response to this request for all First Nations Students enrolled at the University, refer *Table 5n Swinburne Teacher Education and Training,* by Higher Education (HE), refer *Table 5n Swinburne HE Teacher Education and Training* and by Vocational Education and Training (VET) enrollments, refer *Table 5n Swinburne VET Teacher Education and Training.*

Table 5n Swinburne Teacher Education and Training														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	63.5	113	59.8	122	74.1	152	83.0	171	89.4	175	122.7	257	145.9	233
Non-First Nations	5,234.8	9,649	5,139.8	9,958	5,063.7	9,764	5,412.1	10,493	5,308.1	10,911	6,424.0	13,050	6,142.2	10,747
Total	5,298.3	9,762	5,199.6	10,080	5,137.9	9,916	5,495.1	10,664	5,397.5	11,086	6,546.8	13,307	6,288.1	10,980

*Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5n Swinburne HE Teacher Education and Training														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	58.1	107	55.0	109	67.1	137	73.1	151	84.0	161	118.3	219	135.5	195
Non-First Nations	3,580.5	6,527	3,587.6	6,782	3,901.6	7,297	4,128.3	7,783	4,142.4	7,844	4,968.6	8,957	5,229.6	8,120
Total	3,638.6	6,634	3,642.6	6,891	3,968.8	7,434	4,201.4	7,934	4,226.4	8,005	5,086.9	9,176	5,365.1	8,315

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5n Swinburne VET Teacher Education and Training														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	3,867	6	3,449	13	5,032	15	7,096	20	3,882	14	3,219	38	7,485	38
Non-First Nations	1,191,092	3,122	1,117,553	3,176	836,724	2,467	924,398	2,710	839,329	3,067	1,047,895	4,093	657,052	2,627
Total	1,194,959	3,128	1,121,002	3,189	841,756	2,482	931,494	2,730	843,211	3,081	1,051,114	4,131	664,537	2,665

*Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5o: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Travel, tourism and hospitality;

Swinburne does note deliver Vocational Education and Training courses in Travel, tourism and hospitality. As such, information is shown for Higher Education (HE) only, refer *Table 5o Swinburne Travel, Tourism and Hospitality.*

	Table 5o Swinburne Travel, Tourism and Hospitality													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations*	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Non-First Nations	4.0	9	0.3	2	0.1	1	0.3	1	0.0	0	0.0	0	0.0	0
Total	4.0	9	0.3	2	0.1	1	0.3	1	0.0	0	0.0	0	0.0	0

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 5p: For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University): Veterinary medicine;

Not Applicable - Swinburne does not deliver any courses in Veterinary Medicine.

Additional Information: Request 5a-5p

In addition to Swinburne's response to 5a through to 5p, Swinburne provides the following overview, for the period 1 January 2018 to present, of the number of First Nations students enrolled in single subjects, non-credit studies, short courses and cross institutional programs. Please refer to *Table 5 Swinburne Additional Information Other, Table 5 Swinburne Additional Information HE Other* and *Table 5 Swinburne Additional Information VET Other*

	Table 5 Swinburne Additional Information Other													
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount	EFTSL*	Headcount
First Nations**	7.4	25	5.4	21	6.5	25	2.9	14	0.0	2	0.6	6	0.0	1
Non-First Nations	700.0	2,836	562.6	2,255	376.3	1,742	198.1	1,257	160.4	818	196.5	801	48.9	245
Total	707.4	2,861	567.9	2,276	382.8	1,767	201.0	1,271	160.4	820	197.1	807	48.9	246

Swinburne defines an annual standard program of full-time studies for VET as 720 Student Contact Hours (SCH)

**Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record*

Table 5 Swinburne Additional Information HE Other														
	2018		2019		2020		2021		2022		2023		2024	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
First Nations*	7.4	25	5.4	21	6.5	24	2.9	13	0.0	0	0.6	5	0.0	0
Non-First Nations	700.0	2,836	497.0	2,069	322.1	1,555	142.8	940	128.0	4,930	130.1	466	48.9	198
Total	707.4	2,861	502.4	2,090	328.6	1,579	145.6	953	128.0	4,930	130.7	471	48.9	198

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Table 5 Swinburne Additional Information VET Other														
	2018		2019		2020		2021		2022		2023		2024	
	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
First Nations*	0	0	0	0	0	1	0	1	0	2	0	1	0	1
Non-First Nations	0	0	47,200	186	39,000	187	39,840	317	23,310	325	47,850	335	0	47
Total	0	0	47,200	186	39,000	188	39,840	318	23,310	327	47,850	336	0	48

Data is based on individuals who disclosed their First Nation identity for inclusion within their Swinburne student record

Request 6: For the period 1 January 2018 to present, provide an explanation of alternative entry pathways offered by the University for First Nations prospective students in the study areas nominated in response to paragraph [Requests 5a through to 5p];

In 2016, Swinburne piloted and ran an alternative entry pathway for First Nations Online Students called 'Try Online Scholarship'. The Try Online Scholarship provided a fee waiver to Aboriginal & Torres Strait Islander students for two units and amenities on eligible Swinburne online courses: Bachelor of Education, Early Childhood, Bachelor of Education, Primary, Bachelor of Social Science, Bachelor of Accounting, Bachelor of Business, Bachelor of Media and Communication, Bachelor of Design and Bachelor of Psychological Sciences.

In 2020, the Try Online Scholarship was superseded by the creation of a new role, Indigenous Recruitment Officer, in order to expand partnerships and initiatives to revamp existing and create new scholarships for Indigenous students to enhance recruitment, retention and engagement approaches for First Nations students at Swinburne – beyond the original scope of online courses of the Try Online Scholarship.

In 2023, the Indigenous Recruitment Officer role was repurposed into the Indigenous Student Recruitment Specialist role to further enhance and develop initiatives and support models to assist all prospective First Nations students (both online and on campus) in transitioning from school and community settings to university.

In 2024, the Moondani Toombadool Centre, in collaboration and consultation with Swinburne Schools and Departments will embark on implementing a new 'Indigenous Pathway and Recruitment Strategy' which aims to connect Swinburne's Indigenous Business Action Plans (I-BAP's) to improving and creating procedures and strategies in relation to admissions, recruitment and outreach for prospective First Nations students.

Additional Information: Request 6

Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

Request 7a: For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of: Total number of students who completed the pre-degree courses;

Swinburne offers four First Nations-specific pre-degree courses, *refer Table 7a Swinburne First Nations Specific pre-degree courses.*

Table 7a Swinburne First Nations Specific pre-degree courses	
Pre-Degree Course	**Total Completions (Headcount)**
Grad Cert - Client Assessment & Case Management (BTV / BWAHS)	242
CERT IV - Teaching Endangered Aboriginal Language	9
Arnhem Land Progress Aboriginal Corp (ALPA) Courses	686
Diploma of Community Services (VACCA Cohort)	104

Request 7b: For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of: Rate of entry of those students into undergraduate degree courses

Swinburne does not have data available on the rate of entry into undergraduate degree courses for those students who have completed a First Nations-specific pre-degree course.

Request 8a: For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of: Course delivery offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services

In partnership with the Victorian Aboriginal Child Care Agency (VACCA), Swinburne developed, for face-to-face delivery at VACCA worksites, a customised Diploma of Community Services for staff of Aboriginal Community-Controlled Organisations (ACCO). Swinburne has been delivering this First Nations-specific mode of course delivery since May 2019. Skills First Funding and Fee Free TAFE were available for eligible students, no other external funding sources were sought or provided.

In Partnership with the Boorndawan Willam Aboriginal Healing Service (BWAHS), Swinburne developed, for online delivery via facilitated workshops, a customised Graduate Certificate in Case Management and Client Assessment for staff of Aboriginal Community-Controlled Organisations (ACCO). Swinburne has been delivering this First Nations-specific mode of course delivery since March 2021. Skills First Funding and Fee Free TAFE were available for eligible students, no other external funding sources were sought or provided.

Supported by external funding from the Koorie Outcomes Division within the Department of Education, in 2020/2021, Swinburne delivered a Certificate IV in Teaching Endangered Aboriginal Language, through facilitated online delivery with limited face to face workshops due to COVID-19.

Throughout the period January 2018 to present, Swinburne has partnered with Arnhem Land Progress Association (ALPA) to deliver accredited and non-accredited skill sets on request throughout the year within trades, health, and business disciplines. The skill sets are funded as fee for service via ALPA. Delivery is face-to-face in Galiwinku, Ramingining, Milingimbi, Gapuwiyak, Minjilang, Nhulunbuy, Jabiru, and Gunbalanya.

In addition to Swinburne's partnership with ALPA, on occasion, Swinburne has delivered a fee for service training to local stakeholders/businesses. These have included MOPRA Rangers Milingimbi (First Aid + Forklift Licences, September 2018), Abacus Plumbing Ramingining (White Card + Forklift Licences, July 2019), Galiwinku Womens Space (non-accredited First Aid, June 2021), Gong-dal Aboriginal Corporation Gapuwiyak (February 2023).

Swinburne has also partnered with the Northern Territory Department of Education to deliver qualifications in remote area secondary schools, funded via a Memorandum of Understanding based on student engagement/results. Commencing in 2019 with the Ramingining School and since expanded to include delivery at the Milingimbi School, Gunbalanya School, and Lajamanu School.

In 2022, 10-15 students from Worowa Aboriginal College were also trained in a non-accredited Junior Rangers program which was delivered onsite at the Worowa Healesville campus as a pilot program funded through HEPP funding.

Additional Information: Request 8a

Swinburne's partnership Arnhem Land Progress Association (ALPA) was developed in 2015, when, as a direct response to the Cyclone Lam and Nathan disaster events that hit the remote indigenous communities of Milingimbi, Ramingining and Galiwinku, a rapid recovery response was rolled out by the Northern Territory Government (NTG) to restore the communities back to a safe and functioning state. This required the mobilisation of outside contractor organisations that were flown into the communities to assist with the rebuilding process. ALPA was responsible for a holistic, coordinated workforce development solution across the three communities of Ramingining, Milingimbi and Galiwinku focusing on trades skills across a number of competencies and trades areas.

In consultation with several community and industry stakeholders it was decided that an innovative approach would be taken based on Swinburne's newly developed Certificate III qualification in Remote Area Building Repairs and Maintenance. Swinburne and ALPA formed a collaborative partnership, with Swinburne delivering the qualification through a series of skills sets across the communities over a 2-year period, as the Registered Training Organisation (RTO), and ALPA providing the labour coordination and employment facilitation role through an innovative labour hire model that interfaces with contractor and employer organisations engaged in the cyclone recovery building projects. Since then, the courses delivered by Swinburne have adapted to remain relevant to the community needs, hence the delivery of accredited and non-accredited skill sets on request throughout the year within trades, health, and business disciplines.

Request 8b: For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of: Student support offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services

Swinburne provides First Nations-specific student support through the Moondani Toombadool Centre. Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. As part of the student support services, First Nation students have access to Indigenous Student Advisors, Academic skills support and the Indigenous Student Lounge (at our Hawthorn campus). More information on the student support services provided by the Moondani Toombadool Centre can be found online

For our courses delivered in the Northern Territory (refer 8a for more details), support services for students are provided by Swinburne's partner organisations, Arnhem Land Progress Association, Department of Education NT, and remote-area schools.

Request 9a: For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of: When and how conducted

Swinburne measures the sense of engagement and perceived support of First Nations higher education (HE) students via the Quality Indicators for Learning and Teaching (QILT) Student Experience Survey (SES). The survey is conducted annually in August. Commencing and completing students enrolled in a HE course are invited to participate. Students receive a link via their university email address that allows them to complete the survey online.

Swinburne measures the sense of engagement and perceived support of First Nations vocational education and training (VET) students via the National Centre for Vocational Education Research (NCVER) National Student Outcomes Survey (SOS). The survey is conducted annually between June and August. Students who completed a VET program in the previous calendar year. Students receive a login code and link that allows them to complete the survey online.

Request 9b: For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of: Numbers of participants

The proportion of higher education (HE) First Nations students at Swinburne completing the Student Experience Survey (SES) has been growing since 2019, refer table *9b Swinburne HE First Nation Students Survey Participation* and in 2023, and the proportion of First Nations students completing the SES outpaced their proportion of HE enrolments, refer table *9b Swinburne Proportional representation of First Nations HE enrolments in SES survey respondents*.

The proportion of vocational education and training (VET) First Nations students at Swinburne completing the National Student Outcomes Survey (SOS) has also been growing since 2021 (Swinburne is unable to provide data for the 2018-2020 period), refer table *9b Swinburne VET First Nation Students Survey Participation.* Throughout the 2021-2023 period for which data is available, the proportion of First Nations students completing the SOS has been lower than their proportional enrolment in VET programs, table below: *9b Swinburne Proportional representation of First Nations VET enrolments in SES survey respondents.*

| | 9b Swinburne HE First Nation Students Survey Participation* | | | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
First Nations	51	13.5%	41	10.8%	56	12.6%	64	13.7%	72	17.5%	99	19.6%
Non First Nations	9267	22.2%	8240	20.2%	7199	17.9%	7832	19.8%	7780	20.1%	7796	18.2%
Total	9318	22.1%	8281	20.1%	7255	17.8%	7896	20.2%	7852	20.1%	7895	18.3%

First Nation Headcount Data is based on individuals who disclosed their First Nation identity as part of the survey, % of First Nation Students participating in the survey is calculated using the headcount of students who disclosed their First Nation identity as part of their student record.

| | Table 9b Swinburne Proportional representation of First Nations HE enrolments in SES survey respondents | | | | | |
	2018	2019	2020	2021	2022	2023
Proportion of First Nations Students enrolled*	0.89	0.93	1.10	1.16	1.04	1.16
Proportion of SES responses from First Nation Students	0.50	0.50	0.77	0.81	0.92	1.25

Data is based on individuals who disclosed their First Nation identity as part of the survey

| | Table 9b Swinburne Proportional representation of First Nations VET enrolments in SES survey respondents | | | | | |
	2018	2019	2020	2021	2022	2023
Proportion of First Nations Students enrolled*	-	-	-	3.49	3.13	3.25
Proportion of SES responses from First Nation Students	-	-	-	1.00	1.20	1.80

Data is based on individuals who disclosed their First Nation identity as part of the survey

Request 9c: For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of: Key themes in feedback.

Swinburne primarily monitors feedback on student engagement and support from the data collected via the annual Student Experience Survey (SES) and the Student Outcome Survey (SOS). The SES surveys Higher Education (HE) students only and provides students the opportunity to indicate their satisfaction with several constructs related to support and engagement. The SOS surveys Vocational Education and Training (VET) students only and provides recently graduated VET students the opportunity to indicate their experience along several constructs, including satisfaction with overall experience and satisfaction with support services. The SOS survey does not allow for graduates to provide free text responses and does not directly survey a "sense of belonging"; however, the survey does ask whether a student would recommend the institution, which can serve as a proxy.

In addition to the SES and SOS, Swinburne has conducted a series of chi-square tests to explore whether First Nations students had a statistically significant relationship with a given measure e.g., are First Nations students at Swinburne more likely to have a negative or positive experience when compared to non-First Nations students?

With respect to Swinburne's HE students, there are three key findings from the SES survey and Chi-Square rest results:
- First Nations students at Swinburne do not have a significantly different perception of the quality of entire educational experience compared to non-First Nations students. Narrowing down that broader claim, First Nations and non-First Nations students had similar levels of positive experience with sense of belonging to the institution, learner engagement, student support and services, and skills development.
- While First Nations students at Swinburne had a more positive experience with the quality of teaching, their sense of peer engagement and learning resources were more likely to be negative than their non-First Nation student counterparts.
  - Despite this overall finding, there has been positive movement in peer engagement and learning resources with more First Nations students indicating a positive experience in these areas since 2020 – within two years of the establishment of the Moondani Toombadool Centre.
  - The proportion of First Nations students indicating positive experience in these two domains has now returned to pre-COVID levels.
- First Nations students at Swinburne considered leaving the institution at a higher rate than their non-First Nation student counterparts.
  - This trend peaked in 2020 with the highest proportion of First Nations students considering leaving the institution (n = 17, 22.8% of SES respondents).
  - It is hard to determine how well this represents the broader First Nations students given the relatively low proportion that completed the SES that year.

Since 2020, students completing the SES have been able to respond to their perception of the best aspects of the course as well as the aspects of the course that need improvement. During the period 2014 to 2023, 214 First Nations students have provided their feedback. The key findings for Swinburne are:
- The challenges in the course and areas that Swinburne First Nations students felt could be improved overlapped by and large with those of Non-First Nations students, such as wanting to see upgrades to the learning management system, improvements to group work and placements, clear and timely assessment information, and the transition to online learning.
- The comments from First Nations students overall had a positive sentiment, captured broadly by what several students referred to as an appreciation for "the diverse community of students...able to engage in" and the "depth of material and supports provided."

- There were a couple of positive feedback entries specific to First Nations students, including two students receiving general and financial assistance from Swinburne Indigenous Support respectively, with one student stating this had allowed them to complete their studies, and another student providing their appreciation of the cultural support they'd received from the Moondani Toombadool Centre.
- There was one instance of improvement feedback relating to a perceived lack of Indigenous content in the Bachelor of Psychological Sciences, seeking "a whole subject dedicated to this" so that "psychologists know and understand cultural protocols when working with Indigenous Australians otherwise they could be doing more harm than good to the client."

With respect to Swinburne's VET students, the key findings from the SOS survey and Chi-Square rest results are:
- Since 2021 (the period for which data is available), First Nations students at Swinburne did not significantly differ from non-First Nations students in their satisfaction with overall experience, satisfaction with support services, or likelihood of recommending Swinburne.
- The proportion of First Nations students who were satisfied with the support services has steadily grown since 2021 (25% increase in satisfaction during that time).
- The proportion of First Nations students' overall satisfaction and likelihood of recommending the program has decreased since 2021. These decreases in satisfaction are in line with the decreases seen in non-First Nations students.

Additional Information: Request 9c
Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

Request 9d: For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of: Any actions taken by the University in response.

Swinburne's annual course review process (undertaken in September) is the primary mechanism through which Student Experience Survey (SES) feedback is comprehensively reviewed and considered by our academic staff. This process is supported and enabled through the provision of a specific dashboard with which staff can engage with the SES data.

Swinburne's annual course review process is also the mechanism through which we continue to embed indigenous knowledges into our curriculum, this includes replacing implicit connections to indigenous knowledge and indigenous culture in course learning outcomes with explicit connections, for example, the course learning outcomes for Swinburne's Bachelor of Nursing now includes 'engage in critical inquiry-orientated healthcare activities as registered nurses, to provide care to individuals, families, and groups from diverse backgrounds, including Aboriginal and Torres Strait Islander communities, across the lifespan', where previously it was 'engage in critical inquiry-orientated healthcare activities as a beginning registered nurse, to provide care to individuals, families and groups from diverse backgrounds across the lifespan'.

Similarly, the Course Learning outcomes for Swinburne's Master of Architecture and Urban Design has been updated from 'apply analytical design research methods with an understanding of sourcing credible, relevant data to investigate, analyse and synthesise complex information, problems, concepts and theories and apply these to the broader social, economic and environmental urban processes' to 'Justify analytical design research methods with an understanding of sourcing credible, relevant data to investigate, analyse and synthesise complex information, problems, concepts and theories and apply these to the broader social, economic and environmental urban processes, that are inclusive of Aboriginal and Torres Strait Islander Peoples' protocols, principles and practices of caring for Country'.

With respect to the specific feedback included in 9c by one student in relation to a lack of Indigenous content in the Bachelor of Psychological Sciences, it is important to note the following:

- In consultation and discussion with the Swinburne Indigenous Psychology Committee (established in 2017), Swinburne's chosen approach is to integrate Indigenous perspectives throughout the curriculum, rather than taking a compartmentalised approach through a single indigenous knowledge unit. As such, within the Bachelor of Psychological Sciences, Indigenous Knowledge is taught and assessed in five units across all year levels of the course: PSY10007 Brain and Behaviour, PSY10008 Fundamentals of Psychology, PSY20006 Cognition and Human Performance, PSY20007 Developmental Psychology and PSY30008 Psychology of Personality. In addition, Indigenous Knowledge is included within other units in the course, but not assessed. For more information, please refer to section 3.1 of Swinburne's 2023 submission to the external accreditation body, the Australian Psychology Accreditation Council (APAC) – refer *Appendix A.*

- The feedback was received as part of the 2023 SES survey completed by students in August 2023, the results of which were only available to academic staff in February 2024

As noted in response to 9c, the Student Outcome Survey of our vocational education and training students does not provide qualitative feedback. Additionally, the quantitative findings did not identify any significant risks or specific areas of concern from First Nations students.

Additional Information: Request 9d
The application of the annual course and unit review to prompt and audit of content and assessment for Indigenous learning outcomes, ensuring all units include LMS Acknowledgment of Country Template, and where relevant, summary of purpose: Indigenous content, learning outcomes and graduate attributes is part of our Indigenous Learning and Teaching Strategy 2020-2023 *(Appendix B)*

Request 10a: For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of: Number of complaints received,

Swinburne's records indicate two complaints were lodged during the relevant time-period which we believe may be from First Nations Students.

Request 10b: For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of: How the complaints were managed.

Complaints are managed in accordance with Swinburne's Complaints Management Guidelines which are accessible on our [website](#).

Request 10c: For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of: The outcome of the complaints.

Of the two complaints received which Swinburne believes to be from First Nations students:
- One complaint was related to a Vocational Education and Training (VET) student that was unhappy about a lack of support in the placement program, along with the external accreditation course requirements. The student was provided with an acknowledgement and apology.
- One complaint was related to a Vocational Education and Training (VET) student raising concerns regarding a teacher's conduct and sought assistance from staff in the Moondani Toombadool Centre. Actions were taken by the staff members manager following the complaint, and the staff member received additional training and issued an apology.

Additional Information: Request 10c

Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

FIRST NATIONS STAFF

Request 11a: For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL): Academic staff

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

During the period 1 July 2020 to present, 12 Academic staff have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation.

Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 11b: For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL): Professional staff.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

During the period 1 July 2020 to present, 21 Professional staff have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation.
Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 11c: For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL): Other staff

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

As a dual sector University, 'other' types of Swinburne staff would include our vocational education and training staff. During the period 1 July 2020 to present, no other staff have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation.
Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 12a: For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status: Permanent.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

During the period 1 July 2020 to present, 21 of the staff who have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation are employed on permanent contracts.
Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 12b: For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status: Contract.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

During the period 1 July 2020 to present, 9 of the staff who have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation are employed on fixed term contracts.
Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 12c: For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status: Casual

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

During the period 1 July 2020 to present, 3 of the staff who have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation are employed on casual contracts.
Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 13: In relation to First Nations Professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

Swinburne currently employs 18 staff who have disclosed (for inclusion within their Swinburne employee record) that they identify as First Nation.

- Six are employed within our Academic Portfolio, which comprises our Education Quality and Quality function, Academic Operations Unit, Vocational Education and Training activities and our six schools: School of Business, Law and Entrepreneurship, School of Social Sciences, Media, Film and Education, School of Design and Architecture, School of Health Sciences, School of Engineering and Schools of Science, Computing and Engineering technologies. Due to the small number of individuals, to protect the privacy of our staff, we unable to provide further information on the distribution of these staff within the academic portfolio.
- 11 are employed within our External Engagement Portfolio, all within the Indigenous Engagement function.

Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 14a: In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including: As a percentage of the total number of academic staff employed in that field of study.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

Due to the small number of individuals (who have disclosed, for inclusion within their Swinburne employee record, that they identify as First Nations), to protect the privacy of our staff, we unable to provide this information in full. A limited set of information is provided below:

- 3.2% of the academic staff in the School of Social Sciences, Media Film and Education (excluding causals) have disclosed (for inclusion within their employee record) that they identify as First Nation.
- 42.9% of the academic staff in the External Engagement portfolio Education (excluding causals) have disclosed (for inclusion within their employee record) that they identify as First Nation.

Note: This data does not include any First Nation staff that chose not to disclose their First Nation identity within their employee record.

Request 14b: In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including: An indication of whether they are employed to undertake research only or teaching and research.

Swinburne implemented a new HR system in 2020, due to time constraints, it is not possible for Swinburne to provide data on our employees for the period 1 January 2018 to 30 June 2020.

Due to the small number of individuals (who have disclosed, for inclusion within their Swinburne employee record, that they identify as First Nations), to protect the privacy of our staff, we unable to provide this information.

Request 15a: For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to: Cultural awareness, safety and/or competence, including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).

All Swinburne staff are required to complete an Aboriginal and Torres Strait Islander Cultural Awareness online training module. The training is compulsory and must be completed within 8 weeks of commencing, and then repeated every two years.

Swinburne is able to report on the rate of compliance from 1 January 2021 onwards. Compliance rates are tracked as at the first of each month, table *15a Aboriginal and Torres Strait Islander Cultural Awareness Training – Completion Rates* shows the highest and lowest rate of compliance achieved for each year for all staff (excluding casuals), and for senior leaders. Senior Leaders are defined as positions HEW 10/PBCG, Academic Level E/PBCA, VET EM2 and SSL Level.

Table 15a Swinburne Aboriginal and Torres Strait Islander Cultural Awareness Training - Completion Rates								
	2021		2022**		2023		2024	
	All Staff*	Senior Leaders	All Staff*	Senior Leaders	All Staff*	Senior Leaders	All Staff*	Senior Leaders
Lowest Reported rate of compliance	86.4%	83.8%	88.2%	80.4%	88.6%	84.9%	94.6%	93.3%
Highest Reported Rate of compliance	89.7%	88.0%	93.5%	89.7%	94.1%	92.1%	94.9%	94.7%

*Data excludes casual staff

**There is a 3-month reporting gap in 2022

Request 15b: For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to: Indigenous knowledge recognition, including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).

As noted in Swinburne's response to 15a, Swinburne requires that all staff are undergo regular training in Aboriginal and Torres Strait Islander Cultural Awareness. Once this compulsory training has been completed, staff are encouraged to enroll in a face-to-face Indigenous Australian Cultural Competency Training run by the Koorie Heritage Trust. Staff are invited to enroll in this training upon each completion of the compulsory Aboriginal and Torres Strait Islander Cultural Awareness training, through regular internal communications via our all staff newsletter, Swinburne's Viva Engage platform, and as part of the annual Your Performance and Development planning process which includes a compulsory question 'Have you completed your Koorie Heritage Trust Training?'

Completion data on the Koori Heritage Trust Indigenous Australian Cultural Competency Training is available from 1 May 2021 and is provided in table *15b Swinburne Koorie Heritage Trust - Indigenous Australian Cultural Competency Training – Completion Rates* and shows the highest and lowest rate of compliance achieved for each year for all staff (excluding casuals), and for senior leaders. Senior Leaders are defined as positions HEW 10/PBCG, Academic Level E/PBCA, VET EM2 and SSL Level 8.

During the period of available reporting (from May 2021 to date), completion rates in this optional training has increased from 13.6% of staff (excluding casuals) to 58.1% of staff as at the start of March 2024, and completion by Senior Leaders has grown from 28.6% to 66.3%.

Table 15b Swinburne Koorie Heritage Trust - Indigenous Australian Cultural Competency Training – Completion Rates								
	2021*		2022**		2023		2024	
	All Staff*	Senior Leaders	All Staff*	Senior Leaders	All Staff*	Senior Leader	All Staff*	Senior Leaders
Lowest Reported rate of compliance	13.6%	28.6%	29.9%	37.7%	34.0%	46.6%	57.3%	64.9%
Highest Reported Rate of compliance	27.9%	50.0%	34.5%	46.9%	55.5%	63.7%	58.1%	66.3%

*Data is available from 1 May 2021

**There is a 3-month reporting gap in 2022

Request 16a: For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including: When and how conducted

Swinburne regularly conducts staff surveys. Surveys are conducted online, with staff receiving an invitation and reminders to complete the survey. The Staff Engagement and Staff Culture surveys were issued to all staff (included casuals). The Gender Equality surveys focused on the experience of academic staff, and so only academic staff were invited to participate – refer table *16a Swinburne Staff Surveys*

Table 16a Swinburne Staff Engagement Surveys						
	2018	2019	2020	2021	2022	2023
Staff Engagement Surveys	Y	Y	Y		Y	Y
Staff Culture surveys				Y	Y	
Gender Equality surveys				Y		Y

Request 16b: For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including: Numbers of participants.

For information on the participation rates of staff surveys at Swinburne, refer *Table 16b Swinburne Staff Survey Participation Rates*

	16b Swinburne Staff Survey Participation Rates*			
	First Nation		**Non First Nation**	
2018 Engagement Survey	21	-	2139	-
2019 Engagement Survey	19	-	2557	-
2020 Engagement Survey	11	52.4%	1833	44.9%
2021 Culture Survey	18	78.3%	1463	33.3%
2021 Gender Equity Survey	1	-	703	-
2022 Culture Pulse Survey	22	115.8%	1801	38.1%
2023 Engagement Survey	18	100.0%	1812	36.3%
2023 Gender Equality Survey	2	-	425	-

Data is based on individuals who disclosed their First Nation identity as part of the survey

Request 16c: For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including: Key themes in feedback.

For the period 1 January 2018 through to 2023, the analysis of Swinburne's staff engagement and culture survey results was completed at a University, Division and workforce type cohort. No analysis was completed by ethnicity or by First Nations population.

The 2021 Gender Equity Survey was followed up with interviews with First Nation staff to include their input into the development of the SAGE action plan.

Request 16d: For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including: Any actions taken by the University in response.

No direct action was taken by Swinburne in response to the staff engagement and culture surveys, as results were not analysed by ethnicity or by First Nations population.

Following on from the 2021 Gender Equality survey, interviews were held with First Nations staff to include their input in the development of the SAGE action plan. Actions taken as part of this plan include inviting the PVC Indigenous Engagement onto the Academic Promotions Committee, ensuring that committee members participate in Koori Heritage Trust cultural competency training and reviewing promotions processes and support.

Request 17a: For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of: Number of complaints received.

During the period 1 January 2018 to present, Swinburne has not received any complaints made by First Nation staff in relation to racism, lack of cultural understandings and inadequate support.

Request 17b: For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of: How the complaints were managed.

Not Applicable – during the period 1 January 2018 to present, Swinburne has not received any complaints made by First Nation staff in relation to racism, lack of cultural understandings and inadequate support.

Request 17c: For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of: The outcome of the complaints.

Not Applicable - during the period 1 January 2018 to present, Swinburne has not received any complaints made by First Nation staff in relation to racism, lack of cultural understandings and inadequate support.

RESEARCH

Request 18a: For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including: How developed (including any input obtained from First Nations staff, students, or stakeholders).

The development of Swinburne's 2018-2019 Indigenous Research Strategy (refer *Appendix C)* was led by the Executive Director, Reconciliation Strategy and Leadership, in consultation with the Deputy Vice Chancellor (Research & Development) and the Director of Research Services.

Swinburne's 2021-2023 Indigenous Research Strategy, (refer *Appendix D*) was developed by the Moondani Toombadool Centre in consultation with the Academic Director, Indigenous Research; Executive Director, Reconciliation Strategy; Swinburne's Chief Scientist; the Indigenous Research Committee; Aboriginal and Torres Strait Islander Staff, the Deputy Vice-Chancellor, Research (Acting) and Associate Deans, Research.

The development of the next Indigenous Research Strategy (2024-2026) has been delayed due to the position of Director Indigenous Research being vacant for much of 2023. A new Director of Indigenous Research commenced in January 2024, and they will lead the development of the next Indigenous Research strategy in consultation with the Moondani Toombadool Centre, Swinburne's Chief Scientist, Deputy Vice Chancellor Research, Associate Deans, Research, PVC Indigenous Engagement, and our First Nations staff and Higher Degree Research (HDR) students.

Additional Information: Request 18a

Included in *Appendix E* is Swinburne's 2022-2025 Research Strategy which cross references our Indigenous Research Strategy.

Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

Request 18b: For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including: Key activities undertaken.

Swinburne's 2018-2019 Indigenous Research Strategy (refer *Appendix C)* was guided by the 7 themes within Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F*) of Governance and Leadership, Culture, Aboriginal and Torres Strait Islander Staff, Aboriginal and Torres Strait Islander Students, Engagement, Teaching and Learning and Research, and the 45 actions within the 2018-2019 Indigenous Research strategy can be mapped to the 7 themes in the 2017-2019 RAP. The 45 actions were grouped into 3 strategies:

1. Strengthen Aboriginal and Torres Strait Islander Studies Research across the Faculties and PAVE
2. Increase the Number of, and Support for, Aboriginal and Torres Strait Islander Researchers
3. Increase the Number of, and Support for, Aboriginal and Torres Strait Islander HDRs

For a full list of the actions under each strategic objective, please refer to the 2018-2019 Indigenous Research Strategy in *Appendix C.*

The 2021-2023 Indigenous Research strategy *(refer Appendix D)* had three strategic themes:

1. Ensuring an Indigenous Research Culture
2. Empowering Indigenous Researchers
3. Enabling Indigenous HDR Success

For a full list of the goals and targets under each strategic theme, please refer to the 2021-2023 Indigenous Research Strategy in *Appendix D*.

Request 18c: For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including: Outcomes recorded.

A significant outcome arising from jointly Swinburne's reconciliation action plans and Indigenous Research Strategies (refer *Appendices C, D, F and G)* has been the establishment in 2018 of the Moondani Toombadool Centre, followed in 2022 by the establishment of the National Centre for Reconciliation Practice and the creation of a new role, PVC Indigenous Engagement.

Other notable outcomes are:

- the establishment of a HDR Network
- the Aboriginal and Torres Strait Islander Research Fellowship scheme (which provides a fellowship grant, mentorship, research training and career development to undertake full-time research in a field that broadly aligns with one of our six research institutes; Data Science Research Institute, Iverson Health Innovation Research Institute, Manufacturing Futures Research Institute, Smart Cities Research Institute, Social Innovation Research Institute and Space technology and Industry Institute)
- the development of 2 training modules (due to be released in June 2024)
  - one designed specifically to support HDR students.
  - one designed specifically to support researchers in engaging with Indigenous communities.

Swinburne acknowledges that progress against our Indigenous strategy has been negatively impacted by the Director Indigenous Research position being vacant for much of 2023. Swinburne faced significant challenges in recruiting to this position, whilst this key role has now been filled, Swinburne's role was advertised at a time of significant competition in the tertiary landscape for a very small field of First Nation academic applicants, requiring us to go to market several times.

Additional Information: Request 18c

Justin Trounson was the inaugural recipient of Swinburne's Aboriginal and Torres Strait Islander Research Fellowship.

Request 19: For the period 1 January 2018 to present, provide an explanation of alternative pathways into research higher degrees offered by the University for First Nations students (i.e. residential intensive courses).

Swinburne does not have a specific alternative pathway for First Nation HDR students. Swinburne is actively discussing potential alternative pathways as part of the development of our next Reconciliation Action Plan.

In the absence of formal alternative HDR pathways, Swinburne provides pro-active support to potential HDR students that may not be ready to enroll directly into a PhD to consider possible Master offerings, which after successful completion of the first year, they could transfer into a PhD if that remains their preference. This pathway option is available with any HDR Scholarship i.e. the approach is not specific to First Nations HDR students.

Other types of support provided by Swinburne to First Nations HDR students are our Indigenous PhD Scholarships, offered since 2018, these scholarships are advertised on our website

Swinburne also offers an Aboriginal and Torres Strait Islander Postgraduate Research Award Scheme which provides an annual stipend and mentoring to an Aboriginal and/or Torres Strait Islander postgraduate student each year to undertake full-time study in a field that broadly aligns with one of our research ecosystem and areas of research focus.

Request 20a: For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are: Allocated including in each case to the Traditional Owner groups directly.

Swinburne provides funding to the Moondani Toombadool Centre and the National Centre for Reconciliation Practice.

Additional Information: Request 20a

Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

Launched in 2022, the National Centre for Reconciliation Practice explores the opportunities and challenges relating to the Australian reconciliation journey, looking at Indigenous and non-Indigenous peoples' connections with reconciliation, through a rich program of engagement, outreach, education and research activities. National Centre for Reconciliation Practice can be found online

Request 20b: For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are: Reported upon, including in each case to the Traditional Owner groups directly.

Swinburne provides the Moondani Toombadool Centre and the National Centre for Reconciliation Practice with an annual budget allocation, reporting against budget is managed on a quarterly basis as part of our financial management processes across the University.

Additional Information: Request 20b

Established in 2018, the Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. More information on the Moondani Toombadool Centre can be found online

Launched in 2022, the National Centre for Reconciliation Practice explores the opportunities and challenges relating to the Australian reconciliation journey, looking at Indigenous and non-Indigenous peoples' connections with reconciliation, through a rich program of engagement, outreach, education and research activities. More information on the National Centre for Reconciliation Practice can be found online

CURRICULUM

Request 21a: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Social Work; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

Not Applicable- Swinburne does not offer courses in Social Work

Request 21b: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Nursing; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

As a dual sector University, Swinburne delivers courses in Nursing at both a Higher Education (HE) and Vocational Education and Training (VET) level.

First Nations specific units are included as compulsory units within Swinburne's Bachelor of Nursing and Diploma of Nursing.

For the Bachelor of Nursing during the period 2018-2023 the compulsory First Nation specific unit was INS10001 Connecting with Culture: Indigenous Australian Experiences. In 2024 this unit was replaced with the compulsory core first year unit HEA2006 Indigenous Health to align with the Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework, as required by the Australian Nursing & Midwifery Accreditation Council. For information on the unit outcomes please refer to *Table 21b Swinburne Bachelor of Nursing First Nations Specific Units - Unit Outline and Learning Outcomes.*

In addition to the First Nations specific unit INS10001 Connecting with Culture: Indigenous Australian Experiences, Indigenous health is also explored within the Bachelor of Nursing as part of the learning activities and scenarios in units across each year of the Bachelor of Nursing as part of addressing the diversity of the population and appropriate nursing care. A summary of these units is provided in *Tables 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year One Units, Tables 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year Two Units and Tables 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year Three Units.*

Within Swinburne's Diploma of Nursing, there are two compulsory First Nations specific units, these are CHCDIV001 Work with diverse people and CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety. For information on the unit outcomes please refer to *Table 21b Swinburne Diploma of Nursing First Nations Specific Units - Unit Outline and Learning Outcomes*

Table 21b Swinburne Bachelor of Nursing First Nations Specific Units - Unit Outline and Learning Outcomes	
2018 -2023	**2024**
Unit Code INS10001	HEA20006
Unit Name Connecting with Culture: Indigenous Australian Experiences	Indigenous Health
Unit Overview This unit examines contemporary culture as a construct through initiating the education of students in Indigenous issues. With particular focus on the worlds oldest living, continuing culture, students learn concepts of imperialism and colonialism, the diversity of Indigenous Australian people and culture, and a basic understanding of issues that define our experiences as Australian citizens in a postcolonial society. Fundamental Indigenous concepts are introduced, including respect and relationships, connection to country spirituality, and kinship. Students will learn to challenge existing knowledge of Indigenous cultures and encouraged to form their own connections to help underpin their knowledge of contemporary culture.	This unit introduces students to Aboriginal and Torres Strait Islander concepts and contexts that influence health and wellbeing. Students will gain an understanding of the diversity of determinants as they relate to Aboriginal and Torres Strait Islander and Indigenous global populations. Students will explore policy, data and approaches to work effectively across cultural groups. There will be a focus on the history of Aboriginal Victorian health and wellbeing to understand strength-based/community approaches.
Unit Learning Outcomes Students who successfully complete this unit will be able to: • Analyse and discuss theories of imperialism, colonialism, and postcolonialism, and their relevance to both Indigenous and non-Indigenous Australians today. • Examine Indigenous knowledge and spirituality, as well as the contemporary implications of traditional aspects of Indigenous life. • Describe factors that explain historical and contemporary change in Indigenous cultures. • Explain the ongoing significance of Indigenous culture to both Indigenous and non-Indigenous Australians. • Confidently practise and further encourage broader thinking in issues of inter-cultural relationships.	Students who successfully complete this unit will be able to: • Discover the social and cultural diversity of Aboriginal and Torres Strait Islander population in the context of health and wellbeing. • Explain Indigenous concepts of health and wellbeing. • Examine the cultural, political and historical determinants of Indigenous health from the Victorian and global context. • Critically appraise Indigenous health policies at a National and Global scale. • Incorporate and critically analyse data specific to Aboriginal and Torres Strait Islander health and wellbeing.

Table 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year One Units.		
Unit Code	NUR10001	NUR10005	NUR10006
Unit Name	Health Assessment and Decision Making	Foundations of Nursing	Concepts of Aged Care
Learning activity through which Indigenous Health is explored	• Scenario based learning	• Scenario based learning	• Indigenous Simulation for discharge planning
Relevant Years	2022, 2023 and 2024	2022, 2023 and 2024	2023 and 2024

Table 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year Two Units.			
Unit Code	NUR20002	NUR20003	NUR20004	NUR20006
Unit Name	Mental Health Nursing	Nursing Research	Community as Partner	Managing Chronic Care
Learning activity through which Indigenous Health is explored	• Indigenous and culturally diverse mental health awareness lecture ATSI and CALD communities • Beliefs about illness • National Action Plan on mental health • Delivery and care for diversity	• Research in the Indigenous context - emerging data collection methods (KAPATI) translated as cup of tea.	• Research into Indigenous services • Closing the Gap • Korin Korinbalut Djak 10-year plan • National ATSI health plan • Vic Aboriginal Health Site.	• Curriculum and scenario-based learning • National Strategic Framework for Chronic Care.
Relevant Years	2022, 2023 and 2024	2023 and 2024	2023*	2023 and 2024

Not offered in 2024 due to transition to new curriculum

Table 21b Swinburne Bachelor of Nursing First Nations Content in (Compulsory) Year Three Units.		
Unit Code	NUR30001	NUR30003
Unit Name	End of Life Care	Nursing Children and Young People
Learning activity through which Indigenous Health is explored	• Case study • Tutorial • Module content	• Rheumatic heart disease in Indigenous children and their journey through the health care system
Relevant Years	2022, 2023 and 2024	2022, 2023 and 2024

21b Swinburne Diploma of Nursing First Nations Specific Units - Unit Outline and Learning Outcomes		
Unit Code	CHCDIV001	CHCDIV002
Unit Name	Work with diverse people	Promote Aboriginal and/or Torres Strait Islander cultural safety
Unit Overview	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.	The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Reflect on own perspectives. • Appreciate diversity and inclusiveness, and their benefits. • Communicate with people from diverse backgrounds and situations. • Promote understanding across diverse groups.	Students who successfully complete this unit will be able to: • Identify cultural safety issues in the workplace. • Model cultural safety in own work. • Develop strategies for improved cultural safety. • Evaluate cultural safety strategies.

Request 21c: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Medicine; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

Not Applicable- Swinburne does not offer courses in Medicine.

Request 21d: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Law; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

As a dual sector University, Swinburne delivers courses in Law at both a Higher Education (HE) and Vocational Education and Training (VET) level.

There are no First Nation specific units included within Swinburne's Bachelor of Laws, or our double degree courses: Bachelor of Laws/Bachelor of Business, Bachelor of Laws/Bachelor of Criminology and Criminal Justice. There is a First Nation specific unit included within Swinburne's Diploma of Justice.

First Nations specific content and Indigenous knowledges is instead integrated and scaffolded into compulsory units within the courses. The unit learning outcomes for these subjects are in the process of being adjusted to more accurately reflect the Indigenous content that is being addressed – this is being undertaken as part of a broader commitment to move from implicit to explicit indigenous related learning outcomes, as mentioned in Swinburne's response to 9d.

For information on these units and the degrees to which they relate, refer to *Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year One, Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year Two, Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year Three, Table 21d Swinburne Bachelor of Laws/Bachelor of Criminal Justice and Criminology First Nations Content in (Compulsory) Units in Year One, Table 21d Swinburne Bachelor of Laws/Bachelor of Criminal Justice and Criminology First Nations Content in (Compulsory) Units in Year Three* and *Table 21d Swinburne Bachelor of Laws/Bachelor of Business First Nations Content in (Optional) Units.*

The First Nations specific unit included within Swinburne's Diploma of Justice is VU23175 Support cultural safety for First Nations people within a justice environment. This unit was developed to address justice issues related to the over representation and rates of suicide of Aboriginal and Torres Strait Islanders in the criminal justice system. The unit aims to provide students with an in depth understanding of the First Nations people's history and how it relates to current justice issues. For information on the unit outcomes please refer to *Table 21d Swinburne Diploma of Justice First Nations Specific (Compulsory) Units.*

Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year One		
Unit Code	LAW10010	LAW10015
Unit Name	Introduction to Australian Law and Statutory Interpretation	Criminal Law and Process
Unit Overview	This unit enables students, through the study of cases, statutes and other materials, to acquire a comprehensive knowledge and understanding of, and competence in, the fundamentals of the Australian legal system and the principles of statutory interpretation. This unit introduces students to the study of law. It examines the Australian legal system, the doctrine of precedent, the interpretation of legislation, legal research methods and writing skills.	This unit introduces students to criminal law and procedure. It commences with a discussion of the key principles of criminal law and then examines a variety of substantive offences including homicide and defences, non-fatal offences against the person, property offences, inchoate offences and participatory liability. This is followed by a broad discussion of defences. The second half of the unit explores the procedure relating to the criminal justice system including the commencement of criminal proceedings, search, seizure, forensic procedures, police questioning, bail, the machinery of the prosecution, trial and sentencing

Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year Two			
Unit Code	LAW20011	LAW20012	LAW20043
Unit Name	Trade Marks and Related Rights	Federal and State Constitutional Law	Copyright
Unit Overview	unit enables students, through the study of cases, statutes and other materials, to acquire a comprehensive knowledge and understanding of, and competence in, Australian trade mark law and the related law of passing off and the statutory prohibition against misleading and deceptive conduct	This unit introduces students to the Victorian Constitution and the matters covered in the Commonwealth Constitution. Its focus is the Australian federal system; in particular, the composition and legislative powers of the Commonwealth Parliament, the executive and judicial powers of the Commonwealth and the role and position of the states and the laws they make. The aim of this unit is to enable students, through the study of cases, statutes and other materials, to acquire a comprehensive knowledge and understanding of, and competence in, Australian constitutional law.	This unit enables students, through the study of cases, statutes and other material, to acquire a comprehensive knowledge and understanding of, and competence in, Australian copyright law and its broader context. This unit introduces students to the laws relating to copyright in Australia, specifically focusing on the Copyright Act 1968 (Cth) and related case law

Table 21d Swinburne Bachelor of Laws First Nations Content in (Compulsory) Units - Year Three	
Unit Code	LAW30013
Unit Name	Company Law
Unit Overview	This unit examines the law governing the incorporation, regulation and operation of Australian companies. It includes the rights and obligations of those who operate or deal with companies and those of its members. Students are enabled, through the study of cases, statutes and other material, to acquire an understanding of, and competence in, Australian company law and policy.

Table 21d Swinburne Bachelor of Laws/Bachelor of Criminal Justice and Criminology First Nations Content in (Compulsory) Units in Year One	
Unit Code	CRI10002
Unit Name	Fundamentals of Criminology
Unit Overview	This unit provides students with an overview of the discipline of criminology through a presentation of both the major theoretical models as well as the application of these models to a variety of criminal justice settings. Students will learn the breadth of the field of criminology as well as the importance of theoretical models when developing research and programming within the criminal justice system.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Discriminate between various sociological and psychological theories of crime and criminal behaviour. • Determine how criminological theories inform and influence policy responses to crime. • Analyse and critique major criminological theories with regard to particular types of criminal offence. • Employ foundational learning and academic skills, including research competencies and critical thinking. • Consider Indigenous knowledges and standpoints in relation to crime and its explanations.

Table 21d Swinburne Bachelor of Laws/Bachelor of Criminal Justice and Criminology First Nations Content in (Compulsory) Units in Year Three		
Unit Code	CRI30002	CRI300010
Unit Name	Corrections: Systems and Practice	Youth Justice and Crime
Unit Overview	This unit aims to provide students with an analytical overview of criminology and corrections. Students will gain a critical understanding of the breadth of the field of corrections and criminology as well as evaluate how theoretical models are used in the development of research and programming within corrections. This course will explore the high imprisonment rates for Aboriginal and Torres Strait Islander persons including the underlying factors that contribute to higher rates of offending and the structural bias or discriminatory practices within the justice system itself.	This unit focusses on a specific aspect of the criminal justice system, offering students an opportunity for close analytical engagement with the laws, theories, practices and Indigenous knowledges pertaining to young people who offend. The unit will introduce and challenge students to understand the laws pertaining to youth offending and the means of analysis to understand the motivations, which may result in young people coming into contact with the criminal justice system. As such, students will become familiar with various statutory regimes that mediate their contact across the states of Australia and also with the theoretical explanations and methodologies to understand and engage in response to this category of crime.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Analyse the principles of corrections within the criminal justice system using a range of standpoints. • Critically examine the theories and principles of criminology related to corrections. • Critically analyse the strengths and weaknesses of correctional practice for those populations overrepresented in corrections. • Critique corrective service actions privileging the voices of those overrepresented in corrections. • Evaluate the various research methods and ethics employed by corrections agents.	Students who successfully complete this unit will be able to: • Develop a theoretically-informed perspective of the criminal genesis of youth crime. • Evaluate the effectiveness of the criminal justice system and the laws that pertain to youth offending through analysis and research. • Consider the effectiveness of the criminal justice system through an analysis of law making and sentencing responses to youth crime. • Review the criminal justice system through analysis of Aboriginal and Torres Strait Islander peoples' worldviews, histories and standpoints. • Analyse and develop evidence-based recommendations for adaptions and changes to the criminal justice system as it relates to youth crime.

Table 21d Swinburne Bachelor of Laws/Bachelor of Business First Nations Content in (Optional) Units.	
Unit Code	BUS10014	BUS30029
Unit Name	Business for Sustainability, Social Change and Impact	Indigenous Study Tour: Supporting Economic Development
Unit Overview	This unit aims to equip students with essential knowledge and skills to appreciate the critical role Australian and global businesses play in sustainability, social change and making social impact. The unit enables students to make a logical connection between business activities and their impact on the environment and society. The unit prepares students to think, plan and implement business initiatives as they relate to sustainability to ensure meaningful, positive social impact. The overarching aim is to develop future graduates with a commitment to achieving social and planetary wellbeing guided by Indigenous knowledge and knowledge systems which are foundational to Australia's intellectual, social and cultural capital.	This unit will provide students with an appreciation and working knowledge of Aboriginal peoples in the Kimberley and the opportunity to apply their business knowledge and skills in a consulting project, in a culturally appropriate way. The aim of the tour is to provide students with access to remote Aboriginal communities where, under the guidance of a coach, they will work closely with people from these communities to develop a community business idea, or develop an existing business, by providing a business plan. This will involve live problem solving and working with input from the client. During this study tour, students will experience Aboriginal culture and learn about the unique issues and challenges that many Aboriginal people face in developing business acumen. Students will also play an integral role in developing business ideas and thus play a role in the economic development of the region.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Analyse the direct and indirect connections between business, social change and social impact. • Propose innovative business solutions to address social problems related to sustainability including global and local Indigenous peoples as partners and their concepts as a basis for business solutions. • Work collaboratively in teams to share, innovate and co-create sustainable business solutions with positive social impact. • Reflect on the role of individuals and groups as participants, collaborators and enablers in business sustainability, social change and social impact.	Students who successfully complete this unit will be able to: • Apply business principles and discipline knowledge to a real-world context. • Generate creative solutions that are fit for purpose, culturally suitable, and which reflect cognisance of the impact of business decisions and key cultural variables. • Reflect an appreciation of the cultural diversity of Aboriginal peoples when communicating business solutions through a variety of methods. • Evaluate research from a variety of sources that solve business problems in light of the issues and challenges faced by Aboriginal people in Australia. • Work collaboratively in (and with) groups.

Table 21d Swinburne Diploma of Justice First Nations Specific (Compulsory) Units	
Unit Code	VU23175
Unit Name	Support cultural safety for First Nations people within a justice environment
Unit Overview	This unit describes the skills and knowledge required to develop effective strategies for interacting with First Nations people in a justice environment. It includes building understanding of historical issues, current concerns and identifying strategies to foster culturally inclusive and respectful practices within justice environments. The unit supports the work of justice officers within a range of justice environments who, in the course of their duties, work with and support First Nations people. No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Examine First Nations culture. • Research historical structural and cultural inequalities affecting First Nations people. • Examine current structural inequalities affecting First Nations people. • Communicate with First Nations people in a culturally appropriate manner. • Identify barriers and cultural safety for First Nations people.

Additional Information Request 21d

Swinburne's Bachelor of Arts offers a Major in Indigenous Studies. This Major is available to students studying the double degree Bachelor of Laws/Bachelor of Arts. For more information on the Units within the Indigenous Major, please see *Table 21d Additional Information – Indigenous Studies Major (Compulsory) Units Year One, Table 21d Additional Information – Indigenous Studies Major (Compulsory) Units Year Two* and *Additional Information – Indigenous Studies Major (Compulsory) Units Year Three.*

Table 21d Additional Information – Indigenous Studies Major (compulsory) Units Year One		
Unit Code	INS10001	INS10002	HIS10003
Unit Name	Connecting with Culture: Indigenous Australian Experiences	Unlearning the Past: Indigenous Australian History	Global History
Unit Overview	This unit examines contemporary culture as a construct through initiating the education of students in Indigenous issues. With particular focus on the world's oldest living, continuing culture, students learn concepts of imperialism and colonialism, the diversity of Indigenous Australian people and culture, and a basic understanding of issues that define our experiences as Australian citizens in a postcolonial society. Fundamental Indigenous concepts are introduced, including respect and relationships, connection to country spirituality, and kinship. Students will learn to challenge existing knowledge of Indigenous cultures and encouraged to form their own connections to help underpin their knowledge of contemporary culture.	This unit explores Australia's shared history, untangling the origins of colonial and postcolonial attitudes and their continued influence on contemporary Australian society. It reconsiders Australia's post-contact history to unlearn the past and address significant historical gaps and omissions through the perspectives of Indigenous voices, experiences, standpoints and agency. The unit presents a balanced picture of Australian history and a multilayered account of Indigenous Australian experiences within the national story, paying particular attention to the experiences of Victorian Aboriginal peoples over the last two and a half centuries.	This unit provides students with an overview of global history in the twentieth century. It focuses on the events and processes that transformed international relations, on the progressive establishment of a system of formally sovereign and internationally recognised independent states, and on the main crises that affected this consolidation. Students will gain an understanding of the key historical, social and political factors affecting international development.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Analyse and discuss theories of imperialism, colonialism, and postcolonialism, and their relevance to both Indigenous and non-Indigenous Australians today. • Examine Indigenous knowledge and spirituality, as well as the contemporary implications of traditional aspects of Indigenous life. • Describe factors that explain historical and contemporary change in Indigenous cultures. • Explain the ongoing significance of Indigenous culture to both Indigenous and non-Indigenous Australians. • Confidently practise and further encourage broader thinking in issues of inter-cultural relationships.	Students who successfully complete this unit will be able to: • Identify key gaps and omissions in Australian history as it was recorded. • Recognise the impact of dominant historical discourses on contemporary Australian society. • Explain how knowledge is created and shaped by dominant discourses. • Demonstrate the role of imperialism, colonialism, and postcolonialism in Australia, both historically and contemporaneously. • Examine historical events through a decolonising lens, and identify and explain when colonial logics are at play.	Students who successfully complete this unit will be able to: • Understand the key events in global history in the twentieth century. • Apply historical methods in evaluating competing claims. • Appreciate the role of perspective in the creation of history. • Demonstrate an ability to engage in debate.

Table 21d Additional Information – Indigenous Studies Major (compulsory) Units Year Two	
Unit Code	INS20002	INS20004
Unit Name	International Indigenous Perspectives	Resistance, Activism and Empowerment
Unit Overview	This unit expands students' knowledge in Indigenous issues as they relate to Australia's national identity and our place in the international community. It encourages critical analysis of Australia's claims as a politically progressive, culturally inclusive society by considering the extent to which fellow postcolonial societies Canada, New Zealand and the US have addressed the legacy of Indigenous dispossession. Through comparative analyses and analytical skills, students examine and reflect on their role in a postcolonial, democratic society whose contemporary economic wealth and political freedoms continue to flow from the historic dispossession of our First Peoples.	This unit focuses on the politics of Indigenous resistance, self-representation and sovereignty expressed variously through community and culture. It provides knowledge of Indigenous political movements, creative expression and other challenges to the colonial state, along with an understanding of assertions of sovereignty in a variety of ways including cultural continuance, language revitalisation, expressions of contemporary culture, and the fabric of peoples' everyday lived-experiences Students will examine specific examples of Indigenous resistance to colonial hegemony including historical and contemporary film, TV, literature, sport, art, and dance. Through each, the strength of culture emerges as a recurring theme.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Critically review European imperialism in a global context, and its impact on Australian history from both Indigenous and non-Indigenous perspectives. • Critically examine your own role as an individual in contemporary Australian society and the broader world community. • Clearly define and discuss the key concepts of colonialism and imperialism and how these profoundly shaped the relationships between Indigenous and non-Indigenous peoples across the former British Empire. • Identify ongoing issues for post-colonial societies such as Australia and Canada that are a direct consequence of their colonial past. • Identify and discuss the various ways that Indigenous peoples resisted colonisation. • Participate in informed discussions of global Indigenous issues through academic research, and presenting balanced, supported inter-cultural discussions.	Students who successfully complete this unit will be able to: • Identify key moments of Indigenous resistance to colonisation, sovereignty, and self-determination in Australian history and in contemporary culture. • Think critically about the diverse expressions of Indigenous culture and the way resistance is embedded cultural continuity in people's everyday lives. • Engage with scholarly debates about power, resistance, empowerment and protest in Australian history. • Confidently describe and evaluate the diverse and varied forms of protest, dissent and action that occurred at different times throughout Australia's past and present.

Table 21d Additional Information – Indigenous Studies Major (compulsory) Units Year Three		
Unit Code	INS30001INS30002	IN30002	INS30004
Unit Name	Indigenous Enterprise and Entrepreneurship	Indigenous Knowledges	Indigenous Representations
Unit Overview	In a contemporary society driven by capitalism and its associated materialism, Indigenous ways of knowing, being and doing are emerging as vital tools. This unit will help you identify ways in which Indigenous Australians are emerging in the contemporary world of capitalism to help infuse Indigenous values into Western societies. We will explore the notion of sustainability from both Indigenous and non-Indigenous (business) perspectives in understanding Indigenous enterprise and entrepreneurship. Also using case studies to help underpin our discussions, students will gain a unique understanding of Indigenous enterprise, for this is the first known subject of this kind within Australia.	This unit provides students with a unique opportunity to examine Indigenous knowledge systems and their relationship to those of the West. It highlights the role of Indigenous peoples as knowledge producers rather than subjects. Tracing the continuity of Indigenous knowledge systems, the unit also draws on principles of Western philosophies to encourage students to investigate its role in addressing and understanding contemporary global conditions. It enables students to appreciate Indigenous ways of knowing, being, learning and doing, and examines how Indigenous knowledge systems have been devalued through racialised practices. It also explores decolonising theories and methodologies as they apply to research.	This unit develops students' knowledge of Indigenous Australian issues and emphasizes the diversity of Indigenous Australia and its people. It provides a solid understanding of the pervasive power of colonial representations and the ways in which these have functioned during the contact period (1770-present) to shape non-Indigenous understandings of Australia's Indigenous peoples. The unit also investigates the impact that representational constructs have had in shaping the lives of Indigenous Australians, and the role of all citizens in this investigation.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Understand and describe the role of capitalism as a social marker in Australian society. • Develop an understanding of Indigenous Entrepreneurship, and describe its history, and role in contemporary Australian society, and internationally. • Explain the cultural characteristics of the Indigenous Entrepreneur, including the role of authenticity in depicting Indigenous culture. • Investigate and analyse the apparent dichotomy of culture and profit, including explaining the role of Indigenous Knowledges. • Identify and explain the various barriers specific to Indigenous entrepreneurship. • Examine and suggest the social and economic factors that will shape the future of Indigenous enterprise and entrepreneurship.	Students who successfully complete this unit will be able to: • Identify the major social, political and scholarly factors that have influenced the development of Indigenous research methodologies. • Discuss key contemporary issues which exist in the relationship between Indigenous and Western knowledge systems. • Critically evaluate the cultural insights embodied in different theories and schools of thought. • Analyse how Indigenous knowledge enables us to be critically aware of our own cultural practices. • Critically evaluate ethical issues in relation to research with and about Indigenous peoples.	Students who successfully complete this unit will be able to: • Investigate how Australia has historically created and disseminated knowledge about Indigenous Australians. • Analyse the power of language in the construction of representational racial and cultural identity and evaluate the implications of these images, stories, stereotypes and tropes on the life choices of Indigenous Australians. • Build skills to identify, communicate and counteract the extant, pervasive effects of colonialism on contemporary Australian society. • Develop and apply expansive thinking in issues of cross-cultural relationships in contemporary Australia. • Research a range of topics relating to Indigenous Australians and present a balanced, supported argument that contributes to informed discussions of Indigenous issues in Australia and inter-cultural discussions in general.

Request 21e: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Police; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

Not Applicable- Swinburne does not offer courses in Police.

Request 21f: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Ambulance; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

Not Applicable- Swinburne does not offer courses in Ambulance.

Request 21g.i: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Education: Early Years; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

As a dual sector University, Swinburne delivers courses in Early Years Education at both a Higher Education (HE) and Vocational Education and Training (VET) level.

First Nations specific units are included as compulsory units within Swinburne's Bachelor of Education (Early Childhood Teaching), Bachelor of Education (Early Childhood and Primary), Diploma of Teacher Education Preparation and Certificate III in Early Childhood Education.

The First Nation specific unit included as a compulsory unit within Swinburne's Bachelor of Education (Early Childhood Teaching) and Bachelor of Education (Early Childhood and Primary) is EDU10005 Indigenous Education and Perspectives.

The First Nations specific unit included as a compulsory unit within Swinburne's Diploma of Teacher Education Preparation is CHCDIV002 Promote Cultural Safety for Aboriginal and/or Torres Strait Islander People

The First Nations specific unit included as a compulsory unit Swinburne's Certificate III in Early Childhood Education and Care is CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures.

For information on the unit outcomes please refer to *Table 21g.i Swinburne HE Education Early Years First Nations Specific (Compulsory) Units* and *Table 21g.i Swinburne VET Education (Early Years) First Nations Specific (Compulsory) Units*

Table 21g.i Swinburne HE Education Early Years First Nations Specific (Compulsory) Units	
Unit Code	EDU10005
Unit Name	Indigenous Education and Perspectives
Unit Overview	This unit focuses on contemporary and historical Aboriginal and Torres Strait Islander cultures, identity, languages, histories, status, challenges, contributions and perspectives. The unit enables pre-service teachers to synthesise perspectives about Indigenous education and how these can enhance Western education practices. An additional aim is to plan and develop authentic curriculum and pedagogy for teaching Indigenous children and analyse how Indigenous teaching and learning practices can benefit all children. This knowledge and understanding contributes to graduates cultural competence and promotes culturally inclusive teaching practices based on sensitive and informed relationships.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Discuss and critique Australian Indigenous education and perspectives. • Assess the impact of historical and contemporary events and issues on current educational contexts for Indigenous people. • Identify how Indigenous education and perspectives align with teachers' professional role as advocates for children and their families. • Reflect on their own attitudes and values in relation to Indigenous people and how these may affect their teaching and professional relationships. • Recognise the continuous contributions of Indigenous people in Australian society. • Plan authentic learning experiences that enable all children to learn about Indigenous people and perspectives.
Relevant Courses	Bachelor of Education (Early Childhood Teaching) Bachelor of Education (Early Childhood and Primary)

Table 21g.i Swinburne VET Education (Early Years) First Nations Specific (Compulsory) Units	
Unit Code	CHCDIV002	CHCECE054
Unit Name	Promote Aboriginal and/or Torres Strait Islander cultural safety	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
Unit Overview	The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.	This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Identify cultural safety issues in the workplace. • Model cultural safety in own work. • Develop strategies for improved cultural safety. • Evaluate cultural safety strategies.	Students who successfully complete this unit will be able to: • Identify perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures. • Investigate the local context for Aboriginal and/or Torres Strait Islander peoples' cultures. • Contribute ideas for embedding Aboriginal and/or Torres Strait Islander peoples' cultures in daily practice. • Support children's understanding and respect.
Relevant Course	Diploma of Teacher Education Preparation	Certificate III in Early Childhood Education

Request 21g.ii: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Education: Primary; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

First Nations specific units are included as compulsory units Swinburne's Bachelor of Education (Primary), Bachelor of Education (Early Childhood and Primary) and Master of Teaching (Primary).

The First Nation specific unit included as a compulsory unit within Swinburne's Bachelor of Education (Primary) and Bachelor of Education (Early Childhood and Primary) is EDU10005 Indigenous Education and Perspectives.

The First Nation specific unit included as a compulsory unit within Swinburne's Master of Teaching (Primary) is EDU80012 Understanding Indigenous Education and Perspectives.

For information on the unit outcomes please refer to *Table 21g.ii Swinburne Education (Primary) First Nations Specific (Compulsory) Units*

Table 21g.ii Swinburne Education (Primary) First Nations Specific (Compulsory) Units	
Unit Code	EDU10005	EDU80012
Unit Name	Indigenous Education and Perspectives	Understanding Indigenous Education and Perspectives
Unit Overview	This unit focuses on contemporary and historical Aboriginal and Torres Strait Islander cultures, identity, languages, histories, status, challenges, contributions and perspectives. The unit enables pre-service teachers to synthesise perspectives about Indigenous education and how these can enhance Western education practices. An additional aim is to plan and develop authentic curriculum and pedagogy for teaching Indigenous children and analyse how Indigenous teaching and learning practices can benefit all children. This knowledge and understanding contributes to graduates' cultural competence and promotes culturally inclusive teaching practices based on sensitive and informed relationships.	This unit builds and strengthens students understanding and application of knowledge of Aboriginal and Torres Strait Islander cultures, identity, languages, histories, status, challenges, place-based pedagogies, contributions and perspectives in education settings. In particular, the unit facilitates deeper thinking when exploring and critically analysing key policies and curriculum documents that have shaped pedagogical approaches and content over time. Students will be exposed to the socio-political histories and deliberate how methods in the current frameworks connect traditional and contemporary perspectives from Aboriginal peoples leading to stronger cultural awareness and designing an authentic and meaningful curriculum.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Discuss and critique Australian Indigenous education and perspectives. • Assess the impact of historical and contemporary events and issues on current educational contexts for Indigenous people. • Identify how Indigenous education and perspectives align with teachers' professional role as advocates for children and their families. • Reflect on their own attitudes and values in relation to Indigenous people and how these may affect their teaching and professional relationships. • Recognise the continuous contributions of Indigenous people in Australian society. • Plan authentic learning experiences that enable all children to learn about Indigenous people and perspectives.	Students who successfully complete this unit will be able to: • Demonstrate and apply a sophisticated understanding of Aboriginal and Torres Strait Islander perspectives on learning, and pedagogical approaches that can be effectively integrated to maximise student learning outcomes. • Demonstrate a deep knowledge of global and local education policy surround Aboriginal and Torres Strait Islander histories and current positioning, and use critical thinking to analyse and understand the impact of education systems across time from a socio-political perspective. • Apply critical thinking to understanding ethical approaches to designing and implementing learning programs that are responsive to Aboriginal and Torres Strait Islander ways of knowing, doing and being where meaningful and contextual tools are used to measure impact on student learning and wellbeing. • Demonstrate contextual, innovative and ethical approaches to working in partnership with Aboriginal and Torres Strait Islander communities and families to maximise opportunities for student learning, outcomes and life achievements as well as professional growth. • Use high level problem-solving, critical and creative thinking to investigate complex local and global issues and curriculum frameworks that impact upon Aboriginal and Torres Strait Islander learning and masterfully articulate the implications of these issues and provide potential solutions to bring about positive change.
Relevant Courses	Bachelor of Education (Early Childhood Teaching) Bachelor of Education (Early Childhood and Primary)	Master of Teaching (Primary)

Request 21g.iii: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on: Education: Secondary; including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

First Nations specific units are included as compulsory units Swinburne's Master of Teaching (Secondary).

The First Nation specific unit included as a compulsory unit within Swinburne's Master of Teaching (Secondary) and is EDU80012 Understanding Indigenous Education and Perspectives.

For information on the unit outcomes please refer to *Table 21g.iii Swinburne Education (Secondary) First Nations Specific (Compulsory) Units.*

Table 21g.iii Swinburne Education (Secondary) First Nations Specific (Compulsory) Units	
Unit Code	EDU80012
Unit Name	Understanding Indigenous Education and Perspectives
Unit Overview	This unit builds and strengthens students understanding and application of knowledge of Aboriginal and Torres Strait Islander cultures, identity, languages, histories, status, challenges, place-based pedagogies, contributions and perspectives in education settings. In particular, the unit facilitates deeper thinking when exploring and critically analysing key policies and curriculum documents that have shaped pedagogical approaches and content over time. Students will be exposed to the socio-political histories and deliberate how methods in the current frameworks connect traditional and contemporary perspectives from Aboriginal peoples leading to stronger cultural awareness and designing an authentic and meaningful curriculum.
Unit Learning Outcomes	Students who successfully complete this unit will be able to: • Demonstrate and apply a sophisticated understanding of Aboriginal and Torres Strait Islander perspectives on learning, and pedagogical approaches that can be effectively integrated to maximise student learning outcomes. • Demonstrate a deep knowledge of global and local education policy surround Aboriginal and Torres Strait Islander histories and current positioning, and use critical thinking to analyse and understand the impact of education systems across time from a socio-political perspective. • Apply critical thinking to understanding ethical approaches to designing and implementing learning programs that are responsive to Aboriginal and Torres Strait Islander ways of knowing, doing and being where meaningful and contextual tools are used to measure impact on student learning and wellbeing. • Demonstrate contextual, innovative and ethical approaches to working in partnership with Aboriginal and Torres Strait Islander communities and families to maximise opportunities for student learning, outcomes and life achievements as well as professional growth. • Use high level problem-solving, critical and creative thinking to investigate complex local and global issues and curriculum frameworks that impact upon Aboriginal and Torres Strait Islander learning and masterfully articulate the implications of these issues and provide potential solutions to bring about positive change.

Additional Information Request 21a through to 21g.iii

Swinburne's Bachelor of Arts offers a Major in Indigenous Studies. This Major is also available to students studying:
- any double degree that includes the degree Bachelor of Arts
- as a co-major to any student in any undergraduate course (single degrees only). Co-majors are not included on a students testamur certificate however, they shown on student transcripts of results

In addition to the Major in Indigenous Studies, Swinburne also offers a Minor in Indigenous Studies. Minors are available to any student in any course (single degrees, and a small number of double degrees).

The 8 units in Major in Indigenous Studies are:
- INS10001 Connecting with Culture: Indigenous Australian Experiences
- INS10002 Unlearning the Past: Indigenous Australian History
- HIS10003 Global History
- INS20002 International Indigenous Perspectives
- INS20004 Resistance, Activism and Empowerment
- INS30001 Indigenous Enterprise and Entrepreneurship
- INS30002 Indigenous Knowledges
- INS30004 Indigenous Representations

The 4 units in the Minor in Indigenous Studies are:
- INS10001 Connecting with Culture: Indigenous Australian Experiences
- INS20004 Resistance, Activism and Empowerment
- INS20002 International Indigenous Perspectives
- INS30001 Indigenous Enterprise and Entrepreneurship

For more information on these units, please refer to *Table 21d Additional Information – Indigenous Studies Major (Compulsory) Units Year One, Table 21d Additional Information – Indigenous Studies Major (Compulsory) Units Year Two* and *Additional Information – Indigenous Studies Major (Compulsory) Units Year Three.*

LEADERSHIP

Request 22a: For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University: Name(s); including in reference to an Organisational Chart.

Prior to the establishment of the PVC Indigenous Engagement in 2022, Swinburne's Indigenous Portfolio resided with the Executive Director, Reconciliation Strategy and Leadership, this role was held by Professor Andrew Gunstone from October 2015 through to April 2022.

In April 2022, Professor John Evans was appointed as Swinburne's inaugural PVC Indigenous Engagement. This position reports to the Deputy Vice Chancellor External Engagement, which reports directly to the Vice Chancellor.

Request 22b: For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University: Level; including in reference to an Organisational Chart.

Prior to the establishment of the PVC Indigenous Engagement in 2022, Swinburne's Indigenous Portfolio resided with the Executive Director, Reconciliation Strategy and Leadership, this role was held by Professor Andrew Gunstone from October 2015 through to April 2022.

In April 2022, Professor John Evans was appointed as Swinburne's inaugural PVC Indigenous Engagement. This position reports to the Deputy Vice Chancellor External Engagement, which reports directly to the Vice Chancellor.

Request 23: For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.

The role of Executive Director, Reconciliation Strategy and Leadership was responsible for developing and implementing Swinburne's 2017-2019 and 2020-2023 RAPs (refer *Appendix F* and *G*). The Moondani Toombadool Centre, which is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne and was established in 2018 was initially led by the Executive Director, Reconciliation Strategy and Leadership, the Moondani Toombadool Centre is now led by the PVC Indigenous Engagement (PVC IE).

The PVC IE is responsible for leading, guiding and governing the strategic direction of Swinburne as a dual-sector University in relation to Aboriginal and Torres Strait Islander initiatives and strategies. The PVC IE is accountable for establishing and maintaining relationships and liaising with Aboriginal and Torres Strait Islander communities and organisations, industry, higher education, vocational education, and governments in order to drive Aboriginal and Torres Strait Islander nation-building agendas, and to embed knowledges across research, teaching and learning, student services and employment across Swinburne and the Higher Education sector more broadly.

The PVC IE portfolio includes the Moondani Toombadool Centre, which is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne. The PVC IE has oversight of a range of Indigenous strategies and leads the decolonising and Indigenising of the university and mentoring and upskilling of Aboriginal and Torres Islander staff. Specific responsibilities include:

- Drive and lead Aboriginal and Torres Strait Islander strategic initiatives and projects across the University.
- Advise the Vice-Chancellor and Executive in relation to Aboriginal and Torres Strait Islander matters.
- Lead Swinburne's internal and external engagement in relation to Aboriginal and Torres Strait Islander strategies and initiatives.
- Represent the University on high level external committees and working groups.
- Provide institutional leadership in Aboriginal and Torres Strait Islander staff and students, teaching and learning, and research.
- Provide high level expertise to key University Governance committees including Academic Senate.

- Lead Swinburne's positioning and performance in relation to Aboriginal and Torres Strait Islander matters with industry, governance, educational bodies, and community.
- Represent the University nationally and internationally as a dual sector university in relation to Aboriginal and Torres Strait Islander matters.
- Work with senior leaders to secure external funding, philanthropic and other endowments for Aboriginal and Torres Strait Islander projects and Initiatives.
- Ensure Swinburne maintains internal and external reciprocal and respectful relationships.

Request 24a: For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of: Relevant committees of which they are a member.

Swinburne's PVC Indigenous Engagement is a member of the:

- Vice Chancellors Advisory Committee (reporting directly to the Vice Chancellor)
- Academic Senate (established by Council)
- HEPPP Governance Group (reporting to the DVC Education Experience and Employability)
- Indigenous Governance Committee (Reporting to Executive Group), and the following committees of the Indigenous Governance Group:
    - Indigenous Teaching and Learning Commit
    - Indigenous Research Committee
    - Reconciliation Action Plan Working Group.

Request 24b: For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of: Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart).

From 2015 to October 2020 Swinburne's Executive Director, Reconciliation Strategy and Leadership reported to the Deputy Vice Chancellor, Academic (who reported to the Vice Chancellor)

From October 2020 to March 2022 the Executive Director, Reconciliation Strategy and Leadership reported to the Deputy Vice Chancellor, Global and Community Engagement (who reported to the Vice Chancellor)

From March 2022 to September 2022 the Executive Director, Reconciliation Strategy and Leadership reported to the Deputy Vice-Chancellor Education, Experience and Employability (who reported to the Vice Chancellor)

From September 2022 to April 2022 the Executive Director, Reconciliation Strategy and Leadership report to the Deputy Vice Chancellor, External Engagement (who reported to the Vice Chancellor).

In April 2022, the role was replaced by the appointment of a PVC Indigenous Engagement, reporting to the Deputy Vice Chancellor, External Engagement (who reported to the Vice Chancellor).

Request 24c: For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of: Their decision-making powers in the case of First Nations students.

The Pro Vice-Chancellor, Indigenous Engagement (PVC IE) is responsible for leading, guiding and governing the strategic direction of Swinburne as a dual-sector University in relation to Aboriginal and Torres Strait Islander initiatives and strategies. The position is responsible for driving Aboriginal and Torres Strait Islander nation-building agendas to embed knowledges across research, teaching and learning, student services and employment.

The PVC IE portfolio includes the Moondani Toombadool Centre, which is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance.

Request 25a: For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations: Students,

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F*) had three key objectives in relation to First Nations Students.

- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples and cultures;
- Growing Aboriginal and Torres Strait Islander student enrolments, retentions and completions (from 159 enrolled Higher Education students and 395 enrolled Vocational Education and Training students in 2015) and;
- Developing Aboriginal and Torres Strait Islander knowledges, curriculums and pedagogies in teaching and learning

With respect to specific accountability measures, the following targets, specific to First Nations students, were included in our 2017-2019 RAP:

- All Swinburne graduation ceremonies will feature Aboriginal and Torres Strait Islander flags and will have an Aboriginal and Torres Strait Islander cultural stole available for Aboriginal and Torres Strait Islander graduates.
- Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students.
- Promote information, networks, events, study tours, and opportunities regarding Aboriginal and Torres Strait Islander issues, cultural protocols, reconciliation and the RAP in staff and student programs and publications.
- Create an annual Vice-Chancellor Reconciliation Award for staff and students.
- Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 0.7% of all HE and 2% of all PAVE student enrolments.
- Develop an Aboriginal and Torres Strait Islander student recruitment strategy.
- Liaise with two schools annually regarding Aboriginal and Torres Strait Islander students.
- Review existing Aboriginal and Torres Strait Islander student PAVE and HE scholarships; and implement a range of more targeted Aboriginal and Torres Strait Islander student PAVE and HE scholarships.
- Create one industry employment-training partnership annually that will create training opportunities for Aboriginal and Torres Strait Islander people.
- Ensure the retention rate for Aboriginal and Torres Strait Islander students is at the same rate or higher as the retention rate for all Swinburne students (83% for On-campus students, 63% for Swinburne Online students)
- Information on the services provided by the Indigenous Student Support team are advertised twice a year in Swinburne's staff and student bulletins.
- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne academic skills programs from 1.2% to 3%.
- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne career programs from 1.8% to 3%
- Develop effective systems for tutoring processes, for on campus, online, Higher Education and PAVE students.
- Generate accurate and timely data identifying and tracking Aboriginal and Torres Strait Islander students throughout their academic career at Swinburne.
- Celebrate and engage with NAIDOC Week through providing opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in local NAIDOC Week events, support all staff and students to participate in NAIDOC Week events in the local community, and hold a public NAIDOC Week event.
- Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.

- Provide mentoring support for Aboriginal and Torres Strait Islander HDRs.
- Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs.

Included within Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G)* were key two key themes relating to First Nations Students:

- Culture: Universities need to respect Aboriginal and Torres Strait Islander cultures, address racism and practices of whiteness, implement compulsory cultural competency training, and interrogate concepts such as 'culture', 'power', 'language', 'identity' and 'truth-telling"
- Aboriginal and Torres Strait Islander Students: Universities need to increase the recruitment and retention of Aboriginal and Torres Strait Islander students through educational pathways, prioritising cultural safety, and providing academic, cultural, and financial services and;
- Teaching and learning: Universities need to negotiate with Aboriginal and Torres Strait Islander peoples regarding increasing Aboriginal and Torres Strait Islander academics, knowledges, curriculums, pedagogies, standpoints, and teaching expertise throughout the university

With respect to specific accountability measures, the following targets, specific to First Nations students, were included in our 2020-2023 RAP:

- Engage with Swinburne Aboriginal and Torres Strait Islander students and the wider Swinburne student cohort through biannual dialogues on reconciliation.
- Continue and resource an annual Vice-Chancellor Reconciliation Award for staff and an annual Vice-Chancellor Reconciliation Award for students, both of which include a senior Aboriginal and Torres Strait Islander staff member on the selection panels.
- All student-related administrative areas, including student services, recruitment, communication, engagement, and pathways to higher education and postgraduate, will report quarterly to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander student matters.
- Implement an Aboriginal and Torres Strait Islander Student Recruitment and Retention Strategy.
- Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 1.3% of all HE and 3% of all PAVE student enrolments.
- Increase the retention rates for Aboriginal and Torres Strait Islander students to 83% for on-campus students and 68% for online students (current retention rates for all Swinburne students).
- Implement and deliver four targeted Aboriginal and Torres Strait Islander student PAVE and HE scholarship schemes.
- Implement an Aboriginal and Torres Strait Islander higher education student alternative admission process.
- Implement an Aboriginal and Torres Strait Islander Student Charter, and amend existing policy, to ensure student learning, work integrated learning, and professional placements are culturally safe experiences for Aboriginal and Torres Strait Islander students.
- Relevant Swinburne areas provide quarterly reports to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander students who are at risk of failing units, enabling targeted responses and support.
- Swinburne to offer funding to all Aboriginal and Torres Strait Islander graduates to fully fund their graduation fees.
- Develop best practice models for engaging with Aboriginal and Torres Strait Islander online students.
- Award an annual Aboriginal and Torres Strait Islander Postgraduate Scholarship
- Award an annual Aboriginal and Torres Strait Islander SUPRA.
- Provide internal informal mentoring support for Aboriginal and Torres Strait Islander researchers and HDRs.
- Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs and researcher development programs.

Additional Information: Request 25a

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F*) contained a total of 80 targets and 17 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research. Swinburne fully achieved 71 of the 80 targets, with the remaining 9 targets partially achieved. Those 9 targets where Swinburne fell short, included scholarship targets. The targets that were not fully achieved all related to the need for the wider university to further engage in reconciliation, the RAP and Aboriginal and Torres Strait Islander matters.

Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G)* contained 112 targets and 16 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research, with an additional 2 actions and 8 targets related to Tracking Progress and Reporting. Swinburne fully achieved 111 of the 120 targets, with the remaining 9 targets partially achieved. Reconciliation Australia and Swinburne University have agreed to extend the current RAP to 31 December 2024, by which stage we expect to achieve close to all targets. Of the nine targets not currently achieved, one relates to the retention rate of First Nations students.

Request 25b: For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations: Staff.

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F)* had three key objectives in relation to First Nations Staff.

- Embedding reconciliation in the management and governance structures of the university;
- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples and cultures;
- Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff.

With respect to specific accountability measures, the following targets, specific to First Nations staff, were included in our 2017-2019 RAP:

- There will be Aboriginal and Torres Strait Islander members on university reconciliation committees (RSG, RWG) and on university committees, such as the Human Research Ethics Committee.
- Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students.
- Create an annual Vice-Chancellor Reconciliation Award for staff and students.
- The university's commitment to the RAP and reconciliation is included in all staff employment advertisements and all relevant student marketing.
- Increase the number of general and academic Aboriginal and Torres Strait Islander staff to more than 0.7% of the total Swinburne staff numbers through implementing the university's Aboriginal and Torres Strait Islander Employment Strategic Action Plan.
  - December 2017 – 0.51% of overall staff numbers (12 staff – 4 Academic staff and 8 General staff)
    December 2018 – 0.75% of overall staff numbers (18 staff – 6 Academic staff and 12 General staff)
    December 2019 – 1.01% of overall staff numbers (24 staff – 8 Academic staff and 16 General staff).
- Engage with existing Aboriginal and Torres Strait Islander staff regarding appropriate employment strategies, including professional development.
- Create one industry employment-training partnership annually that will create employment opportunities for Aboriginal and Torres Strait Islander people.
- Ensure the retention rate for Aboriginal and Torres Strait Islander staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).
- Create an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RSC.
- Implement a twelve-month induction program for all Aboriginal and Torres Strait Islander staff.

- Review HR policies and procedures to ensure there are no barriers to Aboriginal and Torres Strait Islander staff participating in NAIDOC Week and other cultural events.
- Implement a mentoring program for all Aboriginal and Torres Strait Islander staff.
- Support Aboriginal and Torres Strait Islander staff interested in undertaking study, through mechanisms such as HECS exempt places and study and financial support. Organise professional development for all Aboriginal and Torres Strait Islander staff.
- Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities.
- Celebrate and engage with NAIDOC Week through providing opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in local NAIDOC Week events, support all staff and students to participate in NAIDOC Week events in the local community, and hold a public NAIDOC Week event.
- Award an annual Aboriginal and Torres Strait Islander Research Fellowship.
- Provide mentoring support for Aboriginal and Torres Strait Islander researchers.

Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G)* had three key themes in relation to First Nations Staff.

- Governance and Leadership: Universities need to recognise their disempowerment of Aboriginal and Torres Strait Islander peoples and genuinely engage with Aboriginal and Torres Strait Islander peoples in creating appropriate governance and self-determination processes.
- Culture: Universities need to respect Aboriginal and Torres Strait Islander cultures, address racism and practices of whiteness, implement compulsory cultural competency training, and interrogate concepts such as 'culture', 'power', 'language', 'identity' and 'truth-telling".
- Aboriginal and Torres Strait Islander Staff: Universities need to increase the employment and retention of Aboriginal and Torres Strait Islander academic and general staff by affirmative action practices, widening the level and range of roles and prioritising cultural safety.

With respect to specific accountability measures, the following targets, specific to First Nations staff, were included in our 2020-2023 RAP:

- RAP Working Group (RWG), an internal committee chaired by an Aboriginal and Torres Strait Islander staff member, with Terms of Reference and Aboriginal and Torres Strait Islander people and Executive Group staff in its membership, will meet quarterly, develop RAP reports for RSG, monitor the development and implementation of the RAP, and engage the university in the RAP.
- An Aboriginal and Torres Strait Islander person will be appointed as Pro Vice-Chancellor (Indigenous) to lead the university in all Aboriginal and Torres Strait Islander matters, including the Moondani Toombadool Centre, with senior Aboriginal and Torres Strait Islander community members on the selection panel.
- Appoint an Aboriginal and Torres Strait Islander Research Fellow and an Aboriginal and Torres Strait Islander Postgraduate Scholar.
- Engage with Aboriginal and Torres Strait Islander staff to continuously improve our People and Culture policies and procedures concerned with anti-discrimination, including the People, Culture and Integrity Policy.
- Include a commitment in the People, Culture and Integrity Policy that the university will provide an environment for work and study that is culturally safe for Aboriginal and Torres Strait Islander people.
- Continue and resource an annual Vice-Chancellor Reconciliation Award for staff and an annual Vice-Chancellor Reconciliation Award for students, both of which include a senior Aboriginal and Torres Strait Islander staff member on the selection panels.
- Engage with the Aboriginal and Torres Strait Islander staff network in reviewing and updating our Aboriginal and Torres Strait Islander Employment Strategy, which will focus on recruitment, retention and professional development.

- Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.
- Increase the employment of Aboriginal and Torres Strait Islander staff:
  - General staff from 17 to 30 (2% of all Swinburne general staff) across all EG areas;
  - Continuing and fixed-term HE academics from 7 to 11 (1% of all Swinburne HE academics) across all the eight Schools;
  - Continuing and fixed-term VE teachers from 0 to 4 (1% of all Swinburne VE teachers) across PAVE
- Increase the employment, through external recruitment and internal promotion, of Aboriginal and Torres Strait Islander general staff at a manager level or higher from 1 to at least 4, and of Aboriginal and Torres Strait Islander senior academics from 1 to at least 3.
- Maintain at least an 85% retention rate for Aboriginal and Torres Strait Islander staff, which is the current retention rate for all Swinburne staff.
- Maintain and resource an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RSG.
- Review People and Culture recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.
- Continue a twelve-month induction program, which includes a tailored professional development plan (e.g. mentoring, conferences, courses), a campus tour, meetings with key staff, and regular check-in meetings, for all Aboriginal and Torres Strait Islander staff and seek feedback for continuous improvement.
- Include paid Aboriginal and Torres Strait Islander cultural leave provisions in P&C policies and agreements.
- Provide professional development planning to all Aboriginal and Torres Strait Islander staff, including funding professional development through the Aboriginal and Torres Strait Islander Staff Professional Development Fund.
- Indigenous Research Committee (chaired by an Aboriginal and Torres Strait Islander staff member) will develop an Aboriginal and Torres Strait Islander Research Strategy, to be referred to in the university Research Strategy.
- Provide internal informal mentoring support for Aboriginal and Torres Strait Islander researchers and HDRs.

Additional Information: Request 25b

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F)* contained a total of 80 targets and 17 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research. Swinburne fully achieved 71 of the 80 targets, with the remaining 9 targets partially achieved. Those 9 targets where Swinburne fell short, included cultural competency completion rates, and academic staff targets. The targets that were not fully achieved all related to the need for the wider university to further engage in reconciliation, the RAP and Aboriginal and Torres Strait Islander matters.

Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G)* contained 112 targets and 16 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research, with an additional 2 actions and 8 targets related to Tracking Progress and Reporting. Swinburne fully achieved 111 of the 120 targets, with the remaining 9 targets partially achieved. Reconciliation Australia and Swinburne University have agreed to extend the current RAP to 31 December 2024, by which stage we expect to achieve close to all targets. Targets not yet achieved include employment of Indigenous staff, reaching above 70 percent of staff undertaking cultural competency training at the Koorie Heritage Trust, and the Executive Group supporting all staff to participate in one NAIDOC event.

Request 25c: For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations: Individuals within the broader Victorian community.

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F)* included a key objective to engage with Aboriginal and Torres Strait Islander peoples, communities and organisations.

With respect to specific accountability measures, the following targets, specific to First Nations staff, were included in our 2017-2019 RAP:

- In partnership with Reconciliation Australia, organise and host a national conference on RAPs.
- Foster the development of a sector-wide university RAP network, linked to peak bodies such as Universities Australia and Victorian Vice-Chancellors Committee.
- Provide expert advice to two relevant organisations per annum, such as community organisations, educational institutions or local governments, who are interested in developing a RAP.
- Implement and communicate an event protocol document, which details working with the Wurundjeri Tribal Council to engage Wurundjeri Elders to provide a Welcome to Country at all major university events, and all university leaders and staff to provide an Acknowledgement of Country at all university public and important internal events.
- Expand Aboriginal and Torres Strait Islander issues on Swinburne webpages, e.g. ensuring all content is accessible within one click of the primary landing page; including Acknowledgement to Country on the start-up page on all Swinburne computers.
- Establish formal partnerships with Wurundjeri Tribal Council, Healesville Indigenous Community Services Association, and Mullum Mullum Indigenous Gathering Place.
- Implement a strategy that increases and strengthens engagement with Aboriginal and Torres Strait Islander organisations and communities, and expand the Register of Aboriginal and Torres Strait Islander Partnerships
- Provide governance, marketing and economic development training to two Aboriginal and Torres Strait Islander communities/ businesses annually.
- Implement, Review, and Update an Aboriginal and Torres Strait Islander procurement strategy, including procurement targets, that will be referred to in the university Procurement Strategy.
- Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation and First Australians Chamber of Commerce and Industry.
- Develop at least two commercial relationships with Aboriginal and Torres Strait Islander businesses.
- Engage with reconciliation and Aboriginal and Torres Strait Islander issues through holding two key annual public lectures, hosted by the Vice-Chancellor, the Reconciliation Lecture, and the Barak-Wonga Oration.
- Implement a strategy to communicate our RAP to all internal (including the Multi-Faith Facility) and external stakeholders and promote reconciliation through ongoing active engagement with all stakeholders.
- Organise at least three internal events to celebrate National Reconciliation Week (NRW), encourage and support staff and student participation in these events and at least one external NRW event, and register our NRW events on Reconciliation Australia's NRW website.
- Celebrate and engage with NAIDOC Week through providing opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in local NAIDOC Week events, support all staff and students to participate in NAIDOC Week events in the local community, and hold a public NAIDOC Week event.
- Swinburne Alumni organises an annual Aboriginal and Torres Strait Islander Alumni Network event.
- Promote four Aboriginal and Torres Strait Islander alumni profiles annually through the Alumni Stories webpage.
- Engage in collaborative and reciprocal research partnerships with at least two Aboriginal and Torres Strait Islander communities and two international Indigenous organisations.
- Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.

Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G)* had engagement as a key theme in relation to First Nations individuals within the border Victorian community:

- Engagement: Universities need to engage with local Aboriginal and Torres Strait Islander communities on whose land the university is located, and with state, national and international Indigenous communities to address areas like governance, teaching, and research.

With respect to specific accountability measures, the following targets, specific to First Nations staff, were included in our 2020-2023 RAP:

- Organise an annual seminar to advance understandings in the wider community on the Uluru Statement from the Heart, and its elements of Voice, Treaty and Truth.
- Communicate our commitments to reconciliation and the Uluru Statement from the Heart publicly.
- Provide expert advice and support to two of Swinburne's industry partners annually, who are not currently in the reconciliation movement, to drive reconciliation outcomes in these organisations and to advance understandings of the Uluru Statement from the Heart.
- Provide expert advice and support to two RAP organisations annually, in their journey of reconciliation.
- Collaborate with six RAP and other like-minded organisations to implement ways to advance reconciliation and to engage with the Uluru Statement from the Heart.
- In partnership with Reconciliation Australia, Aboriginal and Torres Strait Islander higher education groups, Universities Australia, and other universities, develop a national university RAP industry network.
- Provide expert advice and support to two TAFEs annually, regarding RAPs and reconciliation.
- Continue to support the national reconciliation movement, through the ED (R) and other relevant senior staff actively participating in Reconciliation Australia and Elevate RAP network activities and campaigns.
- Organise two annual public lectures, hosted by the Vice-Chancellor, designed to advance community understandings of reconciliation and Aboriginal and Torres Strait Islander Affairs: Swinburne Annual Reconciliation Lecture, and Swinburne Annual Barak-Wonga Oration.
- Establish the National Centre for Reconciliation Practice to provide national academic, community, and industry leadership on reconciliation through engagement, public policy, teaching, and research activities.
- Develop and implement an engagement strategy to broaden awareness and support for the National Centre for Reconciliation Practice across Swinburne, the RAP community, and wider academic, community, and industry networks.
- Develop a philanthropic and fundraising strategy to attract additional funding for further academic and industry projects.
- Establish an Advisory Board, to be chaired by the RSG Chair, with Aboriginal and Torres Strait Islander people comprising a majority of the Board, and membership to be drawn from Aboriginal and Torres Strait Islander organisations, Reconciliation Australia, industry, Swinburne, and other universities.
- Appoint at least ten adjunct fellows from a range of areas, including Indigenous studies, social impact, psychology, history, health, law, education, and public policy.
- Through formal and informal dialogues, such as meetings and projects, collaborate with Aboriginal and Torres Strait Islander organisations, Reconciliation Australia, governments, industry, and other universities, to produce a national quarterly newsletter on academic, community, and industry engagements with reconciliation.
- In collaboration with Reconciliation Australia, make available to the national RAP network, three industry focussed online training packages on reconciliation and RAPs.
- Conduct a research project to investigate the history of the past three decades of the wider Australian reconciliation movement, looking at where the movement has come from and why we are where we are today, to better understand the current reconciliation movement.
- In partnership with Reconciliation Australia and other RAP organisations, develop a range of national RAP impact measurement tools that will be made available to the RAP network.

- Invite a local Traditional Owner to provide a Welcome to Country or other appropriate cultural protocol at three significant events each year.
- Consult Wurundjeri Traditional Owners and organisations on the implementation of a cultural learning strategy.
- EG and University Council engage with at least one Aboriginal and Torres Strait Islander localised community led event or activity, which will also be offered to wider Swinburne staff.
- Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to continuously improve guiding principles for engagement.
- Review, update and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders.
- Establish and maintain two formal reciprocal partnerships with Aboriginal and Torres Strait Islander communities or organisations.
- Provide governance, business and marketing development to two Aboriginal and Torres Strait Islander communities/ businesses annually.
- Develop and implement an Aboriginal and Torres Strait Islander Procurement Strategy.
- Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.
- Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.
- Maintain commercial relationships with fifteen Aboriginal and/or Torres Strait Islander businesses.
- Implement the following targets for annual procurement spend from Aboriginal and Torres Strait Islander businesses:
  - 2021 - $250,000 (15 suppliers);
  - 2022 - $500,000 (20 suppliers);
  - 2023 - $750,000 (30 suppliers).
- Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation or an equivalent organisation.
- All RAP Working Group members to participate in at least one external NRW event.
- Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.
- Register all our NRW events on Reconciliation Australia's NRW website.
- Organise a public NAIDOC Week event.
- RAP Working Group to participate in an external NAIDOC Week event.
- EG to support all staff to participate in at least one NAIDOC Week event in our local area.
- In consultation with Aboriginal and Torres Strait Islander stakeholders, support two external NAIDOC Week events each year.
- Engage in self-determining, collaborative, innovative, impactful, and reciprocal research and enterprise partnerships with at least three Aboriginal and Torres Strait Islander communities or organisations annually.

Additional Information: Request 25b

Swinburne's Reconciliation Action Plan (RAP) 2017-2019 (refer *Appendix F)* contained a total of 80 targets and 17 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research. Swinburne fully achieved 71 of the 80 targets, with the remaining 9 targets partially achieved. Those 9 targets where Swinburne fell short, included cultural competency completion rates, and academic staff targets. The targets that were not fully achieved all related to the need for the wider university to further engage in reconciliation, the RAP and Aboriginal and Torres Strait Islander matters.

Swinburne's Reconciliation Action Plan (RAP) 2020-2023 (refer *Appendix G*) contained 112 targets and 16 actions across seven broad and interrelated themes: governance and leadership; culture; Aboriginal and Torres Strait Islander staff; Aboriginal and Torres Strait Islander students; engagement; teaching and learning; and research, with an additional 2 actions and 8 targets related to Tracking Progress and Reporting. Swinburne fully achieved 111 of the 120 targets, with the remaining 9 targets partially achieved. Reconciliation Australia and Swinburne University have agreed to extend the current RAP to 31 December 2024, by which stage we expect to achieve close to all targets. Targets not yet achieved include the development of RAP impact tools for the RAP community.

Request 25d: For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations: Traditional Owners of the lands on which the University has campuses and facilities.

Key accountability measures Included in Swinburne's Reconciliation Action Plan (RAP) 2017-2019 *(refer Appendix F)* in relation to First Nations Traditional Owners of the lands on which Swinburne has campuses and facilities, includes the following targets under action 2.1: Ensure reconciliation is embedded across Swinburne:

- Implement and communicate an event protocol document, which details working with the Wurundjeri Tribal Council to engage Wurundjeri Elders to provide a Welcome to Country at all major university events, and all university leaders and staff to provide an Acknowledgement of Country at all university public and important internal events.
- Install (indigenous) artworks in prominent places at the three Swinburne Melbourne campuses.
- Create Wurundjeri gardens at the three Swinburne Melbourne campuses.
- All Swinburne graduation ceremonies will feature Aboriginal and Torres Strait Islander flags and will have an Aboriginal and Torres Strait Islander cultural stole available for Aboriginal and Torres Strait Islander graduates.

Key accountability measures Included in Swinburne's Reconciliation Action Plan (RAP) 2020-2023 *(refer Appendix G)* in relation to First Nations Traditional Owners of the lands on which Swinburne has campuses and facilities, includes the following targets under action 5. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols:

- Implement, raise awareness through workshops, and communicate to staff a cultural protocol document (tailored for all local communities we operate in), including the purpose, significance, and protocols for Welcome to Country and Acknowledgement of Country.
- Invite a local Traditional Owner to provide a Welcome to Country or other appropriate cultural protocol at three significant events each year.
- Staff and senior leaders provide an Acknowledgement of Country at all public events and key internal meetings.
- Develop Aboriginal and Torres Strait Islander naming conventions that will be applied to two significant areas, such as buildings, at each of our three Melbourne campuses.
- At each of our three campuses, recognise Country by positioning two Welcome to Country permanent banners and displaying Acknowledgments of Country plaques on at least two buildings.

In addition to the accountability measures in our RAPs, as part of our Next Gen_Campus program, Swinburne committed to implementing indigenous learning circles at each of our Hawthorn, Croydon and Wantirna campus.

Additional Information: Request 25d

In 2021 the Wurundjeri gardens at each of Swinburne's Melbourne campuses were completed with the opening of the Aunty Dot Peters AM Flowering Grasslands, designed by Wemba Wemba - Wergaia man Dean Stewart.

In 2023 Swinburne launched the Ngarrgu Tindebeek supercomputer, named by Wurundjeri elders through the assistance of the Moondani Toombadool Centre.

In 2024 Swinburne opened its Indigenous Learning Circles at each of Swinburne's Melbourne campuses. This project was designed by an Indigenous Architect and built by an Indigenous construction firm in close collaboration with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation.

A Welcome to Country ceremony was performed at the openings of the Aunty Dot Peters AM Flowering Grasslands and the Indigenous Learning Circles.

Request 26a: For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to: Recognising Traditional Owners' relationship with the land.

Swinburne, recognises and pays respect to the traditional owners relationship with the land on which we have our campuses through a range of initiatives, such as the Aunty Dot Peters AM Flowering Grasslands (opened in 2021 with a welcome to country ceremony), the inclusion of Indigenous artwork at each campus, the naming of equipment and buildings, such as the Ngarrgu Tindebeek supercomputer (launched in 2023 and named by Wurundjeri elders through the assistance of the Moondani Toombadool Centre), the development of a Welcome to Country and Acknowledgement of Country Guide (refer *Appendix H)* and our commitment (as per our Reconciliation Action Plan (RAP) 2017-2019 [*Appendix F*] and RAP 2020-2023 [*Appendix G*]) that an acknowledgement to country is made by Swinburne staff and senior leaders at all public events and key internal meetings, and that for significant events, a local Traditional Owner is invited to provide a Welcome to Country or other appropriate cultural protocol. For example, in 2023 a Welcome to Country ceremony was held for orientation, the turning of the sod on our Indigenous learning Circles and the launch of the French Australian Centre for Energy Transition.

In 2024, as part of our Next Gen-Campus program, Swinburne opened its Indigenous Learning Circles at our Hawthorn, Wantirna and Croydon campuses – with a Welcome to Country ceremony held at each opening. The Indigenous Learning Circles integrate aspects of Country, people, culture and art to encourage connection to Country and cultural exchange and were designed in collaboration between our Indigenous students and staff, our Moondani Toombadool Centre, Wurundjeri elders, Indigenous Architect Jefa Greenaway, and landscape architect from Mantirri Design Paul Herzich through a process described by Uncle Colin as one of deep listening. The indigenous Learning Circles were opened in 2024 with a Welcome to Country ceremony.

Request 26b: For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to: Truth-telling.

Truth-telling at Swinburne has been undertaken in the form of our reconciliation action plans, with both the Reconciliation Action Plan (RAP) 2017-2019 [*Appendix F*] and RAP 2020-2023 [*Appendix G*]) achieving elevate status, the inclusion of Welcome to Country ceremonies at significant events each year, and the development of public spaces and indigenous art at each of our campuses, such as the Aunty Dot Peters AM Flowering Grasslands (opened in 2021 with a welcome to country ceremony), the naming of equipment and buildings, such as the Ngarrgu Tindebeek supercomputer (launched in 2023 and named by Wurundjeri elders through the assistance of the Moondani Toombadool Centre) and the Indigenous Learning Circles at our Hawthorn, Wantirna and Croydon campuses which integrate aspects of Country, people, culture and art to encourage connection to Country and cultural exchange and were designed in collaboration between our Indigenous students and staff, our Moondani Toombadool Centre, Wurundjeri elders, Indigenous Architect Jefa Greenaway, and landscape architect from Mantirri Design Paul Herzich through a process described by Uncle Colin as one of deep listening. The indigenous Learning Circles were opened in 2024 with a Welcome to Country ceremony.

Request 26c: For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to: Proposed works and developments of the University.

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. Engagement with Traditional Owners tends to be ad hoc on an 'as needed' basis depending on the nature of activities and the need for engagement, for example Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation have been consulted with on several proposed works and developments of the land on which the University's Hawthorn, Wantirna and Croydon campuses are located, this includes the Aunty Dot Peters AM Flowering Grasslands (opened in 2021 with a welcome to country ceremony), the Ngarrgu Tindebeek supercomputer (launched in 2023), the inclusion of indigenous artwork at each our campuses and the design and development of our Indigenous Learning Circles (opened in 2024 with a welcome to country ceremony) and the development of our Indigenous strategies and Reconciliation Action Plans. In addition, there are many events on campus where the University will seek Indigenous participation and input including Orations and thought leadership.

Request 26d: For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to: Day-to-day operations.

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. Engagement with Traditional Owners tends to be ad hoc on an 'as needed' basis depending on the nature of activities and the need for engagement, for example Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation have been consulted with on several proposed works and developments of the land on which the University's Hawthorn, Wantirna and Croydon campuses are located, this includes the Aunty Dot Peters AM Flowering Grasslands (opened in 2021), the Ngarrgu Tindebeek supercomputer (launched in 2023), the inclusion of indigenous artwork at each our campuses and the design and development of our Indigenous Learning Circles (opened in 2024) and the development of our Indigenous strategies and Reconciliation Action Plans. In addition, there are many events on campus where the University will seek Indigenous participation and input including Orations and thought leadership.

Request 27: For the period 1 January 2018 to present, describe any relevant agreements between the University and Traditional Owner groups – for example, in relation to support for operations, use of facilities etc.

Swinburne's procurement procedure has been designed to leverage its buying power to deliver positive environmental, social and Indigenous and economic sustainability impacts beyond the benefit of the procurement itself. In line with the University's commitment to sustainability and reconciliation, as per Swinburne procurement procedure, any procurement by Swinburne is expected to endeavour to:

- Engage with Indigenous suppliers, directly or indirectly through sub-contracting, and prioritise Indigenous employment and Indigenous community support;
- Engage with social enterprises, directly or indirectly through sub-contracting, and prioritise employment that improves outcomes for disadvantaged or marginalised people and communities;
- Reduce the risk of labour exploitation and modern slavery across our supply chain and
- Engage with businesses that align with the University's diversity and inclusion values and commitments, including gender equality.

Included within Swinburne's Reconciliation Action Plan (RAP) 2020-2023 *(Appendix G)* were annual targets for spend with Indigenous business. Swinburne has successfully delivered against these targets, refer *Table 27: Swinburne spend with Indigenous Businesses.*

Table 27: Swinburne spend with Indigenous Businesses		
	Reconciliation Action Plan Target	**Spend Achieved**
2021	$250K	$1.59M
2022	$500K	$1.3M
2023	$750K	$1.95M

UNIVERSITIES AS BENEFICIARIES OF COLONISATION / TRUTH-TELLING

Request 28: Provide an explanation of the date(s) and circumstances in which the key lands on which the University's campuses and facilities are situated came to be granted to or acquired by the University.

Swinburne University of Technology was established under the Swinburne University of Technology Act 1992 (Vic) and has campuses in Hawthorn, Wantirna and Croydon. The Act came into effect on 1 July 1992 and the Schedule to the Act sets out the freehold land vested in the University. The Hawthorn campus has also expanded from time to time through the acquisition of private real estate on an arm's length basis in accordance with the Victorian Government's Land Transactions Policy. Further, the University occupies freehold land held in the name of the Minister administering the Education and Training Reform Act 2006 (Vic). However, the University has not, since its establishment in 1992, conducted historical tracing searches of the ownership of the various lands.

Request 29: Provide an overview of any key land grants to the University by prominent early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples.

To the best of the Swinburne's knowledge, it is not aware of such grants.

Request 30a: Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of: Land grants for limited or no consideration.

Swinburne University of Technology was established under the Swinburne University of Technology Act 1992 (Vic). The Wantirna and Croydon campuses were formerly the Outer Eastern College of TAFE until 1998 when by an Act of the Victorian Parliament, the College merged with the University. To the best of the University's knowledge, it is not aware of land grants for limited or no consideration. However, the University does not have information on how freehold land held in the name of the Minister was acquired.

Request 30b: Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of: Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius).

In 1908, the Honourable George and Ethel Swinburne founded Swinburne (then known as the Eastern Suburbs Technical College) with a simple premise in mind: to provide technical education to a sector of society otherwise denied further education. In 1913 Eastern Suburbs Technical College was renamed Swinburne Technical College and on 1 July 1992, by an Act of the Victorian Parliament, Swinburne gained university status. In 2018 Swinburne established the Moondani Toombadool Centre. The Moondani Toombadool Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including student services, teaching and learning, research, staff, culture, engagement and governance. It is our vision that the Moondani Toombadool Centre is a transformational leader grounded in Aboriginal and Torres Strait Islander knowledges. In 2022, Swinburne established the National Centre for Reconciliation Practice to explore the opportunities and challenges relating to the Australian reconciliation journey, looking at Indigenous and non-Indigenous peoples' connections with reconciliation, through a rich program of engagement, outreach, education and research activities.

The National Centre builds on Swinburne's strong history of national academic and industry leadership in reconciliation – Swinburne was the first university to attain an Elevate Reconciliation Action Plan (RAP). As part of the delivery of our RAPs:

- In 2015, Swinburne created a senior position of Executive Director, Reconciliation Strategy and Leadership, to lead the development of the RAP and the university's initiatives in Aboriginal and Torres Strait Islander teaching, research and engagement.
- In 2015, the Swinburne Multi Faith Facility committed to a key question: "How do we acknowledge Indigenous spirituality?" Arbup Peters' artwork, 'Wurundjeri Wominjeka', hangs in the Facility as a perpetual symbol and reminder of this commitment.
- In 2016 Swinburne implemented the Aboriginal and Torres Strait Islander Cultural Competency Learning Pathway to educate and engage all staff about reconciliation and Aboriginal and Torres Strait Islander issues. The training includes a compulsory online compliance module, online education tool and walking tours.
- In 2016 Swinburne established the Swinburne Annual Reconciliation Lecture, designed to advance community understandings on reconciliation, this lecture has been presented by Professor Lester-Irabinna Rigney (2016), Professor John Maynard (2017), Professor Stan Grant (2018), and Uncle Wayne Thorpe, Dr Duane Hamacher, Krystal De Napoli (2019), Senator Patrick Dodson (2020), Distinguished Professor Aileen Moreton-Robinson (2021), Commissioner Sue-Anne Hunter (2022), Mr Richard Young (2023).
- In 2016 Swinburne established the Swinburne Annual Barak-Wonga Oration, designed to advance community understandings on Aboriginal and Torres Strait Islander matters, this lecture has been presented by Ms Belinda Duarte, CEO of Culture Life (2016), Professor Muriel Bamblett AO (2017), Jill Gallagher AO (2018), and Dr Jackie Huggins AM (2019), Dr Lois Peeler (2020), Uncle Jack Charles (2021), Mr Tony McAvocy SC (2022), and Mr Ian Hamm MACID FIPAA (2023).
- In 2017, Swinburne Aboriginal and Torres Strait Islander students competed for the first time at the Indigenous National University Student Games, and in 2019, the first all Swinburne Aboriginal and Torres Strait Islander team competed at the games.
- in 2018 Swinburne co-founded the Elevate RAP Network with Reconciliation Australia and 23 other Elevate RAP organisations, to share our experiences and collaborate on developing a range of initiatives to progress reconciliation at a national level.
- in 2019, Swinburne worked with Reconciliation Australia and 13 other Elevate RAP organisations to develop a joint declaration of support for the Uluru Statement from the Heart, which calls for a First Nations Voice to Parliament and a Makarrata Commission
- The Swinburne Annual Reconciliation Lecture, designed to advance community understandings on reconciliation, has been presented by Professor John Maynard (2017), Professor Stan Grant (2018), and Uncle Wayne Thorpe, Dr Duane Hamacher and Krystal De Napoli (2019)
- The Swinburne Annual Barak-Wonga Oration, designed to advance community understandings on Aboriginal and Torres Strait Islander matters, was presented by Professor Muriel Bamblett AO (2017), Jill Gallagher AO (2018), and Dr Jackie Huggins AM (2019).
- In 2019, the Moondani Toombadool Centre developed an Aboriginal and Torres Strait Islander Cultural Competency student online module, which from 2020, is available to Swinburne higher education students and vocational education students.
- In 2019, Swinburne became a major supporter of the Girls Academy, Australia's largest in-school mentoring and leadership program for Aboriginal and Torres Strait Islander girls; our activities included sponsoring their National Summit and visiting many schools.

With respect to Swinburne's history on conducting research based upon racist premise, in 2024, Swinburne's Deputy Vice Chancellor Research conducted a literature search on SCOPUS (an abstract and citation databased) using the search terms "Swinburne" and "Aborigin*". The search returned 407 papers. None of these have been assessed to be based on racist premises

Included within the search results were 5 papers from before the year 1999, of which:

- 3 papers were actively supporting indigenous communities rights to self determination, and highlighting the issue of racism in Australian Society.
- 1 paper was on discrimination in employment for a range of applicants – for example Anglo Australians, Yugoslav, Aboriginal Australians, applicants with criminal backgrounds and other demographics – highlighting the issue of racism in Australian Society.
- 1 paper involved a study of petrol sniffing, and although it clarifies in the introduction that this can occur in a range of settings, the participants were all from 2 (unnamed) remote communities.
    - This paper does not address the negative stereotype that this work may be based on or adding to
    - The paper does list ethics approvals including from an independent Aboriginal ethics council (unnamed) and local councils. Several institutions nationally involved and ethics approvals listed in other "universities" (Plural).
    - Overall the paper does not directly amplify harmful negative stereotypes and most likely meets the requirements for ethical research required at the time in 1998, however it does fall slightly short by today's standards where studies of petrol sniffing in wider demographic groups and more explicit support and approval by local communities would be expected before the study could proceed.

With respect to Swinburne's history on teaching based upon racist premise, to the best of the University's knowledge, we are not aware of any curriculum that was based upon racist premise.

Request 30c: Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of: Holding or acquiring First Peoples' ancestral remains.

To the best of the Swinburne's knowledge, holding or acquiring First Peoples' ancestral remains is not an element of the history or operations of the University.

Request 31a: Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including: Regularity and context (e.g. whether ad hoc, or routinely conducted, in accordance with relevant engagement plans, policies).

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. Engagement with Traditional Owners tends to be ad hoc on an 'as needed' basis depending on the nature of activities and the need for engagement, for example Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation have been consulted with on several proposed works and developments of the land on which the University's Hawthorn, Wantirna and Croydon campuses are located, this includes the Aunty Dot Peters AM Flowering Grasslands (opened in 2021 with a Welcome to Country ceremony), the Ngarrgu Tindebeek supercomputer (launched in 2023), the inclusion of indigenous artwork at each our campuses and the design and development of our Indigenous Learning Circles (opened in 2024 with a Welcome to Country Ceremony) and the development of our Indigenous strategies and Reconciliation Action Plans. In addition, there are many events on campus where the University will seek Indigenous participation and input including Orations and thought leadership.

Request 31b: Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including: At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of University staff and/or executives undertaking that interaction and/or engagement).

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. The Moondani Toombadool Centre is led by Swinburne's Pro Vice Chancellor Indigenous Engagement.

Request 31b: Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including: At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of University staff and/or executives undertaking that interaction and/or engagement).

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. The Moondani Toombadool Centre is led by Swinburne's Pro Vice Chancellor Indigenous Engagement.

Request 31c: Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including: Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart).

Swinburne's relationship with Wurundjeri elders and the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation is managed by the Moondani Toombadool Centre. The Moondani Toombadool Centre is led by the Pro Vice Chancellor Indigenous Engagement, who reports to the Deputy Vice Chancellor External Engagement, who in turn reports directly to the Vice Chancellor.

OTHER

Request 32: Are there any other matters which the University would like to add, relevant to Yoorrook's inquiries?

None at this time

Appendix A Swinburne's 2023 APAC Submission Section 3.1

> 3.1 Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome.

All levels

The Swinburne Indigenous Psychology Committee (SIPC) was established by the Department of Psychological Sciences in 2017 and aims to: (1) support the implementation of action targets outlined in Swinburne University of Technology's Elevate Reconciliation Action Plan 2020-2023; (2) support the realisation of objectives stated in the Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-2021; and (3) embed Aboriginal and Torres Strait Islander knowledges into undergraduate and postgraduate courses in accordance with the 2016 Australian Indigenous Psychology Education Project Curriculum Framework.

SIPC's activities underpin the efforts of our Department to prepare undergraduate and postgraduate students to demonstrate cultural responsiveness to Aboriginal and Torres Strait Islander peoples when they enter the workforce, and also serve to build the cultural competence and responsiveness of staff. SIPC includes staff members who teach across all courses, as well as Indigenous postgraduate student members, which helps to ensure that First Nations voices are centred in our conversations and initiatives. SIPC members are available to provide support to staff who are working to decolonise and decolonising their curricula and to advocate against racism, when identified.

Two staff members in the Department of Psychological Sciences (i.e., Prof Monica Thielking, Dr Jessica Mackelprang) also contribute to the Australian Indigenous Psychology Education Project (AIPEP) Community of Practice. This project fosters opportunities for learning from, and with colleagues from more than 20 other universities nationwide and contributes to culturally responsive curriculum development across our courses.

Efforts to prepare students to provide culturally safe psychological practice are prioritised in our courses. In subsequent sections, examples of curricula related to culturally safe and responsive curriculum will be provided. These efforts have also been acknowledged by student in unsolicited emails to unit convenors.

An Indigenous Acknowledgement page is included in the learning management system (Canvas) of all undergraduate and postgraduate units in our courses. Each page includes a video Acknowledgement of Country by Dr Andrew Peters (Indigenous academic at Swinburne), as well as a unit-specific statement that discusses the relevance and delivery of Indigenous content (if relevant) and resources specific to the university (e.g., Moondani Toombadool Centre) and discipline (e.g., APS Apology). Where relevant, resources specific to a particular unit are included.

Level 1: Bachelor of Psychological Sciences / Graduate Diploma of Psychology (and associated co-majors)

Course Learning Outcomes for Bachelor of Psychological Sciences is as follows:

- CLO7 Coherently articulate a line of reasoning **demonstrating cultural sensitivity** and apply a framework to analyse and offer solutions to ethical dilemmas in **local and international context**.

Unit Learning Outcomes related to culture are included for some units in Level 1 courses. An example of a unit learning objective is below:

- *PSY30010/PSY70018 Abnormal Psychology:* Critically review the major features of a multi-dimensional approach to understanding mental disorders (biological, **sociocultural** and psychological)

In instances where unit-level learning objectives are not specified, units typically include **content specific to culture, including Aboriginal and/or Torres Strait Islander culture**. Summaries of a number of units' content and/or assessment items relevant to this standard are provided below:

- *PSY10005/PSY70010 Introduction to Research Methods:* Students are introduced to the NHMRC Guidelines for Ethical Conduct in Research with Aboriginal and Torres Strait Islander Peoples and Communities, as well as to yarning and storytelling (for qualitative research) as Indigenous research methods.

- *PSY10007/PSY70011 Brain & Behaviour:* In Modules 4 and 5, "Sensation and Perception 1 & 2" introduce students to the role of culture in pain experiences and ways that culture may influence perception Below is a sample final exam question related to Module 1 "Psychology: Science & Practice."

Which of the following perspectives on psychology emphasises the connection of the self to country, family, community, and culture?
a. Behavioural
b. Cognitive
c. Social and Emotional Wellbeing
d. Biological

- *PSY10008 Fundamentals of Psychology:* The way psychological concepts and processes apply or relate to Indigenous peoples are explored in several lectures by different lecturers. Lecturers aim to discuss fundamental concepts in psychology (e.g., learning, memory, cognition, development, social psychology) as they relate to Indigenous peoples. There is also a lecture focused on Indigenous Psychology. This lecture covers the history of the Indigenous Psychology movement, the APS Apology, Rob Riley's keynote presentation at the APS Conference in Perth in 1995, and also introduces students to the Social and emotional wellbeing model and importance of culture and connection to Country. This lecture has been approved by Professor Pat Dudgeon from UWA/AIPEP. The learning outcomes for this module are as follows. After learning this material, you should be able to:

    o Describe the principles that define Indigenous peoples and demonstrate an understanding of the diversity of Indigenous peoples.
    o Demonstrate an understanding of Aboriginal and Torres Strait Islander and Aotearoa (New Zealand) Māori cultures.
    o Describe why Indigenous psychologies have emerged globally and how they are different from mainstream psychological understandings.
    o Outline the major ways to work with Australian Aboriginal and Torres Strait Islander and Aotearoa (New Zealand) Māori peoples.
    o Describe the principles of culturally competent research.

    This unit also uses a textbook which is specifically focused on the Australian and New Zealand context (*Psychology: An international discipline in context: Australian and New Zealand edition* [3rd ed.] by Bernstein et al.), and which includes discussions of issues around Indigenous psychology throughout the book, and in one dedicated chapter.

    Below are two example quiz questions from this unit:

    Which of the following best describes the interactionist view of personality?
e. Culture shapes the individual
f. The individual shapes the culture
g. Culture and the individuals shape each other
h. Culture and genetics interact, but culture is very much stronger

    Which of the following best describes the interactionist view of personality?
a. Culture shapes the individual
b. The individual shapes the culture
c. Culture and the individuals shape each other
d. Culture and genetics interact, but culture is very much stronger

    The SOL version of this unit (*PSY70012*) covers content related to culture in Week 12 "Cross-cultural and Indigenous Psychology." The learning outcomes for that module are as follows. By the end of this week, you should be able to:
    o define culture and outline some of the methodological problems in the study of culture
    o outline the dimensions along which cultural groups may be distinguished
    o describe cross-cultural relations in multicultural societies
    o describe how culture has shaped the identities of indigenous peoples in New Zealand and Australia
    o discuss the approaches taken by psychologists to promote cross-cultural interactions.

- *PSY20007/PSY70015 Developmental Psychology:* Indigenous psychology is covered in models of social and emotional wellbeing, trauma and loss, Indigenous self-determination, closing the gap in health, education and employment outcomes, and culture and cultural identity.

- *PSY20016/PSY70013 Social Psychology:* This unit directly addresses the factors driving everyday human behaviour, including the psychological mechanisms that underpin stereotypes, prejudice, and discrimination,

aggression, and helping behaviour. As such, the unit seeks to educate psychology students about the personal and social factors that allow, promote, and maintain racism, and which have contributed to the treatment of Indigenous peoples in Australia.

- *PSY30008/PSY70016 Psychology of Personality:* This unit includes one module on "Narrative Identity and Indigenous Conceptualisations of the Self." It includes a Live Online lecture (usually delivered by Dr Justin Trounson, an Aboriginal Clinical Psychologist) and a separate reading on (non-Aboriginal) Narrative Identity. The Indigenous content in the Live Online lecture focuses on Aboriginal and Torres Strait Islander identity, including connection to land, culture, and people/family in identity, the impact of colonisation, social-emotional wellbeing, and the importance of storytelling.

Level 1 Key Evidence: Bachelor of Psychological Sciences / Graduate Diploma of Psychology (and associated co-majors)

- The Swinburne Indigenous Psychology Committee (SIPC) Terms of Reference were updated in August 2021 and endorsed by leadership at the Moondani Toombadool Centre, which is the hub for all Indigenous Matters at Swinburne (see Appendix111_All Levels_SIPC Terms of Reference).

- SIPC engages in numerous activities to promote staff and student development related to cultural responsiveness (see Appendix112_All Levels_SIPC 2021 Activities & Achievements Summary).

- Our Department participated in the 2022 scoping survey conducted by the Australian Indigenous Psychology Education Project (AIPEP) by contributing data related to our psychology courses (see Appendix113_All Levels_2022 AIPEP Scoping Survey).

- Prof Monica Thielking advocated with the support of SIPC and AIPEP to remove racist textbook content that was identified by a student (see Appendix114_All Levels_Response to Racist Textbook Content and Appendix115_All Levels_Response to Racist Textbook Presentation)

- Documentation concerning funding to support Indigenous psychologists, postgrad students, and non-Indigenous academics (Drs. Mackelprang & Orr) to develop culturally responsive curricula for 4th-year courses (Appendix116_Level 1&2_Indigenising Honours Curriculum Project)

Appendix B Swinburne's 2023- 25 Moondani Toombadool Teaching and Learning Strategy

2023–25 Moondani Toombadool Teaching and Learning Strategy
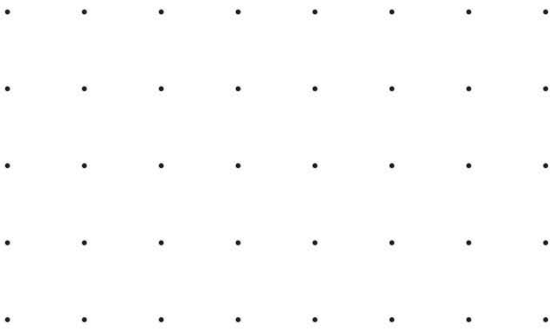
Embrace Indigenous Learning and Teaching

Acknowledgement of Country

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

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

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

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

Terminology

Language plays a significant role in acknowledging and respecting cultural identity and history. Swinburne University recommends the use of the terms "Indigenous", "Aboriginal", and "Torres Strait Islander" when referring to the First Peoples of Australia. The university also recognises that different communities may have different preferred terms and encourages individuals to use the terms that are preferred by the community. For more information please refer to [Swinburne's Aboriginal and Torres Strait Islander Terminology Guide](#).

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Introduction

The Moondani Toombadool Strategy is an integral part of Swinburne University of Technology's commitment to reconciliation and social justice. The Strategy serves as a comprehensive and cohesive approach to increasing Indigenous engagement and success at the University while promoting Indigenous knowledges, cultures, and educational approaches.

The Strategy's overarching vision is to create an inclusive, culturally responsive, and supportive learning and teaching environment that recognises and respects the diversity, strengths, and contributions of Aboriginal and Torres Strait Islander staff, students, and community. This vision aligns with the University's strategic goals of fostering a culture of equity, diversity, and inclusion.

The Strategy recognises the importance of establishing and maintaining meaningful and sustainable partnerships with Aboriginal and Torres Strait Islander communities and organisations to create opportunities for education, employment, and career development for Indigenous peoples. The Strategy's approach is underpinned by a commitment to respect, recognise, and utilises Indigenous Knowledge and ways of learning, empowering Indigenous peoples and communities through education.

Through the Strategy's objectives, Swinburne University is committed to fostering cultural competence and enhancing the professional capacity of all staff to integrate Indigenous knowledges into learning and teaching. The Strategy includes initiatives aimed at increasing Indigenous representation in STEM and innovation fields, as well as improving Indigenous student retention rates and academic success.

Overall, the Moondani Toombadool Indigenous Learning and Teaching Strategy is a critical step towards achieving Swinburne's strategic goals of social justice, equity, and reconciliation. The Strategy's inclusive and culturally responsive approach serves as a foundation for creating a welcoming and supportive learning and teaching environment for all members of the University community.

Guiding Documents

The Moondani Toombadool Strategy is informed by several key documents that emphasise the importance of promoting Indigenous knowledges, cultures, and educational approaches while supporting Indigenous students' success.

The strategy aligns with the United Nations Declaration on the Rights of Indigenous Peoples, which emphasises culturally appropriate education, respect for Indigenous identities and values, and recognition and utilisation of traditional knowledge and ways of learning.

It also aligns with the Universities Australia 2023-25 Indigenous Education Strategy by prioritising the growth of cultural competence and professional capacity of all staff to integrate Indigenous knowledges, cultures, and educational approaches.

The strategy is aligned with Swinburne's Horizon 2025 initiative, which aims to create an inclusive, equitable, and culturally responsive learning and teaching environment that prepares graduates for success in a rapidly changing world. The Swinburne RAP is also reflected in the objectives of the strategy, which respect and values Aboriginal and Torres Strait Islander peoples' knowledges, cultures, and histories.

In addition, the strategy emphasizes the importance of increasing the employment and career development opportunities for Aboriginal and Torres Strait Islander peoples, and ensuring the workplace is culturally inclusive with zero tolerance for racism.

The strategy aligns with the key principles of Work Integrated Learning (WIL), by immersing students in culturally rich and authentic learning environments. The cultural immersion objective of the strategy helps prepare students for the workforce by developing their cultural competency, cross-cultural communication skills, and their ability to work with diverse groups of people.

Objectives

The five key objectives are aimed at increasing Indigenous engagement and success at Swinburne University while promoting Indigenous knowledges, cultures, and educational approaches.

1. Cultural Competence: Growing the professional cultural competence of all Swinburne graduates and providing a culturally safe environment.

2. Aboriginal and Torres Strait Islander Knowledges: Embrace Aboriginal and Torres Strait Islander Knowledges, cultures, and educational approaches across all learning and teaching programs.

3. Cultural Immersion: Immersing students and staff in a rich teaching and learning environment that connect to Aboriginal and Torres Strait Islander histories and cultures.

4. Empowering Aboriginal and Torres Strait Islander Voices: Increase the number of Aboriginal and Torres Strait Islander students, teaching, academic and educational support staff.

5. Growing Professional Capacity: Build capacity for all Swinburne teaching staff to embrace Indigenous Knowledges, cultures, and educational approaches.

Objective 1 – Cultural Competence

This objective aims to enhance the cultural competence[1] of all Swinburne graduates and provide a culturally safe environment. It includes building the knowledge, understanding, and respect for Aboriginal and Torres Strait Islander cultures and histories to create an inclusive and respectful environment for all.

Strategy	Responsibility
1.1 Provide an integrated, seamless experience for Indigenous students that spans both digital and physical worlds, ensuring low socioeconomic status and regional learners are embraced by culturally safe and responsive digital literacy and academic services.	MTC Student Services Learning Transformations VE Departments HE Schools Swinburne Online
1.2 Develop Indigenous Cultural Competency (ICC) module to ensure a One Swinburne onboarding experience for Online, VE and HE students; improving access for staff and students to include content as learning, teaching and assessment; badging student completion as demonstration of Swinburne graduate attribute to being and becoming culturally competent.	Learning Transformations MTC Indigenous Student Services MTC – A/D Indigenous Learning and Teaching MTC – VE Indigenous Programs VE Departments HE Schools Swinburne Online
1.3 Support and build mutually beneficial partnerships with Aboriginal and Torres Strait Islander community organisations, businesses, and industries to ensure work integrated learning is co-created and demonstrates Swinburne's Cultural Competency Graduate Attribute.	WIL VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching MTC – VE Indigenous Programs Director – National Centre for Reconciliation Practice
1.4 Ensure teaching teams access Embracing Indigenous Learning and Teaching (EILT) as part of onboarding professional development.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching People and Culture

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[1] Swinburne Graduate Attribute **Cultural Competency**

The ability to understand, interact and respond to ideas and people of different organisational and cultural backgrounds. Knowledge, understanding and appreciation of Aboriginal and Torres Strait Islander peoples and cultures are central to the development of cultural competence.

Objective 2 – Aboriginal and Torres Strait Islander Knowledges

This objective aims to embrace Aboriginal and Torres Strait Islander Knowledges, cultures, and educational approaches across all learning and teaching programs at Swinburne.

Strategy	Responsibility
2.1 Use university strategies and frameworks to build Aboriginal and Torres Strait Islander learning outcomes across teaching and learning programs, mapping Indigenous Knowledges, scholarship, and contributions to professional and academic practice.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching Indigenous /Teaching and Learning Committees
2.2 Use course and unit review cycles prompts to audit content and assessment for Indigenous learning outcomes, ensuring all units include LMS Acknowledgment of Country Template, and where relevant, summary of purpose: Indigenous content, learning outcomes and graduate attributes.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching Indigenous /Teaching and Learning Committees
2.3 VE and HE work with the Indigenous Teaching and Learning Committee to establish protocols for internal and external endorsing of graduate attributes to be cultural and professionally competent.	VE Departments HE Schools MTC Indigenous /Teaching and Learning Committees
2.4 Commit to building a Moondani Tombadool Vocational Centre for Indigenous Excellence (MTVCIE), providing student pathways and transitions to further study and work defined by technology, entrepreneurship, innovation, and the STEM disciplines.	PVC - Indigenous Engagement VE Departments Director – National Centre for Reconciliation Practice
2.5 Develop an HDR Indigenous Studies program that enhances all students' capacity to engage ethically with Indigenous research, scholarship, and practice.	HDR Program Indigenous Studies – Coordinator PVC - Indigenous Engagement Academic Director Indigenous Research
2.6 Swinburne's partnerships are committed to building mutually beneficial relationships with	Swinburne Global

global First Nation community organizations, businesses, and industries to ensure the impact of learning and teaching programs is cocreated and reciprocal.	PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice

Objective 3 – Cultural immersion

This objective aims to connect students to Aboriginal and Torres Strait Islander histories and cultures by immersing them in a culturally rich teaching and learning environment. It includes providing opportunities for students to participate in cultural activities to increase their cultural knowledge and understanding, and engage with Indigenous communities, businesses, and industries.

Strategy	Responsibility
3.1 Ensure physical signage for all campuses acknowledge the Traditional Owners of Country, and the University's community is welcomed in the language of Country.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.2 Return, replace and dual-name key campus buildings and locations using the language of Country, and place-mark the campus commons in ways that inform the university's community about the histories of people and place.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.3 Build Moondani Toobadool Circles for all campuses, creating places where people gather to embrace Indigenous learning and teaching.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.4 Develop Indigenous study tours programs, and support staff and students' capacity to engage with local and global First Nation Indigenous community organizations, businesses, and industries.	External Engagement School Deans PVC VET PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice Coordinator Indigenous Studies Program
3.5 Ensure the library campus and online locations acknowledge Country, have culturally inclusive spaces that showcase Indigenous search tools, catalogues, and databases, and where necessary provide cultural warning and language disclaimer.	Library Services

3.6 Swinburne subjects include Acknowledgement Country LMS template - Associate Professor Andrew Peters Welcome to Country / Unit Coordinator Acknowledgement of Country; links to MTC Student Services; Indigenous Cultural Competency module; library Indigenous Resources, cultural warning, and language disclaimer.	Learning Transformation Unit VE Departments HE School Swinburne Online Swinburne Global Partners
3.7 Build a program for learning and teaching Victorian Aboriginal languages.	PVC VET VE Department PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.9 Develop Indigenous study programs that enhances Univeristy Council executives and the Vice Chancellor's Advisory Group knowledge of First Nation's community organizations, buisnesses and industries.	VC VC Advisory Group University Council

Objective 4 – Empowering Aboriginal and Torres Strait Islander Voices

This objective aims to increase the representation of Aboriginal and Torres Strait Islander teaching, academic, and educational support staff at Swinburne. It includes creating pathways and transitions for Indigenous staff to gain employment, professional development, and leadership opportunities.

Strategy	Responsibility
4.1 Establish working groups committed to improving the Indigenous student experience, using data to build an Indigenous Student Profile for all courses; identifying disciplinary and structural barriers to Indigenous enrolment, retention, and success, further post graduate study, academic employment and work defined by STEM, technology, innovation, and entrepreneurship.	VE Departments HE Schools A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs MTC /Student Services
4.2 Set Indigenous enrolment, retention and success targets that reflect national population parity (2-3%), designing recruitment and enrolment strategies that attract school leavers, and/or with industry, community, and alternative experiences.	VE Departments HE Schools MTC Student Services
4.3 Create identified teaching positions for subjects and courses that require professional accreditation in Aboriginal and Torres Strait Islander knowledges, and strategically recruit Indigenous teaching, academic and educational support staff to manage and lead teaching and learning programs.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement
4.4 Create an identified position to lead VE's capacity to be a centre for Indigenous excellence, communicating the strategic agendas of the University and coordinating engagement with Indigenous students, staff, and community.	VE Departments People and Culture PVC - Indigenous Engagement A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs
4.5 Create VE Department/ HE School Academic Director (Indigenous) with allocated workload to implement the objectives of Indigenous Learning and Teaching Strategy and Swinburne's Reconciliation Action Plan.	VE Departments HE Schools PVC Indigenous Engagement A/D Indigenous Learning and Teaching
	HE Schools

4.6 Create Indigenous post -doctoral and professorial roles committed to Indigenous technology, entrepreneurship, innovation, and the STEM disciplines, enhancing Schools' scholarship of learning and teaching Indigenous Knowledge, cultures, and educational approaches.	People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice A/D Indigenous Learning and Teaching
4.7 Build Elders in Residence program that provides opportunities for learning and teaching experiences for staff and students.	PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice VE Departments HE Schools People and Culture
4.8 VE promote Certificate 4 Training and Assessment as a teaching pathway for Indigenous people who have community, industry, and alternative experiences, designing programs that supports individual and cohort enrolment, retention, and success.	PVC - Indigenous Engagement A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice VE Departments People and Culture
4.9 Create Teaching Scholar pathways in technology, entrepreneurship, innovation, and the STEM disciplines that attract Indigenous HDR students and alumni, providing support, mentorship, and career development as they transition to teaching on our campuses.	HE Schools People and Culture PVC - Indigenous Engagement A/D Indigenous Learning and Teaching
4.10 Ensure the University's performance, planning and workload tools acknowledge the cultural load of Indigenous teaching staff and create career and leadership opportunities to develop academic research and to move into senior positions.	People and Culture PVC - Indigenous Engagement
4.11 Use protocols that fiscally recognize the cultural and professional knowledge of Indigenous guest lecturers, ensuring opportunity to co create culturally safe and reciprocal curriculum experiences.	People and Culture VE Departments HE Schools PVC - Indigenous Engagement A/D Indigenous Learning and Teaching

Objective 5 – Growing Professional Capacity

This objective aims to grow the expertise of all Swinburne teaching staff in Aboriginal and Torres Strait Islander knowledges, cultures, and educational approaches. The objective includes a range of activities, such as reviewing the Aboriginal and Torres Strait Islander Cultural Awareness module, providing staff with access to professional development plans, and creating new content and resources in collaboration with the Moondani Toombadool Centre.

Strategy	Responsibility
5.1 Resource the Moondani Toombadool Centre to provide university-wide educational design, support, and advice on the incorporation of Aboriginal and Torres Strait Islander content.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement
5.2 Review People and Culture's Aboriginal and Torres Strait Islander Cultural Awareness module to ensure content aligns to the University's strategic direction, and a promotes a workplace with zero tolerance for racism.	People and Culture A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice
5.3 Review VE and HE staff professional development modules: Embracing Indigenous Learning and Teaching (EILT), collaborating with Moondani Toombadool Centre to create new content, resources, and support material.	VE Departments HE Schools Learning Transformation Unit A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice
5.4 Professional development plans endorse the Koorie Heritage Trust training for all staff and provides opportunity for teaching teams to identify and plan for further professional development with Indigenous knowledges, cultures, and educational approaches.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
5.5 Working as One Swinburne, scope and design short courses and micro credited pathways that increases the engagement of non-Indigenous people with Indigenous knowledges, cultures, and educational approaches.	Swinburne Edge VE Departments PVC - Indigenous Engagement

	A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice
5.6 Review the Graduate Certificate of Learning and Teaching, mapping learning outcomes to Indigenous knowledges and educational approaches, ensuring understanding and appreciation of Aboriginal and Torres Strait Islander peoples and cultures.	Learning Transformation Unit A/D Indigenous Learning and Teaching
5.7 Continue to implement relevant RAP teaching and learning targets, such as teaching grants, teaching workshops and online resources.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs

Implementation

The Pro Vice-Chancellor of Indigenous Engagement has overall responsibility for implementing this strategy, and the Moondani Toombadool Centre (MTC) has a central role in the development and implementation of the university's Indigenous Learning and Teaching Strategy.

The Moondani Toombadool Centre and the Indigenous Teaching and Learning Committee will provide timely and appropriate guidance and support for this strategy.

Indigenous Teaching and Learning Committee Structure:

- Academic Director - Indigenous Learning and Teaching (Chair)
- Indigenous Academic staff representative
- PVC Indigenous Engagement
- VET Indigenous Programs Manager (Deputy Chair)
- (1) VET Director (rotation)
- (6) Schools' Associate Deans - Learning and Teaching

Progress Review

The Indigenous Teaching and Learning Committee will annually review this strategy and will update the performance targets. It will report on these areas to:

- Teaching and Learning Committee
- Indigenous Governance Committee

Appendix C Swinburne's Indigenous Research Strategy 2018-2019

SWINBURNE UNIVERSITY OF TECHNOLOGY

Indigenous Research Strategy
2018-19

Cover image: A detail from *Gathering Knowledge* by artist Arbup Ash Peters
Wurundjeri/Taungurong Man, local artist and direct descendent of Coranderrk

Swinburne University of Technology Indigenous Research Strategy 2018-2019

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Swinburne University of Technology Indigenous Research Strategy 2018-2019

Acknowledgement to Country

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

Vision

The Vision for the *Indigenous Research Strategy 2018-2019* draws from our *Reconciliation Action Plan 2017-2019.*

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

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

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

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

- Embedding reconciliation in the management and governance structures of the university;

- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples and cultures;

- Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff;

- Growing Aboriginal and Torres Strait Islander student enrolments, retentions and completions;

- Engaging with Aboriginal and Torres Strait Islander peoples, communities and organisations;

- Developing Aboriginal and Torres Strait Islander knowledges, curriculums and pedagogies in teaching and learning; and

- Strengthening Aboriginal and Torres Strait Islander knowledges in research.

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Guiding Documents

These external documents guide the *Indigenous Research Strategy 2018-2019*.

- Australian Institute of Aboriginal and Torres Strait Islander Studies Guidelines for Ethical Research in Australian Indigenous Studies 2012

- National Aboriginal & Torres Strait Islander Education Policy 2015

- Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012

- United Nations Declaration on the Rights of Indigenous Peoples 2008

- Universities Australia Indigenous Strategy 2017–2020

- National Statement on Ethical Conduct in Human Research 2015

These Swinburne documents guide and are interconnected to the *Indigenous Research Strategy 2018-2019.*

- Reconciliation Action Plan 2017-2019

- Indigenous Employment Strategy 2018-2019

- 2025 Strategic Plan

- Research and Innovation Strategy 2020

- Swinburne University of Technology Act 2010

Guidelines for Ethical Research in Australian Indigenous Studies

The *Indigenous Research Strategy 2018-2019* adopts the *Guidelines for Ethical Research in Australian Indigenous Studies* principles as the foundation on which it engages in research involving Aboriginal and Torres Strait Islander peoples, individuals and communities.

- Recognition of the diversity and uniqueness of peoples, as well as of individuals, is essential.

- The rights of Indigenous peoples to self-determination must be recognised.

- The rights of Indigenous peoples to their intangible heritage must be recognised.

- Rights in the traditional knowledge and traditional cultural expressions of Indigenous peoples must be respected, protected and maintained.

- Indigenous knowledge, practices and innovations must be respected, protected and maintained.

- Consultation, negotiation and free, prior and informed consent are the foundations for research with or about Indigenous peoples.

- Responsibility for consultation and negotiation is ongoing.

- Consultation and negotiation should achieve mutual understanding about the proposed research.

- Negotiation should result in a formal agreement for the conduct of a research project.

- Indigenous people have the right to full participation appropriate to their skills and experiences in research projects and processes.

- Indigenous people involved in research, or who may be affected by research, should benefit from, and not be disadvantaged by, the research project.

- Research outcomes should include specific results that respond to the needs and interests of Indigenous people.

- Plans should be agreed for managing use of, and access to, research results.

- Research projects should include appropriate mechanisms and procedures for reporting on ethical aspects of the research and complying with these guidelines.

Swinburne's Reconciliation Action Plan 2017-2019

The *Reconciliation Action Plan 2017-19 (RAP)* guides the *Indigenous Research Strategy 2018-2019.* The RAP is the primary Aboriginal and Torres Strait Islander policy document of the university. The RAP has seven key, interrelated themes.

- Governance and Leadership

- Culture

- Aboriginal and Torres Strait Islander Staff

- Aboriginal and Torres Strait Islander Students

- Engagement

- Teaching and Learning

- Research

The three strategies of the *Indigenous Research Strategy 2018-2019* map those identified in the RAP research theme. The 45 actions of the *Indigenous Research Strategy 2018-2019* draw from those listed in the seven RAP themes, particularly the research theme, along with a number of other actions.

A Note on Terminology

This document includes references to both 'Indigenous' and 'Aboriginal and Torres Strait Islander' peoples. The following is offered by way of clarity in reading this document.

'Indigenous' is used in the document title to better align with broader University terminology in such policies and procedures. In contemporary society, however, the phrase 'Aboriginal and Torres Strait Islander' is gaining credence as a self-identifying term for Aboriginal and Torres Strait Islander people, particularly in Victoria. As such, this document will predominantly refer to Aboriginal and Torres Strait Islander peoples, rather than Indigenous.

For further clarification, please refer to the Swinburne Aboriginal and Torres Strait Islander Terminology Guide.

Progress Review

The Aboriginal and Torres Strait Islander Research Committee will annually review the *Indigenous Research Strategy 2018-2019* and will report on this review to the RAP Steering Group.

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Strategy 1
Strengthen Aboriginal and Torres Strait Islander Studies Research across the Faculties and PAVE

Action	Timeline	Responsibility
Maintain and resource the Indigenous Research Committee.	Ongoing	ED (RS&L)
Identify Aboriginal and Torres Strait Islander research strengths across the university.	July 2018	ED (RS&L)
Award annual Aboriginal and Torres Strait Islander research grants ($25,000 in grant program).	December annually	ED (RS&L)
Hold an annual Aboriginal and Torres Strait Islander research workshop.	November annually	ED (RS&L)
Hold quarterly Aboriginal and Torres Strait Islander public research seminars.	Quarterly	ED (RS&L)
Engage in collaborative and reciprocal research partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations, international Indigenous organisations, industry and government.	Ongoing	ED (RS&L)
Aboriginal and Torres Strait Islander research ethics. 1. Expand ethics guidelines. 2. Hold annual ethics workshop. 3. Appoint an Aboriginal and Torres Strait Islander researcher to the HREC. 4. Appoint two Aboriginal and Torres Strait Islander ethics advisors.	1. January 2018 2. December annually 3. January 2018 4. January 2018	DVC (R&D) ED (RS&L)
Develop and maintain a register of Aboriginal and Torres Strait Islander related research occurring across the university.	July 2018	DVC (R&D) ED (RS&L)
Maintain and resource a university-wide interdisciplinary Indigenous Studies Group.	Ongoing	ED (RS&L)
Maintain and resource a university website on Aboriginal and Torres Strait Islander research.	Ongoing	ED (RS&L)
Implement an Aboriginal and Torres Strait Islander Visiting Scholar program.	July 2018	DVC (R&D)
Develop a scoping proposal regarding establishing a Research Centre in Reconciliation Studies.	July 2018	DVC (R&D) ED (RS&L)
Promote a public dialogue on Aboriginal and Torres Strait Islander Studies through the holding of the annual Reconciliation Lecture.	Annually	ED (RS&L)
Promote a public dialogue on Aboriginal and Torres Strait Islander Studies through the holding of the annual Barak-Wonga Oration.	Annually	ED (RS&L)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Implement an online training program on Aboriginal and Torres Strait Islander research, knowledges and methodologies, to be available for all staff and compulsory for all applicants for Aboriginal and Torres Strait Islander related research grants.	July 2018	DVC (R&D) ED (RS&L)

Strategy 2
Increase the Number of, and Support for, Aboriginal and Torres Strait Islander Researchers

Action	Timeline	Responsibility
Increase number of Aboriginal and Torres Strait Islander academic staff. December 2018 – 6 Academic staff December 2019 – 8 Academic staff	December annually	VP (P&C) EG
Ensure the retention rate for Aboriginal and Torres Strait Islander academic staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).	December annually	VP (P&C) EG
Award an annual Aboriginal and Torres Strait Islander Research Fellowship through Swinburne Research.	December annually	DVC (R&D)
Award an Aboriginal and Torres Strait Islander Research Fellowship through FHAD.	December 2018	PVC (FHAD)
Obtain philanthropic funding to award one Aboriginal and Torres Strait Islander Research Fellowship.	December 2019	VP (E)
FHAD to employ at least four ongoing Aboriginal and Torres Strait Islander academic staff.	December 2019	PVC (FHAD)
FBL and FSET to each employ at least one ongoing Aboriginal and Torres Strait Islander academic staff.	December 2019	PVC (FBL) PVC (FSET)
Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund, which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities.	January 2018	VP (P&C)
Promote Aboriginal and Torres Strait Islander academic staff, through events, websites, publications, and awards.	Ongoing	ED (RS&L) DVC (R&D) Faculty PVCs VP (E)
Implement a mentoring program for all Aboriginal and Torres Strait Islander academic staff.	January 2018	VP (P&C)
Maintain and resource an Aboriginal and Torres Strait Islander staff network to share information, receive peer support, and provide feedback to the RSG.	Ongoing	VP (P&C)
Organise professional development for all Aboriginal and Torres Strait Islander academic staff.	January 2018	VP (P&C)
Support Aboriginal and Torres Strait Islander academic staff in becoming members of national and international Indigenous scholarly networks.	Ongoing	ED (RS&L)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Support Aboriginal and Torres Strait Islander academic staff regarding career, leadership, research and research training development.	Ongoing	ED (RS&L) Faculty PVCs
Ensure Aboriginal and Torres Strait Islander academic staff Performance Development Planning and workloads take into account cultural and community protocols and obligations.	Ongoing	VP (P&C)

Strategy 3
Increase the Number of, and Support for, Aboriginal and Torres Strait Islander HDRs

Action	Timeline	Responsibility
Increase number of Aboriginal and Torres Strait Islander HDRs. December 2018 – 5 HDRs December 2019 – 9 HDRs	December annually	DVC (R&D) Faculty PVCs
Ensure the retention and progression rates for Aboriginal and Torres Strait Islander HDRs is at the same rate or higher as the retention and progression rates for all Swinburne HDRs.	December annually	DVC (R&D) Faculty PVCs
Award an annual Aboriginal and Torres Strait Islander SUPRA through Swinburne Research.	December annually	DVC (R&D)
FHAD, FBL and FSET to award an Aboriginal and Torres Strait Islander SUPRA.	January 2019	Faculty PVCs
Obtain philanthropic funding to award an Aboriginal and Torres Strait Islander SUPRA and to provide top up funds for Aboriginal and Torres Strait Islander SUPRAs.	March 2018	VP (E)
Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.	December annually	VP (E) ED (RS&L) DVC (R&D) Faculty PVCs
Improve HDR pathways, and provide support, for Aboriginal and Torres Strait Islander community members, public servants, undergraduate, honours and existing staff.	Ongoing	DVC (R&D) Faculty PVCs
Support Aboriginal and Torres Strait Islander HDRs, through mentoring schemes, seminars, cultural leave arrangements, and infrastructure.	December annually	ED (RS&L) DVC (R&D) Faculty PVCs
Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs.	December annually	DVC (R&D) ED (RS&L) Faculty PVCs
Link Aboriginal and Torres Strait Islander HDRs into national and international Indigenous scholarly communities and networks.	Ongoing	ED (RS&L)
Market HDRs to Aboriginal and Torres Strait Islander people through general and specific websites, brochures, and events, particularly in non-traditional areas.	Ongoing	DVC (R&D) Faculty PVCs ED (RS&L)
Improve employment pathways for Aboriginal and Torres Strait Islander HDRs, in ongoing academic roles, and in casual roles, such as research assistants and interns.	Ongoing	VP (P&C) Faculty PVCs

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Maintain and resource an Aboriginal and Torres Strait Islander HDR network to share information, receive peer support, and provide feedback to the RSG.	Ongoing	ED (RS&L)
Promote flexible co-supervision practices with Aboriginal and Torres Strait Islander peoples outside Swinburne.	Ongoing	DVC (R&D) Faculty PVCs ED (RS&L)
Create an online training program on Aboriginal and Torres Strait Islander research, knowledges and methodologies, to be compulsory for all supervisors of Aboriginal and Torres Strait Islander HDRs and all graduate research staff.	July 2018	DVC (R&D) ED (RS&L)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Acronyms

DVC (R&D)	Deputy Vice-Chancellor (Research and Development)
ED (RS&L)	Executive Director, Reconciliation Strategy and Leadership
EG	Executive Group
FHAD	Faculty of Health, Arts and Design
FBL	Faculty of Business and Law
FSET	Faculty of Science, Engineering and Technology
HDR	Higher Degree by Research
PVC (FHAD)	Faculty Pro Vice-Chancellor, Faculty of Health, Arts and Design
PVC (FBL)	Faculty Pro Vice-Chancellor, Faculty of Business and Law
PVC (FSET)	Faculty Pro Vice-Chancellor, Faculty of Science, Engineering and Technology
RAP	Reconciliation Action Plan
RSG	RAP Steering Group
SUPRA	Swinburne University Postgraduate Research Award
VP (E)	Vice-President (Engagement)
VP (P&C)	Vice-President (People and Culture)

Swinburne University of Technology Indigenous Research Strategy 2018-2019

Further Information

Professor Andrew Gunstone
Executive Director, Reconciliation Strategy and Leadership
agunstone@swin.edu.au
www.swin.edu.au/indigenous

Appendix D Swinburne's Indigenous Research Strategy 2021 - 2023

Swinburne University
Indigenous Research Strategy 2021-23

Cockatoo-Djarring, Tammy-Lee Atkinson

"Nine cockatoos are out and about, soaring through the sky".

Tammy-Lee Atkinson is a Yorta-Yorta artist. She is a proud Aboriginal woman who loves to learn and share personal and familial stories about her culture. Being able to express her own story through painting, drawing and photography, she attaches strong symbolic meaning to images that represent her traditional culture in contemporary art contexts.

"I have been fascinated by Paramecium since childhood. We can learn a lot about nature and life-ways from this tiny organism. They have cellular memory, congregate together, enjoy common tasks and share their data for the greater good: teaching us that even at the micro level we can be agents of change and our actions, of benefit".

Dr Robyn Heckenberg is a Wiradjuri artist and academic. Her dialogues are in visual and written text, as an entreaty to look again at creation through Indigenous' eyes to care for Country and honour this Land, Mother Earth, and and Her peoples as sacred.

Little Creatures Series 2.3, Robyn Heckenberg

Acknowledgement of Country

Djirri Djirri dance group, Launch of the Swinburne 2020–2023 Reconciliation Action Plan, Aunty Dot Peters AM Flowering Grasslands, Swinburne Hawthorn Campus.

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

We are honoured to recognise our connection to Wurundjeri Country, history, culture and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands. We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

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

Foreword

The *Swinburne University Indigenous Strategy 2021-2023* is a core part of Swinburne's suite of Indigenous strategies that provides a solid foundation for our commitment to work with Aboriginal and Torres Strait Islander peoples to ensure ethical, reciprocal, and self-determining research relationships throughout the university.

Swinburne is committed to self-determining, collaborative, innovative, impactful and reciprocal research and enterprise partnerships with Aboriginal and Torres Strait Islander peoples, communities, organisations, businesses and entrepreneurs.

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

Professor Virginia Kilborn
Deputy Vice-Chancellor, Research (Acting)
Swinburne Chief Scientist

Professor Andrew Gunstone
Executive Director
Moondani Toombadool Centre

Dr Sadie Heckenberg
Chair
Indigenous Research Committee
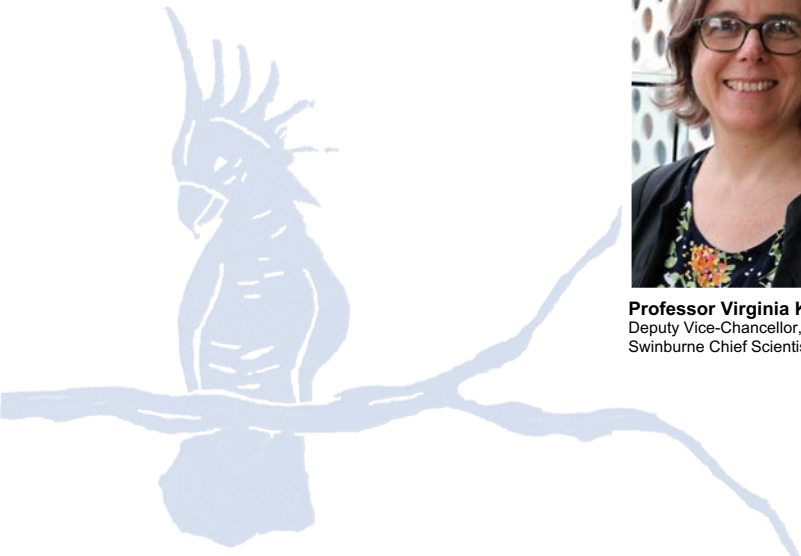
Strategic Alignment

The Swinburne Indigenous Research Strategy 2021-2023 works hand in hand with university, national and international documents. The Strategy is aligned with Swinburne's strategic plan *Swinburne Horizon 2025* and works toward Swinburne's Vision of *people and technology working together to build a better world.* We acknowledge Indigenous technologies are vast and ancient and respect the sovereignty of Indigenous knowledges.

- *Reconciliation Action Plan Elevate 2020-2023*
- *Moondani Toombadool Indigenous Teaching and Learning Strategy 2019-2022*
- *Aboriginal and Torres Strait Islander Workforce Strategy 2020-2023*

National

There are a number of external documents that guide researchers to conduct ethical research with Aboriginal and Torres Strait Islander people and communities. Swinburne recognises the leading documents that shape national best practice including:

- **Australian Institute of Aboriginal and Torres Strait Islander Studies** *Code of Ethics for Aboriginal and Torres Strait Islander Research (the AIATSIS Code)*
- **National Health and Medical Research Council** *Ethical guidelines for research with Aboriginal and Torres Strait Islander Peoples*
- **Australian Council of Graduate Research** *Good Practice Guidelines for Aboriginal and Torres Strait Islander Research Education*
- **Universities Australia** *Indigenous Strategy*.

International

Swinburne recognises international documents that protect and enhance Indigenous research and ensure the protection of Indigenous community knowledges and the intellectual property rights of Indigenous knowledge holders.

- **United Nations** *Declaration on the Rights of Indigenous Peoples*
- **Convention on Biological Diversity**, with particular reference to *Article 8(j) Traditional Knowledge, Innovations and Practices*
- *Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization to the Convention on Biological Diversity*
- The *Mo' otz Kuxtal Voluntary Guidelines for Traditional Knowledge.*

"Ensure the 'prior and informed consent', 'free, prior and informed consent' or 'approval and involvement'… of indigenous peoples and local communities for accessing their knowledge, innovations and practices, for fair and equitable sharing of benefits arising from the use of their knowledge, innovations and practices… and for reporting and preventing unlawful appropriation of traditional knowledge"

(Mo' otz Kuxtal Voluntary Guidelines for Traditional Knowledge, 2019, p. 3)

Indigenous Research

The Strategy works within Indigenous led and Indigenous focused research striving to ensure ethical, reciprocal, and self-determining research and methodologies throughout the university. We recognise Indigenous led research may not be Indigenous focused, while Indigenous focused research may not be led by an Aboriginal and Torres Strait Islander person. Within this diverse space we strive to ensure Indigenous voices are empowered and Indigenous peoples are self-determined.

Swinburne recognises research beneficence is key to the success of Indigenous research projects and partnerships. Project co-design and Indigenous community autonomy should lead to reciprocal outcomes.

To ensure that Indigenous research at Swinburne is embedded in process and practice through the university the Indigenous Research Strategy works closely with other institutional Indigenous governance mechanisms. The following Swinburne Indigenous-led committees will provide strategic advice and guidance in the implementation of the Indigenous Research Strategy:

The Indigenous Research Committee
The Indigenous Research Committee consults on and guides ethical research practices across the university that ensures we continue to embrace and learn from Indigenous knowledges and ways of doing.

The Indigenous Governance Committee
The Indigenous Governance Committee provides leadership and advice on Swinburne's Indigenous strategies on teaching and learning, research, and employment across the university.

The Moondani Toombadool Centre
The Moondani Toombadool Centre is committed to institutional transformation where Aboriginal and Torres Strait Islander self-determination and knowledges are the foundations on which Swinburne leads educational change. The Centre is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne.

Accountability for championing the progress and outcomes of the Indigenous Research Strategy will be shared by the following roles and offices:

- Deputy Vice-Chancellor, Research
- Pro Vice-Chancellor, Indigenous Engagement
- Associate Deans, Research
- Executive Director, Moondani Toombadool Centre (MTC)
- Executive Director, Reconciliation Strategy and Leadership
- Chair, Indigenous Research Committee
- MTC Academic Director, Indigenous Research
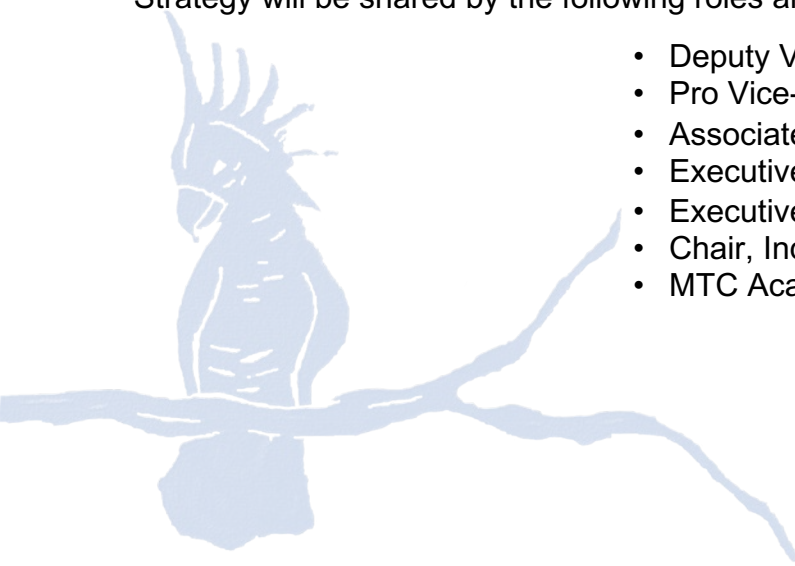
Our Vision

The *Indigenous Research Strategy 2021-23* has a vision where Aboriginal and Torres Strait Islander peoples, their heritage, cultures and spirituality are valued, respected and celebrated. Swinburne's vision for Reconciliation is to create a university environment that builds on relationships based on knowledge sharing, mutual respect and understanding, and lifelong learning across all areas, culture, research, teaching and learning, and engagement.

The Strategy strengthens the authority of Aboriginal and Torres Strait Islander knowledges in research, looks to a holistic framework of Indigenous research and centralises Indigenous ways of being, knowing and doing. Through this strength based approach the Strategy has been designed from the in-depth consultations with Aboriginal and Torres Strait Islander staff and keeps their vision at the forefront, and as the foundation, of this document:

Indigenous Knowledges are Overachieving: Respecting Aboriginal and Torres Strait Islander Community and researcher expertise and ways of doing.

Holistic: Understanding the connectedness of research projects and outcomes to the entire community and ensuring cultural safety and overall wellbeing.

Reconciliation: Recognising and respecting that western ways to undertake research may not be the most culturally appropriate and that co-design is needed.

Employment and Workplace: Acknowledging the cultural workload of research engagements and practicing institutional humility offers genuine reciprocal benefits.

Community: Co-designing with community from the outset guarantees community needs and aspirations are embedded, whilst also respecting cultural sovereignty.

Senior Elders: Respecting knowledge, wisdom and cultural authority of Elders who share and guide our research journeys is an intrinsic part of ethical research.

Governance: Indigenous expertise at all levels within the research structure provides the basis for a sustainable and respectful partnership.

Cultural Humility: A culturally appropriate engagement that acknowledges Indigenous people's expertise, inclusive of self-reflection and deep listening.

Values: A nexus of researcher and community values and beliefs to create a research paradigm reflecting Indigenous ontology and epistemology.

Reciprocity: Embodies a relationship where there is a fair and equitable share of benefits arising from the use and application of Indigenous knowledge.

Indigenous Methodologies: Indigenous ways of being, knowing and doing and the significance of connection to Country, Place, Ancestors and Story.

Ethical Processes: Respectful behavior that takes into account western and Indigenous ethical frameworks, practice and processes.

The Strategy embeds practices of Cultural Competency to ensure Cultural Safety for our Aboriginal and Torres Strait Islander staff, students and communities.
Dr Sadie Heckenberg

Indigenous Research Strategy

RECONCILIATION
- working together
- decolonising work
- Cultural load & workloads
- Institutional & structural humility and modesty

SENIOR ELDERS
- Custodianship
- Stewardship
- HDR supervisors & cultural guidance
- Community
- sovereignty

EMPLOYMENT and WORKPLACE
- Self-Determination
- HOLISTIC

INDIGENOUS KNOWLEDGES are overarching
- FoR Division Code 45
- Reflectively

GOVERNANCE
- Indigenous voices at all levels
- Cultural terms of reference

ETHICAL PROCESSES
- Embedded ethical protocols
- Data sovereignty
- Ethical partnerships

Indigenous Methodology
- Aboriginal standpoints

RECIPROCITY

CULTURAL HUMILITY

VALUES
- that we have in common
- that drives the research strategy
- sovereignty as a value

Themes

Our Strategy is organised into three broad and interconnected themes. Each Theme focuses on how we as a University can work with our Aboriginal and Torres Strait Islander staff, students and communities to ensure the Swinburne environment is one of cultural competency and our staff, students and community feel culturally safe and empowered. Working with a sense of reconciliation we decolonise and Indigenise.

ENSURING
AN INDIGENOUS RESEARCH CULTURE

Swinburne is committed to strengthening our Indigenous research culture across the institution. The first theme of the Strategy focuses on Aboriginal and Torres Strait Islander research and how we can work to continually improve our Indigenous engagement within research practices and policy and ethical research practices

EMPOWERING
INDIGENOUS RESEARCHERS

Swinburne recognises the need to continue to increase the number of Aboriginal and Torres Strait Islander researchers within our University.

The Strategy respects the ways Indigenous researchers engage within the research space. The Theme is aimed at supporting and empowering Aboriginal and Torres Strait Islander people, Indigenous Ontology and connections to family and Country.

ENABLING
INDIGENOUS HDR SUCCESS

Swinburne's priority for our HDR students is that they can develop advanced skills and knowledge in their field while in a culturally safe environment.

The Strategy looks to ensure Aboriginal and Torres Strait Islander HDR Students are self-determined in their research journey, while being provided guidance by supervisors that undertake and respect their cultural standpoints and research methodologies
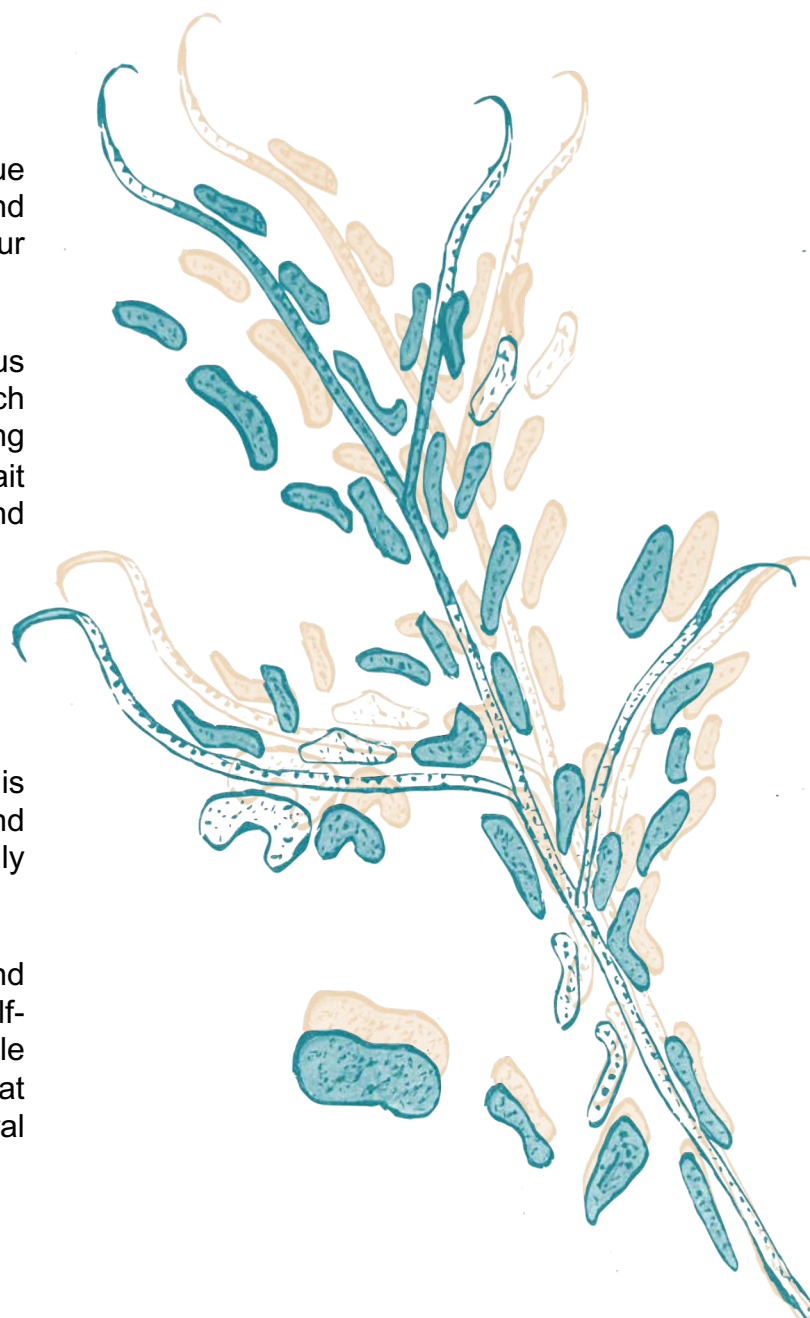
ENSURING AN INDIGENOUS RESEARCH CULTURE

Goal and Targets	Strategies	Responsibility
Ensure Indigenous voices and perspectives within Governance structures and university policies	Maintain and resource the Indigenous Research Committee.	MTC
	Review research partnerships to ensure that ethical and beneficial arrangements occur for Aboriginal and Torres Strait Islander researchers and communities and the documentation of impact and engagement	MTC, Research Office, Schools, VET
	Review University research ethics policies and procedures to ensure cultural competency	MTC, Research Office
	Review current practice of the Human Research Ethics Committee in assessing research proposals involving Aboriginal and Torres Strait Islander Peoples and communities, strengthening specialist expertise in Indigenous research.	MTC, Research Office

Goal and Targets	Strategies	Responsibility
Empowering and protecting Aboriginal and Torres Strait Islander peoples and communities through ethical research practices	Creating information sessions and tools to support greater awareness of research practices and experiences.	MTC, Research Office
	Holding public Indigenous research workshops and seminars	MTC, Research Office

Goal and Targets	Strategies	Responsibility
Strengthen Aboriginal and Torres Strait Islander Research across the schools and VET	Maintain and resource a university-wide interdisciplinary Indigenous Studies Group	MTC
	Maintain and resource a university website on Aboriginal and Torres Strait Islander research	MTC
	Hold an annual Aboriginal and Torres Strait Islander research workshop open to all Swinburne staff *(RAP Target 105)*	MTC
	Engage in self-determining, collaborative, innovative, impactful, and reciprocal research and enterprise partnerships with at least three Aboriginal and Torres Strait Islander communities or organisations annually *(RAP Target 106)*	MTC, Research Office, Schools, VET
	Implement an online training course on Aboriginal and Torres Strait Islander research, knowledges, methodologies, and ethics, to be available for all staff and HDRs, and compulsory for all applicants for Aboriginal and Torres Strait Islander related research grants *(RAP Target 107)*	MTC. Learning Transformations
	Hold an annual Aboriginal and Torres Strait Islander research ethics workshop open to all Swinburne staff *(RAP Target 108)*	MTC, Research Office

Goal and Targets	Strategies	Responsibility
Culturally competent research practices	Engage in collaborative and reciprocal research partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations, international Indigenous organisations, industry and government.	MTC, Research Office, Schools, VET
	Ensure all researchers undertaking Indigenous research complete the Aboriginal and Torres Strait Islander cultural competency face-to-face training provided by the Koorie Heritage Trust *(RAP Target 48)*	MTC, Research Office, IEC

EMPOWERING INDIGENOUS RESEARCHERS
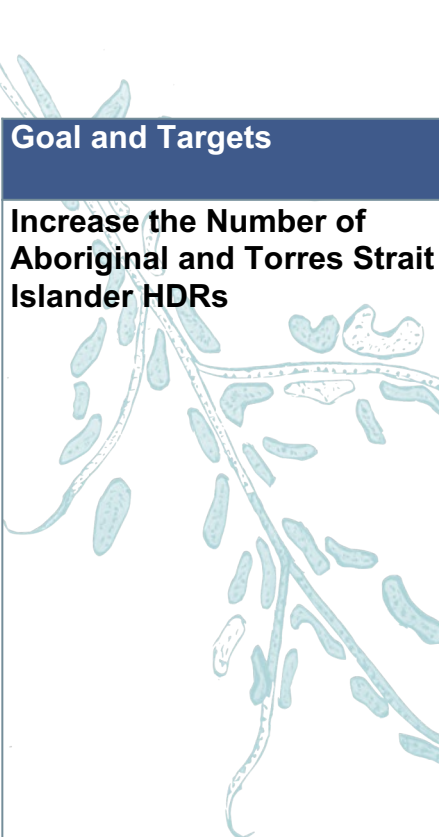
Goal and Targets	Strategies	Responsibility
Increase the Number of Aboriginal and Torres Strait Islander Researchers	Support Aboriginal and Torres Strait Islander academic staff regarding career, leadership, research and research training development.	MTC, Research Office, Schools
	Award an annual Aboriginal and Torres Strait Islander Research Fellowship *(RAP Target 109)*	MTC, Research Office
	Promote research positions in Indigenous media and career networks	MTC, Research Office, Schools

Goal and Targets	Strategies	Responsibility
Supporting and empowering Aboriginal and Torres Strait Islander Staff	Support Aboriginal and Torres Strait Islander academic staff in becoming members of national and international Indigenous scholarly networks.	MTC, Research Office, Schools
	Ensure Aboriginal and Torres Strait Islander academic staff Performance Development Planning and workloads take into account cultural and community protocols and obligations.	MTC, Research Office, Schools
	Award annual Aboriginal and Torres Strait Islander research grants ($25,000 in grant program*) (RAP Target 104)*	MTC
	Promote Aboriginal and Torres Strait Islander research, through events, websites, publications, and awards.	MTC, Research Office, Schools
	Implement a mentoring program for all Aboriginal and Torres Strait Islander academic staff.	MTC, Research Office, Schools
	Support Aboriginal and Torres Strait Islander academic staff regarding career, leadership, research and research training development.	MTC, Research Office, Schools

ENABLING INDIGENOUS HDR SUCCESS

Goal and Targets	Strategies	Responsibility
Ensure Cultural Safety for Aboriginal and Torres Strait Islander HDR Students	Ensure all Supervisors complete the Aboriginal and Torres Strait Islander cultural competency face-to-face training provided by the Koorie Heritage Trust (*RAP Target 48*)	MTC, Research Office, IEC
	Support Aboriginal and Torres Strait Islander HDRs, through mentoring schemes, seminars, cultural leave arrangements, and infrastructure.	MTC, Research Office, Schools
	Link Aboriginal and Torres Strait Islander HDRs into national and international Indigenous scholarly communities and networks.	MTC, Research Office, Schools
	Provide internal informal mentoring support for Aboriginal and Torres Strait Islander researchers and HDRs (*RAP Target 111*)	MTC, Research Office, Schools
	Include Aboriginal and Torres Strait Islander focussed sessions in HDR supervisor programs and researcher development programs (*RAP Target 112*)	MTC, Research Office, Schools

Goal and Targets	Strategies	Responsibility
Increase the Number of Aboriginal and Torres Strait Islander HDRs	Ensure the retention and progression rates for Aboriginal and Torres Strait Islander HDRs is at the same rate or higher as the retention and progression rates for all Swinburne HDRs.	MTC, Research Office, Schools
	Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander HDR enrolments.	MTC, Research Office, Schools
	Improve HDR pathways, and provide support, for Aboriginal and Torres Strait Islander community members, public servants, undergraduate, honours and existing staff.	MTC, Research Office, Schools
	Market HDRs to Aboriginal and Torres Strait Islander people through general and specific websites, brochures, and events, particularly in non-traditional areas.	MTC, Research Office, Schools
	Award an annual Aboriginal and Torres Strait Islander Postgraduate Scholarship *(RAP Target 110)*	MTC, Research Office

Goal and Targets	Strategies	Responsibility
Increase Aboriginal and Torres Strait Islander Supervisors	Develop industry, community and alumni relationships to increase Aboriginal and Torres Strait Islander supervisor links.	MTC, Research Office, Schools, VET
	Create Adjunct appointments with Aboriginal and Torres Strait Islander peoples to increase supervisor expertise	MTC, Research Office, Schools, VET
	Award an annual Aboriginal and Torres Strait Islander Research Fellowship *(RAP Target 109)*	MTC, Research Office

With Thanks

The Indigenous Research Strategy would not be possible without the guidance and knowledge of many amazing people, including:

Swinburne's Aboriginal and Torres Strait Islander Staff
Executive Director, Moondani Toombadool Centre
Indigenous Research Committee
Deputy Vice-Chancellor, Research (Acting)
Associate Deans, Research

With special thanks to Yorta Yorta Artist Tammy-Lee Atkinson and Wiradjuri Artist Robyn Heckenberg, whose works allow our vision to soar.

Appendix E Swinburne's 2022-2025 Research Strategy

Swinburne
Research
Strategy

_2025

Swinburne University of Technology

Contents

Foreword

Swinburne is a young, innovative and future-focused university, ranking in the top 1% of universities worldwide for research excellence. Our strong reputation for excellent, high quality and impactful research attracts exciting opportunities for meaningful and sustained research partnerships with outcomes that make a difference, create value and are a source of pride. We are a university that has always been prepared to do things differently, to be bold, imaginative and distinctive.

Swinburne's Horizon 2025 Strategic Plan defines Swinburne as the university where people and technology work together for a better world. Central to this is our deep, unwavering commitment to research excellence, impact and eminence. Research enables us to deliver real-world outcomes in the form of transformative ideas and innovative technological solutions; it empowers us to translate our findings into industrial transformation, social change, and community and economic benefit.

In pursuit of our Horizon 2025 moon shots, the Swinburne Research Strategy 2025 articulates how our integrated research ecosystem and broad community of renowned experts is powered by a strong culture of collaboration, co-creation and a unique whole-of-system approach. We work together to tackle complex problems and deliver genuine social and economic impact, mobilising expert teams across research disciplines and organisational lines. We continuously build on our enviable track record of collaboration with industry, government, and community organisations, as well as with research colleagues nationally and internationally.

Partnership with industry, government bodies and other external organisations is fundamental to our approach. By 2025, we will be recognised internationally as a partner of choice for impactful research programs aligned with our flagship research areas. We know that successful research partnerships are supported by strong governance processes that are seamless, flexible and transparent. We will focus on building mutual partnerships where value is both created and shared in a way that supports the flourishing of new ideas.

We are dedicated to developing the next generation of researchers and Swinburne is fast becoming an international destination of choice for research students. We offer best-in-class, industry-embedded PhD programs as part of a suite of employment-oriented research training experiences. Research training expands beyond students and into our entire research community, embedding an entrepreneurial culture to grow our research from clever ideas into commercial and economic innovations.

Bringing together technology and humanity is at the heart of everything we do. We offer a deep understanding of the human element that is a critical driver in the creation, adoption, and dissemination of the new technologies we create.

We will continue to build an innovative, diverse and inclusive community of research staff and Doctoral and Masters students at the forefront of their fields. We actively seek staff with a broad variety of expertise and career paths – including industry researchers – united by a passion for impact on our shared future.

In a rapidly changing world of challenge and opportunity, I am excited and optimistic about how our research will bring people and technology together to build a better future.

Professor Karen Hapgood

Deputy Vice-Chancellor, Research
Swinburne University of Technology

Swinburne's research achievements

University rankings

Top 250
Academic Ranking of World Universities (ARWU) 2022

Top 50
Times Higher Education (THE) Young University Rankings 2022

Top 300
QS World University Rankings 2023

Top 10
in Australia for innovative patents per FTE
(The Australian Research Magazine 2023)

Top 350
Times Higher Education (THE) World University Rankings 2023

Subject rankings

#45
in the world for Automation and Control
(ARWU Global Ranking of Academic Subjects 2022)

#83
in the world for Computer Science and Engineering
(ARWU Global Rankings of Academic Subjects 2022)

Top 150
in the world for Art and Design
(QS World University Rankings by Subject 2023)

#67
in the world for Space Science
(US News ranking)

#87
in the world for Optics
(US News)

#108
in the world for Telecommunications Engineering
(ARWU Global Ranking of Academic Subjects 2022)

#67
in the world for Civil Engineering
(ARWU Global Ranking of Academic Subjects 2022)

#100
in the world for Electrical & Electronic Engineering
(ARWU Global Ranking of Academic Subjects 2022)

#130
in the world for Law
ARWU Global Ranking of Academic Subjects 2022

By 2025, Swinburne will:

- Be recognised as a leader in each of our flagship research areas, including being ranked as one of the top 100 universities in the world in our focused subject areas
- Deliver a suite of industry-focused graduate research programs that are considered best practice and a hallmark of Swinburne
- Forge an entrepreneurial culture that creates a pipeline from research discoveries to commercial value and societal benefit
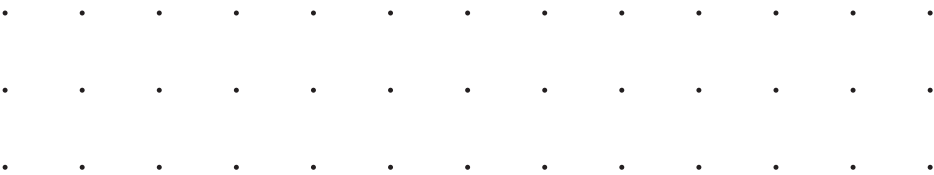- Attract $70 million in external research income per year
- Derive 70% of our research funding from industry and other sources (Cat 2-4), including from venture-funded business, innovative start-ups and SMEs.

The next chapter:
Swinburne Horizon 2025

Swinburne's bold Horizon 2025 Strategic Plan outlines four aspirational moon shots that will set the university apart from others, with a unique focus on preparing work-ready graduates and industry-engaged postgraduate researchers. These four moon shots, as they relate specifically to our research endeavours, are:
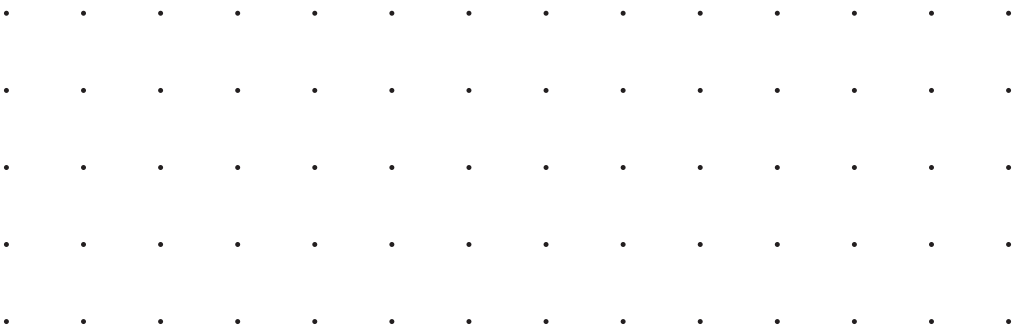
2025 Moon shots

1   Every Swinburne learner gets a work experience

All Swinburne Doctoral and Masters by Research students will have the opportunity to include real industry experience during their degree, including industry-linked projects and built-in research internships. This is made possible by Swinburne's extensive partnerships with innovative companies in Australia and globally.

2   Every Swinburne graduate gets a job

Swinburne's goal is for every graduate to be a job taker or a job creator in a future world of work defined by technology, innovation and entrepreneurship. We will support our PhD graduates to obtain a job through exposure to quality and impactful research, skills development, career support, internships and lifelong learning.

3   Every Swinburne partner gets a tech solution

Our ambition is to be the most industry-engaged university in Australia. Every partner that engages with Swinburne will receive a solution underpinned by technology and research excellence, while being connected seamlessly with Swinburne's innovation and entrepreneurial ecosystem and human capital. Swinburne researchers will continue to collaborate with industry, communities, and government through embedded partnerships to co-create solutions that transform local and global communities.

4   Swinburne is the prototype of global best practice

Swinburne will step up to the global stage and be the prototype of a new model of university with a distinct and innovative profile that is fit for a digital future. We will maintain awareness of traditional indicators of research quality and emerging measures of research impact, while embedding future-focused research best practice indicators to support and measure our success.
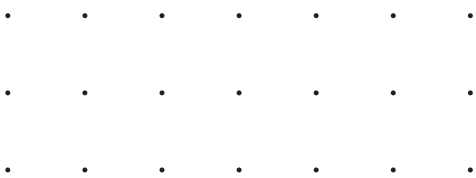
Swinburne's future-focused Research Strategy 2025

Swinburne's future-focused research and innovation combines science, technology and innovation with humanity to deliver genuine, collaborative and sustainable social, environmental and economic impact.

As a university of technology, our research and innovation is focused on realising the benefits of a digitally-enabled future, with particular attention to the social impact and human enablement of technological transitions and developments.

We conduct research across the continuum of fundamental and basic research, through to applied and commercial research innovation. We invest in key enablers and co-creation to deliver the technology and human capital that is required to generate genuine, collaborative and sustainable environmental, social and economic outcomes. There are four pillars to our Research Strategy:

Research excellence

- Focused on our flagship research priorities with world-class capabilities and infrastructure
- Lead large, ambitious, multidisciplinary and collaborative projects and initiatives
- Ongoing commitment to high quality, impactful research that enhances our reputation worldwide.

Impactful research

- Every partner – from SMEs to multinational companies, government agencies and community organisations – will receive an innovative technology-led solution that drives the results they need
- Strong alignment with industry and government roadmaps that influence public policy and enhance the public discourse on issues that matter for our future
- Entrepreneurial culture that creates a pipeline from research discoveries to commercial value and societal benefit.

Globally connected

- Best practice leader in the University-Industry Innovation Network (UIIN), a group of like-minded institutions who are driving research-industry innovation and talent development
- Drive major global research partnerships in Swinburne's flagship research priority areas
- Growth in high quality international joint publications.

Research training

- Industry-focused PhDs as a hallmark of Swinburne
- Build an academic workforce with diverse skills and experiences to develop clever solutions for impact
- Create the next generation of research, business and societal leaders.

There are three key enablers to ensure that the Swinburne Research Strategy 2025 is well supported:

- Swinburne's innovative, diverse and inclusive community of research staff and graduate researchers are at the forefront of their fields, encompassing fundamental discovery research through to applied R&D and innovation expertise. This includes best practice support for Indigenous researchers and Indigenous research topic areas
- Agile and outcome-focused research support services across the entire lifecycle of each research project
- Integration of research across the university's education and innovation ecosystems.

Moonshot 1
Every Swinburne learner gets a work experience

Moonshot 2
Every Swinburne graduate gets a job

Moonshot 3
Every Swinburne partner gets a tech solution

Moonshot 4
Swinburne is the prototype of global best practice

Research Strategy

Flagship Areas

Research Intent

Enablers

Priorities

Research training
Swinburne's future-focused research and innovation combines science, technology and innovation with humanity; to deliver genuine, collaborative and sustainable social and economic impact

Industry-focused PhDs as a hall mark of Swinburne
Build an academic workforce with diverse skills and experiences to develop clever solutions for impact
Create the next generation of research and business leaders

Research excellence
Focused on our flagship research with world-class capabilities and infrastructure
Ongoing commitment to high quality and impactful research that enhances our reputation worldwide
Leading large, ambitious, multidisciplinary collaborative projects and major initiatives

Innovative, diverse and inclusive community of research staff and students at the forefront of their fields

Agile and outcome-focused research support services across the entire lifecycle of each research project

Globally connected
Best practice leader in the University-Industry Innovation Network (UIN)
Each flagship research area is connected with major global research partnerships
Growth in high quality international joint publications

Research Impact
Every partner gets a technology-enabled solution
Strong alignment with industry and government roadmaps for our future
Entrepreneurial culture that creates a pipeline from research discoveries to commercial value and societal benefit

Space and Aerospace

Digital Capability

Manufacturing Futures

Innovative Society

Innovative Planet

Innovation/Commercialisation

Med Tech and Health Innovation

9

Swinburne's Research Ecosystem

Swinburne is aligning, integrating and empowering our research activities across the university.

The Research Ecosystem model is cross-disciplinary, collaborative and committed to real-world impact. We are a broad community of researchers with recognised expertise and leadership in our fields, with a common commitment to excellent, impactful research that benefits society.

Our flagship research areas are targeted yet diverse, underpinned by world-leading researchers, state-of-the-art facilities, and strong industry and government partnerships. Swinburne's Research Platforms are aligned with respective flagship research areas; however, they also provide important capability support to the other flagship research areas. The university's innovation and commercialisation activities are also centrally embedded into the Research Ecosystem.

Swinburne has a vision for a sustainable future society and better world, and our Research Ecosystem will enable us to get there.

Flagship research areas

1
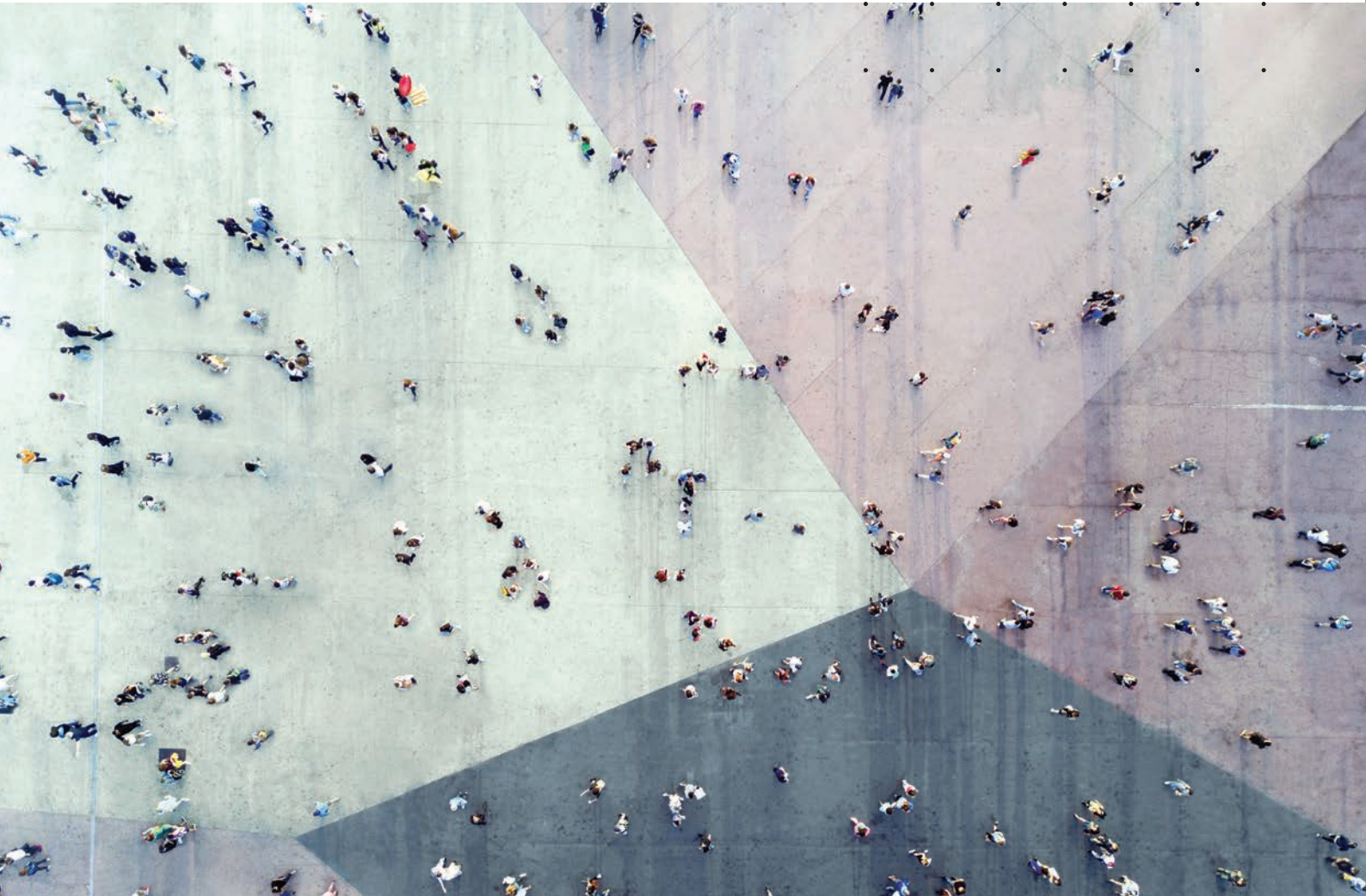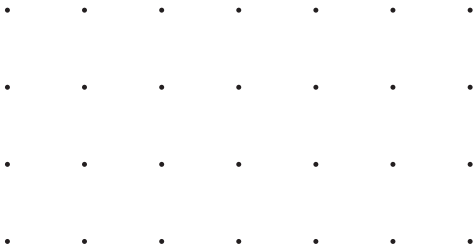
Space and Aerospace

Our global reputation in astrophysics, supercomputing and space aligns with expertise in space technology, aerospace, advanced materials, optical and quantum communications, engineering and instrumentation, visualisation and satellite data analysis, and future air mobility.

2

Medical Technology and Health Innovation

Our skills in mental health and brain science, combined with our expertise in co-design and clinical translation of medical technologies (MedTech) contributes to impactful outcomes in digital health, mental health, assistive technology, medical devices, biomedical science and engineering, clinical and allied health, and MedTech manufacturing.

3

Innovative Planet

We have a passion for sustainability and are dedicated to achieving a carbon neutral world by 2050 or earlier. Our research brings together sustainable materials, clean energy and hydrogen, the circular economy, and smart energy management, with social sciences and humanities, contributing to the creation of a sustainable future.

4

Innovative Society

We lead social innovation in the digital economy by combining the wealth of social sciences and behavioural sciences with our expertise in cutting-edge design, technology development, data analytics, business and communications. We drive innovative social practice through novel methods, data, and people networks. We work at the intersection of social challenges and technological potential, striving for greater social equity and digital inclusion.

5

Manufacturing Futures

We position ourselves at the junction of design, business, engineering and information systems. By integrating advanced manufacturing and design into the global value chain to capture the benefits of advanced manufacturing, Industry 4.0 and digital twins, we are securing Australia's industrial future.

6

Digital Capability

We develop and utilise digital research technologies that push above and beyond traditional business and industry boundaries – secure communications, artificial intelligence, data science and analytics, and quantum computing. We aim to be an international leader in digital research technology solutions with a focus on significant partnerships that have strong social and economic impact.

Research excellence

Research excellence is at the core of our mission. To achieve this, we will focus on supporting our people, developing our network of partnerships, and boosting our performance to ensure that our research is high quality, published and shared to ensure our work is translated into value for Swinburne, our partners and our community.

Focused on our flagship research areas with world-class capabilities and infrastructure

Our unique research ecosystem means that the full capacity of our research community contributes to Swinburne's research excellence and outcomes in a collaborative, concentrated effort. We will build research capacity, industry connections and the human capital to make an impact in each flagship area, mobilising the broad range of disciplines and researchers in our research community.

We will align our future research infrastructure investments in critical research equipment, facilities and capabilities within our flagship areas as well as our graduate research training efforts.

Leading large, ambitious, multidisciplinary collaborative projects and major initiatives

Swinburne's research culture looks beyond discipline boundaries and traditional approaches to projects, seeking complex research challenges that require unique, multidisciplinary approaches and combine science, technology and innovation with social and economic analysis and outcomes.

It is important that our researchers across all discipline areas seek sustainable funding to support our ambitious research agenda. We encourage and support our staff to apply for peer-reviewed national and international competitive grants and research funding. We will support our researchers by taking a structured development approach to ensure research proposals and pitches are high quality and competitive. These projects will enable the creation of new knowledge that will make significant contributions to each discipline, which in turn leads to future ideas, innovations and impact.

Ongoing commitment to high quality and impactful research that enhances our reputation worldwide

Swinburne is proud to be ranked in the top 1% of universities worldwide – in 2022, we were in the top 250 in the Academic Ranking of World Universities (ARWU) and top 300 in the Times Higher Education (THE) World University Rankings and QS World University Rankings. We are now able to shift our focus to key subject rankings aligned with our flagship research areas. We are already in the top 50 worldwide for Automation and Control (ARWU subject ranking) and in the top 100 for Space, Optics, Computer Science, Civil Engineering and Electrical Engineering, with many other subjects in the top 250 worldwide.

We will continue to encourage high quality research outputs, including publications and non-traditional research outputs where applicable. Publications should be in the highest quality journals and outlets possible. Discipline-focused strategies and a rigorous but supportive culture of internal peer review will enable our researchers to achieve these outcomes. We will share the outcomes of our work with stakeholders and the broader community. We will develop measures of impact that do not just rely on publication records and reward our researchers for excellence in creating it.

12
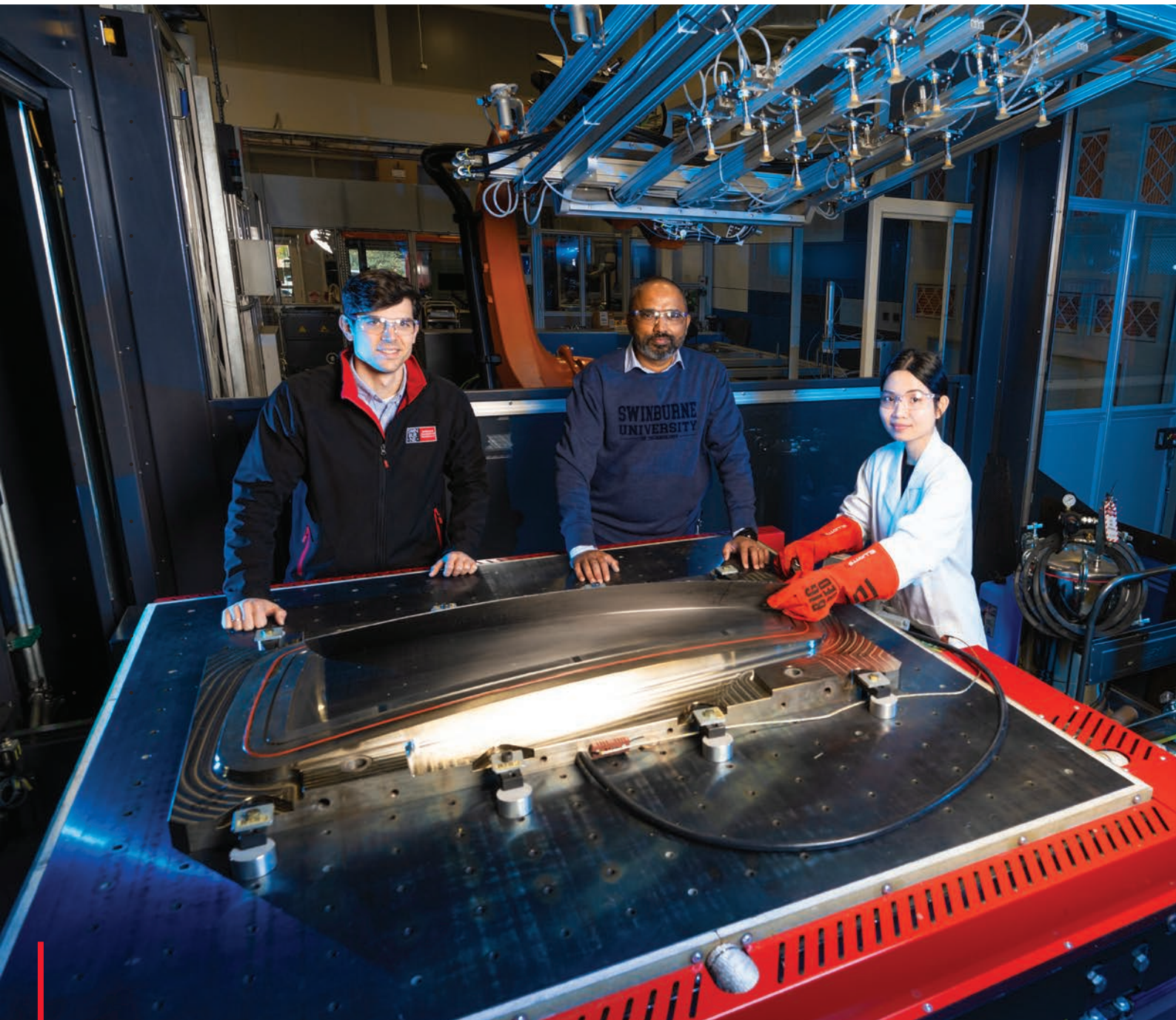
At the forefront of Industry 4.0

Swinburne-CSIRO Industry 4.0 Testlab facility (L-R: Professor Boris Eisenbart, Jimmy Thomas and Tuyen Tran) pictured with a carbon fibre layup of a satellite petal ready to be cured in the Industry 4.0 Testlab's fully automated composite part production process.

Our reputation for excellence and impact has already attracted many highly cited (HiCi) researchers to Swinburne. They are at the heart of a stable and integrated network, driving excellence in their specialised area of expertise and collaborating with our academic staff. They play a key role in mentoring our Higher Degree by Research students and connecting them to their influential discipline networks, as well as mentoring the next generation of Swinburne HiCi researchers.

We will complement these measurements of research excellence by entering into the Times Higher Education Impact Rankings, which uses the United Nations' Sustainable Development Goals (SDGs), to assess our progress and impact towards an innovative planet and society in research, teaching, outreach and stewardship.

What does success in research excellence by 2025 look like?

- **Consolidating our overall top 300 position in the ARWU, THE and QS rankings**, to reflect our respected position in the top 1% of universities worldwide
- **Increasing the number of subjects ranked in the top 50 and 100** aligned with our flagship research areas
- **Research excellence funding (HERDC Category 1): $20 million per annum**
- **Our staff featuring prominently in HiCi researcher lists and the top 2% of researchers worldwide**
- **Nature and Science papers increasing annually** with an expanding group of Swinburne authors
- **Our researchers are widely recognised via academic and industry awards**
- **Each flagship research area is supported by outstanding, iconic research infrastructure that Swinburne either owns or accesses**, such as the Factory of the Future, Supercomputer 'Ngarrgu Tindebeek', WM Keck Telescope, NanoLab, National Industry 4.0 Testlab for Composite Additive Manufacturing, Neuroimaging facility, Volumetric Motion Capture Lab, Aikenhead Medical Discovery Centre, Australian Synchrotron, Stawell Underground Physics Lab, MCN, ANFF, etc
- **Swinburne Chief Scientist is a valued source of well-informed strategic advice for** research-related roadmaps and policies, spanning universities, government and industry.

How will we achieve this?

- **Embed our network of HiCi researchers** and develop the next generation of research leaders whose careers have taken off at Swinburne
- **Develop discipline-focused strategies to increase our publications, citations and research impact** including journal articles in prestigious research outlets (Nature and Science) and Q1 and Q2 journals, as well as high quality non-traditional research outputs
- **Initiate a structured approach to develop high quality and competitive grant applications**, from early proposal development to staff training on writing compelling grants, through to grant submission compliance
- **Promote the unique profile of Swinburne's Chief Scientist by** engaging with media, industry forums, professional bodies, chambers of commerce, state and federal governments on the intersection of science, technology and policy
- **Nominate our outstanding researchers for significant external prizes and awards** via a structured process
- **Review our current research infrastructure facilities** – those we manage and those we have access to – to identify future needs and maintain our research infrastructure at the required standard.

What will change by 2025?

- Swinburne will enter the Times Higher Education Impact Rankings for the first time
- Our focus will shift from overall university rankings to specific subject rankings aligned with our flagship research areas
- The number of lead and senior author papers in the most prestigious journals in each discipline will increase
- Our success rate for competitive research grant funding will improve as a result of our well-planned and compelling grants proposals
- Investment in research infrastructure facilities will be strategic and aligned with our Research Ecosystem.

Swinburne's Chief Scientist, Professor Virginia Kilborn

In 2021, Swinburne University of Technology appointed Professor Virginia Kilborn as the inaugural Swinburne Chief Scientist, and the first ever Chief Scientist appointment at an Australian university.

Professor Kilborn is a leader of Swinburne's scientific community and is known as a champion of women in science, technology, engineering and mathematics (STEM). The position of Swinburne Chief Scientist provides leadership in science within and outside the university, driving scientific relationships and policy with government, industry and schools. The key focus areas for the Chief Scientist are in science research, education, policy development, and equity and diversity, concentrating on excellence and impact within Swinburne and the broader national science community.

"There has never been a more important time to be involved in science. As we step into the critical challenges of our nation and the world, the scientific voice must be more present. I am proud to represent that voice and continue to spearhead the great work that fellow scientists are performing at Swinburne and more broadly."

Professor Virginia Kilborn

Swinburne Chief Scientist

Research impact

Swinburne's Horizon 2025 Strategic Plan has a specific ambition to be the "most industry engaged university in Australia". Research partnerships are central to this ambition. We have built a reputation for dynamic and successful industry–research partnerships, but there is capacity to make this an even stronger distinctive element of Swinburne's research and innovation ecosystem.

Every partner gets an innovative technology-enabled solution

Swinburne's approach to partnered research projects and initiatives commences with actively listening to the challenges and issues facing our partners. Our goal is to adopt joint problem solving to create technology-enabled solutions using our recognised research expertise and capability.

We seek strategic research partners aligned to our flagship areas of research focus, where we can create mutual value through research support, graduate research projects and internships, and commercialisation. We engage effectively with SMEs and start-ups to deliver projects with large potential for impact and growth. We also seek to develop more impactful research projects that are larger in scale, and consequently more efficient, to deliver greater value across the entire value chain.

Our understanding of real-world issues, needs and opportunities is also enabled by industry advisory boards who provide guidance to our research leadership team and to each flagship research area. We are active contributors to national and international government, research and industry forums and networks.

We work closely with business to ensure that research with commercial potential is identified. We co-create value from our research and share in the outcomes.

With a multidisciplinary structure in place, we have the unique ability to provide our partners with a tailored team of relevant experts to assist in solving an identified problem.

Strong alignment with industry and government roadmaps for our future society

Swinburne is well positioned to capitalise on both state and Australian government priorities for established and emerging industry sectors. Our Victorian Higher Education State Investment Fund initiatives are an exemplar, focusing on opportunities to develop and grow research capability and activity aligned with the priority industry sectors of medical technology, hydrogen, advanced air mobility and supercomputing. Swinburne is poised to engage as a strong research partner in the next iteration of major programs such as the National Reconstruction Fund, National Manufacturing Priorities, Australian Medical Research and Innovation Priorities, Australia's Space Roadmap and the National Quantum Strategy. The development of these major strategic initiatives are significant undertakings, bringing together research expertise with support teams across the Research, Innovation and Enterprise, and the Global Engagement portfolios.

We ensure close ties with industry directions through our industry advisory boards for our Research Institutes and Platforms, as well as for many of our research centres. In addition, the Swinburne Industry Advisory Committee and the Technology Innovation and Value Creation Committee provide strategic advice to aid future planning and alignment.

Swinburne has an opportunity to play a more significant role in supporting the Australian Defence Force's goal to "protect and detect". We will articulate our research capabilities, aligned to the Defence STaR Shots, and strategically grow our capacity to engage in defence projects as a trusted partner.

Entrepreneurial culture that creates a pipeline from research discoveries to commercial value and societal benefit

Our refreshed research ecosystem approach, embedding innovation and commercialisation at the heart of what we do, positions Swinburne to be a key contributor to the Australian Government's University Research Commercialisation Agenda and related entrepreneurial initiatives. We will seek new sources of research funding that derive from value creating activities in start-ups, new ventures and our existing commercialisation portfolio. Converting Swinburne's innovative ideas into commercial start-ups and businesses will benefit Australia's economy, driving further re-investment in Swinburne's research from our portfolio of start-ups and spinouts.

Getting to the heart of anorexia

Associate Professor Elisabeth Lambert is an expert in reading electrical nerve impulses recorded using a technique called microneurography. She is studying why anorexia sufferers experience cardiovascular complications.

What does success in research impact by 2025 look like?

- We are aligned with significant government and industry roadmaps and integrate these into our future directions
- We co-invest with our research partners when there is a clear path to sharing value
- 70% of our research income comes from industry and external partners (Cat 2-4)
- Swinburne has a strong pipeline of new start-ups and high-value licences evolving from our innovative research
- Our engagement with defence opens new opportunities for our research community in disciplines such as artificial intelligence and cyber security, smart materials, quantum sensing, space technology, social sciences, law, health and medical technology
- Swinburne is considered a national leader in research engagement and is regularly requested to provide input into major government and industry policy and roadmap position papers
- Swinburne's research papers and reports are co-authored with industry.

How will we achieve this?

- **Establish six key strategic industry partners, aligned with our six flagship research areas**, where we can create significant impact
- **Grow our industry and other external income (HERDC Cat 3)** by concentrating our efforts on our flagship research areas and positioning ourselves to respond quickly to new opportunities
- **Establish a new Defence Engagement team**, focusing on research and including dual-sector education, training and skills. This team will develop a structured and professional way to connect and engage with the defence industry, including responsible investment and security requirements as needed
- **Reinvigorating our approach to industry engagement, research contracts and project management** to ensure seamless business engagement that ensures Swinburne secures a fair share of the value we create
- **Invest in skills development for our staff** in writing compelling industry pitch proposals, articulating the outcomes and benefits that will flow from investment
- **Supporting innovators and ideas through the delivery of innovation and commercialisation programs** and connection to programs led by the Innovation and Enterprise portfolio
- **Enable the ongoing development of multidisciplinary research teams** drawing on expertise from across the university to enable meaningful engagement with the complex societal challenges of today and the future.

What will change by 2025?

- Swinburne will have six key strategic industry partners in place, aligned with our flagship research areas
- Industry and other external income (HERDC Cat 3) will have grown 1.5x the current level
- New Defence Engagement team will be established, signalling a new "Defence Ready" stance for Swinburne, supported by DISP accreditation
- A pipeline of research innovations being supported via commercialisation programs led by the Innovation and Enterprise portfolio.

Swinburne's Defence Readiness Strategy – detect and protect

Swinburne seeks to be a trusted partner of the Australian Defence Force to detect potential threats and to protect Australian defence force personnel with operations on land, sea, air and space. We will be ready to respond to an increasingly complex and dynamic defence landscape.

Our Research Ecosystem encompasses cyber and physical systems and is strongly aligned with the Department of Defence's Science, Technology and Research (STaR) Shots:

- Space and Aerospace: satellite technology and payloads, earth observation, aerostructures and drones, quantum position navigation and timing
- Manufacturing Futures: innovative carbon fibre composites, materials designed for extreme conditions
- Digital Capability: Artificial intelligence, cyber security, optical and quantum communications and 5G networking
- Innovative Planet: lighter, stronger materials, sustainable construction, autonomous vehicles
- Med Tech and Health Innovation: medical and assistive devices, allied health, nutrition and gut microbiome, criminology, psychology and mental health
- Innovative Society: design, design thinking, ethics and law, criminology, leadership and entrepreneurship.

By 2025, we will

- **Establish a Defence Engagement team and recruit an experienced Director of Defence Research,** who will connect Swinburne's capabilities to respond to the needs of the Australian Defence Force
- **Support our researchers to collaborate with defence partners**
- **Strategically develop new capabilities and recruit new research leaders to meet future defence needs,** including new research leaders in quantum sensing, quantum computing and nuclear physics
- **Establish key partnerships and initiatives that align with significant alliances (AUKUS, QUAD)** and our Research Ecosystem.
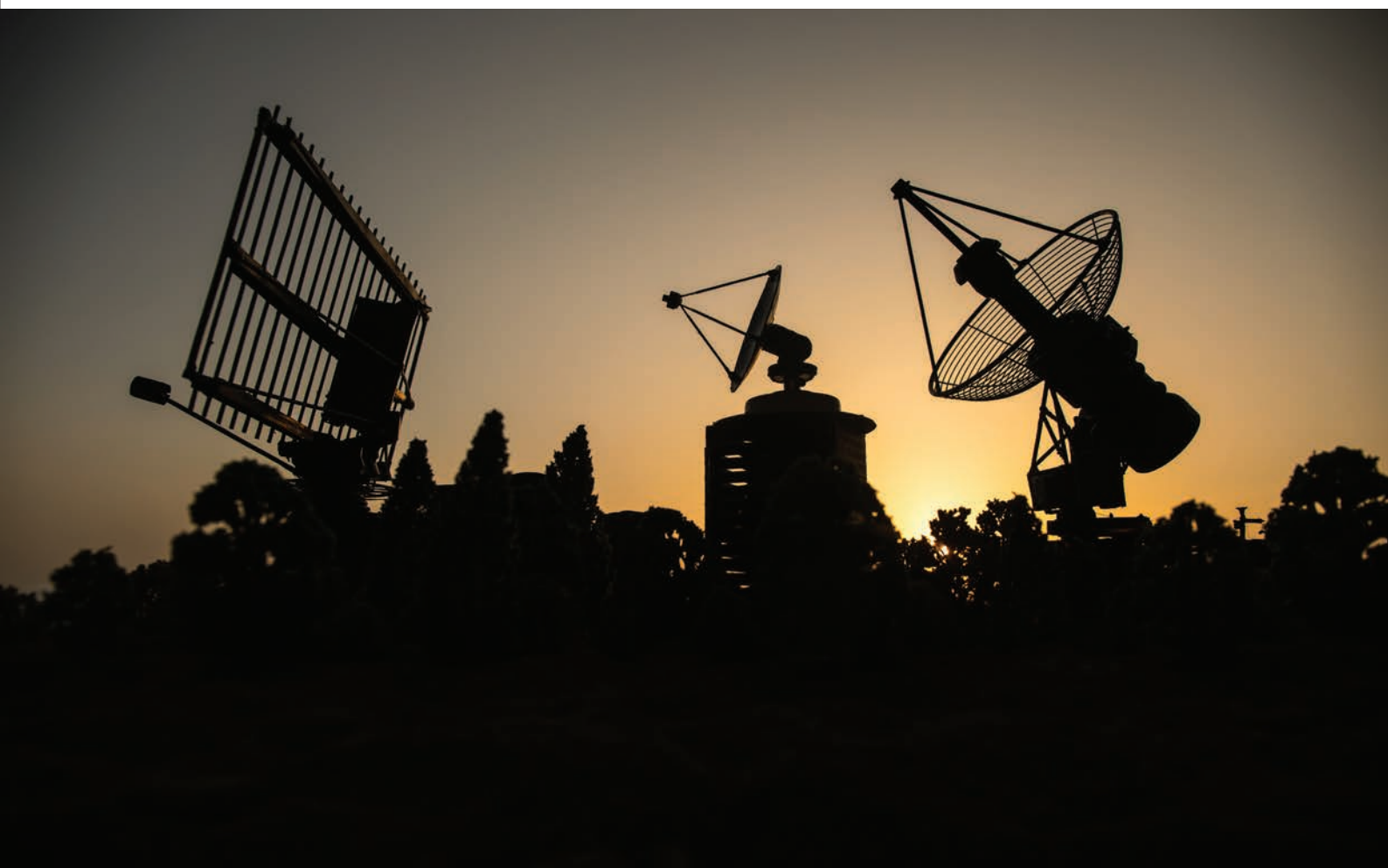
Value Creation Strategy

Swinburne Innovation and Enterprise is the university's dedicated portfolio for driving multi-lateral value creation from innovation, technology, entrepreneurship, and workforce training and development. Working closely with Swinburne Research and academics from across the university, the portfolio champions industry research engagement, strategic partnership management, design innovation, research and intellectual property commercialisation, professional education design and delivery, and staff and student programs that bridge the interface between business and the university.

Powered by Swinburne research excellence and an innovation culture, our Value Creation Strategy sets the ambition to catalyse the creation of value for our partners, and for Swinburne to share in the value created. By 2025 our innovation ecosystem will be a seamless value chain where valuable research and intellectual property are identified and protected to create a pipeline of opportunities that suit commercial pathways to impact. With this strategy, we have created the means to invest in commercialising this pipeline, leveraging Swinburne Ventures Limited and out investor networks, as well as the capacity to develop investable propositions from our research. We will build outcomes such as licences, options, assignments and spinout ventures, alongside commercial partnerships with startups and large companies that allow Swinburne to create impact at scale and enhance our reputation as a university where technology, innovation and entrepreneurship thrive alongside world-class research and teaching.

Dr Werner van der Merwe
Vice President (Innovation and Enterprise)

Globally connected

Our research is globally engaged and relevant, but we foresee new ways to expand and grow our global research partnerships and international reputation. We will continue to work in partnership with the Swinburne Global team to develop research partnerships with reputable international universities, organisations and networks with complementary expertise, particularly for graduate research training.

Best practice leader in the University-Industry Innovation Network (UIIN)

Swinburne will become a best-practice leader within the University Industry Innovation Network, a network of like-minded international institutions who seek to become prototypes of a different type of university. UIIN connects innovative universities around the world, cultivating next generation innovators with cutting-edge skills for a technology-enabled future. The network also facilitates high-level leadership and innovation summits, sharing best practice in research, development and commercialisation.

Each flagship research area is connected with a major global research partnership

Swinburne will expand our diverse and important international research partnerships, aligned with our Research Ecosystem. Notably, many of our partnerships are with international companies, adding depth to our partnerships with international universities. We will continue important partnerships on advanced manufacturing with ARENA2036 and University of Stuttgart, establish joint research centres focused on graduate research training, and grow relationships with a range of international industry internship partners.

Mobilising our Sarawak Campus as an Asia Pacific research training hub

Research training at our Sarawak campus will expand the range of options for research projects and study locations available in the Asia-Pacific region, reflecting our identity as a global university. Sarawak will become a PhD hub for neighbouring countries who cannot afford to send large cohorts of graduate researchers (including their own staff) to study for three or four years in Australia. Aligned with our areas of world-leading expertise, investment in higher degree by research scholarships by governments and companies in developing countries will have a multiplier effect on our research capability and productivity. We will work closely with governments in the region to welcome and grow the cohort of future research leaders they need, supported by national and international scholarship schemes, including enhancing government skill development programs in the Asia Pacific.

Growth in high quality international joint publications

Working with international partners brings new perspectives and expertise to the research problems we tackle and strengthens the quality of the outcomes we produce. We will focus on international research collaborations which build on our mutual capabilities, and which are most likely to result in high quality joint publications, including co-authored by HDR graduate researchers and early career researchers.

What does success in globally connected research by 2025 look like?

- **We are an established best practice member of UIIN,** sharing our leading innovations, learning from others and collaborating on research projects of common interest
- **Swinburne's Sarawak campus in Malaysia will be a graduate research training hub**, supporting graduate researchers from across Asia-Pacific, with scholarships supported by international companies and governments
- **Our Sarawak and partnered PhD programs in priority regions will be aligned with our flagship research areas**
- **Publications from international research partnerships are in quality journals and attracting above average citations in their field.**

How will we achieve this?

- **Align our global research partnerships** with our Research Ecosystem and successful partnerships to date, including graduate student completions, joint international publications, journal paper citations and financial sustainability
- **Proactively manage our existing global memberships to create new opportunities,** including our memberships of ARENA2036, UIIN, and other international industry bodies and chambers of commerce
- **Develop a pipeline of global partnerships supported by external funding** from universities, governments, and industry partners
- **Nurture national and international collaborations** that enhance our research capabilities, provide high quality research training, and produce high quality joint publications.

What will change by 2025?

- **Our global research partnerships** will each contribute impactful research to support our research ecosystem and develop our capabilities
- **Active membership of existing global networks such as** ARENA2036, UIIN, and other international industry bodies and chambers of commerce
- **Our global partnerships** with universities, governments, and industry partners make a significant contribution to national priorities and our Cat3 income.

RAP Artwork

Gathering Knowledge. This painting depicts the continuous cycle of footprints on a never-ending journey travelling around Swinburne's campuses, which are located on Wurundjeri land. Artist: Arbup Ash Peters

Indigenous Research Strategy

Swinburne is committed to self-determining, collaborative, innovative, impactful, and reciprocal research and enterprise partnerships with Aboriginal and Torres Strait Islander peoples, communities, organisations, businesses and entrepreneurs.

Our aim is to provide high-impact research and partnerships creating positive change for Indigenous peoples, our students, staff, and the wider Australian community. We commit to research projects that directly support Indigenous peoples' engagement in higher education studies, employment, and career progression through Swinburne's Reconciliation Action Plan.

Our National Centre for Reconciliation Practice leads national academic, industry and community understanding of reconciliation, and contributes to national systemic change in reconciliation.

Our Moondani Toombadool Centre (MTC) conducts research projects with Indigenous organisations, industry groups and other universities focused on contributing to Australia's economic and social objectives.

Research training

Swinburne offers a best-in-class, industry-embedded graduate research program as part of a suite of employment-oriented research training experiences.

Industry-focused HDR graduates as a hallmark of Swinburne

Aligned with Swinburne's moon shots, our Higher Degree by Research (HDR) graduates have a profound impact across all sectors and are a critical part of our Research Ecosystem. Our existing HDR students want more opportunities for industry engagement. We will enhance our industry-embedded PhD programs where globally competitive candidates undertake externally-engaged research projects. Industry engagement for HDR students will span collaborative projects, internships, mentoring programs and opportunities to participate in industry research seminars, forums and events. This will increase the employability of our graduate researchers and enhance their student experience. These industry PhDs will become a hallmark of Swinburne, based on the successful German and French model, and Engineering Doctorates in the UK.

Working with our industry partners, we will co-create HDR projects with embedded research internships. These offer the certainty of industry experience and support government skills and training initiatives. Standalone internships will also be encouraged where an embedded internship is not appropriate within the research project.

Our unique Impact PhD program brings together a team of graduate researchers from across a range of disciplines to work collaboratively on a broad challenge identified by a partner. The students are immersed in the research environment at the university and with the industry partner, learn from each other's projects, and simultaneously grow their communication, leadership and business skills in parallel with their research training. We will expand our Practice PhD programs so that professionals working on innovative projects across industry, government and non-profits with a research component can gain a PhD qualification based on their work without having to step away from their role.

Mindful of our duty of care to HDR students, we will continue to grow and develop our supervisors to ensure that HDR students enjoy and benefit from high quality training.

We will ensure quality supervision in rich research environments by supervisors with strong track records of successful and timely student completions.

Build an academic workforce with diverse skills and experiences to develop innovative solutions for impact

Research training expands beyond research students and into our entire research community, embedding an entrepreneurial culture to support great ideas becoming commercial and social innovations. We will support our researchers to think about innovation and commercialisation opportunities for each project, and to work with end-users at the outset to co-design impactful solutions. We will encourage innovators and ideas through a suite of programs delivered by the Innovation and Enterprise portfolio, and via our best practice academic promotions process which recognises innovation, patents, and IP.

Our PhD and Masters by Research students will enjoy their time and gain valuable experiences beyond their particular project area. Students will receive training in foundations of research integrity (including data management) and will be offered opportunities to develop skills in the innovation process, from patents to start-ups.

Create the next generation of research and business leaders

We will seek to focus our cohort of HDR students in our areas of research strength where they can experience a thriving research environment and high-quality supervision. We do not have a numerical target for the number of HDR students, but rather we will focus on being able to offer secure government and externally funded scholarships to recruit excellent students who are strategically aligned with our Research Ecosystem, enabling them to contribute to solving real-world challenges. Our Sarawak cohort is included in this vision, with supervision provided by both Sarawak- and Australian-based researchers.
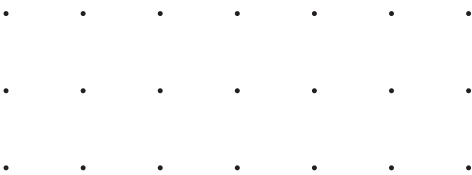
What does success in research training by 2025 look like?

- Prospective research students seek out Swinburne for our suite of industry PhDs, including Impact and Practice PhDs and our wide range of industry-sponsored projects
- **75% of new HDR students have externally funded scholarships**, indicating demand for our unique research training approach and expertise
- **More than 50% of PhD students have industry experience as part of their research project**, co-created with industry partners
- **PhD students will be named inventors on patents and co-creating start-ups** to convert their ideas into economic or social impact (in partnership with the Innovation and Entrepreneurship portfolio)
- **Timely thesis submissions:** 90% of our graduate researchers submit their thesis within 3-3.5 years so that they can progress their careers and make an impact.

How will we achieve this?

- **Recruitment of industry-engaged graduate researchers: 50% of new HDR enrolments by 2025 are industry-engaged** as defined by the Australian Government, including being fully funded or co-funded from HERDC category 2-4 funding, involved in Swinburne's Industry PhD program or undertaking industry projects. We will also encourage students to gain career experience through industry internships
- **Promote externally-funded scholarships** such as ARC Research Training Centres, CSIRO Next Generation Scholars, iPhD, the National Industry PhD and similar schemes which include embedded industry engagement
- **Prioritise externally-funded projects which support HDR projects** for any required Swinburne research co-investment contribution
- **Proactively manage candidature through regular reviews and constructive feedback.** We offer HDR students support to grow their skills and confidence, as well as formalised progress reviews with expert advice from a panel of researchers.

What will change by 2025?

- Our community of graduate researchers at Hawthorn and Sarawak will be sustainably balanced in relation to our university size
- Our suite of industry-engaged HDR programs will be well established and offer options for industry-focused research to every candidate.

3D chain mail as a rapidly-constructed programmable structure

Swinburne School of Design and Architecture PhD student Nabila Afif is undertaking research that focuses on developing a 3D chain mail model as a system for rapidly-constructed and programmable architectural structures.

Research and innovation culture enablers

Swinburne's innovative, diverse and inclusive community of research staff and students at the forefront of their fields

- Developing a quality research and academic workforce that supports excellence, diversity and inclusivity. Proactively guiding, mentoring and supporting our staff from start of career through to seniority by developing the skills and experience appropriate for their career stage and trajectory
- Selective external recruitment will be aligned with the flagship research areas, contribute to our capacity to engage and attract external support, and positively impact university ranking outcomes including subject rankings
- Thriving research community with diversity, inclusion, and equity of opportunity in our recruitment and career development programs, with a specific focus on Aboriginal and Torres Strait Islander researchers and Science Australia Gender Equity (SAGE) program goals
- A best practice academic recruitment and promotion system, supporting a diverse range of careers and career paths spanning teaching, research, leadership, industry expertise and commercialisation.

Agile and outcome-focused research support services across the lifecycle of each research project

- We make it easy for people to connect with Swinburne: we do not expect our partners to understand our structure, or to hunt for expertise. We stand apart by our willingness to create bespoke teams for bespoke problems and use our refreshed ecosystem to align internal resources
- Operating efficiently, effectively and sustainably is fundamental to delivering our research vision. Our research revenue will grow sustainably across all funding types, supported by better research budgeting, improved recovery of indirect costs and a fair and equitable approach to research costs with project partners
- We value our skills and capabilities and will avoid discounting our legitimate research costs unless there is a clear path towards long-term value from our investment
- Ensuring strong institutional foundations through an ethical and open culture of research inquiry where research is conducted in accordance with all compliance and regulatory requirements and public expectations. A robust research policy framework plus awareness, training and education with appropriate systems and processes is in place
- We will upgrade our research management support systems to facilitate best practice in publications management and analysis, including open access research outputs, as well as effective data storage and management.

Integration of research across the university education and innovation ecosystems

- We will adopt a "One Swinburne" approach to research services, empowering our team to develop smooth and efficient research management processes and seamless teamwork between Swinburne Research Services, our Schools, Centres and Departments, and the Innovation and Enterprise team
- We will connect our research expertise with our dual-sector education offerings in higher and vocational education. This will maximise the alignment of our skills and training offerings and ensure our ability to provide the human capital required for a digital, tech-driven future.

Transformative innovation

Professor Beth Webster (left) and Associate Professor Alfons Palangkaraya (right) from Swinburne's Centre for Transformative Innovation analyse industry and business performance while also undertaking research that informs government policy.

PLEASE RECYCLE

FURTHER INFORMATION

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Appendix F Swinburne's Reconciliation Action Plan 2017 - 2019

Reconciliation Action Plan
2017–2019

RECONCILIATION
ACTION PLAN

ELEVATE

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SWINBURNE
UNIVERSITY OF
TECHNOLOGY

Wominjeka
[Welcome]

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

'Wominjeka' means 'Welcome' in the Woiwurrung Language of the Wurundjeri people.

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

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

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

Gathering Knowledge

Artist: ARBUP Ash PETERS
Wurundjeri/Taungurong Man, local artist and direct descendent of Coranderrk

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

The painting also shows meetings or gatherings that involve many people and Elders from Aboriginal and Torres Strait Islander communities.

The colours used in the painting are aligned to the corporate colours of Swinburne. The use of earthy ochre in the background, as well as yellow and black throughout gives a sense of the culture of Wurundjeri people while also reflecting the Aboriginal flag.

Moondani Toombadool
[Embracing Teaching and Learning] in Woiwurrung language

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

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

Aunty Joy Murphy – Wurundjeri Elder

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

Foreword

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

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

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

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

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

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

Professor Linda Kristjanson AO
Vice-Chancellor and President
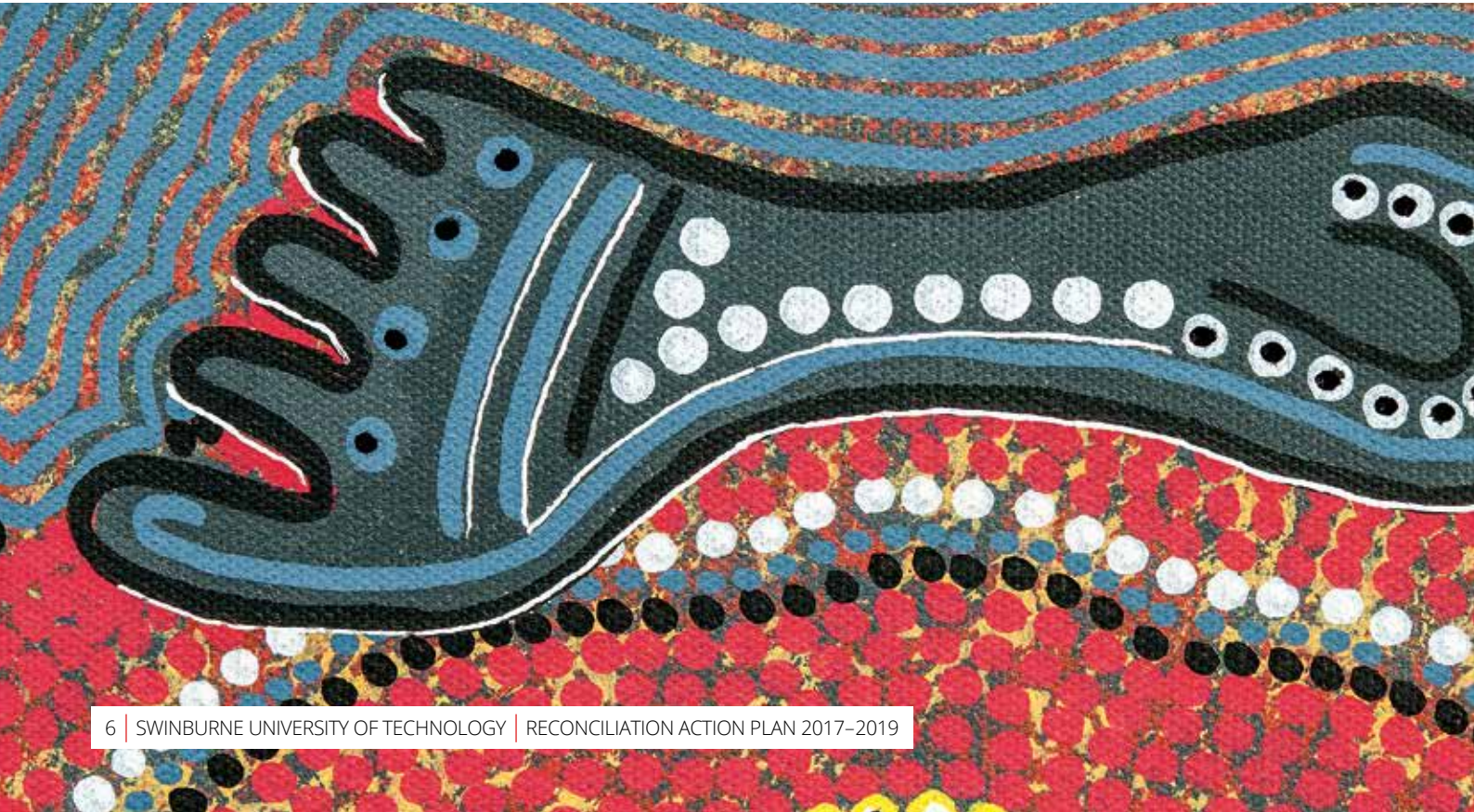
Message from Reconciliation Australia CEO

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

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

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

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

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

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

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

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

Justin Mohamed
CEO
Reconciliation Australia

Our vision

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

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

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

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

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

Our business

At Swinburne, we never confuse quality with elitism – rather, we actively work to provide opportunities in both vocational and higher education for all students, regardless of where they live. Both as an early leader in international education and an early adopter of online and blended delivery options, Swinburne is expanding opportunities for a new generation of learners throughout Australia and beyond. Swinburne's Australian campuses are in Melbourne's eastern suburbs, Hawthorn, Croydon and Wantirna. Swinburne also has a branch campus in Sarawak, Malaysia. Swinburne has a global reach through its teaching, including Swinburne Online, and research activities.
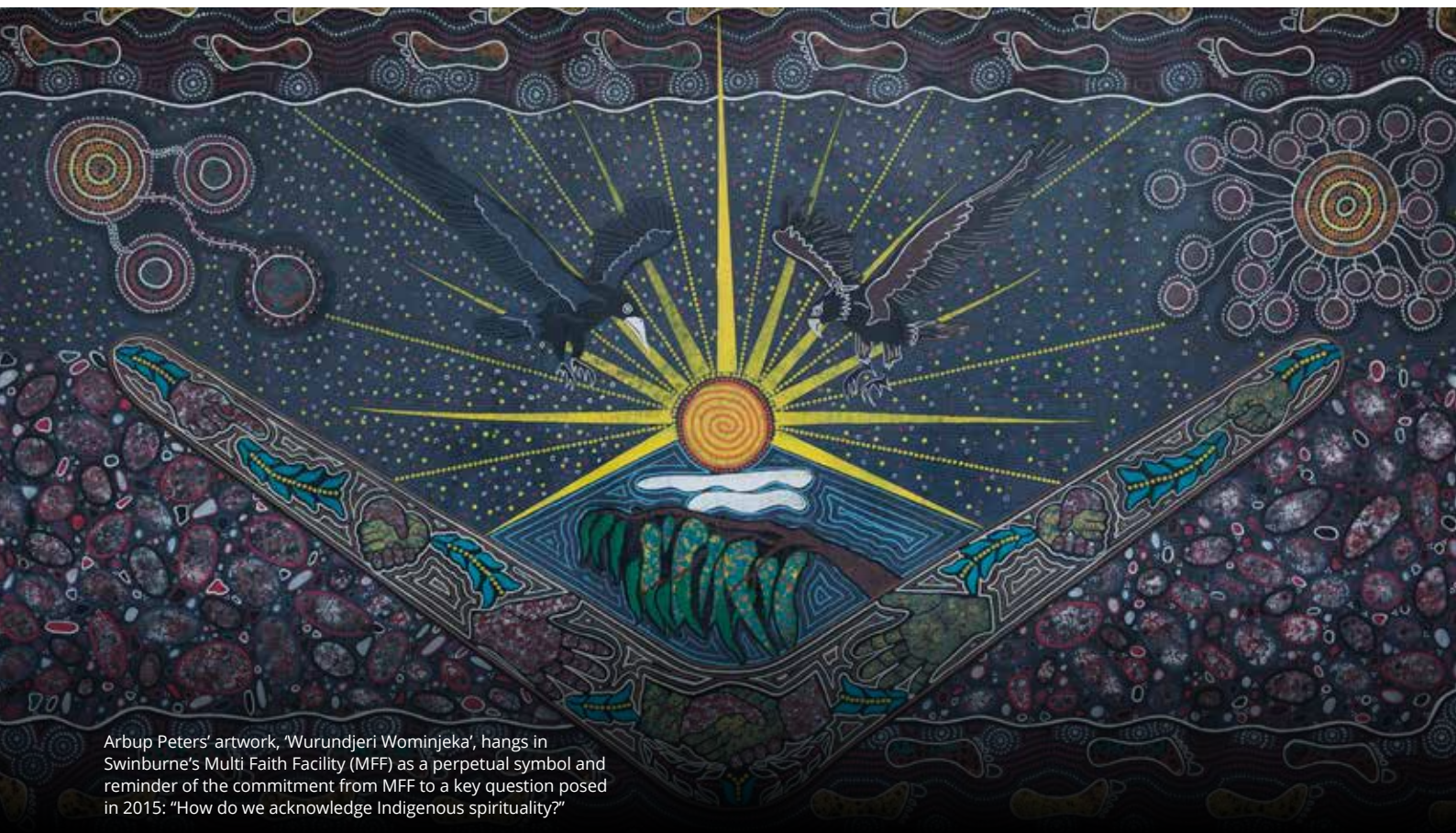
Swinburne was established as a university in 1992 – a proud step in a journey that commenced with our establishment as a technical institute in 1908. Throughout the more than 100 years of our history, we have been committed to innovative education, strong industry and community engagement, and social inclusion. In recent years, we have progressed to become one of the world's leading universities, ranked in the top 400 universities in the world by the *Academic Ranking of World Universities*, ranked in the world's top 100 universities under 50 years old by the *Times Higher Education*, and recognised by the *QS World Rankings of Universities by Subject* for being a top 100 school for Art and Design.

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

In 2015, 37,910 students were enrolled in our higher education courses, including 159 Aboriginal and Torres Strait Islander students, and 21,523 students were enrolled in our vocational education courses, including 395 Aboriginal and Torres Strait Islander students.

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

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

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

Our RAP journey

Swinburne has built significant relationships for more than thirty years with Aboriginal and Torres Strait Islander peoples and communities. We have a demonstrated long-standing commitment, particularly in the vocational education and training sector, to improving educational access, participation and achievement for Aboriginal and Torres Strait Islander peoples. Our focus has always been on genuinely engaging with communities to empower individuals through education and increase the capacity of organisations to determine their own futures. Our courses have enabled hundreds of Aboriginal and Torres Strait Islander students to improve their own skill base and have provided a range of career opportunities. At the same time, the employment of Aboriginal and Torres Strait Islander staff has enhanced the overall culture of the university.

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

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

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

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

Reconciliation in action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The 2017–2019 Reconciliation Action Plan

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

Swinburne's 2017–2019 RAP has been developed in accordance with the framework and methodology provided by Reconciliation Australia. We reviewed all university RAPs and several Elevate RAPs to identify relevant strategies. We reviewed our 2014–2016 RAP and reflected both on the lessons learnt from this RAP and on the next steps of our reconciliation journey. We undertook a broad consultative process with the Executive Group, staff and students across the university, and with Aboriginal and Torres Strait Islander leaders, community members and organisations.

RAP Steering Committee

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

External members

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

Internal members

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

Guiding documents

Our RAP is guided by the following documents:

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

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

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

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

Key themes

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

Relationships

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

Respect

We take pride in recognising and respecting the Traditional Owners of the lands and acknowledging Elders past and present. Our activities will embrace and celebrate the cultural diversity of our society. We will provide an environment that respects Aboriginal and Torres Strait Islander peoples, history, culture, spirituality and connections to land. We will encourage and support staff and students to fully engage as members of a society with a shared history and future that today includes people and cultures from across the world.

Opportunities

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

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

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

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

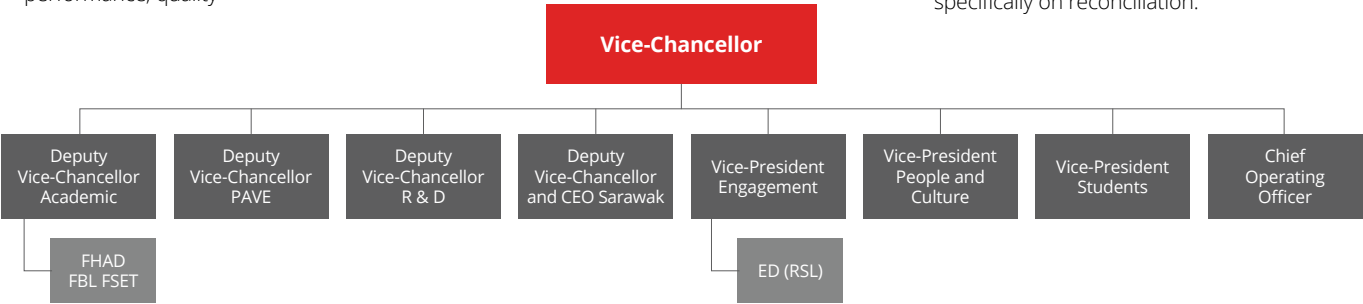# The 2017–2019 Reconciliation Action Plan

Governance

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

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

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

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

Vice-Chancellor

| Deputy Vice-Chancellor Academic | Deputy Vice-Chancellor PAVE | Deputy Vice-Chancellor R & D | Deputy Vice-Chancellor and CEO Sarawak | Vice-President Engagement | Vice-President People and Culture | Vice-President Students | Chief Operating Officer |

FHAD FBL FSET

ED (RSL)

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

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

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

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

Leadership

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

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

Theme One
Governance and Leadership

ACTION 1.1	RAP development and implementation		
Target		**Timeline[1]**	**Responsibility[2]**
RAP Steering Group (RSG), an external/internal committee of the Vice Chancellor, with annually reviewed Terms of Reference, and Aboriginal and Torres Strait Islander people and an Executive Group member in its membership, will meet twice annually, receive and consider RAP Working Group reports and oversee the development, endorsement, launch and implementation of the RAP.		May, November annually	VP(E)
RSG Chair and Executive Director, Reconciliation Strategy and Leadership, to present twice annually to Vice-Chancellor, Executive Group and University Council on RAP outcomes.		June, December annually	VP(E)
RAP Working Group (RWG), an internal committee with annually reviewed Terms of Reference, and Aboriginal and Torres Strait Islander people in its membership, will meet quarterly, develop RAP reports for RSG, monitor the development and implementation of the RAP and engage the university in the RAP.		March, May, August, November annually	VP(E)
RWG will be reviewed to address issues of Aboriginal and Torres Strait Islander governance and effectiveness of RWG.		December 2017	VP(E)
The RAP will be managed by the Executive Director, Reconciliation Strategy and Leadership, and will be effectively resourced to address all its actions and targets and to ensure its sustainability and success, and will be reviewed annually.		December annually	VP(E)

ACTION 1.2	Embed reconciliation into Swinburne governance		
Target		**Timeline**	**Responsibility**
There will be Aboriginal and Torres Strait Islander members on university reconciliation committees (RSG, RWG) and on university committees, such as the Human Research Ethics Committee.		December 2017	VP(E)
RAP actions/targets to be incorporated in Executive Group member's KPIs and plans.		December 2017	VP(E); EG
Develop an Aboriginal and Torres Strait Islander Charter, through consultations and research, which is linked to Swinburne policies and plans.		December 2018	VP(E)

ACTION 1.3	Provide leadership to organisations regarding RAPs		
Target		**Timeline**	**Responsibility**
In partnership with Reconciliation Australia, organise and host a national conference on RAPs.		December 2018	VP(E)
Foster the development of a sector-wide university RAP network, linked to peak bodies such as Universities Australia and Victorian Vice-Chancellors Committee.		July 2019	VP(E)
Provide expert advice to two relevant organisations per annum, such as community organisations, educational institutions or local governments, who are interested in developing a RAP.		December annually	VP(E)

1 Annually means each year of the RAP, i.e. 2017, 2018, 2019.
2 The responsibility for targets is allocated to members of the Executive Group. The first named member is the primary person responsible for a target.

Theme Two
Culture

ACTION 2.1	Ensure reconciliation is embedded across Swinburne		
Target		**Timeline**	**Responsibility**
Implement and communicate an event protocol document, which details working with the Wurundjeri Tribal Council to engage Wurundjeri Elders to provide a Welcome to Country at all major university events, and all university leaders and staff to provide an Acknowledgement of Country at all university public and important internal events.		July 2017	VP(E); EG
Install artworks in prominent places at the three Swinburne Melbourne campuses.		December 2017	VP(E); COO
Create Wurundjeri gardens at the three Swinburne Melbourne campuses.		December 2018	VP(E); COO
Expand Aboriginal and Torres Strait Islander issues on Swinburne webpages, e.g. ensuring all content is accessible within one click of the primary landing page; including Acknowledgement to Country on the start-up page on all Swinburne computers.		December 2017	VP(S)
All Swinburne graduation ceremonies will feature Aboriginal and Torres Strait Islander flags and will have an Aboriginal and Torres Strait Islander cultural stole available for Aboriginal and Torres Strait Islander graduates.		December 2017	VP(S)
Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students.		December 2018	VP(E); COO

ACTION 2.2	Build cultural competency across all university staff and students regarding Aboriginal and Torres Strait Islander issues		
Target		**Timeline**	**Responsibility**
90% of all eligible staff complete the annually reviewed compulsory Aboriginal and Torres Strait Islander Cultural Awareness online compliance module.		December annually	VP(P&C)
Provide annually reviewed targeted face-to-face cultural competency training to 100 key academic and professional staff each year.		December annually	VP (P&C)
Promote information, networks, events, study tours, and opportunities regarding Aboriginal and Torres Strait Islander issues, cultural protocols, reconciliation and the RAP in staff and student programs and publications.		December 2017	VP(P&C); VP(S)
Create an annual Vice-Chancellor Reconciliation Award for staff and students.		December 2017	VP(P&C); VP(S); VC
The university's commitment to the RAP and reconciliation is included in all staff employment advertisements and all relevant student marketing.		December 2017	VP(P&C); VP(S)

Theme Three
Aboriginal and Torres Strait Islander staff

ACTION 3.1	Increase the number of Aboriginal and Torres Strait Islander staff		
Target		**Timeline**	**Responsibility**
Increase the number of general and academic Aboriginal and Torres Strait Islander staff to more than 0.7%[3] of the total Swinburne staff numbers through implementing the university's Aboriginal and Torres Strait Islander Employment Strategic Action Plan. December 2017 – 0.51% of overall staff numbers (12 staff – 4 Academic staff and 8 General staff) December 2018 – 0.75% of overall staff numbers (18 staff – 6 Academic staff and 12 General staff) December 2019 – 1.01% of overall staff numbers (24 staff – 8 Academic staff and 16 General staff)		December annually	VP(P&C); EG
Engage with existing Aboriginal and Torres Strait Islander staff regarding appropriate employment strategies, including professional development.		January 2017 ongoing to December 2019	VP(P&C)
Create one industry employment-training partnership annually that will create employment opportunities for Aboriginal and Torres Strait Islander people.		December annually	VP(E)
Ensure the retention rate for Aboriginal and Torres Strait Islander staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).		December annually	VP(P&C); EG

ACTION 3.2	Support Aboriginal and Torres Strait Islander staff		
Target		**Timeline**	**Responsibility**
Create an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RSC.		July 2017	VP(P&C)
Implement a twelve month induction program for all Aboriginal and Torres Strait Islander staff.		January 2018	VP(P&C)
Review HR policies and procedures to ensure there are no barriers to Aboriginal and Torres Strait Islander staff participating in NAIDOC Week and other cultural events.		July 2017	VP(P&C)
Implement a mentoring program for all Aboriginal and Torres Strait Islander staff.		January 2018	VP(P&C)
Support Aboriginal and Torres Strait Islander staff interested in undertaking study, through mechanisms such as HECS exempt places and study and financial support.		January 2018	VP(P&C)
Organise professional development for all Aboriginal and Torres Strait Islander staff.		January 2018	VP(P&C)
Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities.		January 2018	VP(P&C)

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

Theme Four
Aboriginal and Torres Strait Islander students

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

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

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

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

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

Theme Five
Engagement

ACTION 5.1	Broaden and strengthen the university's relationships with Aboriginal and Torres Strait Islander peoples, organisations and communities		
Target		**Timeline**	**Responsibility**
Establish formal partnerships with Wurundjeri Tribal Council, Healesville Indigenous Community Services Association, and Mullum Mullum Indigenous Gathering Place.		December 2017	VP(E)
Implement a strategy that increases and strengthens engagement with Aboriginal and Torres Strait Islander organisations and communities, and expand the Register of Aboriginal and Torres Strait Islander Partnerships.		December 2017	VP(E)
Provide governance, marketing and economic development training to two Aboriginal and Torres Strait Islander communities/ businesses annually.		December annually	VP(E)
1) Implement, 2) Review, and 3) Update an Aboriginal and Torres Strait Islander procurement strategy, including procurement targets, that will be referred to in the university Procurement Strategy.		1) January 2018 2) January 2019 3) June 2019	COO; VP(E)
Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation and First Australians Chamber of Commerce and Industry.		June 2018	COO; VP(E)
Develop at least two commercial relationships with Aboriginal and Torres Strait Islander businesses.		June 2019	COO; VP(E)

ACTION 5.2	Continue to celebrate, engage with, and promote, reconciliation and Aboriginal and Torres Strait Islander issues		
Target		**Timeline**	**Responsibility**
Engage with reconciliation and Aboriginal and Torres Strait Islander issues through holding two key annual public lectures, hosted by the Vice-Chancellor, 1) the Reconciliation Lecture, and 2) the Barak-Wonga Oration.		1) May and 2) December annually	VP(E); VC
Implement a strategy to communicate our RAP to all internal (including the Multi-Faith Facility) and external stakeholders and promote reconciliation through ongoing active engagement with all stakeholders.		December 2017	VP(E)
Organise at least three internal events to celebrate National Reconciliation Week (NRW), encourage and support staff and student participation in these events and at least one external NRW event, and register our NRW events on Reconciliation Australia's NRW website.		27 May to 3 June annually	VP(E)
Celebrate and engage with NAIDOC Week through providing opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in local NAIDOC Week events, support all staff and students to participate in NAIDOC Week events in the local community, and hold a public NAIDOC Week event.		July annually	VP(E)

ACTION 5.3	Manage the Swinburne Aboriginal and Torres Strait Islander Alumni Network		
Target		**Timeline**	**Responsibility**
Swinburne Alumni organises an annual Aboriginal and Torres Strait Islander Alumni Network event.		June 2018, 2019	VP(E)
Promote four Aboriginal and Torres Strait Islander alumni profiles annually through the Alumni Stories webpage.		December annually	VP(E)

Theme Six
Teaching and Learning

ACTION 6.1	**Increase the teaching of Aboriginal and Torres Strait Islander Studies**	
Target	**Timeline**	**Responsibility**
Develop an Aboriginal and Torres Strait Islander Teaching and Learning Strategy, to be referred to in the university Teaching and Learning Strategy.	December 2017	VP(E); DVC(A); DVC(PAVE)
Implement a compulsory Aboriginal and Torres Strait Islander Studies non-credit module to be taught to all HE Swinburne students.	February 2018	VP(E); DVC(A)
Implement Aboriginal and Torres Strait Islander content across all PAVE programs.	January 2019	DVC (PAVE)
Develop and introduce a major in Aboriginal and Torres Strait Islander Studies in FHAD.	July 2019	VP(E); DVC(A); ED(FHAD)
FHAD, FBL, FSET and PAVE implement academic course approval processes that require the reporting on how Aboriginal and Torres Strait Islander pedagogy and content are included in the courses.	December annually	DVC(A); DVC(PAVE); ED
All teaching materials, websites and slides include an Acknowledgement of Country.	December 2017	DVC(A); DVC(PAVE); ED
Require Aboriginal and Torres Strait Islander knowledge and cultural competence to be included in the list of required Swinburne Graduate Attributes.	December 2017	DVC(A); DVC(PAVE)

ACTION 6.2	**Support the development of Aboriginal and Torres Strait Islander Studies teaching expertise**	
Target	**Timeline**	**Responsibility**
Award annual Aboriginal and Torres Strait Islander teaching grants ($25,000 in grant program).	December annually	VP(E)
Hold an annual Aboriginal and Torres Strait Islander teaching workshop.	November annually	VP(E)
Facilitate an Indigenous Knowledge Hub webpage.	December annually	VP(E)
Learning Transformations unit include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in their teaching and learning activities, including their Graduate Certificate of Learning and Teaching.	December annually	VP(E); DVC(A)
Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.	December annually	VP(E)

Theme Seven
Research

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

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

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

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

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

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

Tracking progress and reporting

ACTION 1	Report RAP achievements, challenges and learnings to Reconciliation Australia		
Target		**Timeline**	**Responsibility**
RAP Impact Measurement Questionnaire completed and submitted to Reconciliation Australia.		30 September annually	VP(E)
Report our RAP achievements, challenges and learnings to Reconciliation Australia.		December annually	VP(E)
Participate in the biennial RA Australian Reconciliation Barometer.		July 2018	VP(E)
Conduct limited assurance audit.		30 September annually	VP(E)
Implement systems and capability needs to track, measure and report on RAP activities.		December 2017	VP(E)
Investigate opportunities to measure the impact of RAP activities.		December 2017	VP(E)

ACTION 2	Report RAP achievements, challenges and learnings internally and externally		
Target		**Timeline**	**Responsibility**
Publically report our RAP achievements, challenges and learnings in our Annual Report.		December annually	VP(E)
RAP achievements integrated into Swinburne's annual Indigenous Education Statement.		December annually	VP(E)

ACTION 3	Review, refresh and update RAP		
Target		**Timeline**	**Responsibility**
Liaise with Reconciliation Australia to develop the next RAP based on learnings, challenges and achievements.		January 2019	VP(E)
Send draft RAP to Reconciliation Australia for formal feedback and endorsement.		June 2019	VP(E)

Acronyms

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

Project led by

Professor Andrew Gunstone, Executive Director,
Reconciliation Strategy and Leadership

RAP support staff

Dr Andrew Peters, Lecturer in Indigenous Studies
Lea Jones, Indigenous Liaison Officer
Joel Boojers, Indigenous Student Advisor
Simone Hamlin, Resource Development Officer, Events and RAP

Acknowledgements

Elders

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

Aunty Joy Murphy
Aunty Dot Peters
Uncle Eric Peters
Aunty Di Kerr
Uncle Bill Nicholson

Community organisations

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

Swinburne

Executive Group
RAP Steering Committee
RAP Working Group
RAP Action Group

Further information

Appendix G Swinburne's Reconciliation Action Plan 2020-2023
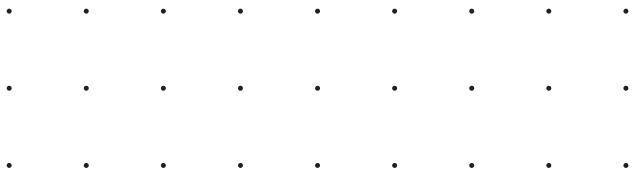
Elevate
Reconciliation
Action Plan

December 2020 – December 2023

Acknowledgement of Country

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

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

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

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

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

RAP Artwork

Gathering Knowledge

Artist: Arbup Ash Peters
Wurundjeri/Taungurong Man, local artist and direct descendent of Coranderrk

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

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

Dedication

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

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

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

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

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

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

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

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

Yarra Yarra Elder Aunty Dot Peters AM

Acronyms

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

Terminology

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

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

Contents

Foreword from the Vice-Chancellor

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

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

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

1. Embedding Aboriginal and Torres Strait Islander self-determination;

2. Entrenching Aboriginal and Torres Strait Islander knowledges; and

3. Ensuring Swinburne is a culturally safe place for Aboriginal and Torres Strait Islander staff, students, alumni and partners.

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

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

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

Professor Pascale Questor
**VICE-CHANCELLOR AND PRESIDENT
SWINBURNE UNIVERSITY OF TECHNOLOGY**

Message from Reconciliation Australia CEO

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

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

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

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

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

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

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

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

Karen Mundine
**CHIEF EXECUTIVE OFFICER
RECONCILIATION AUSTRALIA**

Our Vision for Reconciliation

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

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

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

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

Swinburne's Strategic Plan 2025

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

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

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

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

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

Reconciliation Australia

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

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

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

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

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

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

RAP PILLARS

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

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

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

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

Our Business

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

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

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

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

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

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

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

Our RAP Journey

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

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

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

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

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

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

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

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

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

1. Recognising and embedding Aboriginal and Torres Strait Islander self-determination and knowledges;

2. Creating a culturally safe environment for Aboriginal and Torres Strait Islander staff, students, alumni, visitors and partners;

3. Incorporating Aboriginal and Torres Strait Islander knowledges throughout all organisational areas of the university;

4. Embedding the RAP, reconciliation, and Aboriginal and Torres Strait Islander matters throughout the whole university.

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

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

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

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

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

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

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

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

Reconciliation in Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CASE STUDY:
Moondani Toombadool Centre

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

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

- An Indigenous Student Services team that provides a range of services – such as academic, cultural, and personal support, academic tutoring, scholarships, and advocacy – to Aboriginal and Torres Strait Islander higher education and vocation education students, studying a range of modes such as on-campus, online, and work based.

- A teaching and research team that is driving institutional change in Aboriginal and Torres Strait Islander teaching and learning, and research. This includes developing the Aboriginal and Torres Strait Islander Cultural Competency student online module for higher education and vocational education students, and researching the experiences of Aboriginal and Torres Strait Islander online learners.

- A strong focus on external engagements, including with Aboriginal and Torres Strait Islander organisations, such as Oonah Belonging Place, Mullum Mullum Indigenous Gathering Place, Worawa Aboriginal College, Korin Gamadji Institute, and Arnhem Land Progress Aboriginal Corporation, and with other organisations, such as the Clontarf Foundation, the Victorian Indigenous Engineering Winter School, and several Canadian, United States and New Zealand universities.

- Engaging and educating the wider Swinburne community regarding Aboriginal and Torres Strait Islander matters, reconciliation, and the RAP. It organises many academic and cultural events to commemorate National Sorry Day, National Reconciliation Week, NAIDOC Week, and other occasions. It provides expertise, guidance, and advice to numerous Swinburne academic and general staff. It creates self-determining and reciprocal collaborations regarding Aboriginal and Torres Strait Islander matters with other Swinburne areas, including with the disciplines of engineering, interior design, graphic design, health sciences, social sciences, psychology, and entrepreneurship.

CASE STUDY:
Inaugural National RAP Conference

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

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

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

- Keynote Addresses by Dr Jackie Huggins AM *(Reflections on the Reconciliation Journey)* and by Professor Tom Calma AO (*The Future of Reconciliation*)

- 2018 Swinburne Annual Reconciliation Lecture by Professor Stan Grant (*Between Resentment and Reconciliation: Living with the Burden of History*)

- Panel Sessions

  – *The Role of RAPs in the Reconciliation Journey*, which discussed how RAP organisations could advance reconciliation

  – *Sharing RAP Stories*, which shared key learnings, experiences, successes, and challenges of the RAP program

  – *Aboriginal and Torres Strait Islander Perspectives on RAPs*, which provided several perspectives on RAPs and reconciliation

  – *Advancing National Reconciliation Issues*, that looked at RAP organisations contributing to national reconciliation conversations

- Roundtable on *Sharing RAP Storie*s, which provided delegates with the opportunity to share their experiences with the RAP program

- Several cultural events – cultural walks with the Koorie Heritage Trust, yoga with Wayapa Wuurrk Yoga, and music from the group SOUL

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

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

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

CASE STUDY:

Support for the Uluru Statement from the Heart

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

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

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

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

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

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

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

Uluru Statement from the Heart

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

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

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

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

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

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

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

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

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

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

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

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

National Centre for Reconciliation Practice

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

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

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

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

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

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

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

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

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

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

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

- The development of three industry-focussed online training packages to assist and guide organisations engaging with reconciliation and RAPs. These modules will be trialled during 2021 and will be available to the wider RAP network from March 2022.

- An analysis of the past three decades of the wider Australian reconciliation movement, looking at where the movement has come from and why we are where we are today, to better understand the current reconciliation movement. This project will be completed by 2023.

- Investigate other national reconciliation projects, such as those of Canada, South Africa and New Zealand, and explore how these projects are advancing reconciliation, in terms of Indigenous rights, treaties, engagements and relationships. This will also be completed by 2023.

- An analysis of effective processes to measure the impact of RAPs, looking at outcomes, as well as outputs. This project will engage with Reconciliation Australia and other RAP organisations during 2021 and will deliver a range of national RAP measurement tools in 2022.

- Organise two annual public lectures, designed to advance community understandings of reconciliation and Aboriginal and Torres Strait Islander Affairs: 1) Swinburne Annual Reconciliation Lecture, and 2) Swinburne Annual Barak-Wonga Oration.

- Organise an annual seminar to advance understandings in the wider community on the Uluru Statement from the Heart, and its elements of Voice, Treaty and Truth.

- Provide expert advice and support to our industry partners and other RAP organisations, including industry, universities, governments and community groups, regarding RAPs, reconciliation and the Uluru Statement from the Heart.

- In partnership with Reconciliation Australia, Aboriginal and Torres Strait Islander higher education groups and Universities Australia, we will work with other universities that have RAPs to develop a national university RAP industry network by June 2021.

- Provide ongoing expert advice and support throughout our 2020–23 RAP to TAFEs regarding RAPs and reconciliation. We are in a strong position to do this as we are one of only six dual-sector universities in Australia, providing both higher and vocational education.

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

The 2020–23 Reconciliation Action Plan

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

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

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

Our 2020–23 RAP has been developed in the context of the highly significant financial impact of COVID-19 on the university sector. Modelling by Universities Australia indicates COVID-19 could cost the sector $16 billion in revenue by 2023[1]. Given this impact, it is important to acknowledge Swinburne has strongly committed to continue to provide appropriate staff and financial resources to ensure the sustainability of all our 2020–23 RAP actions and targets, including the sustainability of the Moondani Toombadool Centre and the National Centre for Reconciliation Practice.

Guiding Documents

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

- Australian Government *National Aboriginal and Torres Strait Islander Education Policy 2015*
- Australian Government *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012*
- Australian Institute of Aboriginal and Torres Strait Islander Studies *Code of Ethics for Aboriginal and Torres Strait Islander Research 2020*

- Reconciliation Australia *Dimensions of Reconciliation* and *RAP Pillars*
- *Swinburne University of Technology Act 2010*
- Swinburne University of Technology *2025 Strategic Plan*
- *Uluru Statement from the Heart 2017*
- United Nations *Declaration on the Rights of Indigenous Peoples 2008*
- Universities Australia *Indigenous Strategy 2017–2020*
- Victorian Government *Marrung Aboriginal Education Plan 2016–2026*

Key Themes

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

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

- **Governance and Leadership:** Universities need to recognise their disempowerment of Aboriginal and Torres Strait Islander peoples and genuinely engage with Aboriginal and Torres Strait Islander peoples in creating appropriate governance and self-determination processes.

- **Culture:** Universities need to respect Aboriginal and Torres Strait Islander cultures, address racism and practices of whiteness, implement compulsory cultural competency training, and interrogate concepts such as 'culture', 'power', 'language', 'identity' and 'truth-telling".

- **Aboriginal and Torres Strait Islander Staff:** Universities need to increase the employment and retention of Aboriginal and Torres Strait Islander academic and general staff by affirmative action practices, widening the level and range of roles and prioritising cultural safety.

- **Aboriginal and Torres Strait Islander Students:** Universities need to increase the recruitment and retention of Aboriginal and Torres Strait Islander students through educational pathways, prioritising cultural safety, and providing academic, cultural, and financial services.

- **Engagement:** Universities need to engage with local Aboriginal and Torres Strait Islander communities on whose land the university is located, and with state, national and international Indigenous communities to address areas like governance, teaching, and research.

- **Teaching and learning:** Universities need to negotiate with Aboriginal and Torres Strait Islander peoples regarding increasing Aboriginal and Torres Strait Islander academics, knowledges, curriculums, pedagogies, standpoints, and teaching expertise throughout the university.

- **Research:** Universities need to negotiate with Aboriginal and Torres Strait Islander peoples regarding increasing Aboriginal and Torres Strait Islander researchers, research students, ethical, reciprocal, and self-determining research and methodologies across the university.

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

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

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

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

Governance

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

EXECUTIVE DIRECTOR, RECONCILIATION STRATEGY AND LEADERSHIP

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

EXECUTIVE GROUP

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

- Deputy Vice-Chancellor Academic: School Deans, innovation, education, student services, placements, learning transformations
- Deputy Vice-Chancellor, Global and Community Engagement: reconciliation, Moondani Toombadool Centre, advancement, marketing, engagement
- Deputy Vice-Chancellor PAVE: operations, major projects, Swinburne Professional, PAVE departments, policy and quality, workforce
- Deputy Vice-Chancellor Research and Enterprise: graduate research, policy, impact, quality, innovation
- Vice-President People, Planning and Culture: workplace relations, employee experience, communications and media, planning
- Chief Operating Officer and Chief Financial Officer: information technology, facilities and services, procurement, business analytics, strategy, General Counsel

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

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

RAP Steering Group

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

EXTERNAL MEMBERS

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

INTERNAL MEMBERS

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

Figure 1: Executive Group Structure
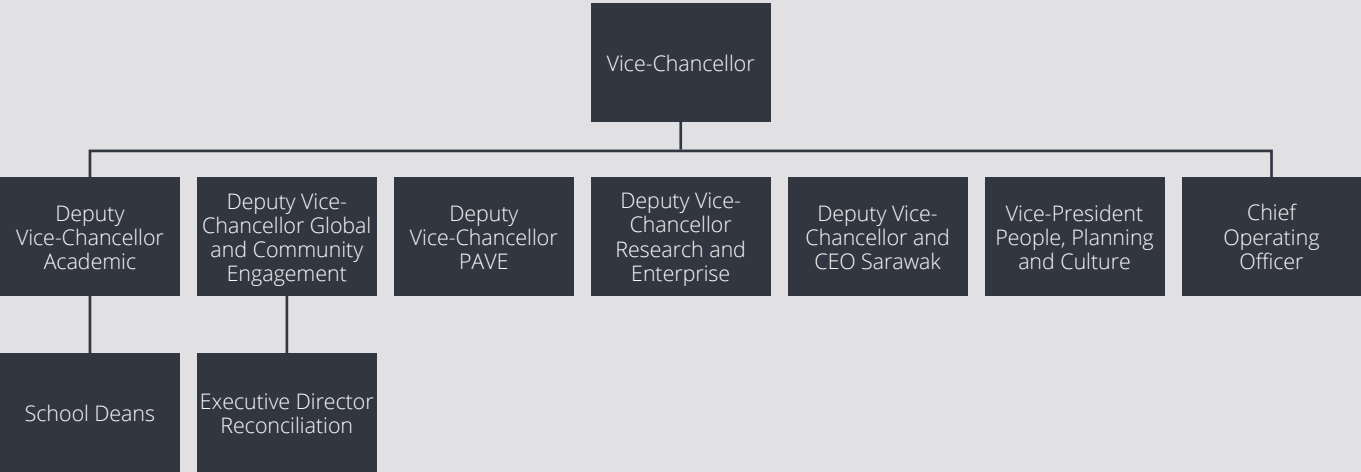
Swinburne Indigenous student Joey Ugle-Heng at the outdoor table tennis table at the Hawthorn campus. Swinburne's RAP artwork features on the table.

RAP Working Group

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

MEMBERS

- Dr Andrew Peters, a Woiwurrung/ Yorta Yorta/ Ngarai illum Wurrung man, and Senior Lecturer, Indigenous Studies, Department of Social Sciences (Chair)
- Professor Chris Pilgrim, Deputy Vice-Chancellor, Academic (Interim)
- Dr Andrew Smith, Deputy Vice-Chancellor, Global and Community Engagement
- Lisa Line, Deputy Vice-Chancellor, Pathways and Vocational Education
- Professor Bronwyn Fox, Deputy Vice-Chancellor, Research and Enterprise
- Marcia Gough, Vice-President, People, Planning, and Culture
- Nancy Collins, Chief Operating Officer and Chief Financial Officer
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership, Executive Director, Moondani Toombadool Centre
- Emma Gavin, a Garrwa woman, and Lecturer, Indigenous Studies, Department of Social Sciences
- Dr Sadie Heckenberg, a Wiradjuri woman, and Aboriginal and Torres Strait Islander Research Fellow, Moondani Toombadool Centre
- Dr Emma Lee, a *trawlwulwuy* woman of *tebrakunna* country, and Aboriginal and Torres Strait Islander Research Fellow, Centre for Social Impact
- Angie Martin, a Kooma and Kamilaroi woman, and Aboriginal and Torres Strait Islander Employment Officer, People, Planning and Culture
- Dr Justin Trounson, a Dharug man, and Aboriginal and Torres Strait Islander Research Fellow, Centre for Forensic Behavioural Science

Aboriginal and Torres Strait Islander Staff Network

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

MEMBERS

- Jess Berry, Executive and Administrative Assistant, Moondani Toombadool Centre
- Lydia Bissett, Indigenous Student Recruitment Officer, Moondani Toombadool Centre
- Joel Boojers, Indigenous Student Advisor, Moondani Toombadool Centre
- Cyan Earnshaw, Indigenous Student Advisor, Moondani Toombadool Centre
- Lisa Forbes, Student HQ Administrator, Student Administration and Library Services
- Ash Francisco, Aboriginal and Torres Strait Islander Research Officer, Moondani Toombadool Centre
- Kate Frogley, Curriculum Implementation Analyst, Student Administration and Library Services
- Emma Gavin, Lecturer in Indigenous Studies, Department of Social Sciences
- Vanessa Gemmell, Academic Services Officer, School of Arts, Social Sciences, and Humanities
- Carissa Godwin, Specialist Editor, First Peoples and Public Policy, Analysis and Policy Observatory
- Dr Sadie Heckenberg, Aboriginal and Torres Strait Islander Research Fellow, Moondani Toombadool Centre
- Mat Jakobi, Lecturer in Indigenous Cultural Capability, Moondani Toombadool Centre
- Lee Jones, Koori Liaison Officer, Moondani Toombadool Centre
- Christopher Kund, Team Leader, Information Technology
- Dr Emma Lee, Aboriginal and Torres Strait Islander Research Fellow, Centre for Social Impact
- Angie Martin, Aboriginal and Torres Strait Islander Employment Officer, People, Planning and Culture
- Dr Andrew Peters, Senior Lecturer in Indigenous Studies, Department of Social Sciences
- Vicky Peters, Manager Indigenous Student Services, Moondani Toombadool Centre
- Sherrin Trautmann, Project Manager, Innovation Precinct
- Dr Justin Trounson, Aboriginal and Torres Strait Islander Research Fellow, Centre for Forensic Behavioural Science

THEME 1:
Governance and Leadership

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

Innovative Enterprise   Relationships   Respect

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

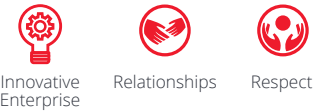[2] The first named EG member is the main person responsible for a target.

THEME 1:
Governance and Leadership (continued)

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

THEME 2:
Culture

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

Innovative Enterprise   Relationships   Respect

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

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

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

THEME 3:
Aboriginal and Torres Strait Islander Staff

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

Innovative Enterprise — Relationships — Respect

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

THEME 4:
Aboriginal and Torres Strait Islander Students

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

Future-ready Learners — Respect — Opportunities

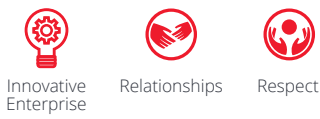| Action	Target	Timeline	EG Responsibility[6]	Sub-EG Responsibility
9. Increase on-campus and online enrolments, retentions, and completions of Aboriginal and Torres Strait Islander students.	63. All student-related administrative areas, including student services, recruitment, communication, engagement,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

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

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

THEME 5:
Engagement

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

Innovative Enterprise   Relationships   Respect

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

THEME 6:
Teaching and Learning

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

Future-ready Learners   Respect   Opportunities

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

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

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

THEME 7:
Research

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

Research with Impact   Respect   Opportunities

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

Tracking Progress and Reporting

Reporting

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

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

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

Acknowledgements

Further information

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🖱 www.swin.edu.au/indigenous

The information contained in this publication was correct at the time of publication.

The university reserves the right to alter or amend the material contained in this publication.

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Appendix H Swinburne's Welcome to Country & Acknowledgement of Country Guide

Welcome to Country and Acknowledgement of Country Guide

A Welcome to Country or an Acknowledgement of Traditional Owners respects and recognises the continuing connection of Aboriginal Traditional Owners to their Country.

The principles of the ceremony have remained the same for thousands of years. If you are Welcomed onto Country, the traditional owners are offering you safe passage and protection during your stay. In turn, you are expected to Acknowledge Country, and respect the protocols and rules of the land.

Swinburne Welcome to Country and Acknowledgement of Country Guide

"A Welcome to Country occurs at the beginning of a formal event and can take many forms including singing, dancing, smoking ceremonies or a speech in traditional language or English. A Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, to welcome visitors to their Country".[1]

Acknowledgement of Country

"An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country. It can be given by both non-Indigenous people and Aboriginal and Torres Strait Islander people".[2]

Swinburne has a clear commitment in its Reconciliation Action Plan to recognising and supporting Welcomes to Country and Acknowledgements of Country.

A Welcome to Country should be organised for all Swinburne public events and for major Swinburne internal events. To request a Wurundjeri Elder to deliver a Welcome to Country, please contact the Moondani Toombadool Centre at least six weeks prior to the event.

An Acknowledgement to Country should be included for all Swinburne internal events. The protocol is the most senior person present or the MC delivers the Acknowledgement. The following are suggested Acknowledgements for particular occasions

Acknowledgement of Country for Swinburne's Hawthorn, Wantirna and Croydon campuses

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

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

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

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

Acknowledgement of Country for the Prahran campus and the Melbourne CBD

"We respectfully acknowledge the Traditional Owners of the land on which we gather, the Wurundjeri and Boonwurrung peoples of the Kulin Nation. We also pay respects to all Aboriginal and Torres Strait Islander Community Elders, past and present, who have resided in the area and have been an integral part of the history of this region. We also pay our respects to any Aboriginal and/or Torres Strait Islander people present".

Acknowledgement of Country for other areas of Australia

"I would like to respectfully acknowledge the Traditional Owners of the land on which we gather, and pay respects to all Aboriginal and Torres Strait Islander Community Elders, past and present, who have resided in the area and have been an integral part of the history of this region. We also pay our respects to any Aboriginal and/or Torres Strait Islander people present".

1 https://www.reconciliation.org.au/wp-content/uploads/2016/05/Welcome-to-and-Acknowledgement-of- Country.pdf

2 https://www.reconciliation.org.au/wp-content/uploads/2016/05/Welcome-to-and-Acknowledgement-of- Country.pdf