

RECONCILIATION ACTION PLAN

Kumba (Tomorrow) Ngeyran (Us All)

JULY 2022 – JULY 2025





ACKNOWLEDGMENT OF COUNTRY

Country is the land, water, sky and all the living things that occupy those spaces.

It also refers to the spiritual connections that exist between all those things.

For us, Country is our mother. We are Country. It is inseparable from our spirit and the spirit of our ancestors. We acknowledge Country to pay respect - to the wisdom of our Elders past and present.

We acknowledge the Traditional Custodians of the lands on which our students and staff live, have come from and are educated on. The University has a presence on the lands of the Awabakal, Darkinjung, Biripai, Worimi, Wonnorua and Eora nations.

It always was and always will be, Aboriginal land.



The University of Newcastle RAP Artwork

Jasmine Craciun (Bachelor of Visual Communication, 2018)

Alumna Miikika Jasmine is a proud Barkindji, Malyangapa designer and artist with a passion for telling stories of, and communication to, diverse groups of people.

Artwork story: The creation of this work was inspired by a group discussion with the University of Newcastle's RAP working group and the thoughts they had about what reconciliation means to them and the University.

Find out more about the words and phrases that influenced the artwork and the meaning behind each symbol, on **pages 44-47**.



CONTENTS

4	Reconciliation and the University of Newcastle
6	The University of Newcastle's Vision for Reconciliation
8	Advancing the Five Dimensions of Reconciliation
10	Our Reconciliation Priorities
12	Our Business
14	Our Reconciliation Journey
18	The 2022 – 2025 Stretch Reconciliation Action Plan
21	Vision and Theory of Change model
22	Relationships
28	Respect
34	Opportunities
40	Implementation for Success
44	Artwork background
46	Symbolic recognition within artwork

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RECONCILIATION AND THE UNIVERSITY OF NEWCASTLE

On behalf of the University of Newcastle, we are pleased to affirm our renewed and ongoing commitment to reconciliation. Our 2022 – 2025 Stretch Reconciliation Action Plan is recognition of the important role that we as individuals, as an organisation and as a community have to play in creating a more just and equitable future for all.

Truth-telling and cultural responsiveness has operated as the catalyst for delivering meaningful outcomes for Aboriginal and Torres Strait Islander peoples across the nation. We are proud to have these underlying themes captured throughout the 120 actions embedded in the RAP and remain collectively committed to social change internally and within the University's sphere of influence. While we are proud of the progress we have made, we recognise as a University we still have work to do and this RAP will guide the University as we seek to embed reconciliation priorities and actions across the institution to become 'business as usual'.



P.E. (Paul) Jeans
Chancellor

Professor Alex Zelinsky AO
Vice-Chancellor and President

The Wollotuka Institute has hosted story, laughter, education, research and connection for over thirty years. Creating relationships between our community and the university has been central to the Institute's success. This stretch Reconciliation Action Plan provides an opportunity for all stakeholders of the University to build strong ongoing relationships. Through partnerships, we can acknowledge and address injustice and seek a new way forward.



Associate Professor Kathleen Butler
Head of the Wollotuka Institute

The University of Newcastle has a strong and demonstrable reputation and commitment of leadership involving social justice and equity matters for Aboriginal and Torres Strait Islander peoples, including reconciliation. This commitment and leadership are critical elements if our nation is to truly define and embrace a new identity, one that is informed by truth telling, healing and justice.

Truth telling, healing and justice are manifest in the University of Newcastle's RAP ensuring that past injustices are acknowledged and healing, practical and transformative reconciliation is achievable for now and for generations to come so our nation may realise its true destiny.



Professor Uncle Bob Morgan
Chair Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER)

This Reconciliation Action Plan brings to life the University's commitment to engagement and community collaboration for Reconciliation. It provides a roadmap for embedding reconciliatory and restorative action across the university as well as providing us with the ability to measure and track these outcomes through strong governance structures reporting to the University Council, Reconciliation Australia and the Board of Aboriginal and Torres Strait Islander Education and Research. There is a strong focus on truth telling through our education and research activities, as well as growing economic opportunities for Aboriginal and Torres Strait Islander people in our communities.



Nathan Towney
Pro Vice-Chancellor Indigenous Strategy and Leadership

On behalf of Reconciliation Australia, I congratulate the University of Newcastle on its continued commitment to reconciliation, as it implements its first Stretch Reconciliation Action Plan (RAP), its second RAP overall.

Formed around the pillars of relationships, respect, and opportunities, the RAP program provides a framework for organisations to contribute to the reconciliation movement. With the creation of this Stretch RAP, the University of Newcastle continues to be a member of the ever-growing community of RAP organisations that have taken goodwill and transformed it into action.

Since the advent of its first RAP over a decade ago, the University has achieved much on its reconciliation journey so far – from both within and outside the RAP program. It has focused its efforts on increasing outcomes and opportunities for Aboriginal and Torres Strait Islander peoples through education and employment, to great success. Today, the University has the highest enrolment of First Nations students in the sector, with a participation rate of 4.1 per cent. It has graduated over 110 Aboriginal and Torres Strait Islander doctors through its Miroma Bunbilla program and has established an Aboriginal and Torres Strait Islander Law School Early Entry Scheme. The University has consistently leveraged its sphere of influence to advance reconciliation, developing the Indigenous Cultural and Intellectual Property Community Guide, as well as speaking up on critical issues, like Black Lives Matter and the destruction of the Juukan Gorge. In total, these activities speak volumes about the University's dedication to supporting Aboriginal and Torres Strait Islander students, employees and communities through its work.

This Stretch RAP sees the University thinking critically and reflectively about how best it can further embed Aboriginal and Torres Strait Islander perspectives, cultures and decision-making into its every day. This includes taking on a leadership role and looking further afield to where it can affect broader change, with plans to create a RAPs in the Regions Network, as well as hosting the annual Ngarrama public truth-telling vigil and cultural celebration. It is implementing innovative projects, such as a First Nations Business and Entrepreneurship Network, as well as increasing the number of Aboriginal and Torres Strait Islander and non-Indigenous co-led and authored research by 3 per cent. These are just some of the University's many new commitments outlined in this Stretch RAP, all of which speak to its thoughtful and considered approach to advancing reconciliation across its work and sphere of influence.

On behalf of Reconciliation Australia, I commend the University of Newcastle on this Stretch RAP and look forward to following its ongoing reconciliation journey.



Karen Mundine

Chief Executive Officer
Reconciliation Australia

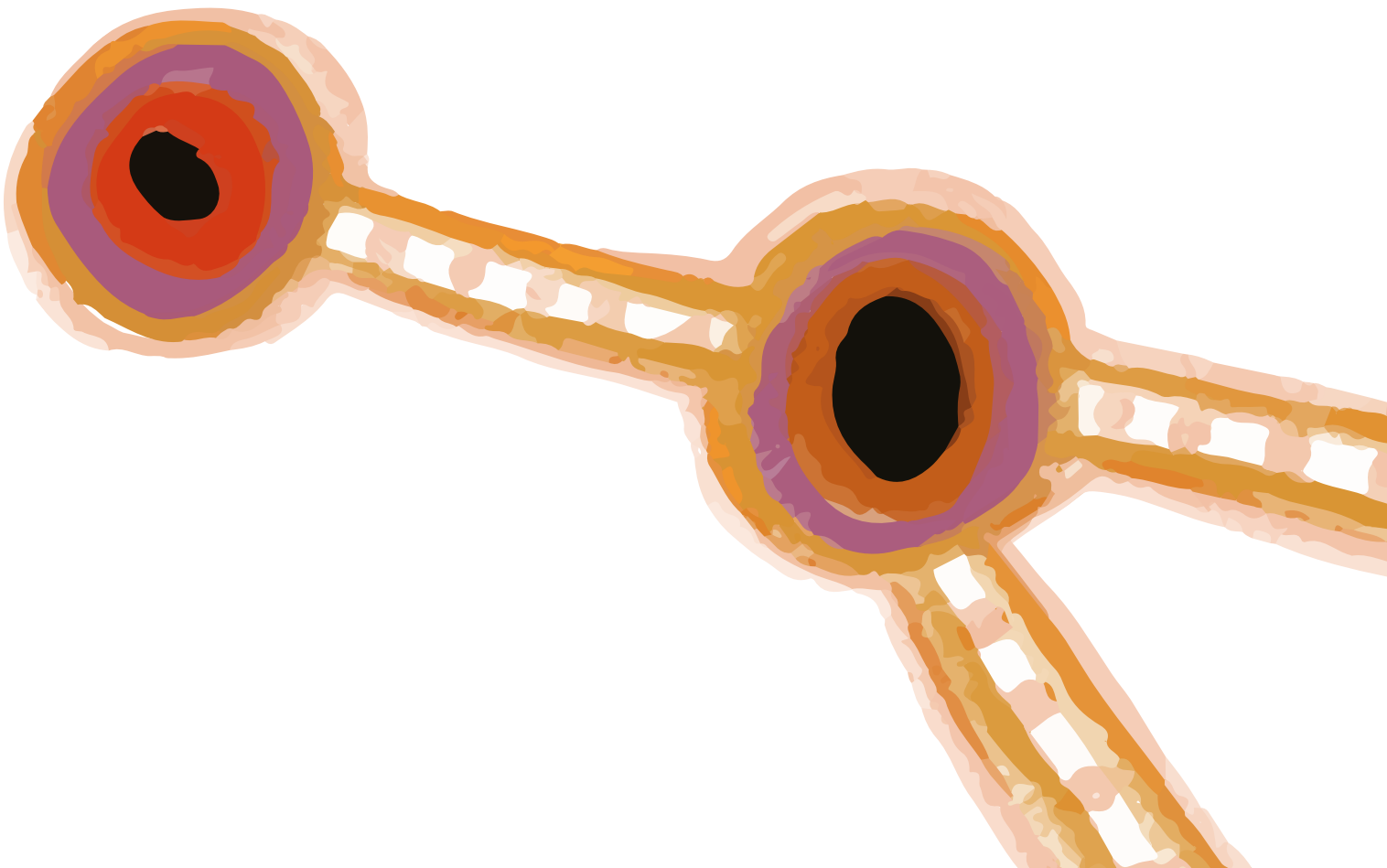
THE UNIVERSITY OF NEWCASTLE'S VISION FOR RECONCILIATION

Looking ahead, the University of Newcastle's vision for reconciliation is to contribute to an Australian nation:

- Where equity exists between Aboriginal and Torres Strait Islander peoples and other Australians in all areas, including education and employment, health and wellbeing and economic opportunity;
- Which through truth telling and historical acceptance is able to acknowledge our shared history and allow for a process of recognition and healing;
- Where all Australians recognise and value Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our national identity;
- Where Aboriginal and Torres Strait Islander peoples are supported and empowered to exercise fully their sovereign rights as First Peoples.

“Aboriginal and Torres Strait Islander peoples and knowledge are assets to universities and the nation. Their genuine inclusion in our teaching and research broadens, deepens and improves what we do, giving our Australian universities a unique place on the world stage. “

University's Australia Indigenous Strategy 2022 - 2025



Terminology

The 2022-2025 Stretch RAP includes references to both 'Indigenous' and 'Aboriginal and Torres Strait Islander'. Through consultation with our communities, we recognise the phrase 'Aboriginal and Torres Strait Islander' as the preferred collective description for Aboriginal and Torres Strait Islander peoples. We also recognise some Aboriginal and Torres Strait Islander peoples may have a preference for 'Indigenous' or 'First Nations' as is their self-determined right. We have also used the term 'Indigenous' where referencing named governmental or institutional policies or documents and in the context of international Indigenous peoples. We also use the term 'non-Indigenous' to refer to Australians who do not identify as Aboriginal and/or Torres Strait Islander people.

Definitions/Acronyms

BATSIER – Board of Aboriginal and Torres Strait Islander Education and Research

Miroma Bunbilla Program – A pre-entry program for Aboriginal and Torres Strait Islander applicants to the University of Newcastle's Joint Medical Program

Nguraki – The Wollotuka Institute's Elders council provides guidance and advice on cultural standards and programs to ensure they are inclusive and are within cultural protocols.

NRW – National Reconciliation Week

OISL – Office of Indigenous Strategy and Leadership

Yapug Program – A pathway program to help Aboriginal and Torres Strait Islander people gain skills for entry into undergraduate degrees at the University of Newcastle.

ADVANCING THE FIVE DIMENSIONS OF RECONCILIATION

The University of Newcastle supports Reconciliation Australia's vision through the advancement of the five dimensions of reconciliation; Historical Acceptance, Race Relations, Institutional Integrity, Equality and Equity and Unity.

HISTORICAL ACCEPTANCE

All Australians understand and accept the wrongs of the past and their impact on Aboriginal and Torres Strait Islander peoples. Australia makes amends for past policies and practices to ensure these wrongs are never repeated.

Truth telling is at the heart of reconciliation and as a university we acknowledge the experiences of Aboriginal and Torres Strait Islander peoples and the ongoing inequalities and injustices that exist as a consequence of colonisation and systemic discrimination. In particular, we note the role educational institutions have played in the exclusion of Aboriginal and Torres Strait Islander peoples, knowledges and languages in this country. The absence of Aboriginal and Torres Strait Islander perspectives and knowledges in educational curriculums in Australia has resulted in the absence of the understandings necessary to build truly respectful relationships and allow for a process of healing. The University of Newcastle's vision is to play our role in helping to heal our communities through education and truth telling. We seek to educate ALL staff, students and the broader community about our shared history and injustices, as well as the strength, resilience and triumphs of Aboriginal and Torres Strait Islander peoples and cultures.

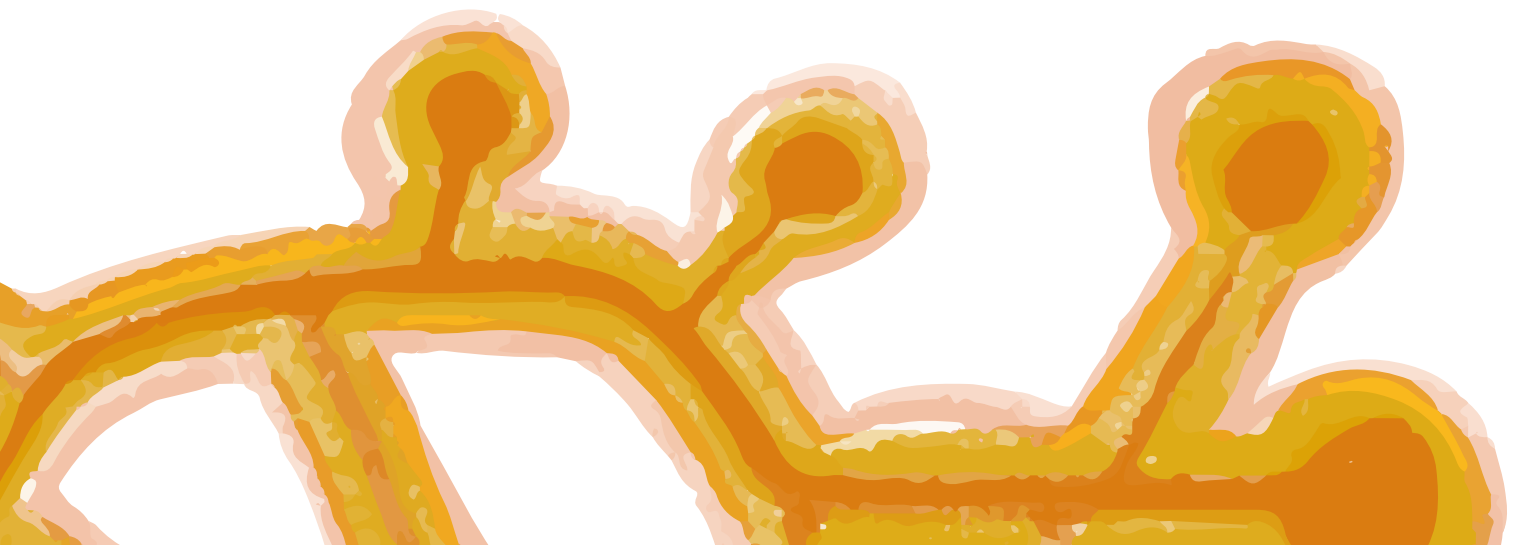
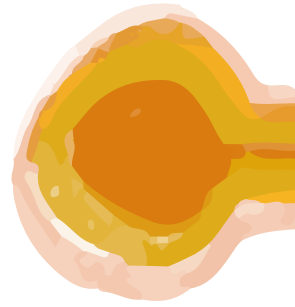
RACE RELATIONS

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, respect and free of racism.

Race relations have played a significant role in Australia's modern history and Aboriginal and Torres Strait Islander people have undeniably suffered from prejudice and negative discrimination on the basis of race. We recognise that racial discrimination can take many forms ranging from an individual's personal perspectives to institutionalised racism. The University of Newcastle is committed to creating an environment that is free from all forms of racial discrimination and prejudice. Through our Cultural Capability Framework, we will provide opportunities for all staff and students to learn and break down stereotypes and bias.

The University also offers a variety of other training opportunities for students and staff, to foster our capacity as an organisation and community to facilitate a safe and respectful environment. These include:

- The Australian Human Rights Commission's, 'Racism. It Stops With Me' campaign and supporting educational resources
- 'All Together Now' an independent, secular, non-partisan, not-for-profit organisation working to raise awareness through the delivery of innovative and evidence-based projects that promote racial equity.



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.

We recognise the important role that educational and research institutions have in closing the gaps in health, education, employment and social justice outcomes for Aboriginal and Torres Strait Islander people. With our strengths in medicine, health and education, we are well-placed to lead and support initiatives and programs that lead to improved outcomes for Aboriginal and Torres Strait Islander peoples. We know the transformative power of education and are proud to have had over 1500 Aboriginal and Torres Strait Islander students graduate from our university. The University has a leading role to play in achieving better outcomes in education attainment and employment for our Aboriginal communities. Through alternative entry programs like Yapug we seek to provide culturally appropriate and supportive access to tertiary education for all.

INSTITUTIONAL INTEGRITY

The active support of reconciliation by the nation's political, business and community structures.

Now more than ever institutional integrity is crucial in meaningful reconciliation. Reconciliation cannot be just words on paper. We seek to be leaders in reconciliation and to use our sphere of influence to bring others along on the reconciliation journey. Over the life of this RAP we will further embed and enhance Aboriginal and Torres Strait Islander governance within our University structures to ensure that we are accountable to the communities that we serve. We have set clear reporting and communication goals so that our progress, our achievements and setbacks are visible to both our University and broader community.

UNITY

An Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared national identity.

We will be a university where all staff and students will be able to demonstrate cultural responsiveness by applying their knowledge of Aboriginal and Torres Strait Islander histories, cultures, and through developing relationships with Aboriginal and Torres Strait Islander people based on the principles of self-determination, reciprocity and mutual respect. Through building and nurturing these relationships at both a personal and organisational level, as well as increasing opportunities for cultural celebration, the University aspires to grow unity and contribute to an Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared national identity.

OUR RECONCILIATION PRIORITIES

As a university, education is at the heart of what we do, and reconciliation provides us both a responsibility and privilege. We acknowledge the role educational institutions have played in the exclusion of Aboriginal and Torres Strait Islander peoples, cultures and knowledges in this country and our responsibility in addressing educational and other social inequalities that exist as a result.

EMBED CULTURAL CAPABILITY FRAMEWORK ACROSS THE UNIVERSITY

The University of Newcastle has developed a Cultural Capability Framework 2020 – 2025 with the aim of increasing the sense of cultural safety and belonging among Aboriginal and Torres Strait Islander students and staff and building the cultural capability of students and staff to understand Indigenous cultures, history and contemporary issues. The framework creates a structure for all staff to reflect on their practices and provides a roadmap to identify areas of action necessary to enable the best possible outcomes for Aboriginal and Torres Strait Islander staff, students and the wider community. The Framework provides a tiered learning experience from online modules, face to face workshops and 'On Country' learning with our local communities and is scaffolded with participants moving from Cultural Awareness to Cultural Responsiveness. Our goal is for 100% of staff across the University to have completed at least one form of training by 2025.

LEADER IN RECONCILIATION

The University of Newcastle will lead reconciliation action in our regions and on a national and global scale. We will use our sphere of influence to champion reconciliation priorities and to engage and inspire our partners and stakeholders in driving reconciliation outcomes.

INDIGENISATION OF CURRICULUM/ DEVELOPMENT OF STUDENT GRADUATE ATTRIBUTE

All students who graduate from our university, regardless of what degree or program they are studying will have increased knowledge about Aboriginal and Torres Strait Islander histories, peoples and cultures through the development of our Aboriginal and Torres Strait Islander Graduate Attribute. The development of the Graduate Attribute will mean that all courses and curriculums will include Aboriginal and Torres Strait Islander content and perspectives. The University will enhance the University's curriculum by further embedding perspectives and pedagogies that demonstrate respect for Aboriginal and Torres Strait Islander histories, and cultures.

ECONOMIC INDEPENDENCE AND INNOVATION

The University of Newcastle is committed to supporting Aboriginal and Torres Strait Islander economic empowerment. Through our new Aboriginal and Torres Strait Islander Procurement Strategy the University will increase our annual procurement spend from Aboriginal and Torres Strait Islander businesses and provide engagement and support for First Nations Businesses and entrepreneurs within the University footprint.

OUR BUSINESS

The University of Newcastle was established as an independent university on the land of the Pambalong clan of the Awabakal people in 1965 following community led campaigning for a university that was 'of and for the region that it served'. Those who began to build the University had a clear vision: a bushland campus that blended a traditional university with innovative approaches to the problems with which they were faced; a university that stayed connected to the community that had campaigned for its creation.

Today the University continues in its vision to be a world leading university for our regions delivering an exceptional student experience and preparing graduates for life in an increasingly interconnected society. Through the University's Looking Ahead Strategic Plan 2020 – 2025, the University has established four interconnected engagement priorities;

- Better Healthier Living
- Connected communities
- Next generation resources
- Growing industries

Our commitment to Indigenous Higher Education, Innovation and Engagement is central to the University's 2020 - 2025 Looking Ahead Strategic Plan and through this Stretch Reconciliation Action Plan we seek to make reconciliation 'business as usual'.

EMPLOYMENT AND EDUCATION (STAFF AND STUDENTS)

The University of Newcastle has a long and proud history as a leader amongst tertiary institutions in educational outcomes and employment opportunities for Aboriginal and Torres Strait Islander people. Through our programs we have graduated over 1500 Aboriginal and Torres Strait Islander students who we know go on to be leaders in their own professions and communities. We currently have more than 1200 students studying with us who identify as Aboriginal and/or Torres Strait Islander, the highest in the sector. 2.8% of the University's fixed term and ongoing workforce identify as Aboriginal and/or Torres Strait Islander (90 out of a total 3140).

THE WOLLOTUKA INSTITUTE

Since its inception in 1983 as an Aboriginal and Torres Strait Islander student support service, Wollotuka or 'Wolly' as it is affectionately known has played a pivotal role in the pursuit of the principles of self-determination and social and restorative justice through education and has been the flagship body for Aboriginal and Torres Strait Islander activities at the University of Newcastle. Through Wollotuka, the University has grown to be a national leader in Aboriginal and Torres Strait Islander education and collaboration with the highest Aboriginal and Torres Strait Islander student enrolment and staff employment in the sector. In the language of the Awabakal people "Wollotuka" means "eating and meeting place" and provides an inclusive, culturally safe environment where staff and students can come for support, advice, collaboration and knowledge-sharing. Importantly it acts as a home away from home for Aboriginal and Torres Strait Islander students while studying at the University of Newcastle. Thousands of students from all over the world have had the opportunity to learn about Aboriginal and Torres Strait Islander histories and cultures through the range of subjects offered through the Wollotuka Institute. Wollotuka has been able to continue its strong advocacy role by drawing on the strength derived from cultural survival, the communities and people it is connected to and on the commitment and transforming achievements of past struggles and journeys. Wollotuka's all Aboriginal and Torres Strait Islander staff, overseen by an all-Indigenous Board of Aboriginal and Torres Strait Islander Education and Research, make it unique among Australian higher education Indigenous units. In 2015, Wollotuka received Australia's first World Indigenous Nations Higher Education Consortium Accreditation, recognising its strong outcomes within Australian Indigenous Higher Education.

ESTABLISHMENT OF THE OFFICE OF THE PRO VICE-CHANCELLOR INDIGENOUS STRATEGY AND LEADERSHIP

In 2019 in recognising the importance of a whole-of-University approach to Indigenous success, the University Vice-Chancellor Professor Alex Zelinsky AO established the Office of the Pro Vice-Chancellor Indigenous Strategy and Leadership (OISL) as a stand-alone unit. The OISL sits within the portfolio of the Vice-Chancellor's Division and is responsible for driving a whole-of-University approach to Indigenous success. Whilst separate to the Wollotuka Institute, the OISL works closely with the Wollotuka team to build a culturally safe environment in which Aboriginal and Torres Strait Islander staff, students, researchers, and community are welcomed and supported.

OUR RECONCILIATION JOURNEY

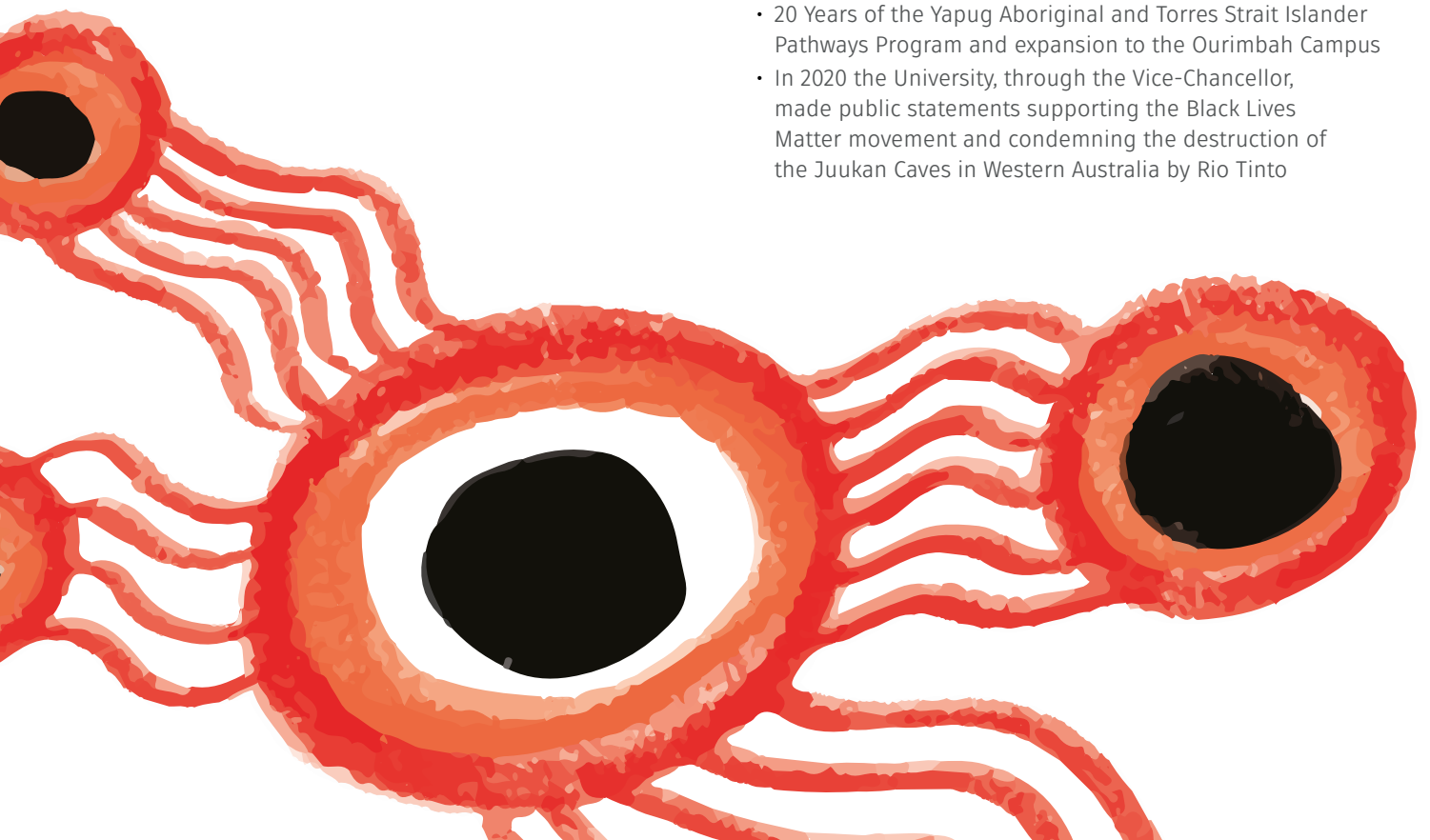
The story of the University of Newcastle is only a recent chapter in the long history of education and knowledge sharing that has taken place on these lands for tens of thousands of years. For the past forty years, and driven by the work of the Wollotuka Institute, the University has demonstrated a commitment to genuine engagement with Aboriginal and Torres Strait Islander communities and organisations to increase higher education and vocational education access, participation, and achievement for Aboriginal and Torres Strait Islander peoples.

The University's entry into the RAP program in 2011 signalled our commitment to continuing to support equitable educational opportunities and outcomes for Aboriginal and Torres Strait Islander people, while at the same time recognising that there was still much work to be done in the reconciliation space. Under the leadership of the Director of the Wollotuka Institute and Wollotuka Elder in Residence and in consultation with the Board of Aboriginal and Torres Strait Islander Education and training (BATSJET) the University launched its first RAP in 2011. The 2011 – 2015 RAP challenged the University to further increase staff representation, increase the enrolment and success rate of students and develop inclusive Indigenous curriculum.

The University acknowledges that the reconciliation process and our responsibilities are larger than any one document and while the University's first RAP expired in 2015, reconciliation actions and activities did not. Since our first RAP we have achieved some inspiring successes in our reconciliation journey which have laid the foundations for this new Stretch RAP.

Some of our achievements/learnings include:

- The University has the highest Aboriginal and Torres Strait Islander student enrolment in the sector, representing a participation rate of 4.1%
- Creation of the Indigenous Cultural and Intellectual Property (ICIP) Community Guide and introduction of ICIP protocols across the University.
- Launch of the Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2020-2025.
- Launch and roll out of the Cultural Capability Framework 2020 – 2025
- Establishment of Aboriginal and Torres Strait Islander Law School Early Entry scheme
- Through our Miroma Bunbilla Program we have graduated over 110 Aboriginal and Torres Strait Islander doctors.
- The University's Ikara-Flinders Ranges Challenge raised over \$164,000 from 938 donors in 10 countries in 2019 to support scholarships for Aboriginal and Torres Strait Islander students at the University of Newcastle and health research to benefit Indigenous communities
- Establishment of Dr Ray Kelly's Muuya Barrigi language program
- 20 Years of the Yapug Aboriginal and Torres Strait Islander Pathways Program and expansion to the Ourimbah Campus
- In 2020 the University, through the Vice-Chancellor, made public statements supporting the Black Lives Matter movement and condemning the destruction of the Juukan Caves in Western Australia by Rio Tinto





MILESTONES IN OUR JOURNEY:

Ngarrama: To sit, listen and know

25 January Truth Telling Vigil and Cultural Celebration

The University of Newcastle was proud to host Newcastle City's first truth telling vigil inviting members of the community to connect with Newcastle First nations heritage on the eve of January 26 2022. More than 2500 people attended the vigil celebrating the resilience and diversity of Aboriginal and Torres Strait islander culture and to encourage meaningful reconciliation on the even of January 26. The event, inspired by a similar vigil held at Sydney annually for the past four years, was hosted by the University of Newcastle in partnership with Awabakal Ltd and supported by Newcastle council, and was promoted as a "time for listening and quiet reflection through the sharing of stories, knowledge and culture". The event included a formal Welcome to Country, public truth telling lecture, storytelling and dance ceremonies and musical performances.

Pro Vice-Chancellor, Indigenous Strategy and Leadership Nathan Towney, said the University of Newcastle was immensely proud of the success of this inaugural event, "Ngarrama is a fantastic opportunity for the Newcastle community to come together to reflect on traditional life in Mooloolbinba/Newcastle before 1788 and to celebrate the richness and resilience of Aboriginal culture — in particular the Awabakal and Worimi people, the traditional owners of the land upon which Newcastle now stands. There is a real thirst from non-Indigenous parts of our community to connect with, and learn from, Aboriginal and Torres Strait Islander peoples".

Rising from the Embers Festival

In 2021 and 2022, as part of our National Reconciliation Week activities, the Wollotuka Institute and the University of Newcastle in collaboration with Hunter Local Land Services hosted the 'Rising from the Embers Festival'. The unique Land and Cultural festival held over two days invited the community together to learn and to celebrate the rich Aboriginal Cultural Heritage of the Hunter Region. The festival focuses on increasing community access to cultural heritage and local land management activities as well as engaging with a variety of local service providers, entertainers and cultural knowledge holders to deliver an interactive educational experience. The title was chosen as part of the focus on the low burning embers that maintain heat in a fire, a link to the cultural practice of slow burning bushland – a reference to the ongoing fire within Aboriginal and Islander people and communities in keeping culture and identity ongoing.

Purai and the Establishment of The John Maynard Aboriginal History Lecture

Purai is an Awabakal word meaning "the world, earth". The Purai Global Indigenous History Centre is a research initiative integrating global and transnational analytical perspectives and frameworks with research on Indigenous histories and other related histories of race. By integrating Indigenous and transnational/transcolonial global historical scholarship with approaches from a range of disciplines, Purai aims to generate new and ground-breaking interdisciplinary research methodologies for the study of global Indigenous histories. In March 2021 Purai hosted the inaugural John Maynard Aboriginal History Lecture in honour of Emeritus Professor John Maynard's trailblazing reputation as one of Australia's first Aboriginal professors and having inspired Indigenous people from all walks of life to take control of their own history and make it nationally and internationally known. The inaugural lecture was delivered by Distinguished Professor Larissa Behrendt, OA, during the opening of the Purai Global Indigenous History Centre at their University of Newcastle city location.

With truth-telling as its backbone, the John Maynard Aboriginal History Lecture is planned as an annual event.

Cultural Awareness to Cultural Responsiveness

A key element of the University's Cultural Capability Framework 2020 -2025 is the opportunity for staff members from across the University to engage in 'On-Country' learning. Staff are supported by a continuum which serves as a roadmap to move from Cultural Awareness towards Cultural Responsiveness, thus creating behavioural change on an individual and organisational level. Participants are invited to work with local Aboriginal and Torres Strait Islander organisations to build upon the knowledge and understandings presented in the online modules and face to face workshops.

Newcastle Law School and Reconciliation Australia Projects

The Newcastle Law School has since 2020 collaborated with Reconciliation Australia on a range of projects relating to RA's RAP Program. Through a course titled the Community Legal Development Project, between 1 and 4 Newcastle Law School students each semester have worked closely with assigned RA project leaders to contribute to the RAP Program. Most recently, the project students' performed research and analysis across the semester regarding RAPs in the tourism industry, including ways that these could be improved; the students then presented their report and findings to a national team of RAP officers. One of the students involved in the project talked about his experience working on the project:

“Working with Reconciliation Australia (RA) through the Special Interest Project was an experience unlike any other offered at law school. Through my research and reporting, I was able to provide a tangible benefit to RA and make a significant real-world impact by contributing to reconciliation in Australia. Additionally, liaising with a RAP officer on a regular basis as well as the wider business has equipped me with valuable skills which are very desirable from a future-employment perspective. I would most definitely recommend working with RA through the Special Interest Project for anyone who is interested in; self-directed work, real-world experience, and contributing to meaningful societal change”

Community Legal Development Project Student

Covid-19 Response

In 2021, at the height of the Covid-19 pandemic, Nurses and Midwives (two Aboriginal and one non-Indigenous) from the School of Nursing and Midwifery responded to the urgent humanitarian need for COVID-9 vaccinations in western New South Wales communities. In partnership with Walgett Aboriginal Medical Service the nurses vaccinated in excess of 500 people in the community during their humanitarian visit. Returning to the Central Coast, they partnered with Yerin Eleanor Duncan Aboriginal Health Service, Wyong to vaccinate community members on the central Coast. This occurred at a peak time of risk and during an urgent need to escalate the vaccination campaign to priority populations.

Alumni House project

In mid-2021 the University of Newcastle launched an architectural design competition to select the architectural team to design a new Alumni House, a space for alumni to connect and engage in the Newcastle CBD. At stage one, architectural teams were asked about their experience in consulting with Aboriginal and Torres Strait Islander peoples and to provide a statement of their cultural capability. It was also outlined that the winning team would be required to develop a Reconciliation Action Plan as part of their contractual deliverables. At the beginning of stage two, the four finalist teams had the opportunity to attend a workshop with a cultural consultant and members of the Indigenous Strategy and Leadership team, to learn more about the University's strategic direction, and some knowledge of the local area. The winner had a strong submission that was rated as culturally safe (capable) by the Cultural Consultant. The approach was commended by the competitors who noted it represented the most thorough inclusion of Indigenous engagement within a procurement process they had participated in. As a result of the success of this project, Indigenous led design has been incorporated into the Design Master Plan for the University.

“It was very humbling to be invited to join the team for the Alumni House design competition. From the outset it was clear the intention was for the process to be meaningful, culturally responsive and in alignment with the University's Cultural Capability Framework. There was time and space to build genuine and respectful relationships throughout the design competition process, paving the way for me to be involved in other flow-on infrastructure projects at the Uni. Unexpectedly, these experiences have also opened up a whole new industry (architecture and design) for others and myself that I would not have thought traditional cultural knowledge and skills could be applied to.”

David Newham Cultural Educator



THE 2022 – 2025 STRETCH RECONCILIATION ACTION PLAN

This 2022 – 2025 RAP formalises the University's ongoing and renewed commitment to supporting Aboriginal and Torres Strait Islander education and employment, as well as supporting us to stretch ourselves to drive reconciliation outcomes both inside and outside our institution. Our 2022 – 2025 Stretch RAP forms a key part of the University's overall strategic goals.

While there has always been support for reconciliatory action across the University, it was apparent that most of the strategic planning and responsibilities in our 2011 – 2015 RAP fell primarily to the Wollotuka Institute. This new Stretch RAP requires the University to further embed reconciliation initiatives into business strategies to become 'business as usual' across the organisation.

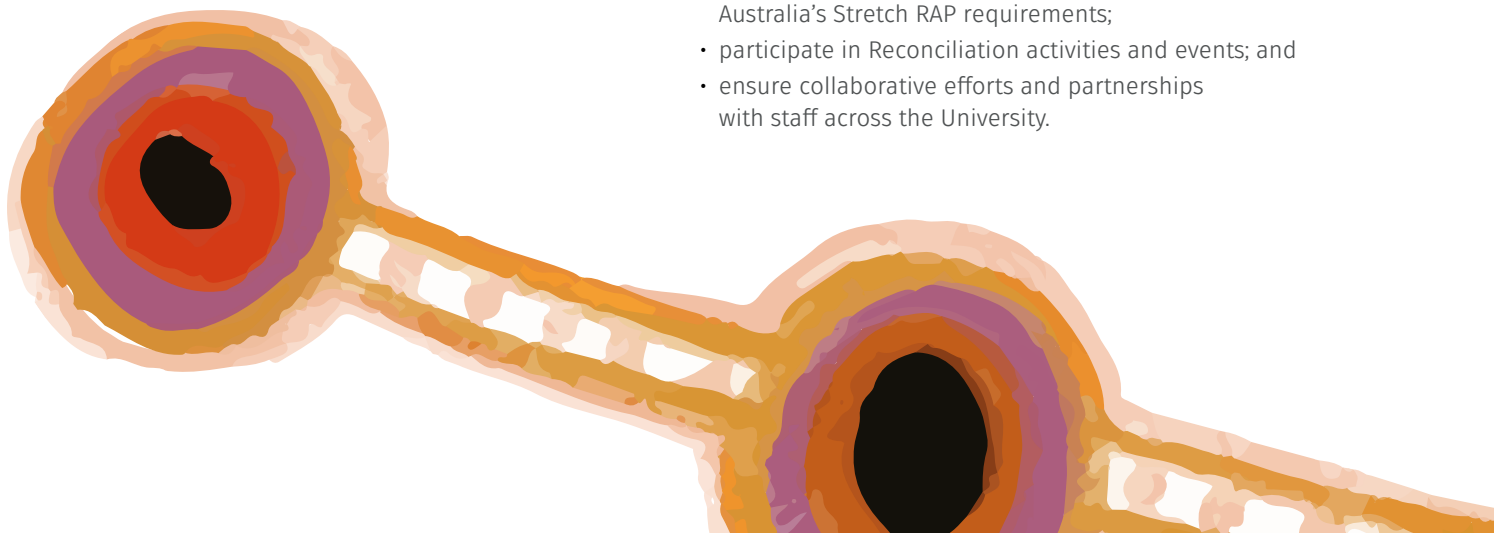
In developing our 2022 – 2025 Stretch RAP we have reviewed key learnings from our previous RAP, engaged in broad consultation and identified key areas requiring further action from our participation in the 2020 Reconciliation Barometer Results. We have organised our RAP around the three pillars of Relationships, Respect, Opportunities as well as Implementation for Success.

DESIGN AND DEVELOPMENT - RAP WORKING GROUP AND RAP STEERING GROUP

Led by the Pro Vice-Chancellor Indigenous Strategy and Leadership and under the strategic appointment of the Director - Indigenous Engagement and Reconciliation, the development of the University's Reconciliation Action Plan 2022 -2025 commenced in 2020 with a call for representation on the University's Reconciliation Action Plan Working Group. Following an overwhelming response, the RAP Working Group was formed with over 30 members representing every School and Division from across the University and consisting of both Aboriginal and Torres Strait Islander and non-Indigenous staff. The RAP Working Group have met regularly throughout the past 18 months and have worked collaboratively on all aspects of the RAP design as well as organising and hosting events for National Reconciliation Week.

In recognising the need for high level support of our reconciliation actions, the RAP Steering Committee was also formed. As senior leaders within the University, the RAP Steering Committee will advocate, guide, support the RAP Working Group and encourage staff, community and industry partners to participate and support the development of the RAP. The Steering Committee will:

- be champions for the RAP;
- promote Reconciliation with University community and industry partners;
- promote Reconciliation actions and activities throughout the workplace;
- promote the Cultural Capability Framework within the workplace;
- ensure the RAP is aligned to the broader goals of the University Strategic Plan and Indigenous Education Framework;
- ensure the RAP meets the Reconciliation Australia's Stretch RAP requirements;
- participate in Reconciliation activities and events; and
- ensure collaborative efforts and partnerships with staff across the University.



Current Steering Committee Membership

Mr Nathan Towney	Pro Vice-Chancellor Indigenous Strategy and Leadership (Chair)
Professor Alex Zelinsky AO	Vice-Chancellor and President
Professor Elizabeth Sullivan	Pro Vice-Chancellor, College of Health, Medicine and Wellbeing
Mr David Toll	Chief Operating Officer
Professor John Fischetti	Pro Vice-Chancellor Human and Social Futures
Professor Kent Anderson	Deputy Vice-Chancellor Global
Paula Johnston	Chief Financial Officer
Associate Professor Kathleen Butler	Head of the Wollotuka Institute
Professor Mark Hofman	Deputy Vice-Chancellor (Academic) and Vice-President
Professor Lee Smith	Pro Vice-Chancellor College of Engineering Science and Environment
Professor Zee Upton	Pro Vice-Chancellor College of Health Medicine and Wellbeing
Professor Bob Morgan	Chair Board of Aboriginal and Torres Strait Islander Education and Research

In developing this RAP we have engaged with staff and students as well as broad scope consultation with our communities and have been guided by our Board of Aboriginal and Torres Strait Islander Research (BATSIER) as well as our Aboriginal and Torres Strait Islander staff network.

GOVERNANCE

With institution-wide leadership at the centre of our reconciliation approach, our Vice-Chancellor has put himself forward as the University RAP Champion. As the leader of the University, Professor Zelinsky will engage with leaders across the University to ensure the RAP is implemented and actioned across all areas of the institution. Responsibility for all actions within our Stretch Reconciliation Action Plan have been allocated to leaders within the Senior Executive Committee to ensure high level commitment and support and cascaded to relevant senior leaders across the University.

Guidance from and accountability to our Aboriginal and Torres Strait Islander communities is essential for the success of our Stretch RAP. Under this RAP the University will further embed Aboriginal and Torres Strait Islander governance through BATSIER.

Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER)

The Board of Aboriginal and Torres Strait Islander Education and Research is a Committee of the Vice-Chancellor with all Aboriginal and Torres Strait Islander members. Its role is to advise the Vice-Chancellor on all matters relating to the policy on, and implementation of, Aboriginal and Torres Strait Islander Education and Research at the University to ensure that these meet the needs identified by Aboriginal and Torres Strait Islander communities. The membership of the Board is comprised of representatives from the regional and NSW Aboriginal Education Consultative Groups (NSWAECG), an Aboriginal or Torres Strait Islander member of Alumni, Aboriginal or Torres Strait Islander students, Elders, an Aboriginal or Torres Strait Islander academic and professional staff member, and an Aboriginal or Torres Strait Islander staff member representing the University's regional campuses.

SUPPORTING DOCUMENTS AND STRATEGIES

This 2022 – 2025 Stretch RAP is supported and connected to the following strategic documents:

University of Newcastle's Looking Ahead Strategic Plan 2020-2025

Our vision is to be a world-leading university for our regions. Our Strategic Plan prioritises the embedding of Indigenous knowledges across the University. We commit to:

- Pursuing the highest rates of success of Aboriginal and Torres Strait Islander students across all disciplines
- Becoming the leading university for global Indigenous comparative studies, research and educational approaches
- Being the preferred employer and partner university for Aboriginal and Torres Strait Islander people and communities
- Nurturing an environment where Aboriginal and Torres Strait Islander stakeholders are challenged to innovate in culturally affirming, globally aware ways

The Wollotuka Institute Cultural Standards

The Wollotuka Institute has developed its cultural standards to reflect and embrace the cultural essence to which its goals are directed and to help define and guide how it operates. The standards inform the Institute's relationships with students, the community and the University. They also provide a set of principles and standards against which Wollotuka's cultural integrity can be monitored, reviewed and assessed.

Aboriginal and Torres Strait Islander Education and Research Framework

This framework reflects the University's commitment to advancing Aboriginal and Torres Strait Islander research and education, and provides a roadmap for all staff in planning, implementing and evaluating activities across the University. The framework consists of four pillars ('cultural knowledge and understanding', 'participation and retention', 'research to influence change' and 'engagement and community collaboration for reconciliation'), and is interconnected with a number of strategies and plans across the University, our Aboriginal and Torres Strait Islander communities, The Higher Education sector and the broader community.

Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2020-2025.

This reflects the University's commitment to being a leader in Indigenous advancement and in providing a culturally safe environment for all our staff and students. This Strategy endeavours to attract, recruit, development, and support our Indigenous academic and professional staff at all levels across our University to achieve career success, but to also grow our future Indigenous leaders.

Cultural Capability Framework 2020 – 2025

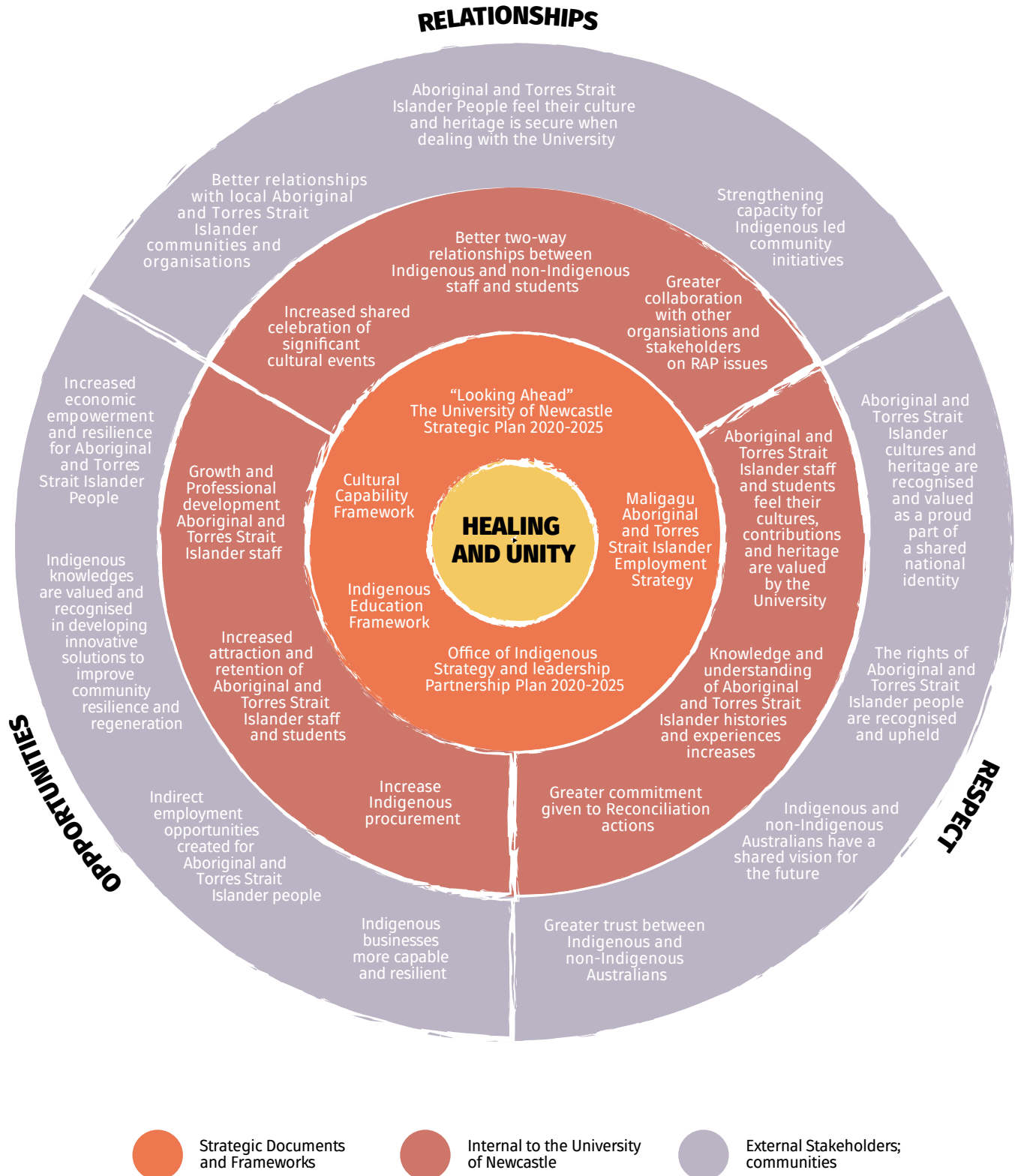
This framework creates a structure for all staff at the University of Newcastle to increase Aboriginal and Torres Strait Islander cultural knowledge and understanding, and provides a clear guide for individuals to identify areas of growth, guiding staff to move towards Cultural Responsiveness. It was co designed with key University and community stakeholders and creates a space where the University of Newcastle is enriched by diverse perspectives and knowledge, as well as contributing to social justice outcomes.

MEASURING OUR IMPACT – VISION AND THEORY OF CHANGE

In developing the University's Reconciliation Action Plan (RAP) we have adopted a Theory of Change (TOC) model to articulate and ultimately measure the impact our RAP will have within our university and communities. Our Theory of Change emphasises our primary vision of Healing and Unity through the three pillars of reconciliation: respect, relationships

and opportunities. The long-term outcomes are mapped backwards in respect of larger societal impacts, actions and interventions within the University and guiding strategic plans and frameworks. Measuring our impact will be done through the RAP Barometer and key KPI's within the RAP.

VISION AND THEORY OF CHANGE MODEL





RELATIONSHIPS

Relationships are at the heart of reconciliation. The University of Newcastle is committed to building and nurturing relationships built on trust and respect between Aboriginal and Torres Strait Islander peoples and the broader community. We aim to encourage and support all staff and students to develop the understandings necessary to facilitate respectful relationships as well as provide opportunities for relationship building. We aim to create stronger relationships between the University and our Aboriginal and Torres Strait Islander communities and organisations and to use our sphere of influence to motivate and inspire our business, community and industry partners in driving reconciliation outcomes.

The University seeks to build and support these relationships through three focus areas:

1. Community partnerships and collaboration
2. Leaders in Reconciliation
3. Stronger allyship for positive race relations

Measures of Success:

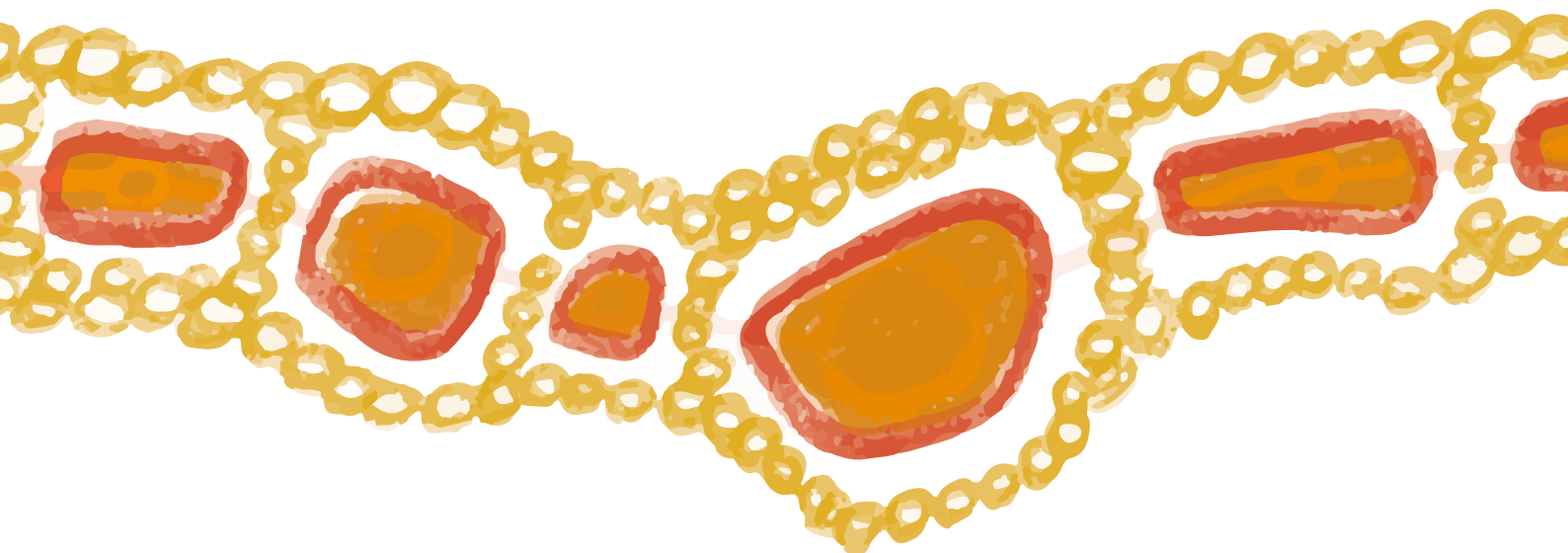
- Better two-way relationships between Indigenous and non-Indigenous staff and students
- Greater collaboration with other organisations and stakeholders on Reconciliation issues
- Increased shared celebration of significant cultural events



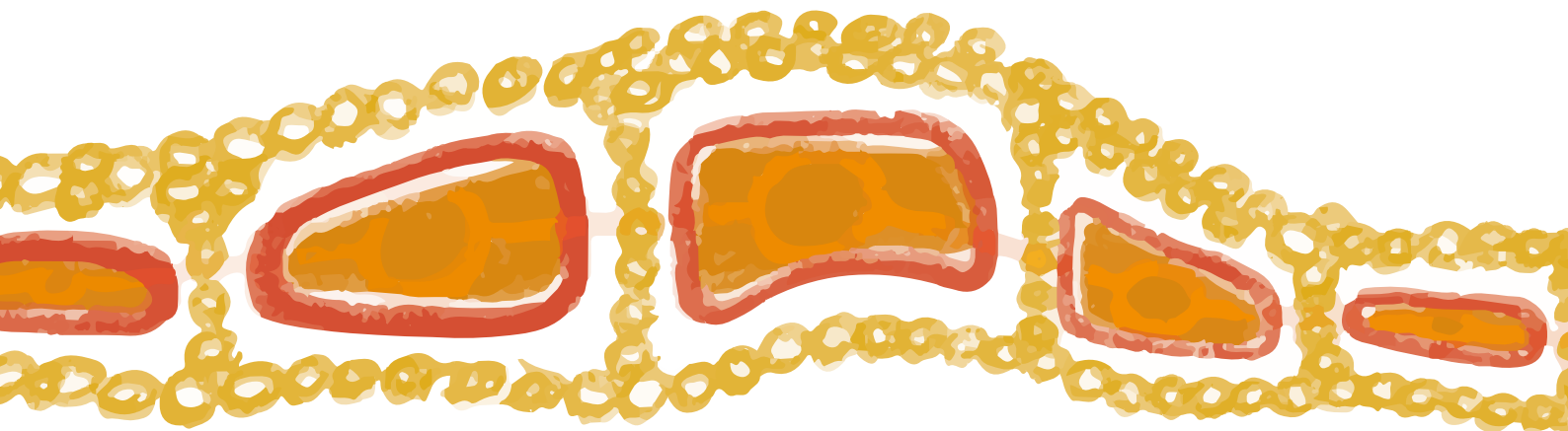


FOCUS AREA: COMMUNITY PARTNERSHIPS AND COLLABORATION

Action	Deliverable
1. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations	1.1. Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to continuously improve guiding principles for collaboration
	1.2. Review, update and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders including BATSIER for guidance and implementation of the RAP to ensure it meets the needs identified by Aboriginal and Torres Strait Islander communities
	1.3. Identify opportunities to develop at least two strategic partnership per year with Aboriginal and Torres Strait Islander communities in either local, remote, rural and coastal regions to build mutual capacity
	1.4. Provide at least 2 legal advice outreach clinics specifically for Aboriginal and Torres Strait Islander communities through the University Legal Centre annually
2. Engage with University of Newcastle Aboriginal and Torres Strait Islander Alumni to encourage and facilitate building leadership capacity	2.1. Establish an Aboriginal and Torres Strait Islander Alumni network and host at least one annual reception
	2.2. Develop Aboriginal and Torres Strait Islander Alumni mentor program to connect with undergraduate and postgraduate students
	2.3. Recognise and celebrate Aboriginal and Torres Strait Alumni through annual Alumni Awards (one of which is an Identified award) and inclusion in publication/communications in media
3. Build relationships through celebrating National Reconciliation Week (NRW)	3.1. Circulate Reconciliation Australia's NRW resources and reconciliation materials to all staff through university website and intranet
	3.2. RAP Working Group members to lead and host a program of events across all campuses, with at least 1) one student facing 2) one staff and 3) one community facing event during National Reconciliation Week (NRW) annually
	3.3. RAP Working Group Members to participate in at least two external NRW events each year
	3.4. Encourage and support all staff and senior leaders to participate in at least one internal and one external event to recognise and celebrate National Reconciliation Week
	3.5. Establish Reconciliation Awards for 1 x individual staff member, 1 x student and 1 x external partner/organisation or stakeholder to recognise achievements in commitment to Reconciliation, to be awarded during National Reconciliation week
	3.6. Register all our NRW events on Reconciliation Australia's NRW website
	3.7. Internal communications newsletter 'The Loop' reconciliation 'takeover' to be included annually during NRW



Timeline	Responsible	Supported by
Review: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Academic	Executive Support Officer, Reconciliation
Review: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Review: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Review: August 2022, 2023, 2024	Pro Vice-Chancellor College of Human and Social Futures	Director, University of Newcastle Legal Centre
Complete: December 2021. Review: September 2023, 2024	Deputy Vice-Chancellor Global	Indigenous Strategy Officer
Complete: February 2024 Review: February 2023	Deputy Vice-Chancellor Global	Indigenous Strategy Officer
Complete: December 2022, 2023, 2024	Deputy Vice-Chancellor Global	Indigenous Strategy Officer
Complete: May 2022, 2023, 2024	Deputy Vice-Chancellor Global	Communications Specialist – Internal
Complete: June, 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	RAP Working Group members
Complete: June 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	RAP Working Group members
Complete: June 2022, 2023, 2024	RAP Champion, Vice-Chancellor	Executive Committee members
Complete: June 2023, 2024	RAP Champion, Vice-Chancellor	Executive Support Officer, Reconciliation
Complete: April 2022, 2023, 2024	Deputy Vice-Chancellor Global Pro Vice-Chancellor Indigenous Strategy and Leadership	Communications Officer
Complete: June 2022, 2023, 2024	Deputy Vice-Chancellor Global	Communications Officer



FOCUS AREA: LEADERS IN RECONCILIATION

Action	Deliverable
4. Promote reconciliation through our sphere of influence	4.1. Engage all staff and students to drive reconciliation outcomes through regular communications
	4.2. In partnership with Reconciliation Australia create a 'RAPs in the Region' network and host one conference per year to connect local business, educational institutions and organisations on RAP best practice, successes and to provide resources and advice
	4.3. Provide expert advice and support to two of the University's industry partners annually, who are not currently in the reconciliation movement, to drive reconciliation outcomes in these organisations
	4.4. Implement and progress Partnership Plan (Indigenous) with key industry, philanthropic and non-Government organisations to create impactful partnerships that benefit local Indigenous communities
	4.5. Establish and maintain University Reconciliation webpage documenting achievements, providing resources and reporting progress
	4.6. Develop and implement a communication plan to raise awareness of the RAP and Cultural Capability Framework and promote to all internal and external stakeholders
	4.7. Communicate our commitment to reconciliation internally and publicly through local and national media platforms (contribute at least four Opinion Editorials per year)
	4.8. The University's commitment to the RAP and reconciliation is included in all staff employment advertisements and all relevant student marketing
	4.9. Participate and be an active leader in Reconciliation Australia's University Reconciliation Industry Network Group to share and lead reconciliation practices in the sector
	4.10. In collaboration with Awabakal Pty Ltd, host Ngarrama public truth telling vigil and cultural celebration annually on 25 January

FOCUS AREA: STRONGER ALLYSHIP FOR POSITIVE RACE RELATIONS

Action	Deliverable
5. Promote positive race relations through anti-discrimination strategies	5.1. Advocate the Racism Stops with Me and other national campaigns and promote campaigns through student communication channels
	5.2. Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to continuously improve our anti-discrimination policy
	5.3. Communicate anti-discrimination policy across the organisation
	5.4. Develop a learning module or workshop on the effects of racism to be incorporated in the Cultural Capability Framework
	5.5. Senior leaders to complete SBS Cultural Competency module and publicly support "Racism -It Stops with me" Campaign
6. Establish effective consultation mechanisms for Indigenous perspectives and voice	6.1. Leaders embed targets to improve representation of Aboriginal and Torres Strait Islander persons on committees
	6.2 Establish Aboriginal and Torres Strait Islander representation on University governing bodies including Academic Senate, College Boards and Committees



Timeline	Responsible	Supported by
Review: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Marketing and Communications staff member
Complete: June 2022	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Research and Innovation	Executive Support Officer, Reconciliation
Review: November 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Review: December 2022, 2023, 2024	Deputy Vice-Chancellor Global	Director, Advancement
Review: July 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	OISL Project Officer
Complete: August 2022 Review: August 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Global	OISL Project Officer
Review: December 2022, 2023, 2024	Deputy Vice-Chancellor Global	Executive Support Officer, Reconciliation
Complete: June 2023 Review: June 2024	Chief Operating Officer Deputy Vice-Chancellor Global	Executive Support Officer, Reconciliation
Review: November 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Complete: January 2023, 2024, 2025	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation

Timeline	Responsible	Supported by
Review: September 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Equity and Diversity Coordinator
Review: November 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Academic	Equity and Diversity Coordinator
Complete: April 2022, 2023, 2024	Deputy Vice-Chancellor Global	Equity and Diversity Coordinator
Complete: December 2023	Deputy Vice-Chancellor Academic	Equity and Diversity Coordinator
Complete: December 2022	RAP Champion, Vice-Chancellor	Equity and Diversity Coordinator
Review: December 2022, 2023, 2024	RAP Champion, Vice-Chancellor	University Secretary
Complete: December 2023	RAP Champion, Vice-Chancellor	University Secretary





RESPECT

An understanding of Aboriginal and Torres Strait Islander cultures, history and experiences underpins respectful relationships. As a University we will promote truth telling and provide opportunities for all staff and students to develop an understanding of Aboriginal and Torres Strait Islander histories and experiences as well as an appreciation of culture and knowledges.

Staff

All staff will develop Cultural Responsiveness through engagement with our Cultural Capability Framework 2020 – 2025 with a focus on face to face and 'On Country' learning. Under this framework 100% of staff will have engaged with at least one form of cultural learning by 2025.

Students

All students who graduate from our university, regardless of what degree or program they are studying will have increased knowledge about Aboriginal and Torres Strait Islander histories, peoples and cultures through the development of our Aboriginal and Torres Strait Islander Graduate Attribute. The development of the Graduate Attribute will mean that all courses and curriculums will include Aboriginal and Torres Strait Islander content and perspectives.

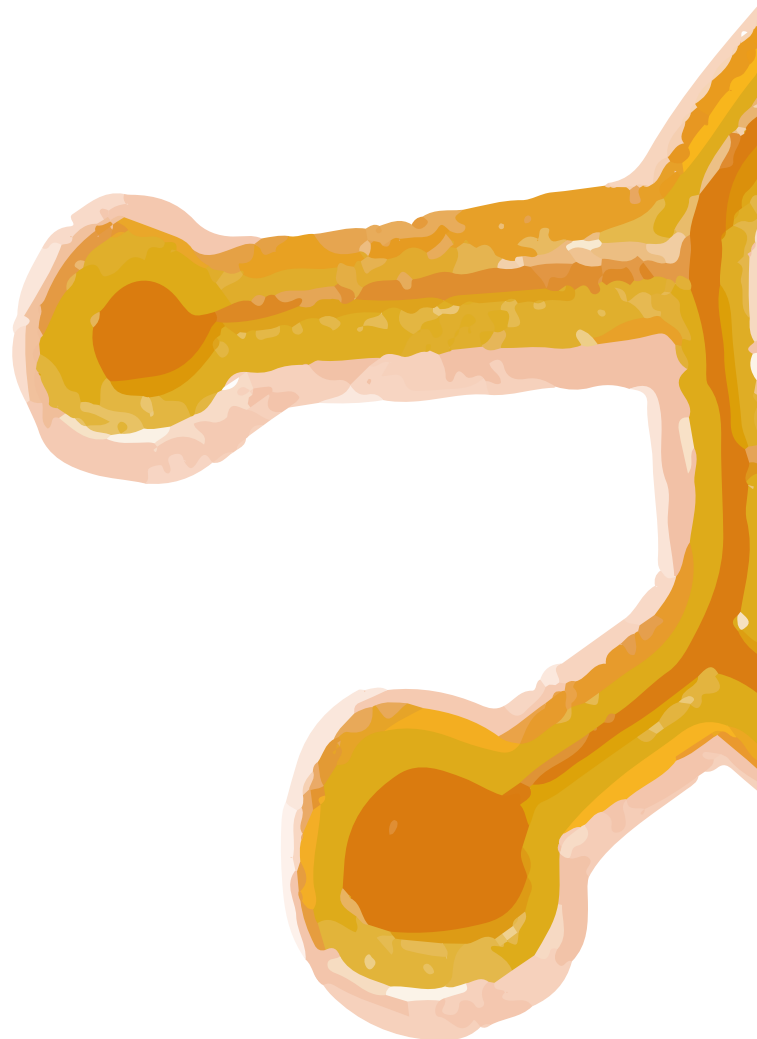
We will use our sphere of influence to provide platforms and opportunities for truth telling as well as ensuring the protection of Aboriginal and Torres Strait Islander cultural and intellectual property.

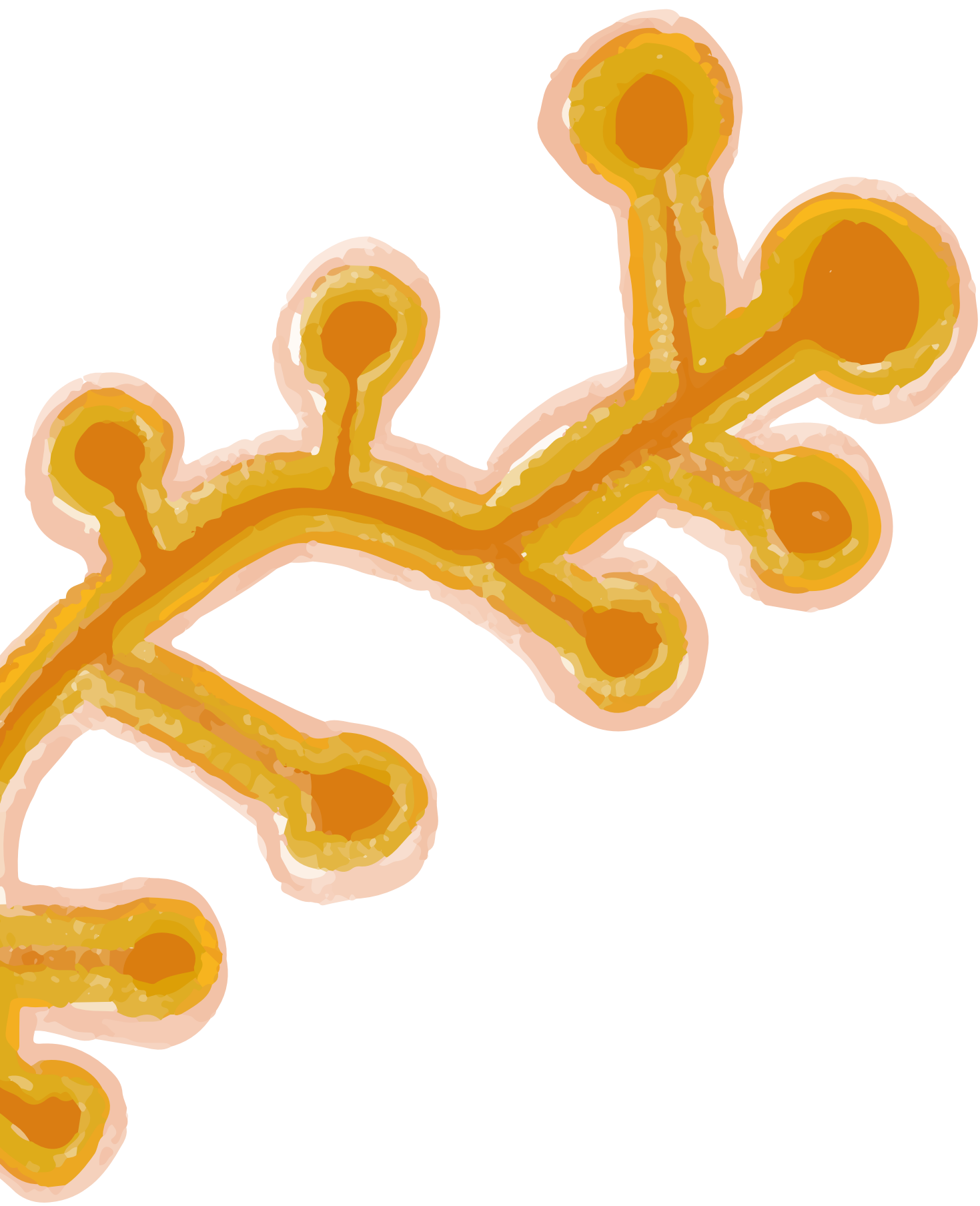
The University seeks to grow and demonstrate respect through three focus areas:

1. Culturally Responsive environment
2. Cultural Celebration – staff and students
3. Cultural and Intellectual Property Rights

Measures of Success:

- Aboriginal and Torres Strait Islander employees and students and community members feel their cultures, contributions and heritage are valued by the University
- Knowledge and understanding of Aboriginal and Torres Strait Islander histories and experiences increases
- Greater commitment given to Reconciliation actions



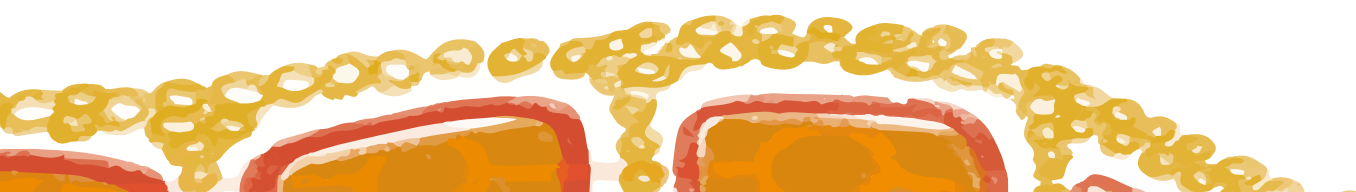


FOCUS AREA: CULTURALLY RESPONSIVE ENVIRONMENT

Action	Deliverable
7. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning and truth telling	7.1. Conduct a review of cultural learning needs within our organisation.
	7.2. Implement and Communicate Cultural Capability Framework (cultural learning strategy) for all staff and conduct ongoing progress review
	7.3. 100% of all staff to complete the compulsory Cultural Capability Framework online modules by 2025: 2022 – 50% 2023 – 65% 2024 – 80% 2025 – 100%
	7.4. 80% of all staff to complete the Cultural Capability Framework face-to-face workshop by 2025: 2022 – 50% 2023 – 60% 2024 – 70% 2025 – 80%
	7.5. 100% of all senior executive staff to attend 'On Country' learning by 2025: 2022 – 50% 2023 – 65% 2024 – 80% 2025 – 100%
	7.6. Cultural Capability training built into onboarding
	7.7. "Welcome to Wollotuka" introduction and welcome session required to be completed by all onboarding staff
	7.8. Develop an Aboriginal and Torres Strait Islander Graduate Attribute and embed across university programs
	7.9. SBS Cultural Competency module "Racism -It Stops with me" built into student onboarding as compulsory module
	7.10. Host two cultural learning events for international students annually
8. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	8.1. Display Acknowledgment of Country plaques on all major campus buildings
	8.2. 90% of staff feel comfortable in delivering an Acknowledgement of Country, as indicated by Workplace RAP barometer survey
	8.3. Communicate Wollotuka Cultural Standards and protocols across the University
	8.4. Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at 3 significant events each year, including graduations
	8.5. Senior leaders and staff provide an Acknowledgement of Country or other appropriate protocols at all public events
	8.6. Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings
	8.7. All graduation ceremonies will feature Aboriginal and Torres Strait Islander flags and all graduating students to receive Indigenous artwork pin and copy of artwork meaning
	8.8. Establish protocols for access to cultural collections held by Library and the Gallery
	8.9. Digitisation of cultural artefacts and investigate and research possible repatriation to traditional owners where appropriate
9. Promote culturally affirming environment which is supportive of Aboriginal and Torres Strait Islander staff	9.1. Establish Aboriginal and Torres Strait Islander staff network and hold at least 3 networking events per year
	9.2. Ensure that all direct line managers of Aboriginal and Torres Strait Islander staff have completed all components of Cultural Capability training
	9.3. Ensure that all Aboriginal and Torres Strait Islander staff are regularly consulted regarding cultural safety in the workplace and are aware of support networks and channels for resolving/reporting concerns
10. Embed Aboriginal and Torres Strait Islander perspectives and pedagogies in the University curriculum	10.1. Establish Working Parties for each of the Colleges with representation from each of the respective schools to lead and implement Indigenisation of curriculum projects
	10.2. Create and launch online library of Indigenous resources for use in Indigenisation of curriculum



Timeline	Responsible	Supported by
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic Deputy Vice-Chancellor Research and Innovation Chief Operating Officer Deputy Vice-Chancellor Global	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	RAP Champion, Vice-Chancellor	Indigenous Executive Support and Engagement Officer
Complete: by December 2022	Chief Operating Officer	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Head of Wollotuka Institute
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Indigenous Executive Support and Engagement Officer
Complete: December 2023	Deputy Vice-Chancellor Academic	Indigenous Executive Support and Engagement Officer
Complete: December 2023, 2024	Deputy Vice-Chancellor Global	Director, International and Partnerships
Complete: December 2023	Chief Operating Officer	Director, Infrastructure and Facilities Services
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Communications and Engagement Officer, Wollotuka Institute
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Report on Progress: December 2022, 2023, 2024	RAP Champion, Vice-Chancellor	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Manager Student and Campus Engagement
Complete: by December 2024	Deputy Vice-Chancellor Academic	Library Officer, Special Collections
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Library Officer, Special Collections
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Employment Partner
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Executive Support and Engagement Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Employment Partner
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellors of Colleges	College Deans, Indigenous Education and Research
To be launched by December 2023	Deputy Vice-Chancellor Academic	University Librarian



FOCUS AREA: CULTURAL CELEBRATION - STAFF AND STUDENTS

Action	Deliverable
11. Engage with Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week	11.1. In consultation with local community support and promote at least two local NAIDOC week events
	11.2. RAP Working Group to participate in at least one external NAIDOC Week event
	11.3. Support all staff to participate in at least one external NAIDOC Week event in our local area
	11.4. Promote and communicate NAIDOC week activities and events to all students
	11.5. Promote NAIDOC week events through internal and external communications
	11.6. Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week
12. Engage in cultural celebration and truth telling throughout the year	12.1. Host at least two Purai History lectures annually
	12.2. Host an annual signature reconciliation event for staff, students and community members to be co-hosted by OISL, Wollotuka and a different College on an annual rotating basis
	12.3. Host one Looking Ahead Lecture annually on truth telling/reconciliation issues
	12.4. University Newcastle Student Association (UNSA) to host/ organise one event or project to advance reconciliation annually
13. Expand inclusive educative and research spaces that celebrate Aboriginal and Torres Strait Islander cultures and Country	13.1. Develop an Indigenous Design Principles and Engagement Framework to guide master planning and infrastructure project delivery including feasibility, design, procurement and construction
	13.2. All future campus development plans on land owned or managed by the University of Newcastle will undertake a cultural heritage assessment
	13.3. Seek opportunities to use dual naming with appropriate Aboriginal and Torres Strait Islander words (especially those from the Nations on whose land the proposed site is located) for naming of facilities, areas, ovals and other University spaces or structures

FOCUS AREA: CULTURAL AND INTELLECTUAL PROPERTY RIGHTS

Action	Deliverable
14. Incorporate and promote understanding of Indigenous Cultural and Intellectual Property (ICIP) Rights	14.1. Develop a communications strategy and promote the ICIP Community Guide to local Aboriginal and Torres Strait Islander communities and broader stakeholders
	14.2. Review Human Ethics Research policies and procedures to ensure ICIP is recognised and Indigenous representation on Committee
	14.3. Develop a training program for all researchers on the University of Newcastle Indigenous Cultural and Intellectual Property Protocol



Timeline	Responsible	Supported by
First week in July, 2022, 2023, 2024	Deputy Vice-Chancellor Academic Pro Vice-Chancellor Indigenous Strategy and Leadership	RAP Working Group members
First week in July, 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	RAP Working Group members
First week in July, 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Committee members
First week in July, 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Student Communications Officer
First week in July, 2022, 2023, 2024	Deputy Vice-Chancellor Academic	Student Communications Officer
First week in July 2022, 2023, 2024	Chief Operating Officer	Director, Human Resources Services
Report on Progress December 2022, 2023, 2024	Pro Vice-Chancellor College of Human and Social Futures	Communications Specialist
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellors of Colleges Deputy Vice-Chancellor Academic	RAP Working Group Executive Support Officer, Reconciliation
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Global	Marketing and Communications staff member
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Academic	UNSA President
Completed by December 2024	Chief Operating Officer	Director, Infrastructure and Facilities Services
Report on Progress: December 2022, 2023, 2024	Chief Operating Officer	Director, Infrastructure and Facilities Services
Report on Progress: December 2022, 2023, 2024	Chief Operating Officer	Director, Infrastructure and Facilities Services

Timeline	Responsible	Supported by
Complete: January 2022 Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Global Deputy Vice-Chancellor Research and Innovation	OISL Project Officer
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Research and Innovation	Research and Innovation staff member
Report on Progress: December 2022, 2023 Complete: by December 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Research and Innovation	OISL Project Officer





OPPORTUNITIES

The University of Newcastle is dedicated to creating and enhancing opportunities for Aboriginal and Torres Strait Islander peoples and communities through employment, student enrolment and retention and economic development. Through our employment framework we are focused not only on increasing the number of Aboriginal and Torres Strait Islander staff numbers but increasing opportunities for career development into management and senior level positions.

We currently have the highest number of Aboriginal and Torres Strait Islander students of any university in Australia, however we see the need to create better pathways and opportunities for postgraduate and PhD studies.

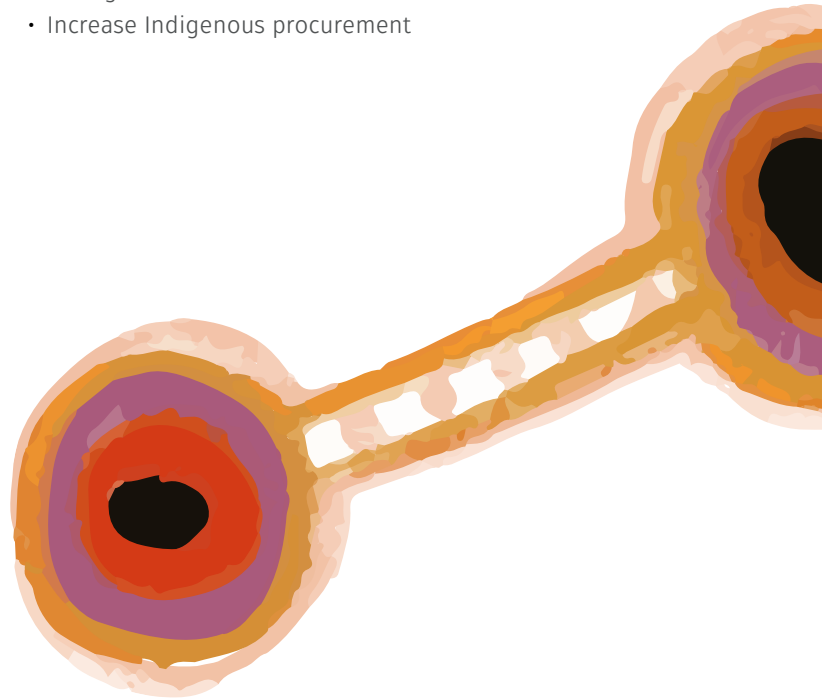
As a University we are committed to increasing Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes. We will increase our annual procurement spend from Aboriginal and Torres Strait Islander businesses and provide engagement and support for First Nations Businesses and entrepreneurs within the University footprint.

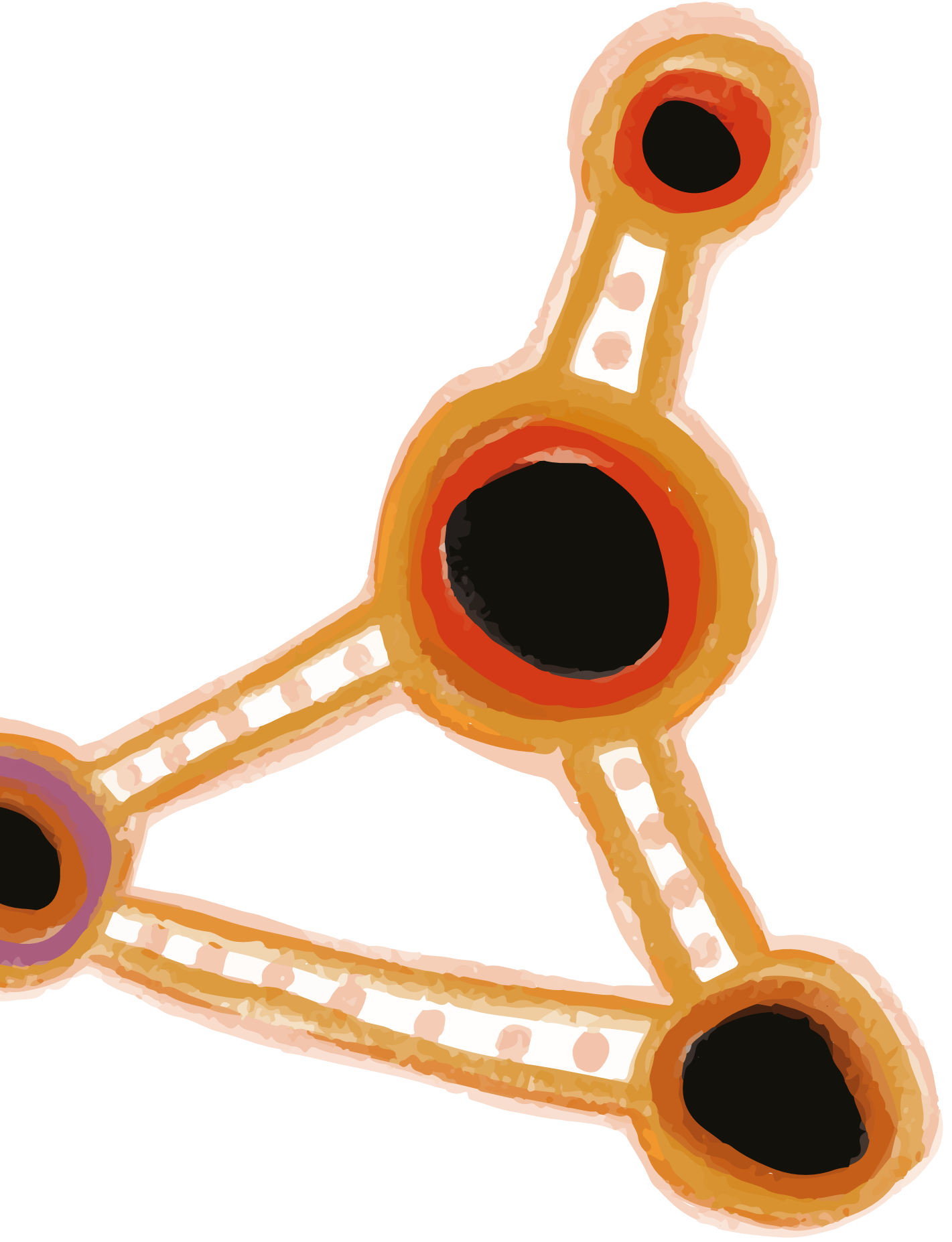
The University seeks to grow, develop and support opportunities through three focus areas:

1. Employment Retention and Career Progression
2. Widening Participation in Higher Education and Research
3. Economic Development and Innovation

Measures of Success:

- Increased attraction and retention of Aboriginal and Torres Strait Islander staff and students
- Growth and Professional development of Aboriginal and Torres Strait Islander staff
- Increase Indigenous procurement





FOCUS AREA: EMPLOYMENT RETENTION AND CAREER PROGRESSION

Action	Deliverable
15. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development	15.1. Increase the number of general and academic Aboriginal and Torres Strait Islander staff to more than 3.9% of the total staff numbers
	15.2. Implement Maligagu Aboriginal and Torres Strait Islander Employment Strategic Action Plan
	15.3. Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy
	15.4. Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders
	15.5. Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace
	15.6. Develop an Indigenous leadership and career development program to increase the number of Aboriginal and Torres Strait Islander employees in management and senior level positions
	15.7. Provide opportunities for Indigenous cadetships (at least one cadet) in every College and Division across the University

FOCUS AREA: WIDENING PARTICIPATION IN HIGHER EDUCATION AND RESEARCH

Action	Deliverable
16. Engaging with Aboriginal and Torres Strait Islander primary school students to widen participation in Higher Education	16.1. Identify opportunities for increased engagement in local primary schools in consultation with AECG
	16.2. Develop a formal consultation protocol with AECG and schools developing Nurragunnawalli RAP's
17. Increase enrolment of Aboriginal and Torres Strait Islander students and implement strategies to support retention in key discipline areas ie STEM, Law, Business Commerce, Environmental and Built Environment	17.1. Expand Early Entry programs to discipline areas where not already established
	17.2. Each School to host an Insight Day for Indigenous Year 10 students
	17.3. Identify opportunities and resourcing to expand the Wollotuka School 2 University Program to reach more regional and remote students



Timeline	Responsible	Supported by
Report on Progress: December 2022, 2023 Complete: by December 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Chief Operating Officer	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023, 2024	Chief Operating Officer	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023 Complete: by December 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Employment Partner Director, Human Resources Services
Report on Progress: December 2022, 2023 Complete: by December 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Indigenous Employment Partner Director, Human Resources Services

Timeline	Responsible	Supported by
Report on Progress: December 2022, 2023, 2024	Head of Wollotuka Institute Pro Vice-Chancellor Indigenous Strategy and Leadership	Student Recruitment Coordinator, Wollotuka Institute
Report on Progress: December 2022 Complete: by December 2023	Head of Wollotuka Institute Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Report on Progress: December 2022, 2023 Complete: by December 2024	Heads of School Head of Wollotuka Institute Director, Pathways and Learning Support	Student Recruitment Coordinator, Wollotuka Institute
Report on Progress: December 2022, 2023 Complete: by December 2024	Heads of School	School Executive Officers Student Recruitment Coordinator, Wollotuka Institute
Report on Progress: December 2023 Complete: by December 2025	Head of Wollotuka Institute Director, Pathways and Learning Support	School Executive Officers Student Recruitment Coordinator, Wollotuka Institute

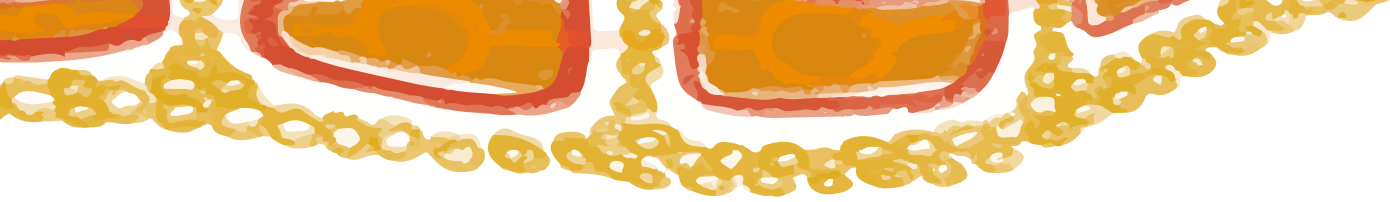


FOCUS AREA: WIDENING PARTICIPATION IN HIGHER EDUCATION AND RESEARCH

Action	Deliverable
18. Increase the number of Indigenous students enrolled in post graduate study	18.1. Create an Indigenous student high achiever's network and hold 2 gatherings per year
	18.2. Develop a scholarship program for Emerging Indigenous Academics to grow the number of Indigenous PhD students through Indigenous Priority Scheme
19. Create a culturally and community responsive research environment that is guided by Aboriginal and Torres Strait Islander communities	19.1. Develop an adequately funded Aboriginal and Torres Strait Islander Research Strategy to build research capacity and promote key Aboriginal and Torres Strait Islander research themes
	19.2. Increase the number of co-led and authored research with Aboriginal and Torres Strait Islander and non-Indigenous researchers by 3%
	19.3. Establish an identified Level E position within the Research and Innovation Division to drive the research agenda/pillar

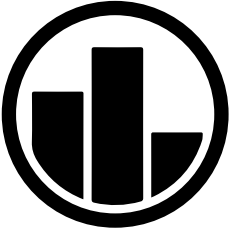
FOCUS AREA: ECONOMIC INDEPENDENCE AND INNOVATION

Action	Deliverable
20. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	20.1. Review, update and implement Aboriginal and Torres Strait Islander procurement strategy and procurement policies and procedures to increase opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses
	20.2. Continue to maintain Supply Nation membership
	20.3. Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff
	20.4. Develop and maintain commercial relationships with ten Aboriginal and/or Torres Strait Islander businesses per annum
	20.5. Implement the following targets for annual procurement spend from Aboriginal and Torres Strait Islander businesses: 1% of total addressable procurement spend by value with Indigenous businesses per annum (currently at 0.2%) 3% of total addressable contracts by volume awarded to Indigenous businesses per annum 5% increase year on year in the total number of Indigenous businesses contracted to the University
	20.6. Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation or an equivalent organisation
21. Increase engagement and support for First Nations Businesses and entrepreneurs within the University footprint	21.1. Establish a First Nations Business and Entrepreneurship Network
	21.2. Partner with an Indigenous led business support and funding organisations to increase sustainability of Indigenous businesses
	21.3. Review and embed new curricula within the Business school programs that reflect Indigenous perspectives on sharing/circular economy and community enterprises
	21.4. Connect Indigenous businesses and entrepreneurs to the I2N ecosystem and include Indigenous content and perspectives in the Integrated Innovation Network (I2N's) programs and festivals



Timeline	Responsible	Supported by
Report on Progress: December 2022, 2023, 2024	Head of Wollotuka Institute Deputy Vice-Chancellor Academic Deputy Vice-Chancellor Research and Innovation	Student Advancement Manager, Wollotuka
Report on Progress: December 2022, 2023, 2024	Heads of School Head of Wollotuka Institute Director, Pathways and Learning Support	Student Advancement Manager, Wollotuka Scholarships Manager
Report on Progress: December 2022, 2023 Complete: by December 2024	Deputy Vice-Chancellor Research and Innovation Pro Vice-Chancellors of Colleges	Pro Vice-Chancellor Research and Innovation
Report on Progress: December 2022, 2023, 2024	Deputy Vice-Chancellor Research and Innovation Pro Vice-Chancellors of Colleges	Pro Vice-Chancellor Research and Innovation
Complete: by December 2022	Deputy Vice-Chancellor Research and Innovation Pro Vice-Chancellors of Colleges	Pro Vice-Chancellor Research and Innovation

Timeline	Responsible	Supported by
Complete: by December 2022	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Chief Financial Officer	Procurement Manager
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Senior Manager, I2N Operations and Innovation	OISL Project Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
January 2023	Pro Vice-Chancellor College of Human and Social Futures	Head of Newcastle Business School
Report on Progress: December 2022, 2023, 2024	Senior Manager, I2N Operations and Innovation	Senior Manager, I2N Operations and Innovation



IMPLEMENTATION FOR SUCCESS

Self-determination for Aboriginal and Torres Strait Islander people and communities is of key importance and is emphasised by the Aboriginal and Torres Strait Islander-led partnership structures at the University. In implementing our Stretch RAP we will work with our Aboriginal and Torres Strait Islander-led partnership structures to design a Framework for measuring, monitoring and evaluating success. We will ensure that Aboriginal and Torres Strait Islander people are represented throughout the University's governance structures.

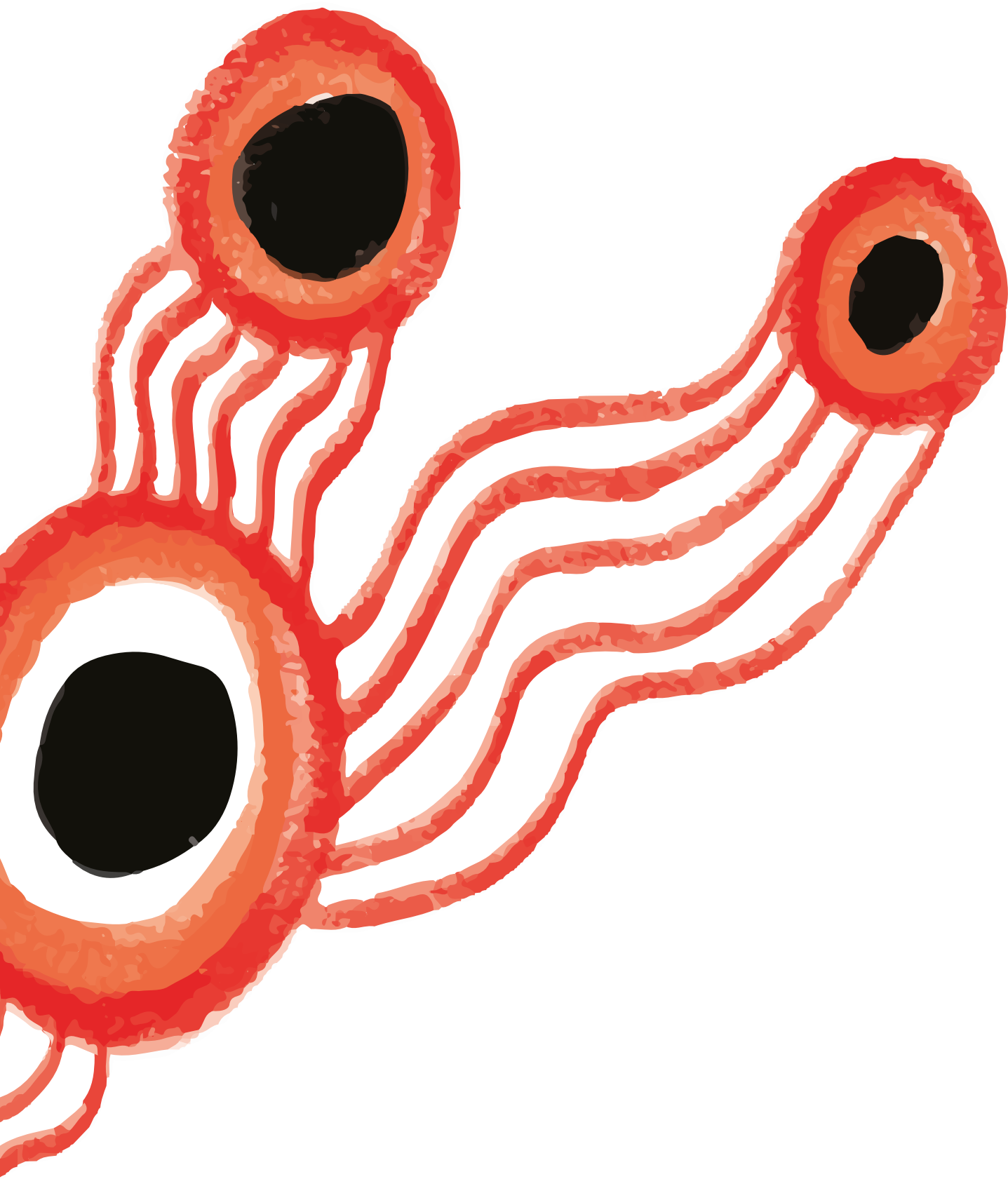
The University seeks to ensure the RAP is implemented for success with appropriate oversight and evaluation. This will be undertaken through actions in 2 key focus areas:

1. Governance and Leadership
2. Monitoring and Reporting

Measures of Success:

- Progress against RAP targets and actions
- Effective Governance mechanisms reflect the principles of self-determination and Indigenous decision making



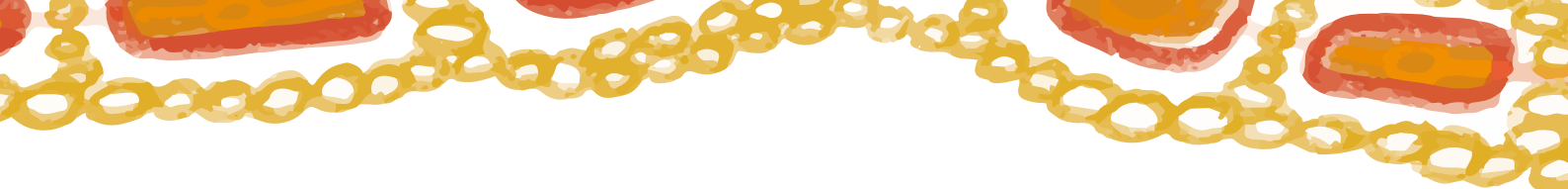


FOCUS AREA: GOVERNANCE AND LEADERSHIP

Action	Deliverable
22. Establish and maintain an effective RAP Working group (RWG) to drive implementation and governance	22.1. Refresh membership of RAP Working Group annually
	22.2. Apply a Term of Reference for the RAP Working Group
	22.3. Maintain Aboriginal and Torres Strait Islander representation on the RAP Working Group including Aboriginal or Torres Strait Islander community members
	22.4. Maintain RAP Steering Committee to oversee operationalisation of the RAP, to meet quarterly and be chaired by the Pro Vice-Chancellor Indigenous Strategy and Leadership
	22.5. RAP Working Group to meet quarterly to develop RAP Reports, monitor the development and implementation of the RAP, provide strategic guidance, advice and recommendations regarding the development and implementation of the RAP
	22.6. Maintain the positions of Executive Support Officer – Reconciliation and Project Officer – Reconciliation who have responsibility for secretariat support of the RAP and Working Group/Steering Committee
23. Ensure Aboriginal and Torres Strait Islander representation is embedded throughout the university's governance structures	23.1. Increase Indigenous leadership representation on Executive and Senior Leadership Committees including University Council
	23.2. Hold 2 joint meetings with BATSIER, Nguraki and the Vice-Chancellor per year
	23.3. BATSIER is embedded as part of the various University consultation processes and Aboriginal and Torres Strait Islander input is sought, welcomed and appropriately incorporated across all University Committees

FOCUS AREA: IMPLEMENTATION, MONITORING AND REPORTING

Action	Deliverable
24. Provide appropriate support for effective implementation of RAP commitments	24.1. Maintain the Vice-Chancellor as our internal RAP Champion
	24.2. Allocate sufficient resources to address all the actions, implement governance oversight and undertake monitoring and evaluation activities
	24.3. RAP targets will be incorporated in Executive Group members' Plans and Key Performance Indicators and cascaded to relevant senior leaders and staff
	24.4. Develop appropriate systems and capability to track, measure and report on RAP commitments
	24.5. Present quarterly to Executive Committee (where the RAP is a standing agenda item), and University Council on RAP outcomes
25. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	25.1. Report RAP progress to all staff and senior leaders twice quarterly
	25.2. Publicly reporting against our RAP commitments annually, outlining achievements, challenges and learnings
	25.3. Participate in Reconciliation Australia's biennial Workplace RAP Barometer
	25.4. Include appropriate questions and monitor staff and student engagement through the 'Your Voice' (staff satisfaction) and student satisfaction/wellbeing surveys
	25.5. Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia
26. Continue our reconciliation journey by developing our next RAP	26.1. Register via Reconciliation Australia's website to begin developing our next RAP



Timeline	Responsible	Supported by
December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
Report on Progress: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
Complete: December 2022, 2023, 2024	Pro Vice-Chancellors of Colleges Heads of Schools and Divisions Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
Complete: December 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
Review: December 2022, 2023, 2024	Pro Vice-Chancellor, Indigenous Strategy and Leadership	Executive Support Officer – Reconciliation
Review: December 2022, 2023, 2024	Vice-Chancellor	Pro Vice-Chancellor Indigenous Strategy and Leadership
Complete: December 2022, 2023, 2024	Vice-Chancellor Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer
Review: November 2022, 2023, 2024	RAP Champion, Vice-Chancellor Pro Vice-Chancellor Indigenous Strategy and Leadership	OISL Project Officer

Timeline	Responsible	Supported by
Review: December 2022, 2023, 2024	RAP Champion, Vice-Chancellor	RAP Champion, Vice-Chancellor
Review: December 2022, 2023, 2024	RAP Champion, Vice-Chancellor	All Executive staff
Review: December 2022, 2023 Complete: December 2024	RAP Champion, Vice-Chancellor Chief Operating Officer	All Executive staff
Review: September 2022, 2023, 2024	Chief Operating Officer Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Complete: August 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Complete: August 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership Deputy Vice-Chancellor Global	Executive Support Officer, Reconciliation
Complete: December 2022, 2023, 2024	Deputy Vice-Chancellor Global	Executive Support Officer, Reconciliation
Complete: May 2022, 2024	Chief Operating Officer	Executive Support Officer, Reconciliation
Complete: December 2022, 2023, 2024	Chief Operating Officer	Director, Strategy, Planning and Performance
Complete: September 2022, 2023, 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation
Complete: January 2024	Pro Vice-Chancellor Indigenous Strategy and Leadership	Executive Support Officer, Reconciliation

ARTWORK BACKGROUND

"The creation of this work was inspired by a group discussion with the University of Newcastle RAP team and the thoughts they had about what reconciliation means to them and the University. Below are the words and phrases shared and discussed during that meeting that went on to influence the symbolism in the work."

Jasmine Craciun

CREATING KNOWLEDGE TOGETHER REFRAMING HEAL COMMUNITY

HEALING ACKNOWLEDGING OUR ROLE IN HISTORY INSTITUTIONAL PAIN

HONOUR CONTRIBUTION RESTORE VALUABLE ACCEPTANCE

BELONGING SENSE OF PLACE COUNTRY NOT COMMODITY ACTION

RECOGNITION SHARED JOURNEY WELCOMING TRUTH TELLING

INDIGENOUS PEOPLES SKILLS ACKNOWLEDGED IN ALL AREAS SHARE

CARE ACCESSIBLE COLLABORATION INDIGENOUS EMPLOYMENT

CONTINUAL GROWTH LEARNING NON-INDIGENOUS UNDERSTANDING

WALK YOUR TALK EMBRACING WILL TO CHANGE EMPOWERED



SYMBOLIC RECOGNITION WITHIN ARTWORK



A common motif utilised in Jasmine's work is representative of the Muluubinba sea fern that Newcastle was traditionally known for. The sea fern is featured in the centre of this work to represent the University and its students and staff and to acknowledge the Awabakal and Worimi people whose land the University stands on.



Each "pocket" in this line represents the different colleges and divisions of the University and those from the RAP working group. They're connected across the artwork showing the way their ideas for change and reconciliation create a chain reaction and forms building blocks.



This symbol aims to show the pathways created for Indigenous people who are in connection with the University. These people are students, staff and those working alongside the University in other work. This symbol is about supporting Indigenous people and respecting and acknowledging the unique skills and expertise they hold. This symbol is about sharing.



Restore/reframe/growth were all recurring terms in our discussion. This symbol is representative of a root system regrowing forming new connections and changes. This is representative of change happening at a deeper level than the surface.



The symbol for people was used to show a gathering of all types of people sharing a space equally and fairly. While these “people” vary in size, shape and colour, they are not shown in a hierarchy and compliment one another for what they each bring to the work.



Similarly to the “pathways symbol. This symbol is for Aboriginal and Torres Strait Islander people who are in connection with the University. This symbol is about healing the relationship with Indigenous people and Institutions, which so often throughout history has excluded them. This symbol is about healing, belonging, accessibility and empowerment.



This symbol runs off the page representing the ongoing change, growth and learning needed for true reconciliation.



The line work throughout this artwork pays homage to Barkinji line art which is the traditional style of Jasmine’s family and region in Far Western NSW.



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

