

# SAGE CYGNET AWARD APPLICATION



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Award Application

<b>Name of Institution</b>	Flinders University
<b>Date of Application</b>	31 October 2023
<b>Contact for Application</b>	Katie Hazell, Senior Diversity and Inclusion Consultant
<b>Email</b>	Katie.hazell@flinders.edu.au
<b>Telephone No.</b>	8201 5360



# Flinders University

## SAGE CYGNET #1

Word limit – 2500 words (excluding the institutional context and excluding the action plan)

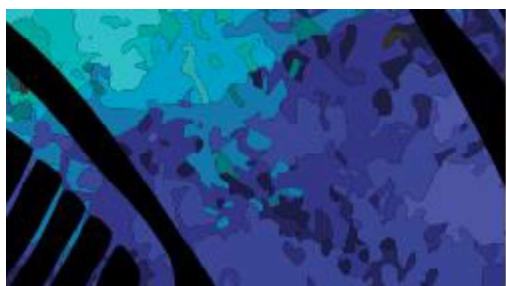
	✓ Current Cygnet	<b>Barrier</b> · List the Barrier addressed in this Cygnet · List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier		
[Mandatory] Sub-group barrier		Aboriginal and/or Torres Strait Islander staff.
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## ACKNOWLEDGEMENT OF COUNTRY



Flinders University acknowledges the Traditional Owners of the lands on which its campuses are located, these are the Traditional Lands of the Arrernte, Dagoman, First Nations of the Southeast, First Peoples of the River Murray and Mallee region, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders and Custodians past, present and emerging.

We also acknowledge and pay respect to the Aboriginal and/or Torres Strait Islander nations from which our students, staff and community are from.



### Artwork credit

Elizabeth Yanyi Close  
Pitjantjatjara/Yankunytjatjara, 2020

The artwork both explores Connection to Country and speaks to the Landscape around Flinders University, but it also deeply explores and speaks to the concept of many Aboriginal and Torres Strait Islander people travelling to undertake their studies bringing with them knowledge, wisdom and understanding of their own Language Groups and standing together as one.

Flinders University uses the term 'Indigenous' when referring to programs and strategies and 'Aboriginal and/or Torres Strait Islander' when referring to peoples.

For the purpose of this report, 'Indigenous' will also be used to mean Aboriginal and/or Torres Strait Islander peoples'.

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## ACRONYMS

ABS	Australian Bureau of Statistics
ASBA	Athena Swan Bronze Award
ASBAP	Athena Swan Bronze Action Plan
APAC	Annual Planning and Accountability
CBGL	College of Business, Government and Law
CEPSW	College of Education, Psychology and Social Work
CHASS	College of Humanities, Arts and Social Sciences
CMPH	College of Medicine and Public Health
CNHS	College of Nursing and Health Sciences
CSE	College of Science and Engineering
EA	Enterprise Agreement
EDI	Equity, Diversity and Inclusion
FIEF	Flinders Indigenous Engagement Framework
FLIP	Flinders Intelligence Portal
FNRC	First Nations Research Collective
FUMA	Flinders University Museum of Art
IEC	Indigenous Employment Coordinator
ISES	Indigenous Student Employment Scheme
IWS	Indigenous Workforce Strategy
NRW	National Reconciliation Week
NT	Northern Territory
OISE	Office of Indigenous Strategy and Engagement
OBL	Object Based Learning
P&C	People and Culture
PAS	Planning and Analytical Services
RAP	Reconciliation Action Plan
RDS	Research Development and Support
SA	South Australia
VC	Vice-Chancellor
VMRG	Vacancy Management Review Group
VPED	Vice-President and Executive Dean
YVS	Your Voice Survey

## KEY BARRIER

This Cygnet addresses the barriers to attraction, retention, and inclusion of Indigenous peoples' as staff at Flinders University.

As a globally connected Higher Education institution, Flinders University recognises its role to lead by example and is committed to addressing the lack of engagement and participation of Aboriginal and Torres Strait Islander peoples' in Higher Education, both as staff and students.

For two decades, Flinders has developed frameworks and programs aimed at achieving increased representation of Indigenous staff and students. However, these initiatives were not coordinated into clear and aligned strategies. At the time of bronze accreditation, data showed that advancement had not only been slow, but representation remained low.

Our ASBAP (table 1) recognised that to bring about change, a more strategic approach was required. Since accreditation, Flinders renewed its commitment to existing Indigenous employment targets and extended Indigenous engagement frameworks.

In consideration of the significant amount of work undertaken post accreditation, this Cygnet focuses on Indigenous staff, and a second will focus on Indigenous students. Given the small baseline, increasing representation has been prioritised. Once this occurs further gender analysis will be undertaken to frame future actions.

### Athena Swan Bronze Indigenous Actions

ASBAP #	Targeted Cohort	Action
Action 8. A	All Staff, Students	Develop a Reconciliation Plan that reflects and extends the Flinders Engagement Framework
8.B	Indigenous Staff	Colleges and Portfolios to develop Indigenous Employment Action Plans with an aim to increase Indigenous staff to at least 2% by 2020 and 3% by 2025.
8D	All Staff and students	Prioritise awareness of and involvement in NAIDOC and Reconciliation week celebrations year on year.

Table 1: Flinders University Athena Swan Bronze Action Plan Indigenous staff actions (extract)

## EVIDENCE OF BARRIER

At the time of bronze accreditation, Indigenous people represented 3.3% of the Australian population<sup>1</sup>. However Indigenous peoples' comprised just 0.7% of total staff (headcount) and less than 2% of student enrolments at Flinders (2017 data snapshot).

Comparing Flinders Indigenous gender balance to the national sector average of 70/30 (f= 70%, m = 30%)<sup>2</sup>, 2017 data indicated 58% (n= 19) of Indigenous staff were female, 42% (n= 14) male, and none

<sup>1</sup> As referenced in the ABS "2016 Census-based final estimates of Aboriginal and Torres Strait Islander and non-Indigenous Australians for various geographies" - released 31/08/2018 - <https://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/jun-2016>

<sup>2</sup> As referenced in Department of Education Table 3.2 "Number of Full-time and Fractional Full-time Indigenous Staff by State, Higher Education Institution, Function, Gender and Current Duties Classifications, 2017" <https://www.education.gov.au/higher-education-statistics/resources/2017-staff-indigenous>

identified as non-binary. Unlike the national sector average, male representation at Flinders needs to increase commensurate with that of females to maintain gender balance.

The national sector averaged 33% academic and 67% non-academic staff<sup>3</sup>. In comparison, Flinders employed greater proportions of Indigenous academic staff 73% (n = 24) than non-academic staff 27% (n = 9) (diagram 1), indicating a future focus on increasing Indigenous professional staff employment may be required.

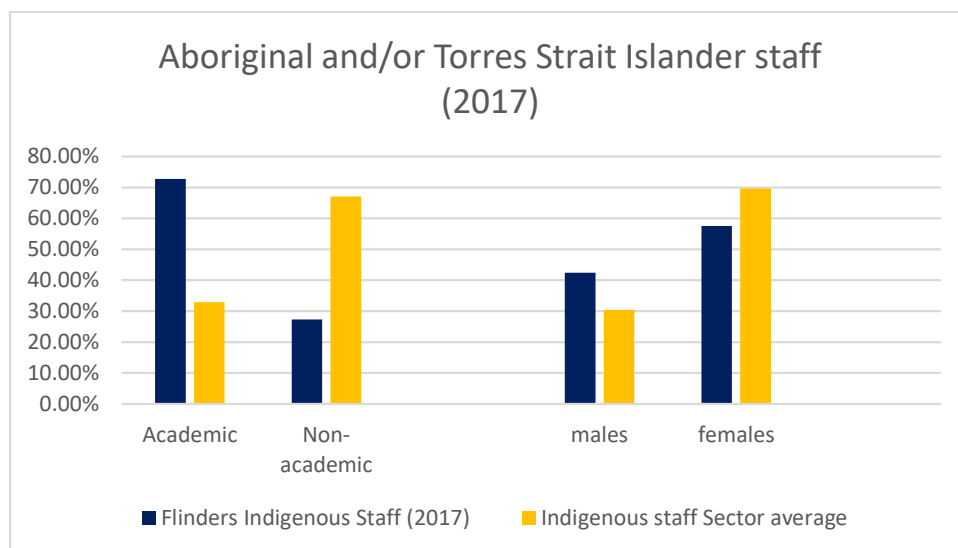


Diagram 1: Number of Full-time and Fractional Full-time Indigenous Flinders Staff and Higher Education Institution average, by work function and gender (2017)

## ACTIVITIES

To address structural and systemic barriers to Indigenous peoples' inclusion in Higher Education and reach Flinders commitment to 3% Indigenous employment by 2025, 4 key areas to drive cultural change were prioritised:

1. Indigenous leadership
2. Reconciliation Plans (2)
3. Indigenous Workforce Strategy
4. Governance mechanisms

### 1. INDIGNEOUS LEADERSHIP

In 2020 the University's first Pro Vice-Chancellor (Indigenous) Professor Simone Ulalka Tur (pictured) was appointed. This significant appointment signalled Flinders future commitment, investment, and prioritisation of Indigenous advancement by providing:

- Strategic leadership, influence and direction
- Indigenous governance
- Opportunity for individual success through the advancement of career development and progression
- National alignment in advancing senior Indigenous leadership across the sector.

<sup>3</sup> As referenced in the ABS "2016 Census-based final estimates of Aboriginal and Torres Strait Islander and non-Indigenous Australians for various geographies" - released 31/08/2018 - <https://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/jun-2016>

- Increased representation of women at senior levels <sup>4</sup>



*Image 1: Pro-Vice-Chancellor (Indigenous) Professor Simone Ulalka Tur*

## **2. RECONCILIATION ACTION PLAN (ASBAP# 8.A)**

Flinders inaugural Innovate RAP (2020- 2022) was launched in 2020, a proactive and strategic deliverable of our ASBAP. The RAP replaced the existing 2013 Flinders Indigenous Engagement Framework (FIEF), as a mechanism for providing direction and responsibility to advance Indigenous engagement.

The RAP engaged senior leaders and facilitated improved benchmarking, progress against strategic initiatives and actions, and identified the roadmap for increasing:

- Indigenous participation, retention and success in higher education
- Levels of economic and social participation for Indigenous people and their communities
- Cultural competence for all staff and students

The RAP contained 82 deliverables, and at the end of the two-year period approximately 90% were either in active progress, completed or embedded in ongoing core business.

Following expiry, the most significant learning was a realisation that undertaking a second Innovate RAP (rather than attempting a Stretch RAP) would allow for:

- Further embedding of actions
- Completion of remaining deliverables, and
- Opportunity to achieve alignment with Indigenous strategies implemented post ASBA.

As a result, in 2023, following extensive consultation, a second Innovate RAP (2023 – 2025) was released.

## **3. INDIGENOUS WORKFORCE STRATEGY**

To strengthen Indigenous recruitment, retention and professional development, a review of Flinders existing Indigenous employment instrument (Employment Strategy for Indigenous Australians 2017- 2020) was undertaken. In 2019 the strategy was refreshed and relaunched as the

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<sup>4</sup> ASBAP key priority – associated actions will be discussed in more detail in another Cygnet addressing increasing women representation in senior academic positions.



*Indigenous Workforce Strategy*, with an updated Advisory Committee membership and terms of reference.

Following extensive consultation, in 2022, Flinders launched an extended and revised Indigenous Workforce Strategy (2022- 2025), aligned with the Innovate RAP 2020 – 2022, Universities Australia Indigenous Strategy 2017 – 2020, and national priorities and agreements. Appointment of the Indigenous Employment Coordinator in the same year provided dedicated resourcing to support implementation.

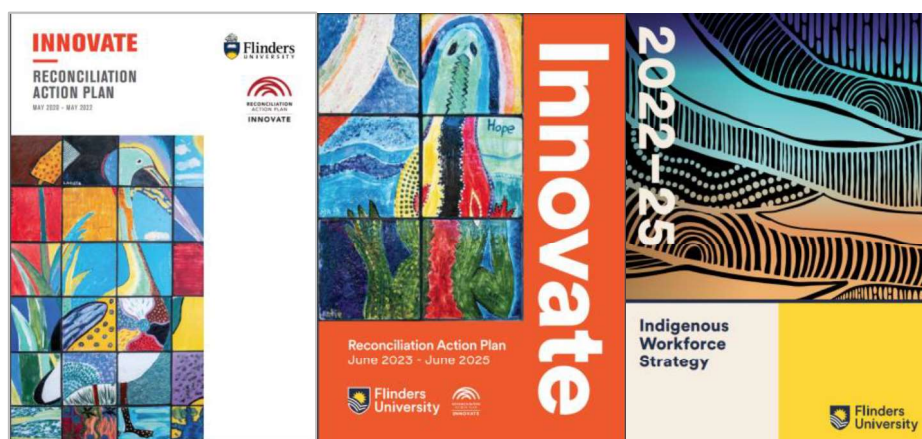


Image 2: Images of Flinders University Reconciliation Action Plans and Indigenous Workforce Strategy  
 Artwork Credit: Indigenous Workforce Strategy – Elizabeth Yanyi Close- Pitjantjatjara/Yankunytjatjara, 2020

#### 4. GOVERNANCE MECHANISMS

Post bronze accreditation, Flinders implemented several committees to oversee Indigenous strategies and ensure a coordinated and strategic approach to Indigenous advancement and engagement. Additionally, in 2021, a review of University Boards and Committees was undertaken to ensure Indigenous representation was present on all (table 2).

Committee/Working Group/Council	Description
(2020) Indigenous Advisory Council	Flinders established its first Indigenous Council tasked with providing advice to the VC
(2020) College and Portfolio RAP working Groups	Established across colleges and portfolios to drive RAP activities.
(2020) Indigenous Workforce Strategy Committee	Committee reviewed, renamed, TOR and membership reset. monitors the implementation of the Indigenous Workforce Strategy.
(2020) Reconciliation Action Plan Oversight Committee	Established to oversee the implementation, monitoring, and reporting of the RAP

Table 2: Strategic Indigenous Governance mechanisms established post ASBA.

#### OUTPUTS

Initiatives contained within both the RAP and IWS include outputs aimed at building respect, identifying and addressing barriers for Indigenous employment, and building cultural competence to ensure a culturally inclusive and safe work environment. These outputs are explained in further detail below.

## 1 RECONCILIATION ACTION PLAN

Flinders inaugural RAP contained 82 deliverables organised into 4 Pillars:

- Relationships
- Respect
- Opportunities
- Governance

Specifically, outputs within relationships, respect and opportunities have been highlighted.

### a) RELATIONSHIPS and RESPECT

In recognition that respect, and cultural humility is fundamental to establishing and sustaining a diverse, inclusive, and values-based community, several actions to build both relationships and cultural competence were included in the RAP. This included outputs such as celebration of NAIDOC and NRW (an action in ASBAP #8. D), development of an Elders Network, and review of cultural protocols (see tables 3-4).

#### RELATIONSHIPS AND RESPECT (Celebration NAIDOC and National Reconciliation Week - Alignment with ASBAP Action 8D#)

RAP Actions/Activities#	Deliverables/Outputs
Relationships #2. Build Relationships through celebrating National Reconciliation Week (NRW)	2019 – 2023 a variety of local level College and Portfolios events held: (2020) Tjilbruke Indigenous Student Lounge Mural launch event <ul style="list-style-type: none"> <li>• (2020- 2023) Padninthiyangga Nadluku Purkgku – Elder Forum (on-line during Covid)</li> <li>• (2020 -2023) Library exhibitions containing items written by Indigenous authors.</li> <li>• (2021) NRW - RAP anniversary event hosted in Darwin (CMPH)</li> <li>• (2023) (2023 – 2025) RAP launch 12 events attended by 465 staff and students over 3 days</li> </ul>
Respect #7 Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC week	2019 – 2023 variety of local level College and Portfolios events held: (2020- 2023) Collection of Indigenous films on big screen in Flinders main Plaza and donuts <ul style="list-style-type: none"> <li>• (2021) Rock painting activity and cupcakes Bedford Park campus</li> <li>• Access to cultural leave supports Indigenous staff to attend cultural activities/events associated with NAIDOC</li> </ul>

Table 3: NAIDOC and NRW outputs post ASBAP

*\*\*ability to host NAIDOC and NRW events was impacted by Covid.*

*(2023) NRW activities were scaled up with the launch of 2023 – 2025 RAP.*

## RESPECT (Cultural Competence – addressing barriers to retention)

RAP Actions/ Activities#	Deliverables/Outputs
<p>Respect</p> <p>#5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures and rights thorough cultural learning</p>	<p>(2020) Elders Network established, with the appointment of 3 Elders-on-campus. Four Elder forums, open to staff, students and the wider community held annually since inception.</p> <ul style="list-style-type: none"> <li>• Forums streamed to big screen in main plaza, recorded for later viewing and used as a teaching resource.</li> <li>• Events well supported with a minimum 60 staff and students attending in-person and online at each event.</li> <li>• Elder Liaison Officer (identified position) created to support activities of network and provide personal support to Elders, information and contact details included on OISE Website</li> </ul> <p>(2022) Yungkurrinthe Inparrila, an outdoor cultural gathering space was constructed, to promote cultural belonging, community, ceremony, celebration, and incorporate Indigenous ways of knowing, being and doing.</p> <p>Library of resources authored and/or collaboratively developed by Aboriginal and Torres Strait Islander people expanded.</p> <ul style="list-style-type: none"> <li>• 2021 – 79 titles purchased</li> <li>• 2022 – 37 titles purchased</li> <li>• 2023 – 42 titles purchased (as at 30.8.23)</li> </ul> <p>University special collections leveraged, including the nationally significant collection of Indigenous art collection, and the Don Dunstan collection to assist in driving cultural learning.</p> <ul style="list-style-type: none"> <li>• Flinders Library First Nations collection exhibition held in the Central Library. Exhibition curated with items from general and Specials collections in the display cabinet. Signage developed, list of items and signage was sent to Elders for approval.</li> <li>• 9 exhibitions between 2020 – 2023 highlighting artworks from the FUMA Aboriginal and Torres Strait Islander collection, attendance for these shows totalling approx. 8000.</li> <li>• approximately 2,630 students attending OBL teaching topics during these exhibitions</li> </ul>
<p>RESPECT</p> <p>#6 Demonstrate respect to Aboriginal and Torres Strait Islander Peoples by observing cultural protocols.</p>	<p>(2021) Acknowledgement of Country review and consultation undertaken to ensure accuracy and preferences of communities.</p> <ul style="list-style-type: none"> <li>• Cultural protocols, including protocols for Welcome to Country and Acknowledgement of Country developed and included on OISE website.</li> <li>• Clear processes for engaging Indigenous peoples’ to conduct Welcome to Country including a list of key contacts for organising and maintain respectful relationships developed.</li> <li>• Elder request form to provide Welcome to Country developed and added to OISE website.</li> <li>• Elders in Residence engaged in rural and remote areas, such as Katherine, Alice Springs, Nhulunbuy</li> </ul> <p>Acknowledgement of Country at commencement first meeting for the year of Council, Academic Senate, Education Quality Committee, and Research Committee</p>

Table 4: RAP outputs recognising Indigenous culture through increasing organisation cultural learning and demonstrating respect to Indigenous cultural protocols.



*Image 3: Image published in 2022-2025 Indigenous Workforce Strategy; Uncle Mickey Kumatpi Marrutya O'Brien at the official opening of Yungkurinthe Inparrila*



**Dr. Aunty Pat Miller AO**

Arrernte Elder  
Alice Springs Poche SA+NT



**Dr. Uncle Richard  
'Balang/Japaljarri' Fejo**

Larrakia Elder  
Darwin Poche SA+NT



**Dr. Uncle Lewis Yarlupurka  
O'Brien**

Kurna Elder  
Bedford Park

*Image 4: Elders on Campus. Left to right – Dr Aunty Pat Miller AO, Alice Springs Elder on Campus - Arrernte Elder, Dr Uncle Richard 'Balang/Japaljarri' Fejo, Senior Elder on campus Darwin - Larrakia Elder, Dr Uncle Lewis Yarlupurka O'Brien, Senior Elder on campus Bedford Park – Kurna Elder.*

**b) OPPORTUNITIES:**

Post accreditation, to improve social and economic outcomes, Flinders developed and reviewed procurement practices to remove barriers to procuring goods and services from Indigenous businesses (table 5).<sup>5</sup>

**OPPORTUNITIES (economic and social – reducing barriers to participation)**

RAP Actions/Activities#	Deliverables/Outputs
<p>Opportunities</p> <p>#12 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes</p>	<p><b>(2023) Indigenous Procurement Strategy 2023 - 2025 developed:</b></p> <ul style="list-style-type: none"> <li>integrated into purchasing policy and communicated via forums and websites.</li> <li>Indigenous Purchasing web page providing a central reference point for staff on how to engage with Indigenous businesses, including current contracts currently under development and with expected 2023 release</li> </ul>
	<p><b>(2023) Procurement Policy updated.</b></p> <ul style="list-style-type: none"> <li>incorporates Indigenous Procurement as part of the underlying Procurement Principles.</li> <li>Lower quotation thresholds for Indigenous businesses introduced, designed to make it easier to engage certified Indigenous businesses.</li> <li>Policy was communicated to all key staff upon its release this year. Reduced thresholds for Indigenous businesses formed a key message for the policy communications.</li> <li>Internal websites and forms updated to reflect the new thresholds for Indigenous businesses.</li> <li>Business Showcase held early 2023 provided access to 12 Indigenous businesses and services to University staff.</li> <li>key University staff attend state Indigenous Chamber of Commerce events, such as The Circle First Nations Business Showcase, to identify and communicate with potential Indigenous businesses.</li> </ul>
	<p><b>Commercial relationships with businesses owned and/or operated by Aboriginal and/or Torres Strait Islander people developed.</b></p> <ul style="list-style-type: none"> <li>2022-23 Financial year period, transacted with 31 Supply Nation registered businesses. 3 formal agreements in place for the provision of goods and services.</li> </ul>
	<p><b>(2020) Joined Supply Nation</b></p> <ul style="list-style-type: none"> <li>Flinders is a current member of Supply Nation which provides access to Australia’s leading database of verified Indigenous businesses.</li> <li>An ongoing membership to Supply Nation is a deliverable in RAP 2023-25.</li> </ul>

Table 5: RAP outputs increasing engagement with Indigenous owned Businesses.

<sup>5</sup> Whilst not counted in employment statistics, we hope this action will also contribute to enhancing Flinders’ reputation as an organisation which supports Indigenous endeavours, and indirectly/directly attract more staff/students to the university.

To increase support for Indigenous researchers, a co-design workshop with Indigenous researchers, OISE and RDS was held in 2021 to explore ideas for a Mentoring Program. Following an iterative co-design process, preference for a non-traditional mentorship model was identified, and in 2021 the First Nations Research Collective (FNRC) was established (table 6).

### OPPORTUNITIES (Increased Support for Indigenous researchers)

RAP Actions/Activities#	Deliverables/Outputs
Action #10 Increase support for researchers of Aboriginal and Torres Strait Islander background.	<p><b>First Nations Research Collective (FNRC)</b></p> <p>(2021) FNRC established.</p> <p>The co-design approach was critical to the success of the program, as it ensured the FNRC was shaped by Indigenous voices without adding to the overall workload of Indigenous researchers.</p> <p>Membership includes researchers of Indigenous background- both staff and student (Honours and PHD)<sup>[1]</sup></p> <ul style="list-style-type: none"> <li>• Online participation available for those who are located remotely.</li> <li>• provides a supportive reciprocal network where knowledge can be shared, collaboration fostered and capacity for emerging and established researchers built.</li> </ul>

Table 6: RAP outputs increasing support for researchers of Indigenous background.

### OPPORTUNITIES (Attraction and Recruitment)

6 Key deliverables within the RAP (2020 -2023), which aimed to Improve employment outcomes by increasing Indigenous peoples’ recruitment, retention and professional development, were achieved and extended within the IWS (tables 7 and 8).

### OPPORTUNITIES (Attraction and Recruitment - 6 key RAP recruitment, retention, and development outputs)

RAP Actions/Activities	Deliverables/outputs
1. build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	(2020) To facilitate successful Senior Leader engagement and reporting, an interactive digital dashboard with real time data and reporting on Indigenous staff engagement and retention was developed.
2. Review current engagement with Aboriginal and Torres Strait Islander Staff and Chair Flinders IWS to strengthen our recruitment, retention and professional development strategy.	(2019) Flinders current Employment Strategy and TOR refreshed renamed and launched. (2022) -Flinders Indigenous Workforce Strategy 2022 – 2025 launched.

Table 7: RAP outputs increasing support for researchers of Indigenous background (1-2)

## OPPORTUNITIES (Attraction and Recruitment - 6 key RAP recruitment, retention, and development outputs)

RAP Actions/Activities	Deliverables/outputs
3. Employ an Indigenous Employment Coordinator which is identified for an Aboriginal and/or Torres Strait Islander person only.	(2022) continuing HEO7 Indigenous Employment Coordinator (IEC) (identified) role appointed providing: <ul style="list-style-type: none"> <li>• leadership on Indigenous employment matters and the implementation of the IWS and</li> <li>• increased career progression pathways for Aboriginal and or/Torres Strait Islander staff within the University.</li> </ul>
4. Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace:	Recruitment policy and procedures updated to commit to implementation of sourcing strategies to increase the diversity of workforce through recruitment and selection processes including: <ul style="list-style-type: none"> <li>• Pursuing gender balance at all levels, in particular for positions at higher levels</li> <li>• replacement of binary gender references (his/her) to be more inclusive (their)</li> <li>• Encouraging applications for employment from people of Aboriginal and/or Torres Strait Islander descent and people with disability</li> <li>• Clarity of confirmation of Aboriginality criteria updated in recruitment procedures following extensive consultation.</li> </ul>
5. Monitor implementation of the University's Employment Strategy for Indigenous Australians to ensure progress towards our target of Aboriginal and Torres Strait Islander staff comprising 3% of full-time equivalent University staff.	(2023) - Indigenous Workforce Strategy Committee restructured and aligned to deliverables in IWS.  Quarterly reporting of employment figures by IWS committee to University Consultative committee  Actions built into IWS strategy to facilitate Colleges and Portfolio reporting against progressive targets.
6. Colleges and Portfolios to develop action plans for Aboriginal and Torres Strait Islander people' employment	Incorporated into (2022 – 2025) IWS deliverables.

Table 8: RAP outputs increasing support for researchers of Indigenous background (3-6)

## 2. INDIGENOUS WORKFORCE STRATEGY

To extend actions within the RAP, the IWS focussed on 4 priority areas to achieve a 3% (FTE) target for Indigenous employment:

1. Attraction and Recruitment
2. Culture and Retention
3. Development and Advancement
4. Governance and Leadership.

Specifically, outputs aligned with attraction and recruitment and culture and retention have been highlighted.

### Attraction and Recruitment

In recognition that each College/Portfolio plays a pivotal role in achieving our collective 3% target, (aligned with ASBAP Action 8.B), collaboration with Colleges and Portfolios was embedded within IWS deliverables (table 9).

#### IWS Attraction and Recruitment – College/Portfolio employment plans

IWS Actions/Activities#	Deliverables/Outputs
#Item 1.1 Each College and Portfolio contributes to a collective goal of 3% Indigenous employment at Flinders university by 2025	<ul style="list-style-type: none"> <li>Progress towards outcomes reported annually by College and Portfolios to SET and APAC.</li> <li>2022/2023 Coordinated by newly appointed IEC, template was designed requiring:               <p><i>“Each College and Portfolio to develop Indigenous workforce action plans for 2023 – 2025 with annual targets to increase Aboriginal and/or Torres Strait Islander employment to achieve 3% FTE* representation by 2025. Plans to include targets for senior positions (Level C-E and HEO9) and above”.</i></p> </li> <li>College/Portfolio Employment Action Plans will be summarised and presented to the Indigenous Workforce Strategy Committee end 2023.</li> </ul>

Table 9: IWS Item 1.1 outputs aligned with Athena Swan Action 8.B.

Several other initiatives worked towards reducing barriers to recruitment by creating equal opportunity and promoting employment opportunities. Examples include implementation of an Internal Indigenous Student Employment Scheme (table 10), utilisation of special measures, promotion of identified vacancies and the review of recruitment procedures (table 11).

#### IWS Attraction and Recruitment - Internal Indigenous Student Employment Scheme

IWS Actions/Activities#	Deliverables/Outputs
#Item 1.4 Develop pathways to employment for Indigenous students and graduates.	<p><b>(2021) Internal Indigenous Student Employment Scheme (ISES)</b></p> <p>Internal Indigenous employment scheme developed providing Flinders University Indigenous students with:</p> <ul style="list-style-type: none"> <li>part-time employment that fits alongside study commitments,</li> <li>development of professional skills and work experience to enhance future career prospects.</li> </ul> <p>8 students have been engaged over the life of the scheme (7 female and 1 male) there are currently 6 active contracts (all female).</p>

Table 10: Internal Indigenous Student Employment Scheme



### IWS Attraction and Recruitment - Creating and promoting opportunities.

IWS Actions/Activities#	Deliverables/Outputs
Utilise special measures clauses provided in section 65 of the South Australian EEO Act, 1984 to identify positions identified for Aboriginal and/or Torres Strait Islander people only	(2022- 2023) Training given to P&C Business Partners and communication to Colleges about promotion and use of special measures to develop identified positions.
	(2023) Internal recruitment request forms (VMRG) and procedures updated to: <ul style="list-style-type: none"> <li>• prompt managers to consider developing identified position or accessing Indigenous talent pool when recruiting.</li> <li>• include questions for Recruitment Officers to ask hiring managers to consider utilising special measures.</li> </ul>
Actively promote Indigenous employment opportunities at Flinders University.	(2023) Recruitment landing page expanded to include: <ul style="list-style-type: none"> <li>• individual sections on ‘Indigenous employment’ and ‘Diversity and Inclusion’</li> <li>• resources and information added</li> <li>• links to Indigenous Employment Opportunities, IWS, and Internal Indigenous Student Employment Scheme</li> <li>• vacancy section created for identified positions.</li> </ul>
	(2023) Current vacancies promoted to: <ul style="list-style-type: none"> <li>• current Indigenous staff</li> <li>• through community email and social media distribution lists</li> <li>• key stakeholders</li> </ul>
	(2023) Indigenous employment opportunities at Flinders University promoted at Community, Careers and Employment Expos
Creation of Aboriginal and Torres Strait Islander people talent pool.	(2023) Candidate pool restricted to Aboriginal and Torres Strait Islander peoples’, developed and implemented.
Representation of Aboriginal and/or Torres Strait Islander staff members on interview panels with Aboriginal and/or Torres Strait Islander candidates.	(2023) IWS College/Portfolio Employment Action Plan template includes section for reporting.
	(2023) Training provided to Recruitment Officers to support hiring managers.

Table 11: IWS Attraction and recruitment outputs

Our IWS highlighted the need for long-term, sustainable employment with a strategy to convert fixed term staff to continuing roles where possible. However, feedback received indicates that Indigenous staff in the NT have a preference towards casual employment, allowing for flexibility and to meet family and community commitments. Therefore, whilst employment targets are exclusive of casuals, all initiatives designed to increase Indigenous representation, are where possible, inclusive of casual staff.

## Culture and Retention

In recognition of the importance in providing a culturally inclusive, affirming, and safe-working environment to support and retain Indigenous staff, IWS actions also focussed on building the cultural competence of all university staff (table 12).

### IWS: Culturally affirming and safe working environment

IWS deliverable	Outputs
Cultural safety training and opportunities for staff promoted.	<p>(2021) Online cultural foundational learning package purchased from Indigenous provider “Your Mob Learning “<sup>9</sup>.</p> <ul style="list-style-type: none"> <li>• Access provided to students and staff, promoted in College forums, newsletters and websites.</li> <li>• Training imbedded in induction module for new staff and promoted in PRD sessions.</li> <li>• 2021/2022 – 218 completions</li> <li>• 2021/2022 84 - face-to-face inhouse cultural awareness training sessions delivered by Aboriginal staff member.</li> </ul>
Embed cultural training in Supervisor Training modules	Online Cultural foundational learning included in induction module for new supervisors.
Anti-Racism Statement	Drafted and scheduled to be communicated and promoted prior to the end of 2023.
Develop an Indigenous staff network group to foster peer to peer cultural relationships and to discuss matters relevant to employment.	<p>Flinders Indigenous Staff Email Network developed to support communication of matters relating to Indigenous Employment.</p> <ul style="list-style-type: none"> <li>• Invitations sent to staff identifying as Indigenous.</li> <li>• 43% (n = 49) of invited staff indicated preference to participate.</li> <li>• New staff are invited to join on commencement.</li> </ul>
	<p>Indigenous staff networking forum fostering peer to peer cultural relationships and discussion of matters relating to employment developed.</p> <ul style="list-style-type: none"> <li>• All staff identifying as Indigenous invited to attend and provide input into content.</li> <li>• First forum scheduled for November 2023.</li> </ul> <p>(Data on impact and engagement of forum will be collected and reviewed)</p>

Table 12: Culturally inclusive induction and work environment outputs

#### 4. GOVERNANCE MECHANISMS

##### Enterprise Agreement (EA)

Since 2004, Flinders EAs have committed to developing an IWS and continuing to monitor and report on implementation via a committee. In 2023, this clause was reviewed and extended, and now includes additional professional development support and recognition of cultural load (table 13).

Data will be collected to analyse uptake and impact of these initiatives.

##### Governance Enterprise Agreement

Action	Updates
Aboriginal and Torres Strait Islander Staff clause in EA updated to support increased professional development opportunities.	Clause 11.6: Aboriginal and Torres Strait Islander staff will be supported in establishing and advancing their career by being provided with access to professional development and support activities in accordance with their professional development plan. In addition to the professional development provisions of this Agreement, a one-off allocation at the time of appointment will be provided for access to development measures, including financial support, time away from the workplace, mentoring, workplace shadowing and similar activities, equivalent to ten (10)% of the staff member’s salary at the time of appointment. This allocation is designed to assist new Aboriginal and Torres Strait Islander staff appointed under the terms of this Agreement to acquire and refine skills and knowledge that will benefit them in their career, aligned to the University’s needs.
Recognition of cultural load	Clause 11.7: The University values the cultural knowledge and contribution that Aboriginal and Torres Strait Islander staff bring to the University and acknowledges that staff are often informally called upon to offer advice and guidance on Aboriginal and Torres Strait Islander issues. To recognise that this takes both time and emotional energy, the University will factor this presently invisible load into workload with a reasonable allocation.

Table 13: Flinders University Enterprise Agreement outcomes

## Policies and Procedures

In 2021, several policies and procedures were reviewed to support not only RAP commitments, but equity, diversity, and inclusion more broadly (table 14).

### Governance – Policies and Procedures

Action	Outcome
Incorporate Aboriginal and/or Torres Strait Islander perspectives in the review of Flinders University policies and procedures	(2021) Policy Development and Review Procedures were reviewed and updated to include, in the consultation section, requirement for Responsible Officers to require reviews be undertaken every 3 years and incorporate relevant diversity and inclusivity considerations in consultation process.
Review and revise all organisational policies and procedures to ensure they demonstrate a consistent and active attention to our RAP commitments: the five dimensions of reconciliation; and Aboriginal and Torres Strait Islander cultural protocols.	<p>(2021) Organisational review:</p> <p>As a result of high-level assessment, 16 policies/procedures were reviewed, and 6 required amendments were found. Five of the 6 have now been actioned.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• Assessment Policy and supporting procedures – cultural commitment was added to the definition examples of the unforeseen or exceptional circumstances in relation to provisions providing adjustments for Aboriginal and/or Torres Strait Islander students.</li> <li>• Recruitment policy – review also overlaps RAP deliverable to review HR and recruitment policies and procedures to remove barrier to Aboriginal and/or Torres Strait Islander peoples’ participation in our workplace. Clause to implement sourcing strategies to increase the diversity of our workforce was refined. Evidentiary requirements for positions prescribed for Aboriginal and/or Torres Strait Islander applicants specified.</li> <li>• (2019) Equal Opportunity policy – updated to include provisions on equality of opportunities; unlawful discrimination and protected characteristics; vilification and victimisation. – in progress for specific RAP action.</li> <li>• Procurement (Purchasing) Policy - changed to make it easier to engage certified Aboriginal and/or Torres Strait Islander businesses by lowering quotation thresholds required.</li> </ul>

Table 14: Policy and procedure revisions and updates

## CHALLENGES

Due to COVID-19 restrictions the 2020 – 2022 RAP was launched online<sup>6</sup>. Whilst this meant that some associated activities required scaling back or cancelling, the potential of online platforms for Indigenous engagement and greater outreach across the SA/NT corridor, became evident.

Ensuring cultural safety whilst building staff numbers in areas where little or no other Indigenous staff are located is also a challenge. This was experienced in the case of a cross-college collaboration appointment, where several Indigenous staff were already employed in one of the

<sup>6</sup> June 2020

Colleges and none in the other. This was resolved by locating the incumbent in the College where other Indigenous staff were located.

Progress has been made in reaching our targets, as supported by our data, and strategies have included actions to monitor quantitative progress. However, it is evident that a coordinated approach to gathering qualitative data to measure impact needs to be incorporated into future actions.

## OUTCOMES

Post accreditation Flinders increased Indigenous leadership, released 2 RAP's, extended our existing Indigenous frameworks, and met our ASBAP progressive target. Quantitative analysis of progression against ASBAP Indigenous employment targets are detailed below.

**TARGET: ASBAP #8. B** Increase Indigenous staff to 2% by 2020 and 3% by 2025 (headcount).

### OUTCOME:

Indigenous staff numbers (headcount) have continued to increase year on year following accreditation. The largest increases (n=17) occurred 2020 – 2023, the period following release of the RAP (2020) and IWS (2022), and the appointments of the PROVC(I) and IEC (2022). This is an impressive 37.5% (n=18) increase on 2019 pre-RAP, IWS and IEC employment numbers (diagram 2).



Diagram 2: Indigenous Staff fixed term and continuing staff data (headcount) measured against projected Bronze targets.

\*2% Athena Swan Bronze target was met in March 2021, on track to meet 3% in 2025.

Source: Planning & Analytical Services | Workday Model | Data as at 9/8/2023

As detailed in table 15 below, whilst Indigenous employment has increased, male representation has decreased from 41% (2018) to 29% (2023), resulting in an imbalance in gender representation for Indigenous staff. Monitoring will continue as we work towards achieving a 3% target.

## Indigenous Staff (continuing & fixed term only) by Gender

Year	Total		Female		Male	
	Headcount Indigenous Staff	% of All Staff	Headcount	% of All Indigenous staff	Headcount	% of All Indigenous Staff
2018	46	1.76%	27	58.69%	19	41.31%
2019	48	1.82%	32	66.66%	16	33.34%
2020	49	1.89%	34	69.38%	15	30.62%
2021	57	2.12%	39	68.42%	18	31.58%
2022	65	2.29%	47	72.30%	18	27.70%
2023 YTD	66	2.53%	47	71.21%	19	28.78%

Table 15. Indigenous Staff (continuing & fixed term only) by Gender.

Source: Planning & Analytical Services | Workday Model | Data as at 9/10/2023

## IMPACT

The impacts of our outputs and activities have been measured via surveys and testimonials and are outlined below.

### A) Your Voice Survey

Flinders released an all staff voluntary and confidential staff engagement survey 'Your Voice' in 2020 and 2022. The overall response rate for all staff (including casuals) in 2022 was 32% (n=1224) with 1.9% (n= 23) of respondents identifying as Indigenous<sup>7</sup>.

Feedback received from Indigenous participants assisted in assessing the impact and success of RAP and IWS initiatives, and areas for further improvement.

In comparison to 2020, Indigenous respondents reported higher satisfaction in 26 of the 37 categories (table 16). They also reported significantly higher favourable responses in comparison to non-Indigenous staff in categories targeted in Flinders' Indigenous action plans, such as the following impressive results:

- +28% - organisational objectives (aligns with the implementation of the RAP, IWS and related strategic and governance initiatives)
- +27% - leadership (aligns with PVC (Indigenous) appointment.
- +26% - Research (aligns with implementation of FNRC and development of IRS)

<sup>7</sup> noting that all analysis is in the context of small data responses. Therefore, whilst this does provide an opportunity for analysis, there is also the potential for figures to be skewed disproportionately.

**Table 16: Category Weather Map 2020 – 2022 Indigenous staff Top 5 categories, % most favourable response changes with question examples**

Categories	Non-Indigenous	Staff identifying as Aboriginal and/or Torres Strait Islander
<b>Organisation Objectives:</b> Example question: “The goals of Flinders University are being reached”	+14%	+28%
<b>Leadership:</b> Example question: “I have confidence in the ability of senior management”	+10%	+27%
<b>Research:</b> Example question: “I am given enough support to achieve my research goals”	+3%	+26%
<b>Risk Reporting:</b> Example question: “I am encouraged to give feedback about things that concern me”	+16%	+25%
<b>Teaching:</b> Example question: “teaching is regarded favourably within my work unit”	-1%	+23%

*Table 16: source: Your Voice Survey Portal\_ Category Change Weather Map (provides breakdown of favourable score changes 2020 – 2022 by category). Figures are representative of (% Fav) change. Eg. +28% = 28% increase in favourable responses in comparison to 2020, -11% = 11% decrease in favourable responses in comparison to 2020*

Conversely, Indigenous respondents reported the 5 largest decreases in % favourable responses in the areas of gender equality, technology, workload, flexibility and student satisfaction (table 17).

Reflecting on Indigenous survey responses, it was noted:

- gender equality is an area where Flinders continues (7-year period) to record increased satisfaction from all staff, however Indigenous staff responses, whilst still favourable at 76%, declined by 11% from the 2020 survey (diagram 4).
- Indigenous staff perception of student satisfaction saw the largest decrease in favourable responses measured against 2020 survey results.
- cultural workload is an area of future focus for the university, and future actions are embedded in the IWS including recognising cultural contributions and expertise of Indigenous staff within Academic Workload models.

2024 YVS responses will be measured against 2022 results and if similar declines in results are present, further investigation will be undertaken to identify and understand the drivers associated with results<sup>8</sup>.

<sup>8</sup> respondent rates will also be taken into account when making future comparisons.

<sup>8</sup> the University has established Indigenous Student Success Targets (2022 -2025) which aim to increase rates of commencement, completion and progression, actions relating to this aim to better understand and respond to the needs of the students.

**Table 17: Category Weather Map 2020 – 2022 Indigenous staff lowest 5 categories, % of favourable response changes with question examples**

Categories	Non-Indigenous	Staff identifying as Aboriginal and/or Torres Strait Islander
<b>Gender Equality:</b> Example question: “my immediate supervisor/manager genuinely supports equality between genders”	3%	-11%
<b>Technology:</b> Example question: Flinders University makes good use of technology.	-2%	-13%
<b>Workload:</b> Example question: “I am given enough time to do my job well”	1%	-13%
<b>Flexibility:</b> Example question: “I have the flexibility I need to manage my work and other commitments”	-1%	-15%
<b>Student Satisfaction:</b> Example question: “Flinders University understands the needs of its students”	-3%	-25%

Table 17: source: Your Voice Survey Portal\_ Category Change Weather Map (provides breakdown of favourable score changes 2020 – 2022 by category). Figures are representative of (% Fav) change. E.g. +28% = 28% increase in favourable responses in comparison to 2020, -11% = 11% decrease in favourable responses in comparison to 2020.



Diagram 4: Your Voice Survey 2015-2022 - gender equity category % favourable results – Indigenous and non-indigenous



Due to the small response rate (table 18), meaningful analysis of intersectional data is difficult to undertake<sup>9</sup>. However, in all five categories where the largest decreases in favourable responses from Indigenous staff were recorded (in comparison to 2020 results), Indigenous female staff who were parents with dependent children recorded significantly less favourable results. (table 19). This trend will be addressed in further detail in a future cygnet focussing on flexibility and parental leave.

**Table 18: Demographic breakdown**

Question	Responses
Do you identify as Aboriginal or Torres Strait islander descent? (male)	8
Do you identify as Aboriginal or Torres Strait islander descent? (female)	19
Are you person with disability?	≤6
Are you person with disability requiring work-related adjustment?	≤6
Are you parent with dependent children?	14
Are you primary carer of persons other than children?	≤6

*Table 18: (2022) data extracted from Your Voice Survey portal provides further demographic disaggregation numbers for the 23 respondents who identified as Aboriginal and/or Torres Strait Islander*

**Table 19: Indigenous female respondents with dependent children compared to Indigenous respondents**

Comparison 2020 - 2022	Indigenous respondents	Female Indigenous respondents with dependent children
Flexibility	-15%	-21%
Gender Equality	-11%	-17%
Technology	-13%	-18%
Workload	-13%	-24%
Student Satisfaction	-25%	-42%

*Table 19: YVS comparison % fav response changes staff identify female Aboriginal and/or Torres Strait Islander with dependent children.*

## **B) RAP and IWS –deliverables**

Both the FNRC and ISES, were established to support career development and create employment opportunities, supporting deliverables within the RAP and IWS. Feedback received from FNRC participants via surveys, and ISES participants via individual testimonials, assisted in assessing the impact of these programs.

Flinders recognises that Indigenous data needs to be collected in a respectful and safe manner, maintaining confidentiality. As FNRC members were not advised that comments provided in the survey would be published elsewhere, they have been summarised in this document.

This has presented a learning opportunity, and to ensure trust is maintained, future surveys will incorporate a tick box option to obtain permission for comments to be utilised for measurement and/or anonymous publication against University strategic objectives.

Feedback from recently appointed Indigenous staff indicated that focus areas of the IWS and RAP that aimed to remove barriers to employment and provide increased levels of support, had been impactful.

A summary of the FNRC survey (Diagrams 5-7), and individual testimonials from both ISES participants (table 20) and recently appointed staff (table 21) are provided below.

### **First Nations Research Collective (FNRC)**

In 2022, 4 FNRC sessions were held. Members of the FNRC were surveyed on engagement following the first 3 sessions (survey 1) and at the conclusion of the 4<sup>th</sup> session (survey 2) to determine impact.

Whilst the majority of written feedback was positive, some indicated that there was still work to be done in relation to developing an inclusive culture outside of the collective, which will continue to be addressed in future actions.

**Survey 1.** 16 respondents attended on average 2.81 of the 3 sessions. 44% of respondents felt supported in their research pursuits, with 56% responding 'sometimes' (Images 3 and 4).<sup>10</sup> A common theme was that the FNRC was a great way to connect with other Indigenous researchers in what can sometimes be an isolating environment.

**Survey 2:** 90% (n=10) of respondents (survey 1) indicated that the summit met or exceeded their expectations<sup>11</sup> (image 5).

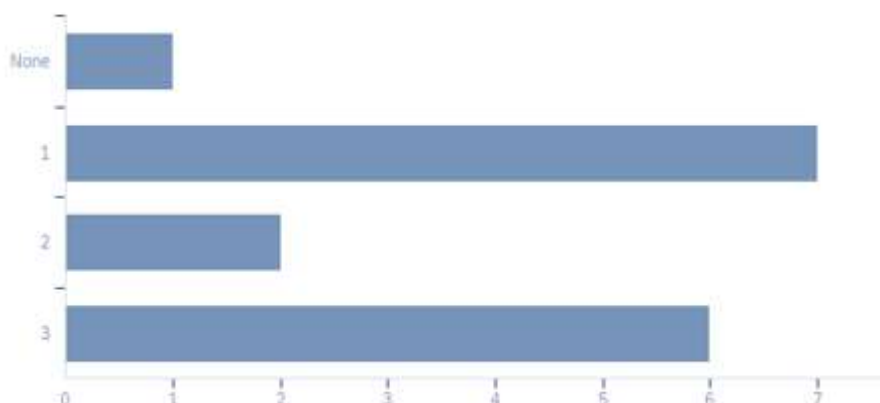
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<sup>10</sup> follow up question will be included in future survey and benchmarked to measure ongoing improvement.

<sup>11</sup> question was not included in first survey.

## FNRC Evaluation Survey 1

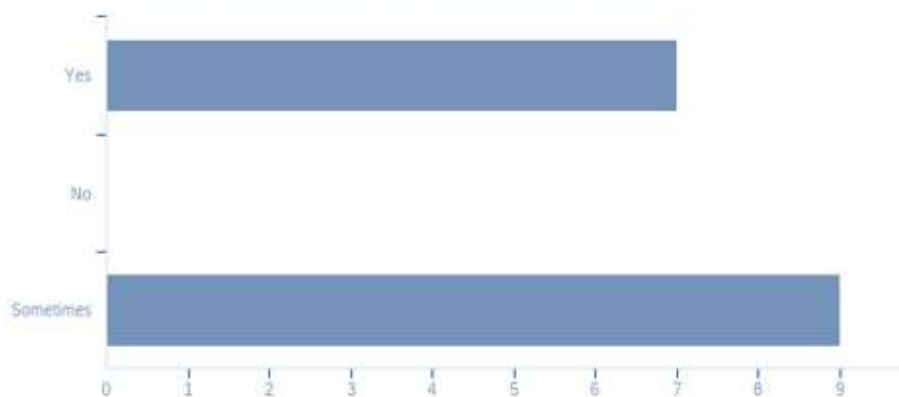
sessions - In 2022, we held three sessions of the First Nations Researchers Collective (with a fourth one planned for November). How many sessions have you attended?



#	Answer	%	Count
1	None	6.25%	1
2	1	43.75%	7
3	2	12.50%	2
4	3	37.50%	6
	Total	100%	16

Image 5: Source FNRC Evaluation Survey 1: Date of Survey: 1 November 2022- how many sessions participants attended.

supported - Do you feel supported in your research pursuits?

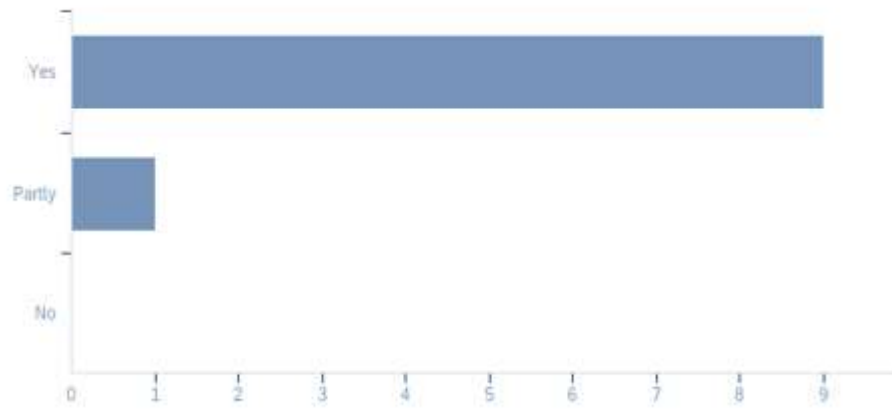


#	Answer	%	Count
1	Yes	43.75%	7
2	No	0.00%	0
4	Sometimes	56.25%	9
	Total	100%	16

Image 6: Source FNRC Evaluation Survey 1: Date of Survey: 1 November 2022-participants support impact.

## FNRC Evaluation Survey 2

expectations--Did-the-Summit-meet-or-exceed-your-expectations?¶



#	Answer	%	Count
1	Yes	90.00%	9
2	Partly	10.00%	1
3	No	0.00%	0
	Total	100%	10

Image 7: Source FNRC Evaluation Survey 2: Date of Survey: 23 February 2023

**Testimonials Indigenous Employment feedback:  
Student testimonials - Internal Indigenous Employment Scheme**

Respondent	Testimonial
Cheyenne, Bachelor of Sport, Health, and Physical Activity (Outdoor Education), 2022	<p><i>I have felt extremely supported since starting in my position within the Flinders University Library. With the support of Julie Rayner, Kate Mitchell, and many other wonderful colleagues I was able to quickly settle into my role and I am looking forward to continuing in 2023.</i></p> <p><i>Whilst working in the Flinders University Library I have learnt so much about the type of work that goes on behind the scenes which produce such successful forward-facing services for students. I have had the opportunity to be part of a few different projects working with the patron engagement and education engagement teams of the library. Ultimately, I feel my main areas of skills acquisition have been in communication and time management. Learning to conduct myself in a higher education setting, navigating communication with such a large group of people and completing tasks within certain time frames have been extremely beneficial toward my professional development.</i></p>
Nstarzia – contracts in P&C and CSE.	<p><i>“I am a full-time student living out of home by myself so the security of this job as well as the continuous personal development has helped me structure who I am now in the workforce.”</i></p> <p><i>“There are always problems to solve in a professional career and being able to do so effectively takes critical thinking skills, flexibility, and the emotional capacity to consider others’ viewpoints in addition to your own. Another development would be my organisation, management, and planning skills.”</i></p>

Table 20: Testimonial samples from student participants of Internal Indigenous Employment Scheme.

### Testimonials Indigenous Employment feedback:

#### Staff Testimonials:

- A quote (or three or four sentences) about your experience working at Flinders. This could be about your experience with the recruitment process, your career pathway/development, or why you enjoy what you do, a highlight of your career to date, or what makes Flinders a great place to work, etc.

Respondent	Testimonial
Joanne Buckskin (Narrangga Wirangu and Kaurra) Doctor of Philosophy, CHASS, Indigenous Studies	<i>"My onboarding experience with Flinders University was incredibly supportive there was always someone to help you if you were unsure especially in relation to learning some of the systems. I have just been appointed into a continuing position and I feel very privileged and grateful to be working with an amazing network of academic and professional staff who inspire me. I love coming to work and having opportunities to grow and learn new skills and to be able to give back to the Flinders University and wider community across Adelaide. I really enjoy working with students it keeps me on my toes and young people always provide you with great perspective."</i>
Vivian Davey, Kokatha, Mirning, Wirangu – Indigenous Outreach and Pathways Officer	<i>"In my role at Flinders, for the first time in my professional employment I've experienced what it is like to work a role where my passion and values align with the employer/colleagues I've been working as the Indigenous Outreach and Pathways Officer and have been enjoying being able to head out to schools to facilitate conversations around how and why our younger generation should take advantage of the opportunities offered by Flinders University and pursue a degree in a subject that relates to their own passions/interests.  I had a keen interest in getting on board with Flinders University if given the chance and when a role came up I applied immediately. The interview was professional yet very comfortable, the panel were supportive and open to questions and did a great job of making me feel welcome. When I was successful in winning my role, this energy stayed the same amongst my new work team. They embraced me and fast made me feel like I was a part of the family.  I enjoy the role because I was unable to study at University due to my own personal circumstances and lack of knowledge of supports offered, however this role allows me to come full circle and offer the advice and support I was not lucky enough to receive throughout my high school years. I hope to improve Indigenous participation in tertiary study so that we can have a deeper pool of community role models for our young ones to look up to and aspire to follow in the footsteps of.  My favourite moments in all of my interactions in the role are when students start a conversation stating they're not interested in Uni only to have their minds change after having some questions answered and some myths debunked. Flinders (as an employer) is such a wonderful place to work because of the flexibility and support for me to undertake further study whilst I work. As a place, the campus is loaded with friendly staff and vibrant students that are here with a purpose and that is enough for me to want to be a part of the Flinders University team for years to come. "</i>

Table 21: Testimonial samples of employment experience for recently appointed Indigenous staff.

## FURTHER ACTIONS

Flinders has been successful in progressing many initiatives to advance Indigenous employment and engagement post bronze accreditation. However, the journey has identified areas for further investigation, including the imbalance in gender representation, increasing professional Indigenous employment, and understanding where initiatives can be inclusive of casual staff. Actions to progress towards our 3% target continue, including implementation of deliverables within the current RAP and IWS as outlined in the table below.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
<b>Attraction and Recruitment</b>						
1	Each college and Portfolio contribute to collective goal of 3% Indigenous employment at Flinders University by 2025.	Each College and Portfolio to develop Indigenous workforce action plans for 2023-2025 with annual targets to increase Aboriginal and/or Torres Strait Islander employment to achieve 3% FTE representation by 2025. Plans to include targets for senior positions (Level C-E, and HEO9 and above). Utilise special measures clauses provided in section 65 of the South Australian EEO Act, 1984 to identify positions identified for Aboriginal and/or Torres Strait Islander people only	June 2024, 2025	VPED's and Portfolio Heads	VPED's and Portfolio Heads	3% Indigenous Employment in individual colleges/Portfolios achieved by 2025  3% Indigenous Employment in individual colleges/Portfolios achieved by 2025.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
2	Increase Indigenous staff to 3% by 2025.	<p>Actively promote Indigenous employment opportunities at Flinders University</p> <p>Develop a campaign that encourages staff to identify as Aboriginal and/or Torres Strait Islander on the Workday system.</p> <p>Reduce Barriers for Aboriginal and/or Torres Strait Islander applicants applying for jobs.</p> <p>Review current processes for Aboriginal and/or Torres Strait Islander applicants to ensure these are streamlined and align with national and sector best practice</p> <p>Provide cultural competency and unconscious bias training for selection panel chairs and members.</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>March 2024</p>	<p>Indigenous Employment Coordinator</p> <p>Indigenous Employment Coordinator</p> <p>Senior Learning and Development Consultant, and Recruitment Team</p>	<p>Director P&amp;C</p> <p>Director P&amp;C</p> <p>Director P&amp;C</p>	<p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p>



Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
2	Increase Indigenous staff to 3% by 2025	<p>Provide a culturally safe environment for Aboriginal and/or Torres Strait Islander staff.</p> <p>Develop a university anti-racism statement and promote to all staff and students.</p> <p>Provide a culturally inclusive induction process and work environment for Aboriginal and/or Torres Strait Islander staff.</p> <p>Aboriginal and/or Torres Strait Islander staff are introduced to PVC Indigenous, IEC and Indigenous services areas and programs.</p> <p>Ensure that Aboriginal and/or Torres Strait Islander staff are aware of cultural leave entitlements and flexible work arrangements.</p> <p>Examine the Universities Australia Indigenous Strategy 2022 - 2025 priority to recognise the cultural load of Aboriginal and/or Torres Strait Islander staff.</p>	<p>Ongoing</p> <p>December 2023</p> <p>Ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>All staff</p> <p>Hiring Managers</p> <p>Indigenous Employment Coordinator</p>	<p>VPED's and Portfolio Heads</p> <p>Pro Vice-Chancellor (Indigenous) and VP&amp;PVC International</p> <p>VPED's and Portfolio Heads</p> <p>Pro Vice-Chancellor (Indigenous) and IEC</p> <p>Director, People &amp; Culture and</p> <p>Director, People &amp; Culture and Pro Vice Chancellor (Indigenous)</p>	<p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p>

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
2	Increase Indigenous staff to 3% by 2025	Explicitly recognise cultural contributions and expertise of Academic Aboriginal and/or Torres Strait Islander staff within Academic Workload models. Ensure that Aboriginal and/or Torres Strait Islander staff are aware of language loading.	February 2024		VPEDs, Deans (P&R)	3% Indigenous Employment achieved by 2025.
			Ongoing	Indigenous Employment Coordinator	Director, People & Culture	3% Indigenous Employment achieved by 2025.
<b>Development and Advancement</b>						
2	Increase Indigenous staff to 3% by 2025	Enhance development and advancement opportunities for Aboriginal and/or Torres Strait Islander staff.  Identify Aboriginal and/or Torres Strait Islander staff with eligibility to convert to more secure employment conditions and assess case for conversion under relevant clauses in the EA.  When appointing Indigenous Academic staff (Levels A-C) preference a Balanced role to support research profile and pipeline	Ongoing and as per EA cycle	People & Culture Business Partners	Deans (P&R), Directors, College Services and Directors	3% Indigenous Employment achieved by 2025.
			Ongoing		Deans (P&R)	3% Indigenous Employment achieved by 2025.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
2	Increase Indigenous staff to 3% by 2025	<p>Include an appropriately qualified Aboriginal and/or Torres Strait Islander person as an observer or a member on Academic Promotion panels when assessing applications from Indigenous academic staff.</p> <p>Explore job-shadowing opportunities for Aboriginal and/or Torres Strait Islander Academic and Professional staff into higher level positions.</p> <p>Develop an Aboriginal and/or Torres Strait Islander staff award to recognise, celebrate, and reward outstanding contributions of Aboriginal and/or Torres Strait Islander staff.</p> <p>Promote Flinders University's Professional Staff Development Fund.</p> <p>Promote professional development opportunities to Indigenous Academic Staff</p>	<p>Ongoing</p> <p>June 2024</p> <p>May 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Executive Officers to Academic promotion panels</p> <p>Supervisors</p> <p>Indigenous Employment Coordinator</p> <p>Indigenous Employment Coordinator</p> <p>Supervisors</p>	<p>Director, P&amp;C</p> <p>Deans (P&amp;R), Directors, College Services and Directors</p> <p>Director P&amp;C</p> <p>Director P&amp;C</p> <p>PVC Innovation Teaching and Learning, Deans (P&amp;R)</p>	<p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025.</p> <p>3% Indigenous Employment achieved by 2025</p> <p>3% Indigenous Employment achieved by 2025</p>



# Flinders University

## SAGE CYGNET #1

**"To satisfy the Outcome criterion, the Review Group requested some narrative around the data, including self-reflection on outcomes and a sustainability plan for the future".**

### Additional Information

Flinders outcomes show a steady rise in the proportion of Indigenous staff at Flinders, trending closer to our 3% target. This suggests our strategies and actions to *attract and recruit* Indigenous staff are making a positive difference in reducing structural and individual barriers to employment.

Whilst *attracting and recruiting* Indigenous staff is crucial, Flinders recognises the equal importance of *retaining* staff in order to meet our target.

### Retention

The retention rates<sup>1</sup> of Indigenous staff fluctuated from 2019 to 2023, with a notable increase from 76% to 92% in 2020, followed by a decline in 2021 and 2022, and a sharp increase and subsequent peak of 93% in 2023<sup>2</sup> (Table 1).

### Indigenous Staff Retention Rates

	2019	2020	2021	2022	2023
Retention rates	76%	92%	83%	77%	93%

Table 1: Flinders University Indigenous staff retention rates

<sup>1</sup> calculated as fixed-term and continuing Indigenous staff retained for the 12 month period at a point in time commencing 1 January of the current and subsequent year.

<sup>2</sup> Due to system limitations, we are unable to undertake comparative analysis with retention and attrition rates of non-indigenous staff.

Fluctuating Indigenous staff retention rates likely reflect the varying impacts of the COVID-19 pandemic, with disruptions to workplace environments, ability to undertake research field work and increased staff movements affecting retention.

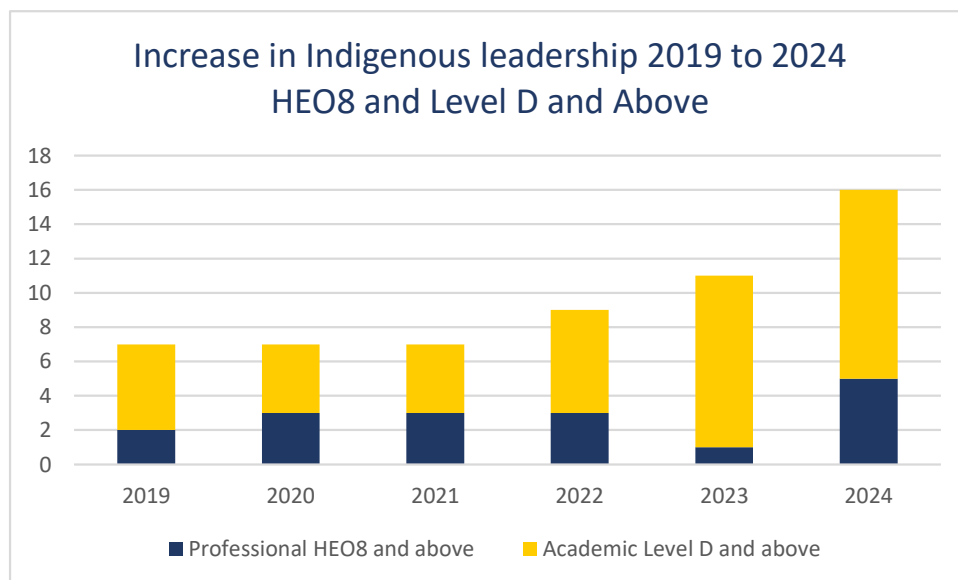
Higher retention rates in 2020 and 2023 would suggest that post COVID actions associated with ASBA, such as enhancing cultural safety and communication, developing support networks such as the FNRC, Indigenous Employment Forums and increasing opportunities for career progression, are having a positive impact on Indigenous staff retention. Retention rates will continue to be monitored into the future.

### Senior Leadership and Career Progression

In recognition of Indigenous peoples as self-determining and who can lead change for the benefit of Indigenous communities, and more broadly, society, Flinders prioritised appointments of Indigenous staff into senior roles.

In addition, key “identified” Indigenous positions were appointed including Pro Vice-Chancellor Indigenous, Elders on Campus, and Indigenous Employment Coordinator to lead strategic change, provide cultural leadership and support Indigenous recruitment. In 2023 College and Portfolio leaders were required to prioritise and report on targets for senior Indigenous positions in annual Indigenous workforce action plans.

The data results below reveals that the headcount of fixed-term and continuing Indigenous staff employed at HE08 and Level D and above, more than doubled for the period 2019 to 2024. This data is representative of increases due to promotion, career progression and recruitment, and indicates that actions undertaken post ASBA, to increase the numbers of Indigenous staff employed in senior academic and professional staff roles, are having a positive impact.



### Sustainability Plan for the future

While Flinders celebrates the upward trajectory of Indigenous staff representation, we acknowledge the ongoing work required to address structural barriers and further strengthen recruitment, retention, and professional development frameworks. To sustain this momentum, Flinders commits

to continue to foster a culturally inclusive environment across all facets of its operations enhancing awareness and recognition of Indigenous cultures, histories, and contributions.

Looking ahead, In 2024 work will commence to develop our next RAP and extend and embed the work accomplished to date. Plans are also underway to develop the next iteration of the University's Indigenous Workforce Strategy, building upon existing actions focused on:

- Attraction and recruitment
- Culture and retention
- Development and advancement
- Governance and leadership.

Progress will be closely monitored, with ongoing efforts to enhance the Elders Network, promote anti-racism, and expand opportunities in cultural competency training for non-indigenous staff. In addition, Flinders will focus on creation of further opportunities for student recruitment and employment pathways for Indigenous staff.

### **Letters of Endorsement**

Developmental feedback from the Review Group suggested including a statement of support from Flinders Pro Vice-Chancellor (Indigenous).

Whilst not a requirement Flinders felt this was a good suggestion. Therefore, statements of support from both Professor Simone Tur, Pro Vice-Chancellor Indigenous and Cindy D'Angelo, Flinders Indigenous Employment Coordinator have been submitted (see below).

Science in Australia Gender Equity (SAGE)  
PO Box 7050  
GREENWAY ACT 2900

To Whom it May Concern,

Re: SAGE CYGNET AWARD APPLICATION #1

I am writing to express my wholehearted endorsement of Flinders University Cygnet 1 initiative, particularly its emphasis on the inclusion of Aboriginal and/or Torres Strait Islander staff. This initiative reflects a crucial step towards fostering a more inclusive and diverse University community that actively embraces the voices and perspectives of Indigenous peoples.

The commitment to the sustainability of Indigenous employment for the future is ongoing with a focus on prioritising the recruitment and retention of Indigenous staff. Flinders is dedicated to providing opportunities as well as contributing to the long-term advancement and self-determination asserted by Indigenous staff. This approach ensures that Aboriginal and Torres Strait Islander voices are not only heard today but are also integrated into the fabric of the University to inspire generations to come.

The integration of Elder's Voices into the governance framework marks a significant step towards honoring Indigenous knowledges, recognition of cultural authority and wisdom. Through valuing the insight, counsel and perspective of Elders, ensures that decisions are being made in a manner that is respectful of cultural philosophies and knowledge systems, and traditions, strengthening Flinders commitment to reconciliation and mutual respect.

Regards,



**Professor Simone Tur**  
**Pro Vice Chancellor Indigenous**  
**Flinders University**

Science in Australia Gender Equity (SAGE)  
PO Box 7050  
GREENWAY ACT 2900

To Whom it may concern,

Re: SAGE CYGNET AWARD APPLICATION #1

I am a Kokatha/Mirning woman and I joined Flinders University in October 2022 in the role of Indigenous Employment Coordinator.

In my role as Indigenous Employment Coordinator, I provide advice on Indigenous staff attraction, recruitment, retention and development and drive implementation of the University's Indigenous Workforce Strategy 2022 – 2025. An important consideration for me in undertaking this role, was my alignment with Flinders' values and its commitment to progressing Indigenous advancement. Equally important for me is that my own employment experience at Flinders is positive, in order for me to authentically promote and encourage employment opportunities and connection to Flinders with community.

When I started at Flinders, it was evident to me that Flinders is committed to being an organisation that is welcoming of Aboriginal and Torres Strait Islander staff and students. On my first day when I entered the campus, I noticed Kurna language incorporated into the buildings and spaces, visible imagery of Aboriginal and Torres Strait Islander people and artwork, and a dedicated cultural space for reflection, meeting or yarning at the Yungkurrinthe Inparrila fire pit.

A key feature of Flinders' Indigenous staff retention strategy is fostering a work environment which is inclusive, culturally affirming and safe. An important aspect of this is to provide opportunities for Aboriginal and Torres Strait Islander staff to come together to network, establish connections and share with each other, in a culturally safe environment. Developing the Indigenous staff network and Indigenous Staff Forum has been a highlight for me during my time here to date, as I value and know how important connection and belonging is.

I feel that cultural safety at Flinders university is also deeply influenced by the presence and support of senior Indigenous leadership on campus. Visible representation and advocacy of Professor Simone Ulalka Tur, Pro Vice-Chancellor (Indigenous) and other senior Indigenous leaders contributes to a sense of belonging within the university community.

Kind regards,



Cindy D'Angelo  
Indigenous Employment Coordinator  
People and Culture

16/2/2024