

SAGE CYGNET AWARD APPLICATION



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

Name of Institution	Flinders University
Date of Application	30 June 2024
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Flinders University

SAGE CYGNET #2

Word limit – 2500 words (excluding the action plan)

	✓ Current Cygnet	Barrier • 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.
Sub-group barrier	✓	Aboriginal and/or Torres Strait Islander students.
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

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'.

Data Sovereignty

Indigenous Data Sovereignty refers to the interests, application and representation of data that supports and acts in the interest and advancement of Indigenous peoples, and in this context Indigenous student success.

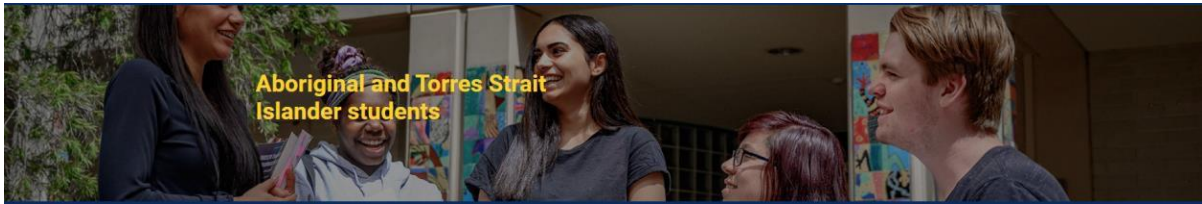
Gendered Data

Flinders University recognises the non-binary nature of gender. We acknowledge that the terms 'male' and 'female' should refer to biological sex, while 'men' and 'women' should refer to gender. However, due to system limitations, for the purpose of this report gendered data has been reported as 'male' or 'female' where it has been collected and reported in this manner.

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ACRONYMS

AFL	Australian Football League
ASBA	Athena Swan Bronze Award
ASBAP	Athena Swan Bronze Action Plan
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
DAS	Data and Analytical Services
FLIP	Flinders Intelligence Portal
FLO	Flinders Learning Online
GAMSAT	Graduate Medical School Admissions Test
HDR	Higher Degree Research
IPMP	Indigenous Preparation for Medicine Program
ISES	Indigenous Student Employment Scheme
ISOP	Indigenous Student Orientation Program
ISST	Indigenous Student Success Targets
ISSO	Indigenous Student Support Officer
MD	Medicine
NAIDOC	National Aboriginal and Islanders Day Observance Committee
NT	Northern Territory
NTMP	Northern Territory Medical Program
OISE	Office of Indigenous Strategy and Engagement
PVC	Pro Vice-Chancellor
RAP	Reconciliation Action Plan
RAPOC	Reconciliation Action Plan Oversight Committee
RRR	Regional Rural and Remote
RTP	Research Training Program
SA	South Australia
SATAC	South Australian Tertiary Admissions Centre
UCAT	University Clinical Aptitude Test
VPED	Vice-President and Executive Dean
YSE	Yungkurinthe Student Engagement
YTP	Yungkurinthe Tutorial Program



KEY BARRIER

This Cygnet is an extension of our first and addresses the barriers to engagement and participation of Indigenous peoples as **students** at Flinders.

EVIDENCE OF BARRIER

As a globally connected Higher Education institution, Flinders University recognises its role to lead by example and is committed to addressing institutional barriers that impact on the engagement and participation of Indigenous peoples' in Higher Education, both as staff and students.

Flinders has a longstanding history of reducing barriers to Higher Education and providing support for Indigenous students. John Kundereri Moriarty became Flinders first Indigenous graduate in 1971, and since this time a total of 828 Indigenous students have graduated at Flinders¹.



Flinders relationship with Mr Moriarty remains significant today, with Mr Moriarty's internationally recognised consulting company Balanriji having led the development of cultural guiding principles for Flinders University campus developments.

Image 1: Flinders first Indigenous graduate - John Kundereri Moriarty AM Source – internet
<https://moriartyfoundation.org.au/people/john-moriarty/>

Whilst the number of Indigenous students enrolling increased in the years following 1971, at the time of reviewing data for Athena Swan Bronze Accreditation (ASBA) (2017) Flinders Indigenous student enrolments² (1.24% n = 314) remained lower than overall Indigenous representation in Australia (3.3%), making it evident that further focus to reduce barriers to participation was required.

At the time of ASBA Indigenous and non-Indigenous female student representation at Flinders was higher than that of males (Diagram 1). Males represented 34% (n = 107) of Flinders' Indigenous

¹ Note this is the aggregate of under-graduate and post-graduate completions and therefore not representative of individuals.

² Enrolments – includes commencing and continuing students who have enrolled for the first time in a particular course – Source: Australian Government Department of Education Commencing and All Indigenous Students by State, Higher Education Institution and Gender, Full Year 2017.

students, slightly higher than the sector average (31%, n= 5,780). Non-Indigenous male representation at Flinders (36%, n= 8,911) was lower than the sector average (45%, n= 666,885)³.

Despite the gender imbalance, priority was given to increase the overall number of Indigenous students, given the small baseline. Further gender analysis and the development of additional actions will be undertaken once ASBA targets are achieved.

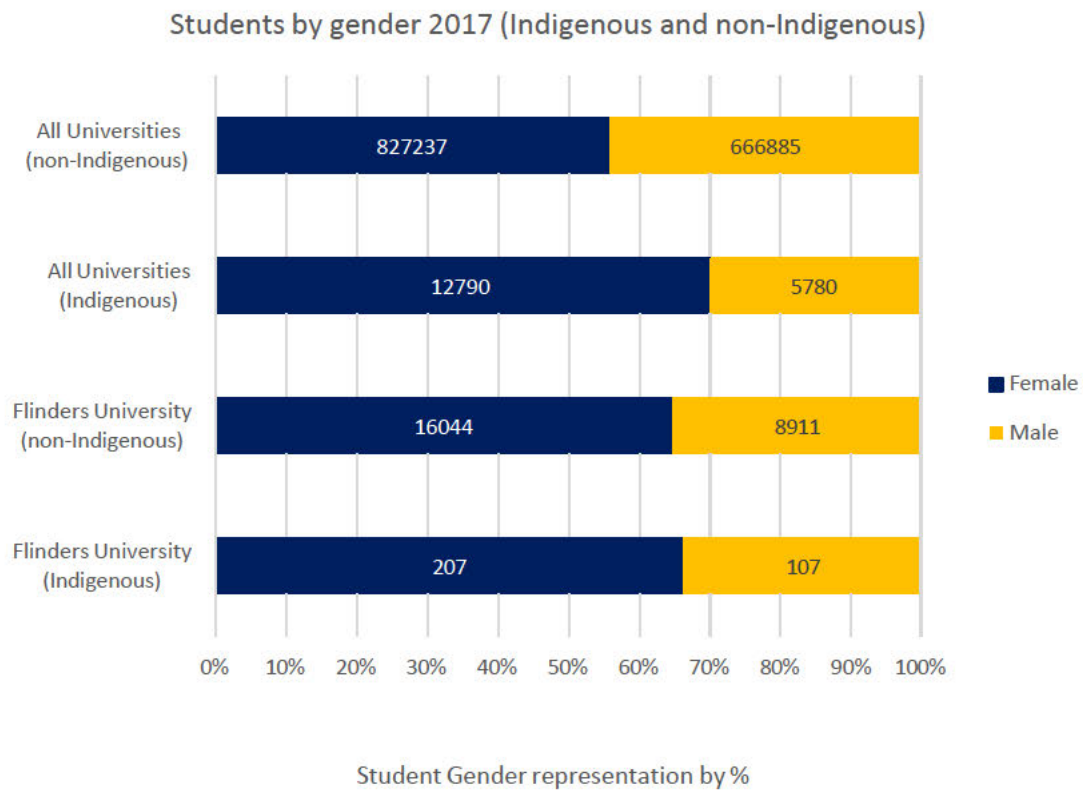


Diagram 1. Gender profiles of Indigenous and non-Indigenous students (includes commencing and continuing students). Source: Department of Education (2017 data).

³ Female may include students who have requested their gender to be recorded as X (indeterminate/intersex/Unspecified). A small number of non-university higher education institutions were included in the Department’s data set for universities.

ACTIVITIES

To increase Indigenous student participation, retention, and success, two broad actions were embedded in Flinders' ASBAP (Table 1).

Athena Swan Bronze Indigenous Actions

ASBAP #	Targeted Cohort	Action
Action 8. A	All Staff and Students	Develop a Reconciliation Action Plan that reflects and extends the Flinders Engagement Framework.
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 student actions (extract)

Following ASBA Flinders developed and implemented two Reconciliation Action Plans (RAPs)⁴ which contained whole of university actions and responsibilities to build relationships, respect, opportunities, and governance and reporting (ASBAP Action 8.A; Image 2).

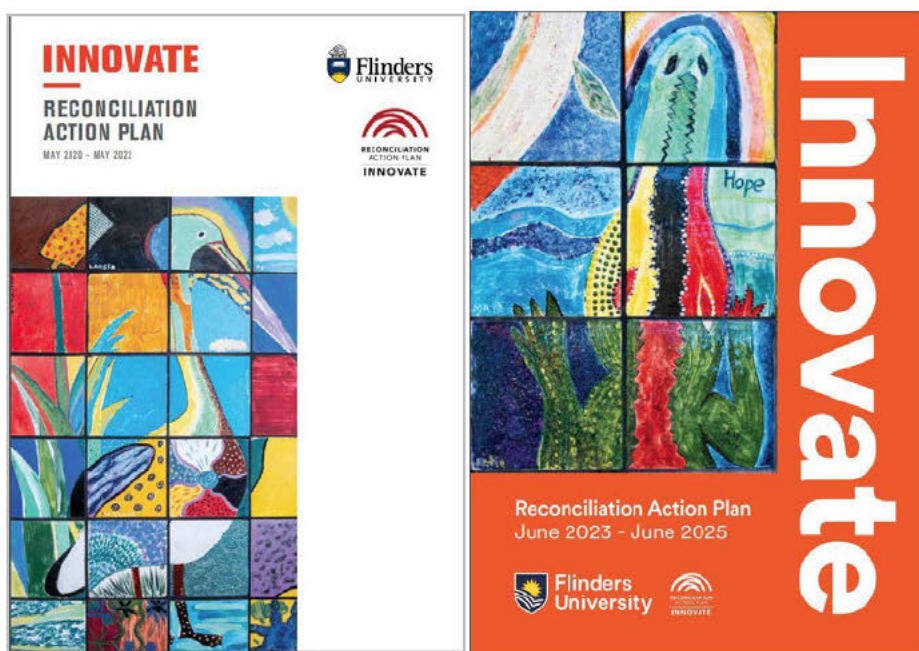


Image 2: Images of Flinders University Reconciliation Action Plans
Artwork Credit: Indigenous Workforce Strategy – Elizabeth Yanyi Close- Pitjantjatjara/Yankunytjatjara, 2020

⁴ The establishment of Flinders' RAPs and supporting governance mechanisms were reported in detail in Cygnet 1.

Both plans contained actions to strengthen Flinders commitment and prioritisation of Indigenous student success in Higher Education by improving Indigenous graduate outcomes and increasing recruitment, retention, and completion rates of students.

To achieve this, actions included developing and implementing:

- Governance, leadership, and strategy
- Alternative entry pathways
- Focussed outreach initiatives
- Culturally responsive academic support
- Increased access to financial support options
- Culturally safe spaces for networking, social interaction, and connection

OUTPUTS

Governance, leadership and strategy

Building upon the deliverables contained within the 2020 – 2022 RAP, Flinders University appointed its inaugural Pro Vice-Chancellor (Indigenous), Professor Simone Ulalka Tur (Image 3)⁵.

In 2020, Indigenous Student Success Targets (ISST) were devised outlining a comprehensive set of benchmarks for Indigenous students' achievements and adopting a whole of university approach. Subsequently, the Tarrkarri-ana Committee was established in 2021 to monitor Indigenous student success initiatives and offer guidance in relation to policies and programs aimed at fostering student success. This is detailed in Table 2.



Image 3. Flinders University Pro Vice-Chancellor (Indigenous) Professor Simone Ulalka Tur from the Yankunytjatjara community in north-west South Australia. Professor Tur was appointed in 2020.

⁵ Further information relating to the expansion of Indigenous Leadership can be found in Cygnet 1 page 7.

GOVERNANCE AND STRATEGY (University and Localised student success structures)

University-wide	
(2020) The Tarrkarri-ana Committee	<p>Established to provide advice to the university in relation to policies and programs that ensure Indigenous student success.</p> <p>Tarrkarri-ana is a Kaurna word meaning ‘towards the future’ and encapsulates the role of the group to support and build a culture of excellence for Indigenous students with Flinders University.</p> <p>Student representation on this committee provides a critical avenue for student voices.</p>
(2021) Indigenous Student Success Targets (ISST)	<p>Five Indigenous Student Success Targets (ISST) developed for achievement by 2025, relating to commencement, participation, progression, retention and completion providing a set of measures for Indigenous students’ success through a whole of university approach.</p> <ul style="list-style-type: none"> • are inclusive of foundation studies, undergraduate, honours and postgraduate studies. • align with priorities outlined in the University’s Strategic Plan, Student Success and Retention Strategy, Reconciliation Action Plans 2020- 2022/2023 – 2025 and national priorities.
(2023) RAP Reporting Survey	RAP annual survey developed generated biannually to improve capture of data to assess, measure and report on progress.
Localised	
(2020) College and Portfolio RAP working Groups	Established across Colleges and portfolios to drive RAP activities and report progress to RAP oversight Committee.
(2020) College of MPH Indigenous Health Strategy	<p>Includes key priorities and objectives to:</p> <ul style="list-style-type: none"> • increase Indigenous student enrolments, retention, successful graduation through integrated pathways, culturally safe curricula and pedagogy; • conduct research that reflects community-priorities to enhance the health and wellbeing of Indigenous Australians; • develop culturally safe graduates; and • further develop modes of community engagement.
(2020) College of Business Government and Law Igniting Indigenous Success Working Party	Established to provide solutions to increase the student participation in all aspects of College life.
College of Education, Psychology and Social Work Rural, Regional, Remote and Indigenous Committee	Committee renamed recently to College Rural, Remote & Regional (RRR) Working Group. Sub-group of the College Executive Leadership Team and responsible for driving projects that will create a College environment, specifically increasing student diversity by increasing the number of RRR students.

Table 2: Examples of strategic and Indigenous Governance mechanisms established post ASBA.

Recruiting new students

Alternative entry pathways

To reduce structural and systemic barriers to admission, Flinders have developed alternative entry pathways for Indigenous people who may not have been able to enter university by traditional means, as detailed in Table 3 below.

ALTERNATIVE PATHWAYS

Pathway	Details
Indigenous Entry Scheme (Medicine)	<p>(2020) Available to Indigenous graduates who wish to study Medicine in SA or in the NT. Students can apply directly to Flinders for graduate entry to Doctor of Medicine without having to sit the University Clinical Aptitude Test (UCAT). Students who do not sit the Graduate Medical School Admissions Test (GAMSAT) can apply for graduate entry through the Indigenous Entry Scheme and complete the university's Indigenous Preparation for Medicine Program (IPMP)</p> <ul style="list-style-type: none"> • 2020 - 3 students gained admission through this scheme. Two were accepted in Flinders Northern Territory Medical Program (NTMP). One withdrew from process due to COVID-19 and work commitments. • 2021 – 7 students gained admission • 2022 – 4 students gained admission • 2023 – 15 students gained admission.
Indigenous Admissions Scheme (IAS)	<p>Alternative pathway for Indigenous peoples who may not have been able to enter university by traditional means. IAS has 2 entry points per year , with applicants required to submit both a written application and attend an interview with College representation.</p> <p>2020 – 23 offers 2021 – 21 offers 2022 – 26 offers. 2023 – 22 offers.</p>
Port Adelaide Football Club Diploma of Sports Management	<p>(2023) Entry pathway program commenced. Combines academic study at Flinders with practical skills and experience from the Port Adelaide Football Club – 1 student successful and commenced in 2024.</p>
Foundations Studies Program.	<p>Bridging program for Indigenous and non-Indigenous students.</p> <ul style="list-style-type: none"> • 2020 (study period 2) – 22 Indigenous students enrolled in the program. 11 completed, 8 offers made into undergraduate 2021 programs. • 2022 – 26 students enrolled, 15 progressed to undergraduate degree, 1 student withdrew. • 2023 – 9 Indigenous students participated – 4 progressed to degree programs. • 2024 – 17 Indigenous students participated.

Table 3 Examples of Flinders' alternative entry pathways for Indigenous students.

Outreach

Flinders conducted school and community outreach activities (including in rural and remote areas) to engage with prospective Indigenous students and promote opportunities for study at Flinders. These activities are delivered by Access and Outreach staff in partnership with key stakeholders across the university, as detailed in Table 4 below.

OUTREACH

Partnerships and activities	Details
(2020) Creative Art Pathways and Leadership Program	Program to develop and conduct school-based activity for Creative Art pathways that target regional and remote students and promote careers in the Arts. Partnered with ActNow Theatre to develop 4-day program, combined on campus experience with Wigg and Sons/State Theatre and RUMPUS Theatre. Program included industry information sessions and personal reflections and knowledge from industry professionals. 24 Indigenous participants registered and 11 attended. 7 regional registrations were received.
“Community Engaged health Programs and Pathways” taskforce group	(2020) Taskforce comprising Flinders University, SA Health, MADEC, River Murray Mallee Aboriginal Corporation and local Aboriginal Elders met to engage local unemployed Indigenous people and high school students by creating pathways through TAFE, Flinders Uni Courses and SA Health. Two meetings held in November and December (Riverland only). Forum met in Murray Bridge.
Flinders Aboriginal Health Team	(2020) Social distancing impacted on usual engagement of students with local rural and Indigenous communities – adjustment contact via phone then team met regularly with 2–3 Indigenous students at a time interested in careers in health. 15 meetings held. Border closures in Western Victoria impacted school visits.
School outreach (2020)	To adapt to COVID-19 restrictions, the YSE team pivoted to online engagement methods, leading to increased outreach opportunities in rural and remote areas including the SA/NT corridor. <ul style="list-style-type: none"> • Nunga Tag (300 student participants) • Aboriginal SACE conference (400 student participants) • Life in the Uni Lane (90 student participants).
(2021) In2Uni transition pre-orientation program	Developed in 2021 assists Year 12 Indigenous students who have listed Flinders University as first preference through SATAC with their transition from school to university. Most attendees received and accepted an offer of enrolment. See the case study below for further information.
(2023) Indigenous Community Partnerships and Pathways Coordinator	(2023) Role established to develop and strengthen community partnerships and pathways. 2023 – direct school outreach increased, and Indigenous pathways presentations expanded to include year 10 as well as 11 and 12. 2024 – Yungkurinthei early starters program developed to focus on years 7, 8 and 9. 2024 – Yungkurinthei youth leadership summit developed to inspire future leaders through various workshops, conversations, and experiences.

Table 4: Examples of Flinders Indigenous student outreach activities post ASBA.

Case study 1: In2Uni transition pre-orientation program

The case study below demonstrates achievement of continuity of student journey and progression into undergraduate degrees, maintaining and increasing admissions. First preference students are identified and asked to register their interest via email to the Yungkurinthe Student Engagement (YSE) team. Students are then invited to attend the one day on-campus program in December, which includes:

Introduction to Yungkurinthe Engagement

Indigenous Student Support Officers (ISSOs) share key student support programs, services, and initiatives.

SATAC Information Session

Includes information on how to change preferences and what happens after you accept offer with opportunity for open discussion and questions.

Indigenous Admission Scheme

Yungkurinthe Outreach team share information regarding the Indigenous Admissions Scheme pathway and provide one-on-one pathway advice.

Campus Tour

Guided tour to key areas such as the hub, library, FUSA and Yungkurinthe.

Flinders Living Tour

Option to visit Flinders Living accommodation, see shared spaces and hear about available supports for living on campus.

Current Indigenous Student panel discussion

Current students share experience of university life tips and ideas.

Individualised Study Plans

ISSOs provide individual study plans for each participating student.

Participants raised many questions regarding access to scholarship information, as a result further information was included in the 3-day on campus Indigenous Orientation Program.

Piloted in 2021, the program continued in 2022, seeing a 30% (n= 11-13) growth in participation. Thirteen students attended the streamlined one-day transition program. Of the 13 attendees 85% (n= 11) were made an offer to study.

Significantly, of the 11 registrants from 2021 program, 81% (n= 9) were granted offers and 82% (n= 9) continued to study their chosen degree in 2022. One student deferred and commenced in 2023. Overall, an 85% success rate, from pilot to inception, for participating Indigenous students accepting Flinders University offers of study.

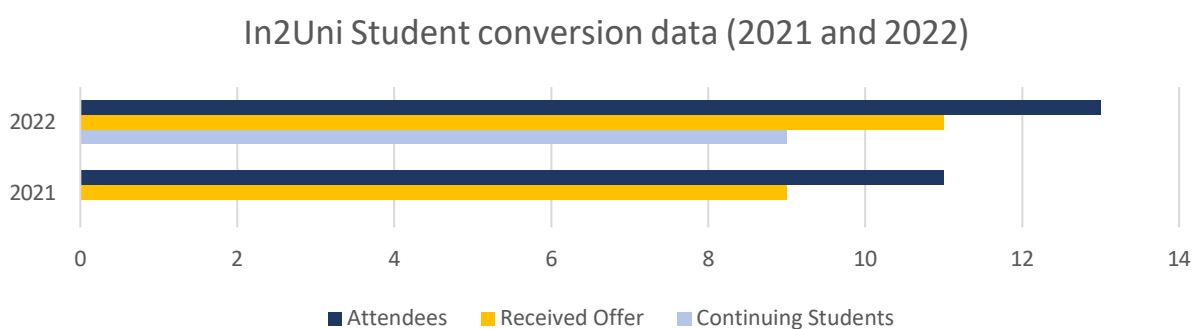


Diagram 2: In2Uni Growth, Engagement and Success – snapshot of pilot (2021) to inception (2022).

Supporting current students

Academic support

To help Indigenous students continue and complete their studies, Flinders provides assistance with coursework, cost of study/living and sense of connection, as detailed in Table 5 below.

ACADEMIC SUPPORT

<p>Flinders Learning Online (FLO) Yungkurrinthe Student Hub portal</p>	<p>Provides updated information and advice on University-related matters including available resources, study skills resources, Abstudy, housing, cadetships, tutoring and scholarships.</p>
<p>Yungkurrinthe Tutorial Program (YTP)</p>	<p>Connects Indigenous students with tutors who have topic expertise. Provides supplementary tutoring for students enrolled in degree programs - a key factor in improving success rates and academic performance.</p> <p>Tutoring sessions are available face-to-face and online, individually or in small groups. These sessions assist with various aspects of study life including:</p> <ul style="list-style-type: none"> • navigating FLO • semester planning • essay writing • research methods • academic literacy • presentation planning • referencing reading • lecture engagement. <p>2020 – 81 Indigenous students received assistance from YTP with 2,681 tutoring hours. 2021 – 68 Indigenous students assisted, with 2465 tutoring hours provided. 2022 – 73 Indigenous students assisted, with 2470 tutoring hours provided. 2023 – 73 Indigenous students assisted, with 2435 tutoring hours provided.</p>
<p>Deadly Study Skills Advisors</p>	<p>Support Yungkurrinthe students, both undergraduate and postgraduate, with all aspects of study and provide culturally responsive academic support to YTP.</p> <p>Support Yungkurrinthe in participating in University-wide student success and wellbeing processes. Provided academic support to update Yungkurrinthe Student Hub and YTP FLO site by:</p> <ul style="list-style-type: none"> • Compiling study support modules for undergraduate and postgraduate students • Posting weekly student e-newsletter • Creating a Yungkurrinthe student handbook • Delivering study sessions for the Yungkurrinthe student orientation • Organising and facilitating training and awareness workshops for YTP tutors.
<p>Indigenous Student Support Officers (ISSO)</p>	<p>Provide individual support throughout the student's degree including pre-enrolment advice, academic advocacy, pastoral support, housing, and finance.</p> <p>Work with Flinders Living staff and other student accommodation services across Adelaide.</p> <p>During Covid call and text campaigns were undertaken to all commencing students, and second- and third-year students at risk of progression.</p>

Table 5: Overview of academic support services and facilities for Indigenous students.

Social support

Flinders has programs in place to boost Indigenous students' sense of belonging and provide culturally safe spaces for networking, as detailed in Table 6 below.

SOCIAL SUPPORT

TJilbruke student lounge	<p>Lounge for Indigenous students located at Bedford Park campus. (2020) refurbished to include study spaces, computer suite, kitchen with food pantry and relaxation area. Yungkurinthe Support staff are located in the same proximity so students can easily access supports and services. – Two office spaces provide dedicated, confidential, and culturally safe student counselling space.</p> <p>Cultural Artwork in Indigenous Student learning space. 2020 Mural commissioned and painted by Pitjantjatjara/Yankunytjatjara artist and Flinders Alumni, Elizabeth Close. To invoke sense of unity and belonging in the students who use the space and heighten their feeling of being valued, respected, and supported at Flinders (Image 4).</p>
Flinders University City Campus	<p>Opened in February 2024 – dedicated space and student support services provided to students. City campus cultural awareness session delivered to staff to increase awareness and understanding of specific histories, localised context and understanding of Aboriginal race-relations within Adelaide.</p>
Student Engagement	<p>Activities include weekly lunches and workshops to engage students on campus and provide a sense of belonging</p>
Indigenous Student Ambassador Program	<p>Program for students to assist with inbound and outbound recruitment activities. Students undertake training and are employed as casual staff members by the University.</p> <p>2022 – 15 employed to support orientation, In2Uni and ACE days.</p>
Flinders Indigenous Student Orientation Program (ISOP)	<p>Hosted by YSE staff, ISOP is offered in addition to Flinders all student O'Week program. ISOP is a student-centred, culturally affirming program for commencing Indigenous students, with an emphasis on inclusion of family and community members.</p> <p>Over 3-days, students meet members of the YSE team and learn about university supports and services. Existing Indigenous students participate in the program to provide real-life examples and responses in a Q&A session (Image 5 and Case Study 2).</p>
2020 Wellbeing Coordinator	<p>Position created in 2020 to develop and coordinate culturally informed activities as part of an overall social program for Indigenous students, both online and in person.</p>
Dedicated Indigenous Counsellors	<p>2020- dedicated counsellors supported 27 Indigenous students.</p>

Table 6: Overview of social support initiatives for Indigenous students.



Image :4 From left, Professor Clare Pollock, Professor Jonathan Craig, Uncle Lewis Yarluburka O'Brien, Professor Colin Stirling and Associate Professor Simone Ulalka Tur at the Yungkurinthe Tjilbruke Lounge mural unveiling, where Uncle Lewis was announced as Senior Elder-on-Campus. Mural painted by Pitjantjatjara Yankunytjatjara artist and Flinders university Alumni, Elizabeth Close



The 2020 Indigenous student orientation program student and staff group
 Entertainment by Indigenous artist Corey Theatre.
 Day 1 a Kaurna Welcome to Country and Smoking Ceremony provided by Uncle Mickey O'Brien.
 Day 3 of orientation activities a BBQ to welcome new student and their families.



Image 5: Images taken during the 2020 Indigenous Student Orientation Program

Case study 2: Promoting reconciliation through art

As part of the ISOP program, Indigenous students participate in a collaborative artwork tiling workshop with the opportunity to create their own unique painted tiles. Each year native animals and plants that are of significance to people at Yungkurinithi are made into a design. From this larger picture, each cohort of commencing students select a piece of the picture to paint and leave their imprint on.

These tiles are then affixed to the pillars at the entry of our Yungkurinithi building, located next to Yungkurinithi Inparrila⁶. Tiles are permanently affixed and provide a sense of belonging at Yungkurinithi, building into the fabric of the centre and University.



These images are of mosaic tile projects affixed to the Yunggorendi Mande building. They were created by Indigenous students at orientation. The images were used to create the Reconciliation pins that are available to purchase.



Image 6 Images are of mosaic tile projects affixed to the Yungkurinithi Mande Building.

To promote Reconciliation, tile images are then made into Reconciliation pins and are available to purchase during Reconciliation Week (ASBAP Action 8.D). Proceeds are re-invested into support for Indigenous students.

Financial support

In recognition of economic barriers to Indigenous student participation and retention, Flinders increased scholarship and employment opportunities post ASBA (As shown in Table 7).

⁶ Discussed in detail in Cygnet 1 this space was developed in consultation with Indigenous students and staff and provides a sense of belonging and cultural space for teaching and learning, reflection, culture, and ceremony.

FINANCIAL SUPPORT

Support Mechanism	Details
Scholarships	(2019) Doctor of Medicine Scholarship introduced \$20,000 per year up to 4 years for Indigenous students who enrol in Flinders University Doctor of Medicine (MD).
	(2020) Internal review undertaken of 2020 student accommodation scholarships and eligibility guidelines to support the transition of regional and remote students into supported on-campus accommodation, including access to counselling, social activities, and meals.
	(2021) College of HASS developed 2 scholarships for Indigenous students in Archaeology and History and 2 bursaries for honours students.
	(2022) Erica Jolly Scholarship (Education Degree) reviewed, and criteria broadened to capture students attending regional/remote placements.
	(2022) St Theodore's Anglican Church Nursing Scholarship name revised to Indigenous Rural Nursing Scholarship to more clearly represent the criteria of the scholarship.
	(2023) <ul style="list-style-type: none"> • Early Scholarship application openings • payment processing, fast-tracked. • Hardship bursaries increased. • Student pantries stocked with food. • Student and Elder lunch programs enhanced.
	(2024) The Professor Lowitja O'Donoghue Indigenous Student Postgraduate Research Scholarship was increased to \$50k per annum, effective 1 January 2024. The scholarship which provides a Research Training Program Place (RTP) supports Indigenous students pursuing Higher Degrees by Research.
Cadetships	Yungkurinthe Student Engagement promotes Career Trackers and AFL Sports Ready as potential host employers for paid internships, cadetships and employments for Indigenous Students studying at Flinders. For the period 2017 to 2024, 39 Flinders Students have contracted with Career Trackers.
Port Power Aboriginal Community Programs Power Cup	University wide partnership and major sponsorship with Port Power AFL club, football carnival and careers and education expo. Support of the program has been vital in promoting education and career opportunities for Indigenous students.
Aboriginal Power Program	2021 – 250 students 2022 – Leadership day hosted at our Bedford Park campus for over 300 students, to immerse themselves in education on campus for a day. 2023 – Hosted 500+ Indigenous high school students on campus at 1 -day leadership event in partnership with Port Adelaide Football Club.
Yungkurinthe Indigenous Student Professional Development Fund	Available to contribute toward study related and professional development activity – available to undergraduate and postgraduate students. Value \$750 (2020) 2019 – 10 awarded 2020 – 2 awarded 2021 – 2 awarded 2022 – 9 awarded 2023 – no applications

Table 7: Overview of scholarships, living expenses support and employment options for Indigenous students.

Case study 3: Accommodation Scholarships for Indigenous Students

In 2020 an internal review of student accommodation scholarships and eligibility guidelines to support the transition of regional and remote students into supported on-campus accommodation, including access to counselling, social activities and meals was undertaken.

As a result in addition to increasing indigenous Commonwealth Accommodation Scholarships, Flinders living (FL) top up scholarships were introduced to cover full accommodation and food fees for Indigenous students who reside on campus at either the Student Hall or Deidre Jordan Village.

Students must be in receipt of the Indigenous Commonwealth Accommodation Scholarship or Access Scholarship to receive the Top up. Students receive mentoring and study supports whilst living on campus.

(2020) During Covid-19 there was no uptake of these new accommodation top up scholarships, they were then re-offered in 2021.

2021 – 15 Indigenous students supported

2022 – 19 Indigenous students supported

2023 – 15 Indigenous students supported

Expansion of scholarship offerings such as this program makes higher education accessible to a wider range of students. By providing financial support we have been able to attract and retain Indigenous students who may have otherwise faced barriers in participating in higher education.

These scholarships have also afforded further development opportunities for recipients. In 2023, following a competitive process, two Indigenous students were appointed to roles providing support to residential students.

- One first year student as a Residential Tutor in University Hall.
- One second year student as a Residential Coordinator in Deirdre Jordan Village.
- One first year resident was elected by their peers to be a member of the House Committee of the university Hall Residents' Club inc.

CHALLENGES

COVID- 19

Given the high numbers of students who access YSE support it was recognised that restrictions to accessing on-campus spaces and support would have a significant impact on Indigenous students' health and wellbeing. Several communication plans were developed to maintain contact and connection with students impacted (see table 8 below for examples).

COVID 19 Indigenous Student Support

Actions	Deliverables/outputs
Study support	<p>(2020) All student support services relocated online. Students received various emails from ISSOs and Deadly Study Skills Advisors to ensure that they had access to online learning.</p> <p>Regular contact with students who required regular check-in support.</p> <p>Weekly online drop-in sessions scheduled to meet with ISSOs and Deadly Study Skill Advisors.</p>
Orientation@ Yungkurinthe	<p>Hosted online and packs posted to students. Online program included a live streamed Welcome to Country, comedy show, art immersion, weaving workshop as well as information sessions to support student transition. Between 6-20 students participated in the numerous events across the program.</p>
Financial support	<p>Yungkurinthe Tutorial Program (YTP) funding increased to support additional online tutoring for students.</p> <p>Indigenous Hardship Fund was developed with modified and flexible eligibility.</p>
Wellbeing support	<p>Online lunch sessions for students to meet to support wellbeing.</p> <p>ISSOs regularly checked in with regional and remote students who returned home.</p> <p>Developed internal referral to counselling procedure, to ensure high priority access to designated counsellors for Indigenous students.</p>

Table 8: Overview of increased support for Indigenous students during COVID-19.

Covid-19 Gender Impact

Year-on-Year analysis of student numbers by gender revealed greater fluctuations among Indigenous male student cohort during COVID-19 (Diagram 3). Indigenous male student numbers dropped 18% from 2018 to 2019 (n=107 to n= 88) then increased 19% (n=88 to n=105) from 2019 to 2020. This suggests that communication plans aimed at maintaining contact with Indigenous students during the pandemic were crucial in supporting and engaging Indigenous male students.

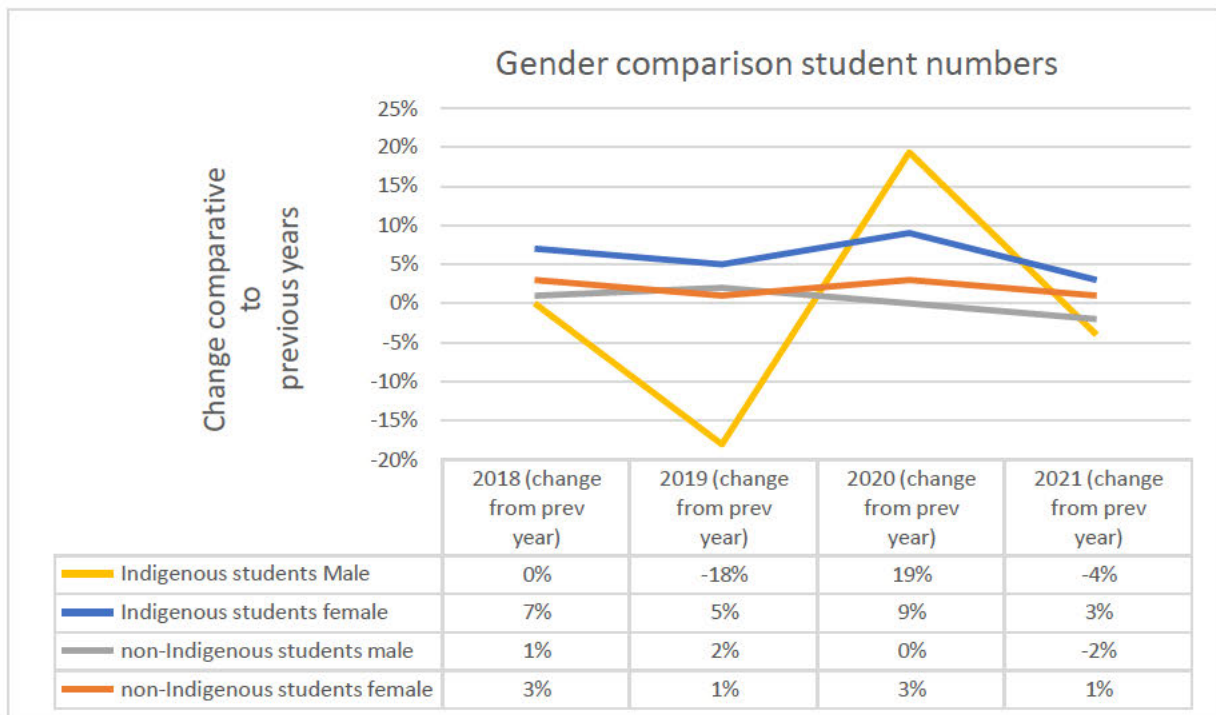


Diagram 3: Overview of trends for the number of Indigenous student enrolments by gender year to year 2018 -2021. Source: All student and Indigenous enrolments data sourced from Department of Education to calculate changes and identify trends.

OUTCOMES

Target 1: Increase Indigenous student participation (enrolments) rate to 1.9% by 2025.¹

Flinders Indigenous student participation⁷ (enrolments), has been growing steadily since the inception of Flinders inaugural RAP in 2020. Increasing from 1.4% in 2020 (n= 392,) to 1.7% in 2024⁸ (n= 404) (Diagram 4).

This steady increase in Indigenous student enrolments is attributed to the actions implemented following both ASBA and RAP, such as targeted outreach, student support initiatives, pathway activities, and community engagement.

⁷ This is an aggregate measure also impacted by progression, completion, and retention.

⁸ Year to date 22 April 2024

Course Enrolments and % of Total Course Enrolments

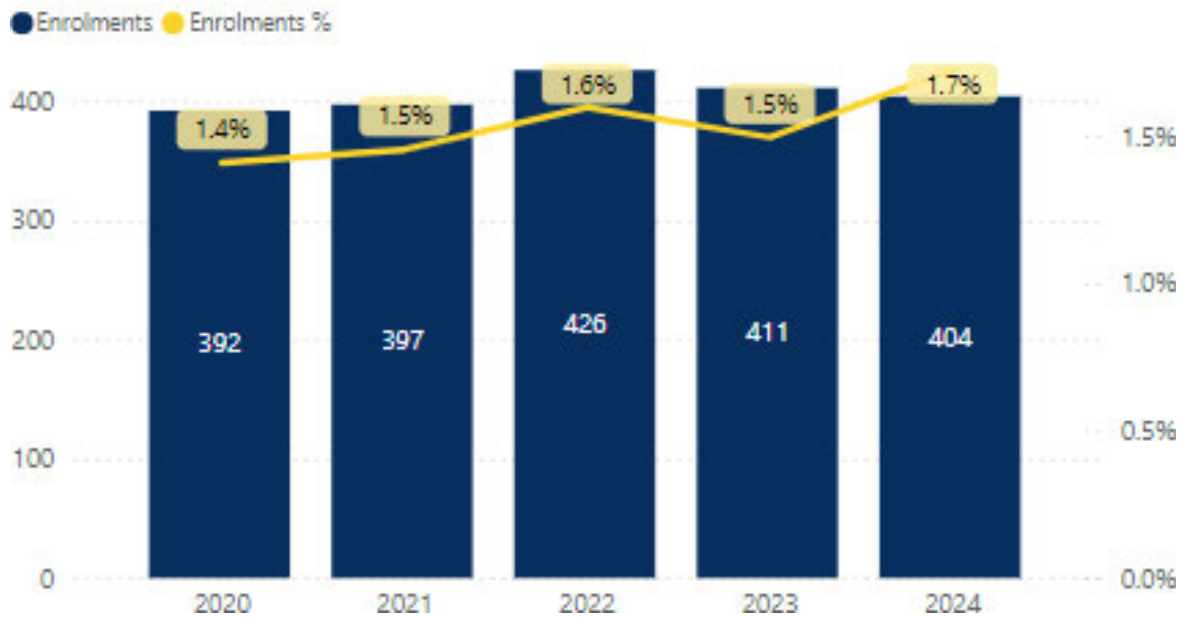


Diagram 4: Overview of increased Indigenous student participation (enrolment) 2020 to 2024. Source: Data and Analytics Team FLIP report commencing and continuing Indigenous students 22 April 2024.

As detailed below (Diagram 5), the number of Indigenous male students post RAP implementation decreased (2020=104 to 2024=92), whilst female students increased (2020=258 to 2024=291). Indigenous student male representation has declined 9 percentage points post ASBA⁹ from 34% (2017=107) to 25% (2024= 92)¹⁰.

Students by Gender

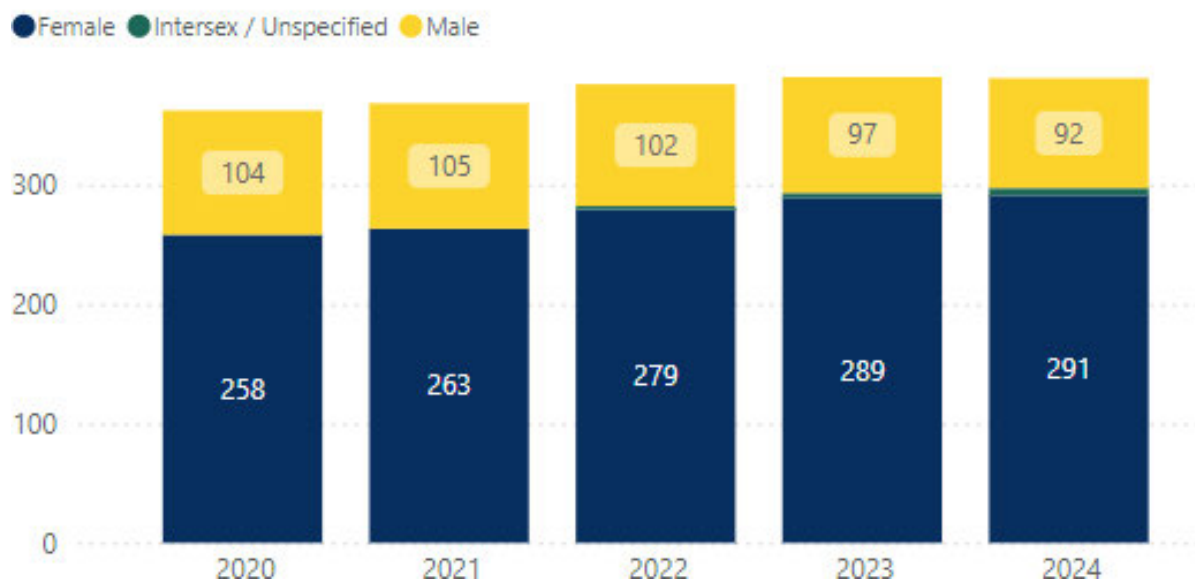


Diagram 5: Overview of Indigenous student participation (enrolment) 2020 to 2024 by gender. Source: Data and Analytics Team FLIP report commencing and continuing students (including HDR) 22 April 2024

⁹ Sourced Department of Education 2017 Full year Indigenous enrolments.

¹⁰ 2024 data year to date as of 22 April 2024

As shown previously in Diagram 3, greater fluctuations in Indigenous male student numbers at the onset of COVID-19 indicate that external factors can disproportionately impact Indigenous male students. Therefore, it is possible that the post-ASBA decline may be linked to social and economic disruptions stemming from the residual effects of the COVID-19 pandemic. This decline will continue to be monitored in the future.

As detailed in Diagram 6 below the proportion of rural/remote Indigenous students increased post RAP implementation, indicating targeted SA and NT rural and remote (R&R) outreach and support services, and increased accommodation support are having a positive impact. Decreases in 2020 and 2021 may be attributed to COVID-19, in particular with students from R&R locations deciding to return home. Many Indigenous communities enforced local lockdowns which may have impacted studies.

Students by Home Remoteness

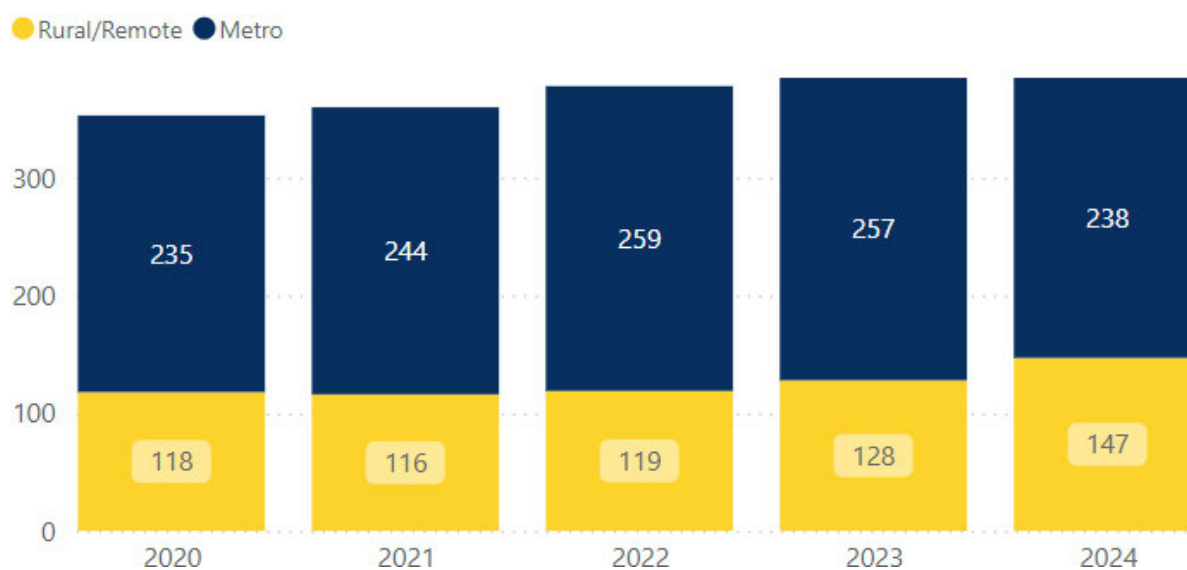


Diagram 6: Overview of Indigenous student participation (enrolment) 2020 to 2024 comparing Rural and Remote to Metro. Source: Data and Analytics Team FLIP report commencing and continuing students (including HDR) who identify as Indigenous in Student Management System 22 April 2024

Target 2: Indigenous students make up 3% of first-year enrolments by 2025.

Commencing¹¹ enrolments is a useful metric within our strategy to isolate how well participation (commencing and continuing enrolments) strategies are working at attracting and enrolling students.

Following a 3-year increase for the period 2020 to 2022 (1.7% - 2.0%), commencing Indigenous student enrolments declined in 2023, followed by an upward trajectory in 2024 (1.9%) (Diagram 7).

The number of student enrolments in Higher Education have also been declining in recent years following increases during the early COVID-19 pandemic years (2020 and 2021).

The Department of Education suggests that the decline in domestic undergraduate students is likely due to a strong labour market, increased cost of living pressures, and a reduction in year 12 retention rates¹². It is likely that these factors have also contributed to decreasing numbers of Indigenous students at Flinders.

¹¹Commencing study

¹²Source: Department of Education: A selection of findings from the Selected Higher Education Statistics – 2022 student data: Page 2.

Despite this reduction, as demonstrated in Diagram 7, while Indigenous students commencing (enrolments) decreased in 2024 (2023=166 - 2024 = 160), the percentage of Indigenous student enrolments overall increased (1.9%). This is representative of a proportionately smaller decline in Indigenous enrolment rates than non- Indigenous students, indicating further the success of targeted recruitment actions implemented post ASBA and RAP.

Although positive feedback has been received in relation to our Indigenous outreach programs, the increase in first year enrolments remains low and work to increase first year enrolments will need to be prioritised to continue and increase the upward trajectory to meet our 3% 2025 target.

To ensure effective targeting for future programs a commencing student survey has been developed to capture detailed data about new enrolling students' participation at outreach events and activities.

Students by Enrolment



Diagram 7: Overview of increased Indigenous student participation (enrolment) 2020 to 2024. Source: Data and Analytics Team FLIP report commencing students (including HDR) who identify as Indigenous in Student Management System 25 April 2024.

Indigenous student retention¹³ rates increased 5 percentage points between 2020 -2023 (71% to 76%), while non-indigenous students decreased 4 percentage points (85% to 81%) (Diagram 8).

¹³ The proportion of Indigenous students returning to continue their studies each year.

Student Retention%

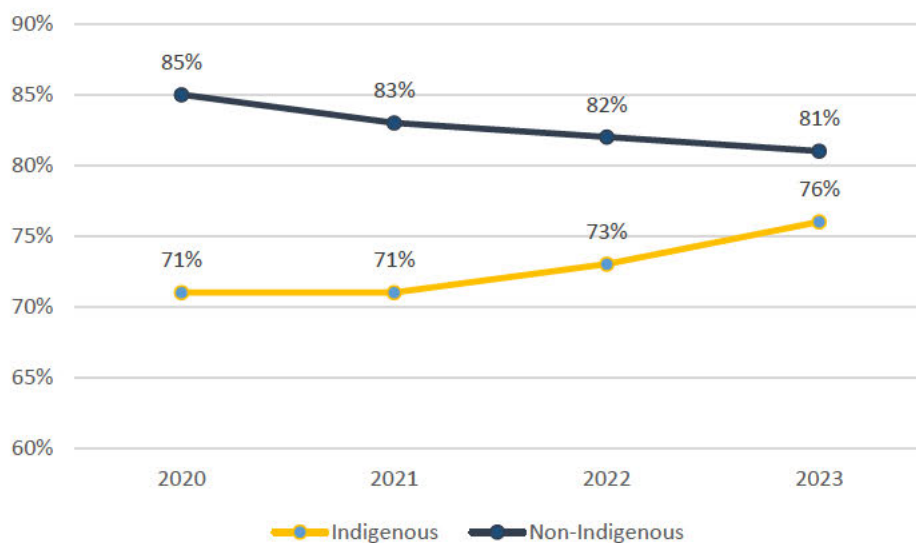


Diagram 8: Overview of Indigenous and non-Indigenous student retention Source: Data and Analytics Team Students Retention FLIP report commencing and continuing students (including HDR) 22 April 2024

Indigenous Student Success Rate %

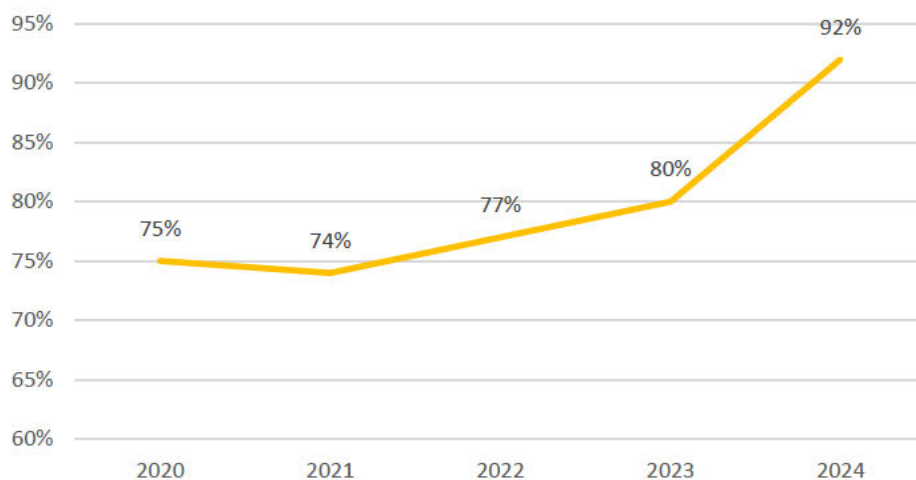


Diagram 9: Overview of Indigenous student success (progression) rates. Source: Data and Analytics Team FLIP report commencing and continuing students (including HDR) who identify as Indigenous in Student Management System 22 April 2024

Indigenous student success (progression) rates¹⁴ also increased, by almost 20 percentage points (75% to 92%), over the same period (2020 -2023) (Diagram 9.) Indicating support services, such as YTP, scholarships, and accommodation bursaries designed to increase retention and progression are having a positive impact.

Data in diagrams 8 and 9 has been extracted from our internally developed RAP reporting dashboard.

¹⁴ The proportion of enrolled topics completed by Indigenous students each year.

This dashboard was designed to assist with reporting on progress against actions contained in our RAP and monitor Indigenous student progression trends in comparison to non-Indigenous student trends. It is noted that disaggregation of results by gender in diagrams 8 and 9 could possibly provide further insights into the gender imbalance within the Indigenous student cohort.

Further development of these reports/dashboards to include gender and expanded intersectional data will allow for deeper insights and will be considered in future dashboard data reviews.

IMPACT

To evaluate impact, we measured Indigenous students' lived experiences through surveys, interviews, focus groups and testimonials.

The data showed that overall, our programs to provide academic and financial support, build relationships, and foster a sense of belonging have made a positive difference to Indigenous students' experiences at Flinders and their ability to thrive throughout their student lifecycle.

OUTREACH

Participants were surveyed manually following the Act Now Creative Arts Pathway Program participant survey. All comments and feedback received were positive with 100% of participants expressing their intent to pursue further involvement in the arts.

Participants surveyed at the conclusion of the In2Uni program (2022) reported feeling more informed, connected, and supported to transition to university life, indicating the success of the pre-orientation program.

Participant responses to Outreach Programs

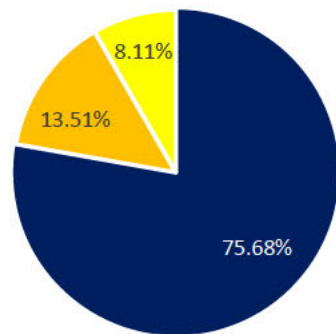
Program	Feedback
Act Now Creative Arts Pathways Program	Overall, how would you rate the program? 1 (Not Good) and 5(Excellent) 4 - 22.2% 5 - 77.8%
	What is the likelihood you will continue in the arts (i.e. Study/work/further workshops)? 1 (Definitely not) to 5 (Yes, I definitely will) 5 – 100%
	What was your favourite part of this program and why? <ul style="list-style-type: none"> • “Learning skill, it is important to have them skills.” • “the reading because I have never seen a reading before, and I enjoyed it.” • “film making area, as it’s the work in which I want to pursue”. • “Meeting all the great people”. • “The Nara Wilson talk by far, it let me know exactly what I have to do after this workshop to seek employment”.
In2Uni Program	Participants surveyed manually post program sample of responses below: <ul style="list-style-type: none"> • “I get into Uni with a head start and am more informed and prepared before day one.” • “This was great to collect information and feel more comfortable coming into the new environment.” • “Have a clear understanding of uni life.” • “This is a good start to my experience of uni and connecting with others.”

Table 9: Sample of responses from participants in outreach programs post ASBA.

ACADEMIC AND SOCIAL SUPPORT

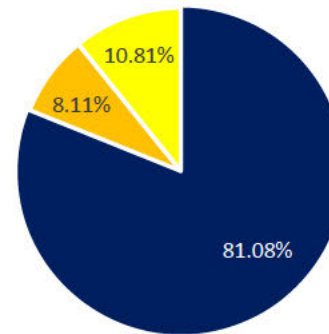
In 2022, YSE invited (via email) all Indigenous students who self-identify as Aboriginal and/or Torres Strait Islander, to participate in a survey aimed at gathering feedback on their experiences and engagement with the pastoral, advocacy, and educational initiatives provided by the YSE team. Out of the 426 students invited, 47 (an 11% response rate) completed the survey. Across all measures, 75-82% of the respondents provided positive feedback (Diagram 10). The identified gaps in services were primarily related to the need for programs, initiatives, and contact to be mirrored in the NT and other regional locations, which was then prioritised in 2023.

I feel well informed about the service & programs at Yungkurinithi



■ Agree ■ Neutral ■ Disagree

Yungkurinithi is a culturally welcoming & affirming place to study



■ Agree ■ Neutral ■ Disagree

Diagram 10: Sample of responses from respondents in YSE 2022 Indigenous student survey.

2022 Participant responses Academic and social support

Support	Feedback
Yungkurinthe Student engagement	'Yungorrendi was instrumental in my success as Uni student by providing me with meaningful university connections and a support network as well as assisting me navigate university programs'
	'I really liked the services I received -particularly from the student support officers. Through their emails they were also able to provide me with information regarding opportunities I otherwise wouldn't have known about'.
	'I have found that Yungkurinthe provides a strong community network and support for all students. This support took on the form of social activities to develop community and academic support for individual students. I found them well run, organised and approachable'.
	'Darwin needs their own support officer who can be based in Darwin. Darwin does not have any of the facilities that Adelaide provides for students such as study spaces, computer labs etc'

Table 10: Sample of responses from respondents in YSE 2022 Indigenous student survey.

In 2023 students were invited to complete the YSE survey via email, SMS, through an internal weekly newsletter and was made available as a desktop and mobile version, increasing access. The survey was sent to all enrolled students who identify as Aboriginal and/or Torres Strait Islander, from this, 72 chose to participate. This included students from SA, NT, and online programs. 82% of participants (n=59) responded to the questions in the survey relating to YSE services and cultural safety. Of the 59 participants who responded:

- 88% (n= 52) indicated they felt informed by the services and programs offered
- 97% (n= 57) indicated that they felt Yungkurinthe as a culturally welcoming and safe place to study.

Results from 2022 and 2023 survey suggest that actions taken to reduce barriers to provide culturally affirming spaces and programs are having a positive impact.

Yungkurinthe Student Engagement 2023 survey services question

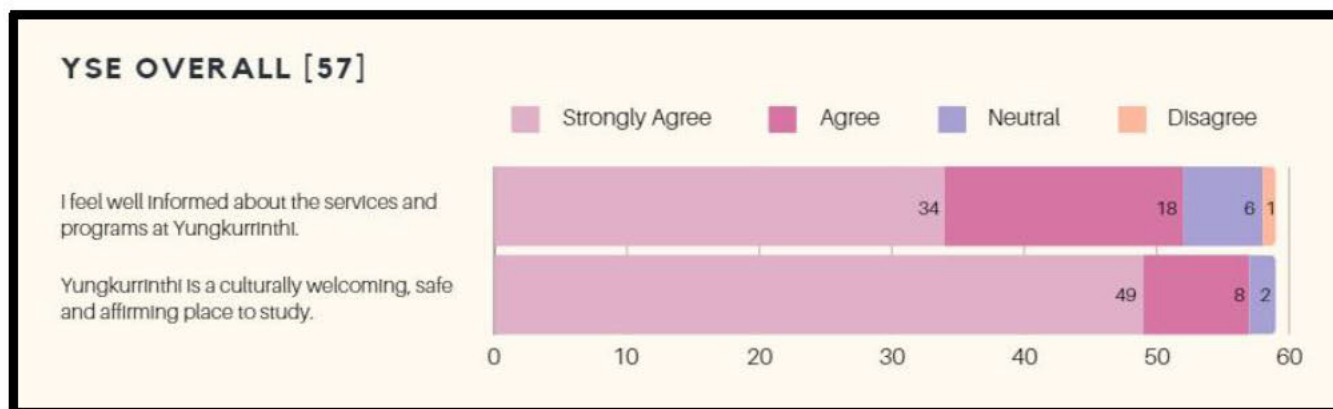


Image 7: Source YSE annual student survey 2023.

Student testimonials

Support	Feedback
Yungkurinthe Student engagement	'I love the YTP program. It has been critical in supporting my success at Uni. I enjoy having a support system and someone to keep me accountable for getting assignments completed. I think the whole process is smooth and [REDACTED] does a great job at organising the whole process.'
	'Really appreciate the ISSO staff and their support - they have been excellent in helping to advocate on my behalf and support my studies. I appreciate their kindness, enthusiasm and conscientiousness.'
	'I like the flexibility of the [YTP] program, and the fact that I can access multiple tutors with different expertise.'

Table 11: Sample of responses from respondents in YSE 2023 Indigenous student survey.

Nstarzia Osman – Journey from Indigenous student to employee.

Nstarzia Osman commenced as a student, went on to participate in Flinders Internal Indigenous Employment Scheme, and is now an employee of the University. Nstarzia’s testimony of her journey (see testimonial below) highlights the importance and positive impact that structured academic, social, and financial supports are having, during the lifecycle of an Indigenous student.

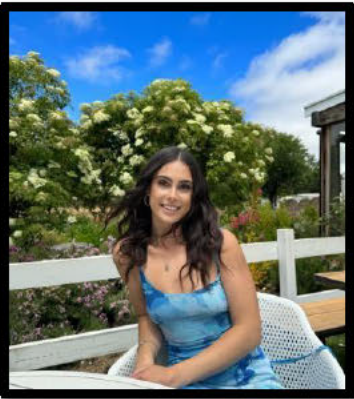
Program	Feedback
<p data-bbox="241 466 629 528">Internal Indigenous Employment Scheme</p> 	<p data-bbox="651 466 1924 528">As a proud Indigenous student, my time at Flinders University has been a remarkable journey of growth, learning, and empowerment.</p> <p data-bbox="651 579 1984 794">Throughout my journey, I encountered challenges and uncertainties, but the genuine support provided by programs like Yungkurinithi and the Indigenous employment scheme with ██████ played a pivotal role in shaping my success and professional development. My experience had a lot of highs and lows throughout my degree where I almost felt at defeat. Yungkurinithi not only offered academic support but also fostered a sense of community that gave me a sense of belonging which helped navigate the complexities of university life with more confidence. I made friends through this process I now consider as close friends, plus the food supplies as a struggling student money wise was a major bonus.</p> <p data-bbox="651 842 1951 1019">The Indigenous employment scheme with ██████ provided invaluable mentorship and guidance, bridging the gap between academia and the professional world. I remember when I started, I came from a background of mainly hospitality and disability support work which made me very nervous for taking the first steps into my professional career. Through this program, I gained access to meaningful employment opportunities which gave me the chance to explore my skills and aspirations, paving the way for a transition from student life to a fulfilling career at Flinders University.</p> <p data-bbox="651 1067 1935 1171">My journey is a testament to the effectiveness in supporting Indigenous students throughout the student lifecycle. It underscores the importance of holistic support systems and dedicated initiatives that empower Indigenous students to thrive academically and professionally.</p> <p data-bbox="651 1219 1968 1323">I am immensely grateful for the support and opportunities provided by the University, which have not only progressed my life but also enabled me to contribute meaningfully to my community. I hope that by sharing my story, I can inspire and empower fellow Indigenous students to pursue their dreams with confidence and determination.</p>

Table 11: Testimonial and image of Nstarzia Osman

FUTURE ACTIONS

Flinders University recognises that success can be perceived and defined in various ways. This could include being the first in one's family or community to pursue higher education, serving as a role model within family, extended community, or among other Indigenous students, and assuming leadership roles.

Despite notable improvements in student success outcomes (Diagram 8), challenges persist in increasing overall Indigenous participation. Efforts to incorporate Indigenous perspectives into the curriculum and develop an Indigenous recruitment strategy remain a priority. Whilst it is noted that gender imbalance continues. As mentioned previously, given the small baseline, the priority to increase the attraction, retention and participation rates for all Indigenous student in the first instance continues. Once Indigenous Student Success Targets have been achieved further gender data analysis will be undertaken. . We are actively refining our reporting mechanisms to comprehensively capture university-wide activities and outcomes, with a steadfast commitment to fostering student engagement through collaborative initiatives with schools.

Looking ahead, our focus will remain on implementing the objectives outlined in the Innovate Reconciliation Action Plan 2023–2025, and associated strategies 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
Increase Indigenous Participation (enrolments) 1.9% by 2025 (aggregate measure impacted by progression, completion, and retention).						
1	Improve Indigenous student recruitment, retention, completions rates.	Implement College and Portfolio initiatives that align with Flinders University's Indigenous Student Success Targets (2022 – 2025)	2024	VPED's and Portfolio Heads	Deputy Vice-Chancellor (Students)	Increase Indigenous student participation (enrolments) rate to 1.9% by 2025.
		Develop a university wide Indigenous Student Recruitment Strategy to increase Indigenous student participation and commencement at Flinders University.	2025	VPED's and Portfolio Heads	Pro Vice-Chancellor (Indigenous)	Increase Indigenous student participation (enrolments) rate to 1.9% by 2025.
		Improve student retention and completion rates by broadening the Flinders university Indigenous student employment scheme.	2025	Vice-President Corporate Services	Vice-President Corporate Services	Increase Indigenous student participation (enrolments) rate to 1.9% by 2025.
2	Implement the University's Indigenous Research Strategy 2024 – 2026	Develop College-based strategies and localised targets to increase the number of Indigenous Honours and Higher Degree by Research (HDR) students and report progress	2024	Deans (Education)	PVC (indigenous), DVC (Students)	Increase Indigenous student participation (enrolments) rate to 1.9% 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
Increase Indigenous Commencing enrolments 1.9% by 2025 (aggregate measure impacted by progression, completion, and retention).						
		Introduce a two-year Indigenous postdoctoral Fellowship and explore co-funding with Colleges to increase the number available at Flinders.	April 2025	VPED's and Portfolio Heads	Deputy Vice-Chancellor (Research)	Minimum of 2 Fellowships per annum introduced.
		Appoint an Indigenous Academic Research Lead to progress key Indigenous strategic initiatives.	June 2024	Deputy Vice- Chancellor (Research)		Appointment made
		Introduce Vice-Chancellor's awards that recognise research excellence, engagement and impact by Indigenous researchers and research students.	December 2024	Deputy Vice- Chancellor (Research) & Pro Vice-Chancellor (Indigenous)		Increase Indigenous student participation (enrolments) rate to 1.9% by 2025.
		Develop strategies to improve ethics training for research staff, supervisors, and students who engage in research involving Indigenous people and communities.	December 2024	PVC (Research Training and Capabilities) and DGR, PVC (Indigenous), & Research Development and Support		Increase Indigenous student participation (enrolments) rate to 1.9% 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
Respect and acknowledge long-held philosophies, knowledges, research strengths and contributions of Indigenous communities						
1	Increase understanding, value and recognition of Indigenous cultures, histories, knowledge and rights through cultural learning.	Develop, implement and communicate a cultural learning document/resource for our staff and students.	2024	Deputy Vice-Chancellor (Students)	Deputy Vice-Chancellor (Students)	Program developed and implemented.
		Develop an Indigenous Studies curriculum thread offering within degree programs.	2024	Pro-Vice-Chancellor (Learning, Teaching and Innovation).	Pro-Vice-Chancellor (Learning, Teaching and Innovation).	Curriculum thread developed.
2	Promote reconciliation through our sphere of influence	Develop and implement an annual staff and student engagement plan to raise awareness of Reconciliation across our University.	2025	Director Media and Communications	Director Media and Communications	Engagement plan implemented.
		Communicate our commitment to Reconciliation publicly.	Annually	Vice-Chancellor		Annual communication

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
Prioritise awareness of and involvement in NAIDOC and Reconciliation Week celebrations year on year						
1	Build relationships through celebrating National Reconciliation Week (NRW).	Develop an annual program of activities to engage students in Reconciliation.	27 May – 3 June annually	VPED's and Portfolio Heads	Deputy Vice-Chancellor (Students)	Program developed and implemented.
		Organise at least 1 NRW event each year	27 May – 3 June annually	VPED's and Portfolio Heads	Deputy Vice-Chancellor (Students)	At least 1 event annually.
	Promote reconciliation through our sphere of influence	Develop and implement an annual staff and student engagement plan to raise awareness of Reconciliation across our University.	April 2025	Director Media and Communications	Director Media and Communications	Engagement plan implemented.
		Communicate our commitment to Reconciliation publicly.	Annually	Vice-Chancellor		Increased involvement in NRW
	Build relationships through celebrating National Reconciliation Week (NRW).	RAP oversight Committee to participate in an external NAIDOC Week event	Annually	RAPOC	RAPOC	Increased awareness in NAIDOC week
		Promote and encourage participation in external NAIDOC events to all students and staff.	Annually	Director Media and Communications	Director Media and Communications	Increased awareness and participation in NAIDOC week

13 May 2024

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

To Whom it May Concern,

Re: SAGE CYGNET AWARD APPLICATION #2

I am pleased to endorse the Athena Swan Cygnet Indigenous Student Success initiative at Flinders University, which reflects our institution's commitment to advancing Aboriginal and Torres Strait Islander achievements.

Our dedication to Indigenous student success is deeply grounded in our mission to enhance the health, wellbeing, and socioeconomic opportunities of Indigenous peoples. Through strategic initiatives such as the Indigenous Student Success Targets, Flinders University aligns with key national and sector-wide priorities, including the University Accord recommendations and the Indigenous strategies of Universities Australia and Innovate Research Universities (IRU).

By increasing Aboriginal and Torres Strait Islander participation and completion rates, Flinders University is actively contributing the broader goals of educational equity and social empowerment.

Central to our approach is the contribution of Indigenous education units, exemplified by our Office of Indigenous Strategy and Engagement and Yungkurinthe Student Engagement services, who play a pivotal role in nurturing belonging, wellbeing, academic advancement, and overall student success.

Celebrating the achievements of Aboriginal and Torres Strait Islander students who successfully complete qualifications is paramount. Their testimonials serve as inspiring examples of community self-determination, resilience and academic excellence. However, we acknowledge that success requires the engagement and commitment of the entire university and to increase Indigenous participation at a tertiary level, we cannot overlook the importance of nurturing pathways during the early years of education and recognise there is much more work to be done.

Lastly, we value the vital role of Elders on Campus in supporting Indigenous students sense of belonging and honoring inter-generational ways of knowing, being and doing. Elders wisdom and guidance are instrumental in supporting student success.

Regards,



Professor Simone Tur
Pro Vice Chancellor Indigenous