



THE UNIVERSITY
of ADELAIDE

Aboriginal and Torres Strait Islander Engagement Framework

University Library



Message from Pro Vice-Chancellor (Indigenous Engagement), Professor Steve Larkin

The cultures of Indigenous Australians have always prioritised the intrinsic value of knowledge and information. These priorities emphasised all aspects of their production, transmission, access, utilisation and application, extending to protocols governing the rights and responsibilities attached to each. Historically, the systematic and insidious impacts of colonisation excluded and/or ignored such Indigenous imperatives in collection management institutions such as Libraries, Archives, Galleries and Museums. In the nineties, Indigenous peoples were successful in leveraging the sector to respond to their objections regarding the mismanagement of their knowledge and information resources held in numerous collecting institutions situated throughout Australia. Issues of exclusion, ethnocentrism, cultural misrepresentation via inappropriate metadata, and the prominence and unfettered availability of culturally offensive material were at the forefront of Indigenous concerns. In response, the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information services were established. Numerous reforms to policies and practices across the sector were undertaken and continue to be revised and implemented today.

This is why the strategic importance of the Aboriginal and Torres Strait Islander Engagement Framework at the University of Adelaide Library cannot be understated. The three pillars of the Framework not only acknowledge the presence of contemporary challenges but maps out the Library's strategy to address them. Of critical importance is that the Framework must always be the enabling mechanism for transformative action and not the outcome in and of itself. I am confident this will not occur and I commend the University Library for its leadership in committing to making a real difference.

Professor Steve Larkin

Pro Vice-Chancellor
(Indigenous Engagement)

March 2022

Kaurna Acknowledgement

We acknowledge and pay our respects to the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide's campuses at North Terrace, Waite, and Roseworthy are built. We acknowledge the deep feelings of attachment and relationship of the Kaurna people to country and we respect and value their past, present and ongoing connection to the land and cultural beliefs.

Building capability

What we will do...	We will be on track if...
1.1 Maintain a dedicated Indigenous Support Librarian position as a continuing role	Successful appointment
1.2 Include the University's Aboriginal Cultural Awareness Induction course as mandatory activity in PPD Bingo 2020	All staff complete online training
1.3 All teams will undertake face-to-face cultural competency and awareness training	All teams complete training
1.4 Develop and coordinate workshop sessions to familiarise staff with Aboriginal and Torres Strait Islander Library, Information and Resource Network (ATSILIRN) protocols and CARE (Collective Benefit, Authority to Control, Responsibility, Ethics) Principles with agreed learning outcomes	Session delivered with strong staff participation
1.5 Deliver the Kaurna Acknowledgement at Library events and presentations including All Staff meetings, and use the Marni Naa Pudni greeting	Staff deliver the Kaurna Acknowledgement as appropriate
1.6 Embed cultural fitness in all position descriptions as a standard expectation	Agreed text inserted in Library PDs

Signalling commitment

What we will do...	We will be on track if...
2.1 Maintain and activate Yaiya Ngutupira (Indigenous collection and dedicated spaces) across all sites	Annual program implemented
2.2 Embed cultural recognition of First Nations evident in both our physical and virtual spaces	Appropriate signs in place in physical sites and online
2.3 Embed cultural recognition with the Kaurna Acknowledgement included in staff email signature	All staff include the Kaurna Acknowledgement
2.4 Take opportunities to include Kaurna language in our signage to build community familiarity with Kaurna heritage	Use of Kaurna language and dual naming in spaces as appropriate
2.5 Address key aspects of 'unfinished business' in library, archives and cultural collections activity in the new University Collections Policy	Policy approved and aligned with national and international protocols
2.6 Develop and apply Indigenous Cultural Intellectual Property (ICIP) procedures to responsibly address future best practice	Procedures finalised and approved
2.7 Develop an action plan to identify priority areas for ICIP protocol activity to implement in relation to legacy collections	Action plan finalised with agreed timelines and resources
2.8 Feature and celebrate Indigenous art throughout the Library physical and virtual spaces	Include Indigenous art in Library spaces and exhibitions program
2.9 Ongoing acquisition of Indigenous artwork for the University's collection	Prioritise purchase of new artworks
2.10 Include Wirltu Yarl Aboriginal Education, Indigenous elders, community members and groups in partnerships, and formal occasions and events	Demonstrated examples of partnership and engagement as appropriate
2.11 Acknowledge and promote key Indigenous events including NAIDOC Week and Indigenous Literacy Day	Consistent program of annual recognition events

Sharing knowledge

What we will do...	We will be on track if...
3.1 Ongoing collection development of Yaiya Ngutupira	Yaiya Ngutupira collection plan and development actively maintained
3.2 Support program with Wirltu Yarl Aboriginal Education to provide e-textbooks to Indigenous students	Successful program transitioned to Wirltu Yarl Aboriginal Education as business as usual
3.3 Promote rare and unique Indigenous collection material and perspectives through exhibitions, Adelaide Connect and events	Indigenous content evident across all activities
3.4 Contribute to Wirltu Yarl Aboriginal Education Indigenous Student Orientation Program	Online or face to face content delivered each semester
3.5 Ensure communities are aware of original material held relevant to them and consult on appropriate 'keeping place' models for custody and access for both physical and digital materials	Agreed custody models in place and copying projects underway as appropriate
3.6 Information literacy support to improve Indigenous student academic outcomes	Online and face-to-face training, materials and support provided
3.7 Balance truth telling and interpretation with preserving historical perspectives in collection development practices, exhibitions and publications	Context provided to highlight past cultural norms which have informed and influenced historical narratives and collecting practices

Further enquiries

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