

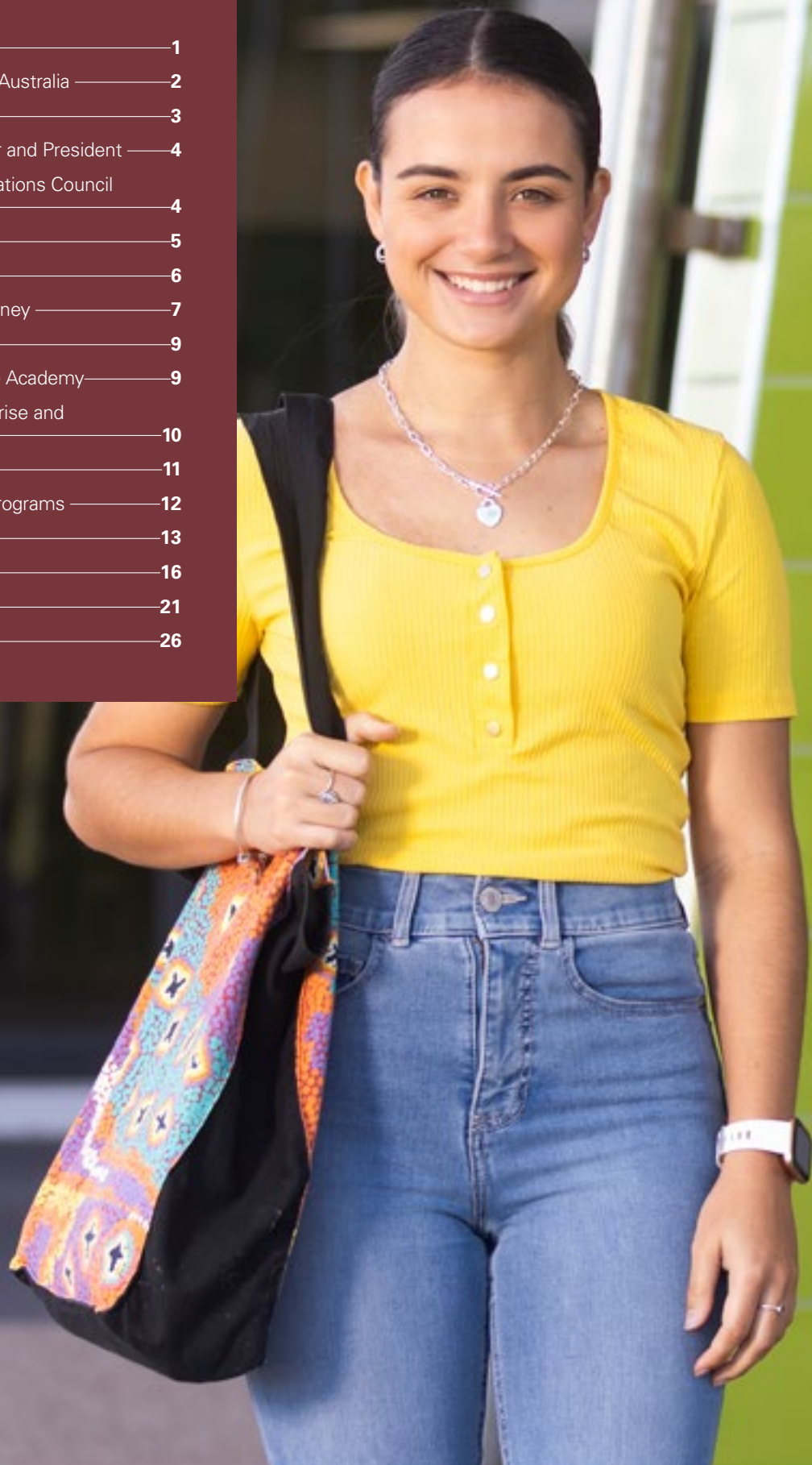
RECONCILIATION ACTION PLAN

July 2022-July 2024



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ACKNOWLEDGMENT OF COUNTRY

We respectfully acknowledge the Traditional Custodians of the lands on which we work and learn. We pay respect to the First Nations peoples and their Elders, past, present and emerging for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Islander peoples.



ENDORSEMENT FROM RECONCILIATION AUSTRALIA

Reconciliation Australia commends CQUniversity Australia on the formal endorsement of its second Innovate Reconciliation Action Plan (RAP).

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

With over 2.3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. CQUniversity continues to be part of a strong network of more than 1100 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types – Reflect, Innovate, Stretch and Elevate – allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

An Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build the strong foundations and relationships that ensure sustainable, thoughtful, and impactful RAP outcomes into the future.

An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through effort and innovation are invaluable resources that CQUniversity will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to CQUniversity using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on relationships, respect, and opportunities gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.



This Innovate RAP is an opportunity for CQUniversity to strengthen these relationships, gain crucial experience, and nurture connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, CQUniversity will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of CQUniversity's future RAPs and reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

Congratulations CQUniversity on your second Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia



VISION FOR RECONCILIATION

At CQUniversity we value and celebrate Australia's First Peoples and their cultures, lore, languages and identities, and enduring connection to Country. Our vision for reconciliation is for all Australians working together to address injustice and provide equality of opportunity: and to develop a tertiary education sector that truly embraces the knowledges, leadership and strengths of Aboriginal and Torres Strait Islander peoples.

Our aim is to support Aboriginal and Torres Strait Islander peoples' empowerment by delivering access to world class education, training and research. As staff and students together with community and our wider stakeholders, we commit to reconciliation in everyday practice, ensuring our aspirations and actions promote a culturally safe and inclusive environment for all. We will ensure that Aboriginal and Torres Strait Islander representatives are increasingly part of CQUniversity governance, and that our teaching and research engages communities and stakeholders and leads to mutually beneficial outcomes.

CQUniversity acknowledges the need for social change to embrace diversity and equity, and challenge racism and discrimination. We remain conscious of the impact that past and ongoing injustices, government policies and racial discrimination have on the lives and wellbeing of Aboriginal and Torres Strait Islander peoples. We endorse the Uluru Statement from the Heart and walk alongside Aboriginal and Torres Strait Islander peoples as they seek constitutional recognition, and a process of truth-telling about our shared history, as we work towards a shared future.





MESSAGE FROM THE VICE-CHANCELLOR AND PRESIDENT

CQUniversity's Innovate Reconciliation Action Plan (RAP) 2022-2024 sets the foundation for our vision to engage with Aboriginal and Torres Strait Islander peoples productively, positively, and meaningfully. The RAP serves as a framework to empower our staff, students and partners to engage in reconciliation activities in our University that ground us in understanding and friendship.

In supporting the Uluru Statement from the Heart, CQUniversity pledges to use our roles as educators, researchers and community leaders to help shape a future based on cultural equity. Our new RAP is designed to harness the goodwill held within our staff and student bodies, and to guide us in our shared goal of equality, by integrating Aboriginal and Torres Strait Islander cultures, languages and knowledges in the practical everyday business of our workspaces, classrooms and industry affiliations.

Our RAP also reflects CQUniversity's commitment to the Universities Australia Indigenous Strategy 2022-2025, which includes working to advance our programs in First Nations cross-cultural training and curriculum development; outreach efforts to increase accessibility and participation in vocational and higher education; representation of Aboriginal and Torres Strait Islander leaders in senior roles; in creating culturally safe working and learning environments; and in building our research scholarship and postgraduate student numbers.

In working to fulfil the RAP's goals, we will be led by CQUniversity's strategic values of Engagement, Openness, Leadership, Inclusiveness and Can-Do attitude. These are the distinctive traits that underpin all our efforts, as individuals and as an organisation, and will ultimately guide us in delivering upon our RAP, together.

Our RAP is a shared vision, and we all have a part to play in its success. Join me in living the ideals reflected in this strategy.

Professor Nick Klomp
Vice-Chancellor and President
CQUniversity Australia.



MESSAGE FROM THE CHAIR – FIRST NATIONS COUNCIL OF ELDERS AND LEADERS

The oversight of the CQUniversity Innovate Reconciliation Action Plan 2022-2024 is an honour and I take up the position with enthusiasm and deep commitment. I hold great respect for all those involved in its delivery and all those who will be touched by the RAP's outcomes.

I am a Koinjmal woman from the Eastern Coastal plains of Central Queensland, and an Elder in the community. I understand the value of working together to realise goals and respect that people often have a commonality of expected outcomes and yet diverse ideas of how to achieve them. The RAP provides us with a map and a strategic plan to work together skillfully, with the consequence of a cohesive organisation that overcomes differences. The RAP calls upon us for interaction, respect and friendship, and eventually to celebrate our common reconciliation ideals.

I look forward to working with Vice-Chancellor and President, Professor Nick Klomp and the RAP Coordinating Committee. I anticipate that in the delivery of its key strategies, we will advance engagement and increase opportunities to create a future that includes understanding and cooperation. Along the way, we will make some real discoveries about each other, and ourselves.

As Chairperson of the First Nations Council of Elders and Leaders (FNCEL), I recognise the importance of a structured process for the voices of Aboriginal and Torres Strait Islander peoples to be heard and heeded. First Nations peoples are empowered by their involvement in guiding the delivery of higher education.

The implementation of the RAP requires dynamic collaborative action. Its realisation depends upon courage, commitment and persistence. The CQUniversity RAP calls upon these characteristics in all who are involved with its ultimate success.

Jenuarrie
Chair – First Nations Council of Elders and Leaders

OUR BUSINESS

Founded in Rockhampton in 1967 as the Queensland Institute of Technology Capricornia, CQUniversity Australia was granted full university status in 1992 and now has more than 31,000 students studying online and on campuses across Australia. CQUniversity is proud to be recognised as Australia's most inclusive and engaged university with some of the highest ratios of Aboriginal and Torres Strait Islander students, as well as disadvantaged, mature age, and first-in-family backgrounds.

Our innovative and flexible approach to learning and teaching provides opportunities for thousands of students to complete qualifications, regardless of their geographical location or personal circumstances, surrounded by the support of family and community. This strong focus on participation and accessibility has seen CQUniversity firmly establish itself as one of the largest universities based in regional Australia. The University currently operates campuses in Adelaide, Brisbane, Bundaberg, Cairns, Emerald, Gladstone, Mackay, Melbourne, Rockhampton, Perth, Sydney and Townsville. CQUniversity also has a strong track record of working with Regional University Centres across the country. In 2021, CQUniversity established a new international presence in Jakarta, Indonesia, and plans are well underway to establish a full campus in Medan in 2022.

CQUniversity is Queensland's only multi-sector university and delivers more than 300 education and training offerings, from short courses and certificates, through to undergraduate, postgraduate and research degrees. Study areas include apprenticeships, trades and training, business, accounting and law, creative, performing and visual arts, education and humanities, engineering and built environment, health, information technology and digital media, psychology, social work and community services, science and environment, and work and study preparation. A commitment to social innovation and advancement has led to CQUniversity being recognised as Australia's first and only Changemaker Campus by Ashoka U, an exclusive global social innovation group of 45 education institutions across the world.

After more than half a century working with stakeholders in regional Australia, CQUniversity is now a renowned research institution in several disciplines and a benchmark leader for how universities should engage and collaborate with communities and industry. The University's applied research focus is oriented towards impact and real-world outcomes, with the purpose of providing solutions to challenges and identifying new opportunities for advancement in its regions and beyond. This focus has seen CQUniversity achieve Excellence in Research Australia (ERA) results of 'at', 'above' or 'well above'



world standard in 22 categories of research including Mathematical Sciences, Applied Mathematics, Horticultural Production, Engineering, Psychological and Cognitive Sciences, Psychology, Agriculture and Vet Sciences, Agricultural, Land and Farm Management, Public Health and Health Services and Nursing.

CQUniversity's Strategic Plan 2019-2023, Our Future is You, identified a vision to be Australia's most accessible, supportive and engaged university, recognised globally for innovative teaching and research excellence. We embrace and celebrate diversity and strive to improve access and participation, and we promote respect, honesty and unity with safe and inclusive environments. Staff are central to the delivery of our vision and values, using their knowledge, skills and talents to continually improve relationships with students, alumni, and other partners. Most importantly, we are a university that collaborates with Aboriginal and Torres Strait Islander peoples to strengthen our relationships with the Traditional Custodians of the lands hosting the communities we serve.

CQUniversity recognises the significant contribution that Aboriginal and Torres Strait Islander peoples have made to the life of the University through academic, research, student participation and community relations. In 2021, there were 1913 students who identified as Aboriginal and/or Torres Strait Islander and studied for a qualification in either an undergraduate, postgraduate, or vocational education and training (VET) course, delivered through distance education or on campus. A further 2172 students were enrolled in access programs CQUni Connect, Start Uni Now (SUN), Start TAFE Now (STN) and Skills for Tertiary Education Preparatory Studies (STEPS), which enable students to develop their capacity to participate in further education. The University employs over 1800 fixed term and permanent staff, and over 2000 casual staff of which 33 and 18 respectively identify as Aboriginal and/or Torres Strait Islander people.



OUR RECONCILIATION ACTION PLAN

CQUniversity's commitment to developing a new Reconciliation Action Plan (RAP) was outlined in the Strategic Plan 2019-2023, Our Future is You.

A RAP Working Group was formed in October 2020, comprising senior managers from across the University and given strategic oversight of RAP development. The Chair, Professor Adrian Miller is Deputy Vice-President (Indigenous Engagement), BHP Chair in Indigenous Engagement, and Director of the Jawuñ Research Centre. As the most senior Aboriginal and Torres Strait Islander staff member, Professor Miller is responsible for leading policy and programs across multiple Divisions and portfolios.

WORKING GROUP MEMBERS:

Professor Adrian Miller (Chair)

Deputy Vice-President (Indigenous Engagement)

Professor Fiona Coulson (Co-Chair 2021-22)

Deputy Vice-President (Education Strategy and Innovation)

Professor Helen Huntly (Co-Chair April 2022 onwards)

Vice-President (Academic)

Ms Joanne Perry

Deputy Vice-President (Students) and University Secretary

Mr Peter Heilbuth

Deputy Vice-President (VET Operations and Growth)

Ms Susanne Carlton

Director Global Brand and Marketing

Professor Susan Kinnear

Dean School of Graduate Research

Professor Kate Ames

Director Learning Design and Innovation

Ms Barbara Miller

Director People and Culture

Ms Veronica Campbell

Deputy Director Strategic Planning, Risk and Insurance

Ms Jodie Duignan-George

Associate Vice-President (Far North Queensland Region)

The RAP Champion is Vice-Chancellor and President of CQUniversity, Professor Nick Klomp, who chairs the executive level RAP Coordinating Committee. This committee oversees implementation, internal engagement, and public communication of the University's reconciliation commitments.

CQUniversity's First Nations Council of Elders and Leaders (FNCEL) provided external review and cultural guidance during development of the RAP. The Chair of the FNCEL, Jenuarrie, advises and supports implementation through the RAP Coordinating Committee.

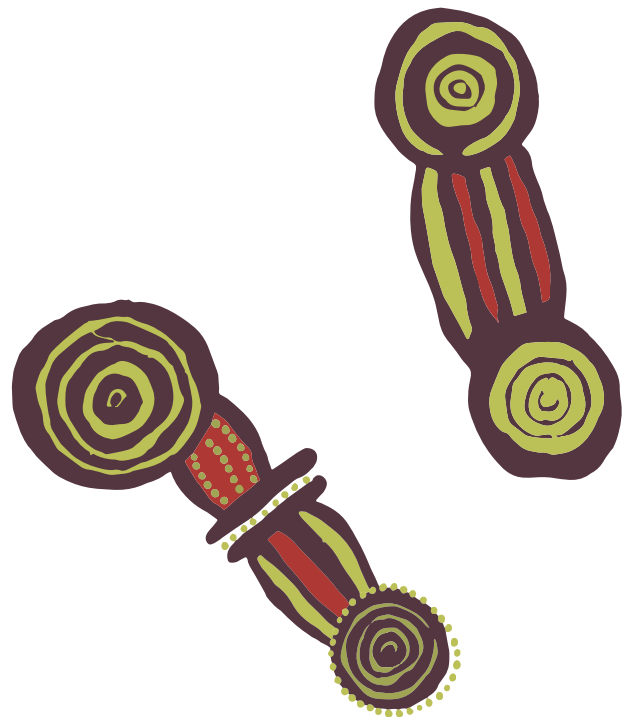
In preparing the Innovate RAP 2022-2024, extensive engagement occurred with staff and students across CQUniversity and with external stakeholders. Two university-wide surveys assessed staff perspectives on reconciliation and canvassed levels of support for different actions. Multiple meetings and workshops were conducted at each stage of development, and all staff were provided with a copy of the Draft RAP for feedback and input. Over 100 external stakeholders, with a focus on Aboriginal and Torres Strait Islander organisations, were contacted and forwarded a Draft RAP document for feedback. The RAP has been developed with the full support of the CQUniversity Council who contributed to its review and final endorsement by Reconciliation Australia.

CQUNIVERSITY'S RECONCILIATION JOURNEY

CQUniversity's journey commenced with the initial 2013 Reconciliation Statement. This set the foundation for our first Innovate RAP 2016-2018, which identified a set of broad principles and over 100 actions and deliverables.

The actions focused on building relationships and expanding participation by Aboriginal and Torres Strait Islander staff and students in the University, developing cultural protocols, and commencing a First Nations curriculum. All the actions were implemented, leading to substantive change in the way CQUniversity approached reconciliation, and more broadly Aboriginal and Torres Strait Islander matters. Highlights from this period include:

- » Welcome to Country and/or Acknowledgement of Country protocols: required for significant events and meetings, with an Acknowledgement of Country incorporated in staff signature blocks and course templates and accompanied with training resources.
- » Great Guide to Indigenisation of the Curriculum: developed to inform teaching disciplines on ways to integrate Aboriginal and Torres Strait Islander peoples content into courses.
- » Five-year community partnership with BHP Billiton: renewed in 2017 to fund a Chair in Indigenous Engagement, student and community scholarships, research projects and the Australian Indigenous Mentoring Experience (AIME) - which supports secondary students to progress to higher education.
- » Dual language signage and Country names: installed on buildings, as well as the display of Aboriginal and Torres Strait Islander flags and banners.
- » Aboriginal and Torres Strait Islander people's artworks: displayed at campus locations, and the publishing of a book, *Aboriginal and Torres Strait Islander Art: The CQUniversity Australia Collection* (2019).
- » National Reconciliation Week and NAIDOC Week celebrations: annual events and activities organised across campuses.
- » Aboriginal and Torres Strait Islander procurement policies: designed to increase expenditure with First Nations suppliers, with an information directory and supplier register available to staff.



- » Skills for Tertiary Education Preparatory Studies (STEPS) and the Tertiary Entry Program (TEP) for Aboriginal and Torres Strait Islander students: these successful enabling programs have been merged, with STEPS now offering units in First Nations health and education.
- » The evolution of BROLGA (Believe, Respect, Openness, Learn, Grow, Achieve): a community informed program investing in the long-term success of Aboriginal and Torres Strait Islander primary and secondary school students.

Since completion of the Innovate RAP 2016-2018, the University commenced a series of transformational initiatives that aim collectively to accelerate opportunities for Aboriginal and Torres Strait Islander students, staff and external partners. These initiatives align closely with



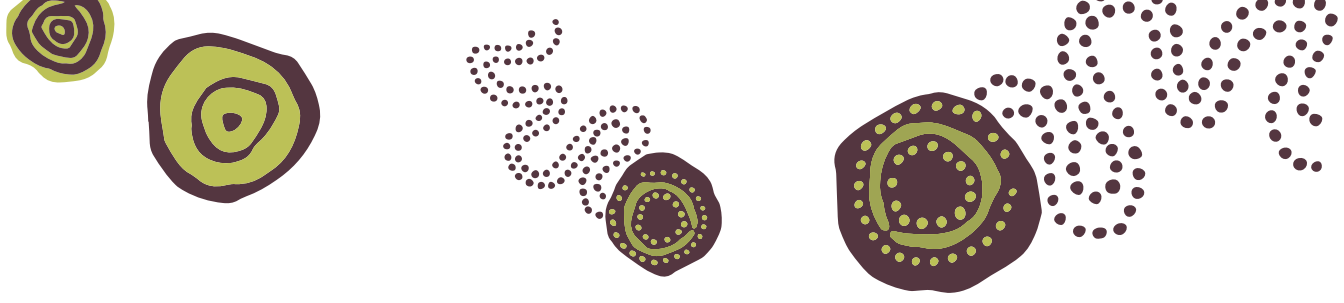
the University's ongoing commitment to reconciliation by aiming to build social innovation and entrepreneurship in current education practices; engage communities and industry in research and training; offer career pathways and culturally supportive workplaces; and involve Aboriginal and Torres Strait Islander representatives in governance and decision making. By the following activities, CQUniversity aimed to meet the recommendations set by the Universities Australia Indigenous Strategy 2017-2020.

- » Indigenous Leadership and Engagement Strategy 2020–2022 (ILES): a whole-of-university framework to progress employment and education opportunities, and to develop community-led partnerships in research and enterprise development.
- » First Nations Workforce Strategy 2020–2025 (FNWS): aims to deliver 3% parity through targeted recruitment, professional development and retention of Aboriginal and Torres Strait Islander staff in all employment categories.
- » Draft First Nations Education Strategy 2022–2025 (FNES): focusses on growing student enrolments in all VET and degree categories and improving student retention and completions through dedicated engagement and innovative learning and teaching.
- » First Nations Community Engagement Industry Guide – Phase I: based on groundbreaking collaboration with industry partners and First Nations leaders to develop a practical resource for engaging with Aboriginal and Torres Strait Islander communities.
- » First Nations Council of Elders and Leaders (FNCEL): an innovative new forum that provides external cultural, social and regional guidance to CQUniversity policies and protocols.
- » Engaging and Communicating with Aboriginal and/or Torres Strait Islander or First Nations People Protocol (2021); and the Confirmation of Aboriginal and/or Torres Strait Islander or First Nations Identity Protocol (2020): development of both protocols was guided by the FNCEL, with the former offering staff guidance on culturally appropriate methods for engaging.
- » First Nations Cross Cultural Competency Training – Phase I: delivered through an online module for all fixed term, permanent and casual staff.
- » Aboriginal and Torres Strait Islander Cultures graduate attributes: to be embedded within courses at enabling, undergraduate and postgraduate levels.
- » Indigenous Student Engagement and Framework Model: outlines the support and services tailored for Aboriginal and Torres Strait Islander students to succeed at their studies.

- » Indigenous Girls Academy: engages and supports Aboriginal and Torres Strait Islander girls and young women to succeed in their studies, by increasing Year 12 attainment and providing pathways into the workforce or further education.
- » Acknowledgment of Country videos and Talking Culture podcasts: with the video series created for use at events, and the podcasts to support cultural competency.
- » Publicly supporting the Uluru Statement from the Heart: showing our commitment to assist Aboriginal and Torres Strait Islander peoples to ensure rightful recognition in the Australian Constitution.

The experience of implementing the previous Innovate RAP 2016-2018 and the ILES 2020-2022 and other programs has reinforced some key learnings about the reconciliation process at CQUniversity. Support for strategies and actions must be transformed into substantive change across all organisational areas, embedding reconciliation and Aboriginal and Torres Strait Islander matters into management decisions and everyday work practices. Collaboration and innovation are required to further integrate Aboriginal and Torres Strait Islander content into the curriculum. Leadership and dedicated resources are an essential part of implementing our goals for reconciliation, with a committed base of funding required to deliver actions and projects across the University.

In developing our second Innovate RAP 2022-2024, the University has identified key areas that require further development, in addition to consolidating and delivering on existing strategies in this space. The Vision for Reconciliation has been refreshed to reflect CQUniversity's broader vision and values. This RAP sets out the next stages of First Nations cross cultural learning for staff and students and reprioritises the integration of an Aboriginal and Torres Strait Islander curriculum into teaching and learning. The University will develop an Aboriginal and Torres Strait Islander Research Strategy and expand education and training programs with schools and community. The University will realise its workforce and student participation and completion goals and seek to provide a culturally safe work and study environment. CQUniversity is committed to increasing Aboriginal and Torres Strait Islander representation in senior positions and to advancing reconciliation outcomes with our partners. The Innovate RAP 2022-2024 also aligns with the priorities and commitments outlined in the Universities Australia Indigenous Strategy 2022-2025.



CASE STUDIES

JILBAY RESEARCH HIGHER DEGREE ACADEMY

In October 2020, CQUniversity established the inaugural First Nations Research Higher Degree (RHD) Academy to expand the participation of Aboriginal and Torres Strait Islander students in postgraduate research and training programs. Research Higher Degrees and preparatory programs include the Graduate Certificate in Research, Masters by Research, and various Doctorates which require a supervised thesis and research training. The Academy was renamed Jilbay, a Dyirbal word that translates to knowing how to do something.

Jilbay establishes a new benchmark for higher education in Australia by offering Aboriginal and Torres Strait Islander candidates dedicated academic, cultural, financial and career engagement throughout their RHD study program. The aim is to support candidates to timely completion of their dissertations, and to encourage progression to a wide range of advanced career options in their respective fields. Jilbay also prioritises the capacity of

RHD candidates and supervisors to undertake high quality research, with an emphasis on projects, engagement and publications that are outcomes focused and of benefit to the wider community.

Membership of Jilbay has grown rapidly, with more than 20 students engaged in RHD programs, 25 supervisors, and 10 participating fellows. A Leadership Group and a Lead Mentor provide academic and research skills training for the RHD candidates. Supervisors receive skills development and cultural competency training, so they are confident in undertaking respectful and culturally appropriate research with students and their communities. Writing retreats, online workshops and regular discussion forums are all part of the Jilbay experience. Evaluation by students attending these interactive events has shown the importance of inclusiveness, peer and cultural support, knowledge sharing and encouragement as valuable elements in the RHD journey.



WOORABINDA EDUCATION, ENTERPRISE AND RESEARCH HUB

CQUniversity, in partnership with the Woorabinda Aboriginal Shire Council in Central Queensland, has established an innovative model to enable education, enterprise and research opportunities in the Woorabinda community. The partnership led to the signing of a memorandum of understanding (MoU), and to the establishment of the Woorabinda Hub. A renewed MoU was negotiated in November 2020, in the process joining with Yoonthalla Services Woorabinda. A key outcome of the Hub project will be a model guiding similar community driven and designed programs.

Woorabinda Hub facilitates delivery of study programs for Aboriginal and Torres Strait Islander students in multiple courses and degree programs. A milestone event was the first CQUniversity graduation held in Woorabinda, with 18 students awarded their Certificate I in Conservation and Land Management. In 2022, a new Rangers program was established with funding from BHP, with students enrolled in a Certificate III Conservation and Land Management, delivered in the community.

In 2021, the Woorabinda Arts and Cultural Centre was established at the refurbished Duaringa Hall, supported by the Central Queensland Regional Arts Services Network, and with funding from BHP Mitsubishi Alliance. The Arts and Cultural Centre provides training and materials, and a gallery offering an outlet for emerging artists to gain experience in the arts industry. Engagement has also presented pathways for community led projects with CQUniversity researchers. Research is currently underway in collaboration with a local Traditional Owner investigating bioactivity of plants and remedies used in medicine and bath products. Other projects are investigating the impact of the Police Citizens Youth Club (PCYC) in Woorabinda, and community-led disaster management responses to COVID-19.



JAWUÑ RESEARCH CENTRE

Jawuñ is a Dyirbal word with origins in Far North Queensland. The word names a style of weaving and a dilly bag that is unique in the world. As an organising metaphor and name for research, Jawuñ represents in Aboriginal and Torres Strait Islander peoples' language the collective purpose and vision of the Research Centre. It also represents what we do as a collective and a hub of like-minded researchers in social and emotional wellbeing, resilience and empowerment research. Like a dilly bag, our collective purpose in the communities we work with and serve, is to hold a research space woven from our relationships with each other and with place.

Jawuñ Research Centre is expanding to become a flagship for Aboriginal and Torres Strait Islander research at CQUniversity and across Australia. The Centre focusses on community-led and informed projects that offer accelerated opportunities for Aboriginal and Torres Strait Islander peoples, now and for future generations. The approach to research is strength-based, collaborative, participatory and reciprocal, with leading researchers working in:

- » youth mental health and social and emotional wellbeing
- » disaster management and public health
- » process, impact and economic evaluation
- » community place-based priorities
- » language, communication and cultural wellbeing.

Jawuñ's strength is based on the long-standing relationships with Aboriginal and Torres Strait Islander communities and organisations, and with government agencies, public health services and industry. Through engagement and concentration of research activity, Jawuñ researchers have been awarded multiple grants from the Australia Research Council, National Health and Medical Research Council, Queensland Government and others. One such partnership is the groundbreaking project with Gurriny Yealamucka Health Service, Apunipima Cape York Health Council and Deadly Inspiring Youth Doing Good (DIYDG) to investigate community models and pathways to youth mental healthcare during COVID-19.





SCHOOL TRAINING AND OUTREACH PROGRAMS

Budyubari Bidyiri Kebi Stapal, which translates to Big Dreams Small Steps, is a pilot traineeship program launched in October 2020 that provides pathways to careers in health for Aboriginal and Torres Strait Islander students enrolled in Year 12. The name was chosen in consultation with Elders and community representatives – Budyubari Bidyiri (Big Dream) in Yuwi language, Kebi (Small) from Eastern Torres Strait dialect and Stapal (Step) from Western Torres Strait dialect. The pilot is run through a partnership between CQUniversity, Mackay Health and Hospital Service, and Australian Training Works, with support from the North Queensland Primary Health Network.

Education and training services are provided by CQUniversity, with students completing a Certificate II in Health Support Services and either a Certificate III in Allied Health or Certificate III in Health Services Assistant. The students undertake practical placement within the Mackay Hospital and Health Service, rotating through the various health fields. By applying a culturally supported and structured pathway, the program provides Aboriginal and Torres Strait Islander students with the skills and experience to be high quality employees who contribute to the cultural capability of hospitals and health services.

To support and raise aspirations of Aboriginal and Torres Strait Islander youth, CQUniversity has a long-standing commitment to widening school participation through targeted outreach. Programs are delivered in partnership with schools and aim to increase Year 12 completions and

offer pathways into employment or further study. These initiatives have contributed to a 50% increase in completion rates and a 10% increase in applications for tertiary and VET courses, demonstrating the effectiveness of long-term and place-based engagement as a driver of positive change.

CQUniversity employs Aboriginal and Torres Strait Islander staff to lead initiatives, providing in-school information services, familiarisation experiences at campuses and culturally supported leadership and careers programs. Staff work closely with the Community Education Counsellor in partner schools to ensure the programs are tailored appropriately. Aboriginal and Torres Strait Islander university students are employed as role models sharing their lived experience of their journey to, and through, higher education.



RELATIONSHIPS

At CQUniversity, building and maintaining relationships between staff, students, alumni and community is how we deliver high-quality education and training, in student engagement and wellbeing, and the provision of services. We are committed to wider engagement and collaboration in developing long-lasting and mutually beneficial partnerships with Aboriginal and Torres Islander peoples, and in advancing reconciliation across the University and with external stakeholders. Through engagement we can develop trust and understanding and contribute to the knowledge and ideas that drive positive change in the world.

FOCUS AREA

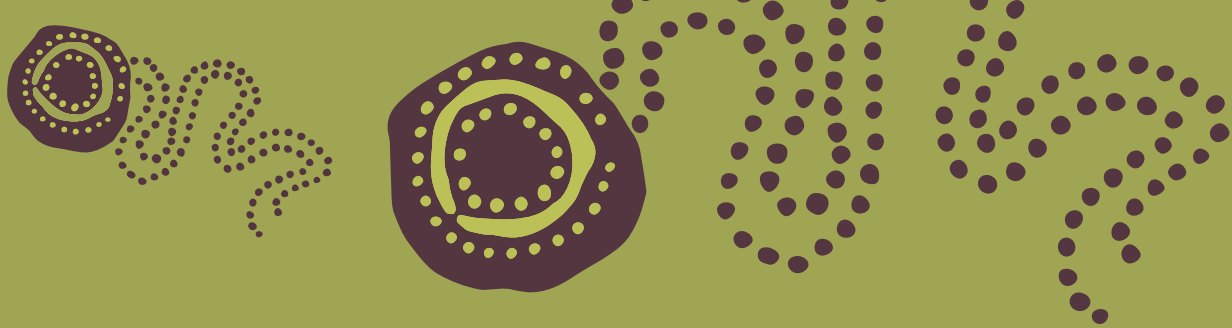
Aligns with CQUniversity's commitment to the value of engagement and the Strategic Pillar: Our Communities – increasing engagement with Aboriginal and Torres Strait Islander communities in partnership with community Elders and leaders, and proactive in our engagement with community and industry partners (Strategic Plan 2019-2023, Our Future is You).

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	1.1 Collaborate with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	Jun 2024	Vice-President (VP) (Research) Lead: Deputy Vice-President (DVP) (Indigenous Engagement)
	1.2 Complete and launch the First Nations Community Engagement Industry Guide: Phase I.	Dec 2022	VP (Research) Lead: DVP (Indigenous Engagement)
	1.3 Develop the First Nations Community Engagement Industry Guide: Phase II, based on community perspectives and expertise to inform engagement protocols for industry.	Jun 2024	VP (Research) Lead: DVP (Indigenous Engagement)
	1.4 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations. As part of that engagement plan:	Jun 2024	Vice-Chancellor and President (VC&P) Lead: Director Strategic Engagement Support: Associate Vice-Presidents (AVPs)
	1.4.1 Develop a university-wide approach for authentic engagement with Aboriginal and Torres Strait Islander stakeholders and organisations.	Dec 2022	
	1.4.2 Include stakeholder engagement processes and protocols within the planning frameworks of major projects, such as infrastructure.	Dec 2023	
	1.5 Establish a centralised register of Aboriginal and Torres Strait Islander stakeholders and organisations to inform further partnerships and engagement activities.	Jul 2022	VP (Global Development) Lead: DVP Digital Services
1.6 Renew and expand key philanthropic partnerships with industry partners, and with other businesses and organisations.	Feb 2024	VC&P Lead: Director Strategic Engagement	
2. Build relationships through celebrating National Reconciliation Week (NRW).	2.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff, each year.	May 2023, 2024	VC&P Lead: Director Strategic Engagement
	2.2 All RAP Working Group members to participate in an external NRW event.	27 May – 3 Jun 2023, 2024	VC&P Lead: Chair RAP Working Group
	2.3 Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May – 3 Jun 2023, 2024	VC&P Lead: Director Strategic Engagement

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	2.4 Advertise and promote internal and external NRW events in corporate communications, and through StaffNet and various media platforms.	27 May – 3 Jun 2023, 2024	VC&P Lead: Director Strategic Engagement
	2.5 Managers to ensure that adequate time is made available for staff to participate in external events during NRW week, and that staff are aware that Engaged Service Leave can be used.	27 May – 3 Jun 2023, 2024	VC&P Lead: Director People and Culture
	2.6 Organise NRW events each year that are accessible to all staff, students, alumni and external stakeholders.	27 May – 3 Jun 2023, 2024	VP (Global Development) Lead: AVPs
	2.6.1 Engage Campus Committees and encourage staff and students to participate in the planning and hosting of events.	Mar 2023, 2024	
	2.7 Register all our NRW events on Reconciliation Australia's NRW website.	May 2023, 2024	VP (Global Development) Lead: AVPs
3. Promote reconciliation through our sphere of influence.	3.1 Implement strategies to engage our staff in reconciliation.	Jul 2023	VC&P Lead: Director Strategic Engagement
	3.2 Establish RAP Champions to advance reconciliation outcomes across the University.	Mar 2023	VC&P Lead: Director Office of the Vice-Chancellor and President
	3.3 Communicate our commitment to reconciliation publicly.	Jul 2022	VC&P Lead: Director Strategic Engagement
	3.3.1 Deliver an annual reconciliation address from the Vice-Chancellor and President.	Jun 2023, 2024	
	3.4 Regularly feature positive media stories about Aboriginal and Torres Strait Islander staff, students, alumni, and related research, partnerships and initiatives through CQUniversity media output.	Dec 2022, 2023	VC&P Lead: Director Strategic Engagement
	3.5 Support the delivery of Aboriginal and Torres Strait Islander staff and student initiatives and resources by communicating and promoting their availability.	Dec 2022, 2023	VC&P Lead: Director Strategic Engagement
	3.6 Maintain social media platforms (including CQUni Yarning Facebook page and LinkedIn profile) to promote related activities, research and events and syndicate into the University's wider social media platforms.	Sep 2022, 2023	VP (Research) Lead: DVP (Indigenous Engagement)
	3.7 Release an annual Calendar of Significant First Nations Dates and incorporate into overall University events calendars online.	Dec 2022, 2023	VP (Research) Lead: DVP (Indigenous Engagement)
	3.8 Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	May 2023	VC&P, VPs Lead: Director Office of Vice-Chancellor and President
	3.9 Continue to publicly support progress towards Treaties between Aboriginal and/or Torres Strait Islander peoples and state and federal governments, and the establishment of a Voice to Parliament enshrined in the Constitution.	Jun 2023	Support: DVP (Indigenous Engagement)
	3.10 Collaborate with Regional Universities Network (RUN), partner universities in Northern Australia, RAP organisations, and with other like-minded organisations to develop ways to advance reconciliation.	Jun 2023	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
4. Promote positive race relations through anti-discrimination strategies.	4.1 Continue to monitor HR policies and procedures to identify any new anti-discrimination provisions in consultation with Aboriginal and Torres Strait Islander staff, in line with regular policy review cycles.	Dec 2022	VC&P Lead: Director People and Culture
	4.2 Monitor, review and communicate CQUniversity's Equity Policy, the Workplace Harassment, Workplace Bullying and Unlawful Discrimination Policy and Procedure, and the Code of Conduct, in line with regular policy review cycles.	Apr 2023	VC&P Lead: Director People and Culture
	4.3 Engage with Aboriginal and Torres Strait Islander staff, advisors and stakeholders when reviewing and updating anti-discrimination policies, including through the Joint Consultative Committee (JCC), First Nations Success Strategies Committee (FNSSC), and with the FNCEL.	Jun 2023	VC&P Lead: Director People and Culture
	4.4 Educate senior leaders on the effects of racism and how leaders can influence positive relationships across and beyond the CQUniversity community.	Mar 2023	VC&P Lead: Director People and Culture
	4.5 Educate all staff on the effects of racism, including institutional racism	Dec 2023	VC&P Lead: Director People and Culture





RESPECT

CQUniversity respects and celebrates the diversity of knowledges, cultures, histories and lived experiences that Aboriginal and Torres Strait Islander peoples contribute to Australian society. We consider these contributions should be an integral part of our diverse academic learning environments, be embedded in our education curriculum and research inquiry, and inform the design of our physical and online spaces. We will continue to improve wellbeing programs for Aboriginal and Torres Strait Islander students and staff, recognising their cultural responsibilities at the University, and ensuring that our work and study spaces are culturally safe and inclusive. CQUniversity also respects and upholds the rights, interests and obligations of Aboriginal and Torres Strait Islander peoples to speak and care for Country, and the importance of cultural protocols and cultural learning as part of building understanding across the University body and the wider community.

FOCUS AREA

Aligns with CQUniversity's value of inclusiveness and the Strategic Pillars: Our Students – a commitment to providing a safe, supportive, inclusive and engaged learning environment; and Our Communities – recognised for the respect and reverence we pay to the world's longest continuing culture, Australia's First Nations peoples, and the role we play in supporting their traditions and cultures, and the custodianship of the lands on which we operate (Strategic Plan 2019-2023, Our Future is You).

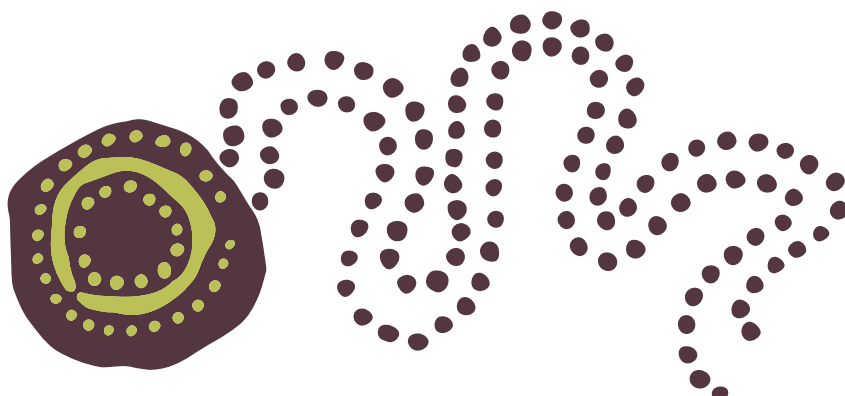
ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	5.1 Conduct a review of cultural learning needs of staff and students within our organisation.	Dec 2022	VP (Research) Lead: DVP (Indigenous Engagement)
	5.2 Consult the FNCEL and other Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural learning framework.	Nov 2022	VP (Research) Lead: DVP (Indigenous Engagement)
	5.3 Develop, implement and communicate a cultural learning framework for all staff and students. As part of that framework:	Dec 2022	VP (Research) Lead: DVP (Indigenous Engagement)
	5.3.1 Finalise and implement the student First Nations cross-cultural competency online module, a requirement for all students enrolled at CQUniversity.	Feb 2023	
	5.3.2 Launch a virtual interactive platform that provides cultural, community and historical experiences for school students.	Jun 2023	
	5.3.3 Develop and implement phase II of staff First Nations cross-cultural competency training, that addresses broader cultural responsiveness and learning needs.	Sep 2023	
	5.3.4 Evaluate the outcomes of cross-cultural competency training on staff and students.	Jun 2024	
	5.4 Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	Jun 2023	VC&P Lead: Director People and Culture
	5.5 Include cross-cultural competency in the Performance Enhancement Process for management and leadership staff.	Sep 2023	VC&P Lead: Director People and Culture
	5.6 Develop a series of micro credentials for different levels of staff and student First Nations cross-cultural competency training.	Dec 2023	VP (Academic) Lead: Manager Centre for Professional Development

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	5.7 Create micro credentials for engagement guides and other training resources to build capacity for staff and students to engage in culturally sensitive and respectful ways.	Dec 2023	VP (Academic) Lead: Manager Centre for Professional Development
	5.8 Develop and implement a micro credential curriculum plan for Aboriginal and Torres Strait Islander related training and professional development courses	Jun 2024	VP (Academic) Lead: Manager Centre for Professional Development
	5.9 Investigate options for commercialising training modules and short courses in cross-cultural competency for external clients.	Feb 2024	VP (Academic) Lead: Manager Centre for Professional Development
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	6.1 Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	Dec 2022	VC&P Lead: Director Strategic Engagement Support: DVP (Indigenous Engagement)
	6.1.1 Ensure that staff are aware that Acknowledgement of Country protocols respectfully recognise the Traditional Owners of the campus or location where delivered.	Dec 2022	
	6.2 Continue to enhance, implement and communicate the CQUniversity Engaging and Communicating with Aboriginal and/or Torres Strait Islander or First Nations People Protocol, as well as protocols for Welcome to Country and Acknowledgement of Country.	Aug 2022	VC&P Lead: DVP (Indigenous Engagement) Support: Director Strategic Engagement
	6.2.1 Develop further materials and resources to support these protocols, and to assist in staff training and induction.	Aug 2023	
	6.3 Invite and remunerate a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocols at significant events each year.	Jun 2024	VP Global Development Lead: AVPs
	6.4 Include an Acknowledgement of Country or other appropriate protocols at the commencement of meetings, lectures, seminars, webinars, workshops, presentations and other events.	Aug 2022	VC&P Lead: Director Office of Vice-Chancellor and President
	6.4.1 Encourage staff to use the suite of available resources such as Acknowledgement of Country videos and digital palm cards.	Aug 2022	
	6.5 Write into the Brand Guidelines and Writing Style Guide, the inclusion of Country names of campus locations on CQUniversity correspondence, letterhead, staff signature blocks, publications, marketing, communication and media materials, and other address locations.	Feb 2023	VP (Global Development) Lead: Director Global Brand and Marketing
	6.6 Include the option for Country names in the address field of CQUniversity online forms and applications for staff, students and external applicants.	Dec 2023	VP (Global Development) Lead: DVP (Digital Services)

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
7. Continue to integrate Aboriginal and Torres Strait Islander knowledges, scholarship and pedagogies into the University curriculum.	7.1 Develop a revised framework for integration of Aboriginal and Torres Strait Islander content and pedagogies into higher education courses.	Feb 2024	Lead: President Academic Board Support: VP (Academic), Deans of School, Deputy Deans (Learning and Teaching)
	7.1.1 Review and benchmark current courses for Aboriginal and Torres Strait Islander content.	Dec 2022	
	7.1.2 Require each new and revised higher education course to include appropriate Aboriginal and Torres Strait Islander content.	Jul 2022	
	7.1.3 Ensure at least 50% of all courses include appropriate content by completion of the RAP.	Jun 2024	
	7.1.4 Develop pedagogies and work with academic staff to develop and embed content across disciplines.	Feb 2024	
	7.2 Academic Board to prioritise Aboriginal and Torres Strait Islander curriculum development and course accreditation.	Jul 2022	Lead: President Academic Board
	7.2.1 Require the Curriculum Committee, Course Committees, Discipline Committees, Course Reference Committees, Course Review Panels and Heads of Course to incorporate Aboriginal and Torres Strait Islander content when developing, reviewing, accrediting and benchmarking courses for approval by Academic Board.	Aug 2022	
	7.3 Provide resources to support teaching and research staff to integrate knowledge and pedagogies into courses and units.	Jun 2024	VP (Academic) Lead: Director Learning Design and Innovation Support: DVP (Indigenous Engagement)
	7.3.1 Appoint academic staff and/or recruit appropriate specialists to manage Aboriginal and Torres Strait Islander curriculum development and integration.	Jun 2023	
	7.3.2 Engage the Indigenising the Curriculum Communities of Practice and other academic staff in curriculum development.	Sep 2022	
	7.3.3 Provide regular staff training, such as Transforming Teaching Sessions, on integrating content into courses and units.	Sep 2023	
	7.4 Develop a process and timeframe to review and integrate the Aboriginal and Torres Strait Islander Cultures graduate attributes into degree programs.	Dec 2022	VP (Academic) Lead: Director Learning Design and Innovation
	7.4.1 As part of this process, incorporate the graduate attributes within the Academic Information Management System.	Dec 2022	
	7.5 Expand the First Nations Australians Studies minor to other degrees within CQUniversity.	Jun 2024	VP (Academic) Lead: Dean School of Education and the Arts

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	8.1 RAP Working Group members to participate in an external NAIDOC Week event.	First week in Jul 2022, 2023, 2024	VC&P Lead: Chair RAP Working Group
	8.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	Mar 2023, 2024	VC&P Lead: Director People and Culture
	8.3 Promote and encourage participation in CQUniversity and external NAIDOC Week events to all staff and students.	First week in Jul 2022, 2023, 2024	VC&P Lead: Director Strategic Engagement
	8.3.1 Advertise events in corporate communications, and through StaffNet and various media platforms.	Jun 2023, 2024	
	8.4 Organise NAIDOC Week events at CQUniversity campuses that are accessible to all staff, students, alumni and external stakeholders.	Jul 2022, 2023, 2024	VP (Global Development) Lead: AVPs Support: DVP (Students)
	8.4.1 Engage Campus Committees and encourage staff and students to participate in the planning and hosting of events. Ensure coordination occurs across campuses and regions.	May 2023, 2024	
9. Create culturally safe and supportive work and study environments for staff, students and external stakeholders.	9.1 Implement the CQUniversity Culturally Safe Space and Place Guidelines.	Jun 2023	VP (Students and Corporate Services) Lead: DVP (Students)
	9.1.1 Establish additional Cultural Space and Place at campuses, to welcome, engage and support the social and emotional wellbeing of Aboriginal and Torres Strait Islander students, staff, alumni, and visitors.	Jun 2023	
	9.1.2 Engage local Aboriginal and Torres Strait Islander representatives, and contract Aboriginal and Torres Strait Islander suppliers on the design and installation of each Space and Place.	Dec 2022	
	9.1.3 Make available the CQUniversity Culturally Safe Space and Place Guidelines to internal and external stakeholders.	Jul 2022	
	9.2 Continue to install window and doorway motifs, artwork and other displays by Aboriginal and Torres Strait Islander peoples across campus buildings and infrastructure.	Jun 2024	VP (Global Development) Lead: Director Facilities Management
	9.3 Continue to install dual language signage and Country names at all campuses, at main entries to buildings, and on façades, foyers, entranceways and in named rooms.	Jun 2024	VP (Global Development) Lead: Director Facilities Management
	9.3.1 Prioritise the above in the replacement work for signage and new building construction or building and room refits.	Jun 2023	
	9.3.2 Include in the scope of work, planning and design, and approved budget for any project.	Jun 2023	
	9.3.3 Review and update the CQUniversity Signage Manual to ensure consistency across locations and with the new RAP.	Dec 2023	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	9.4 Develop and incorporate a social and emotional wellbeing framework that recognises and implements Aboriginal and Torres Strait Islander ways of knowing, being and doing in a therapeutic and supportive context for students.	Jun 2023	VP (Students and Corporate Services) Lead: Chief Wellbeing Officer
	9.4.1 Incorporate the social and emotional wellbeing framework as part of the review and update of Mind Waves, CQUniversity's Mental Health Strategy.	Jun 2023	
	9.4.2 Expand culturally appropriate and accessible counselling services for Aboriginal and Torres Strait Islander students.	Dec 2022	
	9.4.3 Provide training for student support staff in the social and emotional wellbeing framework.	Dec 2022	
	9.4.4 Implement Deadly Thinking (Suicide Prevention Training) for students and academic and professional staff.	Dec 2022	
	9.4.5 Host workshops with staff and students to explore peoples' understandings of mental health and wellbeing.	Jul 2022	
	9.4.6 Implement a student peer support program and establish 10 Aboriginal and Torres Strait Islander students as Mind Waves Connectors.	Dec 2022	
	9.5 Provide a network where Aboriginal and Torres Strait Islander staff are aware of and able to access cultural support within the University, to promote cultural safe spaces for learning and development in each Division.	Dec 2022	VP (Students and Corporate Services) Lead: DVP (Students)
	9.6 Develop guidelines for the storage and use of oral, audio-visual, creative and other materials involving Aboriginal and/or Torres Strait Islander peoples.	Dec 2023	VP (Research) Lead: DVP (Indigenous Engagement)



OPPORTUNITIES

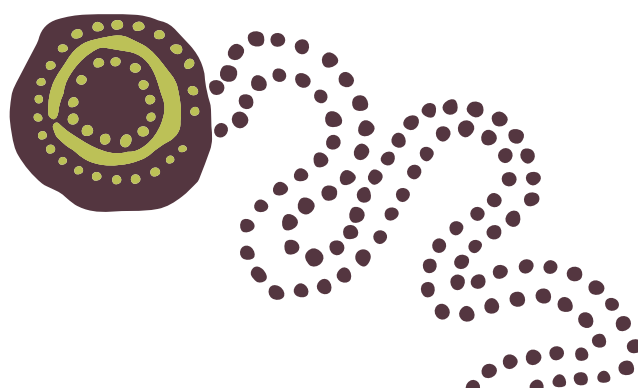
As a multi-sector institution, CQUniversity is determined to improve the access, participation, retention and success of Aboriginal and Torres Strait Islander students across all enabling, VET and higher education courses and in research programs. We aim to reach parity in the employment and retention of Aboriginal and Torres Strait Islander staff across all Divisions and levels of the University through targeted recruitment and career enhancement options. We will refocus our efforts on strengthening research opportunities and partnerships that are high impact and of benefit to people and communities, as well as expanding the procurement spend with Aboriginal and Torres Strait Islander businesses.

FOCUS AREA

Aligns with CQUniversity's Strategic Pillars: Our Students – increasing accessibility in education, including participation, retention and completion rates; Our Research – increasing RHD student numbers and applied research that delivers positive impact for our communities; Our People – increasing Aboriginal and Torres Strait Islander peoples employment options; and Our Communities – increasing procurement activities with Aboriginal and Torres Strait Islander suppliers (Strategic Plan 2019-2023, Our Future is You).

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
10. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	10.1 Build understanding of current Aboriginal and Torres Strait Islander staffing demographics to inform future employment and professional development opportunities.	Sep 2022	VC&P Lead: Director People and Culture
	10.2 Continue to engage with Aboriginal and Torres Strait Islander staff to consult on our First Nations Workforce Strategy 2020-2025, and other related HR policies and procedures.	Jun 2024	VC&P Lead: Director People and Culture
	10.2.1 Formal engagement to occur through the Joint Consultative Committee, First Nations Success Strategies Committee, and via half yearly reporting on the First Nations Workforce Strategy 2020-2025.	Dec 2022, 2023	
	10.3 Monitor and review the implementation of the First Nations Workforce Strategy 2020-2025, with a focus on key performance indicators (KPIs).	Jun, Dec 2022, 2023, 2024	VC&P Lead: Director People and Culture
	10.4 Expand employment pathways and traineeships for Aboriginal and Torres Strait Islander students and graduates to take up University positions.	Jun 2024	VC&P Lead: Director People and Culture
	10.5 Update recruitment and selection processes and increase the number of identified Aboriginal and Torres Strait Islander positions.	Dec 2022	VC&P Lead: Director People and Culture
	10.6 Encourage promotion and career development, such as enrolling in and completing courses and degrees	Jun 2024	VC&P Lead: Director People and Culture
10.7 Continue to advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders, encompassing online, targeted publications, and additional platforms.	Jun 2024	VC&P Lead: Director People and Culture	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	10.8 Expand capacity for targeted recruitment including:	Dec 2023	VC&P
	10.8.1 Create a register of Aboriginal and Torres Strait Islander applicant profiles through the CQUniversity HR system that can be matched to future positions, including direct recruitment.	Dec 2022	Lead: Director People and Culture
	10.8.2 Utilise special measures to advertise and recruit nationally for Aboriginal and Torres Strait Islander staff as outlined in the CQUniversity Recruitment and Selection Procedure.	Dec 2023	
	10.9 Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	Dec 2022	VC&P Lead: Director People and Culture
	10.9.1 Implement procedures to enable external Aboriginal and Torres Strait Islander applicants to apply or submit an expression of interest (EOI) to internally advertised positions.	Dec 2022	
	10.10 Increase the percentage of Aboriginal and Torres Strait Islander staff by reaching the target of 3% parity across ongoing and fixed term positions.	Jun 2024	VC&P Lead: Director People and Culture
11. Ensure active participation of Aboriginal and Torres Strait Islander staff and representatives in CQUniversity's institutional decision-making and planning processes.	11.1 Recruit and appoint at least one additional ongoing Aboriginal and/or Torres Strait Islander staff member to a leadership position within the University.	Jun 2024	VC&P Lead: Director People and Culture
	11.2 Engage and appoint Aboriginal and Torres Strait Islander representatives for external positions on University Council and its sub-committees.	Jul 2022	Council Lead: University Secretary
	11.3 Conduct an audit of management and governance committees to determine which Terms of Reference currently require Aboriginal and/or Torres Strait Islander representatives, and which Terms of Reference should include a requirement for representation.	Sep 2022	VP (Students and Corporate Services) Lead: Director Governance
	11.4 Actively encourage and support Aboriginal and Torres Strait Islander staff members to nominate and participate in committees and offer compensation for any additional workload requirements.	Dec 2023	VC&P Lead: Director People and Culture
	11.5 Promote the inclusion of Aboriginal and Torres Strait Islander Elders, leaders, representatives and alumni on other committees requiring external representation to the Committee Chairs, Terms of Reference Administrators and Secretaries.	Dec 2022, 2023	VP (Students and Corporate Services) Lead: Director Governance
	11.6 Expand the First Nations Council of Elders and Leaders (FNCEL) into a whole-of-university advisory body, with membership representing community across major campuses and regions.	Sep 2022	VP (Research) Lead: DVP (Indigenous Engagement)



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
12. Improve Aboriginal and Torres Strait Islander student outcomes by increasing the access, participation and completion of programs and degrees.	12.1 Finalise and commence implementing the First Nations Education Strategy 2022-2025.	Jun 2023	VP (Research) Lead: DVP (Indigenous Engagement) Support: VP (Academic)
	12.2 Increase the number of Aboriginal and Torres Strait Islander student applicants for scholarships, bursaries, and other financial or access related supports.	Nov 2022, 2023	VP (Students and Corporate Services) Lead: DVP (Students) Support: DVP (VET)
	12.2.1 Review and remove current barriers to students accessing scholarships and other financial supports.	Nov 2022	
	12.2.2 Identify and develop options for VET students to access scholarships and other financial supports.	Apr 2023	
	12.3 Establish a minimum of three new partnerships for philanthropic funding for Aboriginal and Torres Strait Islander student scholarships and awards, covering undergraduate, VET and enabling programs.	Jun 2023	VC&P Lead: Director Strategic Engagement
	12.4 Develop an award and prize program under CQUni Cares for Aboriginal and Torres Strait Islander students.	Feb 2023	VC&P, Council Lead: Director Strategic Engagement
	12.4.1 Council members to identify supporters and donors for new prize categories.	Dec 2022	
	12.5 Grow the percentage of Aboriginal and Torres Strait Islander alumni participating in alumni programs including mentoring, volunteerism, student engagement, and in other areas of the University.	Jun 2023	VC&P Lead: Director Strategic Engagement
	12.6 Progress education and training opportunities with Aboriginal and Torres Strait Islander organisations, communities, businesses and select government agencies.	Jun 2024	VP (Students and Corporate Services) Lead: DVP (Students)
	12.7 Expand engagement with local schools and community to increase access and participation in further study or work for Aboriginal and Torres Strait Islander school students. Including:	Dec 2023	VP (Students and Corporate Services) Lead: DVP (Students)
	12.7.1 Target specific programs to local primary and high schools through CQUni-Connect.	Jun 2023	
	12.7.2 Promote and expand pathways through programs Start Uni Now and Start TAFE Now.	Jun 2023	
	12.7.3 Co-design and deliver with two local high schools the new Indigenous Girls Academy programs.	Dec 2023	
	12.7.4 Collaborate with industry, community and schools to deliver the new Buraligim Weiber STEM program and Yallarm Indigenous STEM Camp.	Jun 2023	
	12.8 Investigate and prioritise new vocational pathway programs to attract Aboriginal and Torres Strait Islander students into VET courses.	Sep 2023	VP (Academic) Lead: DVP (VET)
12.9 Develop and implement a marketing strategy to encourage Aboriginal and Torres Strait Islander student recruitment.	Dec 2022	VP (Global Development) Lead: Director Global Brand and Marketing	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
13. Strengthen Aboriginal and Torres Strait Islander research across CQUniversity, in partnership with community and other industry and government stakeholders.	13.1 Develop and implement an Aboriginal and Torres Strait Islander Research Strategy. As part of that strategy:	Dec 2023	VP (Research) Lead: Dean School of Graduate Research
	13.1.1 Adopt the AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research and related Guide; the NHMRC Ethical Conduct in Research with Aboriginal and Torres Strait Islander Peoples and Communities: Guidelines for researchers and stakeholders; and Keeping Research on Track II.	Dec 2022	Support: Deputy Deans (Research)
	13.1.2 Audit current Aboriginal and Torres Strait Islander research at CQUniversity and identify research focus areas.	Dec 2022	
	13.1.3 Require each School, Institute and Centre to include, as a minimum, a statement outlining how their members will engage in research with Aboriginal and Torres Strait Islander stakeholders	Dec 2023	
	13.2 Support development of a minimum of five new research partnerships and funding grants in collaboration with Aboriginal and Torres Strait Islander communities and organisations.	Jun 2024	VP (Research) Lead: DVP (Indigenous Engagement) Support: Deputy Deans (Research)
	13.3 Through the Jilbay RHD Academy, increase the number of Aboriginal and Torres Strait Islander candidates undertaking and completing RHD programs.	Feb 2024	VP (Research) Lead: DVP (Indigenous Engagement) Support: Dean School of Graduate Research
	13.3.1 Award annual scholarships to Aboriginal and Torres Strait Islander RHD candidates.	Dec 2023	
	13.3.2 Increase the capacity of supervisors of Aboriginal and Torres Strait Islander RHD candidates through training.	Dec 2023	
	13.3.3 Provide training for RHD students in research methodologies, academic skills and writing, and provide peer support.	Dec 2023	
	13.4 Deliver an annual Aboriginal and Torres Strait Islander research workshop/forum, and a separate ethics workshop, available to all students and staff.	Nov 2022, 2023	VP (Research) Lead: DVP (Indigenous Engagement)
13.5 Develop online learning programs available to all staff and students on research engagement and practice with Aboriginal and Torres Strait Islander peoples and communities.	Jun 2024	VP (Research) Lead: DVP (Indigenous Engagement)	
13.6 Incorporate Aboriginal and Torres Strait Islander research methodologies into the Graduate Certificate in Research, and other research units as necessary.	Dec 2023	VP (Research) Lead: Dean School of Graduate Research Support: School Deans	
13.7 Create and pilot a model by which undergraduate and postgraduate coursework students can engage with Aboriginal and Torres Strait Islander research experiences.	Jun 2024	VP (Research) Lead: Dean School of Graduate Research	
13.8 Review the Research Data Management Policy and Procedure and related policies and consider options for Aboriginal and Torres Strait Islander peoples data sovereignty and governance.	Sep 2023	VP (Research) Lead: DVP (Indigenous Engagement)	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
14. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	14.1 Develop and implement an Aboriginal and Torres Strait Islander procurement strategy. As part of that strategy:	Nov 2023	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations
	14.1.1 Review and update Aboriginal and Torres Strait Islander procurement policies, and work with business areas to include within their procurement planning.	Dec 2022	
	14.1.2 Implement tender selection criteria to promote Aboriginal and Torres Strait Islander suppliers.	Dec 2022	
	14.2 Increase annual procurement spend with Aboriginal and Torres Strait Islander suppliers by at least 100% by the end of this RAP.	Jun 2024	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations
	14.2.1 Focus increased procurement spend with First Nations suppliers in business areas with the highest procurement budgets.	Jun 2024	
	14.3 All Divisions and Directorates to implement policies and practices to promote and increase procurement with Aboriginal and Torres Strait Islander suppliers.	Dec 2023	VC&P, VPs Lead: Director Office of the Vice-Chancellor and President
	14.4 Commit to Supply Nation membership.	Sep 2022	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations
	14.5 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	Sep 2022, 2023	
	14.4.1 Deliver online staff workshops annually to explain procurement processes with suppliers.	Sep 2022, 2023	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations
	14.6 Review and update procurement practices and ICT systems to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	Feb 2023	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations
	14.7 Develop commercial relationships with Aboriginal and Torres Strait Islander businesses.	Dec 2022, 2023	
	14.8 Increase the number of contracts with Aboriginal and Torres Strait Islander suppliers by a minimum of two annually.	Dec 2022, 2023	VP (Students and Corporate Services) Lead: Deputy Director Financial Accounting and Operations



GOVERNANCE



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
15. Maintain an effective RAP Working Group and establish an executive level RAP Coordinating Committee to drive implementation.	15.1 Maintain Aboriginal and Torres Strait Islander representation on the RAP Working Group and RAP Coordinating Committee.	Mar, Jun, Aug, Nov 2022, 2023, 2024	VC&P Lead: Chair RAP Coordinating Committee
	15.2 Establish and apply a Terms of Reference for the RAP Coordinating Committee and update existing Terms of Reference for the RAP Working Group if required.	Jul 2022	VC&P Lead: Chair RAP Working Group
	15.3 RAP Working Group and RAP Coordinating Committee to meet at least four times per year to drive and monitor RAP implementation.	Mar, Jun, Aug, Nov 2022, 2023, 2024	VC&P Lead: Chair RAP Coordinating Committee
16. Provide appropriate support for effective implementation of RAP commitments.	16.1 Develop a budget and define resource needs for implementation of priority actions from the RAP.	Sep 2022	VC&P Lead: Chair RAP Working Group
	16.2 Engage Council, senior leaders and other staff in the delivery of RAP commitments.	Jul 2022	VC&P Lead: Chair RAP Coordinating Committee.
	16.2.1 Integrate the specific RAP actions and deliverables into multi-year Divisional Plans, and into a refreshed University Plan.	Sep 2022	Support: Deputy Director Strategic Planning, Risk and Insurance
	16.3 Define and maintain appropriate systems to track, measure and report on RAP commitments.	Sep 2022	VC&P Lead: Chair RAP Working Group
	16.4 Appoint and maintain an internal RAP Champion from senior management.	Jul 2022	VC&P Lead: Chair RAP Coordinating Committee
17. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	17.1 Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence	Jun 2023, 2024	VC&P Lead: Chair RAP Working Group
	17.2 Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	Aug 2022, 2023	VC&P Lead: Chair RAP Working Group
	17.3 Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 Sep 2022, 2023	VC&P Lead: Chair RAP Working Group
	17.4 Report RAP progress to all staff and senior leaders quarterly.	Mar, Jun, Aug, Nov 2022, 2023, 2024	VC&P Lead: Chair RAP Coordinating Committee
	17.4.1 Provide a half yearly report on progress to Council and University Management Committee.	Jun, Dec 2022, 2023, 2024	
17.4.2 Provide quarterly reports to RAP Coordinating Committee and make available on StaffNet.	Mar, Jun, Aug, Nov 2022, 2023, 2024		

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	175 Publicly report our RAP achievements, challenges and learnings, annually	Feb 2023, 2024	VC&P Lead: Chair RAP Coordinating Committee
	176 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	VC&P Lead: Chair RAP Working Group
	177 Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	Jun 2024	VC&P Lead: Chair RAP Coordinating Committee
18. Continue our reconciliation journey by developing our next RAP.	18.1 Register via Reconciliation Australia's website to begin developing our next RAP.	Dec 2023	VC&P Lead: Chair RAP Working Group





BILLABONG CAMP ARTWORK STORY

Billabong Camp depicts time-worn tracks that lead to a shady place of water, where clans gather under paperbark trees after a long, hot journey. The design places people at its centre – referencing students, researchers, people and community. Tracks to a place by water and paperbark trees symbolises the energising, holistic values of the learning journey.

The motifs depict people, tracks and meeting places; a story that relates to each individual, on a journey that holds limitless pathways of learning, growth, and connection.



CONTACT DETAILS

Professor Adrian Miller
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