

CQUniversity Stretch Reconciliation Action Plan



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Acknowledgement 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 culture and hopes of Indigenous Australians.



CQUniversity Stretch RAP CEO statement



On behalf of Reconciliation Australia, I congratulate CQUniversity on its formal commitment to reconciliation, as it implements its first Stretch Reconciliation Action Plan (RAP), its third RAP overall.

Formed around the pillars of relationships, respect, and opportunities, the RAP program helps organisations realise the critical role they can play in driving reconciliation across their work and area of expertise.

As a student-centred university, CQUniversity's innovative and flexible approach to education seeks equitable and accessible education, training, research and employment. This positions CQUniversity to effectively address key barriers to higher education, ones often experienced by Aboriginal and Torres Strait Islander students across Australia.

We have seen this work come to life in CQUniversity's previous RAPs as it worked to embed reconciliation principles and First Nations knowledges and perspectives into all facets of its operations. Its First Nations Curriculum Framework instils First Nations perspectives within the learning and teaching environment. As well, CQUniversity's Jilbay First Nations Research Higher Degree Academy offers dedicated academic, cultural, financial and career development opportunities. These initiatives recognise and celebrate Aboriginal and Torres Strait Islander knowledges and cultures while also ensuring First Nations people in academia have equitable access to a range of opportunities.

With this strong track record in embedding Aboriginal and Torres Strait Islander knowledges and cultures, along with its prioritisation of self-determination opportunities, CQUniversity has built solid foundations upon which to expand and embed its commitments in this RAP.

By committing to appoint two additional Aboriginal and Torres Strait Islander staff members to senior academic positions, CQUniversity, seeks to not only increase representation at a senior level but to position First Nations educators as leading voices within the university's structure.

To a similar end, its First Nations Research Strategy aims to increase First Nations-led and informed research, prioritising leading perspectives that have historically been overlooked in the academic world.

By prioritising the experiences and perspectives of Aboriginal and Torres Strait Islander students and educators throughout its operations, CQUniversity has the potential to drive considerable reconciliation outcomes across its sphere of influence. On behalf of Reconciliation Australia, I commend CQUniversity on this Stretch RAP and look forward to following its ongoing reconciliation journey.

Karen Mundine

Chief Executive Officer | Reconciliation Australia



Our vision for reconciliation

At CQUniversity, we continue to value and celebrate Australia's First Nations Peoples and their diverse cultures, lore, languages and identities, and enduring connection to Country.

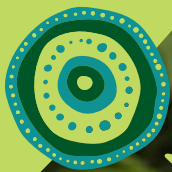
Our vision for reconciliation remains a more just and equitable Australia achieved through the self-determination of Aboriginal and Torres Strait Islander peoples, supported by a tertiary education sector that truly embraces their knowledges, leadership and strengths. We continue to work towards achieving this vision of reconciliation – by not only incorporating and normalising Aboriginal and Torres Strait Islander cultures and perspectives within our everyday business, but also by promoting First Nations voices and contributions across our partners and stakeholders, and our wider communities.

Through this Stretch RAP, CQUniversity commits to reaching beyond the achievements and learnings of our previous Innovate RAP. We will work to prioritise and promote the voices of Aboriginal and Torres Strait Islander peoples. We will continue to strengthen our pathways to equitable and accessible education, training, research and employment. We will increase connections and partnerships with our

valued communities, encouraging and supporting leadership and self-determination. We will continue to empower and support Aboriginal and Torres Strait Islander staff, students and communities by pursuing our own institutional changes, and by promoting our University's values and the values of reconciliation throughout our sphere of influence.

CQUniversity values and admires Aboriginal and Torres Strait Islander communities' leadership, strength and resilience. Our University community understands that reconciliation is everyone's business. We are proud to actively demonstrate reconciliation within our working relationships, and value the diversity and strength evident throughout the University's staff and students. The work of reconciliation continues – locally, regionally and nationally. More than ever before, it is vital that we come together – in treaty making, in truth-telling, in understanding our shared histories, in education, and in tackling racism. CQUniversity reaffirms our commitment to walking together with Aboriginal and Torres Strait Islander peoples and communities to achieve a shared vision of reconciliation.





Message from the Vice-Chancellor and President

CQUniversity's new Stretch Reconciliation Action Plan (RAP) represents a significant advancement in our institution's ongoing journey towards reconciliation. This Plan builds upon the achievements of our previous Reconciliation Action Plans and elevates our efforts to achieve meaningful progress towards reconciliation with Australia's First Nations Peoples.

At CQUniversity, we recognise our role as leaders in driving genuine action towards reconciliation, with our approach guided by our values of engagement, can do, openness, leadership and inclusiveness.

Through our Stretch RAP, we are committed to empowering individuals and teams to drive change and impact, fostering connections and pathways that promote and honour Aboriginal and Torres Strait Islander cultures, languages, and knowledge systems. CQUniversity is committed to embedding reconciliation into every facet of our university operations, from governance and strategic planning to the delivery of our education, training, and research.

By delivering on various initiatives such as the development of learning resources to enhance cross-cultural understanding, establishing best practice guidelines for engagement, and improving processes to increase First Nations procurement, we are building a culture for genuine and lasting change. These efforts are integral to the delivery of our strategic plan, linking specific outcomes such as student success and First Nations employment to our broader strategic objectives.

Importantly, our journey towards reconciliation is a commitment and responsibility shared by every member of our university community. Through a unified approach we will achieve the objectives set out in our Stretch RAP and make tangible strides in our pursuit of truth-telling, equity and empowerment for all.

Together, we will strengthen our university community, and the tertiary education environment in which we operate, fostering a more inclusive and reconciled Australia.

Professor Nick Klomp

Vice-Chancellor and President | CQUniversity Australia



Our business

Originally founded in Rockhampton in 1967 as the Queensland Institute of Technology (QIT) Capricornia, CQUniversity Australia was granted full University status in 1992. In 2014, the University merged with CQ TAFE to bring together more than 175 years of combined experience in the delivery of education and training, establishing Queensland's first comprehensive, dual-sector university and now has more than 30,000 students studying online and on-campus across Australia.

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. CQUniversity is now recognised within the world's top 500 universities by QS World University Rankings and as one of Australia's most student-centered universities. CQUniversity was ranked as equal 52nd in the world in the 2024 Times Higher Education Impact Ranking, and in the top 15 universities for performance against three United Nations Sustainable Development Goals (Reduced Inequalities, Partnerships, Good Health and Wellbeing). 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.

CQUniversity's Strategic Plan 2024-2028, *We Change Lives*, 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 promote respect, honesty, and unity in safe and inclusive environments. CQUniversity employs a large and growing workforce of more than 2,500 full-time staff including academic, vocational, research, technical and professional staff that drives education, research and student support across our footprint. Our staff are central to upholding the vision and values of CQUniversity, including delivering high-quality education, creating an inclusive learning environment and a culturally safe and supportive workplace. As of June 2024, the University employed over 90 staff who identify as Aboriginal and/or Torres Strait Islander people, including 35 permanent, 31 fixed term and 28 casual staff, demonstrating the University's values of diversity and inclusion. CQUniversity's First Nations employees make a significant contribution to the life of the University, using their knowledge, skills and talents to continually improve relationships with students, alumni, community and other partners.

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 commitment to participation and accessibility has positioned CQUniversity as one of regional Australia's largest universities and a leader in the delivery of distance education, with almost half of the current student cohort made up of students studying off-campus through online and mixed-mode delivery, many of whom are based in rural and remote areas. CQUniversity is in the top 5 universities for commencements of Aboriginal and/or Torres Strait Islander students. In 2024, more than 1,400 students identified as Aboriginal and/or Torres Strait Islander people and enrolled for an undergraduate, postgraduate, or vocational education and training (VET) course, delivered through distance education or on campus. We now deliver more than 300 courses spanning diverse disciplines, catering to both domestic and international students. Our course offerings range from short courses and certificates to undergraduate, postgraduate and research degrees in discipline areas from work and study preparation, through to arts, health, science, technology, education and trades.

CQUniversity continues to lead, collaborate, co-design and celebrate Aboriginal and Torres Strait Islander peoples as the first researchers of this continent with applied and collaborative research that addresses ongoing and evolving challenges affecting regional, rural and remote areas, including First Nations communities. The University's research focus is oriented towards impact and real-world outcomes, to provide solutions to challenges and identify new opportunities for advancement in its regions and beyond. CQUniversity helps set educational and research standards and shape policy across its fields of expertise. This comprehensive influence is integral to the University's vision of creating societal change and driving innovation in equitable, accessible education and collaborative, community-focused research. The University is focused on a future of responsible and accountable research led by our dedicated researchers, for Aboriginal and Torres Strait Islander communities and in collaboration with both First Nations and non-Indigenous colleagues.



CQUniversity has a substantial presence in Australia with the largest footprint of any university in the country, including 11 campuses within Australia. The University has well-established campuses across regional Queensland, in Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton and Townsville. We also have an active presence in metropolitan locations including Adelaide, Brisbane, Sydney, and Melbourne. In addition to our campuses, CQUniversity's partnership with Regional University Study Hubs provides access for students to an expansive network of campuses and study centres. This partnership allows for a range of options and opportunities for accessible education with CQUniversity that support the learning requirements of communities in urban, regional, and remote areas of Australia. CQUniversity's international reach is demonstrated through our educational presence in South-East Asia, our study programmes that attract international students, and our many international research collaborations. CQUniversity's geographic reach allows the University to significantly shape educational, social, and economic development regionally, nationally, and globally.

By collaborating with communities, industry partners and other external stakeholders, CQUniversity is able to promote reconciliation and our key actions to other organisations, but also to engage with and be inspired in turn by other RAP organisations. The University encourages staff to engage in reconciliation initiatives both within their work areas, as well as through activities such as the RAP Champions network. Staff are also provided with avenues to expand their knowledge and understanding of Aboriginal and Torres Strait Islander histories and perspectives through the embedding of cross-cultural competency training into employee performance enhancement plans. Our students actively participate in nationally recognised reconciliation events as well as participating in cross cultural competency training as part of their courses, this develops and broadens their understanding of Aboriginal and Torres Strait Islander peoples and cultures in preparation for potential future employment within Australia's regional communities.





Our plan for First Nations education, research, employment and engagement

EDUCATION AS A CATALYST FOR CHANGE

As expressed in the CQUniversity Strategic Plan 2024-2028, We Change Lives, the University upholds the transformative power of education. We prioritise education as a fundamental right and as a catalyst for social change, economic empowerment, and intergenerational well-being. In the context of reconciliation and our sphere of influence, education serves as a powerful tool for challenging stereotypes, highlighting aspects of racial discrimination, and promoting cross-cultural understanding.

Through our core business of learning and teaching, and framed within the First Nations Education and Student Success Strategy 2024-2028, we are committed to embedding Aboriginal and Torres Strait Islander perspectives, knowledges, and histories within our curriculum and learning experiences. By providing students with opportunities to engage with First Nations cultures, languages, and worldviews, we are nurturing culturally competent graduates who are equipped to contribute meaningfully to reconciliation efforts in their personal and professional lives.

Moreover, we are dedicated to supporting Aboriginal and Torres Strait Islander students on their educational journey, ensuring they have access to culturally safe and inclusive learning environments, as well as expert teaching and tailored support services that address their unique needs and aspirations. By prioritising First Nations student retention and increased course success rates, our influence extends positively across First Nations communities.

RESEARCH FOR ABORIGINAL AND TORRES STRAIT ISLANDER SELF-DETERMINATION

In addition to our role as educators, we have influence through our collaborative research that seeks to identify and address the complex social, economic, and environmental challenges facing Aboriginal and Torres Strait Islander communities. Through community-led research projects, we are working alongside First Nations peoples to co-create knowledge, develop innovative solutions, and realise positive change. Community-driven research ensures that our influence meets and supports the priorities and aspirations of Aboriginal and Torres Strait Islander peoples.

By keeping Aboriginal and Torres Strait Islander voices and perspectives as a main concern in our research, we challenge dominant narratives, amplify Indigenous knowledge systems, and contribute to the advancement of Aboriginal and Torres Strait Islander peoples' rights and self-determination.

Furthermore, we recognise the importance of ethical research practices and meaningful community engagement across our research endeavours, as seen in CQUniversity's First Nations Research Strategy 2023-2028 which is premised on ethical protocols relating to working with Aboriginal and Torres Strait Islander peoples and communities. Our influence helps promote the use of ethical standards and participatory research among First Nations communities. Through prioritising principles of reciprocity, respect, and mutual benefit, we aim to build relationships based on trust with Aboriginal and Torres Strait Islander peoples and communities and ensure that research outcomes are both relevant and beneficial to all concerned.

SUPPORTING FIRST NATIONS EMPLOYMENT

CQUniversity's First Nations Workforce Strategy 2020-2025 is dedicated to enhancing the recruitment, employment, and professional development of Aboriginal and Torres Strait Islander peoples across the University. The University is proud of the gains made in First Nations employment throughout the Innovate RAP, with continuing and fixed term Aboriginal and Torres Strait Islander staff making up 3.65% of our workforce at the conclusion of the Innovate RAP. We are committed to fostering a culturally safe and supportive workplace by actively listening to and supporting the voices of First Nations employees and supporting them to thrive.

CQUniversity will continue to enhance its standing as an employer of choice for First Nations peoples. The University will provide First Nations Cultural Competency training for all employees, to deepen their understanding and knowledge of Aboriginal and Torres Strait Islander traditions and culture, and ensure that our workforce embodies a richness of culture and diversity which enhances successful employment experiences and supports fulfilling careers. Our First Nations staff will be encouraged and enabled to engage broadly and contribute beyond their immediate responsibilities through the implementation of targeted strategies, and will have the opportunity to influence governance and policy whilst being acknowledged for their invaluable contributions.

COMMUNITY ENGAGEMENT AND COLLABORATION

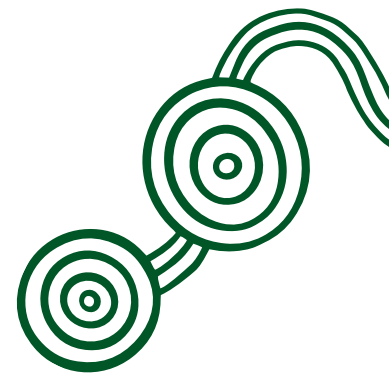
We recognise that meaningful change cannot be achieved in isolation but requires the active partnership and leadership of Aboriginal and Torres Strait Islander communities and stakeholders. Through our First Nations Community Engagement Industry Guide – Phase I and community engagement initiatives, we are working with Aboriginal and Torres Strait Islander peoples and communities to address shared challenges, celebrate cultural diversity, and promote reconciliation at the local, regional, and national levels. From hosting community events such as during NAIDOC Week, to facilitating dialogue and reconciliation workshops as seen in National Reconciliation Week, we are creating spaces for meaningful interaction, mutual learning, and collective action.

Moreover, we are committed to leveraging our institutional resources and expertise to support First Nations-led initiatives among, for example, the business sector and across the private sector. Whether through strategic partnerships, funding opportunities, or knowledge exchange programs, we share the commitment to empower Aboriginal and Torres Strait Islander peoples across our sphere of influence.





Our Reconciliation Action Plan



By developing a Stretch RAP in alignment with the CQUniversity Strategic Plan 2024-2028, We Change Lives, CQUniversity further commits to forging genuine relationships, embedding cross-cultural respect and Indigenous knowledges in its learning and teaching methods, and actively pursuing opportunities for meaningful engagement with Aboriginal and Torres Strait Islander communities. Committing to a Stretch RAP is in line with CQUniversity's policy of building an inclusive and supportive educational environment that celebrates First Nations culture and histories.

The purpose of the CQUniversity Stretch RAP is to deliver positive outcomes across the five dimensions of reconciliation:

- › fostering race relations by promoting understanding and respect (for example, through our First Nations Cross Cultural Competency Training for both students and staff);
- › promoting equality and equity by addressing barriers to education and employment (for example, through the First Nations Education and Student Success Strategy);
- › recognising and celebrating Aboriginal and Torres Strait Islander cultures and histories (for example, through embedding Aboriginal and Torres Strait Islander perspectives and content into the University's curriculum);
- › establishing institutional integrity by embedding reconciliation into the University's policies and practices;
- › and actively supporting unity through collaborative partnerships with Aboriginal and Torres Strait Islander communities (for example, in conjunction with development and implementation of a new Indigenous Engagement Strategy).

CQUniversity's Innovate RAP 2022-2024 demonstrated that reconciliation is an ongoing journey that requires continuous reflection, growth, and action. Having learned valuable lessons from the Innovate RAP and continuing our commitment to reconciliation, we are embarking on a Stretch RAP that builds on our successes and challenges us to go further in our efforts to create positive change. We understand that reconciliation requires concrete actions and tangible outcomes, especially at the community level.

Moreover, a Stretch RAP provides an opportunity for innovation within our institution and broadens our commitment to reconciliation across our spheres of influence. By setting achievable targets and pursuing bold initiatives, we will think creatively, collaborate across

disciplines, and lead by example in the pursuit of reconciliation. Through this process, we aim to inspire other institutions of learning to join us and amplify our collective impact.

As well as building upon the learnings gained and feedback received through implementation of the previous CQUniversity Innovate RAP, the CQUniversity Stretch RAP was developed through an extensive process of internal and external consultation. The development process included contributions from senior leadership and key staff across the University Divisions, and First Nations advisors and stakeholders both internally and externally including Traditional Owner groups and Aboriginal and Torres Strait Islander organisations.

Internally, the University consulted with leadership and representatives from five University divisions to ensure a wide-reaching contribution and ownership of the RAP development process. Senior leadership, including the Vice-Chancellor and President and the executive team, provided guidance and a strategic top-down commitment to the reconciliation process. The RAP Committee (Working Group), including First Nations members, have represented the goals and actions of the RAP and the reconciliation journey to their respective divisions and work areas. Externally, the University engaged with First Nations stakeholders, Community Elders, Traditional Owners, commercial enterprises, and community organisations across our University's footprint to consult on matters relating to reconciliation priorities and initiatives.

The CQUniversity Stretch RAP is based on a participatory and inclusive approach which adhered to and facilitated the following principles of engagement:

Establishing a Working Group/Committee:

The Reconciliation Action Plan Committee (Working Group), comprised of leadership and representatives from University Divisions and departments, First Nations leadership and staff, and external First Nations community representatives, led the development of the CQUniversity Stretch RAP. This committee (working group) served as the driving force behind the development of the Stretch RAP, providing expertise, guidance, and leadership.



Consultation with First Nations Stakeholders:

Central to the development of the Stretch RAP was meaningful consultation with Aboriginal and Torres Strait Islander communities, stakeholders and organisations. CQUniversity will also continue its engagement with external First Nations stakeholders and communities throughout implementation of the Stretch RAP, as part of its commitment to an ongoing iterative process of learning and improvement of our reconciliation goals and activities.

Engagement with Staff and Students:

CQUniversity engaged staff and students from each of the five divisions to gather input and feedback on the Stretch RAP, as well as targeting senior decision makers in the University. The Stretch RAP was also built upon significant staff contributions previously incorporated into the CQUniversity Innovate RAP.

Review of Existing Commitments and Initiatives:

CQUniversity reviewed existing reconciliation commitments, including previous and ongoing RAPs, strategic plans, and policies, to identify areas for improvement and areas where additional action is needed. This review process ensured that the Stretch RAP was built upon past achievements while incorporating new challenges and opportunities.

Identification of Stretch RAP Targets and Initiatives:

Based on consultation and review, and building on the Innovate RAP, the University identified targets and initiatives that challenge the University to reach further in its goals and achievements on its reconciliation journey. These Stretch RAP targets encompass areas such as First Nations student retention and success, First Nations employment and leadership, cultural competency training, and significant development in community engagement and partnerships promoting reconciliation.

Approval and Endorsement:

The Stretch RAP underwent review and approval processes within the University, including endorsement by the executive, senior leadership and governance bodies. This ensured that the Stretch RAP has the necessary support and commitment from all levels of the organisation as well as external partners and stakeholders.

The CQUniversity Stretch RAP is championed across the University by both senior leadership and a network of committed staff and students. The Vice-Chancellor and President champions and promotes our RAP to the University executive, and all staff and students, through continually demonstrating the values of reconciliation, as well as through the provision of leadership and guidance in achieving our RAP actions and deliverables. Senior leadership including the University executive provide strategic oversight and direction of reconciliation initiatives to all Divisions and staff. In addition,

the RAP Champions program was established to create a network of staff and students committed to promoting reconciliation initiatives and actions within their areas and campuses. The RAP Champions network engages with regional and campus leadership teams and local Traditional Owner groups to assist in the implementation of RAP actions and deliverables. They work towards advancing reconciliation outcomes through the delivery of culturally and regionally relevant education, engaging with First Nations communities in the regions where they are based, and organising and assisting with events that help to progress reconciliation on our campuses and with local communities.

The Reconciliation Action Plan Committee (Working Group) membership includes representatives from across the University's Divisions, and from the external Aboriginal and Torres Strait Islander community. There are currently 5 Aboriginal and Torres Strait Islander members of the RAP Committee, including both University staff and external community representatives. First Nations members of the RAP Committee have provided significant guidance and advice on reconciliation initiatives and implementation of our previous RAP deliverables.

MEMBERSHIP OF THE RAP COMMITTEE (WORKING GROUP)

Ex-Officio Members

- › Vice-President – Indigenous Engagement (Chair)
- › Deputy Vice-President – Education and Quality
- › Executive Director People and Culture
- › Director Indigenous Engagement Division
- › Director Strategic Planning, Risk and Insurance

Nominated Members

- › **Director**
Nominated by Vice-President - Student Success
- › **Senior Leader**
Nominated by Vice-President - Research
- › **Dean of School or Deputy Dean Learning and Teaching**
Nominated by Vice-President - Academic
- › **Representative of RAP Champions**
Nominated by Chief of Staff - Office of the Vice-Chancellor and President

Co-Opted Members

Two (2) Aboriginal and Torres Strait Islander External Representatives

Co-opted by Vice-President – Indigenous Engagement

Representatives from external Stretch RAP partner organisations

Co-opted by Vice-President – Indigenous Engagement



CQUniversity's reconciliation journey



CQUniversity's journey commenced with the initial 2013 Reconciliation Statement, which set the foundation for the development of our first Innovate RAP 2016-2018, followed by the second Innovate RAP 2022-2024, which identified a set of broad principles and over 180 deliverables. CQUniversity's RAPs have demonstrated our commitment to reconciliation through our ongoing work to embed First Nations perspectives across our curriculum, developing relationships with Aboriginal and Torres Strait Islander organisations and stakeholders, building our First Nations workforce, and driving community-led research.

Our key accomplishments, challenges and learnings include:

RELATIONSHIPS

CQUniversity First Nations Community Engagement Industry Guide: Phase 1. Developed in partnership with industry and community stakeholders, the Guide provides the industry standard for reciprocal engagement and is an online training package.

National Reconciliation Week and NAIDOC Week. Events and celebrations were organised across CQUniversity campuses. Two signature events involved panel webinars to launch the CQUniversity Innovate RAP during NAIDOC Week 2022 and the Voice to Parliament discussion for National Reconciliation Week 2023. The latter was chaired by the Chancellor and featured Aboriginal and Torres Strait Islander representatives and alumni.

RESPECT

First Nations Curriculum Framework. Developed to provide best-practice guidance on the sequencing of learning outcomes, activities and assessment into successive units in a course. CQUniversity employs dedicated academic staff to lead embedding cultural content in the curriculum, working closely with the Schools and Colleges on designing suitable course content. A series of staff training workshops were presented during 2023 and 2024.

First Nations Cross-Cultural Competency Training – Phase I: Launched in early 2023, the First Nations Cultural Competency Framework 2023-2028 outlines the three levels of cultural competency education required for all staff and students, and provides a series of training activities and courses to be completed. Staff cultural competency training has been incorporated into professional development requirements, with student training integrated into course design and delivery.

Establishing Welcome to Country and/or Acknowledgement of Country protocols as University practice. This is now required for significant events and meetings, with an Acknowledgement of Country incorporated in staff signature blocks and course templates and accompanied by training resources.

Dual language signage and Country names, and Aboriginal and Torres Strait Islander people's artworks: signage installed on buildings, facades, entrances and walkways as well as

the display of Aboriginal and Torres Strait Islander flags and banners at key locations within CQUniversity campuses. Artworks displayed prominently at campus locations.

OPPORTUNITIES

Membership on University Council: An Aboriginal and Torres Strait Islander member was appointed to Council, with further recruitment of First Nations people onto other committees remaining a priority.

First Nations Workforce Strategy 2020–2025 (FNWS): has helped the University exceed its initial target to deliver and exceed 3% parity, drawing on directed recruitment, dedicated onboarding programmes, and professional development to support and increase retention of Aboriginal and Torres Strait Islander staff in all employment categories.

First Nations Research Strategy 2023-2028: Focuses on the growth and development of First Nations-led and informed research across CQUniversity. Features a series of commitments focused on career and capacity development, quality and impact.

First Nations Education and Student Success Strategy 2024–2028 (FNESSS): development currently being finalised – this strategy focuses on growing student completions in all study areas across the University, including improving student retention and through dedicated engagement and innovative learning and teaching methods.

GOVERNANCE

Launch of the RAP Champions Program: This program engages staff across campuses as leaders in RAP implementation and commits them to work in partnership with communities and Traditional Owners to advance reconciliation outcomes through the delivery of culturally and regionally relevant education, knowledge and events.

Reconciliation Action Plan (RAP) Working Group and RAP Committee: The RAP Working Group operated from 2020 to 2022 to oversee the development of CQUniversity's Innovate RAP 2022-2024. It was superseded in early 2023 by the RAP Committee which was formed to drive and monitor the implementation of the Innovate RAP and oversee the development of the Stretch RAP 2025-2028.



CHALLENGES AND LEARNINGS

Comprehensive discussions based around the Innovate RAP 2022-2024 that included senior leaders and other stakeholders from across the University community have highlighted key themes and learnings in the University's reconciliation journey. Key discussion points included ensuring a long-term impact from its suite of activities and deliverables beyond the life of the RAP cycle and clarifying resource availability.

Learnings and challenges include:

- › Better understanding within the University of the reconciliation journey following the previous RAP, strong awareness and support for the RAP, and an overall positive sentiment towards the reconciliation work being done by the University. There was a strong acknowledgment that for the RAP to be truly successful, University staff need to have the right knowledge and build skills to be able to self-monitor and self-deliver on the action items.
- › The acknowledgment that working towards reconciliation should be normalised, to increase the view of reconciliation as part of the general operations of the University.
- › Cooperation and collaboration across different business units is required to fully achieve cross-team deliverables. Appropriate resourcing, investment and staffing are central to achieving RAP deliverables within the timeframe of the current RAP.

More broadly, it was acknowledged that the University needs to reflect on the multiple motivators for the RAP, namely:

- › living our values and philosophy on equity, inclusion and reconciliation.
- › the importance of growing the number of First Nations students at the University.
- › the role of the RAP in helping deliver on broader goals (e.g. United Nations Sustainable Development Goals, enhancing the University's reputation).



Case studies

JILBAY FIRST NATIONS RESEARCH HIGHER DEGREE ACADEMY

The Jilbay First Nations Research Higher Degree (RHD) Academy is an Aboriginal and Torres Strait Islander research-focused academy hosted within the Indigenous Engagement Division (IED) in collaboration with the School of Graduate Research. Launched in October 2020 with an initial 5 students, Jilbay RHD Academy has grown during the life of the Innovate RAP to up to 20 students by 2024.

Jilbay RHD Academy established a new benchmark for higher education in Australia by offering Aboriginal and Torres Strait Islander candidates dedicated academic, cultural, financial and career development opportunities throughout their RHD study program. The aim is to encourage and support candidates during completion of their dissertations and advancement to careers in their respective fields. Jilbay focuses on capacity-building 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.

Jilbay RHD Academy provides targeted support for jilbayili (students) including building research capacity through culturally enriching experiences and support, residential intensives focused on writing and presentation skills, scholarships and bursaries, culturally safe spaces to explore ideas and discuss challenges and strategies, and a support network of other Aboriginal and Torres Strait Islanders RHD students and alumni, and academic research supervisors. Jilbay RHD Academy also supports jilbaymali (supervisors and staff) through cultural training and advice, scholarships and professional development opportunities to build knowledge and capacity to supervise Aboriginal and Torres Strait Islander RHD students. To date, 33 supervisors have completed training in culturally competent research practice.

Under the Innovate RAP 2022-2024, Jilbay RHD Academy has strengthened its research training leadership. In July 2024 the Academy hosted the inaugural Guwal Jilbay Yarning Research Conference on Darumbal Country (Rockhampton, Queensland). This three-day event addressed the challenges faced by regional and rural First Nations RHD students and their supervisors. Jilbay RHD Academy also rolled out the 'jilbayjina' research engagement funding pool, designed to support Jilbay RHD Academy's candidates to engage directly with community in the design and implementation of research projects.

JAWUN RESEARCH INSTITUTE

The Jawun Research Institute is a flagship for Indigenous health equity research in Northern Australia. Jawun Research Institute conducts high impact applied research with a nation-wide focus to ensure that Aboriginal and Torres Strait Islander peoples and communities gain full and equal access to opportunities that enable them to lead healthy lives. The Jawun Research Institute sets a pioneering agenda for change in health by nurturing research that is meaningful and directly relevant to the lives of Indigenous people. Social justice principles of Indigenous sovereignty, engagement, leadership, priority setting, and nation-building underpin Jawun Research Institute's management. The Jawun Research Institute capabilities are in system sciences, public health equity research, impact assessment and evaluation, health economics, evidence reviews, and translation/advocacy. Jawun Research Institute offers opportunities in research capacity strengthening and education to build the next generation of researchers.

The Jawun Research Institute is strength-based, collaborative, participatory, and reciprocal, with leading researchers working in:

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

The Jawun Research Institute continues to engage with Indigenous communities and give substance to the University's commitment to reconciliation.



CASE STUDIES

CQUNIVERSITY SCHOOL OF BUSINESS AND LAW

CQUniversity's School of Business and Law demonstrates a robust commitment to incorporating and promoting principles of reconciliation and enhancing learning outcomes for Indigenous students. The School of Business and Law has integrated First Nations knowledge and content into a significant number of courses and units within the School. Of those courses, 19 integrate Indigenous content with 7 courses specifically mapping Aboriginal and Torres Strait Islander Cultures graduate attributes. Furthermore, while 20 units embed Indigenous content as a secondary focus, 2 units place it at the forefront. This comprehensive integration showcases the school's dedication to fostering a deeper understanding and respect for Indigenous cultures within its academic framework. The school has put forward a proposal for a new course to commence in 2025, a Diploma of Indigenous Entrepreneurship and Innovation.

Furthermore, the School of Business and Law's partnership with Anaiwan Advisory exemplifies its commitment to practical support and career development for Indigenous students. Anaiwan Advisory provides pro-bono career mentorship to promising Business and Law students selected based on academic performance, athletic achievement, and community leadership. This partnership includes the successful recruitment of a First Nations CQUniversity student into their project team as support staff for administrative tasks on national projects. This holistic support system, combined with mentorship and career links, significantly enhances graduate outcomes, leading to meaningful employment opportunities for Aboriginal and Torres Strait Islander students.

PROMOTING RECONCILIATION THROUGH PARTNERSHIP WITH BHP AND BHP MITSUBISHI ALLIANCE

The Indigenous Engagement Division has partnered with BHP and BHP Mitsubishi Alliance (BMA) for the past decade through the CQU BMA Chair of Indigenous Engagement in alignment with the vision of the BHP reconciliation action plans. The CQU and BHP/BMA partnership has delivered over \$9 million to facilitate opportunities for education, training, community-led research and educational inclusiveness for First Nations people throughout regional Queensland where community place-based TAFE, TAFE- in-schools, and university programs are delivered. Over the past five years alone, the partnership has seen funding of 47 undergraduate First Nations student scholarships with more than 15 students graduating in disciplines across education, nursing, medical science, paramedic science, and law. The partnership has also delivered the establishment of the Woorabinda Education, Enterprise and Research Hubs with the founding of an office of CQUniversity within the Woorabinda community, to continue to grow and support this relationship. To date, 25 VET students and a Bachelor of Nursing student have enrolled and been supported through the Woorabinda education hub.

Through our relationship with BHP, and in collaboration with other industry leaders involved with the Indigenous Engagement Division, and First Nations community members and leaders, the First Nations Community Engagement: Industry Guide Phase I (the Guide) was developed. This Guide draws on our own and our partners' community engagement principles and practices and aims to enhance engagement practices for industry and First Nations communities. The Guide provides a brief history of First Nations community engagement practices as context; a resource for organisations, which they can use to assess their current First Nations community engagement approaches; a framework to support industry in engaging with First Nations communities in mutually beneficial and respectful ways; and examples of good practice and learning experiences through case studies. Launched in 2022, the Guide has improved First Nations community engagement for industry, organisations, and not for profit sectors benefiting both First Nations communities and sectors as its focus, with micro-credential training courses and toolkits also developed to improve multisectoral cultural capability.

OUR DELIVERABLES

The deliverables in this Stretch RAP have been specifically developed to align with the key strategic pillars, goals and priorities within CQUniversity's Strategic Plan 2024-2028, We Change Lives, as well as our core First Nations strategies and frameworks.



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 Strait 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.



RELATIONSHIPS



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 and implement a university-wide Indigenous Engagement Strategy including stakeholder engagement processes and protocols within project planning frameworks.	June 2026	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Vice-Chancellor and President - AVPs and other campus representatives
	1.2 Establish and maintain two (2) new formal two-way partnerships with Aboriginal and Torres Strait Islander communities or organisations per division.	March 2028	Division: All Divisions Lead: Vice-Chancellor and President Support: Vice-President - Indigenous Engagement
2. Build relationships through celebrating National Reconciliation Week (NRW).	2.1 Circulate and promote Reconciliation Australia's NRW resources and reconciliation materials to all CQU staff, each year.	May 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Deputy Director Communications
	2.2 All RAP Committee members to participate in one (1) virtual and one (1) face-to-face external NRW event each year.	June 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Chair RAP Committee
	2.3 Encourage and support staff and senior leaders to participate in at least two (2) external events to celebrate NRW.	June 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture Support: AVPs and other campus representatives
	2.4 Organise at least one (1) NRW event at each campus annually, ensuring that they are accessible to all staff, students, alumni and external stakeholders.	May 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: AVPs and other campus representatives Support: RAP Champions
	2.5 Promote internal and external NRW events annually to both staff and external stakeholders via corporate communications, through StaffNet, and on various media platforms.	May 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Deputy Director Communications
	2.6 Managers to ensure that adequate time is made available for staff to participate in external events during NRW week, and that staff are aware of Engaged Service Leave entitlements.	May 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture
	2.7 Organise and promote one (1) organisation-wide NRW lecture per annum.	May 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Vice-Chancellor and President
	2.8 Register all internal NRW events on the Reconciliation Australia website.	May 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Deputy Director Communications Support: AVPs and other campus representatives
3. Promote reconciliation through our sphere of influence.	3.1 Develop and implement strategies to engage CQUniversity staff in reconciliation outcomes.	March 2028	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement
	3.1.1 Continue to develop the RAP Champions network, activities and leadership development including a Community of Practice.	December 2025	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Vice-President - Indigenous Engagement
	3.2 Actively communicate CQUniversity's commitment to reconciliation publicly.	March 2028	Division: Vice-Chancellor and Presidents Division Lead: Deputy Director Communications Support: Vice-President - Indigenous Engagement



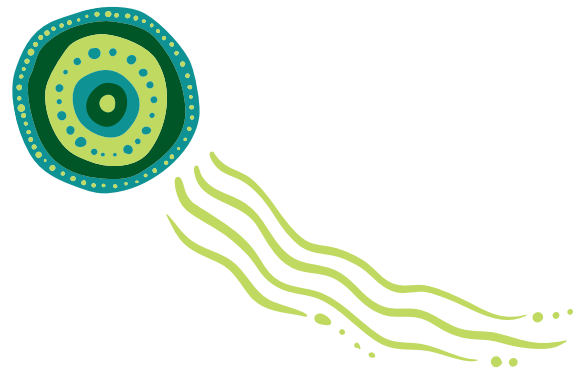
Action	Deliverable	Timeline	Responsibility
	3.2.1 Release a public statement of CQUniversity's support for reconciliation	April 2025	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Deputy Director Communications
	3.2.2 Develop and implement email signature blocks for all staff that promote reconciliation and link to CQUniversity Reconciliation Statement and other related resources.	May 2025	Division: Vice-Chancellor and Presidents Division Lead: Director Global Brand and Marketing Support: Director Indigenous Engagement Division
	3.3 Develop and implement strategies to positively influence our external stakeholders to drive reconciliation outcomes.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Vice-President - Indigenous Engagement
	3.3.1 Feature a minimum of four (4) positive media stories per annum about Aboriginal and Torres Strait Islander staff, students, alumni, and related research, partnerships and initiatives, through CQUniversity media output.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Deputy Director Communications Support: Vice-President - Indigenous Engagement
	3.3.2 Maintain social media platforms to promote annual Significant Indigenous Dates to staff and students.	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division Support: Deputy Director Communications
	3.3.3 Develop 3-5 memorandums of understanding with external organisations that include promoting and encouraging reconciliation	March 2028	Division: All Divisions Lead: Deputy Director Philanthropy Support: Vice-President - Indigenous Engagement
	3.3.4 Commercialise a suite of cultural competency micro-credentials to our partner organisations to promote reconciliation and truth-telling	June 2026	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Manager Corporate Training Solutions
	3.4 Attend at least two (2) quarterly RAP Leadership Gatherings per year	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement
	3.5 Collaborate with a minimum of five (5) RAP and other like-minded organisations to develop ways to advance reconciliation.	March 2028	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Vice-President - Indigenous Engagement
4. Promote positive race relations through anti-discrimination strategies.	4.1 Continuously improve CQUniversity HR policies and procedures to include any new anti-racism provisions in consultation with Aboriginal and Torres Strait Islander staff and students and relevant First Nations stakeholders.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture Support: Vice-President - Indigenous Engagement
	4.2 Implement and communicate an anti-discrimination policy for the University.	June 2026	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture Support: Vice-President - Indigenous Engagement
	4.3 Provide two (2) educational opportunities per annum for University leadership including Council members, senior leaders and managers on the effects of racism.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director Governance/University Secretary and Director People and Culture Support: Vice-President - Indigenous Engagement
	4.4 Executive and Council to provide annual public statements in support of anti-discrimination campaigns, initiatives and stances on racism.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Chancellor, and Vice-Chancellor and President



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, and 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 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.





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 Implement the Cultural Competency Framework 2023-2028 by developing a suite of Cultural Competency training modules for students.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Tertiary Education Division
	5.1.1 Develop and deliver an online Cultural Awareness (introductory) training program to a minimum of 75% of students.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Tertiary Education Division
	5.1.2 Develop and deliver an online Cultural Safety (intermediate) training program to 60% of students.	December 2026	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Tertiary Education Division
	5.1.3 Develop and deliver an online Cultural Competency (advanced) training program to 50% of students.	December 2027	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Tertiary Education Division
	5.1.4 Explore and develop relationships with two local Traditional Owner and Aboriginal and Torres Strait Islander groups regarding face-to-face cultural immersion experiences for students (capped at 80 student per year).	December 2026, 2027	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Tertiary Education Division
	5.2 Implement the Cultural Competency Framework 2023-2028 by developing a suite of Cultural Competency training modules for all continuing and fixed term staff.	December 2027	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Director People and Culture
	5.2.1 Develop and deliver an online Cultural Awareness (introductory) training program to 75% of continuing and fixed term staff.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Director People and Culture
	5.2.2 Develop and deliver an online Cultural Safety (intermediate) training program to 60% of continuing and fixed term staff.	December 2026	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Director People and Culture
	5.2.3 Develop and deliver an online Cultural Competency (advanced) training program to 50% of continuing and fixed term staff.	December 2027	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Director People and Culture
	5.2.4 Explore and develop relationships with two local Traditional Owner and Aboriginal and Torres Strait Islander groups regarding face-to-face cultural immersion experiences for those staff eligible for professional development training (capped at 80 staff per year).	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Director People and Culture
	5.3 Continue to monitor staff participation and completion in Cross-Cultural Competency training.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture

RESPECT

Action	Deliverable	Timeline	Responsibility
6. Demonstrate respect to Aboriginal and/or 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.	December 2027	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement
	6.1.1 Enhance the Indigenous Engagement Division StaffNet site to be a central repository for First Nations resources.	December 2025	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	6.1.2 Promote resources to staff via email at least four (4) times per annum.	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	6.2 Implement and communicate a cultural resource guide per campus, including protocols for Acknowledgement of Country and Welcome to Country.	June 2026	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Deputy Director Communications
	6.3 Invite and remunerate local Traditional Owners or Custodians to provide a Welcome to Country, at a minimum of fifteen (15) significant events per year.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Associate Vice-Presidents and other campus representatives Support: Vice-President - Indigenous Engagement
	6.4 Continually conduct Acknowledgement of Country or other appropriate protocols at the commencement of internal meetings and public events.	March 2028	Division: Vice-Chancellor and President Lead: Chief of Staff Support: All Staff
	6.5 Display an Acknowledgement of Country either physically or digitally on each campus.	March 2028	Division: Corporate Services Division Lead: Director Facilities Management Support: Associate Vice-Presidents and Campus Coordinators





Action	Deliverable	Timeline	Responsibility
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	7.1 RAP Committee members to participate in at least one (1) external NAIDOC Week event per annum.	July 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Chair RAP Committee
	7.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	March 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture
	7.3 Support all staff to participate in at least one (1) external NAIDOC Week event in their local area per annum.	July 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture Support: Associate Vice-Presidents and other campus representatives
	7.4 In consultation with Aboriginal and Torres Strait Islander stakeholders, organise and promote a minimum of three (3) NAIDOC Week events per annum across CQUniversity campuses that are accessible to all staff, students, alumni and external stakeholders.	July 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Associate Vice-Presidents and other campus representatives Support: RAP Champions
8. Create culturally safe and supportive work and study environments for staff, students and external stakeholders.	8.1 Develop and implement a new CQUniversity Cultural Safety Strategy.	June 2026	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Chief Wellbeing
	8.1.1 Create the First Nations Precinct on Rockhampton North Campus.	June 2025	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: University Executive
	8.1.2 Explore and pursue the establishment of a new First Nations Division.	June 2025	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: University Executive
	8.2 Expand the display of artwork and artefacts by Aboriginal and Torres Strait Islander peoples across five (5) campuses.	March 2028	Division: Corporate Services Division Lead: Director Facilities Management
	8.3 Utilise digital technologies where available to display dual language signage and Country names at a minimum of three (3) different campuses per annum.	March 2028	Division: Corporate Services Division Lead: Director Facilities Management
	8.4 Ensure inclusion of Indigenous design aspects in renovations of existing and new capital projects.	March 2028	Division: Corporate Services Division Lead: Director Facilities Management



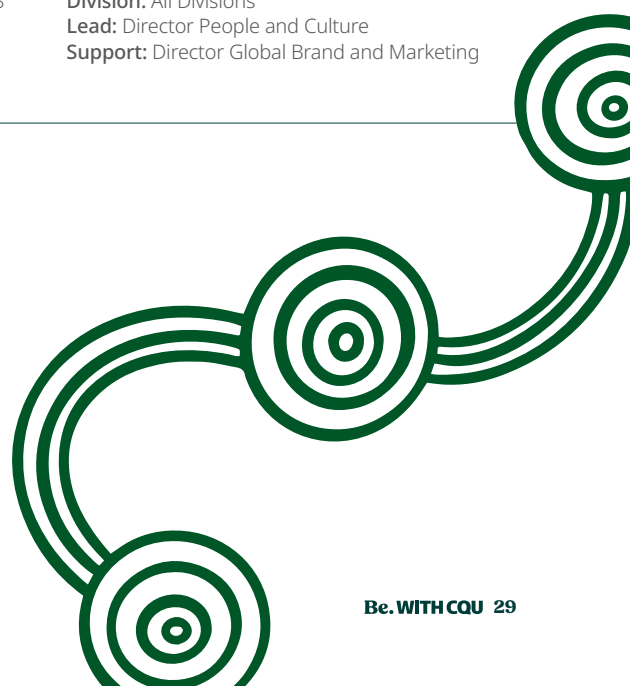
Opportunities

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/or Torres Strait Islander businesses.





Action	Deliverable	Timeline	Responsibility
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	9.1 Engage with senior University staff to develop the next First Nations Workforce Strategy for 2026-2030.	December 2025	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: University Executive
	9.1.1 Engage and consult with Aboriginal and Torres Strait Islander staff to improve CQUniversity's recruitment, retention and professional development strategies.	December 2025	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: Director People and Culture
	9.1.2 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.	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division Support: Director People and Culture, and Joint Consultative Committee
	9.1.3 Continue to review HR and recruitment policies and procedures to remove barriers to Aboriginal and Torres Strait Islander participation in the workplace.	March 2028	Division: Vice-Chancellor and Presidents Division Lead: Director People and Culture Support: Director Indigenous Engagement Division
	9.1.4 Conduct an annual review of all positions within the University to ensure that any position that is eligible to be Identified for Aboriginal and Torres Strait Islander peoples is identified as such.	December 2025, 2026, 2027	Division: All Divisions Lead: Director People and Culture Support: Director Indigenous Engagement Division
	9.1.5 Increase the percentage of Aboriginal and Torres Strait Islander staff to 5.5% across continuing and fixed term positions.	March 2028	Division: All Divisions Lead: Director People and Culture Support: Director Indigenous Engagement Division
	9.1.6 Increase Identified Aboriginal and Torres Strait Islander positions by a minimum of five (5) over the life of the RAP.	March 2028	Division: All Divisions Lead: Director People and Culture Support: Director Indigenous Engagement Division
	9.1.7 Recruit and appoint two (2) additional Aboriginal and Torres Strait Islander staff members to senior academic positions (Level D or E) within the schools.	March 2028	Division: Tertiary Education Division and Research Division Lead: Vice-President - Research / Vice-President - Academic Support: Director People and Culture
	9.1.8 Increase effectiveness of job vacancy advertisements to Aboriginal and Torres Strait Islander stakeholders, encompassing online, targeted publications, and additional platforms.	March 2028	Division: All Divisions Lead: Director People and Culture Support: Director Global Brand and Marketing



OPPORTUNITIES



Action	Deliverable	Timeline	Responsibility
10. Continue to integrate Aboriginal and Torres Strait Islander knowledges and cultural content and perspectives into the University curriculum.	10.1 Implement, deliver and achieve the outcomes detailed in the First Nations Education and Student Success Strategy 2024-2028 as follows:	March 2028	Division: Tertiary Education Division Lead: Vice-President – Academic and Vice-President - Indigenous Engagement
	10.1.1 Analyse student performance data to close the gap between Indigenous and non-Indigenous student completions.	December 2025	Division: Tertiary Education Division and Student Success Division Lead: Vice-President - Academic and Vice-President - Student Success Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies
	10.1.2 Strengthen systems and data capture of First Nations student performance to improve educational outcomes.	December 2026	Division: Tertiary Education Division and Student Success Division Lead: Vice-President – Academic and Vice-President - Student Success Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies
	10.1.3 Increase collaboration and service alignment to strengthen pathways, access and student support by holding at least five (5) meetings per year of the Education Strategy and Innovation Committee.	December 2025, 2026, 2027	Division: Tertiary Education Division and Student Success Division Lead: Vice-President - Academic and Vice-President - Student Success Support: Vice-President - Indigenous Engagement
	10.1.4 Conduct annual audits of courses and units to strengthen First Nations content.	December 2025, 2026, 2027	Division: Tertiary Education Division Lead: Vice-President - Academic and Deputy Vice-President - Education and Quality Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies
	10.1.5 Deliver master classes to 60% of academic staff to increase understanding of effective pedagogical practice to strengthen teaching and scholarship.	March 2028	Division: Tertiary Education Division Lead: Vice-President - Academic and Deputy Vice-President - Education and Quality Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies
	10.1.6 Increase First Nations student performance to achieve parity, enrolment and completion* targets.	March 2028	Division: Tertiary Education Division and Student Success Division Lead: Vice-President - Academic and Vice-President - Student Success Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies

*Definition: completion is achievement of a Certification or Certified Qualification



Action	Deliverable	Timeline	Responsibility
	10.2 Undertake research into the constraints on First Nations student performance in both Vocational Education and Higher Education.	March 2028	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement
	10.2.1 Utilise research findings as a foundation for University Learning and Teaching policy and strategies for improving First Nations Vocational and Higher Education student course completions.	March 2028	Division: Tertiary Education Division and Student Success Division Lead: Vice-President - Academic and Deputy Vice-President - Education and Quality Support: Vice-President - Indigenous Engagement and Associate Professor - First Nations Studies
	10.2.2 Present Symposiums of First Nations students on their student journey and First Nations staff on Learning and Teaching.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies
	10.3 Identify examples of best practice teaching of First Nations curriculum and report into ongoing teaching workforce development.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4 Establish a Centre for First Nations Education Leadership specialising in First Nations Learning and Teaching.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4.1 Establish a First Nations Studies Course Committee.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4.2 Review and benchmark current courses for Aboriginal and Torres Strait Islander content.	December 2025	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4.3 Develop and deliver targeted Learning and Teaching Courses on First Nations studies.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deans of School
	10.4.4 Develop and implement a First Nations Learning and Teaching guide.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4.5 Finalise and implement the First Nations Curriculum Framework Policy and Procedure.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deputy Vice-President - Education and Quality
	10.4.6 Develop and implement at least six (6) service teaching agreements between the Indigenous Engagement Division and Schools.	March 2028	Division: Indigenous Engagement Division Lead: Associate Professor - First Nations Studies Support: Deans of Schools
	10.5 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.	December 2026	Division: Student Success Division Lead: Director Global Brand and Marketing

OPPORTUNITIES

Action	Deliverable	Timeline	Responsibility
	10.6 Strengthen existing vocational pathway programs to attract Aboriginal and Torres Strait Islander students into VET courses.	December 2026	Division: Tertiary Education Division Lead: Deputy Vice-President - VET and Business Development Support: Director Global Brand and Marketing
	10.7 Develop and implement a marketing strategy to encourage Aboriginal and Torres Strait Islander student recruitment.	December 2025	Division: Student Success Division Lead: Director Global Brand and Marketing Support: Director Indigenous Engagement Division
	10.8 Renew and expand the value of philanthropic partnerships and donations with industry partners and other business and organisations by 3% per annum.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Deputy Director Philanthropy
	10.9 Establish a minimum of five (5) new partnerships for philanthropic funding for scholarships and awards.	March 2028	Division: Vice-Chancellor and Presidents Division Lead: Deputy Director Philanthropy
11. Ensure active participation of Aboriginal and Torres Strait Islander staff and representatives in CQUniversity's institutional decision-making and planning processes.	11.1 Continue to appoint and remunerate as appropriate, Aboriginal and Torres Strait Islander representatives for positions on University Council and other committees.	March 2028	Division: Corporate Services Division Lead: Director Governance/University Secretary
	11.2 Conduct an audit of management and governance committees to determine which Terms of Reference currently require Aboriginal and Torres Strait Islander representatives, and which Terms of Reference should include a requirement for representation.	December 2025	Division: Corporate Services Division Lead: Director Governance/ University Secretary
	11.2.1 Based on the audit results, increase representation of Aboriginal and Torres Strait Islander representatives on management and governance committees.	March 2028	Division: Corporate Services Division Lead: Director Governance/ University Secretary



Action	Deliverable	Timeline	Responsibility
12. Strengthen Aboriginal and Torres Strait Islander research across CQUniversity, in partnership with community and other industry and government stakeholders.	12.1 Implement the First Nations Research Strategy 2023-2028 and achieve performance outcomes as follows:	March 2028	Division: Research Division Lead: Deputy Deans (Research) and Directors of Centres and Institutes Support: Vice-President - Indigenous Engagement
	12.1.1 Develop First Nations research practice skills and capabilities of staff with 70% of researchers completing First Nations research training.	March 2028	Division: Research Division Lead: Deputy Deans (Research) and Directors of Centres and Institutes Support: Vice-President - Indigenous Engagement
	12.1.2 Increase First Nations research impact by a minimum of 200 peer reviewed publications.	March 2028	Division: Research Division Lead: Deputy Deans (Research) and Directors of Centres and Institutes Support: Vice-President - Indigenous Engagement
	12.1.3 Increase First Nations research funding income by at least \$10 million.	March 2028	Division: Research Division Lead: Deputy Deans (Research) and Directors of Centres and Institutes Support: Vice-President - Indigenous Engagement
	12.1.4 Develop at least five (5) new research partnerships with First Nations stakeholders, government and/or industry.	March 2028	Division: Research Division Lead: Deputy Deans (Research) and Directors of Centres and Institutes Support: Vice-President - Indigenous Engagement
	12.1.5 The Jilbay First Nations RHD Academy will increase Aboriginal and Torres Strait Islander candidates completing RHD programs by a minimum of six (6).	March 2028	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: School of Graduate Research
	12.1.6 Create and embed two frameworks for both Jilbaybili (students) and Jilbaymali (supervisors) to develop online learning programs on research engagement and practice with Aboriginal and Torres Strait Islander peoples and communities and make available to all staff and students.	June 2025	Division: Indigenous Engagement Division Lead: Vice-President - Indigenous Engagement Support: School of Graduate Research



OPPORTUNITIES

Action	Deliverable	Timeline	Responsibility
13. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes within communities.	13.1 Develop and implement an Aboriginal and Torres Strait Islander procurement strategy.	December 2025	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.2 Commit to Supply Nation membership.	December 2025	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.3 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	December 2025	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.4 Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation.	March 2028	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.5 Review and update procurement practices and ICT systems to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	December 2026	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.6 Develop commercial relationships with a minimum of two Aboriginal and/or Torres Strait Islander businesses and/or suppliers.	March 2028	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance
	13.7 Increase annual procurement spend with Aboriginal and Torres Strait Islander suppliers by at least 25% per annum.	December 2025, 2026, 2027	Division: Corporate Services Division Lead: Deputy Chief Financial Officer and Director Finance





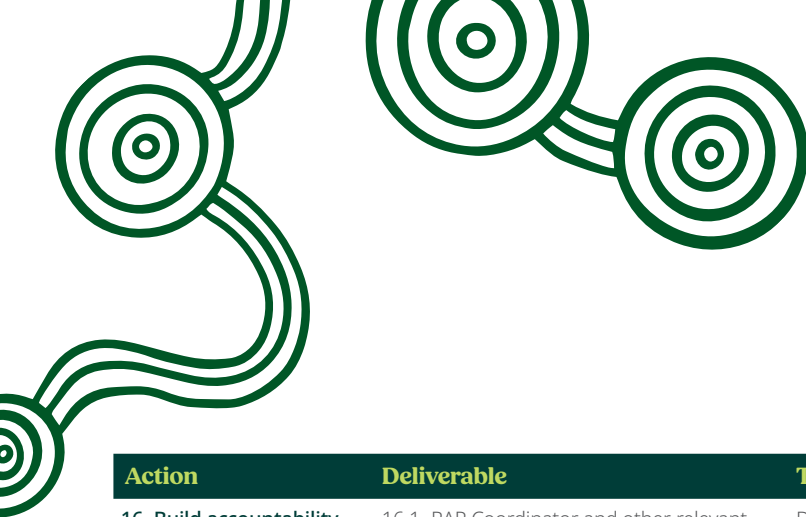
Governance



GOVERNANCE



Action	Deliverable	Timeline	Responsibility
14. Maintain an effective RAP Committee and establish an executive level RAP Coordinating Committee to drive implementation of the RAP.	14.1 Maintain Aboriginal and Torres Strait Islander representation on the RAP Committee (Working Group).	March 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee
	14.2 Maintain RAP Committee and update existing Terms of Reference.	March 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee
	14.3 RAP Committee to meet at least four (4) times per year to lead and monitor RAP implementation.	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Chair RAP Committee
15. Provide appropriate support for effective implementation of RAP commitments.	15.1 Develop information on financial resources and define resource needs for implementation of priority actions from the RAP.	June 2025	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division Support: Deputy Chief Financial Officer and Director Finance
	15.2 Embed key RAP actions in performance expectations of senior management and all staff.	December 2025	Division: Corporate Services Division Lead: Deputy Director Strategic Planning, Risk and Insurance
	15.2.1 Integrate the specific RAP actions and deliverables into Divisional Plans.	December 2025	Division: Corporate Services Division Lead: Deputy Director Strategic Planning, Risk and Insurance
	15.3 Embed appropriate systems and capabilities to track, measure and report on RAP commitments.	December 2025	Division: Indigenous Engagement Division Lead: Chair RAP Committee
	15.4 Appoint and maintain an internal RAP Champion from senior management.	December 2025	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Chair RAP Committee
	15.5 Include RAP as a standing agenda item at senior management meetings.	December 2025	Division: Corporate Services Division Lead: Director Governance/ University Secretary



Action	Deliverable	Timeline	Responsibility
16. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	16.1 RAP Coordinator and other relevant staff to meet with Reconciliation Australia quarterly to provide progress updates.	December 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	16.2 Senior University executive to meet with Reconciliation Australia twice per annum.	December 2025, 2026, 2027	Division: Vice-Chancellor and Presidents Division Lead: Chief of Staff Support: Vice-President - Indigenous Engagement
	16.3 Ensure that primary and secondary contact details are current with Reconciliation Australia.	June 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	16.4 Communicate with Reconciliation Australia to access a unique link for the RAP Impact Measurement Questionnaire.	August 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	16.5 Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 2025, 2026, 2027	Division: Indigenous Engagement Division Lead: Director Indigenous Engagement Division
	16.6 Report RAP progress to all staff and senior leaders quarterly.	April, July, October, December, 2025, 2026, 2027, 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
	16.6.1 Provide a half yearly report on progress to Council and University Management Committee.	April, October 2025, 2026, 2027, 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
	16.6.2 Provide quarterly reports to RAP Committee.	April, July, October, December, 2025, 2026, 2027, 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
	16.7 Publicly report our RAP achievements, challenges and learnings, annually.	May 2026, 2027, 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
17. Continue the reconciliation journey by developing a university-wide RAP.	16.8 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	June 2026	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
	16.9 Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	March 2028	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary
	17.1 Continue the reconciliation journey by developing a university-wide RAP.	January 2027	Division: Indigenous Engagement Division Lead: Chair RAP Committee Support: RAP Committee Secretary

Indigenous artwork

Chasing Dreams

CQU's Indigenous Artwork
by Coolamon Creative

'Chasing Dreams' is a multi-faceted design bringing together elements to illustrate self-improvement, journey, connection, community, support, and being a part of something bigger.

The center shows students envisioning a world of possibilities that knowledge can bring to make dreams a reality. The shooting stars represent chasing dreams, and the hand symbols represent reaching out for the stars.

The journey symbol serves as a reminder that we are all on our own path and is a foundation of who we are and where we are from. The artwork as a whole represents the expansion of the mind, through the use of strokes radiating from the center outwards.

CRICOS: 00219C | TEQSA: PRV12073 | RTO: 40939 | BRJ_BK_25005





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