

CENTRAL QUEENSLAND UNIVERSITY  
**Innovate Reconciliation  
Action Plan 2016 – 2018**



RECONCILIATION  
ACTION PLAN

INNOVATE



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# CQUNIVERSITY VICE-CHANCELLOR AND PRESIDENT

Our inaugural Reconciliation Action Plan outlines some of CQUniversity's progress so far and our plans for the future in an effort to improve the relationships between Indigenous and non-Indigenous Australians.

We have adopted an Innovate model from Reconciliation Australia for our Reconciliation Action Plan. This model will help us engage with Aboriginal and Torres Strait Islander peoples in ways which will help build relationships and partnerships, demonstrate respect and improve opportunities for Indigenous people.

I believe the goals and actions in this model and plan will assist us embed reconciliation into the culture of CQUniversity.

I look forward to seeing how our inaugural Reconciliation Action Plan will transform our organisation and benefit communities.



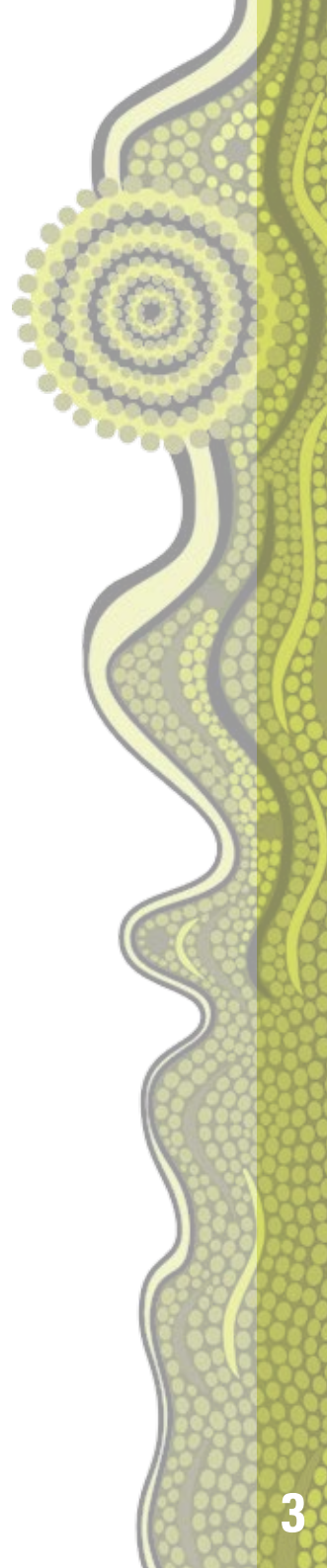
Professor Scott Bowman  
Vice-Chancellor and President  
CQUniversity Australia

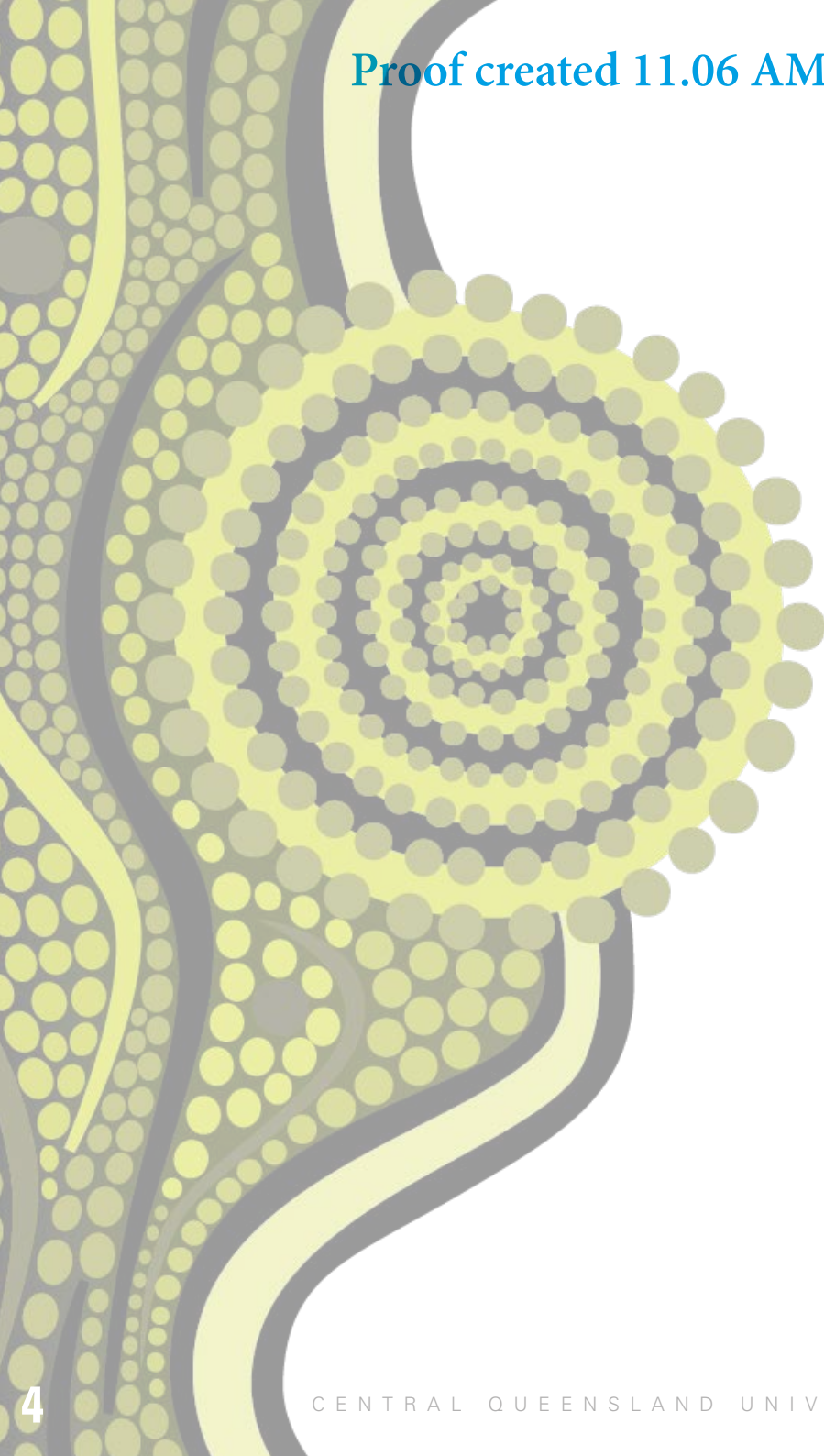


# OUR VISION FOR RECONCILIATION

In the spirit of reconciliation, Central Queensland University (CQUniversity Australia) commits to building long term respectful partnerships with Aboriginal and Torres Strait Islander peoples throughout its many campuses, study hubs and study centres and their neighbouring local communities.

CQUniversity will create and build stronger relationships and sustainable opportunities that will enable equality and integration, greater study, employment and research prospects and the reciprocation of knowledge. Through enacting the Reconciliation Action Plan, CQUniversity will move towards becoming a truly inclusive and engaged university.







# OUR UNIVERSITY

Central Queensland University (CQUniversity) Australia acknowledges and respects the land on which its original campus is located in Rockhampton on the land of the Darumbal people (sometimes also written as Dharumbal). Almost two decades after they filed their Native Title application, the Federal Court of Australia formally recognised the Darumbal people as the Traditional Owners of their land on 21 June, 2016.

CQUniversity Australia has a unique and interesting history. The University was originally founded in Rockhampton in 1967 and was known as the Queensland Institute of Technology (Capricornia). By 1974 it was among only a few Australian institutes to commence the delivery of distance education.

Between 1978 and 1989 further campuses were established in Bundaberg, Emerald, Gladstone, and Mackay and in 1992 the Institute achieved full University status to become known as Central Queensland University. Along with locations in regional Queensland, CQUniversity has also expanded its presence throughout Australia with campuses in Adelaide, Brisbane, Cairns, Melbourne, Noosa, Perth, Sydney and Townsville, distance education study centres in Biloela and Yeppoon, and partner study centres/hubs in Cannonvale, Charters Towers, Cooma, Karratha, Busselton and Geraldton.

Now more than 20 years on and following a merger with Central Queensland Institute of TAFE (CQ TAFE) on 1 July 2014, CQUniversity is responsible for providing a diverse range of training and education programs and courses to more than 30,000 students studying qualifications from certificate to post doctorate level. The merger with CQ TAFE saw the establishment of Queensland's first dual sector university, providing a more comprehensive approach to education, training, research and engagement in the Central Queensland region and beyond.

As at 30 July 2016, 478 Aboriginal and Torres Strait Islander students were studying at CQUniversity, either through distance education or on campus. Approximately 750 Aboriginal and Torres Strait Islander students were enrolled in a VET course. CQUniversity employs 1550 full-time equivalent staff, including 37 staff who identify as an Aboriginal and or Torres Strait Islander person.

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 English Work and Study Preparation.

CQUniversity is committed to providing excellent educational pathways to enable all students to participate in tertiary education regardless of their background, thereby enabling students to be what they want to be. The University continues to be a leader in the delivery of distance education with approximately half of the student cohort studying by distance education.

CQUniversity is also proud to have the highest ratio of students from mature age, Aboriginal and Torres Strait Islander peoples, first-in-family and low socio-economic backgrounds in Australia. The University defines itself by who it embraces rather than who it excludes and because of this CQUniversity is widely recognised as Australia's most inclusive university.

As stated in its Strategic Plan, 'CQUniversity is proud of its graduates who leave university with the knowledge, skills, understanding and aptitude for full participation in society and the economy'. What's more, CQUniversity students have some of the best graduate outcomes, with recent data released by Graduate Careers Australia indicating that CQUniversity has an overall full-time graduate employment rate of 81.1 per cent. This figure is almost 10 per cent higher than the national average of 71.3 per cent for Australian resident bachelor degree graduates.

CQUniversity has also established itself as a research focused university. In the 2015 Excellence in Research Australia rankings, the University was rated well above world standard in the areas of applied mathematics, nursing, other medical and health sciences and psychology. An above world standard ranking was received in the areas of environmental science and management and mechanical engineering and 'at world standard' ranking was awarded in the areas of artificial intelligence, image processing, public health and health services.

CQUniversity is among Australia's most engaged universities and has formed valuable partnerships with government, community and industry groups, right across its national university footprint and overseas.



# OUR RECONCILIATION ACTION PLAN JOURNEY

The development of our RAP commenced in late 2013, building on work done some years ago in creating the CQUniversity Reconciliation Statement which formalised the University's commitment to reconciliation and achieving equality for Aboriginal and Torres Strait Islander peoples. It was important that the commitments made in the Reconciliation Statement were further developed into clear and measurable actions that reflected community needs and priorities.

The work has been guided by the relevant University committees and championed by the Pro Vice-Chancellor (Indigenous Engagement) and the Office of Indigenous Engagement. The engagement process has involved a large number of Aboriginal and Torres Strait Islander and other Australian staff, students and community members coming together across the Rockhampton, Bundaberg, Mackay, Gladstone and Cairns campuses for consultation. During the consultations people were given opportunity to give feedback and suggestions on the CQUniversity Reconciliation Statement and comment on what the commitments in the Statement meant to them. Consultation participants could contribute verbally or in writing. This resulted in broad feedback relevant to the University as a whole, and also specific place-based campus information that will be useful in working locally. People who were not able to attend the face-to-face consultations were able to contribute online.

The collated information provided emerging themes, principles and practical applications of what the participants wanted to see from CQUniversity, both on its campuses and in partnership with the community. This information was represented back to participants in 2014 via a series of workshops that were held in Bundaberg, Gladstone, Rockhampton, Mackay and Cairns. Our learnings through this process included the need to take some actions that were tangible, fixed and systemic as well as action that involved symbolic progresses and activities. The Office of Indigenous Engagement prepared a draft Innovate Reconciliation Action Plan, which was progressed through the Vice-Chancellors Advisory Committee (AVCC), the Indigenous Employment Reference Group (IERG) and CQUniversity Council ensuring further consultation and senior management commitment to undertaking the actions identified. The AVCC represents all areas of the CQUniversity's operations and time was given for members of this Committee to discuss with staff within the operational areas of the CQUniversity.

As a result of these workshops, CQUniversity crystallised its commitment to reconciliation in the following principles:

## **CQUniversity commits to:**

- » Being an exemplar of reconciliation to the local communities where CQUniversity campuses are located
- » Being an exemplar of reconciliation for Higher Education communities
- » Collaborate and consult with Aboriginal and Torres Strait Islander peoples and communities on all issues that directly or indirectly affect them
- » Proactively promote Aboriginal and Torres Strait Islander peoples participation in the University, including access to resources and services, employment and research opportunities
- » Proactively promote understanding and Aboriginal and Torres Strait Islander cultural awareness amongst staff and students
- » Use the appropriate terminology for the local Aboriginal and Torres Strait Islander peoples in any given location
- » Act on all these principles that healing and true reconciliation can occur; and
- » Provide adequate and timely resources for the Reconciliation Working Group to oversee the implementation of these commitments.

CQUniversity commits to acting on these principles so that healing and true reconciliation can occur.

A Reconciliation Action Plan Working Group has been established. This group consists of the following nominated positions:

- » Pro Vice-Chancellor (Indigenous Engagement)
- » RAP Champion (as nominated by the Vice Chancellor and President)
- » Senior Deputy Vice-Chancellor and Vice-President (International and Services)
- » Deputy Vice-Chancellors
- » Provost
- » Pro Vice-Chancellor (Learning and Teaching)
- » Pro Vice-Chancellor (Vocational Education and Training Operations and Growth)
- » Director People and Culture
- » Aboriginal and Torres Strait Islander Community Representative (as appointed by RAP Champion)
- » One member of Council (as nominated by the University Council)
- » Four staff members from areas of the University not specified
- » One Indigenous student representative (as nominated by the Student Representative Council)

This committee will meet bi-monthly and will report to the RAP Champion on the achievement of RAP goals.

This RAP now reflects the key goals and issues of importance as identified through the staff and community consultations. The University Council has a firm commitment to support measures that will insure the targets are reached. These targets are also reflected in operational plans throughout the University that feed into the overarching CQUniversity Strategic Plan.



## 1. RELATIONSHIPS

We believe strengthening partnerships with Aboriginal and Torres Strait Islander peoples, communities and stakeholders is important to CQUniversity. These partnerships will work towards building strong and sustainable connections, sound community engagement principles and practices, and promote education and research development and opportunities.

ACTION	RESPONSIBILITY	TIMELINE	TARGET
<b>1.1 RAP WORKING GROUP</b> CQUniversity RAP Working Party (RWG) actively monitors RAP development, including implementation of actions, tracking progress and reporting.	Pro Vice-Chancellor (Indigenous Engagement)	September 2016 November 2016	» RWG oversees the development, endorsement and launch of the RAP. » Ensure Aboriginal and Torres Strait Islander peoples are represented on the RWG.
	Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region)	March, June, September and December 2017 and 2018	» Meet at least four times per year to monitor and report on RAP implementation.
<b>1.2 INTERNAL ENGAGEMENT</b> Develop strong mutually beneficial relationships and partnerships with Aboriginal and Torres Strait Islander employees, academics and students at CQUniversity.	Pro Vice-Chancellor (Indigenous Engagement)	October 2016, February 2017 and 2018	» Develop and implement an annual communications strategy to ensure a minimum of one story per month is posted to the CQUniversity intranet, website, CQUniNEWS (newsletter), @CQUni Twitter, CQUniversity Facebook and in written publications featuring profiles of Aboriginal and Torres Strait Islander staff and students success stories promoting the outcomes of CQUniversity RAP and reconciliation initiative/ activities (e.g. newspaper articles). These would include the activities as described throughout the RAP. » Coordinate an annual Aboriginal and Torres Strait Islander staff and students workshop. » Aboriginal and Torres Strait Islander staff and members of the community will be working in partnership with CQUniversity to provide input and strategic advice on relevant matters to key committees and reference groups i.e. industry, program and engagement committees.. Review committee terms of reference for inclusion of Aboriginal and Torres Strait Islander staff and/or community input or feedback where relevant.
	Provost  Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region)	June 2017  By December 2016, 2017 and 2018	





ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>1.3 EXTERNAL COMMUNITY ENGAGEMENT</b></p> <p>Develop strong mutually beneficial working relationships and partnerships with external Aboriginal and Torres Strait Islander peoples, communities and organisations.</p>	<p>All School Deans Provost and Deputy Vice-Chancellor (Industry, Vocational Training and Access Education)</p>	<p>October 2016</p>	<ul style="list-style-type: none"> <li>» Create a register of key Aboriginal and Torres Strait Islander peoples, communities and organisations including potential students, education experts and community leaders.</li> <li>» Meet with key Aboriginal and Torres Strait Islander peoples, communities and organisations including potential students, education experts and community leaders to develop guiding principles for future engagement.</li> </ul>
	<p>Pro Vice-Chancellor (Indigenous Engagement) Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region)</p>	<p>December 2016</p>	<ul style="list-style-type: none"> <li>» Through partnerships and community engagement activities and capacity building activities, strengthen and develop a strong relationship with Aboriginal and Torres Strait Islander peoples, communities and organisations. This will be achieved through including Indigenous representatives on all CQUniversity Regional Engagement Committees, which provide direct input on engagement within designated CQUniversity regions.</li> </ul>
	<p>Associate Professor Indigenous Engagement Relevant Committee Chair</p>	<p>October 2016, 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Promote Aboriginal and Torres Strait Islander achievements in research and leadership in BE Mag, CQUniNEWS, and in local and national media coverage.</li> </ul>
<p><b>1.4 EXEMPLAR OF RECONCILIATION</b></p> <p>Celebrate National Reconciliation Week (NRW) across CQUniversity campuses and spaces.</p>	<p>Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region) Associate Vice-Chancellors Pro Vice-Chancellor (Indigenous Engagement)</p>	<p>27 May – 3 June, 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Organise and host one open community NRW event each year across all CQUniversity campuses.</li> <li>» Partner with Recognise Campaign team to organise a key annual lecture during NRW that focuses on reconciliation (to be delivered by an Aboriginal and/or Torres Strait Islander guest speaker).</li> <li>» Register our NRW event via Reconciliation Australia’s NRW website.</li> <li>» Support an external NRW event.</li> <li>» Ensure our Working Group participates in an external event to recognise and celebrate NRW.</li> </ul>
	<p>Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region) Associate Vice-Chancellors Pro Vice-Chancellor (Indigenous Engagement)</p>	<p>27 May – 3 June 2018</p>	<ul style="list-style-type: none"> <li>» Establish an annual Reconciliation Award to be presented at an official award ceremony during NRW to recognise students or staff members who demonstrate commitment to reconciliation by actively promoting the RAP initiatives.</li> </ul>



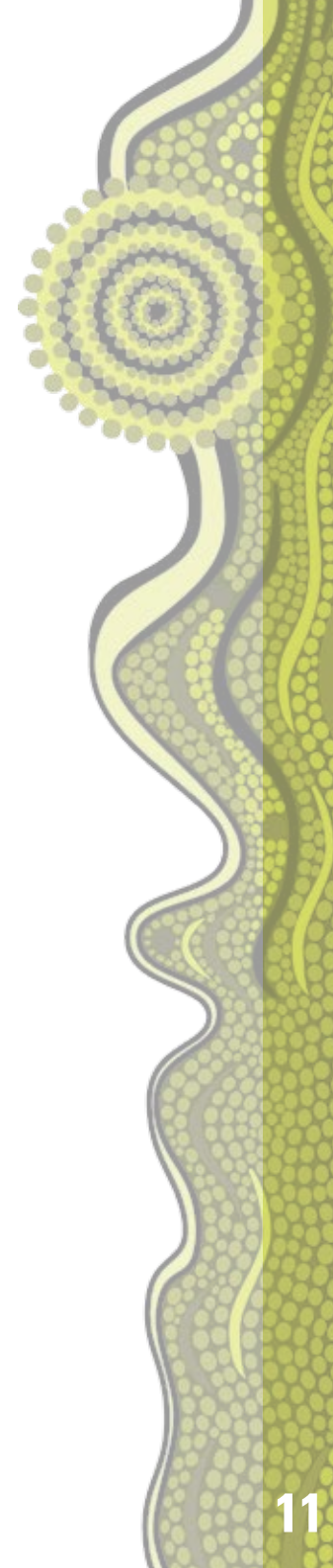
**2. RESPECT**

Gaining a better understanding of and increasing our mutual respect for Aboriginal and Torres Strait Islander peoples is important to CQUniversity. We aim to enhance our cultural competency for First Australian Peoples by educating staff and students in Aboriginal and Torres Strait Islander peoples, history, cultures and achievements. We want all our staff and students to truly work together, have pride in each other’s cultures and celebrate success.

ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>2.1 CULTURAL PROTOCOLS</b></p> <p>Engage CQUniversity students and staff in understanding Aboriginal and Torres Strait Islander cultural protocols around Welcome to Country and Acknowledgement of Country.</p>	<p>Pro Vice-Chancellor (Indigenous Engagement)</p>	<p>December 2016</p>	<ul style="list-style-type: none"> <li>» Develop and implement a cultural protocol document for CQUniversity.</li> <li>» Review list of key contacts for organising a Welcome to Country and maintain respectful partnerships.</li> </ul>
	<p>All School Deans</p> <p>Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region)</p>	<p>December 2016</p>	<ul style="list-style-type: none"> <li>» Engage Traditional Owners to request for a Welcome to Country.</li> <li>» Ensure Acknowledgement of Country is included in all staff email signature blocks.</li> <li>» Identify at least one significant event each year across all CQUniversity campuses, for which a Welcome to Country from a local Traditional Owner could be included.</li> </ul>
	<p>Senior Deputy Vice-Chancellor and Vice-President (International and Services)</p> <p>Pro Vice-Chancellor (Learning and Teaching)</p>	<p>December 2016</p>	<ul style="list-style-type: none"> <li>» Develop and implement a communication strategy to ensure students and staff are aware of the CQUniversity cultural protocol document, ensuring that it is easily accessible via the CQUniversity intranet, student portal and public website.</li> <li>» Create and distribute wallet sized information cards for students and staff that includes suggested wording for acknowledging the Traditional Owners of the land.</li> </ul>
		<p>July 2017</p>	<ul style="list-style-type: none"> <li>» Ensure CQUniversity’s cultural protocol document is included in students and staff inductions/orientations and learning guides.</li> </ul>



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>2.2 CULTURAL COMPETENCY</b></p> <p>Engage employees in cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander people’s cultures, histories and achievements.</p>	<p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Director, People and Culture</p>	<p>November 2016 March 2017</p>	<ul style="list-style-type: none"> <li>» Review and update CQUniversity Indigenous Cultural Competency Course available to CQUniversity staff, which defines cultural learning requirements of employees in all areas of our business and considers various ways cultural learning can be provided (online, face-to-face workshops or cultural immersion).</li> <li>» Investigate opportunities to partner with local Traditional Owners to teach a component that focuses on the culture and tradition of the local people where the program is being delivered. This will be implemented by including Indigenous people on CQUniversity’s key Curriculum Program Review and Accreditation Committees. This will ensure that Indigenous people are involved in the decision-making with regards to Indigenous content and how that content is delivered within localise context.</li> </ul>
		<p>February 2017</p>	<ul style="list-style-type: none"> <li>» Provide opportunities for RWG members, HR Managers and all senior leaders to participate in cultural training.</li> <li>» Include components of the existing Cultural Competency Course as a mandatory requirement of new Staff Inductions as a minimum requirement. A full Indigenous Cultural Competency Course will also be available to extend staff knowledge and skills.</li> </ul>
<p><b>2.3 INCLUSIVE INDIGENOUS CURRICULUM</b></p> <p>Embed Aboriginal and Torres Strait Islander content into CQUniversity across curriculum to encourage a broader understanding and methodology of Aboriginal and Torres Strait Islander cultural perspectives.</p>	<p>Provost</p> <p>HED and VET Deans</p> <p>Pro Vice-Chancellor (Learning and Teaching)</p> <p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Professor of Learning, Equity, Access and Participation (Learning and Teaching)</p> <p>Dean Graduate Studies</p>	<p>December 2016</p>	<ul style="list-style-type: none"> <li>» Develop, implement and communicate the Great Guide to <i>Indigenisation of the Curriculum</i> and its accompanying workshop program. A workshop and yarning circle will be held each term in the academic year (3 times a year). These will be held either face-to-face at a large metropolitan campus or regional campus and via CQUniversity’s ISL Jabber network. The University undertakes a range of training and professional development, as one of the few universities with technology that can link students on 25 campuses through distance learning platforms. Workshops and yarning circles will initially be aimed at schools that:                         <ul style="list-style-type: none"> <li>» Demonstrate an Indigenised curriculum in order for specific programs to be accredited by their professional associations, e.g. Social Work, Nursing and Education. If they do not include Indigenised curriculum they will not meet professional accreditation standards. The Great Guide to <i>Indigenisation of the Curriculum</i> along with the workshops and yarning circles is seen as a mechanism to assist them to:</li> <li>» Promote the Great Guide to <i>Indigenisation of the Curriculum</i> to all schools and divisions within the University’s sphere of influence</li> <li>» Ensure Indigenisation includes teaching practices, relationships with communities, and facilitates the best represent of Aboriginal and Torres Strait Islander people through all work undertaken.</li> </ul> </li> </ul>
		<p>March 2017</p>	<ul style="list-style-type: none"> <li>» Include Aboriginal and Torres Strait Islander engagement and research practices in existing course material.</li> </ul>



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>2.4 NAIDOC WEEK</b> Celebrate and participate in NAIDOC Week.</p>	Director People and Culture	December 2016	» Review HR policies and procedures to identify and address barriers to staff participating in NAIDOC Week.
	Provost Deputy Vice-Chancellor (Industry, Vocational Training and Access Education) Deans Director People and Culture	July 2017 and 2018	» Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week.
	Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region) Associate Vice-Chancellors Pro Vice-Chancellor (Indigenous Engagement)	December 2016, 2017 and 2018	» Host one internal event at each CQUniversity campus for staff, students and community members to celebrate and participate in NAIDOC Week.
<p><b>2.5 RESEARCH WITH ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES</b> Enhance current CQUniversity research agenda by embedding Aboriginal and Torres Strait Islander peoples’ research and interests as appropriate.</p>	Pro Vice-Chancellor (Indigenous Engagement) Pro Vice-Chancellor Research	March 2017 and 2018	» Undertake research and promote findings support that support Indigenous communities, economic and social development through the advancement of an Indigenous knowledge economy.
	Provost	December 2016, 2017 and 2018	» Build partnerships with schools, Aboriginal and Torres Strait Islander university education centres, institutes and other stakeholders, to maximise research opportunities and outcomes.
		December 2016, 2017 and 2018	» Increase the number of Aboriginal and Torres Strait Islander researchers at CQUniversity to enhance their strength and expertise in broader research disciplines.
		December 2016, 2017 and 2018	» Encourage and assist Aboriginal and Torres Strait Islander researchers to publish and present their papers at national and international conferences.



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>2.6 SYMBOLISE ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES CULTURES</b></p> <p>Create spaces across CQUniversity campuses symbolising and embracing Aboriginal and Torres Strait Islander cultural significance.</p>	Pro Vice-Chancellor (Indigenous Engagement)	December 2016	» Develop a plan to create dedicated spaces across CQUniversity campuses demonstrating and respecting Aboriginal and Torres Strait Islander people’s cultures.
	Deputy Vice-Chancellor (International and Services)	December 2016 and 2017	» Acknowledge Aboriginal and Torres Strait Islander histories and languages by erecting multilingual signs in English and the language of the Traditional Owners and including information about the local First Australian Peoples.
	Associate Vice-Chancellors	December 2016 and 2017	» Educate staff and students on Aboriginal and Torres Strait Islander people’s knowledge of the natural environment.
		December 2016 and 2017	» Install flag poles and organise for Aboriginal and Torres Strait Islander flags to be displayed.
<p><b>2.7 EXHIBITION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES ART</b></p> <p>Display Aboriginal and Torres Strait Islander peoples, artworks across all CQUniversity campuses, study hubs and study centres including artworks from the local areas where those campuses are situated.</p>	Art Collection Manager	August 2017 and 2018	» Scope, develop and implement a plan to display Aboriginal and Torres Strait Islander Art work, including the acknowledgment of artist and story of the artwork.
	Pro Vice-Chancellor (Indigenous Engagement)	September, 2017 and 2018	» Promote the CQUniversity Creates Art Exhibition showcasing First Australian Peoples, with promotion will be via mainstream and Indigenous media, including social media and artists networks.
	Associate Vice-Chancellors	June 2017 and 2018 August 2017	» Create and make available an annual Indigenous Art Award valued at \$1500, whereby the University will showcase the winning artwork to promote First Australia Peoples and cultures at CQUniversity. » Organise for winning artwork to be included into the design of CQUniversity promotional items.
		October 2017 and 2018	» Host a traveling exhibition of Aboriginal and Torres Strait Islander artworks on each CQUniversity campus.
		October 2018	» Publish a book of Aboriginal and Torres Strait Islander artists and art work currently held within CQUniversity art collection.



**3. OPPORTUNITIES**

Increasing education, career access and success at CQUniversity for Aboriginal and Torres Strait Islander peoples is important to becoming a truly inclusive university. The University is proud to have nearly three times the national average of Aboriginal and Torres Strait Islander students for an Australian university. It is important to foster participation through all activities and opportunities offered by the University throughout scholarship applications, employment, research projects, study tours and development opportunities. This is important for the university experience and in developing future leaders in industry, business and communities.

ACTION	RESPONSIBILITY	TIMELINE	TARGET
<b>3.1 EMPLOYMENT OPPORTUNITIES</b> Investigate opportunities to increase Aboriginal and Torres Strait Islander employment opportunities within CQUniversity.	Senior Deputy Vice-Chancellor and Vice-President (International and Services)	September 2016	» Continue to maintain a list of Aboriginal and Torres Strait Islander staff to inform future employment and development opportunities. Review list at six months intervals adding new staff members and remove staff members who have left the University's employ.
	Director People and Culture	October 2016	» Review People and Culture (PAC) procedures and policies to ensure barriers to employment are addressed and promotion opportunities for Aboriginal and Torres Strait Islander employees is enabled.
	Pro Vice-Chancellor (Indigenous Engagement)	November 2016	» Review the Indigenous Employment Reference Group (IERG) and the Aboriginal and Torres Strait Islander Employment and Career Development Strategy.
		February 2017	» Pilot different approaches to increasing Aboriginal and Torres Strait Islander employment within CQUniversity including training pathways, apprenticeships, internships, cadetships, work experience.
	Director Marketing	March 2017 and 2018	» Advertise all vacancies in Aboriginal and Torres Strait Islander published and online media, including social media.
	Pro Vice-Chancellor (Indigenous Engagement) Director People and Culture	May 2017 and 2018	» Review the possibility of creating five identified positions to be made available to Aboriginal and /or Torres Strait Islander peoples throughout the schools and departments.



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>3.2 ONGOING STUDENT SUPPORT</b></p> <p>Provide ongoing support to Aboriginal and Torres Strait Islander students to optimise success and retention in education.</p>	Associate Dean, Academic Learning Services Unit	October 2016, February 2017 and 2018	» Continue to deliver residential workshops to Tertiary Entry Program students available to Aboriginal and Torres Strait Islander peoples.
	Deputy Vice-Chancellor (Student Experience and Governance)	October 2016, February 2017 and 2018	» Ensure continued tutorial support be made available to Aboriginal and Torres Strait Islander students.
		October 2016, and January 2017 and 2018	» Continue to employ and support Indigenous Engagement Officers and Student Support Offices to provide effective and culturally appropriate support for Aboriginal and Torres Strait Islander students by on-going personal and professional development opportunities.
	Pro Vice-Chancellor (Indigenous Engagement)	By December 2016, 2017 and 2018	<ul style="list-style-type: none"> <li>» Ensure information regarding all scholarships and cadetships is widely circulated to Aboriginal and Torres Strait Islander students.</li> <li>» Identify Aboriginal and Torres Strait Islander students for possible opportunities specific to disciplines and fields of study.</li> <li>» Ensure high achieving Aboriginal and Torres Strait Islander students are encouraged to apply for scholarships and awards that recognise their achievements.</li> </ul>
	Director, Development and Alumni Relations	October 2016	» Review the provision of scholarships available to Aboriginal and Torres Strait Islander students to ensure equity.
<p><b>3.3 HIGHER DEGREE RESEARCH (HDR)</b></p> <p>Create opportunities to increase numbers of Aboriginal and Torres Strait Islander students undertaking HDR studies.</p>	Pro Vice-Chancellor (Indigenous Engagement) Pro Vice-Chancellor (Research) Provost	November 2016	» Develop and implement a plan to provide scholarship opportunities for Aboriginal and Torres Strait Islander research students.
	Dean of Graduate Studies	December 2016	» Ensure strategic/operational plans include targets and strategies that support potential Aboriginal and Torres Strait Islander research higher degree students to complete degrees early in their academic careers.
	Director People and Culture	August 2017	» Develop a strategy to appoint Aboriginal and or Torres Strait Islander peoples into Adjunct Professor roles.



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>3.4 LEADERSHIP</b></p> <p>Encourage Aboriginal and Torres Strait Islander students and staff to participate in external leadership and mentoring programs.</p>	<p>International Director</p> <p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Deputy Vice-Chancellor (Student Experience and Governance)</p>	<p>March 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Encourage Aboriginal and Torres Strait Islander students to participate in mentoring programs by sharing information via CQUni NEWS, student communications and social media platforms.</li> </ul>
		<p>September 2016, 2017 and 2018 – ongoing</p>	<ul style="list-style-type: none"> <li>» Develop a plan to identify cultural and academic student exchange programs.</li> </ul>
		<p>September 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Increase the number of Aboriginal and Torres Strait Islander Student Ambassadors by two ambassadors annually.</li> </ul>
		<p>November 2016, 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Increase the number of Aboriginal and Torres Strait Islander students who participate in Australian and International student exchange programs by promoting information via CQUni NEWS, student communications, CQUniversity and social media platforms.</li> </ul>
<p><b>3.5 FURTHER EDUCATION AND EMPLOYMENT OPPORTUNITIES</b></p> <p>Develop study and career opportunities for Aboriginal and Torres Strait Islander students</p>	<p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Director, Development and Alumni Relations</p> <p>All Deans</p> <p>Deputy Vice-Chancellor (Student Experience and Governance)</p>	<p>December 2016</p> <p>February 2017 and 2018</p> <p>August 2017</p> <p>February 2017</p> <p>December 2016, 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Scope the opportunity to develop study and career opportunities for Aboriginal and Torres Strait Islander students particularly in the areas of Science, Information Technology (IT) and Engineering.</li> <li>» Increase Aboriginal and Torres Strait Islander student enrolment in Science, IT and Engineering School programs.</li> <li>» Increase and sustain Aboriginal and Torres Strait Islander student retention in all health programs by ten per cent.</li> <li>» Establish an Aboriginal and Torres Strait Islander Alumni Network.</li> <li>» Leverage partnership with Australian Indigenous Mentoring Experience (AIME) by continuing the program in Rockhampton, Gladstone, and Mackay, and explore opportunities to expand to Cairns, Townsville and Bundaberg campuses.</li> </ul>



ACTION	RESPONSIBILITY	TIMELINE	TARGET
<p><b>3.6 LINKING WITH EDUCATION PROVIDERS</b></p> <p>Improve linkages with schools, TAFE/VET providers to encourage more Aboriginal and Torres Strait Islander peoples to enrol at CQUniversity.</p>	<p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Deputy Vice-Chancellor (Engagement, Campuses and Mackay–Whitsunday Region)</p> <p>Deputy Vice-Chancellor (Student Experience and Governance)</p> <p>Director, Development and Alumni Relations</p>	<p>December 2016, 2017 and 2018</p>	<ul style="list-style-type: none"> <li>» Ensure regular communication between CQUniversity and the Australian Indigenous Mentoring Experience (AIME) Program within the Central Queensland catchment area including: attend one meeting per year with the principals and lead teachers of AIME schools; attend meetings with schools interested in AIME; attending AIME events designed to attract philanthropic funds to expand the reach of AIME; and promoting AIME at CQUniversity where possible through the television, radio and social media.</li> <li>» Ensure regular communication with CQUniversity’s widening participation team, HEPP funded projects, the Indigenous engagement team and marketing, all of which are aimed at increasing Indigenous participation in education.</li> <li>» Ensure CQUniversity is represented at four key Indigenous Careers Expo, and that there is Indigenous representation at six CQUniversity Open Days.</li> <li>» Attend at least one Indigenous specific TAFE/VET industry meeting annually.</li> <li>» Develop one new opportunity a year for Aboriginal and Torres Strait Islander students to access an industry placement or internship.</li> </ul>
<p><b>3.7 INVESTIGATE OPPORTUNITIES TO INCORPORATE ABORIGINAL AND TORRES STRAIT ISLANDER SUPPLIER DIVERSITY WITHIN CQUNIVERSITY</b></p>	<p>Pro Vice-Chancellor (Indigenous Engagement)</p> <p>Senior Deputy Vice-Chancellor and Vice-President (International and Services)</p>	<p>December 2016, 2017 and 2018</p> <p>January 2016, 2017 and 2018</p> <p>March 2017</p> <p>September 2016</p> <p>February 2017</p>	<ul style="list-style-type: none"> <li>» Develop and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can supply goods and services.</li> <li>» Register with Supply Nation.</li> <li>» Review CQUniversity’s procurement policies and procedures to identify barriers to Aboriginal and Torres Strait Islander businesses suppliers of goods and services and reflect the Commonwealth Government’s aim of increasing procurement agreements with Aboriginal and Torres Strait Islander businesses and suppliers.</li> <li>» Develop commercial relationships with Aboriginal and /or Torres Strait Islander owned businesses in accordance with the University’s reviewed procurement procedures to increase the number of Aboriginal and Torres Strait Islander suppliers of goods and services to the University.</li> <li>» Maintain a register of our procurement arrangements with Indigenous businesses and suppliers.</li> </ul>



**4. TRACKING PROGRESS AND REPORTING**

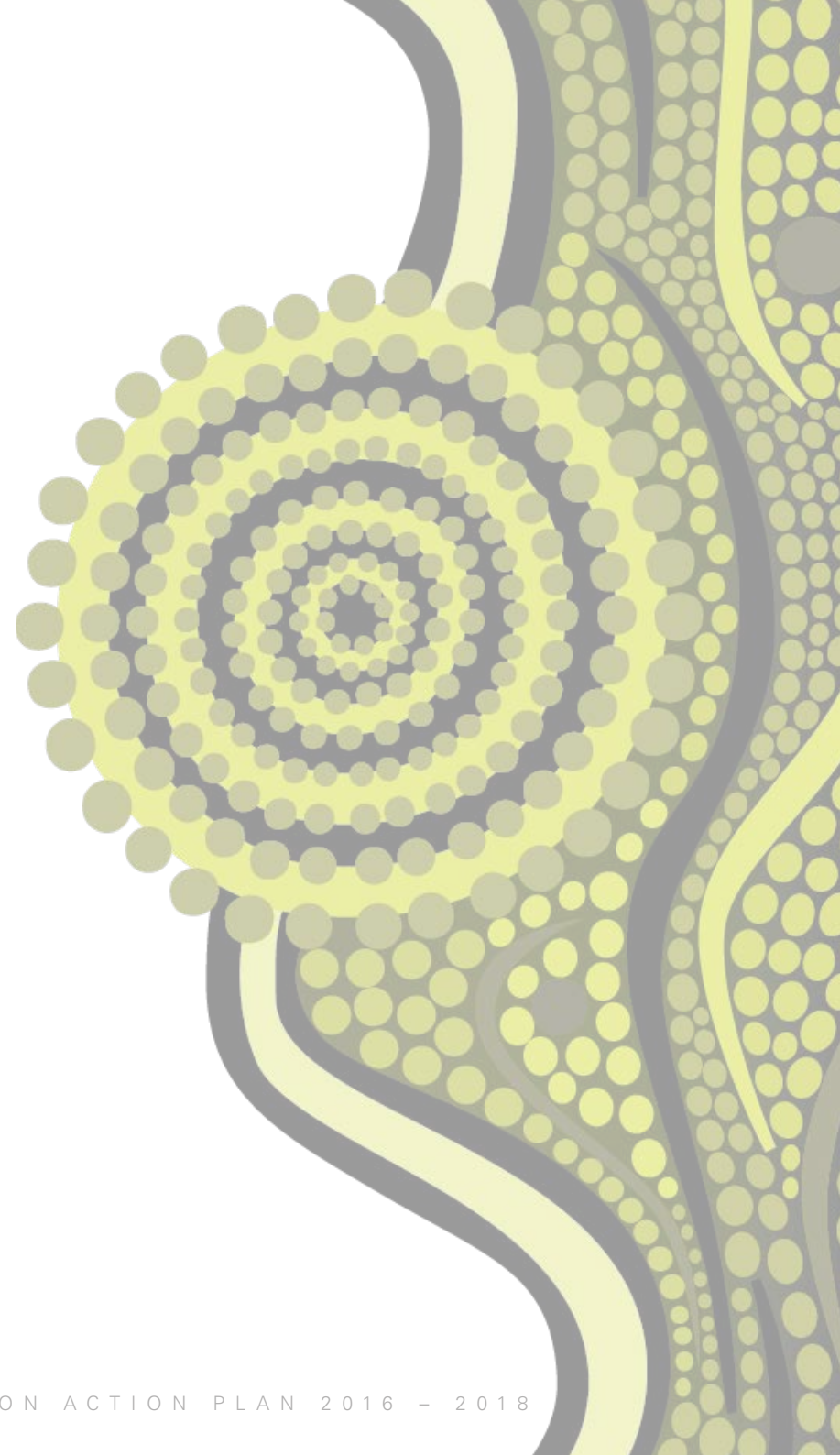
ACTION	RESPONSIBILITY	TIMELINE	TARGET
<b>4.1 CONDUCT ANNUAL INTERNAL REVIEWS OF CQUNIVERSITY RAP.</b>	Senior Executive Committee	August 2016 and 2017	» Define resource needs for RAP development and implementation.
	RAP Working Group Pro Vice-Chancellor, (Indigenous Engagement)	September 2016 March 2017 and 2018	» Maintain documentation to track, measure and report on RAP activities when undertaking Office of Indigenous Engagement monthly, six monthly and annual reports.
<b>4.2 REPORT ACHIEVEMENTS, CHALLENGES AND LEARNINGS TO RECONCILIATION AUSTRALIA FOR INCLUSION IN THE RAP IMPACT MEASUREMENT REPORT.</b>	Senior Executive Committee RAP Working Group Pro Vice-Chancellor, (Indigenous Engagement)	30 September 2017 and 2018	» Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually. » Participate in the RAP Barometer.
<b>4.3 REVIEW, REFRESH AND UPDATE.</b>	All Deputy Vice-Chancellors	May 2018	» Review, refresh and update RAP – based on learnings, challenges and achievements.
	RAP Working Group Pro Vice-Chancellor, (Indigenous Engagement)	August 2018	» Send draft RAP to Reconciliation Australia for formal feedback.

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RECONCILIATION  
ACTION PLAN

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