



Australian
National
University

RECONCILIATION ACTION PLAN

January 2018 – December 2019



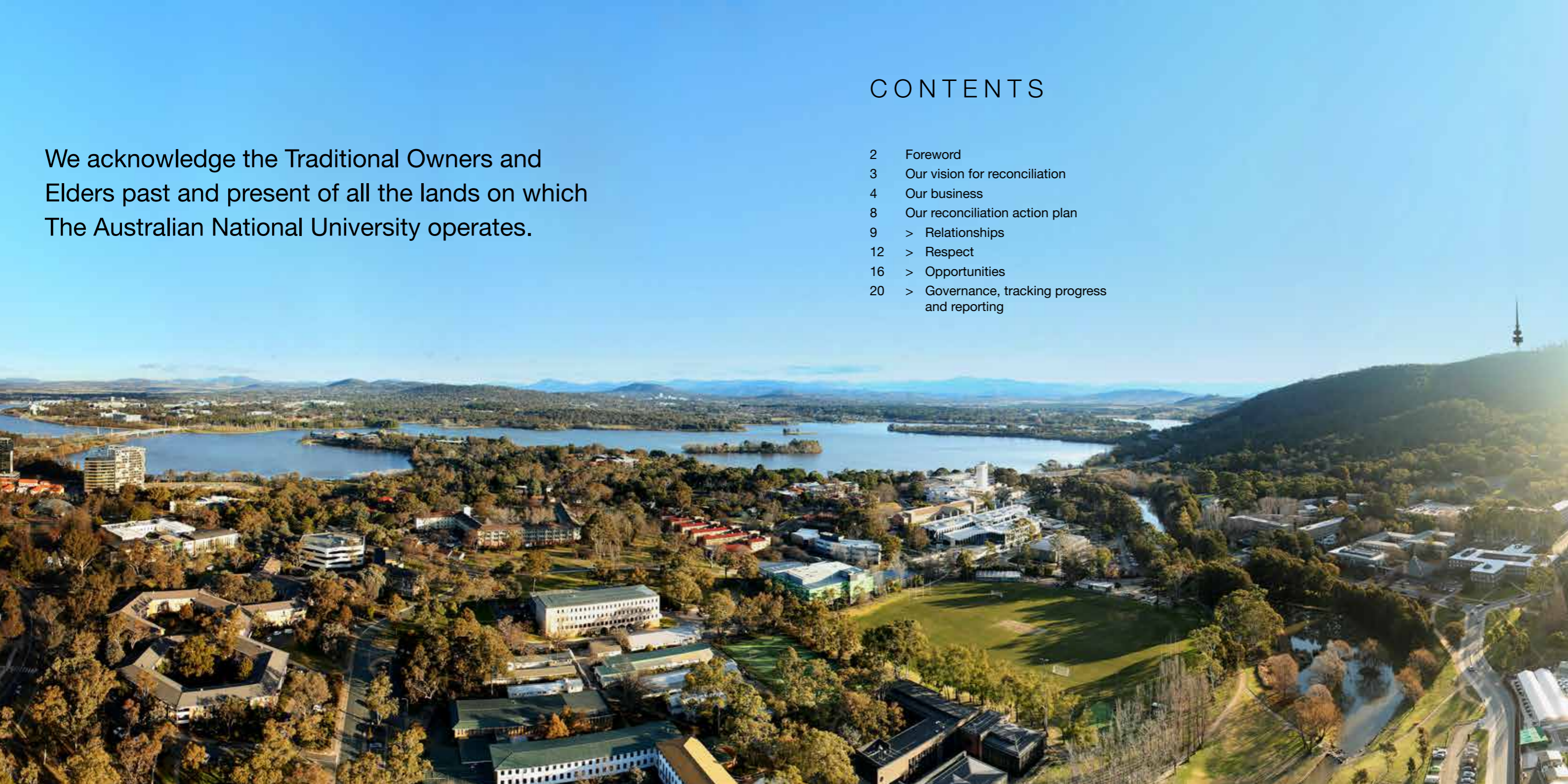
RECONCILIATION
ACTION PLAN

INNOVATE

We acknowledge the Traditional Owners and Elders past and present of all the lands on which The Australian National University operates.

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FOREWORD

It gives me great pleasure to introduce the Reconciliation Action Plan for The Australian National University (ANU).

When I commenced as Vice-Chancellor in early 2016, I announced that ANU would play a leadership role in furthering the reconciliation of Aboriginal and Torres Strait Islander peoples with non-Aboriginal and Torres Strait Australians.

As Vice-Chancellor I want to see ANU become the destination of choice for Aboriginal and Torres Strait Islander intellectual leaders as a place to be educated, to undertake research and to contribute to policy making.

ANU has already taken many steps towards reconciliation – through establishing the Tjabal Centre, which provides a meeting place and support base for Aboriginal and Torres Strait Islander students studying at ANU, through undertaking ground breaking research and providing a place of debate for the issues affecting the lives of Aboriginal and Torres Strait Islander peoples.

But an area we urgently need to address is the number of our staff and students who come from an Aboriginal and Torres Strait Islander background. This number needs to increase. I would like to ensure that Aboriginal and Torres Strait Islander students and staff feel welcome, respected and celebrated on our campus.

This Reconciliation Action Plan is one of the key initiatives of the new ANU Strategic Plan, where we set out to renew our existing strengths in Indigenous research and education and build on our history of engagement with Indigenous Australians and their diverse communities.

We have come a long way towards achieving this goal already – it is now up to us all to ensure it is fulfilled. I know that we are ready and the implementation of this plan will help to take us there.



Professor Brian P Schmidt AC FAA FRS
Vice-Chancellor and President



Professor Brian P. Schmidt AC FAA FRS

OUR VISION FOR RECONCILIATION

For tens of thousands of years, hundreds of generations of Aboriginal and Torres Strait Islander peoples have lived in Australia. They are the traditional owners and custodians of Australia. They have developed complex societies with many languages, cultural practices and religious and spiritual traditions which have been passed down from generation to generation. Aboriginal and Torres Strait Islander peoples enjoy a close spiritual and cultural connection to their lands, waters, territories and natural resources. They have developed societies, laws, rules and cultural institutions that give validity to the special relationships peoples hold with both material and non-material aspects of the world.

The arrival of Europeans in Australia led to two centuries of major impact, with Aboriginal and Torres Strait Islander peoples suffering erosion of their languages, cultures and ways of life. Connections to Country and kin were often damaged, sometimes irrevocably, and identities shattered. Through deliberate government policy Aboriginal and Torres Strait Islander peoples were isolated and marginalised within their own Country, resulting in significant economic and social disadvantage. Despite these losses, they have shown exceptional resilience and fortitude.

Current generations of Aboriginal and Torres Strait Islander peoples bear these histories into institutions like ANU, which benefit enormously from the opportunity to learn from them. The past two centuries of dispossession and racism have profoundly impacted all aspects of Aboriginal and Torres Strait Islander life, including access to institutions like ANU.

This is the legacy that ANU recognises, acknowledges and accepts. This Reconciliation Action Plan (RAP) is testament to the University's conviction that it must contribute to righting the wrongs of the past. It recognises that the future has to be founded on relationships of mutual respect and meaningful partnership between Aboriginal and Torres Strait Islander and

non-Aboriginal and Torres Strait Islander Australians – a future where cultures, connection to Country, and world views are treated with respect. ANU takes up its obligation to acknowledge, understand and contribute to rectifying deep historical wrongs very seriously and very willingly.

The University's vision for reconciliation is to be a place that facilitates learning that respects cultures and diversity: a place where Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander people come together to engage with their chosen discipline, contextualised by an understanding of our shared history. ANU will make an important contribution to reconciliation by furthering learning, research, services and public knowledge in relation to Indigenous issues.

ANU will make a significant contribution to improving higher-education and employment outcomes for Aboriginal and Torres Strait Islander peoples and enable them to realise their potential and aspirations. Our partnerships with Aboriginal and Torres Strait Islander peoples will provide the University with the opportunity to listen and learn about their past, their current circumstances and their vision for the future. ANU is where their cultures are both respected and celebrated.

OUR BUSINESS

ANU is Australia's national university and a strategic endowment for our nation. It was established by an Act of the Parliament of the Commonwealth of Australia in 1946 to be of enduring significance in the post-war life of the nation. It was intended that ANU would support the development of national unity and identity, to improve Australia's understanding of itself and its neighbours, and to contribute to economic development and social cohesion. Since its establishment, ANU has built an international reputation for excellence in research and education and advancing knowledge through original inquiry and intellectual discourse. It also has responsibilities to the Australian Capital Territory and surrounding region.

ANU undertakes research of the highest quality in fields of particular importance to the nation such as the place of Australia in the region and the world. The chief characteristics of research at ANU are its focus, concentration and quality. ANU research blends interdisciplinary understanding with respect for the traditional values, rigour and methods of each discipline.

The University is a leader in quality teaching and learning, and our profile of graduate destinations demonstrates that ANU prepares students well for further learning, for workforce participation and for being valuable contributors locally, nationally and globally.

With the multidisciplinary capacity created by the Colleges, ANU advances knowledge through community engagement by enhancing understanding of Australia – its economy, society, culture and environment – and its position in the region and the world. As the Commonwealth's university in the nation's capital, ANU plays a leading role in the public policy community by exploring the important problems and issues that confront the nation, the region and the world, and working to provide solutions through evidence-based policy analysis and informing the public through leading open discussion of those issues.



This University's compact with the nation is to deliver internationally benchmarked, high quality research and education for the benefit of Australia and the world. We recognise that to do this ANU must be able to show hard evidence of its research eminence and must be positioned to marshal its resources to support its strategic research directions. The University, as evidenced by Excellence in Research for Australia (ERA) 2012 and ERA 2015, is above world-class across its disciplines. We will continue to build the distinctive identity of ANU through the quality of our academic endeavours, our status as the national university, and our contribution to national and international discovery and debate. We want to be a university that brings together students and scholars from across the country, the region, the world, and from all social and economic backgrounds.

ANU is fully committed to the values of academic inquiry in the pursuit of knowledge, integrity in all its activities, collegiality in its relationships, diversity in its staff and students and engagement with its communities and the nation.

ANU is therefore uniquely placed to contribute both to the national reconciliation agenda and to the aspirations of local Aboriginal and Torres Strait Islander communities. The University has a long-standing commitment to Aboriginal and Torres Strait Islander education and cultures, and has already taken a number of significant steps towards reconciliation. We are an education-intensive research institution with colleges made up of research and education centres and schools that collectively contribute to disciplinary knowledge through research and teaching at undergraduate, graduate and higher degree levels.

The University has existing organisational units with a singular Aboriginal and Torres Strait Islander focus. The Tjabal Indigenous Higher Education Centre provides a meeting place and support-base for Aboriginal and Torres Strait Islander students studying at ANU. Tjabal students and staff are strongly committed to improving education outcomes and achieving study and career goals that positively impact communities.

The Tjabal Centre offers:

- > academic support and advice
- > pastoral care and personal support
- > access to quality free tuition
- > advice on internships and scholarships and on ANU services such as health centre, careers and academic skills and learning
- > outreach programs to prospective ANU students
- > study spaces, a computer laboratory and lockers
- > bikes for cross-campus use.



Other areas of the University that have an Indigenous focus include:

The National Centre for Indigenous Studies (NCIS) promotes and initiates cross-disciplinary research and teaching in a wide range of areas of relevance to Aboriginal and Torres Strait Islander peoples. Through this research NCIS aims to deepen Australia's understanding of Aboriginal and Torres Strait Islander cultures and histories and ensure these knowledges, perspectives and experiences are respected, valued, accessed and incorporated into all learning environments and beyond.

The Centre for Aboriginal Economic Policy Research (CAEPR) is Australia's foremost social science research body focusing on Aboriginal and Torres Strait Islander economic and social policy from a national perspective. CAEPR aims to undertake social science research that informs intellectual understanding, public debate, policy formation and community action.

The Australian Centre for Indigenous History conducts collaborative and individual research projects on Australian, comparative and trans-national Indigenous histories. The Centre hosts the A ranked journal, *Aboriginal History*, which is co-edited by two staff members, and offers an undergraduate course on Indigenous histories.

The National Centre for Indigenous Genomics aims to create a repository of Aboriginal and Torres Strait Islander biospecimens, genomic data and documents for research and other uses that benefit Aboriginal and Torres Strait Islander donors, their communities and descendants, and the general Australian community.

The ARC Centre of Excellence for the Dynamics of Language has a major focus on Aboriginal and Torres Strait Islander languages, supported by a Chair of Indigenous Linguistics. ANU students have the opportunity to learn an Aboriginal language.



The School of Music's Indigenous composer initiative, in partnership with other arts organisations, provides mentoring for Indigenous composers.

The National Centre for Epidemiology and Population Health includes a program in Aboriginal and Torres Strait Islander Health.

ANU also has long-running educational strengths which include a Major/Minor in Indigenous Studies.

The University has close relationships with the Australian Institute of Aboriginal and Torres Strait Islander Studies and the National Museum of Australia, which are both located adjacent to the University.

The University is dedicated to advancing reconciliation by further promoting greater understanding of Aboriginal and Torres Strait Islander cultures and histories; increasing participation in higher education; and fostering partnerships in Indigenous education, research, well being, advancement and development. ANU will provide an environment for debating the big issues to advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

ANU has 4,119 staff, 14,653 domestic students and 7,095 international students. There are currently 30 Aboriginal and Torres Strait Islander staff members and 155 Aboriginal and Torres Strait Islander students. The University is located in central Canberra, with small facilities elsewhere in the ACT, New South Wales and the Northern Territory.

A commitment by ANU to achieve the vision and targets set out in this RAP will enhance the quality and diversity of the University's staff and student bodies. Embedding Aboriginal and Torres Strait Islander cultures and perspectives across all study areas will help ensure that courses are more responsive to international, national, community and professional expectations.



OUR RECONCILIATION ACTION PLAN

The University's previous RAP was launched in 2009 but by 2012, and following the departure of key staff, the central RAP Committee had ceased to function. The RAP Committees of some Colleges and administrative units continued to function and made some very significant advances, particularly in trying new models for recruiting Aboriginal and Torres Strait Islander professional staff. Aboriginal and Torres Strait Islander student numbers have also increased in recent years with student retention remaining high. In developing this current plan many of the incomplete actions from the previous plan have been brought forward, particularly where these are consistent with the new ANU Strategic Plan and the advice of Reconciliation Australia.

Despite the lack of impetus behind the previous RAP, it was successful in bringing about some significant changes. These include beginning all ANU public events with a Welcome to Country; the inclusion of an Aboriginal and Torres Strait Islander person on high level decision-making bodies of the University including ANU Council; an enhanced Aboriginal and Torres Strait Islander presence at graduation ceremonies, including flags and stoles for graduates; the establishment of staff Reconciliation awards; and an increase in the number of artworks and symbols displayed across the University.

The impetus for the development of this RAP has come from the launch of a new Strategic Plan for the University (*The ANU Strategic Plan 2017–2021*). This Strategic Plan places great emphasis on our responsibility as the national university to Aboriginal and Torres Strait Islander Australians. It places emphasis on improving the recruitment of Aboriginal and Torres Strait Islander students and staff; and on undertaking research of relevance to, and led by, Aboriginal and Torres Strait Islander Australians. The plan has been developed in consultation with Aboriginal and Torres Strait Islander staff and students and academic and administrative units of the University. It has been championed by the Vice-Chancellor and Pro Vice-Chancellor (University Experience).

The RAP Working Group was established to develop the plan. It comprised:

- 1) three Aboriginal and Torres Strait Islander ANU staff
 - Professor Mick Dodson, Director, National Centre for Indigenous Studies (NCIS)
 - Ms Anne Martin, Director of the Tjabal Indigenous Higher Education Centre
 - Associate Professor Asmi Wood, ANU College of Law
- 2) an Aboriginal HDR Scholar at ANU – Mr Benjamin Wilson
- 3) two non-Aboriginal and Torres Strait Islander ANU staff members
 - Professor Richard Baker, Pro Vice-Chancellor (University Experience)
 - Mr David Akers, General Manager Joint Colleges of Science

After an initial period of consultation and drafting, the RAP was presented to the University Executive, Deans, Directors, the University Access and Equity Committee, the University Education Committee and the University Research Committee for their consideration, comments and endorsement. A draft version was also sent to all Aboriginal and Torres Strait Islander ANU staff, students and alumni for comment. Additional concerns about targets and timelines were addressed by the University's RAP Committee and an amended plan was ultimately endorsed by Council subject to approval from Reconciliation Australia.

The organisation of the University resembles a federalist structure which is used as a framework for the implementation of this document. The RAP Plan is intended to set a benchmark for initiatives that are to be implemented at a University-wide level and to create a holistic approach to advancing reconciliation. It informs and unifies all Sub-Reconciliation Action Plans that follow it at College and Division levels while permitting them the flexibility to be creative in solutions that are especially adapted to those organisations.

The RAP signals an ambitious systemic shift in the University's culture and its engagement with Aboriginal and Torres Strait Islander people. The University recognises the importance of reconciliation for all members of our University and that initiatives to promote reconciliation must be framed within a respectful environment for all.

RELATIONSHIPS

As the national university, one of our defining roles is to contribute to the advancement of Indigenous Australians. Building broader and deeper relationships and collaborations with Indigenous Australians will enable the University to increase Aboriginal and Torres Strait Islander enrolments and graduates; undertake more effective teaching, learning and services; undertake research in partnership with Aboriginal and Torres Strait Islander communities; and provide an environment for discussion and action regarding issues which advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1. RAP Implementation Group (RIG) actively monitors RAP development and implementation of actions, tracking progress and reporting.	a) RIG oversees the development, endorsement and launch of the RAP.	RIG to meet May and November each year of the RAP; Terms of Reference to be developed by April 2018 through collaboration with existing College and Division RAPs and equity committees.	Vice-Chancellor (VC) Pro Vice-Chancellor (University Experience) (PVCUE)
	b) Ensure Aboriginal and Torres Strait Islander peoples are represented on the RIG.		
	c) Meet at least twice per year to monitor and report on RAP implementation.		
	d) Establish Terms of Reference for the RIG.		
2. Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander peoples and other Australians.	a) Organise at least one high profile internal event for NRW each year – such as a public lecture by a prominent Australian.	27 May – 3 June annually, during life of the RAP.	PVCUE Director, Human Resources (HR) Director, Communications
	b) Register all NRW events via Reconciliation Australia's NRW website.		
	c) Support an external NRW event.		
	d) Ensure our RIG participates in an external event to recognise and celebrate NRW.		

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
3. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes.	a) Develop and implement an engagement plan which includes education, services, research and action with our Aboriginal and Torres Strait Islander stakeholders.	December 2018	PVCUE
	b) Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement.	March 2018	
	c) Continue to work with Aboriginal and Torres Strait Islander communities to ensure that any ancestral remains held by the University are repatriated in a manner which respects Aboriginal and Torres Strait Islander laws and cultures.	If such remains are identified	
4. Raise internal and external awareness of our RAP to promote reconciliation across our business and sector.	a) Develop and implement a strategy to communicate our RAP to all internal and external stakeholders.	March 2018	PVCUE Director, Communications
	b) Increase Aboriginal and Torres Strait Islander presence at graduations, through music, flags and at least one graduation address each year to be delivered by an Aboriginal or Torres Strait Islander person.	From June 2018 graduation, review December each year	Division of Student Administration (DSA)
	c) Ensure Aboriginal and Torres Strait Islander imagery and symbolism are incorporated into all campus developments.	Commencing with Union Court redevelopment, review December annually	Director, Facilities and Services (F&S)
	d) Use technology for inclusion, e.g. extending opportunities for Indigenous stakeholder participation in ANU events by interactive video link so as to provide opportunities for Indigenous stakeholders in regional, rural and remote (RRR) communities to participate by distance to mark graduations and achievements.	From 2019	Director, Information Technology Services (ITS) Director, ANU Online
	e) Encourage ANU events in locations accessible to Indigenous stakeholders, e.g. ANU conferences in regional and remote locations relevant to Indigenous people and Indigenous issues.	From 2019	PVCUE Director, Communications

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
5. Develop relationships with Aboriginal and Torres Strait Islander alumni, employers of Aboriginal and Torres Strait Islander graduates and Aboriginal and Torres Strait Islander communities with which we can partner to undertake research and enhance education.	a) Create a database to demonstrate and track recruitment of Aboriginal and Torres Strait Islander alumni (undergraduate and graduate) over the past five years and into the future.	June 2018	PVCUE Director, Alumni Relations & Philanthropy (AR&P) Director, Tjabal Indigenous Higher Education Centre Manager, Career Development
	b) Engage with Indigenous alumni to assist them to facilitate enhancing Indigenous teaching and learning, education, services and research.	December 2017	PVCUE Director, AR&P
	c) Establish a network of Aboriginal and Torres Strait Islander employers, including information on their targets relating to Aboriginal and Torres Strait Islander employment and graduate recruitment programs; employers surveyed in relation to Aboriginal and Torres Strait Islander targets.	December 2018	Director, Tjabal Indigenous Higher Education Centre Manager, Career Development
	d) Develop an ANU Aboriginal and Torres Strait Islander webpage covering all aspects of the University's Aboriginal and Torres Strait Islander engagement, including reconciliation initiatives, policies, events and student and alumni achievements.	June 2018	PVCUE Director, Tjabal Indigenous Higher Education Centre Indigenous student or ACT-based Indigenous alumni to coordinate newsletter and webpage
	e) Put out a fortnightly newsletter modelled on the Gender Institute's weekly newsletter on upcoming events at ANU and in the ACT on Indigenous issues.	September 2018	PVCUE Director, Tjabal Indigenous Higher Education Centre Indigenous student or ACT-based Indigenous alumni to coordinate newsletter and webpage

RESPECT

The traditional knowledges, cultural expression and lived experiences of Aboriginal and Torres Strait Islander Australians are worthy of respect and should be acknowledged and celebrated by all in our community. The perspectives which Aboriginal and Torres Strait Islander people are able to bring to intellectual inquiry enable them to make valuable and unique contributions to the University's research and educational programs and the generation of new knowledge. Respecting these knowledges, cultures and experiences is therefore fundamental to the business of the University and its goals in relation to Aboriginal and Torres Strait Islander education, research and employment.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
6. Engage employees in and promote the benefits of continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, languages, histories and achievements.	a) Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy for our staff which defines cultural learning needs of employees in all areas of our business, and considers various ways cultural learning can be provided.	March 2018	Director, HR
	b) Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training.	March 2018	Director, HR
	c) Provide opportunities for RIG members, RAP champions, HR managers and other key leadership staff to participate in cultural training and to learn an Aboriginal or Torres Strait Islander language.	From April 2018	Director, HR
	d) Provide opportunities for Aboriginal and Torres Strait Islander and non-Indigenous employees to develop and build relationships with each other.	From March 2018	PVCUE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
7. Engage employees and students in cultural awareness/ competency programs to lay the foundation for RAP objectives to be achieved and to ensure a shared understanding of the significance of Aboriginal and Torres Strait Islander cultural protocols.	a) Develop, implement and communicate a policy or guidelines for Welcome to Country and Acknowledgement of Country.	March 2018	Director, HR Director, Tjabal Indigenous Higher Education Centre
	b) Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships.	December 2017	DHR
	c) Invite a Traditional Owner to provide a Welcome to Country at significant events, including graduations, State of the University address, Welcome to ANU event.	Review June 2018	Director, Communications
	d) Include an Acknowledgement of Country at the commencement of all important internal and external meetings, including graduations.	Review June 2018	Director, Communications
	e) Encourage staff to include an Acknowledgement of Country at the commencement of all meetings and classes at the commencement of semester.	December 2017	Director, HR
	f) Display Aboriginal, Torres Strait Islander and Australian flags at significant events and on University grounds.	Review June 2018	Director, F&S Director, Communications
	g) Make available an online Aboriginal and Torres Strait Islander course for all staff and students.	From January 2018	Director, HR PVCUE
8. Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC Week.	a) Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week.	March 2018	Director, HR
	b) Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week.	July 2018	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
9. Ensure that relevant research policies, guidelines and codes of conduct are sensitive to Aboriginal and Torres Strait Islander cultures.	a) Review existing policies and codes of conduct or consider developing a stand-alone document relating to research and publication dealing with Aboriginal and Torres Strait Islander cultures.	October 2018	Deputy Vice-Chancellor (Research & Innovation) (DVCRI)
	b) Ensure that all relevant publications and lectures include a warning to alert Aboriginal and Torres Strait Islander Australians to material that may contain the image, voice or name of an Aboriginal and Torres Strait Islander Australian who has died.	March 2018	Director, Communications
10. Ensure Aboriginal and Torres Strait Islander perspectives are included in the curricula.	a) Develop and enhance the existing major/minor in Indigenous studies and ensure an increase in Indigenous people teaching Indigenous studies courses.	June 2018	DVCA Dean, ANU College of Arts and Social Sciences (CASS) PVCUE
	b) Establish priority areas for including Aboriginal and Torres Strait Islander content (not in Aboriginal and Torres Strait Islander-specific areas) and provide support to enable this.	March 2018	DVCA PVCUE
	c) Provide professional development opportunities for teaching staff to enable them to include Aboriginal and Torres Strait Islander perspectives in the curriculum.	From 2018	PVCUE Director, Centre for Higher Education, Learning and Teaching (CHELT)
	d) Explore with international partner universities the potential for a graduate degree in Indigenous Studies.	March 2018	Dean CASS PVCUE DVCGE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	e) Explore with schools the potential to include a course on Aboriginal and Torres Strait Islander studies and/or an Indigenous language in ANU Extension.	December 2017	DVCA PVCUE
	f) Create a baseline of current achievements in Aboriginal and Torres Strait Islander research to enable achievement to be better measured.	December 2018	PVCUE DVCRI
11. Promote Aboriginal and Torres Strait Islander students' achievements through internal and external media.	a) Feature stories in <i>ANU Reporter</i> and <i>On Campus</i> .	Has commenced	PVCUE Director, Communications

OPPORTUNITIES

The University aspires to enrol Aboriginal and Torres Strait Islander students and employ Aboriginal and Torres Strait Islander staff in proportion to the number of Aboriginal and Torres Strait Islander Australians in the overall population (i.e. around 3 per cent). This is a key element of our responsibility to Aboriginal and Torres Strait Islander Australia.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
12. Make ANU the university of choice for Aboriginal and Torres Strait Islander academic and professional staff.	a) Develop and implement Aboriginal and Torres Strait Islander employment and retention strategies for both academic staff and professional staff.	March 2018	Director, HR
	b) Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.	December 2017	Director, HR
	c) Develop a mentoring program for all Aboriginal and Torres Strait Islander staff wishing to be mentored.	June 2018	PVCUE
	d) Where appropriate, advertise all vacancies in Aboriginal and Torres Strait Islander media.	January 2018	Director, HR
	e) Review HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace.	December 2017	Director, HR
	f) Implement Aboriginal and Torres Strait Islander postdoctoral fellowships, to provide employment opportunities for recent Aboriginal and Torres Strait Islander HDR graduates, and use this and other strategies to build up an Indigenous professoriate to do all that we can to have an ANU Aboriginal and Torres Strait Islander academic in an Executive position by 2021.	Postdoctoral fellowships launched in 2017; ongoing	PVCUE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	g) Create a new position for an Indigenous academic to convene the Aboriginal and Torres Strait Islander Studies major, and to act as an anchor point for the program to assist in its development.	By June 2018	PVCUE Dean CASS
	h) Aboriginal and Torres Strait Islander employment to rise to 2 per cent by 2021 (academic and professional, currently 0.7 per cent).	By June 2021	Director, HR
	i) Establish a funding pool to enable visitors and visiting fellows (Aboriginal and Torres Strait Islander and international) to come to the University.	From June 2018	PVCUE
	j) Maintain the Aboriginal and Torres Strait Islander staff network that was established in 2017 for Indigenous HDR and both academic and professional staff and at all career stages.	Ongoing	PVCUE
	k) Transfer existing HR employment funds to academic colleges to establish professional staff cadetship scheme.	By December 2017	PVCUE
	l) Include Aboriginal and/or Torres Strait Islander representation on recruitment and selection panels where appropriate and mandatory for identified positions.	December 2017	PVCUE
	m) Include in all job advertisements, 'Aboriginal and Torres Strait Islander people are encouraged to apply'.	December 2017	Director, HR
	n) Engage with external Aboriginal and Torres Strait Islander peoples and/or consultants to advise on recruitment, employment and retention strategies, including professional development when this expertise is not available in-house.	March 2018	Director, HR
	o) Create more Aboriginal and Torres Strait Islander-identified positions.	December 2018, review December 2019	Director, HR

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
13. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation.	a) Review and update procurement policies and procedures to ensure there are no barriers for procuring goods and services from Aboriginal and Torres Strait Islander businesses.	March 2018	Chief Financial Officer (CFO)
	b) Develop and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services.	March 2018	
	c) Develop at least one commercial relationship with an Aboriginal and/or Torres Strait Islander-owned business.	December 2018	
	d) Investigate Supply Nation membership.	June 2018	
14. Make ANU the university of choice for Aboriginal and Torres Strait Islander students.	a) By 2021 attract and support at least 1.8 per cent Aboriginal and Torres Strait Islander students (currently 0.95 per cent); and maintain Aboriginal and Torres Strait Islander completion rates at or above the completion rate for non-Indigenous students.	By June 2021	PVCUE College Deans
	b) Establish an undergraduate research support program specifically for Aboriginal and Torres Strait Islander students.	By June 2018	PVCUE College Deans
	c) Establish a \$10,000 pa scholarship for each Aboriginal and Torres Strait Islander Honours student.	From 2018	Director, AR&P
	d) Establish a fund to provide support for Aboriginal and Torres Strait Islander HDR students and which has the flexibility to meet the varied needs of Aboriginal and Torres Strait Islander students.	From 2018	PVCUE
	e) Establish a formal mentoring scheme for all Aboriginal and Torres Strait Islander students.	June 2018	PVCUE
	f) Provide opportunities for Aboriginal and Torres Strait Islander online students to network.	June 2018	PVCUE Director, Tjabal Indigenous Higher Education Centre

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	g) Develop and maintain an Aboriginal and Torres Strait Islander education strategy, in particular for Graduate Diploma in Legal Practice students.	June 2018	PVCUE
	h) Establish a means-tested scholarship scheme to assist with the accommodation costs of Aboriginal and Torres Strait Islander students.	By January 2019	PVCUE Director, CHELT
	i) Provide more support for Aboriginal and Torres Strait Islander graduate coursework and HDR students through a dedicated support position.	December 2018	PVCUE
	j) Continue the STEM summer school and develop a concurrent HASS summer school from 2018.	From 2019	College Deans
	k) Develop a winter school targeting Aboriginal and Torres Strait Islander students in the ACT and surrounds, regardless of discipline.	Mid-2019	College Deans
	15. Conduct high quality research led by and of relevance to Aboriginal and Torres Strait Islander communities.	a) Develop an ANU Indigenous Research Strategy to bring together the many activities across ANU that are relevant to Indigenous research and Aboriginal Australians.	December 2018
b) Establish a community research fund to facilitate partnerships with Aboriginal and Torres Strait Islander communities and enable the development of Aboriginal and Torres Strait Islander-led research projects.		By June 2018	DVCRI
c) Create a baseline of current achievements in Aboriginal and Torres Strait Islander research to enable achievement to be better measured.		December 2018	DVCRI
d) Convene an annual forum/update bringing together Aboriginal and Torres Strait Islander alumni and researchers to discuss issues and research of relevance to Aboriginal and Torres Strait Islander peoples.		May 2018	DVCRI Director, NCIS

GOVERNANCE, TRACKING PROGRESS AND REPORTING

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
16. Report RAP achievements, challenges and learnings to Reconciliation Australia.	a) Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.	30 September	PVCUE
	b) Investigate participating in the RAP Barometer.	May 2018	
	c) Develop and implement systems and capability needs to track, measure and report on RAP activities.	November 2018	
17. Report RAP achievements, challenges and learnings internally and externally.	a) Publically report our RAP achievements, challenges and learnings.	In December, each year	PVCUE
	b) As outlined on p25 of the <i>ANU Strategic Plan 2017–2021</i> , the University will have an annual independent evaluation of whether ANU is meeting its responsibilities to Indigenous Australia, demonstrating improvement year-on-year. This will include an annual review of progress on targets set in this document.	Review completed by November each year from 2018	
18. Review, refresh and update RAP.	a) Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements.	During the last 9 months of RAP	PVCUE
	b) Submit draft RAP to Reconciliation Australia for formal review and endorsement.	Add date once RAP approved by RA - mid-2019	

CONTACT US

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