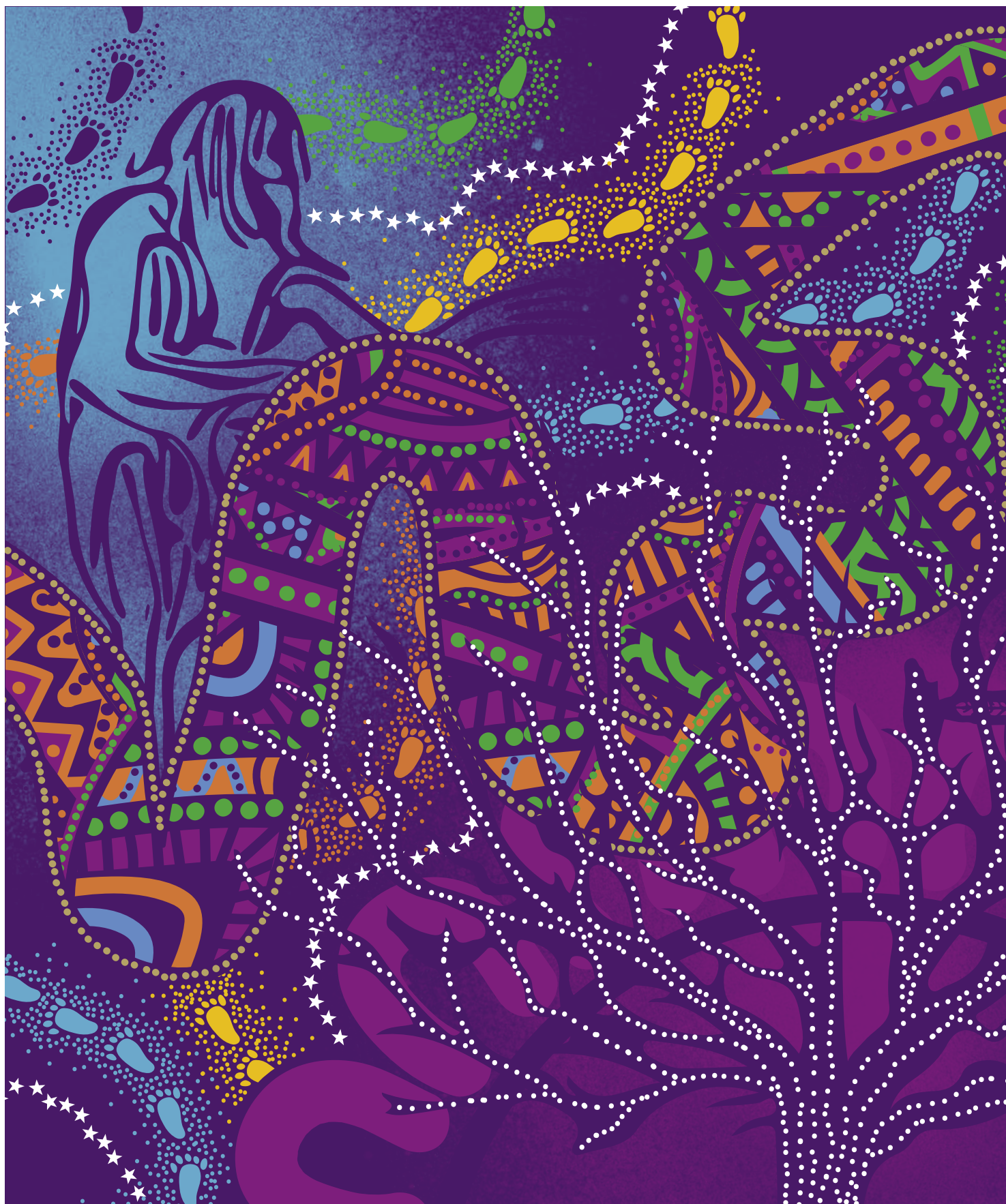


# Reconciliation Action Plan

## 2019-2022



# A Guidance Through Time





After developing its inaugural Reconciliation Action Plan, The University of Queensland commissioned a major artwork as an iconic depiction of UQ, a visual representation of how we are working towards embodying reconciliation in all our core business.

Quandamooka artists **Casey Coolwell** and **Kyra Mancktelow** were successful in winning the commission and have produced an artwork that recognises our three major campuses, while also championing the creation of a strong sense of belonging and truth-telling about Aboriginal and Torres Strait Islander histories, and ongoing connections with Country, knowledges, culture and kin.

Although created as a single artwork, the piece can be read in three sections, starting with the blue/greys of the Herston campus, the purple of St Lucia and the orange/golds of Gatton.

The graphic elements overlaying the coloured background symbolise the five UQ values:

- The Brisbane River and its patterns depicted on the front cover, represent our *Pursuit of excellence*. Within the River are tools used by Aboriginal people to teach, gather, hunt and protect.
- *Creativity and independent thinking* is depicted through the spirit guardian, Jarjum (Child in Yugambah language), and the kangaroo
- The jacaranda tree, bora ring, animal prints, footprints and stars collectively represent *Honesty and accountability*, *Mutual respect and diversity* and *Supporting our people*.

*A Guidance through Time* will be displayed in a prominent position on UQ's St Lucia campus and is to represent and support reconciliation and Indigenous activities at UQ. It will be reproduced across a number of formats, including banners, websites, merchandise, social media, badges, cards and email signatures. UQ staff will be able to respectfully access the artwork and its complementary components via the UQ corporate style guidelines.



## RECONCILIATION AUSTRALIA ENDORSEMENT

Reconciliation Australia is delighted to welcome The University of Queensland to the Reconciliation Action Plan (RAP) program by formally endorsing its Innovate RAP for January 2019 to June 2022.

As a member of the RAP community, The University of Queensland joins over 1000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. Since this time, organisations with a RAP have been turning good intentions into positive action, helping to build higher trust, lower prejudice and greater pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. It encompasses several dimensions that must be woven together.

At Reconciliation Australia, we define and measure reconciliation through five critical dimensions: race relations, equality and equity, institutional integrity, unity, and historical acceptance. All sections of the community – governments, civil society, the private sector and Aboriginal and Torres Strait Islander communities – have a role to play to progress these dimensions.

The RAP program provides a simple framework for organisations to progress reconciliation within their sphere of influence. This Innovate RAP provides The University of Queensland with key steps for establishing its unique approach for advancing reconciliation. Through implementing an Innovate RAP, The University of Queensland will explore how it can drive reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

Of particular note in The University of Queensland's RAP are:

- the ability to reach over 50,000 students and more than 5000 staff, plus contractors and businesses
- deliverables around governance, research, teaching and learning, and community engagement will make practical and tangible differences to University of Queensland core business and outputs
- knowledge leadership for a better world
- University of Queensland's ability to build on programs and initiatives, including Aboriginal and Torres Strait Islander traineeships, Opie the robot, and Aboriginal and Torres Strait Islander research policies.

We wish The University of Queensland well as it explores and establishes its approach to reconciliation. We encourage The University of Queensland to embrace this journey with open hearts and minds, to grow from the challenges, and to build on the successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

*“Reconciliation is hard work – it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”*

On behalf of Reconciliation Australia, I commend The University of Queensland on its RAP, and look forward to following its ongoing reconciliation journey.

**Karen Mundine**  
*Chief Executive Officer*  
*Reconciliation Australia*

# Acknowledgement of Country

**The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.**





Welcome to UQ



I am delighted to present our first *Reconciliation Action Plan 2019–2022 (RAP)*, the combined result of many months reflecting and consulting within and beyond the University community. I look forward to seeing the realisation of its goals. When we all work together in partnership, it will benefit society as a whole.

**Professor Peter Høj**  
*Vice-Chancellor and President*  
*Co-chair RAP Steering Committee*

As a local Traditional Owner and one of many contributors to UQ's first Reconciliation Action Plan, I believe the widespread application of this document will grow learning, understanding and two-way relationships between the University and First Australians. Those who share in the journey of reconciliation also 'close the gap' to Indigenous disadvantage and build a more inclusive and fairer society.

**Aunty/Gaja Kerry Charlton**  
*Koenpal-Yuggera and Ngunda-Kabi-Kabi*  
*Co-chair RAP Steering Committee*

The University of Queensland's Reconciliation Action Plan (RAP) will assist us to meaningfully engage with Aboriginal and Torres Strait Islander peoples in order to build relationships, benefiting the University and communities, and demonstrating respect. I look forward to seeing how our RAP will transform and set a new path for the future.

**Professor Bronwyn Fredericks**  
*Pro-Vice-Chancellor (Indigenous Engagement)*



I have the great privilege of co-chairing the UQ Reconciliation Action Plan Working Group, and am very pleased with the outcome of our work. With mutual responsibility and respect, we will grow and prosper. I look forward to ensuring that UQ continues to provide a supportive learning environment where Aboriginal and Torres Strait Islander peoples can realise their potential among individual families and communities, as well as achieve their dreams and aspirations.

**Shane Drahm**  
*Director, UQ Aboriginal and Torres Strait Islander Studies Unit*



# Our vision for reconciliation

The University of Queensland (UQ) acknowledges and respects Aboriginal and Torres Strait Islander peoples as First Australians. We value and celebrate the uniqueness of knowledges, cultures, histories and languages that have been created and shared for at least 65,000\* years. Our vision is to build a strong sense of belonging in an inclusive UQ that works respectfully with Aboriginal and Torres Strait Islander students, staff and communities in teaching, learning, research and collaboration – embracing and enhancing the best of our nation’s and the world’s diversity.

UQ’s mission is to create change that positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge. We aspire to make Aboriginal and Torres Strait Islander knowledges an integral component of this mission.

We help shape the future by understanding our past and present – including understanding the intergenerational injustices experienced by Aboriginal and Torres Strait Islander Australians since colonisation, as well as the continued strength of Aboriginal and Torres Strait Islander peoples and cultures in the face of these injustices. UQ strives for the personal and professional success of all our students, staff and alumni.

In the spirit of reconciliation, Aboriginal, Torres Strait Islander and broader UQ community contributions are integral to the achievement of all our University values:

- Pursuit of excellence
- Creativity and independent thinking
- Honesty and accountability
- Mutual respect and diversity
- Supporting our people.

With this document, we are in a unique position to work towards addressing the legacies of the past and make a substantial and ongoing contribution to reconciliation by fostering mutually beneficial partnerships and collaboration for shared learning, knowledge, language and culture. We aim towards increasing Aboriginal and Torres Strait Islander

participation and success in higher education through culturally inclusive environments and practices.

As an inclusive UQ, we aspire to acknowledge that the participation of Aboriginal and Torres Strait Islander peoples – and inclusion of Aboriginal and Torres Strait Islander knowledges and perspectives – in higher education is meaningful and important for *all* members of the University community.

\* The earliest human occupation of Australia began at least 65,000 years ago. Traditional Mirarr custodians and Gundjeihmi Aboriginal Corporation, together with a large team of researchers led by UQ archaeologist Professor Chris Clarkson, have discovered more than 100,000 artefacts at Madjedbebe rock shelter, Kakadu National Park, Northern Territory. The discovery is the joining of Mirarr and scientific knowledges about the length of time their ancestors have occupied the land; it extends previous estimates of 47,000 to at least 65,000 years. The collaborative study was widely reported around the world and was published in *Nature* 547 (July 2017), pages 306–310.





FORGAN SMITH  
BUILDING



## Reconciliation in higher degree by research

“I have been working with Dr Bond for the past few years and the opportunity arose to take up the non-Indigenous scholarship associated with her DECRA. It is an honour to continue working with Dr Bond and to have her as a supervisor on my research project. I look forward to being part of a broader network of scholars, led by Dr Bond, who are centring and challenging race and racism through their research here at UQ.”

**Helena Kajlich**  
*Research Officer and PhD candidate*

“My interest in research was nurtured at UQ as an undergraduate and postgraduate student, having had the opportunity to work as a Research Assistant. I am now a Senior Research Fellow with UQ Poche Centre, and was awarded a 2018–2021 ARC DECRA fellowship, *The trouble with culture: rationalising Indigenous health inequality*. This research examines how race operates within a contemporary public health context and, through this work, I was able to offer two PhD scholarships.”

**Dr Chelsea Bond**  
*UQ Poche Centre Senior Research Fellow  
and ARC Discovery Early Career  
Researcher Award (DECRA) recipient*

# Our business

The University of Queensland (UQ) is one of Australia's leading teaching and research universities.

For more than a century, UQ has educated and worked with outstanding people to deliver knowledge leadership for a better world. UQ's successes are embodied in a global network of more than 250,000 graduates in at least 170 countries and the millions of people worldwide who have benefited from UQ innovations.

We aim to achieve the highest level of excellence in all aspects of learning and teaching, and to secure our position as a genuinely world-class higher education institution that is the destination of choice for the very best local and international students.

A truly global research powerhouse, we are a leading source of expertise in local, national and international communities in many strategically important areas of research. UQ is a pacesetter in research translated into commercial uses across a broad spectrum of disciplines, ranging from bioscience, nanotechnology and engineering, to social science and humanities.

Engaging with alumni, industry and the wider community remains a priority for UQ, and we have forged strong connections globally with individuals and with philanthropic, government and industry partners.

The University-wide *Strategic Plan 2018-2021* embraces embedding reconciliation with its three long-term objectives: transform students into game-changing graduates who make outstanding contributions and address complex issues with a global perspective; deliver globally significant solutions to challenges by generating new knowledge and partnered innovation; and develop a diverse community of knowledge seekers and leaders who embody a 'One UQ' culture and use collaborative partnerships to connect and co-create.

By progressing and deepening understanding of UQ's, and more broadly Australia's, reconciliation journey between Aboriginal, Torres Strait Islander and non-Indigenous peoples, we bring together people with many unique and distinct identities, knowledges and experiences who can connect and co-create to spread innovation across the globe.

Of the 52,331 students enrolled at UQ in 2017, 419 identify as Aboriginal and/or Torres Strait Islander. When excluding the number of international students (15,431), this equates to 1.13 per cent of our students. UQ Aboriginal and Torres Strait Islander students' indicative success/pass rate is 82.9 per cent and the number completing their degree has more than doubled in recent years, from 35 in 2012 to 82 in 2017.

Through embedding a strong sense of community, as well as providing services that encompass academic excellence, cultural enrichment, and personal and professional development, the Aboriginal and Torres Strait Islander Studies Unit assists students with progressing year to year.

UQ aims to see growth in numbers as well as continuing upward trends in success and completion, while increasing participation of Aboriginal and Torres Strait Islander peoples in higher education employment and/or further study.

# Our RAP

2017 RAP Steering Committee members  
discussing points of interest: David Corporal,  
Tionne Seden, Gaja Kerry Charlton, Walter  
Waia, Lynnell Angus and Professor Peter Høj.



UQ has developed a Reconciliation Action Plan (RAP) to build on the extensive work already undertaken to strongly support and encourage the celebration of diverse cultures and knowledges, and recognise the enormous contributions that Aboriginal and Torres Strait Islander peoples have brought and continue to bring to UQ.

With members from across the University as well as broader Aboriginal and Torres Strait Islander communities, a Steering Committee was formed to have strategic oversight of the RAP development and related matters.

A UQ-wide RAP Working Group was formed in June 2017, responsible for operationalising the RAP development. Aboriginal Torres Strait Islander community Elders and members were consulted in November 2017 for community views on ways to achieve the vision, and in 2018 to develop engagement guidelines. Ongoing community engagement is an important element of UQ's commitment to this RAP.

UQ's RAP builds on the 2012 *Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: final report* recommendations to increase the number of Aboriginal and Torres Strait Islander students, staff and researchers in higher education.

In addition, the RAP has considered the principles contained in the United Nations' *Declaration on the rights of Indigenous peoples*, a broad set of internationally endorsed standards for the survival, dignity and wellbeing of Indigenous peoples across the world, which Australia assented to in April 2009. UQ's RAP complements its commitments through Universities Australia's *Indigenous Strategy 2017-2020*.

The RAP has been developed with the full support of the UQ Senate and University Senior Management Group, and is an important element of the University's *Strategic Plan 2018-2021*.

Through its Strategic Plan and RAP, UQ is aiming for an increase in the representation of Aboriginal and Torres Strait Islander students within UQ.

## 2017-2018 STEERING COMMITTEE

**Professor Peter Høj**, Vice-Chancellor and President (co-chair)

**Gaja Kerry Charlton**, Aboriginal community representative (co-chair)

**Dr Zelle Hodge AM**, UQ Senate member and Chair, Senate Standing Committee for Equity, Diversity and Status of Women

**Shane Drahm**, Acting Pro-Vice-Chancellor (Indigenous Engagement) (2017-2018) until appointment of

**Professor Bronwyn Fredericks**, Pro-Vice-Chancellor (Indigenous Engagement) in April 2018

**Walter Waia**, Torres Strait Islander community representative

**Tionne Seden**, 2017 Goorie Berrimpa Aboriginal and Torres Strait Islander Student Collective elected representative

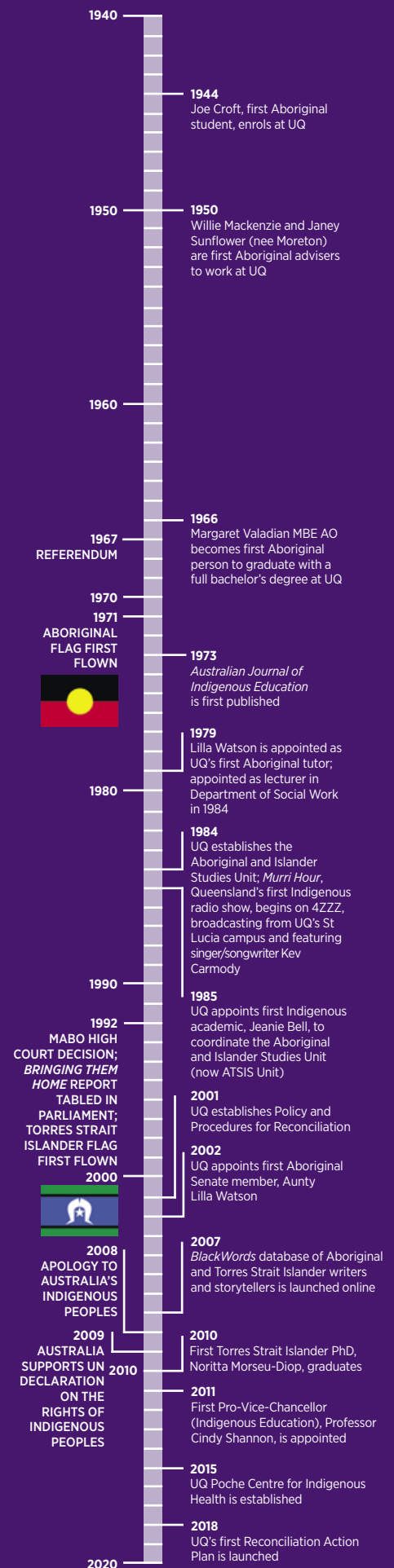
**David Corporal**, 2017 Goorie Berrimpa Aboriginal and Torres Strait Islander Student Collective elected representative

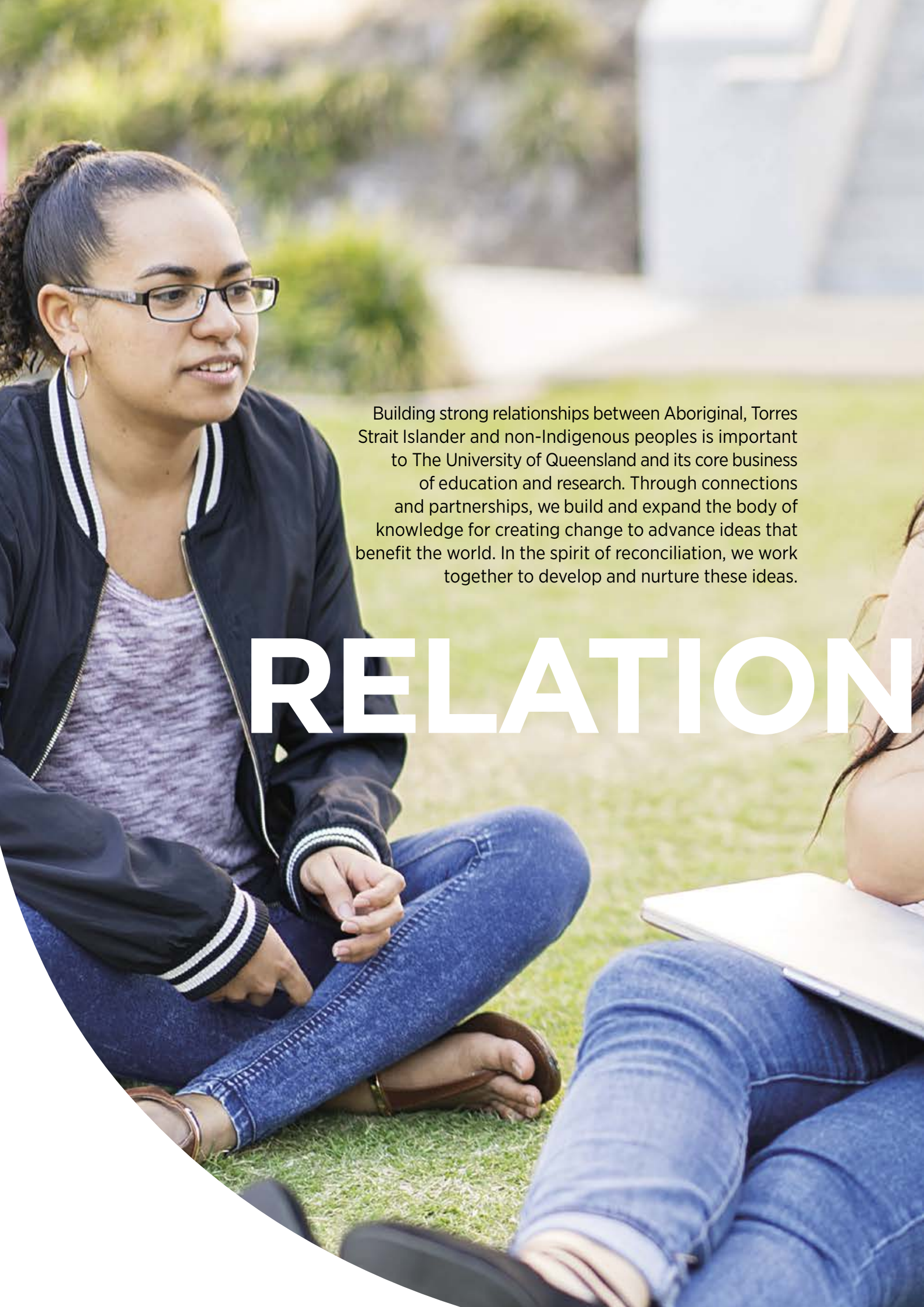
**Connor Haddad**, 2018 Goorie Berrimpa Aboriginal and Torres Strait Islander Student Collective elected representative

**Lachlan Bon**, 2018 Goorie Berrimpa Aboriginal and Torres Strait Islander Student Collective elected representative

**Lynnell Angus**, Project Manager (Indigenous Engagement Initiatives) (secretariat)

## AUSTRALIA/UQ JOURNEY





Building strong relationships between Aboriginal, Torres Strait Islander and non-Indigenous peoples is important to The University of Queensland and its core business of education and research. Through connections and partnerships, we build and expand the body of knowledge for creating change to advance ideas that benefit the world. In the spirit of reconciliation, we work together to develop and nurture these ideas.

# RELATION

# SHIPS



UQ students Nia Seden, Gabriella Ceolin and Victoria Francia meet at UQ St Lucia.

**RELATIONSHIPS ALIGNS WITH UQ'S LONG-TERM GOAL B: DIVERSE COMMUNITY / COLLABORATIVE PARTNERSHIPS**

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
<p>1. Establish UQ governance of the Reconciliation Action Plan (RAP) to actively monitor RAP actions, track progress and report.</p>	<p>1.1 Transition current RAP Working Group and RAP Steering Committee into RAP Oversight Committee (RAPOC) to assess progress against goals, actions and deliverables.</p> <p>1.2 Establish Terms of Reference for RAPOC that includes governance and reporting to UQ's key governing committees, including Senate and USMG.</p> <p>1.3 Ensure Aboriginal and Torres Strait Islander peoples are represented on RAPOC.</p> <p>1.4 Schedule three RAPOC meetings per year to monitor and report on RAP implementation.</p> <p>1.5 Ensure adequate resourcing to drive the implementation, evaluation and reporting of RAP actions as well as coordinate the governance and development of refreshed RAP in preparation for working towards staff and student population parity targets.</p>	<p>1.1-1.5 from June 2019</p>	<p>1.1-1.5 VC, Provost, PVC(IE), PM(IEI)</p>
<p>2. Coordinate a year-long calendar of UQ events to commemorate and celebrate Aboriginal and Torres Strait Islander peoples, cultures, languages, histories and achievements, as well as participate in National Reconciliation Week (NRW) activities to build and maintain relationships between Aboriginal, Torres Strait Islander and non-Indigenous peoples, as well as the broader community.</p>	<p>2.1 Establish an events project group with involvement of UQ-wide staff and students as well as community to coordinate and manage:</p> <ul style="list-style-type: none"> <li>- 2.1.1 a calendar of at least six UQ-wide events included in the UQ Events Calendar to commemorate and celebrate significant achievements and dates</li> <li>- 2.1.2 at least one event during NRW each year – for example, featuring Aboriginal and/or Torres Strait Islander speakers and community members in flagship seminars such as the Global Leadership Series</li> <li>- 2.1.3 registering UQ's NRW event via Reconciliation Australia's NRW website</li> <li>- 2.1.4 inviting University Senate, USMG, Academic Board, Heads of Schools and other senior staff, as well as RAPOC members, RAP champions, HR managers and general staff to participate in an external event to recognise and celebrate NRW as well as for ongoing cultural education (see 6.1).</li> </ul> <p>2.2 Extend an invitation to Aboriginal, Torres Strait Islander and non-Indigenous peoples to share their reconciliation experiences or stories of good practice through the Reconciliation at UQ website and/or events (see 7.1).</p> <p>2.3 Advertise links to Reconciliation Australia's NRW resources to staff and students to download for events and promotion.</p>	<p>2.1-2.3 annually</p> <p>2.1.2 27 May-3 June</p>	<p>2.1 PVC(IE), OMC, Protocol, USMG</p> <p>2.2 PVC(IE), PM(IEI) and Advancement</p> <p>2.3 PVC(IE), PM(IEI)</p>
<p>3. Develop and maintain mutually beneficial relationships with students, staff, Traditional Custodians, elected leaders, communities and organisations to support positive Aboriginal, Torres Strait Islander and non-Indigenous peoples' community development priorities as well as experiences and achievements in higher education and their career pathways.</p>	<p>3.1 Within UQ's organisational structure, develop and implement six faculty, four institute and up to 38 central unit engagement plans to work with South East Queensland local Traditional Custodians, Aboriginal and Torres Strait Islander (not based in the Torres Strait islands) communities, organisations and industry partners, as well as to engage staff and students in relationship-building activities:</p> <ul style="list-style-type: none"> <li>- 3.1.1 plans to include each school holding an event such as morning tea; with a quarterly program of events being coordinated across schools to avoid overburdening of Community.</li> </ul> <p>3.2 In consultation with Torres Strait Islander elected leaders and Traditional Custodians, develop and implement a Torres Strait Islander Regional Engagement Plan that is focused on Torres Strait Islander developmental priorities to build on UQ-wide activities and mutually beneficial relationships.</p> <p>3.3 Collaborate with students to develop an engagement plan for Aboriginal, Torres Strait Islander and non-Indigenous students to engage with Community.</p> <p>3.4 Meet with appropriate and relevant Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement.</p> <p>3.5 Identify and support engagement opportunities with Aboriginal and Torres Strait Islander alumni.</p> <p>3.6 Review and investigate opportunities for expanding the model used by the Faculty of Humanities and Social Sciences for coordinating community engagement through Indigenous Focal Point positions.</p>	<p>3.1 10 plans developed annually with at least 80 per cent of plans in place by June 2022</p> <p>3.2 December 2019</p> <p>3.3 June 2019</p> <p>3.4 guidelines developed by June 2019 and ongoing</p> <p>3.5 December 2020</p> <p>3.6 December 2021</p>	<p>3.1 PVC(IE), executive deans, institute directors and central unit managers and directors, PM(IEI)</p> <p>3.2 PVC, PVC(IE)</p> <p>3.3 PVC(IE), PM(IEI), Student Union</p> <p>3.4 PVC(IE), Provost</p> <p>3.5 PVC(IE), PVC(Advancement)</p> <p>3.6 PVC</p>



## KEY TO ABBREVIATIONS

AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies	P&F	Property and Facilities
ARC	Australian Research Council	PM(IEI)	Project Manager, Indigenous Engagement Initiatives
ATSIS Unit	Aboriginal and Torres Strait Islander Studies Unit	PVC	Pro-Vice-Chancellor
DVC(A)	Deputy Vice-Chancellor (Academic)	PVC(IE)	Pro-Vice-Chancellor (Indigenous Engagement)
DVC(EE)	Deputy Vice-Chancellor (External Engagement)	PVC(T&L)	Pro-Vice-Chancellor (Teaching and Learning)
DVC(R)	Deputy Vice-Chancellor (Research)	RAPOC	Reconciliation Action Plan Oversight Committee
HR	Human Resources	USMG	University Senior Management Group
NHMRC	National Health and Medical Research Council	VC	Vice-Chancellor
NRW	National Reconciliation Week	VCC	Vice-Chancellor's Committee
OMC	Office of Marketing and Communications		

## RECOGNISING NATIONAL SORRY DAY AT UQ

More than 50 UQ staff, students and friends joined hands to spell out the word 'sorry' on the lawn at the St Lucia campus during National Reconciliation Week 2018. The event was held to commemorate the 20th anniversary of National Sorry Day, a key recommendation of the *Bringing them home* report. Participants reflected on the Stolen Generations and impacts on Aboriginal and Torres Strait Islander families and communities with a minute's silence. This was followed by a barbecue at sunset to view the iconic Forgan Smith building lit up in the colours of the Aboriginal and Torres Strait Islander flags (see page 7).

<p>4. Raise internal and external awareness of UQ's RAP to promote reconciliation across our business and the higher education sector.</p>	<p>4.1 Implement and review a strategy to communicate UQ's RAP to internal and external stakeholders.</p> <p>4.2 Develop and maintain Reconciliation at UQ website.</p> <p>4.3 Promote reconciliation through ongoing active engagement with stakeholders.</p> <p>4.4 Work with higher education institutions and Universities Australia to establish an Aboriginal and Torres Strait Islander senior executive group to enhance cooperation and collaboration, as well as information and resource sharing across the sector, for the advancement of RAPs and cross-institutional reconciliation actions.</p> <p>4.5 Include a UQ RAP Innovation Award in at least one established UQ Award program that recognises innovative initiatives that support UQ's RAP vision and actions.</p> <p>4.6 Procure Reconciliation Artwork and digitise to incorporate guidelines for physical and digital collateral in UQ's corporate style guidelines to support and represent reconciliation and Aboriginal and Torres Strait Islander activities, initiatives and programs at UQ.</p>	<p>4.1 January 2019</p> <p>4.2 December 2019</p> <p>4.3 from 2019</p> <p>4.4 June 2020</p> <p>4.5 from 2020</p> <p>4.6 from April 2019</p>	<p>4.1 PVC(IE), PM(IEI)</p> <p>4.2 PVC(IE), PM(IEI), OMC</p> <p>4.3 DVC(EE), PVC(IE), executive deans and central units</p> <p>4.4 DVC(EE), PVC(IE)</p> <p>4.5 Senate, PVC(IE), PM(IEI), relevant senior manager for award</p> <p>4.6 OMC, PVC(IE)</p>
<p>5. Investigate and pilot opportunities for Aboriginal and Torres Strait Islander peoples to have a valued role in governance and decision making across UQ.</p>	<p>5.1 Investigate and establish an Aboriginal and Torres Strait Islander council/advisory group or program to provide cultural advice and guidance on UQ matters to the ATSIS Unit, Office of the PVC(IE), RAPOC and VC, including:</p> <ul style="list-style-type: none"> <li>- 5.1.1 consulting with Queensland Aboriginal and Torres Strait Islander communities to identify and engage suitable Elders, Traditional Custodians, community members and/or young people</li> <li>- 5.1.2 exploring opportunities for members to actively contribute to key UQ leadership meetings - for example, UQ Senate and standing committees, as well as Academic Board and its standing committees - with input into agendas and relevant items.</li> </ul> <p>5.2 Investigate and pilot processes, such as appropriate representation on core business committees, for embedding Aboriginal and Torres Strait Islander views, knowledges and voices in University core policies, plans and practices.</p>	<p>5.1-5.2 recommendations to UQ governing committees by December 2019, approved recommendations in place by July 2020</p>	<p>5.1-5.2 VC, PVC(IE), PM(IEI)</p>

# RESPECT



The University of Queensland actively seeks to build respect for Aboriginal and Torres Strait Islander peoples, cultures, lands, waters, knowledges, histories and rights through its core business of education and research, as well as its campus environments. We acknowledge the ingenuity of the many Aboriginal and Torres Strait Islander cultures, the oldest living on Earth. We aim for UQ and broader communities to value, learn and celebrate ongoing successes.



Tina Baum (Curator of Aboriginal and Torres Strait Islander Art, National Gallery of Australia) leading UQ Art Museum staff and students through the exhibition *Defying Empire: 3rd National Indigenous Art Triennial*, 2018. Photo: Simon Woods



## Learning languages

In collaboration with language workers from Ngukurr\* in south-east Arnhem Land, Northern Territory, and with the support of the ARC Centre of Excellence for the Dynamics of Language (CoEDL) at UQ St Lucia, researchers in the School of Information Technology and Electrical Engineering have developed Opie, a social robot (see [opierobots.com](http://opierobots.com)). A travelling version (pictured) currently resides at the Ngukurr Language Centre.

Opie brings digital language resources to life and excites children about learning in language. Opie provides fun, interactive language activities in the form of stories, word games and pronunciation practice, and reacts to children's interaction with expressive eye gestures. Language workers use Opie in their lessons with children, aged one to five, as a new form of access to cultural material. In early testing, language workers commented on how much the children enjoyed and engaged with the games.

By increasing the amount of time children hear Traditional Languages each day, Opie is helping keep those languages strong. And, having been given a makeover by local artist Gwenneth Blitner from the Ngukurr Arts Centre, the social robot itself is very attractive to engage with.

UQ researchers hope to bring Opie robots to many other communities across the country, crossing the digital divide to learn and teach languages that are among the oldest in the world.

**Top:** members of the Ngukurr Language Centre with UQ Social Robotics Lab engineers (photo: Shaina Russell).  
**Right:** Opie, the social robot, at Ngukurr.



\* Ngukurr is a community on Ngalakgan country, Traditional Lands of the Yugul Mangi people. Ngukurr community members mostly speak Kriol and identify as belonging to one or more of 10 heritage languages that are all endangered. Resources for four of these languages – Marra, Ngandi, Rembarrnga and Wubuy – have been installed on Opie, with Kriol being the interface language.

**RESPECT ALIGNS WITH UQ'S LONG-TERM GOAL A: GAME-CHANGING GRADUATES / OUTSTANDING CONTRIBUTIONS**

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
<p>6. Engage UQ staff and students to increase understanding and appreciation of the unique and diverse Aboriginal and Torres Strait Islander cultures, histories, languages and achievements.</p>	<p>6.1 Work with Cultural Education Advisory Group to develop, implement and evaluate a cultural education package for staff and students that defines cultural learning needs and education with consideration to blended learning and best practice.</p> <p>6.2 Investigate opportunities to work with local Traditional Custodians and/or Aboriginal and Torres Strait Islander academics, consultants, alumni and industry partners to develop and/or participate in the cultural education package.</p> <p>6.3 Investigate development of cross-institutional massive open online course (MOOC) beginning with South East Queensland Aboriginal and Torres Strait Islander peoples, histories, languages and cultures that could be included in UQ teaching and learning; MOOC to be developed in collaboration with South East Queensland Aboriginal and Torres Strait Islander community representatives.</p>	<p>6.1-6.2 December 2019</p> <p>6.3 recommendations to VCC by January 2021</p>	<p>6.1-6.2 PVC(IE), PM(IEI), PVC(T&amp;L)</p> <p>6.3 PM(IEI), PVC(IE)</p>
<p>7. Engage UQ staff, students and community in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning.</p>	<p>7.1 Develop, implement and communicate a guideline and resources for Welcome to Country, Acknowledgement of Country, and other local protocols that are informed by local Aboriginal and/or Torres Strait Islander communities with an awareness of the diversity of Aboriginal and Torres Strait Islander cultures and protocols across Australia</p> <ul style="list-style-type: none"> <li>- 7.1.1 Include links and multimedia messages about the importance and significance of Welcome to and Acknowledgement of Country on Reconciliation at UQ website</li> <li>- 7.1.2 Develop a high-quality recorded Welcome to Country for inclusion at graduation ceremonies.</li> </ul> <p>7.2 Develop a list of Traditional Custodians and key contacts for each campus for organising a Welcome to Country and maintaining respectful relationships.</p> <p>7.3 Invite a Traditional Custodian to provide a Welcome to Country at significant community-facing UQ events in line with cultural protocol guidelines (see 7.1).</p> <p>7.4 Include Acknowledgement of Country at commencement of important internal and external UQ functions and meetings, such as start of semester lectures, in line with UQ cultural protocols guidelines (see 7.1).</p>	<p>7.1 guideline and resources developed by June 2019</p> <p>7.2 developed and communicated by June 2019</p> <p>7.3 annually</p> <p>7.4 from July 2019 and ongoing</p>	<p>7.1 PVC(IE), OMC</p> <p>7.2 PVC(IE), PM(IEI)</p> <p>7.3 OMC, Protocol</p> <p>7.4 Protocol, PVC(IE), PM(IEI)</p>
<p>8. Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC and other days of significance.</p>	<p>8.1 Provide leave to enable staff to participate in NAIDOC Week and other days of cultural significance (up to five days), in accordance with the relevant Leave Policy and Procedures.</p> <p>8.2 Coordinate opportunities through UQ events project group (see 2.1), where appropriate, for Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week.</p> <p>8.3 Investigate institutional support for Aboriginal and Torres Strait Islander staff to participate in professional development on their own Traditional Country or appropriate Country through other mechanisms.</p>	<p>8.1 recommendations to VCC by January 2019</p> <p>8.2 from January 2019</p> <p>8.3 recommendations to VCC by January 2020</p>	<p>8.1 Chief HR Officer</p> <p>8.2 PVC(IE), PM(IEI), OMC</p> <p>8.3 Chief HR Officer</p>
<p>9. Incorporate Aboriginal and Torres Strait Islander values and spaces in the physical and built environment.</p>	<p>9.1 Support Aboriginal and Torres Strait Islander initiatives in the development and implementation of the UQ campus master plans, to increase visible demonstrations of respect, including collaborating with Traditional Custodians and local Aboriginal and Torres Strait Islander communities to:</p> <ul style="list-style-type: none"> <li>- 9.1.1 engage an artist, preferably local where possible, to create a reconciliation feature on each campus that is interactive, informative and a space for conversations</li> <li>- 9.1.2 investigate naming and appropriate local cultural protocols for UQ buildings, meeting spaces and other places, including renaming of UQ Senate meeting room and/or AT SIS Unit</li> <li>- 9.1.3 develop self-guided, interactive and sign-posted Reconciliation Walk and smartphone application for each campus that highlights local Aboriginal histories, including healing ceremonies at trauma/massacre site; cultures and stories; as well as recognising significant sites and contemporary stories of adaption</li> <li>- 9.1.4 explore opportunities to incorporate Aboriginal and Torres Strait Islander cultures within new building design and dual language signage, as appropriate</li> <li>- 9.1.5 investigate creation of a space that celebrates the achievements of Aboriginal and Torres Strait Islander peoples, with features on relevant academic areas, architecture, medicine, plants/food, relationships with land, water and skies.</li> </ul>	<p>9.1 recommendations to UQ governing committees, in line with implementation of campus master plans by June 2022</p>	<p>9.1 P&amp;F, PVC(IE), PM(IEI)</p>



# OPP

Attending an InspireU camp is a great way for Aboriginal and Torres Strait Islander secondary students in Years 9–12 to test drive UQ. Pictured here are 2017 InspireU Health Sciences Camp participants at the QIMR Berghofer Medical Research Institute for 'a day in the life of a scientist'.



# ORTUNITIES

The University of Queensland is committed to creating and strengthening opportunities among Aboriginal and Torres Strait Islander peoples, organisations and communities. In turn, opportunities are created and strengthened for UQ's core business of education and research because, with increased supply options – in employment, procurement and day-to-day practices – come increased delivery capabilities. Better access to systems and processes also means better results. For everyone.

**OPPORTUNITIES ALIGNS WITH UQ'S LONG-TERM GOAL C: GLOBALLY SIGNIFICANT SOLUTIONS / NEW KNOWLEDGE / PARTNERED INNOVATION**

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
<p>10. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within UQ and the higher education sector.</p>	<p>10.1 Implement UQ's <i>First Nations' Employment Strategy 2018-2027</i> that includes:</p> <ul style="list-style-type: none"> <li>- 10.1.1 engaging with existing Aboriginal and Torres Strait Islander staff, alumni, emeritus professors and/or consultants to develop and implement Employment Strategy actions, including mentoring, networking and professional development</li> <li>- 10.1.2 creating opportunities for collaborating across the higher education sector to improve Aboriginal and Torres Strait Islander employment outcomes</li> <li>- 10.1.3 enhancing existing Aboriginal and Torres Strait Islander employment pathways, including the Aboriginal and Torres Strait Islander Traineeship Program</li> <li>- 10.1.4 implementing and evaluating the Vice-Chancellor's Aboriginal and Torres Strait Islander Graduate Program to provide an integrated employment and career development pathway for Aboriginal and Torres Strait Islander graduates in professional university employment</li> <li>- 10.1.5 developing opportunities in academic employment, progression and career development.</li> </ul> <p>10.2 Advertise vacancies in Aboriginal and Torres Strait Islander media.</p> <p>10.3 Improve and enhance UQ's capability in collecting and analysing data relating to Aboriginal and Torres Strait Islander staff and their employment experiences and aspirations.</p> <p>10.4 Review HR and recruitment procedures and policies to ensure no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in UQ's workplace.</p>	<p>10.1 from March 2019</p> <p>10.2 ongoing</p> <p>10.3 December 2019</p> <p>10.4 December 2020</p>	<p>10.1-10.4 Chief HR Officer, DVC(EE), DVC(A), DVC(R), executive deans, institute directors</p>
<p>11. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within UQ.</p>	<p>11.1 Review UQ's procurement policies, procedures and practices to identify barriers to Aboriginal and Torres Strait Islander businesses supplying UQ with goods and services.</p> <p>11.2 Develop and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services.</p> <p>11.3 Maintain at least one commercial relationship with an Aboriginal and/or Torres Strait Islander-owned business.</p> <p>11.4 Maintain Supply Nation membership.</p> <p>11.5 Investigate inclusion of an icon in the e-marketplace to identify products sourced from socially responsible businesses, including Aboriginal and Torres Strait Islander businesses.</p>	<p>11.1 September 2019</p> <p>11.2 March 2020</p> <p>11.3 from January 2019</p> <p>11.4 annually</p> <p>11.5 March 2020</p>	<p>11.1-11.5 Director of Procurement</p>

## UQ Aboriginal and Torres Strait Islander traineeship program

"I joined UQ in 2011 as part of the Aboriginal and Torres Strait Islander Traineeship Program after my mum sent me the job advertisement. I was a bit hesitant initially as I was quite happy in retail, but my family convinced me that my long-term career options would be better – and they were right.

"I now work as a project officer in the UQ Business School, working with academics to build Indigenous content in our curricula, and have done many interesting jobs along the way. I also mentor new trainees, teaching them office skills and offering career advice.

"I really enjoyed my traineeship: it was very practical and I gained a lot of skills. I completed the Certificate III in Business Administration as part of the program but I probably learnt more from the on-the-job training. However, I was inspired to

complete an Associate Diploma in Business afterwards, which was useful.

"Another great aspect was the opportunity to try out different roles – student administration, finance, human resources, executive assistant – as I discovered that I love HR, and working with academics and other staff around the University.

"I particularly enjoy helping to create an inclusive culture where we can all share our knowledge, and am very proud of my achievements so far.

"I would highly recommend UQ's Aboriginal and Torres Strait Islander Traineeship Program."

**Taylor Bamin**  
Project Officer, UQ Business School

2011 UQ Aboriginal and Torres Strait Islander trainee Taylor Bamin with 2018 trainee Angela Arthy in the UQ Business School.





<p>12. Engage a UQ-wide approach to increasing representation of Aboriginal and Torres Strait Islander students in higher education.</p>	<p>12.1 Enhance and increase opportunities for Aboriginal and Torres Strait Islander secondary students to attend UQ and/or university through targeted community engagement, including through domestic student recruitment, faculty-specific, Future Students and InspireU programs, and competitive admissions pathways.</p> <p>12.2 Develop opportunities to increase student enrolments from non-school leaver populations, such as current UQ Aboriginal and Torres Strait Islander staff and mature-age students in Community.</p> <p>12.3 Review and strengthen collaborations between the ATSI Unit and Admissions, Scholarships, Graduate School, Accommodation, Counselling and other mainstream student services to increase cultural competence of services and safety among Aboriginal and Torres Strait Islander students.</p> <p>12.4 Work with faculties, schools and institutes to engage with the ATSI Unit to review and, as appropriate, pilot and strengthen actions and programs to retain Aboriginal and Torres Strait Islander students to successfully complete their program of study at UQ.</p> <p>12.5 Build relationships with alumni and work with industry partners to seek opportunities to support and foster improved academic and career outcomes, including further study, among Aboriginal and Torres Strait Islander students.</p>	<p>12.1 from July 2019</p> <p>12.2 January 2020</p> <p>12.3 from July 2019</p> <p>12.4 January 2019</p> <p>12.5 from July 2020</p>	<p>12.1-12.3 Provost, PVC(IE)</p> <p>12.4 Faculty executive deans</p> <p>12.5 Provost, PVC(IE)</p>
<p>13. Review and, where appropriate, develop UQ's research systems to ensure ethical and culturally appropriate research involving Aboriginal and Torres Strait Islander peoples, organisations and communities.</p>	<p>13.1 In collaboration with Aboriginal and Torres Strait Islander researchers and community representatives, develop and implement a UQ Aboriginal and Torres Strait Islander research policy that references key NHMRC and AIATSIS ethical research guidelines and includes a researcher code of conduct.</p> <p>13.2 Coordinate an annual education series of four sessions to raise awareness of ethical considerations for research with Aboriginal and Torres Strait Islander peoples, organisations and communities.</p> <p>13.3 Pilot an Aboriginal and Torres Strait Islander research forum during Research Week to engage with Aboriginal and Torres Strait Islander communities and organisations about key research questions and opportunities to collaborate with UQ.</p> <p>13.4 Develop online videos of Aboriginal and/or Torres Strait Islander research stories of best practice and lessons for researchers and communities.</p>	<p>13.1 December 2019</p> <p>13.2 annually from 2020</p> <p>13.3-13.4 from September 2019, annually (Research Week)</p>	<p>13.1-13.4 Office of DVC(R), PVC(IE)</p>
<p>14. Review and facilitate UQ-wide approach to embedding Aboriginal and Torres Strait Islander curriculum and inclusive teaching practices in programs.</p>	<p>14.1 Develop a staged, UQ-wide plan to review and Indigenise curricula in line with five-to-seven-year Academic Program review cycles. Plans to include:</p> <ul style="list-style-type: none"> <li>- 14.1.1 establishing priority programs for embedding Aboriginal and Torres Strait Islander curriculum in, and inclusive teaching of, courses, e.g. programs with Aboriginal and Torres Strait Islander Accreditation Standards</li> <li>- 14.1.2 identifying location and teaching resources of Aboriginal and Torres Strait Islander knowledges, perspectives and pedagogies, as well as inclusive teaching and learning training and practice</li> <li>- 14.1.3 appropriate resourcing for Aboriginal and Torres Strait Islander and/or non-Indigenous staff with specialist knowledge in Indigenous curriculum innovation and support, to work with school and faculty course and program coordinators</li> <li>- 14.1.4 linking to existing curriculum innovation resources, e.g. Journeymaker, and developing resources such as templates and exemplars of good practice and processes.</li> </ul> <p>14.2 Establish a network of Associate Deans (Academic), as well as school-based Directors of Teaching and Learning and academics, to encourage staff to incorporate Aboriginal and Torres Strait Islander curriculum in their courses.</p> <p>14.3 Investigate inclusion of an Aboriginal and Torres Strait Islander core course in UQ programs.</p> <p>14.4 Investigate piloting the cultural education modules for teaching Indigenous health with non-health-related teaching staff.</p>	<p>14.1 plan developed and resources in place by December 2019</p> <p>14.2 first meeting held by June 2019</p> <p>14.3 recommendations to Academic Board by March 2020</p> <p>14.4 recommendations to executive deans by June 2020</p>	<p>14.1-14.4 Office of DVC(A), PVC(IE), Provost</p>

## GOVERNANCE, TRACKING PROGRESS AND REPORTING

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
15. Report RAP achievements, challenges and learnings to Reconciliation Australia.	15.1 Complete and submit RAP Impact Measurement questionnaire to Reconciliation Australia annually. 15.2 Investigate participating in Australian Reconciliation Barometer.	15.1 30 September each year from 2020 15.2 recommendations to VCC by December 2019, for participation by 30 September 2020, biennially	15.1-15.2 PVC(IE), PM(IEI)
16. Report RAP achievements, challenges and learnings internally and externally.	16.1 Publicly report RAP achievements, challenges and learnings, including through Reconciliation at UQ website. 16.2 Include RAP as standing invitation to submit an item on UQ's key governing committees, including Senate and USMG. 16.3 Report quarterly on RAP actions to USMG and Senate through standing RAP item in VC's report. 16.4 Build RAP and Employment Strategy reporting into UQ Strategic and Operational Plan reporting processes. 16.5 Align organisational unit (faculty, institute, central) operational plan objectives, outcomes and targets with RAP, and report annually from 2021. 16.6 Facilitate annual staff and student-led student reconciliation forums at St Lucia, Herston and Gatton campuses to facilitate staff and student engagement with and monitor opinion of reconciliation at UQ.	16.1 November each year, from 2020 16.2 from launch in January 2019, ongoing 16.3 March, June, September, December each year 16.4 recommendations to Provost by October 2019, for implementation from 2020 16.5 December each year, from 2020 16.6 annually	16.1-16.6 Provost, PVC(IE), PM(IEI)
17. Review, refresh and update RAP.	17.1 Liaise with Reconciliation Australia to develop new RAP based on learnings, challenges and achievements. 17.2 Send draft RAP to Reconciliation Australia for review and feedback. 17.3 Submit draft RAP to Reconciliation Australia for formal endorsement. 17.4 Collaborate with Planning and Business Intelligence to refresh the RAP in line with UQ strategic and operational plans, as well as key higher education strategies, plans and initiatives.	17.1 from July 2021 17.2 February 2022 17.3 May 2022 17.4 from July 2021	17.1-17.4 Provost, VC, PVC(IE), PM(IEI)



**2019-2022 CALENDAR: DELIVERABLES TO BE ACHIEVED IN DATE ORDER**

YEAR	MONTH	DELIVERABLE	
2019	January	4.1, 4.3, 8.1, 8.2, 11.3, 12.4, 16.2	
	March	10.1, 16.3	
	April	4.6	
	May	2.1, 2.3	
	June	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4, 7.1, 7.2, 14.2, 16.3	
	July	7.4, 12.1, 12.3	
	September	11.1, 13.3, 13.4, 16.3	
	October	16.4	
	December	2.2, 3.1, 3.2, 3.4, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.3, 10.2, 10.3, 11.4, 13.1, 14.1, 15.2, 16.2, 16.3, 16.6	
	2020	January	4.5, 8.3, 12.2
		March	11.2, 11.5, 14.3, 16.3
		May	2.1, 2.3
June		4.4, 14.4, 16.3	
July		5.1, 5.2, 12.5	
September		13.3, 13.4, 15.1, 15.2, 16.3	
November		16.1	
December		2.2, 3.1, 3.4, 3.5, 4.3, 7.3, 10.2, 10.4, 11.4, 13.2, 16.2, 16.3, 16.4, 16.5, 16.6	
2021		March	6.3, 16.3
		May	2.1, 2.3
	June	16.3	
	July	17.1, 17.4	
	September	13.3, 13.4, 15.1, 16.3	
	November	16.1	
	December	2.2, 3.1, 3.4, 3.6, 4.3, 7.3, 10.2, 11.4, 13.2, 16.2, 16.3, 16.4, 16.5, 16.6	
2022	February	17.2	
	March	16.3	
	May	2.1, 2.3, 17.3	
	June	3.1, 9.1, 16.3	





THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

## THANK YOU

Thanks to everyone who has contributed to our Reconciliation Action Plan – staff, students and the wider community – as we look forward to fully embracing the meaning of reconciliation in our everyday university life.

Particular thanks are extended to the many people who have contributed to developing UQ's Reconciliation Action Plan including members of the RAP Working Group and RAP Steering Committee, along with the dozens of others who have assisted in the work of progressing the UQ Reconciliation Action Plan through dual approval, launch and beyond.

Please let us know if you have any feedback, questions or suggestions.

## CONTACT

Pro-Vice-Chancellor (Indigenous Engagement) at [pvcie@uq.edu.au](mailto:pvcie@uq.edu.au) or +61 7 3346 0627.