



# INDIGENOUS EDUCATION STATEMENT

30 JUNE 2010

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# INDIGENOUS EDUCATION STATEMENT 2009

## SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

### 1.1 Approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.

The Australian National University (“ANU” and “the University”) renewed its commitment to Indigenous Higher Education in 2009 by launching the ANU Reconciliation Action Plan (RAP) (Appendix 1).

The ANU RAP signals an ambitious systemic shift in the University’s culture and its engagement with Indigenous people. The ANU RAP is a first for a Group of 8 university and is the only university-wide RAP that has a 2.5% target for both Indigenous staff and Indigenous students. The University recognises that the initiatives needed to achieve these targets have to be framed by a respectful environment for Indigenous people and Indigenous studies. The University’s RAP will therefore be implemented in stages with specific focus on six broad areas:

#### Focus Area 1

##### **Building greater respect for Indigenous peoples within the University environment and institutional culture:**

While many areas of the University already have strong Indigenous connections of both a research and practical nature, we recognize that the achievement of our targets is highly dependent on the level of commitment, awareness and understanding of the opportunities offered by the ANU RAP *within* the University more broadly. Working to raise awareness and build greater respect for Indigenous culture and history within the University environment and culture, as outlined in the RAP, will be the immediate priority. Accordingly, the ANU is committed to the following actions:

- Acknowledgement of the traditional owners within the University and as part of its wider engagement with community and the nation.
- Cultivation of relationships with Australian and international Indigenous peoples and communities, especially those working in areas that align with University researchers.
- Incorporation of Indigenous perspectives in decision-making processes.
- Enhancement of engagement with Indigenous entrepreneurial entities.
- Respecting and celebrating Indigenous cultures, traditions, knowledge and practices.

## **Focus Area 2**

### **Consolidating the University as the leader in Indigenous research of national significance:**

The University recognizes that it will be most successful in meeting its targets where it aligns opportunities with areas of recognized strength and excellence, such as existing research hubs in history, governance, resource management, law and cultural heritage. To this end, the University commits to undertake a gap analysis to identify those areas of Indigenous research of national significance in which the University has capacity in order to leverage initiatives and research with external partners.

## **Focus Area 3**

### **Ensuring all Australian National University students have a thorough understanding of Indigenous knowledge and perspectives:**

The University will increase the incorporation of Indigenous content and perspectives in undergraduate and graduate courses and in research projects overall.

## **Focus Area 4**

### **Attracting and supporting Indigenous students:**

The University undertakes to increase the number of full-time and part-time Indigenous students (undergraduate and graduate) to a minimum of 2.5% of total enrolments to match the current proportion of the national Indigenous population.

## **Focus Area 5**

### **Attracting and retaining Indigenous general and academic staff at all levels across the University:**

The University undertakes to increase the number of full-time and part-time Indigenous staff (academic and general) to a minimum of 2.5% of total staff to match the current proportion of the national Indigenous population.

## **Focus Area 6**

### **Maintaining accountability and transparency in monitoring and reporting on the progress of the *Australian National University Reconciliation Action Plan* initiatives:**

In addition to internal reporting and accountability measures, the University undertakes to report regularly to Reconciliation Australia and to take a leadership role in facilitating consultation among the University RAP community.

## 1.2 How Indigenous perspectives are embedded in the Strategic Plan and/or other key institutional documents.

The University has developed strategies within several key planning and policy documents to promote inclusive work and study environments that value the diversity of backgrounds and perspectives of the University community. With the launch of the ANU RAP in 2009 all ANU Colleges and Service Divisions are now reviewing their student and staff recruitment strategies to include specific elements to increase Indigenous participation.

- Strategic Planning

*The University's current strategic plan* identifies aspirational goals and strategies that include the provision of effective support services for all staff and students, including Indigenous staff and students. This is consistent with the University's commitment to the ANU RAP and its broader commitment to equal opportunity in education and employment.

These commitments include:

- opportunities for staff and student participation in decision-making;
- elimination of discrimination;
- recruitment of students from a disadvantaged background; and
- promotion of ANU as a provider of quality education for all students, including those who are Indigenous.

- *Australian National University Reconciliation Action Plan (RAP)*

Developing a thorough understanding of Indigenous knowledge and perspectives amongst all ANU students is one of several focus areas of the ANU RAP approved by the University Council in March 2009, and launched in July 2009. Implementation will build on initiatives already underway in areas of study in the ANU Colleges of Business and Economics, Law, Arts and Social Sciences, and Medicine, Biology and Environment.

- *ANU Indigenous Employment Policy*

The *ANU Indigenous Employment Policy* (Appendix 2) is consistent with the [ANU Equal Opportunity Policy](#) and the ANU RAP. The policy aims to increase the participation of Indigenous Australians in employment at ANU by developing recruitment and retention strategies in line with the goals and strategies in the ANU RAP. This includes raising awareness of the specific needs and barriers that Indigenous Australians encounter in the workplace and improving the relationship between ANU and the local Indigenous community.

The *ANU Indigenous Employment Policy* can be accessed on the ANU website at [http://policies.anu.edu.au/policies/indigenous\\_employment/policy](http://policies.anu.edu.au/policies/indigenous_employment/policy).

## SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

### 2.1 AEP Goals

#### **Goal1. Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.**

*This goal is aligned with the ANU strategic plan and the focus of the RAP on building greater respect for Indigenous peoples within the University environment and institutional culture.*

- The Director of the Jabal Indigenous Higher Education Centre (JIHEC) is a member of a number of decision making committees across the ANU. These include the ANU Directorate of Student Services Consultative Committee; the National Centre for Indigenous Studies Advisory Committee; the Reconciliation Action Plan Implementation Committee; the University Access and Equity Committee; the Indigenous Community and Equity Committee; the Indigenous History Editorial Board; Indigenous Advisory Network; and the University Education Committee.

These committees report to a number of areas of the University that are concerned with Indigenous education, employment, student support and student and staff equity. The University Education Committee, the University Access and Equity Committee, the ANU Indigenous Advisory Network and the ANU RAP Committee all report directly to the Vice-Chancellor. The ANU Directorate of Student Services Consultative Committee reports to the Registrar.

Through these committees the ANU RAP targets are both being implemented and monitored.

The ANU Education Committee and the University Access and Equity Committee are influential committees of Council where items such as Indigenous Education, Indigenous Curriculum Perspectives and Indigenous Access issues are raised and discussed.

- The JIHEC promotes and supports teaching across the university. It facilitates academic and student support for Indigenous undergraduate and postgraduate coursework students across ANU and provides Indigenous expertise both strategically and practically by means of course content.
- The Director of the National Centre for Indigenous Studies, Professor Mick Dodson AM, is a member of the University Research Committee which is the peak advisory committee for all University research initiatives, policies, programs, monitoring and reporting. He is also a member of the Deans and Directors Committee which meets regularly with the Vice-Chancellor (or delegate) and can therefore represent Indigenous issues directly at University Executive level.
- The National Centre for Indigenous Studies (NCIS) promotes excellence in teaching and research in Indigenous studies. It facilitates postgraduate Indigenous studies and research on Indigenous themes both across ANU and in many other educational and research institutions. NCIS is an enrolment centre and has a growing cohort of higher degree research students in studies on Indigenous Australia. It has 15 HDR candidates – 3 of whom identify as

Indigenous. The Director, Professor Mick Dodson AM, chairs the ANU RAP Committee and has sat on the UN Permanent Forum on Indigenous Issues for two full terms. Professor Dodson co-initiated the 25-year vision for Indigenous education with the Deputy Prime Minister, The Hon Julia Gillard MP, and has served as special adviser to the recent establishment of the National Congress of Australia's First Peoples. Three NCIS staff co-authored the Human Rights and Equal Opportunity Commission Discussion Paper leading to the national consultative framework and, ultimately, the National Congress of Australia's First Peoples. Other staff of NCIS are involved in projects relating to traditional knowledge, representative structures, cultural heritage, knowledge centres, Indigenous human rights, Indigenous property rights, skills transfer and postgraduate research capacity building.

- The Centre for Aboriginal Economic Policy Research (CAEPR) undertakes high quality, evidence-based, multi-disciplinary research on Indigenous economic and social development and associated issues and maintains an independent role in Indigenous public policy research. CAEPR invests considerable effort in making research findings accessible to Indigenous organisations, universities, research institutions, Australian governments, industry and the wider community through publication and teaching. The Centre has research collaborations with a large number and wide range of Indigenous organisations nationwide and is engaged in capacity building work with Indigenous environmental management groups in remote areas. An endowment fund supports an Indigenous Visiting Fellow program. In 2009, this supported a total of 3 Indigenous research collaborators to spend time at the ANU as well as assisting community members to attend a Life Span learning symposium in Darwin and a workshop at ANU on Environmental and Strategic Management of Homelands and Outstations. CAEPR staff members contribute to undergraduate teaching on Indigenous issues across the campus and the Centre itself offers on-campus and online Master by Coursework units on Indigenous Policy and Indigenous Development.
- The Senior Consultant (Indigenous Employment), in the Division of Human Resources, is an observer on the ANU RAP Committee, is a member of the Indigenous Community Equity Sub-Committee, assists Colleges and Divisions in attracting and retaining Indigenous employees and provides advice on Indigenous employment matters.
- An Indigenous Health Interest Group has been established at College of Medicine, Biology and Environment. The group consists of Indigenous and non-Indigenous staff from across the University including staff from the ANU College of Medicine, Biology and Environment, National Centre for Epidemiology and Population Health and the JIHEC. The group supports members and acts as a platform for discussion of educational and research initiatives across the College. Close ties have been formed with AIATSIS. Additionally, a series of cultural safety workshops are planned for 2010.

**Goal 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.**

*This goal is aligned with ANU objectives and the RAP focus on attracting and retaining Indigenous academic and general staff at all levels across ANU proportionally in line with the national Indigenous population.*

- The ANU has developed an integrated approach to Indigenous employment which is achieved through the three specialized Indigenous areas of the ANU working closely together: JIHEC, NCIS and the Senior Consultant (Indigenous Employment). Undergraduate students are provided a number of opportunities to undertake research training with the aim of increasing downstream HDR student enrolments. NCIS has a strong commitment to enrolling Indigenous HDR students with a view to eventual academic careers at the ANU.
- Current Indigenous staff numbers stand at 32. Of this, 17 are full-time, 4 part-time and 11 casual. There are 5 academics and 27 general staff. Levels range from Academic Level A, B C and E and General Staff from ANU Officer 1 through to ANU Senior Manager 1.
- In late 2009 ANU established an Indigenous Advisory Network. The Indigenous Advisory Network aims to assist the ANU achieve its aim to attract and retain Indigenous general and academic staff at all levels across ANU in accordance with the ANU Reconciliation Action Plan. The Advisory Network seeks input from the Indigenous community representatives on mechanisms for building relationships between ANU and the ACT and regional Indigenous communities (taking into account the diversity of such communities), provides a forum for discussion of issues relating to Indigenous employment and career development within ANU and makes recommendations about such issues as appropriate.
- The Diversity and Inclusion Unit has for the past two years ran an Indigenous Community event at ANU to promote ANU as an employer to the local Indigenous community.
- The ANU Indigenous Employment Policy can be accessed on the ANU website at [http://policies.anu.edu.au/policies/indigenous\\_employment/policy](http://policies.anu.edu.au/policies/indigenous_employment/policy). This policy is current and will be reviewed in December 2012.

**Goal 3 Ensure equitable access of Indigenous students to higher education.**

This goal aligns with ANU objective to increase Indigenous Australian student enrolments in, and access to, the ANU proportionally in line with the national Indigenous population at 2.5%. The ANU RAP focuses on attracting and supporting Indigenous students from across Australia to all academic disciplines at both the undergraduate and postgraduate levels.

- The following table<sup>1</sup> shows the 2008 and 2009 full-year enrolment comparisons for commencing Indigenous students.

Year	Commencing Indigenous Student Enrolments	All ANU Commencing Student Enrolments
2008	37	6,639
2009	46	7,045
<b>% Change</b>	24.3%	6.1%

**ANU Equitable Access Activities**

- In November 2009 the ANU's first Indigenous Recruitment and Community Engagement Officer was made a permanent position in the JIHEC by the Registrar. This appointment was made at the senior level of ANU Officer 6/7. The result of this appointment together with the additional commitments to Indigenous Higher Education by the ANU saw a higher number of Indigenous commencements in 2010. It is predicted that this increase will continue for the foreseeable future.
- The JIHEC administers the Indigenous Australian Admission Scheme (IAAS). The IAAS is an alternative entry scheme for Indigenous Australians who do not have standard entry qualifications. It is ANU policy that all students gaining entry through the IAAS will be provided ITAS assistance in their first year. Access to ITAS in subsequent years is subject to student need.
- The ANU recognises that Indigenous Students require a culturally appropriate space on campus that reflects student needs. In 2009 the ANU renovated the JIHEC creating a vastly improved facility. Feedback from students has been very positive.
- To students who are not eligible for entry to ANU through the IAAS, ANU offers a two-year Associate Degree program which after successful completion enables students to enrol in the second year of the appropriate ANU Degree Program. Students are recommended to complete appropriate studies at the Canberra Institute of Technology if they are not eligible for study in the ANU Associate Degree.
- The Office of the Vice-Chancellor (OVC) has agreed to cover the cost of fees and study materials for nominated students (referred by the IAAS) to attend the University Preparation Scheme and short-term University preparation courses. In 2009 the OVC also covered all course and textbooks costs for a student undertaking the Chemistry Preparation Course.

<sup>1</sup> All data tables in this report are based on the DEEWR Student Data Collection with ATSI indicator (2008 final ANU submission, 2009 provisional). Source: Statistical Services, ANU



- The ANU Secondary College Program is a collaboration between the ANU and the ACT Department of Education and Training to provide an enhanced learning experience for Year 11 and 12 students. In 2009 there were a small number of Indigenous students in this program with one articulating into the Bachelor of Science at ANU. In 2010 there will be seven Indigenous students enrolled in the program. With the increase in Indigenous student enrolments the Vice-Chancellor has committed funds to support a tuition program for these students with the aim of increasing articulation into ANU Degree Programs.
- Students commencing at ANU who travel from outside the ACT region, are guaranteed accommodation. This guarantee is even more generous for Indigenous students as they are guaranteed their first choice of Residential College at ANU.
- In 2009 the ANU developed a Regional Partnerships Program with schools from the surrounding regional areas of the ACT. As part of the program, Indigenous school students travel to the ANU to experience a university activity, tour the ANU campus and visit the JIHEC. This Program is designed to raise awareness of, and aspiration for higher education. Some 65 Indigenous students have already visited the ANU campus through this program to date.
- With the aim of increasing participation in and providing equitable access to medical higher education by Indigenous students, the JIHEC and ANU Rural Medical Society (ARMS) students have established an Indigenous student study and mentoring program at Erindale College. ARMS students provide homework assistance and mentoring on the College. JIHEC provides the transport for this initiative. This program will be further developed and expanded in 2010.
- The ANU Medical School (ANUMS) has reserved two places each year for Indigenous students in the graduate medicine degree. As part of the School's aim to attract Indigenous students to Medicine, the School has on offer two prestigious scholarships which are attached to these identified places.
- The ANU has established a number of important partnerships as part of its National Access Alliance Strategy. Alliance Universities include Charles Darwin University, University of Canberra, University of Newcastle, University of Southern Queensland and the University of South Australia. Among other outcomes, these alliances aim to provide greater access to research opportunities for students at all the institutions. To date the JIHEC has hosted a number of Indigenous undergraduate students from ANU alliance universities who are interested in postgraduate study at ANU.

### **Partnership Strategies and Activities for Equitable Access**

- The JIHEC Director is a member of both the National Indigenous Higher Education Network (NIHEN) and the Higher Education Network Aboriginal Corporation (HENAC) and these forums provide an avenue for Indigenous people engaged in education to discuss equitable access to higher education both at the State level and nationally. Through the HENAC membership the JIHEC Director is a member of the University of Newcastle's Board of Aboriginal and Torres Strait Islander Education and Training where equitable access program information is shared.

- The JIHEC, Ngunnawal Centre (University of Canberra) and Yurauna Centre (Canberra Institute of Technology) work together to build access pathways to higher education for Indigenous Australians. The Director of the JIHEC is also a member of the CIT Indigenous Advisory Committee and the University of Canberra's Step 1 Committee.
- NCIS higher degree research enrolments have increased from 0 in 2007 to 3 Indigenous HDRs in 2009. While most are part-time, access to scholarships have now allowed full-time enrolment to be realised by some candidates.
- The National Centre for Epidemiology and Population Health offers one fully-funded place in the Master of Applied Epidemiology for an Indigenous student. This program is taught in block release mode. Federal funding has only been committed for this program till 2011. The current Indigenous student enrolled in the program will be the 30<sup>th</sup> and final supported Indigenous graduate.
- CAEPR actively encourages potential Indigenous students through advertising and outreach related to courses and higher degree research opportunities. This is carried out through CAEPR brochures and on CAEPR's website. An Indigenous PhD student has been identified for enrolment in 2010 associated with an ARC Linkage grant.

### **Indigenous Student Scholarship Support**

- The College of Business and Economics (CBE) has raised approximately \$200,000 in sponsorships for what is now known as the ANU Reconciliation PhD Scholarship. Scholarships were awarded to two Indigenous PhD candidates in 2009. This demonstrates leadership and a genuine and innovative form of support for Indigenous Higher Education from CBE.
- NCIS and the ANU College of Law support two Indigenous law graduates through annual scholarships to complete the Graduate Diploma in Legal Practice. The ANU College of Law also awards the annual Freilich Scholarship to a first year undergraduate Indigenous law student.
- The JIHEC worked closely with the ANU Scholarships and Prizes Office and the ANU Endowment Office in 2009 to administer 33 privately funded scholarships to Indigenous undergraduate and postgraduate students including HDR students. The total value of these scholarships was \$52,901. In 2009 a total of 8 Indigenous undergraduate students received Commonwealth scholarships totalling \$60,918. All Indigenous scholarships are promoted on the JIHEC website at <http://indigenous.anu.edu.au>.
- All commencing Indigenous students both at the undergraduate and postgraduate levels receive a one off \$500 textbook scholarship from the JIHEC. These textbook scholarships are privately funded from the Elspeth Young Memorial Bequest.

**Goal 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.**

*This goal is aligned with the ANU objective to increase Indigenous Australian student enrolment in, and access to, the University proportionally in line with the national Indigenous population and the RAP focus area for attracting and supporting Indigenous students.*

- The following table shows the 2008 and 2009 full-year enrolment comparisons for all Indigenous students.

<b>Year</b>	<b>Indigenous Student Enrolments</b>	<b>All ANU Student Enrolments</b>
2008	96	16,715
2009	116	17,739
<b>% Change</b>	20.8%	6.1%

- The JIHEC staff work closely with staff across ANU to plan and supervise student academic success and this model is being further developed through RAP implementation across the ANU.
- The JIHEC currently administers the Indigenous Tutorial Assistance Scheme (ITAS). All Indigenous final year and graduate students are offered the role of ITAS tutor for commencing and continuing Indigenous students. Also, where possible graduate students are employed as ITAS tutors to provide the best available level of tuition to Indigenous students. All non-Indigenous ITAS tutors undertake training in Indigenous Australian cultural awareness. ANU is committed to supplying the best tuition to Indigenous students and contributes to the ITAS program. In 2009 a total of \$83,501.07 was paid to ITAS tutors with \$37,878.94 funded by DEEWR (as per the ITAS schedule) and \$45,622.13 funded by ANU. In recognition of the need for continuity in service delivery, and in line with the ANU RAP ethos of personalising the Indigenous Education experience for each Indigenous student at the ANU, the University employs a fulltime ITAS Coordinator in JIHEC.
- The JIHEC Recruitment and Community Engagement Officer works closely with the University's Student Equity Director, ANU Regional Recruitment staff and ANU National Recruitment staff. The Indigenous Recruitment and Community Engagement Officer visited 35 schools in 2009 and attended 5 Career Expos as part of the JIHEC's targeted recruitment strategy. The Indigenous Recruitment and Community Engagement Officer is a member of the ANU Student Recruitment and Marketing Network and provides advice to the network on engaging Indigenous students and the Indigenous community.
- NCIS staff present regularly in public forums and at inter-disciplinary forums (e.g. the AIATSIS Conference) to profile the Centre and recruit new Indigenous higher degree research candidates. NCIS staff also provide information briefings to committees and representatives of ANU Colleges and Service Divisions about the ANU RAP.
- The Master of Applied Epidemiology program at the NCEPH provides extra tutorial and supervisory support for Indigenous Australian students.

- The ANU College of Law provides open-ended support through the College’s Indigenous Australians’ Support Scheme (IASS). The scheme is well established and has 30 graduates to date and a current Indigenous student group of approximately 11. In 2009 three Indigenous students graduated with a Bachelor of Laws. In addition to regular mentoring and support, all first year Indigenous students are mentored by the College by placing them in classes run by the Indigenous academic advisor as part of the regular first year program.
- The ANU Students’ Association (ANUSA) has an elected Indigenous student representative to ensure that Indigenous perspectives are included in all discussions. With the increase in Indigenous student numbers this position has gained a stronger voice and has become increasingly consulted on all matters to do with undergraduate students and education.
- The ANU Medical School (ANUMS) implemented a number of activities in 2009 to increase the likelihood of Indigenous students entering the Medical School program including:
  - providing support to potential Indigenous medical students to prepare for the Graduate Australian Medical School Admission Test;
  - producing recruitment material to encourage Indigenous students to consider the entering MBBS program;
  - organising the senior Indigenous high school student workshop, ‘ANU Medical School Hands-on Workshop for Indigenous Students: Know Your Body’ to inspire more young Indigenous Australians to consider medicine as a career and to prepare appropriately. Parents are invited to participate in this program so that family support is fostered for the students;
  - collaborating with JIHEC in recruitment activities with Indigenous students; and
  - developing a collaborative relationship with the regional Aboriginal Medical Services for the recruitment of Indigenous students to the ANUMS.

**Goal 5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.**

*This goal is aligned with the ANU objective to increase Indigenous Australian student enrolment in, and access to, the University proportionally in line with the national Indigenous population and the RAP focus area for attracting and supporting Indigenous students.*

- The following table shows the 2008 and 2009 Indigenous award completion comparisons for Bachelor level and above.

Year	Award Completion Level (Bachelor level and above)	Indigenous Student Completions	ANU Student Completions
2008	Undergraduate	8	1,968
	Graduate	6	2,196
2009	Undergraduate	12	2,125
	Graduate	14	2,547

- The close working relationship between the JIHEC staff and other ANU student services such as the Academic Skills and Learning Centre; Careers Centre; Counselling Centre; Disabilities Services Centre; and University Health Centre provides a holistic approach to academic, cultural and pastoral support for Indigenous ANU students, encouraging their full participation at University to ensure they are provided the best educational opportunities and enjoy their experience as a University student.
- The JIHEC staff also provide individually personalised cultural, pastoral and academic support, including referrals to, and liaison on behalf of, students to local Indigenous community organisations and Public Service Departments to meet the needs of individual Indigenous ANU students.
- The JIHEC personalises the educational experience for each Indigenous undergraduate student to ensure success. This is achieved through a number of mechanisms including assessing the student's individual needs. The JIHEC maintains regular contact with individual students. If students have not maintained contact with the Centre the Academic and Studies Coordinator contacts the course convenor/s of the course/s that students are undertaking. If the student is not attending tutorials, the Academic and Studies Coordinator will contact the student directly to investigate their non-attendance and take the appropriate action.
- The ANU College of Law works closely with the JIHEC to offer law specific recruitment advice, pastoral care and academic support to all Indigenous students in the Bachelor of Laws degree program.

**Goal 6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.**

*This goal aligns with the ANU objective to increase appreciation of Indigenous Australian cultures through the University and the RAP focus area for ensuring that all ANU students have a thorough understanding of Indigenous knowledge and perspectives.*

- The ANU Colleges of Law, Arts and Social Sciences, and Medicine, Biology and the Environment, which include the Research School of Humanities, NCEPH, the Fenner School of Environment and Society and a number of other academic areas, conduct courses and undertake research on Indigenous studies and culture.
- NCIS staff are chairs, members or participants in over 50 national and international bodies, committees and strategic projects (such as the UN Permanent Forum, Reconciliation Australia, AIATSIS, the Longitudinal Study of Indigenous Children and the NHMRC Prisoner Men's Health Project). Some – like AIATSIS – are the premiere organisations for setting ethical research and policy frameworks, promoting global understandings of present and past Indigenous cultures and hosting vast libraries, digital and audiovisual archives.
- The NCIS organises and hosts the high profile ANU Reconciliation Lecture, convenes the Dialogue Series: Indigenous Peoples of the World, and also supports numerous events such as the launch of the volume *Indigenous Art at the Australian National University*. These public events are widely advertised throughout the wider ANU community and its networks and help profile Indigenous success stories and achievements.

- Following on from the highly successful Dialogue event NCIS faculty and adjuncts, including Professors Mick Dodson and Frank Brennan, continue to participate in regional dialogues and workshops towards sustainable community governance initiatives. Professor Dodson is a judge of the national Indigenous governance awards – again profiling success in Indigenous organisations to the public.
- The ANU College of Law actively encourages Indigenous input into foundation courses as well as later year courses. Indigenous staff are actively encouraged to provide culturally appropriate input into the College's business and academic processes and Indigenous staff undertake talks and cultural promotional activities with local organisations.
- ANU College of Law Indigenous staff provide culturally appropriate content for both core and elective courses in the form of guest lectures.
- The ANU College of Law is also responsible for the selection of ANU and UC candidates who have applied for an Internship to work through the Aurora Project with a Native Title body.
- NCEPH has an active program for training Indigenous health professionals. One such initiative is the NCEPH annual Indigenous Health Seminar where invited experts in the field present on specific topics and join a panel discussion on the problems and positive stories of solutions in Indigenous health. Significantly, all speakers at the 2009 seminar were Indigenous alumni of the MAE who have become leaders in their field.
- The Fenner School of Environment and Society in the ANU College of Medicine, Biology and Environment includes Indigenous issues in many of its courses. For example, the course *Environmental Policy and Planning* (ENVS3028) has a component on the role of Indigenous people in environmental policy and planning. The School's first year introductory course *Resources, Environment and Society* (ENVS1001) also includes a number of topics focusing on Indigenous issues in natural resource management. In every year that this course has been taught the first lecture (which, for many students, is their first lecture at ANU) has commenced with a local Elder giving a formal welcome to country.
- CAEPR's Indigenous Visiting Fellowship program aims for a publication and/or seminar in which Indigenous scholars and leaders share their insights and knowledge with ANU staff, students and the wider community.
- A significant proportion of CAEPR research is collaborative and field-based, and research publications and teaching often explicitly incorporate Indigenous perspectives and knowledge. For example, CAEPR convenes a specialist Indigenous policy stream of the Master of Applied Anthropology and Participatory Development (MAAPD) program at the ANU. This stream is designed for those with an interest in the application of social scientific methods of critical analysis to policy and development issues in Indigenous affairs and includes the courses: *Australian Indigenous Policy* (ANTH8040), *Introduction to Australian Indigenous Policy* (ANTH8029), *Australian Indigenous Development* (ANTH8045), and *Introduction to Australian Indigenous Development* (ANTH8046). The courses examine the social and economic circumstances of Indigenous Australians and their relationship to public policy.

- Indigenous cultural awareness training seminars for ANU College and Service Division staff were held on 20 August 2009, 23 October 2009, 18 February 2010 and 20 April 2010 and were delivered by the Indigenous Employment Consultant, Human Resources Division. These sessions are delivered on request

## **2.2 Key Developments, Strategies and Plans for Future Developments**

ANU key developments, strategies and plans for future developments in 2009 and beyond align with the ANU objectives and the RAP focus areas, particularly to attract and support Indigenous students proportionally in line with the national Indigenous population.

### **2.2.1 Recruitment Strategies for 2010**

The ANU is developing broad recruitment strategies to attract Indigenous students. Recruitment activities are being coordinated across the University for maximum impact.

- Each year JIHEC hosts a dinner for graduating Year 12 Indigenous students from the ACT and surrounding region's Colleges and High Schools. The dinner is a community engagement function to recognise the success of Indigenous students graduating from Year 12. Year 12 Students can be accompanied by up to two guests. Where possible Years 10 and 11 are also invited to attend the dinner. Last year some 15 Indigenous students attended the dinner. The dinner is funded by the Registrar who also attends the function. ANU College Executives and the University Executive also attend each year.
- Early in 2010 JIHEC assisted three Indigenous students to enrol in a new course that has the potential to be a pathway to a higher degree at ANU. Similarly structured to the Australian National Internship Program, the course is designed to introduce Indigenous students to the fundamentals of research in their undergraduate degree. The course is structured in a way that Indigenous students can use Indigenous research methodologies and study an issue from an Indigenous perspective. JIHEC has employed a Research Development Consultant to develop the course further. It is planned that this course will be approved in 2010 to run in 2011 in the ANU College of Arts and Social Science. Subject to the course's success it is envisaged that the course will be available University-wide course in 2012/2013.
- JIHEC will continue to build good relationships with local and ACT regional schools that have Indigenous students in years 7 to 12 and will encourage schools from within the ACT and surrounding district to attend information and awareness sessions about tertiary education at the ANU. JIHEC will also encourage schools to attend ANU Open Day in August each year.
- Further institutional partnerships as pathways to ANU for Indigenous Students are being explored during 2010 with the new Alliance Partner Universities.
- NCIS has consolidated its networks for co-supervision of postgraduates with faculty from other Australian Universities and five Adjunct Chairs including the Indigenous scholars Professors Maynard and Rigney.

- In 2009 the ANU worked intensively with schools in Young, Goulburn and the South Coast towns of Eden and Bega, through its Regional Partnerships Program. ANU student ambassadors travel each week to schools in those towns to lead and assist with classroom studies in the middle years of high school, to raise awareness and student aspiration to participate in higher education. Events such as Engineering and Science Days were held in Young involving staff and students giving talks and demonstrations for the Young and surrounding area high school students. As part of this program, Indigenous student ambassadors work closely with the local Indigenous communities, and give talks to Indigenous high school students.

**Featured Colleges**  
**ANU Colleges of Medicine, Biology and the Environment and**  
**Physical and Mathematical Sciences**

Activities planned for 2010/2011 include:

- Working further with the JIHEC on Indigenous outreach activities and how science is important to all communities.
- Working with the ANU Student Equity team to explore the possibility of expanding the number of schools to include Jervis Bay High School where there is a large number of Indigenous students
- Exploration of ANU partnership with Indigenous boarding schools due to be built in the Northern Territory in the next few years.
- Exploration of links with the National Youth Science Forum (NYSF) and their work in Indigenous schools.
- NYSF have funding from Woodside to partner with a school in the NT up to year 10.
- CMBE/CPMS exploring the possibility of supporting an extension to this project to year 11 and 12
- ANU Science Outreach Ambassadors will receive cross cultural training prior to visit to Indigenous communities and schools where the aim is to engage the Indigenous community.
- Exploring further links between ANU and Questacon's Indigenous outreach programs with the aim of including ANU Indigenous students.
- The ANU Medical School has recently been involved in the development of a Year 11/12 Registered Unit, *Introduction to Health Sciences*, as an introduction to medical and health sciences with the ACT curriculum. This unit is to be offered to Aboriginal and Torres Strait Islander students participating in the ANU Secondary College Program and the workshops.



### 2.2.2 Retention and Success

- Kerry-Ann Arabena, who has recently completed her PhD and will graduate in July, has been appointed as Co-Chair of the National Congress of Australia's First Peoples.
- Building on the leadership of the ANU College of Law and the ANU College of Medicine, Biology and Environment, the NCIS is sourcing further funds from Chancelry for Indigenous curriculum development.
- NCIS is working with the Division of Registrar and Student Services, assisted by the Division of Human Resources, to provide secretariat services towards the implementation of the ANU RAP across all ANU Colleges.
- NCIS now hosts an Annual Postgraduate Retreat for ANU graduate students (and relevant supervisors) – the inaugural retreat was held early in 2009. The second retreat will be held in November 2010 and will host some 25 HDRs and relevant panel members and adjuncts.
- To assist in early academic intervention, which is a key component of JIHEC's retention strategy, JIHEC through its strategic plan, will develop Indigenous Education Plans with ANU Colleges. This will assist in fulfilling a strategy to have ANU College-based Indigenous contact people who would assist in monitoring academic progress and addressing academic barriers to specific fields of study.

### 2.2.3 Collaboration

- In 2008 ANU entered into a Memorandum of Understanding (MoU) with the University of South Australia (UniSA) to build on the respective strengths through the creation of a dynamic 'hubs-and-spokes' arrangement, with each university contributing educational programs according to its existing and emerging specialisations. One goal is to tap into the different strengths of the two institutions to 'close the gap' for Indigenous students by improving university access, facilitating transition from undergraduate education to postgraduate education and research, and developing the field of Indigenous heritage management. Building on the success of this partnership the ANU has also entered into similar MOUs with the University of Southern Queensland, University of Newcastle, University of Canberra and Charles Darwin University.
- ANU and UniSA have been granted \$7 million under the Australian Government's Diversity and Structural Adjustment Fund for 2008-2010 to support 'hubs-and-spokes' collaboration in the health and engineering areas, including project elements for enhancing the options available to Indigenous people for accessing higher education. In 2010 ANU will continue to host Indigenous students from UniSA with the aim of facilitating transition from undergraduate to postgraduate education and research.
- The ANU College of Engineering and Computer Science has formed a partnership with 'Engineers Without Borders' to assist in the development of graduate attributes, including an understanding of the social, cultural, global and environmental responsibilities of the professional engineer, the principles of sustainable design, and the need for sustainable development. ANU College students will have access to Indigenous projects through this partnership. This concept will be expanding to assist the ANU College of Engineering and Computer Science to meet their ANU RAP targets.

- The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and the University have a well-developed history of strong relations and here have been intersections between ANU staff and the AIATSIS Council, Research Advisory Committee and in AIATSIS membership and staffing.
- Some AIATSIS staff maintain adjunct positions with ANU and there is an association in place with respect to undergraduate teaching and the supervision of graduate students. The MoU between ANU and AIATSIS aims to develop specific initiatives to support Indigenous studies in the 2008-2010 Triennium including:
  - Joint approaches to third parties, such as the Australian Research Council and the Department of Education, Employment and Workplace Relations, for Indigenous postgraduate scholarships, fellowships or bursaries, and project funding.
  - Joint academic events such as seminars and conferences, and joint tendering for research consultancies.
  - Development of a national indigenous studies summer school for graduate students.
  - Staff secondments or exchanges, particularly to build a diversity of skills among general staff.
  - Two Indigenous staff at AIATSIS are actively collaborating with colleagues at NCEPH. Joint-activities in 2009-10 include co-investigation on research grants, teaching and supervision of Indigenous MAE students and taking a leading role in educational research with regard to an outcomes survey of MAE graduates.

#### 2.2.4 Indigenous Employment Strategy

- The ANU Indigenous Employment Policy (Appendix 2) was reviewed in December 2008. The new policy includes the establishment of an Indigenous Community Advisory Network to advise and support the Vice-Chancellor and the Director, Human Resources Division on Indigenous-related employment matters.
- The Indigenous Advisory Network was established in late 2009 and meetings were held on 1 September 2009 and 2 March 2010. The Network meets three times per year. The next meeting is scheduled for 6 July 2010.
- From February 2010 ANU is running a staff recruitment campaign in Indigenous media to promote ANU as an employer of choice for Indigenous Australians.

#### 2.2.5 ANU Indigenous Alumni Network

- In 2009 the ANU celebrated the 20<sup>th</sup> Anniversary of the JIHEC and 20 years of Indigenous education at the ANU. Community engagement events were held to mark the occasion for the official launch of the ANU Indigenous Alumni Network and subsequent celebration dinner.
- In 2010/2011 JIHEC will introduce an Alumni Seminar Series as a way to both support Indigenous students and showcase the success that ANU has achieved in Indigenous education and leadership.

**SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

Please provide a report on the expenditure of the provider’s ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

THIS ISP REPORT IS A LEGISLATED REQUIREMENT, THROUGH THE *HIGHER EDUCATION SUPPORT ACT 2003 – OTHER GRANTS GUIDELINES (EDUCATION) 2008* (DEEWR).

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

**Indigenous higher education expenditure 2009**

<b>INCOME for Indigenous higher education purposes</b>		
1	ISP 2009 grant only	\$433,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	<b>TOTAL ISP income for 2009</b>	<b>\$ 433,000</b>
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** <ul style="list-style-type: none"> <li>• ANU contribution to Jabal Indigenous Higher Education Centre</li> <li>• ITAS Gap Funding</li> <li>• JIHEC Renovations in 2009</li> <li>• Aboriginal and Torres Strait Islander Flagpoles and Flags</li> <li>• Year 12 Dinner</li> <li>• 20<sup>th</sup> Anniversary of JIHEC</li> </ul>	<ul style="list-style-type: none"> <li>\$114,144</li> <li>\$ 45,622</li> <li>\$ 72,009</li> <li>\$ 1,759</li> <li>\$ 4,090</li> <li>\$ 12,000</li> </ul>
5	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 682,624</b>

<b>6</b>	<b>EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)</b>	
6a	Operating costs, including salaries, for Indigenous support services	\$401,610
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$0
6c	Higher education provider overheads. <ul style="list-style-type: none"> <li>• Conferences and Recruitment Travel</li> <li>• Office Expenses</li> </ul>	 \$11,785 \$5,890
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). <ul style="list-style-type: none"> <li>• Indigenous Higher Education Marketing materials</li> <li>• Advertising Materials</li> </ul>	 \$10,200 \$3,515
6e	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 433,000</b>

<b>7</b>	<b>EXPENDITURE of Other Funds in 2009</b>	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** <ul style="list-style-type: none"> <li>• ANU contribution to operating costs</li> <li>• ITAS Gap Funding</li> <li>• JIHEC Renovations in 2009</li> <li>• Aboriginal and Torres Strait Islander Flagpoles and Flags</li> <li>• Year 12 Dinner</li> <li>• 20<sup>th</sup> Anniversary of JIHEC</li> </ul>	 \$114,144 \$ 45,622 \$ 72,009 \$ 1,759 \$ 4,090 \$ 12,000
7b	<b>Total Indigenous higher education income for 2009</b>	<b>\$682,624</b>

## SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Policy level:

Mr Tim Beckett  
Registrar, Division of Registrar and Student Services  
Building Number 11  
The Australian National University  
Canberra ACT 0200  
Phone: (02) 6125 3634  
Fax: (02) 61258418  
Email: [Tim.Beckett@anu.edu.au](mailto:Tim.Beckett@anu.edu.au)

Operational level and IEU staff member:

Mr Peter Radoll  
Director, Jabal Indigenous Higher Education Centre  
Division of Registrar and Student Services  
The Australian National University  
Canberra ACT 0200  
Phone: (02) 6125 4022  
Fax: (02) 6125 3658  
Email: [Peter.Radoll@anu.edu.au](mailto:Peter.Radoll@anu.edu.au)

## SECTION 5 PUBLICATION OF THE STATEMENT

ANU publishes the Indigenous Education Statement on the ANU website at:  
<http://unistats.anu.edu.au/Pubs/IAFIC/>. A link to the IES is also located at  
<http://indigenous.anu.edu.au/ies>

# Australian National University Reconciliation Action Plan

Improving Engagement with Indigenous Australians

IN PARTNERSHIP WITH: RECONCILIATION AUSTRALIA

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As a demonstration of its commitment to the reconciliation process, the Australian National University has developed its own Reconciliation Action Plan.

The Reconciliation Action Plan program was launched nation-wide in July 2006 by Reconciliation Australia, an independent, not-for-profit organisation building and promoting reconciliation between Indigenous and non-Indigenous Australians. The Australian National University is proud to be part of this national program which is committed in part to closing the unacceptable gaps, in particular in socio-economic outcomes, between Indigenous and non-Indigenous Australians.

The Australian National University's vision is for an Australia that provides equal chances for all, while recognising and respecting the special place, culture and contribution of Aboriginal and Torres Strait Islander peoples as the First Australians.

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## Our Vision

For tens of thousands of years, hundreds of generations of Indigenous peoples have lived in Australia. They developed complex societies with many languages, cultural practices and religious and spiritual traditions. Indigenous Australians enjoy a close spiritual and cultural connection to their lands, waters, territories and natural resources. They developed societies, laws, rules and cultural institutions that gave validity to the special relationships people held with both material and non-material aspects of the world.

The arrival of Europeans in Australia led to two centuries of major impact with Indigenous 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 Indigenous peoples were isolated and marginalised within their own country. As a result, Indigenous Australians currently face significant economic and social disadvantage in comparison with other Australians. Despite these losses, Indigenous Australians have shown exceptional reliance and fortitude, and have survived.

This is the legacy that the Australian National University recognises, acknowledges and accepts. This Reconciliation Action Plan is testament to the University's conviction that it must contribute to righting the wrongs of the past. It knows that the future has to be founded on relationships of mutual respect and meaningful partnership between Indigenous and non-Indigenous Australians – a future where Indigenous culture, connection to country, and world views are treated with respect.

The Australian National University's vision for reconciliation is to be a place of learning that respects Indigenous culture and diversity: a place where Indigenous and non-Indigenous people come together to engage with their chosen discipline, contextualised by an understanding of our shared history. The Australian National University will make an important contribution to reconciliation by furthering scholarly learning, research and public knowledge of Indigenous issues.

The Australian National University will be a supportive learning environment where Indigenous Australians can realise their potential and achieve their aspirations. It will make a significant contribution to improving higher education and employment outcomes for Indigenous Australians. This University community will have strong and mutually beneficial partnerships with local, national and, indeed, international Indigenous communities. These relationships will provide for the sharing of knowledge and ideas and the opportunity to listen and learn from Indigenous Australians about the past, their current circumstances and their vision for the future.

The Australian National University will be a place where Indigenous culture is both respected and celebrated.

## Our Business

The Australian National University is located on the traditional lands of the Ngunnawal and Ngambri people and is Australia's national University. We are uniquely placed to contribute both to the national reconciliation agenda and to the aspirations of local Indigenous communities. The University has a long-standing commitment to Indigenous education and culture, 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, schools and faculties that collectively contribute to disciplinary knowledge through research and teaching at undergraduate, graduate and higher degree levels.

The University is dedicated to advancing reconciliation by further promoting an understanding of Indigenous culture and history, implementing strategies to increase the participation of Indigenous students and staff, and continuing a commitment to fostering partnerships in Indigenous research and development.

A commitment by the Australian National University to achieve the vision and targets set out in this *Australian National University Reconciliation Action Plan* will enhance the quality and diversity of the University's staff and student bodies. The study of Indigenous cultures and perspectives will help ensure that courses are more responsive to international, national, community and professional expectations with respect to Indigenous knowledge systems.



## Our Reconciliation Action Plan – Process

The *Australian National University Reconciliation Action Plan* has been developed over a year and a half. The University established a working group which was chaired by Professor Michael Dodson, Director of the ANU National Centre for Indigenous Studies. The Committee comprises Indigenous and non-Indigenous academics and general staff from across the campus as well as Indigenous student and community members with relevant expertise.

The Committee identified four distinct areas of activity where the Australian National University could enhance its Indigenous involvement: undergraduate education, employment, graduate education and community engagement. In September 2008, it undertook a comprehensive survey of the Australian National University's performance of engagement with Indigenous peoples in these four areas of activity. The *Australian National University Reconciliation Action Plan* also drew on additional sources, such as the *Australian National University by 2010* Strategic Plan, the University's existing *Reconciliation Statement* and its *Indigenous Employment Strategy*.

After an initial period of consultation and drafting, the *Australian National University Reconciliation Action Plan* was presented to the University Executive, Deans, Directors, the University Community Equity Committee, the University Education Committee and the University Research Committee for their consideration, comments and endorsement. Additional concerns about targets and timelines were addressed by the University's Reconciliation Action Plan 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 will be used as a framework for the implementation of this document. The *Australian National University Reconciliation Action 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 will inform and unify all Sub-Reconciliation Action Plans that follow it at the College level (and, it is hoped eventually, at the level of Australian National University Divisions and Halls as well) while permitting them the flexibility to be creative in solutions that are especially adapted to those organisations.

The *Australian National University Reconciliation Action Plan* signals an ambitious systemic shift in the University's culture and its engagement with Indigenous people. The University recognises that initiatives need to be framed by a respectful environment for Indigenous people and Indigenous studies. The *Australian National University Reconciliation Action Plan* will therefore be implemented in graduated stages: **Focus Area 1 Building greater respect for Indigenous peoples within the University environment and institutional culture** and **Focus Area 6 Maintaining accountability and transparency in monitoring and reporting on the progress of the *Australian National University Reconciliation Action Plan* initiatives** come into effect immediately upon launch in June 2009; the remaining Focus Areas 2 to 5 (inclusive) do so eighteen months later, in January 2011.

## Our Reconciliation Action Plan – Accountability

The University values transparency and accountability in monitoring and reporting on its progress on the initiatives agreed to in this document.

In seeking to deliver on its commitment to reconciliation, the *Australian National University Reconciliation Action Plan* includes clear actions, timelines and office holders who are responsible for reporting on the progress and achievement of targets. Some of these initiatives place the Australian National University at the forefront of the higher education reconciliation effort. They set a challenge the University aspires to.

As Australia's national University, we are uniquely well-positioned to play a lead role in coordinating a network of those universities implementing Reconciliation Action Plans to share their experiences and ideas. There is a real opportunity to build momentum for initiatives which might influence the national policy agenda. The *Australian National University Reconciliation Action Plan* proposes an annual national conference or workshop towards this end.

The Australian National University, accountable to Reconciliation Australia with which it is in partnership on this Reconciliation Action Plan, also undertakes to monitor and report on its own progress for the achievement of the targets it sets.

## Our Reconciliation Action Plan – Commitments

The *Australian National University Reconciliation Action Plan* identifies the following main areas of focus.

- 1. Building greater respect for Indigenous peoples within the University environment and institutional culture:** While many areas of the University already have strong Indigenous connections of both a research and practical nature, we recognise that achievement of our targets is highly dependent on the level of commitment, awareness and understanding of the opportunities offered by the *Australian National University Reconciliation Action Plan* within the University more broadly. Working to raise awareness and build greater respect for Indigenous culture and history within the University environment and culture, as outlined under Focus Area 1, will be the immediate priority. Accordingly, the Australian National University committed to the following actions:
  - Acknowledge traditional owners within the Australian National University and as part of Australian National University's wider engagement with community and the nation.
  - Cultivate relationships with Australian and international Indigenous peoples and communities, especially those working in areas that align with Australian National University researchers.
  - Incorporate Indigenous perspectives in decision-making processes.
  - Enhance engagement with Indigenous entrepreneurial entities.
  - Respect and celebrate Indigenous cultures, traditions, knowledge and practices.
- 2. Consolidating the Australian National University as the leader in Indigenous research of national significance:** The University recognises that we will be most successful in meeting our targets where we align opportunities with areas of recognised strength and excellence, such as existing research hubs around topics like history, governance, resource management, law and cultural heritage. To this end, the University commits to undertake a gap analysis to identify areas of Indigenous research of national significance that the Australian National University has capacity in, in order to leverage existing Australian National University initiatives and research with external partners.
- 3. Ensuring all Australian National University students have a thorough understanding of Indigenous knowledge and perspectives:** The Australian National University will increase the level of incorporation of Indigenous content and perspectives in undergraduate and graduate courses and in research projects overall.
- 4. Attracting and supporting Indigenous students:** The University undertakes to increase the number of full-time and part-time Indigenous students (undergraduate and graduate) to a minimum of 2.5% to match the current proportion of the national Indigenous population.

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AUSTRALIAN NATIONAL UNIVERSITY RECONCILIATION ACTION PLAN

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5. **Attracting and retaining Indigenous general and academic staff at all levels across the Australian National University:** The University undertakes to increase the number of full-time and part-time Indigenous staff (academic and general) to a minimum of 2.5% to match the current proportion of the national Indigenous population.
6. **Maintaining accountability and transparency in monitoring and reporting on the progress of the *Australian National University Reconciliation Action Plan* initiatives:** In addition to internal reporting and accountability measures, the University undertakes to report regularly to Reconciliation Australia and to take a leadership role in facilitating consultation among the University Reconciliation Action Plan community.

The University will work with its community and friends to develop a significant Indigenous Education & Research Endowment Fund. This fund will supplement education and research initiatives developed through the *Australian National University Reconciliation Action Plan*. Over time, our aims and objectives for Indigenous inclusion can be sustained and enhanced through an endowment that supplements these main focus areas.



The Australian National University acknowledges that the success of the commitments in this *Australian National University Reconciliation Action Plan* hinge on the creation of a University culture and environment that builds greater respect for Indigenous peoples in order to achieve reconciliation.

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We hope to enhance relationships with and between both the University's community and the external communities that the Australian National University sits within by strengthening support for Indigenous staff and students and through education highlighting the richness and diversity of Indigenous cultures.




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As Australia's national University, we are uniquely placed to contribute both to the national reconciliation agenda and to the aspirations of local Indigenous communities through our core

## University Cultures and Environment

Focus Area 1: Build greater respect for Indigenous peoples within the University environment and institutional culture.




Action	Responsibility	Timeline	Measurable Target
<p>Acknowledge traditional owners and/or arrange a welcome to country for all ANU public events including those without Indigenous-specific content  or Indigenous speakers.</p> <p>Develop protocols for an acknowledgement, arranging a welcome to country and collaborating with Indigenous peoples and publicise them.</p>	<p>ANU RAP Committee &amp; Director, CELO</p> <p>ANU RAP Committee &amp; Director, CELO</p>	<p>From 2009 by launch of the ANU RAP and onwards</p> <p>From 2009 by launch of the ANU RAP</p>	<p>100% of ANU public events begin with either a welcome to country or acknowledgement of traditional owners.</p> <p>Protocols placed on ANU website, link sent to ANU networks and palm cards with protocols sent to all staff (general and academic).</p>
<p>Develop a database of peak state, territory and national Indigenous bodies in areas relevant to each College. </p>	<p>Director NCIS &amp; College Deans</p>	<p>From 2009 with ongoing maintenance</p>	<p>Database being established for each College.</p>
<p>Develop a database of relevant local Indigenous goods and service providers and publicise them within ANU. </p>	<p>Directors FBS &amp; F&amp;S</p>	<p>From 2009 with ongoing maintenance</p>	<p>Database placed on ANU website, link sent to ANU networks and in</p>

			diary.
Annual National Indigenous Dialogues between Australian and international Indigenous peoples, hosted jointly by NCIS and Colleges. 	Director NCIS & College Deans	From 2011 with ongoing maintenance	National Indigenous Dialogues held annually by NCIS and a College.
Include Indigenous representation in high level decision-making processes. 	Vice-Chancellor	By 2016	At least 1 Indigenous member on the Deans and Directors' Committee, Academic Board and Council.
Ensure appropriate internal and external Indigenous representation and involvement on all RAP committees and sub-committees. 	ANU RAP Committee & College RAP Sub-Committees	From 2008 onwards	Membership and attendance at each meeting open to at least 1 Indigenous ANU staff member and at least 1 Indigenous community expert appointee.
Review and publicise publication guidelines to ensure appropriately sensitive warnings appear on relevant publications. 	Marketing Manager, Marketing Office, Director, CELO in consultation with NCIS	From 2010 onwards	Amended publication policy placed on ANU website and link sent to ANU networks.

## University Cultures and Environment

Focus Area 1: Build greater respect for Indigenous peoples within the ANU environment and institutional culture.

Action	Responsibility	Timeline	Measurable Target
Engage with all staff to undertake Indigenous-specific cross-cultural training in the area of employment and for academic staff in education. 	Director HR	From 2011 and by 2016	100% of staff will have undertaken Indigenous-specific cross-cultural training.
Display the Aboriginal and Torres Strait Islander flags at all graduation ceremonies and include appropriately designed stoles for Indigenous graduates. 	Registrar	From 2009 onwards	100% of graduation ceremonies including both Indigenous flags and appropriately designed stoles available for Indigenous graduates.
Conduct annual ANU-wide events during NAIDOC week. 	Marketing Manager, Marketing Office, Director, CELO in consultation with NCIS	From 2009 onwards	At least 1 ANU event hosted annually during NAIDOC week.
Establish annual staff Reconciliation Awards recognising contributions of individuals or groups to promoting and achieving increased participation of Indigenous students and staff. 	Deputy Vice-Chancellor or delegate	From 2010 onwards	Annual staff Reconciliation Awards established.

<p>Ensure ANU-wide publication about Indigenous events of national and international importance within ANU (eg Sorry Day, NAIDOC week, Mabo Day, International Day of the World's Indigenous Peoples).</p> 	<p>Marketing Manager, Marketing Office, Director, CELO in consultation with NCIS</p>	<p>From 2009 onwards</p>	<p>Nationally and internationally significant Indigenous events sent to ANU networks.</p>
<p>Display Indigenous artworks or symbols publicly in each College.</p> 	<p>Director Policy &amp; Planning</p>	<p>From 2009 onwards</p>	<p>All Colleges displaying at least 1 Indigenous artwork or symbol publicly.</p>
<p>Display Aboriginal and Torres Strait Islander flags beside the Australian flag at ANU events or locations involving the Australian flag.</p> 	<p>Director CELO</p>	<p>From 2009 onwards</p>	<p>100% of ANU events or public locations displaying the Australian flag also displaying both Indigenous flags alongside it.</p>




## Indigenous Knowledge and Perspectives in Research

Focus Area 2: Consolidate the ANU as the leader in Indigenous research of national significance.

Action	Responsibility	Timeline	Measurable Target
<p>Identify priority areas following ANU Planning Day priorities 2008 with a view to developing a strategy to attract Indigenous researchers to priority nodes.</p> 	<p>Deputy Chancellor or Vice-Chancellor &amp; College Deans in consultation with University centres</p>	<p>By 2012  From 2014 onwards</p>	<p>Report to ANU RAP Committee on the gap analysis undertaken and the strategy</p>



Put the strategy developed into practice.	including NCIS & JIHEC		developed.  Employ the strategy and attract at least 2.5% Indigenous PhD candidates in each College by 2013.
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Action	Responsibility	Timeline	Measurable Target
<b>Focus Area 3: Ensure all ANU students have a thorough understanding of Indigenous knowledge and perspectives.</b>			
Survey all curricula to identify where Indigenous perspectives are incorporated. Establish priority areas for including it in diverse (not just Indigenous-specific) curricula. Provide curriculum development aid. 	Deputy Vice-Chancellor or delegate & College Deans in consultation with Director NCIS	By 2013	Report on survey to ANU RAP Committee.
Involve Indigenous lecturers, tutors and traditional owners in the Institute for Professional Practice in the Heritage & Arts. 	Deputy Vice-Chancellor or delegate & Dean CASS	From 2013 onwards	At least 1 Indigenous academic full-time or part-time lecturer or tutor at the Institute for Professional Practice in the Heritage and Arts.
Offer a Masters course in Australian & Pacific Indigenous 	Deputy Vice-Chancellor or	By 2016	Masters course in Australian and




Studies in collaboration with relevant Universities and possibly NGOs.	delegate & Dean CAP in consultation with Director NCIS		Pacific Indigenous Studies offered.
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## Indigenous Students

### Focus Area 4: Attract and support Indigenous students.

Action	Responsibility	Timeline	Measurable Target
<p>Review admission procedures, requirements and enrolment articulation (including outreach to secondary schools) in view of Indigenous students' needs. </p> <p>Undertake research on barriers in increasing Indigenous undergraduates</p>	Registrar & JIHEC	By 2013	<p>Producing a report with recommendations from the review and make it available on ANU website, link to be sent to ANU networks.</p> <p>Reporting to ANU RAP Committee on research undertaken.</p>
<p>Offer incentives for current Indigenous ANU general staff to study (either ongoing subsidies or annual grants off-setting the cost of taking time off work and of books, amenities and equipment). </p>	Director HR & Registrar	From 2014 onwards	Establishing an appropriate monetary incentive for encouraging current ANU Indigenous general staff to study.
<p>Offer a regular scholarship for attracting Indigenous graduates from each College (every 4yrs for a PhD or every 3yrs for MPhil). </p>	Deputy Vice-Chancellor or delegate & College Deans	From 2014 onwards	At least 1 Indigenous graduate scholarship, either

			PhD or MPhil.
<p>Support Indigenous graduates via an appropriately developed mentoring program with materials, seminars, networking opportunities and information about the Information Literacy Program and other relevant research training. </p> <p>Support Indigenous staff and undergraduates to progress into higher research degrees via tutoring and/or mentoring from academics in relevant Colleges and an allocated academic/research position during candidature.</p>	Deputy Vice-Chancellor or delegate & College Deans in consultation with Director NCIS	<p>From 2012 onwards</p> <p>From 2015 onwards</p>	<p>Deadly Exchanges mentoring program extended to include Indigenous graduates.</p> <p>Indigenous Researchers Foundation program established as a component of the pathways to ANU programs.</p>
<p>Foster academic development and facilitate networks for Indigenous graduates via an annual residential workshop with graduates and supervisory panel members. </p>	Director NCIS	From 2009 onwards	Annual Indigenous Graduate Researchers workshop.
<p>Attract and support at least 2.5% Indigenous full-time or part-time students (undergraduate and graduate) in all areas of study. </p>	College Deans & Registrar	By 2016	At least 2.5% Indigenous full-time or part-time students (undergraduate and graduate) in all areas of study.
<b>Indigenous Staff</b>			
Focus Area 5: Attract and retain Indigenous general and academic staff at all levels across the ANU.			
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measurable Target</b>


<p>Develop and implement long-term strategies to enable the ANU to attract and retain at least 2.5% Indigenous full-time and part-time staff (general and academic) at all levels across the ANU.</p> 	<p>Vice-Chancellor &amp; all Executives</p>	<p>By 2016</p>	<p>At least 2.5% Indigenous academics and general staff employed in all Colleges with at least 1 Indigenous academic at Level C or above in each College and at least 2.5% Indigenous general staff in Divisions.</p>
<p>Support early-career Indigenous academics and general staff members via an appropriately developed mentoring program.</p> 	<p>Director HR</p>	<p>From 2012 onwards</p>	<p>Deadly Exchanges mentoring program extended to include early-career Indigenous academics and early-career general staff.</p>
<p>Revise all HR policies to ensure they promote and integrate respect for Indigenous culture into employment and related practices.</p> 	<p>Director HR</p>	<p>By 2011</p>	<p>Report on review to ANU RAP Committee.</p>





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## Tracking Progress & Reporting

Focus Area 6: Accountability and transparency in monitoring and reporting on the progress of the ANU RAP initiatives.

Action	Responsibility	Timeline	Measurable Target
<p>Establish ongoing mechanisms for regular consultation with RAP teams at other universities and selected organisations.</p>  <p>Annual national conference or workshop with RAP teams at other universities and selected organisations hosted by the ANU.</p>	<p>Deputy Vice Chancellor or delegate &amp; ANU RAP Committee</p> <p>Deputy Vice-Chancellor or delegate &amp; ANU RAP Committee</p>	<p>From 2009 onwards</p> <p>From 2012 onwards</p>	<p>Information in ANU RAP updates and reporting on all plans about consultations.</p> <p>Annual University Reconciliation Action Plan conference or workshop.</p>

<p>Key performance targets for Deans and/or Directors reflecting targets in the ANU RAP to be included in their Statements of Expectations (as per the IHEAC Agreement to the Universities Australia Board).</p> 	<p>Deputy Vice-Chancellor or delegate &amp; Director HR</p>	<p>From 2009 onwards</p>	<p>Performance targets related to ANU RAP responsibilities in Statements of Expectations of Deans and Directors.</p>
<p>Establish sub-committees in each College with appropriate expertise to create detailed College RAPs in the areas of undergraduate education, graduate education, employment and community engagement. At least 2 ANU RAP Committee members to regularly liaise with and occasionally attend meetings of sub-committees and report. College RAPs to be endorsed by the ANU RAP Committee and Deans and Directors.</p> 	<p>ANU RAP Committee &amp; College Deans</p>	<p>From 2009 onwards</p>	<p>College RAPs completed and endorsed by 2010.</p>
<p>Ongoing ANU RAP updates lodged regularly as part of the regular review and reporting of all plans, publicised internally and made available to Reconciliation Australia.</p> 	<p>Deputy Vice-Chancellor or delegate</p>	<p>From 2009 onwards</p>	<p>ANU RAP updates lodged quarterly and annually in the ANU Annual Report and made available on ANU website and to Reconciliation Australia.</p>
<p>Major review of ANU RAP and College RAPs with extension assumed.</p> 	<p>Deputy Vice-Chancellor or delegate</p>	<p>By 2016</p>	<p>Report on review put on ANU website and made available to Reconciliation Australia.</p>



For further details about the *Australian National University Reconciliation Action Plan*, please contact:

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## INDIGENOUS EMPLOYMENT POLICY

1. The University is committed to the employment and development of Aboriginal and Torres Strait Islander persons.
2. ANU is committed to implementing the University's Indigenous Employment Strategy consistent with the operational needs of the University. The objectives of that strategy are to:
  - Maximise staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
  - Encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people at all levels of work activity within the University;
  - Facilitate and encourage the direct involvement of Aboriginal and Torres Strait Islander staff in determining career strategies, goals and objectives; and
  - Achieve the Indigenous employment targets established in the ANU Enterprise Agreement.
3. In pursuing these objectives, and in employment matters generally, the University will:
  - Respect and consider the cultural, social and religious systems practiced by Aboriginal and Torres Strait Islander people;
  - Support participation of Aboriginal and Torres Strait Islander staff in activities of a cultural or ceremonial nature, recognising that the provision of paid leave for such purposes has a direct impact on the effectiveness of Aboriginal and Torres Strait Islander people as employees and is therefore of direct benefit to the University; and
  - Recognise that the general working environment requires the redress of past social injustice, exploitation and Indigenous employment inequities.
  - Establish and maintain an advisory network, which may include representatives of the ACT Aboriginal and Torres Strait Islander communities and University staff members, including those with human resources expertise, facilitate regular meetings of this advisory network, and make regular progress reports regarding the establishment of this advisory network. The network will:
    - Advise the Vice-Chancellor or his/her representative on Indigenous employment policy;
    - Provide advice and ongoing support to the Director - Human Resources or delegate in relation to the objectives provided for in this policy; and
    - Assist the University in the development of Indigenous employment initiatives.