



STRETCH RECONCILIATION ACTION PLAN

JANUARY 2025—DECEMBER 2027



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE



RECONCILIATION
ACTION PLAN

STRETCH



ARTWORK ACKNOWLEDGEMENT

A Guidance Through Time by Quandamooka artists
Casey Coolwell and Kyra Mancktelow.

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.

As Co-Chair of both the RAP Working Group and the RAP Oversight Committee, it is my pleasure to introduce this next chapter in our reconciliation journey.

This plan embodies our collective dedication to reconciliation and social justice. It serves as a roadmap for embedding Indigenous perspectives, values, and knowledges into university life, sustaining positive ethical relationships, enriching our community and forging better outcomes for all.

Honorary Professor Norm Sheehan
Co-Chair RAP Working Group
and RAP Oversight Committee

As the Deputy Vice-Chancellor (Indigenous Engagement), I am delighted to see our Reconciliation Action Plan taking shape.

This initiative will play an integral part in UQ's future, ensuring our dedication to diversity and equality is both formally documented, and tangibly actioned within the community. I look forward to seeing how this plan will be implemented and reflected throughout every facet of UQ.

Professor Bronwyn Fredericks
Deputy Vice-Chancellor
(Indigenous Engagement)

WELCOME

Contents

WELCOME	01		
Message from the Vice Chancellor and President Reconciliation Australia CEO Statement	02	ACTIONS AND DELIVERABLES	
OUR VISION	04	RELATIONSHIPS	22
Our vision	04	Case study—Indigenous knowledge meets contemporary technology: co-designing a sustainable future	23
Our commitment	04	Actions and deliverables	25
Our business	05	RESPECT	27
Our footprint	06	Case study—Driving “a vehicle for reconciliation” through proactive repatriation and provenance research	28
Within and beyond UQ	06	Actions and deliverables	30
BUSINESS ENGAGEMENT	07	OPPORTUNITIES	32
Employment	08	Case study—A future for Indigenous-led thinking at the Centre	33
Education	09	Case study—Inspiring the next generation of Indigenous Higher Education	34
OUR STRATEGIC PLAN	10	Actions and deliverables	36
RAP Governance	11	GOVERNANCE	38
OUR STRETCH RAP	14	Case study—Governance and accountability in action: Creating a roadmap for all to follow	39
UQ'S RAP JOURNEY	16	Actions and deliverables	41



At The University of Queensland (UQ), our overarching strategic mission is to deliver for the public good through excellence in education, research and engagement with our communities and partners.

Message from the Vice Chancellor and President

A vitally important aspect of delivering on that mission is the aspiration that was articulated in the *UQ Strategic Plan 2022–2025* to: “play a leading role in reconciliation as advocates with and for Aboriginal and Torres Strait Islander peoples and communities”.

This Stretch Reconciliation Action Plan (RAP) has been developed to guide our approach to realising that strategic goal – and to help track our progress as we seek to embed a spirit of reconciliation across all aspects of the University’s operations.

This is UQ’s second RAP and, therefore, it builds on our inaugural Innovate RAP, which was originally launched in December 2018, and has governed the University’s reconciliation activities since 2019.

That inaugural RAP resulted in significant progress being made in UQ’s reconciliation journey, with most of the identified actions completed and many of the goals exceeded. Through a process of listening and learning, other long-term goals have been refocused in this Stretch RAP.

Reconciliation Australia approved UQ’s progression to develop this Stretch RAP in May 2022.

The step-up from ‘Innovate’ to ‘Stretch’ will take us beyond the testing, development and establishment of strategies, processes, and protocols.

It provides a valuable opportunity to push beyond our foundational initiatives as we seek to embed reconciliation as an intrinsic part of our business-as-usual operations and across our spheres of influence – locally, nationally, and globally.

With more than 100 deliverables established in accordance with Reconciliation Australia’s three core pillars of ‘Relationships’, ‘Respect’ and ‘Opportunities’, our RAP implementation strategies will ensure we deliver on our commitments and that we uphold our broader strategic goal of playing a leading role in reconciliation.

This Stretch RAP goes beyond articulating a vision. It includes actions, targets and goals that compel us to deliver measurable outcomes that contribute to a better campus and a better world. It is a call to action for the entire UQ community to act with respect, integrity, and truth as, together, we build greater understanding and trust. We are all participants in this – and we can all be agents of change.

I would like to acknowledge the great work of the dedicated team who worked tirelessly on developing this RAP – as well as the countless people, from across the UQ community, who contributed generously to the RAP’s development through their participation in the RAP consultation sessions that were held in early 2023.

By focussing on the actions and initiatives that are contained in this Stretch RAP, I have no doubt that we will do better, we will do more, and we will make valuable progress, as we walk together, on the all-important path to reconciliation.

Professor Deborah Terry AC
Vice-Chancellor and President

Formed around the pillars of relationships, respect, and opportunities, a RAP program provides organisations with a framework to contribute to the reconciliation movement. The reach and impact of the RAP network continues to grow with more than five million people now working or studying in an organisation with a RAP.

The UQ footprint tracks its extensive influence right through and beyond the state. In 2023 it had 55,000 Australian and International students and approximately 8,500 staff. Its reach extends to partners and collaborators locally, nationally, and internationally.

The University's first Reconciliation Action Plan was launched in 2018 but UQ traces its RAP journey back to 1944 when Gurindji/Mudpurra man Joe Croft was accepted into an engineering degree. Almost 500 Aboriginal and Torres Strait Islander students enrolled to study at UQ in 2023, representing 0.9% of the University's domestic students.

Key figures associated with Indigenous education in Queensland also feature prominently in UQ's RAP timeline, including Aunty Lilla Watson, Jeanie Bell, Cindy Shannon, Adjunct Professor Mary Graham, Kev Carmody, and Professor Bronwyn Fredericks - who was appointed the first Deputy-Vice-Chancellor (Indigenous Engagement) in 2023.

This Stretch RAP is built upon the considerable RAP experience gained in previous RAPs.

As would be expected from a university, its reconciliation learnings and achievements are embedded in core principles and foundations of learning, but also in the understanding of relationships, partnerships, and place in education.

Mandatory core cultural learning training was implemented in 2020 as part of its Cultural Learning Plan and its Campuses on Countries: Aboriginal and Torres Strait Islander Design Framework was developed in 2022 to embed Aboriginal and Torres Strait Islander values in the University's physical environment.

In 2021, UQ Library launched an Aboriginal and Torres Strait Islander perspectives guide to ensure teaching curriculum and reading lists represent the diverse student voices of Aboriginal and Torres Strait Islander peoples.

Looking forward and outward in this Stretch RAP, UQ will establish a relationship with the First Nations Treaty Institute to ensure it participates in the state's treaty and truth-telling activities. In recognition of its cultural heritage responsibilities, it will develop mechanisms to care for and/or repatriate Aboriginal and Torres Strait Islander cultural heritage materials and sites it holds.

Its ongoing work to strengthen cultural capability and learning across its populations will include embedding a cultural capability attribute across all university undergraduate and postgraduate programs, as well as a student-focussed cultural learning framework.

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

Karen Mundine
Chief Executive Officer
Reconciliation Australia

Reconciliation Australia CEO Statement

On behalf of Reconciliation Australia, I congratulate The University of Queensland (UQ) on its formal commitment to reconciliation, as it implements its first Stretch Reconciliation Action Plan (RAP).





OUR VISION

The University of Queensland's (UQ) vision for reconciliation is a fair, equal, and inclusive society in which both Indigenous and non-Indigenous people are united to create a better future.

We envision a UQ community in which Indigenous knowledge systems, customs and traditions are integral to our structures, policies, teaching and learning, and research. While honouring the past and embracing the present, our future will be one in which reconciliation is the lived reality of all within our community.

Our commitment

The University of Queensland remains steadfast in its commitment to recognising, strengthening and sustaining the presence of Aboriginal and Torres Strait Islander students and staff in our community.

We are unwavering in our ambitions to embed a culture of celebration, support, inclusivity, and respect, firmly rooted in the core values of UQ. We acknowledge that although we have begun our journey of reconciliation, we must continue to walk together to reach the pivotal milestones that will propel the University to reach our collective goals.

We acknowledge that the understandings, approaches, values, relationships, and identity held by Aboriginal and Torres Strait Islander peoples are protected by State, National and International law. We also affirm that these ways of knowing, being and doing are essential to the life of the University.

It is true that the dominance enacted over Indigenous peoples throughout colonisation has had a terrible impact across generations of dispossession and marginalisation. We accept this truth, and we also know that many of our fellows cannot. Our response to this potentially divisive context is to apply our integrity principles to address the challenges that accompany speaking this truth about our colonial context.

Our Stretch Reconciliation Action Plan (RAP) is driven by the application of the University's Integrity Principles of honesty, trust, fairness, respect, responsibility, and courage. These principles underpin our objective to achieve excellence in all aspects of our work. In this regard we value the Stretch RAP as a positive contribution to the moral, emotional, and relational intelligences of our University, our students, and the wider community.

The University of Queensland accepts the challenge to become a leader in reconciliation because we are committed to our principles, and we see excellence in this difficult and rewarding context as essential to our future. In envisioning a fair, equal, and inclusive society where both Indigenous and non-Indigenous people come together to create a better future, our Stretch RAP is the blueprint for meeting our commitment and building a united community.



**INDIGENOUS STUDENTS
ON CAMPUS**

Our business

The University of Queensland (UQ), one of Australia’s leading teaching and research universities, has served the community for more than a century, delivering knowledge leadership for a better world.

UQ’s commitment to excellence in teaching, learning and research has earned the University a global reputation for breaking down barriers and building legacies that contribute to the public good, both at home and abroad. Our research is making an impact on the world’s most challenging and complex problems as we collaborate globally with researchers, industry, communities, and alumni to create cleaner, healthier, and happier futures.

With over 450 partnerships spanning 60 countries, a global alumni community of more than 330,000 and 25 plus years of development experience, we are proud of the accomplishments and achievements of the UQ community.

SOME OF THESE INCLUDE

- #1 ARC Fellowships and Awards recipient nationally
- 100% of research at or above world standard
- 205 staff are Fellows of Australia’s five Learned Academies (AAS, AAHMS, ASSA, ATSE, AAH)¹
- One of only three Australian members of the global Universitas 21
- Founding member of the Group of Eight (GO8) Universities
- Member of Universities Australia
- The nation’s only ARC Centre of Excellence for Indigenous Futures

Guided by a refreshed set of values embedded in the *Toward 2032 Strategic Plan (2022-2025)*, and *The Queensland Commitment*, we strive for progress through creative ideas, perspectives, innovations and opportunities; excellence through high standards of work that will positively impact communities; truth and integrity in the advancement and dissemination of knowledge and freedom of expression; courage through ambitious, bold and agile decision making guided by a sense of what is right; and, respect and inclusivity where respectful engagement and valued diversity provide a caring, inclusive and empowering environment for all.

RESPECT

FAIRNESS



R A P _ 0 5

¹ Australian Academy of Science (AAS), Australian Academy of Technology and Engineering (ATSE), Australian Academy of the Humanities (AAH), Academy of the Social Sciences in Australia (ASSA), Australian Academy of Health and Medical Sciences (AAHMS).



Our footprint

With campuses in St Lucia, Gatton, Herston, Dutton Park, and a range of rural sites, including Toowoomba, UQ's facilities include over fifty-four individual Schools, Centres, and Institutes within six major Faculties and another twenty-two Centres and Divisions within five major Institutes.

With undergraduate, postgraduate and research options for students across twelve study areas, 33,869 Australian and 21,574 international students enrolled at UQ in 2023.

While our footprint is significant, we are humbled by the enduring history of Australia's Indigenous Peoples, the world's oldest living cultures and their connection to this land.

True leadership means acknowledging when we need to listen, reflect, and change; we embrace the opportunity to hear the lived experiences of Indigenous Australians and to respond with integrity and courage. We aspire to play a leading role in reconciliation as advocated with, and for, Aboriginal and Torres Strait Islander peoples and communities, particularly through truth telling and building greater cultural understanding.

Within and beyond UQ

Our reach extends beyond the UQ community to our partners and collaborators locally, nationally, and internationally in support of a more equitable and inclusive future in which Indigenous Australians are empowered through advanced educational, social and economic opportunities.

The Office of the Deputy Vice-Chancellor (Indigenous Engagement), under the leadership of Professor Bronwyn Fredericks, facilitates UQ's involvement with Aboriginal and Torres Strait Islander students, staff, researchers and alumni, as well as the wider Indigenous community.

The Division drives engagement initiatives across education, employment, research, teaching and learning, philanthropy, events and the development and implementation of the UQ Stretch RAP.



So too, our reach encompasses extensive engagement, and collaboration, with Indigenous businesses through our Indigenous Procurement Strategy.

BUSINESS ENGAGEMENT



Introduced in 2022, this strategy provides a mechanism through which to strengthen relationships with the University's Aboriginal and Torres Strait Islander communities in an inclusive and empowering procurement environment. It provides context for staff to contract Indigenous businesses, engage respectfully, identify, and remove barriers to engagement and raises awareness of opportunities to work with Indigenous businesses.

While targets have been met over the past two years and addressable spend has increased each year, the focus of the strategy is equally placed upon extending the capacity of staff to engage optimally with Indigenous suppliers and to build and sustain enduring relationships. Using the dimensions of Governance, Awareness, Engagement and Capability, the framework supports staff in their Indigenous procurement, thereby supporting Indigenous businesses across diverse supply chains.



TOP: RAP MERCHANDISE PRODUCED BY INDIGENOUS SUPPLIERS
BOTTOM: KEV CARMODY HOUSE OPENING CEREMONY



NATIVE AMERICAN
AND INDIGENOUS
STUDIES ASSOCIATION
2022 HOSTED AT UQ

UQ employs approximately 8,500 (full time equivalent) staff across academic and professional roles with 1.63% of staff identifying as Aboriginal and/or Torres Strait Islander peoples in 2023².

Employment

UQ's recruitment of Indigenous staff is guided by its Aboriginal and Torres Strait Islander Employment Strategy 2024-2027, reinforced by a commitment to do more and do better, underpinned by both UQ's core values and the pillars of the Stretch RAP. At its core is the desire for greater outcomes through increased representation across all areas and workforce levels, an elevation of Aboriginal and Torres Strait Islander peoples' knowledges, the establishment and maintenance of enduring relationships in a work environment conducive to a shared understanding and the embracing of Aboriginal and Torres Strait Islander histories and cultures.

Implementation of the recommendations detailed in the Employment Strategy are supported by several key programs including the UQ Aboriginal and Torres Strait Islander Graduate Program, the UQ Professional Entry Pathway Program, a Pre-Doctoral HDR Pathway and a Post-Doctoral Academic Pathway.

The operationalisation of these and other programs and initiatives are guided by the Stretch RAP pillars of relationships, respect and opportunities and the goals and outcomes embedded within the five dimensions of reconciliation.

The Aboriginal and Torres Strait Islander Cultural Learning Plan 2021-2022, an outcome of the UQ Innovate RAP, facilitates UQ-wide Aboriginal and Torres Strait Islander cultural learning to enhance UQ's organisational cultural competency. Education, meaningful engagement, and critical reflection are the cornerstone of the plan, with staff supported in their learning by a range of online and in-person training modules, some of which are mandatory within the staff on-boarding process.



UQ's recruitment of Indigenous staff is reinforced by a commitment to do more and do better, underpinned by both UQ's core values and the pillars of the Stretch RAP.

Education

With almost 500 students enrolling to study at UQ in 2023, Aboriginal and Torres Strait Islander students represented 0.9% of the University's domestic student cohort.

The Aboriginal and Torres Strait Islander Studies Unit (ATSIS Unit) provides individualised support to all students concerning admissions, orientation, and scholarship opportunities. It also provides learning support, a safe space when on campus, and support for post-graduate students in their research pursuits. So too, the ATSIS Unit delivers community outreach and engagement activities across Queensland and undertakes research, teaching, and learning. Importantly, the ATSIS Unit continues to support and encourage the celebration of Indigenous cultures, and recognition of the enormous contributions that Aboriginal and Torres Strait Islander people make to UQ.

UQ's Indigenising Curriculum initiative, informed by the United Nations and Universities Australia's Indigenous Strategy 2022-2025, is underpinned by a mandate to review, and facilitate UQ-wide approaches to embedding Aboriginal and Torres Strait Islander curriculum and inclusive teaching practices. Work to date has included mapping and external benchmarking, the establishment of draft principles, and a range of presentations offered to the UQ community. The future of these important initiatives is embedded in the UQ Stretch RAP deliverables, guided by the principles of Country, Relationships, Respect, Cultural Capability, Reciprocity, Truth, and Benefits.

UQ has also developed the Aboriginal and Torres Strait Islander Research and Innovation Strategy supporting ethical and responsible research that contributes to cultural, social, environmental, and economic benefits for Aboriginal and Torres Strait Islander peoples and communities. Inspired by the potential to support and enrich Indigenous communities in meaningful ways, the development of this strategy recognises the need for change both within our systems and processes, and at the individual level. The strategy operates in the context of standards, regulations, and strategies across international, Australian and university domains, aligns with the UQ Vision, Mission, Values and Strategic Plan and supports and complements UQ's Aboriginal and Torres Strait Islander Employment Strategy and Stretch RAP. The values underpinned in the Strategy are excellence, leaderships, Indigenous knowledges and methods, respect, accountability, and integrity.



INDIGENOUS STUDENTS
AT ST LUCIA CAMPUS





PROFESSOR BRONWYN FREDERICKS
DEPUTY VICE-CHANCELLOR
(INDIGENOUS ENGAGEMENT)

In a sector dedicated to delivering for the public good, The University of Queensland's *Toward 2032 Strategic Plan (2022-2025)* underscores our commitment to leading reconciliation and embracing diverse life experiences and perspectives.

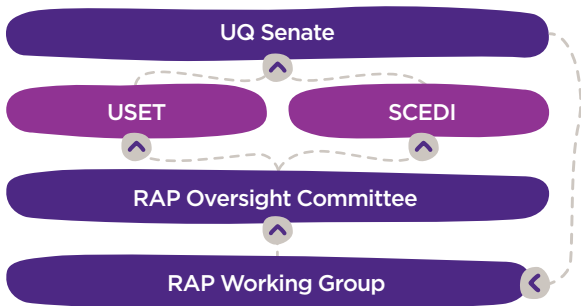
OUR STRATEGIC PLAN

Our RAP will build upon the University's existing efforts, further fostering Indigenous excellence as defined by Indigenous peoples.

Our UQ Stretch Reconciliation Action Plan, and the actions it contains, aligns with *Toward 2032 Strategic Plan (2022-2025)* through a range of key connections,

such as key Relationship focused strategic priorities seeking to provide a caring, inclusive, and empowering environment (page 5), Respect focused priorities such as supporting the development of the research community (page 14), Opportunities focused priorities such as increasing the proportion of staff and domestic students identifying as Aboriginal and/or Torres Strait Islander people (page 17), and by setting the Governance focused goal of being recognised by Reconciliation Australia as an Elevate RAP organisation (page 17).

FIGURE 1—UQ RAP GOVERNANCE FRAMEWORK



Our RAP is spearheaded by UQ’s Senate and overseen by the RAP Oversight Committee (RAPOC), which provides valuable advice and guidance for RAP governance and strategic reconciliation endeavours. Both governing bodies actively collaborate with internal and external stakeholders.

UQ is governed by a 22-member Senate representing the University and community interests. Further support is provided by the Senate Committee for Equity, Diversity and Inclusion (SCEDI) which receives reports on the progress of the RAP from the RAP Working Group (RAPWG) at each meeting. To ensure alignment with the strategic objectives of the University, the RAPWG are also guided by the UQ Senior Executive Team (USET),

which includes the Vice-Chancellor and President, Provost, Chief Operating Officer, Deputy Vice-Chancellors, Executive Deans of Faculties, and a representative of UQ’s major Research Institutes.

The RAPOC committee is an amalgamation of the initial Innovate RAP Working Group and Steering Committee, having transitioned to this new title in 2020 with Professors Deborah Terry AC and Norm Sheehan as Co-Chairs. This transition allowed the RAPOC to assess the progress of the Innovate RAP goals, actions, and deliverables, with the Terms of Reference updated in 2022 in anticipation of plans to develop the UQ Stretch RAP.

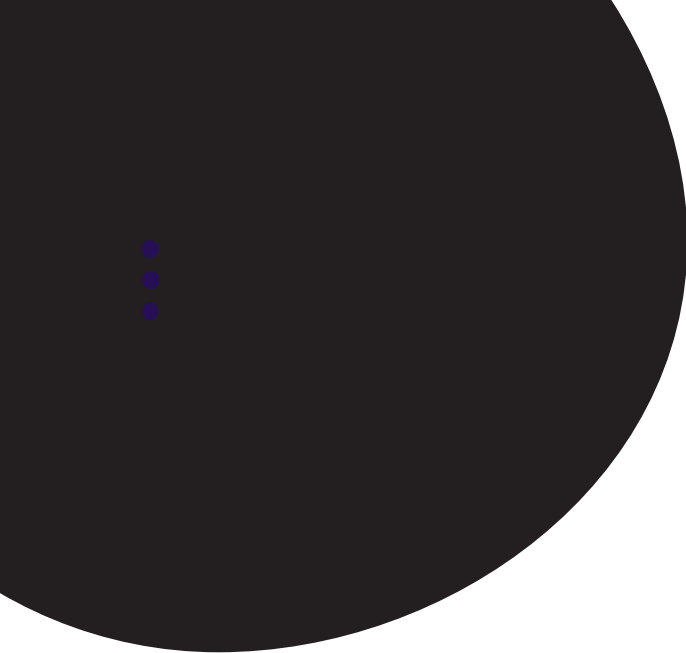
RAPOC meets at least three times annually to monitor RAP progress as reported by the RAPWG. Throughout, the RAPOC has continued to ensure a strong representation of Aboriginal and Torres Strait Islander peoples within its membership, including Professors Norm Sheehan, Bronwyn Fredericks, and Tracey Bunda (staff), Dr Nerida Blair and David Corporal (Community/Alumni) and former student members Corin Walker and Chicarnee Pickering.

To develop the Stretch RAP, the RAP Working Group, Co-Chaired by Professors Norm Sheehan and Bronwyn Fredericks, was re-convened in 2023 with both Indigenous and non-Indigenous members drawn from across the University. Committed to an initial two-year term, and meeting at least four times per annum, this Working Group is instrumental in operationalising the Stretch RAP’s development and reflecting on and embedding learnings from the previous Innovate RAP. The work of the RAP Working Group in developing the Stretch RAP has been informed by extensive consultations with Indigenous and non-Indigenous members of the UQ community, aligning with the core values of Universities Australia’s Indigenous Strategy 2022–25.

While not a formal component of RAP Governance, the UQRAP Network also plays a key role in strongly advocating for, and actively supporting, reconciliation initiatives across the University. Network membership is open to all staff and students, with individual contributions to reconciliation initiatives and activities based upon the members stage of cultural learning and engagement, with many actively engaged as change agents within their spheres of influence.

RAP Governance

As we move forward on our reconciliation journey, we seek to ensure that Aboriginal and Torres Strait Islander voices and perspectives are part of everything we do at the University, including in the Governance of the RAP.



 NAIDOC WEEK ACTIVITIES
ON CAMPUS, 2023

The following table reflects the 2024 Reconciliation Action Plan Oversight Committee (RAPOC) membership:

**TABLE 1—THE RECONCILIATION ACTION PLAN
OVERSIGHT COMMITTEE (RAPOC)**

Title and Unit	Role/s
Vice-Chancellor and President	Co-Chair and UQ RAP Champion
UQ Honorary Professor and Aboriginal and Torres Strait Islander community representative	Co-Chair
Senate Member and Chair, Senate Committee for Equity, Diversity and Inclusion	Standing member
Deputy Vice-Chancellor (Indigenous Engagement)	Standing member
Professor, Indigenous Education, Office of the Deputy Vice-Chancellor (Indigenous Engagement)	Standing member and UQ RAP Champion
Nominated representative, Faculty Executive Deans of Managers, Executive Dean, Faculty of Medicine	Standing member
Chief Human Resources Officer, Office of the Chief Operating Officer	Standing member
Alumnus, Aboriginal and Torres Strait Islander representative	Standing member
Alumnus (Based in NSW), Aboriginal and Torres Strait Islander representative	Standing member
Non-Indigenous student partner, Faculty of HASS	Standing member
Senior Project Manager, Office of the Deputy Vice-Chancellor (Indigenous Engagement)	Secretariat

The following table shows the roles which comprise the USET membership:

TABLE 2—THE UNIVERSITY SENIOR EXECUTIVE TEAM (USET)

Title
Vice-Chancellor and President
Provost
Chief Operating Officer
Deputy Vice-Chancellor (Academic)
Deputy Vice-Chancellor (Global Engagement)
Deputy Vice-Chancellor (Indigenous Engagement)
Deputy Vice Chancellor (Research and Innovation)
Executive Dean, Faculty of Business, Economics and Law
Executive Dean, Faculty of Engineering, Architecture and Information Technology
Executive Dean, Faculty of Health and Behavioural Science
Executive Dean, Faculty of Humanities, Arts and Social Sciences
Executive Dean, Faculty of Medicine
Executive Dean, Faculty of Science
Director, Queensland Alliance for Agriculture and Food Innovation

HONESTY

TRUST

 **ABORIGINAL
AND TORRES
STRAIT ISLANDER
SCIENCE CAMP**



R A P _ 1 3



With the integration and further embedding of commitments from our Innovate RAP into business as usual, we have shifted our focus toward expanding current reconciliation initiatives and developing new ones. Our Stretch RAP therefore builds upon the University's existing efforts, further fostering Indigenous excellence as defined by Indigenous peoples. This entails crafting long-term strategies, progressive policies, and introducing defined measurable goals and key performance indicators into our reconciliation actions.

Our RAP is the strategic framework guiding reconciliation within our community, steering the development and implementation of strategies in key areas, including Aboriginal and Torres Strait Islander employment, research, Indigenous procurement, cultural education, Indigenising our curriculum, and RAP governance. It guides our work and strategies in alignment with the five dimensions of reconciliation, supporting historical acceptance through National Reconciliation Week activities; improving race

relations through a focus on anti-discrimination; supporting equality and equity by supporting Aboriginal and Torres Strait Islander employment and student representation; institutional integrity through the involvement of a wide range of areas in UQ working to embed their RAP actions; and supporting unity through actions that recognise, value and celebrate Indigenous knowledges and knowledge holders.

Drawing upon the values outlined in the Universities Australia's Indigenous Strategy 2022-25 to embed this work in UQ, development of this RAP was underpinned by consultation to ensure genuine partnership between UQ and Aboriginal and Torres Strait Islander communities, giving voice to Aboriginal and Torres Strait Islander peoples and others in the decisions that affects them. It is the work of many committed people, including the more than 400 staff and students who participated in 16 workshops facilitated across the University over a three-month period in 2023, and the efforts of the RAP Working Group (RAPWG), who shaped the document's development. Alongside the development workshops, planning and review discussions were held with Indigenous and non-Indigenous members of various UQ governance groups, including the Heads of School Forum, the Academic Board, UQ Senior Executive Team, Senate Committee for Equity, Diversity and Inclusion, and the UQ Senate as the governing body of the University.

Our vision for reconciliation at UQ is not just a one-time goal; it is embedded in who we are and how we operate. We commit to continuously reflecting, learning, and being accountable, and will adapt our RAP to meet the changing needs and hopes of our community.

OUR STRETCH RAP



UQ's scale has also allowed us to identify many passionate advocates, committed to working collaboratively in bringing our Stretch RAP to life across the University.

While making significant strides through our Innovate RAP, we also met distinct challenges and learned invaluable lessons. Many challenges were beyond our control, such as the significant impacts of COVID-19, and the effects of weather events including floods which significantly impacted our staff and students. Yet although these events limited the opportunity for staff and students to come together physically and necessitated a shift to online forms of connection and communication, such circumstances nevertheless served to create new opportunities to connect, share and learn, with these capabilities now embedded in many aspects of our Stretch RAP.

Similarly, the breadth of Institutes, Faculties, and Divisions posed some challenges in seeking to fully engaging staff and students concerning the RAP. While this is an ever-present challenge, UQ's scale has also allowed us to identify many passionate advocates, committed to working collaboratively in bringing our Stretch RAP to life across the University.

Importantly, having more fully recognised and understood the realities of the University's size and diversity, the approaches developed during the Innovate RAP's implementation will further inform and enhance innovative, creative and uniquely tailored initiatives in support of achieving our Stretch RAP ambitions over time. These learnings are pivotal in shaping our journey toward reconciliation, providing the necessary impetus to further enhance our reconciliation efforts into the future.

In operationalising the Stretch RAP, we will continue to collaborate globally with our more than 400 partners in 50 countries, noting that as signatories to the Sustainable Development Solutions Network University commitment, our reconciliation goals include our commitment to the United Nations' Sustainable Development Goals (SDG). Nationally, we will embed reconciliation across the University's operations to achieve and implement our Stretch RAP in partnership with Aboriginal and Torres Strait Islander communities. Such partnerships include the UQ Aboriginal and Torres Strait Islander Endowment Fund, supported through the Advancement Giving Program.

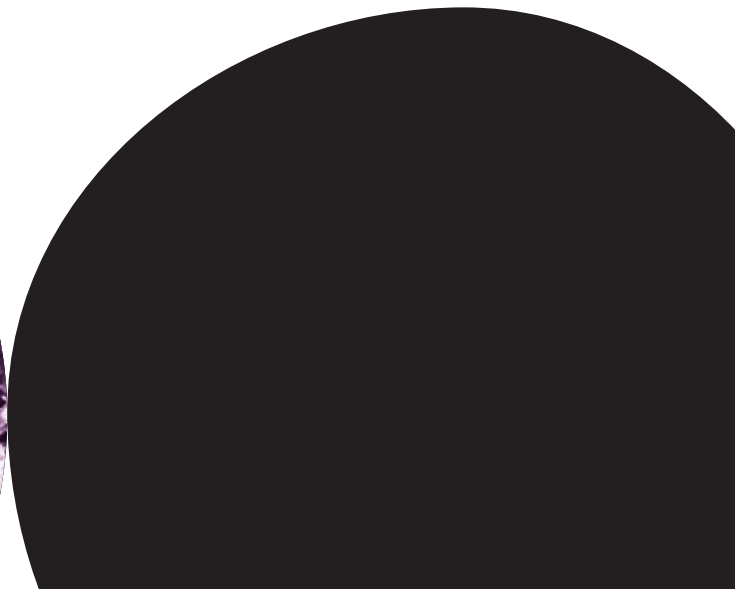
This program enables donors and philanthropic partners to support promising Aboriginal and Torres Strait Islander students to achieve their academic goals and aspirations by addressing the educational barrier caused by financial inequity. As a result of partnerships such as this, UQ now has more than 1000 Aboriginal and Torres Strait Islander alumni doing extraordinary work in our communities and around the world.

UQ is committed to providing continuing opportunities for Aboriginal and Torres Strait Islander students to become game-changers and future leaders with examples such as:

- A nationally significant collaboration between UQ and Indigenous Basketball Australia through which a research team from the School of Human Movement and Nutrition Sciences, led by Dr Kai Wheeler, a proud Ngarabal man, is developing sporting, educational and cultural pathways for Aboriginal and Torres Strait Islander children and young people; and
- A partnership with the Indigenous Literacy Foundation to hold several Great Book Swap fundraising activities as part of Reconciliation Week, NAIDOC, and other events throughout the year.

Through these and other similar initiatives, the University can, and will, work towards the achievement of reconciliation as our lived reality.

**STUDENTS IN
THE HERSTON
RECONCILIATION
GARDEN**



STUDENTS IN THE HERSTON
RECONCILIATION GARDEN

RAP_16

UQ'S JOUR

RAP RNEY

KEY ACHIEVEMENTS

UQ launched its first RAP, the Innovate RAP, in December 2018.

Mandatory core cultural learning training was implemented in 2020 as part of UQ's Cultural Learning Plan, utilising online Core Cultural Learning Modules. AIATSIS cites UQ as its flagship University in implementing the modules as part of its staff and student learning practices.

The UQ Aboriginal and Torres Strait Islander Research and Innovation Strategy, launched in 2020, sets a framework for UQ in Aboriginal and Torres Strait Islander research and innovation and to support career progression for Aboriginal and Torres Strait Islander researchers.

UQ Library launched an Aboriginal and Torres Strait Islander perspectives guide in 2021 to ensure teaching curriculum and reading lists represent the diverse student voices of Aboriginal and Torres Strait Islander peoples.

The University of Queensland launched its RAP Network in 2021 to ensure a culturally respectful workplace and study environment. Membership is open to all UQ staff and students.

The Reconciliation Garden at Herston campus was opened in May 2022. It is a living contribution to reconciliation, offering a place for UQ staff, students, and visitors to be immersed in Aboriginal and Torres Strait Islander heritage and flora and providing a place of reflection. The Steering committee included Traditional Owners and UQ staff, with the project concept winning the Spirit of Reconciliation Award at the 2021 UQ Faculty of Medicine Awards.

UQ's Campuses on Countries: Aboriginal and Torres Strait Islander Design Framework was developed in 2022 to embed Aboriginal and Torres Strait Islander values in the University's physical environment.

Kev Carmody House was opened in 2022 to increase the participation of domestic undergraduate students from low socio-economic, remote, or regional backgrounds.

UQ announced the first ever Indigenous-led Australian Research Council (ARC) Centre of Excellence, the ARC Centre of Excellence for Indigenous Futures in 2022, utilising Indigenous knowledges in unique trans-disciplinary, cross-sector designed research.

UQ's Indigenous Procurement Strategy, released in 2022, focuses on the University using its procurement spend to provide opportunities to strengthen relationships with Aboriginal and Torres Strait Islander businesses and communities.

In 2023, UQ appoints its first Deputy-Vice-Chancellor (Indigenous Engagement), Professor Bronwyn Fredericks.

The Australian Journal of Indigenous Education goes digital in 2023 and celebrates its 50th birthday.

In 2023 UQ Senate announces "Lilla Watson Place" on the St Lucia campus in honour of Dr (Aunty) Lilla Watson - UQ's first Aboriginal and Torres Strait Islander Tutor, Lecturer in Social Work and Aboriginal Senate member.

KEY TO ACRONYMS

AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
ARC	Australian Research Council
ATSIS Unit	Aboriginal and Torres Strait Islander Studies Unit
CCEO	Chief Community Engagement Officer
CEIF	Centre for Excellence for Indigenous Futures
CHRO	Chief Human Resources Officer
CFO	Chief Financial Officer
CIO	Chief Information Officer
CMCO	Chief Marketing and Communications Officer
COO	Chief Operating Officer
CPO	Chief Property Officer
CRM	Customer Relationship Management system
DVC(A)	Deputy Vice-Chancellor (Academic)
DVC(IE)	Deputy Vice-Chancellor (Indigenous Engagement)
DVC(GE)	Deputy Vice-Chancellor (Global Engagement)
DVC(RI)	Deputy Vice-Chancellor (Research and Innovation)
HR	Human Resources
ICIP	Indigenous Cultural and Intellectual Property
ICWP	Indigenous Curriculum Working Party
ITaLI	Institute for Teaching and Learning Innovation
ITS	Information Technology Services
KPI	Key Performance Indicator
NHMRC	National Health and Medical Research Council
NRW	National Reconciliation Week
M&C	Office of Marketing and Communications
P&F	Property and Facilities
PVC	Pro-Vice-Chancellor
PVC (T&L)	Pro-Vice-Chancellor (Teaching and Learning)
RAPOC	Reconciliation Action Plan Oversight Committee
UQ	The University of Queensland
USET	UQ Senior Executive Team
USLG	UQ Senior Leaders Group
VC	Vice-Chancellor
VP (ACE)	Vice-President (Advancement and Community Engagement)

1944

UQ accepts student Joe Croft into an engineering degree, possibly the first recorded Aboriginal person to become a university student.

1966

Margaret Valadian MBE AO becomes first Aboriginal person to graduate with a Bachelor of Social Studies from UQ.

1979

Aunty Lilla Watson appointed as UQ's first Aboriginal Tutor, and appointed lecturer in Department of Social Work in 1984.

1950

Grandfather Willie McKenzie and Janie Sunflower (nee Moreton) are first Aboriginal advisers to work at UQ.

1973

Australian Journal of Indigenous Education is first published.

1984

UQ establishes the Aboriginal and Islander Studies Unit.

1985

UQ appoints first Indigenous academic, Jeanie Bell, to coordinate the Aboriginal and Islander Studies Unit (now named the Aboriginal and Torres Strait Islander Studies Unit).

2001

UQ establishes Policy and Procedures for reconciliation, with the policy passed by the University Senate and presented to ATSI and Indigenous leaders at 5th Annual Sorry Day Remembrance Dinner during the Journey of Healing Week hosted by UQ Student Union and the Goorie Berrimpa Student Association. The policy represented the commitment to reconciliation through the introduction of Indigenous teaching programs, building trust, respect, recognition and engagement with Indigenous staff, students and community and to increase the capacity of Indigenous students to successfully complete their studies and future careers.

2010

First PhD produced by Torres Strait Islander person, Dr Noritta Morseu-Diop.

2007

BlackWords, online database of Austlit detailing Aboriginal and Torres Strait Islander writers and storytellers is launched.

2011

UQ's first Pro-Vice-Chancellor (Indigenous Engagement) Professor Cindy Shannon is appointed.

2002

First Aboriginal UQ Senate member, Aunty Lilla Watson, appointed.

UQ'S RAP JOURNEY

2018
UQ's first Reconciliation Action Plan launched - Innovate RAP.

2018
UQ's second Pro-Vice-Chancellor (Indigenous Engagement) Professor Bronwyn Fredericks is appointed.

2015
UQ Alumni and Friends initiated the Joseph (Joe) Croft Indigenous award at St Johns' College.

2013
UQ Alumni Dr Lilla Watson co-founds BlackCard (Cultural Competency Courses) with Mundanara Bayles.

2020
RAP merchandise collection profits³ go to UQ Aboriginal and Torres Strait Islander student scholarships and programs, with RAP gifts and accessories featuring the RAP artwork titled *A Guidance Through Time*, created by Quandamooka artists Casey Coolwell and Kyra Mancktelow. More than 100 Indigenous students benefited in 2023 from the Aboriginal and Torres Strait Islander Education Scholarships scheme⁴, alongside other donation programs such as the UQ Aboriginal and Torres Strait Islander Research Fund, the UQ-AIME secondary students mentoring program, and the InspireU Fund supporting secondary students on-campus residential camps and other activities.

2020
Mandatory training of Core Cultural Learning modules 1 and 2 incorporated into the new staff onboarding process to increase awareness of Aboriginal and Torres Strait Islander peoples' cultures, history and society.

2019
Aboriginal and Torres Strait Islander Employment Strategy (2019-2022) launched.

2019
Kerry Kilner appointed as the first Reconciliation Action Coordinator for The University of Queensland's Faculty of Humanities and Social Sciences.

2015
UQ Poche Centre for Indigenous Health established.

2020
Aboriginal and Torres Strait Islander Cultural Learning Plan (CLP) launched, including AIATSIS online Core Cultural Learning Modules (1-10) and in-person and online BlackCard Cultural Competency Workshops.

2020
Aboriginal (Quandamooka) woman Ann Keep appointed Director of the Gatton campus.

2019
UQ Vice-Chancellor's Aboriginal and Torres Strait Islander Graduate Program launched.

2019
Reconciliation Action Plan (RAP) artwork, *A Guidance in Time*, created by Quandamooka artists Casey Coolwell-Fisher and Kyra Mancktelow.

2019
Dr Lilla Watson receives the 2019 UQ Indigenous Community Impact Award.

2019
UQ RAP team wins UQ Award for Excellence in Diversity and Inclusion and uses the funds to provide the first series of BlackCard training for staff members in 2020.

2020
The Australian Indigenous Mentoring Experience was developed to empower Aboriginal and Torres Strait Islander secondary students to achieve educational equity outcomes and encourage the next generation of young Indigenous leaders, change-makers and entrepreneurs through this aspiration-building program.

2021
Reconciliation Award Category in the UQ Awards for Excellence introduced.

3 UQ Shop Reconciliation products help Indigenous students receive a world-class education. Source: indigenous-engagement.uq.edu.au/stories/uq-shop-reconciliation-products-help-indigenous-students-receive-world-class-education.
4 Indigenous futures - Alumni and Community - University of Queensland. Source: alumni.uq.edu.au/give-uq/indigenous-futures.

2023
First Deputy-Vice-Chancellor
(Indigenous Engagement)
Professor Bronwyn
Fredericks appointed.

2023
Dr (Aunty) Lilla Watson Place
announced by UQ Senate.

2023
An Introduction to the Language
of Relationships with Aboriginal
and Torres Strait Islander
Peoples Guide launched.

2023
Adjunct Associate
Professor Mary Graham
recognised with an
Honorary Doctorate -
UQ's highest honour.

2024
UQ Stretch
Reconciliation Action
Plan 2025-2027 and
the UQ Indigenous
Employment Strategy
2025-2027 launched.

2023
RAP Working Group
re-established as Stretch
RAP Working Group.

2023
The Queensland
Commitment is launched.

2023
ARC Centre of Excellence for
Indigenous Futures announced.

2023
Indigenous Procurement Strategy
(2022-2025) launched.

2023
UQ Reconciliation Garden
(Herston campus) opened.

2022
Kev Carmody House opened.

2022
Campuses on Countries: UQ Aboriginal and Torres
Strait Islander Design Framework launched: A visionary
long-term project will embed Aboriginal and Torres
Strait Islander design values on University of Queensland
campuses, reshaping them over time to better recognise
and celebrate Indigenous connections. The Aboriginal
and Torres Strait Islander Design Framework is the
culmination of months of consultation and reflection
with Indigenous peoples which involved a process of
deep listening, reflection, and discussion.

2021
Launch of UQRAP
Network supports a
more culturally respectful
workplace and study
environment.

2021
Introducing Aboriginal and Torres Strait
Islander Perspectives into the Curriculum
Guide launched (2021-2022).

2021
Aboriginal and Torres Strait Islander Research
and Innovation Strategy 2021 - 2025 is launched.



RELATIONSHIPS

Relationships are the essence of The University of Queensland and who we are. The core characteristics of positive relationships are reciprocity and trust.

They are genuine, engage our spirit and are founded on integrity. As an organisation we strive for creativity, excellence, truth, integrity, courage, respect, and inclusion, and acknowledge that this begins with building genuine relationships among all Australians. Through relationships of respect and justice with Aboriginal and Torres Strait Islander peoples, we undertake our key work of education and research, benefitting our students, staff, communities, and the world.

FOCUS AREA

The University of Queensland is values-led, deeply committed to delivering for the public good and supporting our people, leading reconciliation, and embracing different life experiences and perspectives.

AT THE UNIVERSITY OF QUEENSLAND, WE

- Foster a sense of belonging and wellbeing for all learners, enriched by our vibrant campus cultures, rich residential options, world-class sporting facilities and highly valued student services.
- Foster mutually beneficial partnerships for research translation and commercialisation at scale, to create positive impact for our communities, the environment and economy.

Ultimately, the University's performance and impact will be determined by the commitment of our people to The University of Queensland values.

Relationships actions align with *Toward 2032: UQ Strategic Plan 2022-2025* by providing a respectful, caring, inclusive, and empowering environment (page 5), and a strong strategic focus on developing a sense of belonging and wellbeing for students (page 8).



SPINIFEX GRASS, NATIVE TO OVER TWO-THIRDS OF AUSTRALIA'S DESERT

CASE STUDY

Indigenous knowledge meets contemporary innovation and technology: Learning co-design and spinning an unbreakable partnership

PIONEERING A PATH FOR CO-DESIGN

In a groundbreaking collaboration, the Advanced Spinifex Biofuture Materials Centre, part of the National Indigenous Science Translation Centre (NISTC), has emerged as Australia's pioneering initiative and operational model to bridge the gap between Indigenous knowledge and contemporary innovation and technological advancements. This partnership between the Australian Institute of Bioengineering and Nanotechnology (AIBN) at The University of Queensland (UQ) and the Indigenous-owned Myuma Group epitomises the transformative potential of co-design pathways. It also underscores the role of higher education institutions in fostering Indigenous economic prosperity in Australia.

ORIGINS OF THE COLLABORATION

The collaboration began in 2007 when the AIBN and Indjalandji-Dhidhanu Elder and Managing Director of The Myuma Group, Associate Professor Colin Saltmere AM, along with the Dugalunji Aboriginal Corporation (DAC), explored the properties of Spinifex grass. This research led to novel discoveries and established a profound journey of relationship-building, crucial for social and economic advancements for Indigenous Australians.

Associate Professor Saltmere emphasised the importance of nurturing relationships over time, recognising trust and commitment as essential for successful collaborations. The NISTC stands as a testament to this, catalysing holistic community engagement and empowerment.

UQ has improved its dedication to advancing Indigenous relationships, fostering trust, transparency, and consent among stakeholders, and financially investing in the partnership. The NISTC provides a roadmap for navigating the complexities of Indigenous partnerships, ensuring that collaboration is rooted in respect, reciprocity, and shared goals.

UNVEILING NATURE'S TREASURE AND REVIVING INDIGENOUS PRACTICES FOR CONTEMPORARY SOLUTIONS

Spinifex grass, native to over two-thirds of Australia's desert, is deeply intertwined with Indigenous cultures, including the Indjalandji-Dhidhanu people. The grass, used for thousands of years to build shelter and medicines, revealed its industrial potential under modern scientific scrutiny. Under a microscope, Spinifex strands reveal cellulose nanofibers with tensile strength eight times greater than steel.

Collaborating closely with representatives from the Indjalandji-Dhidhanu community, AIBN researchers discovered the transformative potential of Spinifex nanofibers, unveiling numerous industrial applications. The commercial potential of these nanofibers became clear, highlighting the convergence of Indigenous knowledge and contemporary scientific expertise and igniting a new frontier of innovation for the partnership.

FORGING A SUSTAINABLE FUTURE AND EMPOWERING INDIGENOUS COMMUNITIES

Central to the partnership's success is a deep commitment to ethical collaboration and knowledge exchange. Associate Professor Saltmere highlighted the significance of Indigenous knowledge and intellectual property (IP) as uncharted territories that Australia must navigate. UQ has the opportunity to leverage its Reconciliation Action Plan (RAP) to foster equitable partnerships, particularly within initiatives like the NISTC, promising mutual benefits for both the university and Indigenous communities.

Professor Alan Rowan emphasised that true equity transcends equal custodianship, demanding a shift towards collective well-being. The NISTC exemplifies an altruistic endeavour driven by a genuine belief in the transformative potential of Indigenous knowledge and collaboration. In 2014, a collaborative research agreement between AIBN and Myuma Group laid the foundation for ongoing equity in commercialising Spinifex nanofiber technology. This agreement, based on equitable IP ownership and regulatory compliance, serves as a blueprint for future initiatives.



You've gotta work with knowledge not against it.

ASSOCIATE PROFESSOR SALTMERE

COURAGE

RESPONSIBILITY



R A P _ 2 3

The mandate agreement signed in September 2021 between DAC, UQ, and the Australian National Fabrication Facility marked a significant milestone - the birth of Trioda Wilingi Pty Ltd, the first Indigenous-owned biomaterials company. This achievement not only promises economic prosperity but also safeguards Indigenous intellectual property rights, reinforcing the partnership's commitment to ethical and equitable collaboration.

BEYOND ECONOMIC GAINS: A PATHWAY TO EMPOWERMENT

The partnership heralds a profound shift in Indigenous engagement. Through the NISTC, traditional Indigenous knowledge integrates into contemporary scientific endeavours, offering Indigenous communities a pathway to empowerment and self-determination. Associate Professor Saltmere affirmed that the Spinifex Centre and NISTC signify a significant turnaround in relationship and capacity building for Indigenous communities, providing them with a vital avenue for progress.

There's a lot of opportunities out there... and the way the world is heading, we need all hands-on deck.

ASSOCIATE PROFESSOR COLIN SALTMERE

The NISTC journey epitomises the evolutionary potential of collaborative research models rooted in cultural sensitivity and respect. By intertwining Indigenous knowledge with contemporary innovation, the partnership generates economic benefits and fosters pride and agency within Indigenous communities.

As Associate Professor Saltmere noted, "There's a lot of opportunities out there... and the way the world is heading, we need all hands-on deck."

CHARTING NEW HORIZONS TOWARD INCLUSIVE PROSPERITY

The partnerships between institutions like AIBN and Myuma Group, and individuals such as Associate Professor Colin Saltmere and Professor Alan Rowan, promise transformative change and reconciliation.

These relationships demonstrate the power of co-design in unlocking Indigenous knowledge systems' full potential. As the NISTC continues to chart new frontiers, it stands as a testament to the resilience, ingenuity, and unwavering spirit of collaboration defining the Australian landscape.

The applications of Spinifex nanofibers are vast, promising economic prosperity while safeguarding Indigenous intellectual property rights. Reconciliation, however, is a challenging journey requiring concerted efforts from all stakeholders to recognise and support positive changes.

In Associate Professor Saltmere's words, "You've gotta work with knowledge not against it."

This ethos encapsulates the essence of collaborative partnership - embracing Indigenous wisdom as a guiding force and leveraging modern technology to chart a course towards inclusive prosperity for all. Let us remain steadfast in our commitment to fostering meaningful change, empowering Indigenous communities, and creating a future where mutual respect and collaboration are the cornerstones of progress.



Relationships

Actions and deliverables

RESPECT

FAIRNESS

●
●

SUPPORT

LEAD

R A P _ 2 5

	Deliverable	Timeline	Responsibility
1	Develop, enhance, and maintain mutually beneficial relationships between the UQ community and Aboriginal and Torres Strait Islander peoples, communities, and organisations.		
1.1	Co-develop an Aboriginal and Torres Strait Islander Engagement Framework in collaboration with Aboriginal and Torres Strait Islander peoples internal and external to UQ.	December 2025	● DVC(IE) ● Provost
1.2	Foster, increase and maintain quality partnerships with Aboriginal and Torres Strait Islander organisations, industries, business and/or communities to build capacity and support mutual advancement, utilising qualitative metrics to monitor and inform continuous improvement activities on an annual basis.	Reviewed June 2025, 2026, 2027	● VC ● USET, COO and DVC(IE)
1.3	Increase representation of Aboriginal and Torres Strait Islander people in engagement activities, including Strategic Roundtable discussions and the VC Regional Roadshow by 10% annually.	December 2025, 2026, 2027	● VP(ACE) ● CCEO
1.4	Establish and further embed partnerships with UQ Aboriginal and Torres Strait Islander Alumni, including the Indigenous Alumni Reference Group, to encourage and facilitate ties with the broader community.	June 2025	● CCEO ● DVC(IE)
2	Build relationships by promoting and celebrating National Reconciliation Week (NRW) through a range of internal and external activities.		● ●
2.1	Circulate Reconciliation Australia's NRW resources and reconciliation materials through the University website.	May 2025, 2026, 2027	● DVC(IE) ● DVC(A) and COO (M&C)
2.2	RAPOC members commit to attend a minimum combined total of ten external NRW events.	27 May - 3 June 2025, 2026, 2027	● VC ● RAPOC (Co-Chair)
2.3	Encourage and support staff and senior leaders to participate in internal and external events which recognise and celebrate NRW and other significant events, increasing participation by 10% each year.	27 May - 3 June 2025, 2026, 2027	● VC ● USET
2.4	Deliver a minimum of five internal NRW events, including at least one organisation wide NRW event.	27 May - 3 June 2025, 2026, 2027	● VC ● DVC(A)
2.5	Register UQ NRW events on the Reconciliation Australia website.	May 2025, 2026, 2027	● DVC(A) ● DVC(IE) and CCEO
2.6	Utilise the reach of the UQ Alumni Contact online magazine, Community Events monthly email and the quarterly Yarning newsletter to promote NRW events.	May 2025, 2026, 2027	● CCEO ● DVC(IE)
3	Promote reconciliation through our sphere of influence.		●
3.1	Activities which aim to collaboratively develop and implement innovative approaches to advance reconciliation through quality partnerships and outcomes with RAP and other like-minded organisations increase annually by 10%.	December 2025, 2026, 2027	● VC ● COO, DVC(IE), DVC(RI) and VP(ACE)
3.2	Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce, including research, training, and induction.	June 2025	● CHRO ● DVC(IE)
3.3	Communicate our commitment to reconciliation publicly, including in all staff employment advertisements and student marketing, and across campuses and institutes through displays, social media, websites, merchandising and RAP Network communications.	January 2025	● VC ● CHRO, DVC(A) and COO (M&C)
3.4	Implement a marketing strategy to use Contact Magazine and the Yarning Newsletter to promote reconciliation to the 335,000+ of alumni community.	June 2025	● COO (M&C) ● CMCO and DVC(IE)

Relationships

Actions and deliverables

	Deliverable	Timeline	Responsibility
3.5	Participate in Reconciliation Australia's quarterly Leadership Gatherings for Stretch and Elevate RAP partners.	February 2025, 2026, 2027	● DVC(IE)
3.6	Increase staff participation in internal and external reconciliation activities through recruitment to the RAP Network. Encourage division, school and faculty RAP members to engage with their peers, students and stakeholders about enacting reconciliation initiatives in their spheres of influence through Yarning sessions, workshops, events and visual displays.	Reports due September 2025, 2026, 2027	● DVC(IE) ● USET
3.7	Each Faculty and Institute will develop and deliver their own External Engagement Strategy including activities, with the aim of increasing engagement activities by 10% annually.	Reports due September 2025, 2026, 2027	● Provost ● USET
4	Promote positive race relations through anti-discrimination strategies.		
4.1	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors and students to review, evaluate and continuously improve HR policies and procedures relating to anti-discrimination to ensure best practice.	December 2025, 2026, 2027	● CHRO ● DVC(IE)
4.2	Review, enhance, and communicate UQ policies and procedures to address and report discrimination.	December 2025, 2026, 2027	● COO ● CHRO and M&C
4.3	Alongside the existing UQ Diversity, Equity and Inclusive Behaviours Policy and Prevention of Discrimination, Harassment and Bullying Behaviours Procedure, UQ will develop and implement a UQ policy and procedures to address racism specifically, including systemic racism, in accordance with State, National and International policies and agreements to which Australia is a signatory.	Reviewed December 2025, 2026, 2027	● CHRO ● VC, COO and USET
4.4	Provide ongoing education to senior leaders and managers on identifying the effects of racism and how to best manage to ensure a safe and accepting work environment.	December 2025	● CHRO ● COO and USET
4.5	Senior leaders to publicly support anti-discrimination campaigns, initiatives, and stances against racism, to be delivered UQ-wide.	December 2025	● COO ● CHRO and M&C
4.6	Implement an anti-racism media campaign for staff and students on campus (including the harm that racism does in mainstream society).	July 2025	● COO ● CHRO, DVC(A) and M&C
5	Ensure that resources are developed and available that support the capabilities of staff to develop, enhance and maintain mutually beneficial relationships by enabling best practice in engagement and service delivery.		
5.1	Review policies, protocols, and guides in relation to use of commissioned Aboriginal and Torres Strait Islander artwork and the RAP artwork in promotional and educational material, and research outputs.	December 2025	● COO ● DVC(IE), DVC(RI) and DVC(A)
5.2	Finalise and implement the terminology and protocol guide with Aboriginal and Torres Strait Islander Peoples.	December 2025	● DVC(IE)
5.3	Develop and/or review policies, protocols, and guides in relation to all event management at UQ.	June 2025	● COO
5.4	Implement appropriate relationship principles and protocols for Aboriginal and Torres Strait Islander peoples, priorities, and activities in new CRM.	June 2025	● COO ● M&C, ITS and VP(ACE)

● SUPPORT

● LEAD

R A P _ 2 6

RESPECT

Respectful engagement with our communities and partners is core to UQ's mission to deliver for the public good. The University recognises that respect is underpinned by awareness, understanding and honesty.

UQ will build a more inclusive and respectful culture by providing opportunities for all our staff and students to learn about and understand Aboriginal and Torres Strait Islander knowledges, cultures, histories, and rights. We will demonstrate respect through our actions, listening to and acknowledging the lived experiences of Aboriginal and Torres Strait Islander peoples. We will learn about, engage in, and celebrate the continuing contributions made by Aboriginal and Torres Strait Islander peoples to Australian and global society. We will be honest, promoting truth-telling about the history of our nation and challenging intolerance. And we will lead, sharing knowledge and experiences of our challenges, mistakes, and successes, to create lasting change.

FOCUS AREA

The University of Queensland is values-led, deeply committed to delivering for the public good and supporting our people, leading reconciliation, and embracing different life experiences and perspectives.

AT THE UNIVERSITY OF QUEENSLAND, WE

- Ensure reconciliation is business as usual through the successful development and implementation of our Stretch Reconciliation Action Plan and support the continued development of Indigenous excellence as defined by Aboriginal and Torres Strait Islander peoples.

- Nurture a supportive and inclusive culture that aligns with the University's values, celebrates diversity, and drives excellence.
- Connect the strengths and leadership of our comprehensive discipline profile to deliver mission-driven research that is aligned with industry, government, and community priorities.

The UQ Stretch Reconciliation Action Plan respect actions aligns with *Toward 2032: UQ Strategic Plan 2022–2025* through connections regarding delivering highly sought-after and prepared graduates (page 8), maintaining a depth of research excellence (page 9), and a focus on forging global partnerships and connectivity (page 10).



STUDENTS AT THE INDIGENOUS NATIONALS – UNISPORT



HONESTY

TRUST



CASE STUDY

Driving “a vehicle for reconciliation” through proactive repatriation and provenance research

CENTRALISING PROACTIVE REPATRIATION AND PROVENANCE RESEARCH

The University of Queensland (UQ) has reaffirmed and centralised its dedication to the provenance research and repatriation of Australian Indigenous Ancestral Remains and significant cultural heritage materials currently within its care. This commitment stems from the recognition of injustices endured by Indigenous communities throughout history and a steadfast belief in the ethical imperative to right these wrongs.

With oversight from the Office of the Provost, Deputy Vice-Chancellor (Indigenous Engagement), and Pro-Vice-Chancellor (Research), UQ has developed a Australian Aboriginal and Torres Strait Islander Ancestral Remains and Significant Cultural Objects Policy with Repatriation Guidelines. This pioneering policy marks a significant milestone in UQ's commitment to ethical stewardship and reconciliation.

CATALYSING CHANGE THROUGH REPATRIATION LEADERSHIP

In late 2021, the oversight committee appointed UQ Repatriation Manager, Madalyn Grant, marking a pivotal moment in the University's efforts to audit and establish the cultural significance of materials belonging to Aboriginal and Torres Strait Islander peoples. Until Grant's appointment, some materials, including ancestral remains and cultural artifacts, lacked internal policies or frameworks to guide their repatriation.

Since then, meticulous efforts have led to the documentation of over 30 collections, ranging from single stones to skeletal remains and bark paintings, under UQ's custodianship. The aim is to commence collaboration with Indigenous communities and initiate repatriation efforts as early as 2024.

IDENTIFYING CULTURAL SIGNIFICANCE AND RETURN TO COUNTRY

UQ's proactive repatriation initiative involves identifying and recognising the cultural importance of these materials and returning them to their rightful custodians. By conducting rigorous provenance research and engaging with communities of origin, UQ endeavours to build respect and reciprocity between the institution and Indigenous peoples. Madalyn Grant aptly describes repatriation as “a vehicle for reconciliation,” acknowledging its role in facilitating greater access for Indigenous communities to research institutions and reshaping conversations about research practices. This approach shifts the narrative away from the institution as a sole arbiter of knowledge and underscores Indigenous peoples' active participation, leadership, and ownership in shaping their histories.

CENTRALISING EFFORTS: DEVELOPING POLICY AND FRAMEWORKS

UQ's commitment extends beyond individual repatriation efforts to establishing enduring change through the development of comprehensive policies and frameworks. Guided by the Repatriation Oversight Committee, the Australian Aboriginal and Torres Strait Islander Ancestral Remains and Significant Cultural Objects Policy will not only guide current initiatives but will also lay

the groundwork for sustained engagement with Aboriginal and Torres Strait Islander communities. This milestone underscores UQ's commitment to ethical stewardship and reconciliation, ensuring accountability, transparency, and adherence to international repatriation standards. With input from stakeholders and communities of origin, this policy will facilitate respectful navigation of repatriation processes, fostering trust and collaboration between UQ and the Indigenous communities it serves.

CULTIVATING SUSTAINABLE RELATIONSHIPS FOR CULTURAL HEALING AND EMPOWERMENT

As UQ embarks on its journey of proactive repatriation and provenance research, it embraces a profound commitment to respect, reciprocity, and cultural ownership. Guided by UQ senior executive leadership, Indigenous leadership, and UQ's Repatriation Manager, the University has made significant strides in acknowledging and preserving the cultural significance of Indigenous materials within its care.

Ultimately, the repatriation of these materials is a clear demonstration of respect and cultural repair with quantifiable and visible results. Central to this process is the development of comprehensive policies and frameworks that guide and sustain repatriation efforts. By engaging in formalised, proactive, and unconditional repatriation, UQ not only acknowledges historical injustices but also endeavours to forge enduring relationships built on mutual respect and understanding. This approach transcends mere restitution; it serves as a catalyst for cultural healing and empowerment within Indigenous communities.

Respect

Actions and deliverables

COURAGE

RESPONSIBILITY

● ●

● ●

SUPPORT

● LEAD

R A P _ 2 9

Deliverable	Timeline	Responsibility
6 Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural learning.		
6.1 Review, evaluate and update UQ's Aboriginal and Torres Strait Islander Cultural Learning Plan for staff and students.	June 2025	● RAPOC ● DVC(IE) and CHRO
6.2 Establish a Cultural Education Advisory Group (as an accountable sub-committee of the RAP Working Group reporting to RAPOC), to act as a consultancy body to assist with implementation of UQ's Cultural Learning Plan.	June 2025	● RAPOC ● DVC(IE) and CHRO
6.3 Embed UQ's graduate attribute pertaining to cultural capability across all University undergraduate and postgraduate programs to support Graduate understanding of, and respect for, Australian Aboriginal and Torres Strait Islander and global Indigenous peoples' values, cultures, and knowledges.	July 2025	● DVC(A) ● USET and Academic Board
6.4 Commit all UQ Senior Executive, RAPOC, RAP Working Group members, HR Managers to undertake formal and structured cultural learning including completion of the 10 AIATSIS Core Cultural Learning Modules and additional identified cultural capability training.	June 2025	● USET ● CHRO and RAPOC
6.5 All new fixed-term and continuing staff to complete AIATSIS Core Cultural Learning Modules 1 to 3 within three months of commencement as a component of mandatory on-boarding in accordance with UQ protocols and policies.	Reviewed quarterly from June 2025	● CHRO ● DVC(IE)
6.6 Reach a 90% completion rate for online AIATSIS Core Cultural Learning Modules 1-3 for all staff.	June 2025	● CHRO
6.7 Ensure continued staff participation in the BlackCard Cultural Competency Workshops over the duration of the Stretch RAP. This includes two in-person (20 capacity) and two online (25 capacity) courses per year coordinated by the RAP team.	Held annually in March, July, October 2025, 2026, 2027	● DVC(IE)
7 Develop and implement a student-focussed cultural learning framework for HDR candidates, postgraduate coursework, and undergraduate students.		
7.1 Develop and implement a student-focussed cultural learning framework for domestic HDR candidates, postgraduate coursework, and undergraduate students.	Approved by December 2025	● DVC(A) ● DVC(IE), DVC(GE), DVC(RI), Dean (Graduate School) and the Academic Board
7.2 Develop and implement a cultural capability training program for international students to be completed within the first semester of their enrolment.	Approved by December 2025	● DVC(A) ● DVC(IE), DVC(GE) and the Academic Board
7.3 Supervisors of Aboriginal and Torres Strait Islander HDR candidates must complete all 10 AIATSIS Core Cultural Learning Modules.	December 2025	● DVC(RI) ● DVC(A) and Dean (Graduate School)
7.4 Supervisors of HDR candidates undertaking research with Aboriginal and Torres Strait Islander peoples must complete all 10 AIATSIS Core Cultural Learning Modules.	December 2025	● DVC(RI) ● DVC(A) and Dean (Graduate School)
8 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.		
8.1 Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	December 2025	● DVC(IE) ● COO

Respect

Actions and deliverables

	Deliverable	Timeline	Responsibility
8.2	Update and communicate the cultural protocol document (identifying Traditional Owners on all UQ campuses and sites), including protocols for Welcome to Country, Acknowledgement of Country and including tombstone unveiling.	December 2025	<ul style="list-style-type: none"> DVC(IE) COO
8.3	Invite a local Traditional Owner (where identified) or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year, such as Anniversary of the National Apology, National Close the Gap Day, National Reconciliation Week, National Sorry Day, Mabo Day, NAIDOC Week, International Day of the World's Indigenous Peoples, Indigenous Literacy Day and the Anniversary of the UN Declaration on the Rights of Indigenous Peoples.	Reviewed annually December 2025, 2026, 2027	<ul style="list-style-type: none"> VC DVC(IE)
8.4	Embed an Acknowledgement of Country at the commencement of meetings and learning activities.	December 2025	<ul style="list-style-type: none"> USET DVC(A)
8.5	Staff and senior leaders provide an Acknowledgement of Country at all public events.	December 2025	<ul style="list-style-type: none"> VC USET
8.6	Display an Acknowledgment of Country plaque, e-screen or poster on all major buildings of all campuses and sites.	December 2025	<ul style="list-style-type: none"> COO CPO
8.7	Increase signage, installations and artworks that acknowledge Aboriginal and Torres Strait Islander peoples on UQ campuses and sites.	June 2025	<ul style="list-style-type: none"> COO CPO
9	Celebrate Aboriginal and Torres Strait Islander cultures and histories through a calendar of events to be held throughout the year.		
9.1	Review HR policies and procedures to remove barriers to staff participating in cultural events throughout the year including NAIDOC Week.	Reco- mmendations to VC by June 2025	<ul style="list-style-type: none"> VC CHRO
9.2	RAPOC members to participate in at least one external Indigenous event each annually, to promote a UQ presence in the community.	July 2025, 2026, 2027	<ul style="list-style-type: none"> VC RAPOC, USET
9.3	Support all staff to participate in NAIDOC Week events.	July 2025, 2026, 2027	<ul style="list-style-type: none"> VC USET
9.4	USET Members to participate in at least one NAIDOC Week event.	July 2025, 2026, 2027	<ul style="list-style-type: none"> VC USET
9.5	Deliver a minimum of five UQ NAIDOC Week events.	July 2025, 2026, 2027	<ul style="list-style-type: none"> USET DVC(A) and DVC(IE)
9.6	Develop specific NAIDOC Week promotional materials, incorporating state and national events.	July 2025, 2026, 2027	<ul style="list-style-type: none"> COO (OMC) DVC(IE)
9.7	In consultation with Aboriginal and Torres Strait Islander stakeholders, support four external Indigenous events per year.	From February 2025, annually aligned with dates of significance.	<ul style="list-style-type: none"> VC DVC(A)
9.8	Present an annual lecture during NAIDOC Week.	July 2025, 2026, 2027	<ul style="list-style-type: none"> DVC(IE) COO (M&C)
9.9	Commemorate culturally significant dates throughout UQ's calendar year including but not limited to Anniversary of the National Apology, National Close the Gap Day, National Reconciliation Week, National Sorry Day, Mabo Day, NAIDOC Week, International Day of the World's Indigenous Peoples, Indigenous Literacy Day, and the Anniversary of the UN Declaration on the Rights of Indigenous Peoples.	Reviewed December 2025, 2026, 2027	<ul style="list-style-type: none"> DVC(IE) COO (M&C), CHRO

SUPPORT

LEAD

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Deliverable	Timeline	Responsibility
10 Provide space and place to recognise, value and celebrate Indigenous knowledges and knowledge holders.		
10.1 The Indigenising Curriculum Sub-Committee for Academic Programs and Policy, and the Aboriginal and Torres Strait Islander Unit, promote Communities of Practice for academic teaching staff as an enabler for Indigenising Curriculum and the sharing of best practice.	December 2025	● Provost ● DVC(A), COO and CIO
10.2 Design support mechanisms, training and professional learning modules for course creators and teachers to increase capacity to embed Indigenous perspectives in curriculum and to teach courses to students both online and in person.	December 2026	● Provost ● DVC(A), COO, CIO
10.3 Provide clear pathways to seek technical and digital advice for course creators and teaching staff when designing and delivering Indigenised courses for students to access through learning management systems.	December 2026	● Provost ● DVC(A), COO, CIO
10.4 Establish an Aboriginal and Torres Strait Islander International Academic Engagement Program, including an International Aboriginal and Torres Strait Islander Student Exchange Program.	December 2025	● DVC(A), DVC(RI) ● DVC(IE)
10.5 Ensure work, learning and community spaces on UQ campuses recognise and value the knowledge that Aboriginal and Torres Strait Islander staff, students and community members bring to UQ.	December 2025	● VC ● DVC(IE), USET
11 Recognise, value, and celebrate Indigenous researchers and knowledges.		
11.1 Implement a communication plan to promote UQ Aboriginal and Torres Strait Islander researchers.	June 2025	● DVC(RI) ● COO (M&C)
11.2 Annual VC Recognition Award in addition to the UQ Awards for Excellence.	June 2025	● VC ● DVC(IE)
11.3 Present an annual Indigenous Research focused lecture during UQ Research Week.	September 2025, 2026, 2027	● DVC(RI) ● DVC(IE)
12 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by increasing understanding, value and recognition of indigenous Cultural and Intellectual Property and/or cultural heritage.		
12.1 Incorporate and promote an understanding of ICIP in academic and research activities.	December 2025	● DVC(RI) ● DVC(A), Dean (Graduate School), CEIF, USET
12.2 HDR candidates undertaking an Indigenous focussed research project will undertake ICIP training.	December 2025	● DVC(A) ● DVC(IE), DVC(GE), DVC(RI), Dean (Graduate School) and the Academic Board
12.3 Develop mechanisms to care for and/or repatriate Aboriginal and Torres Strait Islander cultural heritage materials and sites held by UQ.	June 2025	● DVC(RI) ● Provost and DVC(A)
13 Undertake activities that assist in truth-telling in relation to Aboriginal and Torres Strait Islander people and UQ.		
13.1 Finalised Enterprise Agreement offers employees the option to substitute the public holiday on 26 January with another date of their choosing.	June 2025	● CHRO ● COO (M&C)
13.2 Acknowledge and celebrate Aboriginal and Torres Strait Islander peoples and cultures through the physical and built environments on all UQ campuses and sites by collaborating with Aboriginal and Torres Strait Islander people to implement and expand the Campuses on Countries Strategy.	December 2025	● VC ● USET, CPO



We will provide opportunities for Aboriginal and Torres Strait Islander peoples by offering choices that lead to social and economic prosperity. This includes ensuring equal access to education for everyone.

OPPORTUNITIES

Our commitment involves investing in scholarships, engaging with Indigenous-owned businesses through procurement, and employing Aboriginal and Torres Strait Islander individuals across all sectors of our organisation. Our message to Indigenous peoples is clear: You belong here. We will help you achieve your dreams while remaining true to who you are.

FOCUS AREA

By 2032, The University of Queensland aspires to play a leading role in reconciliation as advocates with, and for, Aboriginal and Torres Strait Islander peoples and communities – especially through truth telling and building greater cultural understanding.

WE AIM TO DO THIS BY

- Accelerating and growing innovation precincts that support collaboration with industry, community, and government.
 - Attracting philanthropic investment to support our commitment to delivering greater access to education and research impact, with a focus on building an endowment fund.
 - Investing in our staff through development opportunities and provide meaningful feedback to support their career aspirations and recognise the diverse ways in which they demonstrate excellence.
 - Delivering our Queensland Commitment to broaden access to higher education.
- Breaking down barriers to education through the targeted and effective Queensland Commitment.
 - Being a university that delivers highly sought-after graduates, who are prepared for future success through rich and broad educational experiences.
 - Developing opportunities that give students a UQ Edge in local and global networks through experiences that foster leadership and civic duty.

The UQ Stretch Reconciliation Action Plan opportunities actions and deliverables align with *Toward 2032: UQ Strategic Plan 2022-2025* through increasing the proportion of staff and domestic students identifying as Aboriginal and/or Torres Strait Islander (page 17 and 21), and a focus on creating a sense of belonging (page 8).



L-R: GREGORY EGERT, PROF BRENDAN HOKOWHITU, PROF BRONWYN FREDERICKS, SHANE BOSELEY, PROF TRACEY BUNDA



CASE STUDY

A future for Indigenous-led thinking at the Centre

ESTABLISHING THE CENTRE

The first Indigenous-led Australian Research Council (ARC) Centre of Excellence has been established as the ARC Centre of Excellence for Indigenous Futures. Also known as the Indigenous Futures Centre (IFC), the aim is to transform Aboriginal and Torres Strait Islander prospects through uniquely collaborative and multidisciplinary research. This groundbreaking initiative places Indigenous perspectives and leadership at the forefront, challenging conventional research paradigms and acknowledging the profound value of Indigenous knowledge systems.

The IFC's establishment addresses the long-standing marginalisation of Indigenous perspectives in academia, seeking to cultivate an inclusive and equitable research landscape. By centring Indigenous leadership, the IFC strives to decolonise research methodologies and foster partnerships based on mutual respect and reciprocity, advancing Indigenous well-being and self-determination. This initiative marks a significant step towards a new era of collaboration and empowerment for Aboriginal and Torres Strait Islander peoples.

CENTRE FORMATION AND VISIONARY LEADERSHIP

From June 2021 to June 2022, a predominantly Indigenous team from The University of Queensland (UQ) led the ARC Centre of Excellence application process, partnering with numerous community and government organisations across Australia, along with Chief and Partner Investigators from national and international universities. The Centre was awarded \$35 million over seven years and is being administered by UQ.

IFC's Director, Professor Brendan Hokowhitu, said the IFC's vision is an equitable Australia for Aboriginal and Torres Strait Islander peoples by 2050, emphasising their unique focus on social inequality and its Indigenous-led nature.

Prior to the application, the IFC's conception was driven by UQ Deputy Vice-Chancellor for Indigenous Engagement, Professor Bronwyn Fredericks, and Emeritus Professor Aileen Moreton-Robinson, who sought to create a transformative space led entirely by Indigenous researchers. Their visionary leadership underscores the importance of Indigenous guidance within academia and highlights the potential for Indigenous-led initiatives to catalyse systemic change.

EVOLVING RESEARCH METHODOLOGIES: FROM VISION TO REALITY

IFC's Elder in Residence, Gregory "Uncle Cheg" Egert, emphasises the pivotal nature of the Centre, enabling Indigenous peoples to design their own research methodologies and directly impact policy reform. This approach marks a departure from traditional research paradigms that often exclude Indigenous perspectives. By promoting Indigenous-led research, the IFC aims to decolonise academic discourse and empower Indigenous communities to assert ownership over their narratives and knowledge systems.

Professor Hokowhitu critiques the limitations of existing academic paradigms, which often compartmentalise knowledge into rigid disciplines. He said the IFC will advocate for a holistic and interconnected approach to research, reflecting Indigenous knowledge systems that transcend disciplinary boundaries.

The IFC aspires to foster a collaborative and multidisciplinary intellectual space, generating new insights and solutions that resonate with the lived realities of Aboriginal and Torres Strait Islander communities.

TOWARDS AN EQUITABLE FUTURE

The IFC is making strides in implementing generational change by addressing inequities in Australia and beyond. By fostering genuine collaboration and Indigenous authority, the Centre provides a safe space for Indigenous scholars and community members to reclaim agency over research endeavours, instilling a sense of ownership and pride in shaping their narratives.

The next generation of Indigenous researchers stands to contribute unique perspectives, enriching our understanding of intergenerational inequity. The IFC promises to transcend academic discourse, offering tangible options for a more just, inclusive, and equitable future for all. By enabling Indigenous community members to co-design and drive research, the IFC embodies new opportunities and enhances our comprehension of complex social issues.

In conclusion, the Indigenous Futures Centre is a testament to the strength and resilience of Indigenous leadership. It represents a transformative shift in research practices, one that honours diverse Indigenous perspectives and catalyses innovation by bridging separate disciplines. The IFC heralds a new era of collaboration, understanding, and empowerment for Aboriginal and Torres Strait Islander peoples, paving the way for a more equitable future.

HONESTY

TRUST



CASE STUDY

Inspiring the next generation of Indigenous Higher Education

A CATALYST FOR POTENTIAL

The University of Queensland's (UQ) InspireU Program continues to positively impact the futures of Aboriginal and Torres Strait Islander high school students and their communities by providing a means to experience university life and demonstrate higher education as a viable path. This program ignites aspirations among Indigenous youth and challenges preconceived notions about academic pursuits.

PROGRAM OVERVIEW: EMPOWERING INDIGENOUS HIGH SCHOOL STUDENTS

Through week-long camps, the Program brings Aboriginal and Torres Strait Islander students from years 9 through 12 to UQ's St Lucia campus for a range of activities led by UQ academics and industry and community partners. The camps include accommodation, meals, and transport, and are delivered at no cost to the students. Developed in 2013 by the UQ Aboriginal and Torres Strait Islander Studies Unit (ATSISU) Outreach and Engagement Team and the UQ Faculty of Engineering,

InspireU aims to raise ambitions, demystify misconceptions, and break down barriers that may prevent Indigenous high school students from pursuing higher education.

EXPANDING HORIZONS: FROM ENGINEERING TO DIVERSE DISCIPLINES

After its early success with the first Engineering camp in 2013, InspireU expanded to incorporate other disciplines including Health Sciences, Business, Economics, Law, and Education. This expansion reflects a commitment to inclusivity and recognises the diverse interests and talents of Indigenous youth. ATSISU Outreach and Engagement Team Leader, Robyn Donnelly, emphasised the importance of informing high school students about the possibilities of a university education.

CULTIVATING SUCCESS: ENABLING ACHIEVEMENTS AND FUTURE ENDEAVOURS

Ms Donnelly noted the enormous impact of the program, seeing InspireU students transition from high school to university and on to valuable careers.

Dr Ella Ceolin, an InspireU Health Science Camp participant in 2014, pursued a Bachelor of Science and a Doctor of Medicine at UQ. Now a Junior Doctor in Central Queensland, she is passionate about health equity and advocating for young Indigenous people to consider tertiary study.

Similarly, David Corporal, who attended the first InspireU Engineering camp in 2013, graduated with a Bachelor of Engineering (Honours) (Mechanical) from UQ and aspires to be the first Indigenous astronaut. He currently works as a Research Engineer at Boeing Research and Technology Australia Centre.

Education is key to making a difference, not only to the student, but to families and communities.

ROBYN DONNELLY





These success stories highlight the transformative power of education and perseverance, inspiring current participants and reaffirming the Program's mission to unlock the full potential of Indigenous youth.

**BUILDING BRIDGES:
FOSTERING COMMUNITY
AND BELONGING**

Alongside a better understanding of higher education, the Program provides students the opportunity to establish relationships and community. Through social activities and support mechanisms, the ATSIU Outreach and Engagement Team demonstrates to Indigenous high school students that they, too, belong at university.

Angus Loft, a participant in the 2019 InspireU Health Science Camp and Bachelor of Exercise and Nutrition Science graduate, highlighted the lasting friendships formed during the camp. This sense of community supports resilience and fosters a supportive network essential for navigating the challenges of higher education.

**ADVANCING FUTURES:
EMPOWERING INDIGENOUS
PROGRESS**

For over a decade, InspireU has successfully brought Aboriginal and Torres Strait Islander high school students from across the state to experience this effective transition program, increasing student enrolment, retention, and advancement.

To date, InspireU has hosted 753 students, with a large majority going on to higher education. The camp's attendance numbers continue to rise, with most planning to attend university, primarily UQ. This growth underscores the increasing enthusiasm and determination among Indigenous youth to pursue higher education and explore traditionally under-represented fields.

**EMPOWERING FUTURES
THROUGH EDUCATION**

The ATSIU Outreach and Engagement Team continues to increase awareness of university in the broader Queensland community, aiming to lift the participation rates of Aboriginal and Torres Strait Islander students.

As Ms Donnelly said, "We hope to continue to change lives and make a difference."

InspireU's success stands as a testament to the transformative power of education and mentorship, serving as a catalyst for change and empowerment within Indigenous communities. Looking towards the future, InspireU remains committed to expanding access and fostering inclusivity, ensuring every Indigenous student has the opportunity to realise their full potential.

Opportunities

Actions and deliverables



	Deliverable	Timeline	Responsibility
14	Increase employment outcomes for Aboriginal and Torres Strait Islander people through improved recruitment, professional development, and retention activities.		
14.1	Aboriginal and Torres Strait Islander staff continue to provide input into, and review of the effectiveness of, our recruitment, retention, and professional development strategy.	Reviewed December 2025, 2026, 2027	● CHRO ● COO
14.2	Updated Aboriginal and Torres Strait Islander Employment Strategy is endorsed by Aboriginal and Torres Strait Islander staff and continues to be implemented.	Reviewed December 2025, 2026, 2027	● DVC(IE) ● CHRO
14.3	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Reviewed December 2025, 2026, 2027	● CHRO ● DVC(IE)
14.4	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	Reviewed December 2025, 2026, 2027	● CHRO ● DVC(IE)
14.5	Support Aboriginal and Torres Strait Islander employees who have indicated they want to progress, to take on management and senior level positions, in accordance with the University's Aboriginal and Torres Strait Islander Employment Strategy.	Ongoing from January 2025	● CHRO ● DVC(IE)
14.6	Increase the number of academic and professional Aboriginal and Torres Strait Islander staff to achieve population parity in Queensland (3.6%*), increasing Aboriginal and Torres Strait Islander employment to the full-time equivalent of sixty-four Academic employees and one hundred and sixteen Professional employees.	Report on progress April 2025, 2026, 2027	● VC ● CHRO
15	Improve economic and social outcomes for Aboriginal and Torres Strait Islander people by increasing the procurement of goods and services from Aboriginal and Torres Strait Islander owned businesses.		
15.1	Conduct Annual review and update of the current UQ Indigenous Aboriginal and Torres Strait Islander Procurement Strategy 2022-2025 and develop and release the next edition of this document (2026-2029).	Report on progress annually - January 2025, 2026, 2027	● COO ● CFO
15.2	Maintain Supply Nation membership and encourage staff to use this database, the Supply Nation Opportunity Board, and the Black Business Finder to source Indigenous suppliers through UQ's Procurement department.	Membership renewed February 2025, 2026, 2027	● COO ● CFO
15.3	Investigate new relationships with organisations that promote Aboriginal and Torres Strait Islander owned businesses.	Report on progress December 2025, 2026, 2027	● COO ● DVC(IE)
15.4	Train all relevant UQ staff undertaking procurement activities to develop and grow their existing relationships in contracting with Aboriginal and Torres Strait Islander owned businesses in ways which may better support them to increase their capacities to deliver larger scale procurements.	Report on progress June 2025, 2026, 2027	● COO ● CFO
15.5	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander owned businesses to staff.	Report on progress March 2025, 2026, 2027	● COO ● CFO
15.6	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander owned businesses.	Report on progress March 2025, 2026, 2027	● COO ● CFO

SUPPORT

LEAD

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*Population parity for Aboriginal and Torres Strait Islander people in Queensland. Source: Australian Bureau of Statistics.



	Deliverable	Timeline	Responsibility
15.7	Reach and maintain UQ's 4% addressable spend target with Aboriginal and Torres Strait Islander owned businesses.	Report on progress March 2025, 2026, 2027	<ul style="list-style-type: none"> ● COO ● CFO and USET
15.8	Utilise qualitative metrics in establishing, developing and maintaining quality commercial relationships with Aboriginal and/or Torres Strait Islander owned businesses and service providers within the UQ Indigenous Payee list for regular and recurring purchases to inform and enhance opportunities for these suppliers to scale-up gradually to larger procurements.	Report on progress September 2025, 2026, 2027	<ul style="list-style-type: none"> ● COO ● CFO
16	Increase representation of Aboriginal and Torres Strait Islander students in higher education.		
16.1	Review and enhance the Direct Entry pathways program for Aboriginal and Torres Strait Islander students.	September 2025	<ul style="list-style-type: none"> ● DVC(A) ● DVC(IE)
16.2	Develop and implement an Indigenous Student Strategy to act as an overall framework for Aboriginal and Torres Strait Islander student engagement and education at UQ.	December 2025	<ul style="list-style-type: none"> ● DVC(IE) ● DVC(A)
16.3	Partner with Aboriginal and Torres Strait Islander organisations and businesses to facilitate staff professional development.	September 2025	<ul style="list-style-type: none"> ● CHRO ● DVC(IE)
16.4	Finalise the review of the suite of Aboriginal and Torres Strait Islander student scholarships, ensuring these are commensurate with like scholarships and made available at an increasing rate of 10% annually. Placement scholarships for students undertaking practicum activities form an integral component of this suite of scholarship support.	December 2025	<ul style="list-style-type: none"> ● DVC(A) ● DVC(IE) and VP(ACE)
16.5	Implement a cultural and peer support program for Aboriginal and Torres Strait Islander students.	December 2025	<ul style="list-style-type: none"> ● DVC(IE) ● DVC(A)
16.6	Develop an Aboriginal and Torres Strait Islander Alumni mentor program to connect with undergraduate and post-graduate students.	December 2025	<ul style="list-style-type: none"> ● DVC(IE) ● DVC(A)
17	Increase understanding, value and recognition of the management and custodianship of the RAP artwork, commissioned artwork, and Aboriginal and Torres Strait Islander collections and artefacts held by UQ.		
17.1	Review policies, protocols, and guides in relation to use of commissioned Aboriginal and Torres Strait Islander artwork and the RAP artwork in promotional and educational material, and research outputs.	December 2025	<ul style="list-style-type: none"> ● COO ● DVC(IE), DVC(A) and DVC(RI)
17.2	Develop and/or review policies, protocols, and guides in relation to the management and custodianship of Aboriginal and Torres Strait Islander collections and artefacts held by UQ.	December 2025	<ul style="list-style-type: none"> ● VC ● Provost (Museum Directors), DVC(IE), DVC(A) (University Librarian) and COO (CMCO)
18	Embed Aboriginal and Torres Strait Islander curriculum and inclusive teaching practices in programs		
18.1	Appoint an Aboriginal and Torres Strait Islander Curriculum team in ITaLI.	December 2025	<ul style="list-style-type: none"> ● DVC(A) ● DVC(IE)
18.2	Establish and implement a repository of resources for Indigenising Curriculum in conjunction with the Library.	December 2025	<ul style="list-style-type: none"> ● DVC(A) ● DVC(IE)



We believe governance is the scaffolding that supports our success. It is what moves us forward, holds us accountable, and ensures truth, transparency, and integrity.

GOVERNANCE

Governance also provides the mechanism for how we engage with our community and embed change into our DNA. Through this governance framework, we are committed to fostering a culture of inclusivity, equity, and excellence for Aboriginal and Torres Strait Islander peoples, building a stronger, more reconciled future for all.

The UQ Stretch Reconciliation Action Plan governance actions align with *Toward 2032: UQ Strategic Plan 2022–2025* through a focus in the Strategic Plan on being recognised by Reconciliation Australia as an Elevate RAP Organisation (page 17).



CASE STUDY

Governance and accountability in action: Creating a roadmap for all to follow

THE IMPORTANCE OF GOVERNANCE AND ACCOUNTABILITY IN RECONCILIATION EFFORTS

The journey towards reconciliation at The University of Queensland (UQ) is guided by the principles of governance and accountability, crucial for meaningful change and lasting impact. The Reconciliation Action Plan (RAP) Working Group exemplifies these principles through responsible leadership and collective action. Their commitment and methodologies highlight the importance of navigating governance structures and adhering to accountability to achieve true reconciliation.

ORIGINS AND OBJECTIVES

The RAP Working Group was established in 2017 by the now Deputy Vice-Chancellor (Indigenous Engagement). The group's mission: to guide the development, implementation, and monitoring of UQ's Stretch RAP, a plan which aims to promote substantial methods of respect, equality, and opportunities for Indigenous Australians within and beyond the university community.

The group's consultative process involves extensive discussions among diverse stakeholders. Professor Tracey Bunda, Co-Chair of the RAP Working Group Oversight Committee, emphasised the innovative and creative opportunities that arise from these consultations, fostering a sense of ownership among all participants. This approach enables the group to address complex issues and translate objectives into tangible outcomes, making reconciliation a lived reality at UQ.

CREATING A COLLABORATIVE ENVIRONMENT

Central to the RAP Working Group's approach is creating a safe space for Indigenous and non-Indigenous peoples to foster dialogue, a better understanding of each other, and ways for people to build their own bridges. This environment, built on trust and the willingness to embrace diverse perspectives, is essential for meaningful progress.

Tara Turner, Director of Global and Institutional Philanthropy for UQ Advancement and Community Engagement, highlighted the importance of aligning actions with the priorities and goals of Aboriginal and Torres Strait Islander peoples. The group's collective responsibility is to identify impactful ways to advance reconciliation. Ms Turner emphasised that the group's role is to set the map based on university goals and meaningful priorities for Indigenous peoples, urging the UQ community to identify ways to maximise impact.

INCLUSIVE APPROACH AND SUSTAINED EFFORT

Professor Bunda stressed that reconciliation efforts should permeate all aspects of university operations, making it a shared responsibility. However, achieving harmony between diverse perspectives while maintaining momentum presents significant challenges. Professor Bunda acknowledged that embedding key ideas into the University's fabric takes time and continuous renewal.

Dr Marc Kamke, Director of UQ Research Ethics and Integrity, echoed the importance of setting achievable goals while maintaining ambition. Sustainable change unfolds incrementally, requiring patience and strategic prioritisation. The RAP Working Group's commitment to inclusive governance, accountability, and sustainable progress reflects its dedication to fostering a more equitable and respectful university community.

HONESTY

TRUST



Central to the RAP Working Group's approach is creating a safe space for Indigenous and non-Indigenous peoples to foster dialogue, a better understanding of each other, and ways for people to build their own bridges.



GOVERNANCE FRAMEWORK AND ACCOUNTABILITY MECHANISMS

The RAP Working Group operates within a robust governance framework ensuring transparency, inclusivity, and adherence to established processes. This framework guides the RAP, emphasising diverse perspectives and collaborative decision-making.

Diversity is key in governance, ensuring that Indigenous-led perspectives are central to the process alongside non-Indigenous voices to identify meaningful actions and pathways for progress.

Accountability mechanisms are crucial for translating reconciliation efforts into tangible outcomes. The group regularly reports on its progress towards RAP goals, providing transparency and fostering trust. Performance metrics measure the effectiveness of initiatives, aligning with RAP objectives to evaluate success and identify areas for improvement.

Stakeholder engagement ensures Indigenous voices are heard and valued. The group solicits feedback from Indigenous stakeholders to inform decision-making and align with community priorities. External reviews provide independent assessments and recommendations for improvement, enhancing accountability, and effectiveness.

KEY ACHIEVEMENTS

The RAP Working Group has made significant strides toward advancing reconciliation. Key achievements include developing a comprehensive RAP, supporting Indigenous students and communities, and increasing Indigenous representation in decision-making processes.

Cultivating cultural humility, and embracing commonalities are necessary for achieving equity and fostering interconnectedness among all members of the community.

PROFESSOR NICK SHAW



Notable initiatives which demonstrate the group's commitment to a supportive and inclusive environment at UQ include Indigenous scholarships, cultural awareness training for staff and students, and partnerships with Indigenous communities. More significantly, the RAP Working Group's efforts has seen the improvement of educational outcomes for Indigenous students. Through targeted mentoring programs and academic support services, the group has helped to address barriers to success and promote academic achievement among Indigenous students.

These achievements demonstrate that the group's consultative process is imperative to identifying gaps and developing effective strategies. By engaging with diverse stakeholders, the RAP Working Group can address key challenges, promote academic achievement among Indigenous students, and ultimately, foster a more inclusive and equitable university environment.

SUSTAINING PROGRESS THROUGH CONTINUED GOVERNANCE AND ACCOUNTABILITY

The RAP Working Group exemplifies the transformative power of governance and accountability in advancing reconciliation. Through inclusivity, transparency, and collaboration, the group has achieved significant milestones in promoting Indigenous engagement, respect, and equality.

Their consultative process fosters innovation and creativity, enabling stakeholders to have a sense of ownership. As Ms Turner highlighted, it is important to bring unique experiences together to create a collective roadmap toward reconciliation.

Also crucial for sustaining progress, is non-Indigenous leadership's recognition and support which creates a safe space for Indigenous voices. As Professor Nick Shaw pointed out, cultivating cultural humility, and embracing commonalities are necessary for achieving equity and fostering interconnectedness among all members of the community.

Though members represent diverse backgrounds and viewpoints, by remaining committed to shared goals and values, UQ can create a more inclusive and equitable society for current and future generations.

Governance

Actions and deliverables

	Deliverable	Timeline	Responsibility
19	Establish and maintain robust mechanisms to oversee, drive and monitor the UQ RAP.		
19.1	RAPOC will provide strategic direction and assess UQ's progress against goals, actions, and deliverables.	September 2025, 2026, 2027	● VC ● Provost and DVC(IE)
19.2	RAPOC will meet at least three times per year to monitor and formally report on Stretch RAP implementation to UQ's key governing committees including Senate and USET.	Three times annually to align with UQ Executive calendar in 2025, 2026, 2027	● VC ● DVC(IE)
19.3	Review and update the Terms of Reference for the RAPWG and RAPOC.	March 2025	● VC ● DVC(IE)
19.4	Consider the establishment of an Aboriginal and Torres Strait Islander Advisory Board to provide a formal Indigenous Voice across all areas of UQ business concerning education, engagement, and research.	June 2025	● VC ● DVC(IE)
20	Provide appropriate financial and human resource support to facilitate effective implementation of RAP commitments.		
20.1	Identify finance and human resources in Faculties, Institutes, Centres, Key Divisions, and the Office of the Vice-Chancellor's annual budgets to drive RAP implementation, evaluation and reporting.	October 2025, 2026, 2027	● Provost ● COO
20.2	Embed key RAP actions in KPIs for UQ's senior executive group, Executive Deans, Institute Directors, Heads of Schools, and Divisional Heads as part of their annual performance appraisal.	February 2025, 2026, 2027	● Provost ● CHRO, USET
20.3	Embed appropriate systems and capability to track, measure and report on RAP commitments and achievement of KPI's by senior management.	Reviewed December 2025, 2026, 2027	● VC ● Provost, CHRO, DVC(IE) and CIO
20.4	Increase RAP Champion numbers by three, to have five RAP Champions appointed, incorporating gender and cultural diversity balance: senior management, alumni.	March 2025, 2026, 2027	● VC ● DVC(IE), CHRO and Provost
20.5	Embed Aboriginal and Torres Strait Islander representation as 'business as usual' on all senior management and governance committees.	Reviewed March 2025, 2026, 2027	● VC ● USET
20.6	RAP is a standing agenda item at senior management meetings.	Reviewed March 2025, 2026, 2027	● VC ● Senate, USET and USLG

COURAGE

RESPONSIBILITY

SUPPORT

LEAD

R A P _ 4 1

*Population parity for Aboriginal and Torres Strait Islander people in Queensland. Source: Australian Bureau of Statistics.



Governance

Actions and deliverables

R A P _ 4 2
 ● LEAD
 ● SUPPORT

	Deliverable	Timeline	Responsibility
21	Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally.		
21.1	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss important RAP correspondence.	June 2025, 2026, 2027	● DVC(IE)
21.2	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	August 2025, 2026, 2027	● DVC(IE)
21.3	Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	September 2025, 2026, 2027	● DVC(IE)
21.4	Report significant/key RAP achievements through university governance mechanisms biannually.	August and February 2025, 2026, 2027	● VC ● DVC(IE), Provost and USET
21.5	All UQ business areas (Faculties, Institutes, Centres and Key Divisions) publicly report against our RAP commitments annually, outlining achievements, challenges, and learnings.	December 2025, 2026, 2027	● Provost ● Executive Deans, Institute and Centre Directors and Key Division Directors
21.6	Meet with Reconciliation Australia to discuss UQ's Reconciliation Action Plan progress.	April and October 2025, 2026, 2027	● DVC(IE)
21.7	Participate in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2026	● COO ● CHRO and DVC(IE)
21.8	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	December 2027	● VC ● Provost and DVC(IE)
22	Continue our reconciliation journey by developing our next RAP.		
22.1	Register via Reconciliation Australia's website to begin developing our next RAP.	July 2026	● VC ● DVC(IE)



KEV CARMODY AT THE OPENING OF KEV CARMODY HOUSE







CONTACT DETAILS

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