

# Stretch RAP Implementation Plan

NOVEMBER 2025-DECEMBER 2027



# Acknowledgment 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.*

*Cover page artwork: A Guidance Through Time by Quandamooka artists Casey Coolwell and Kyra Mancktelow.*

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# The University of Queensland's vision for reconciliation

*UQ's vision for reconciliation is a fair, equal and inclusive society in which Indigenous and non-Indigenous people are united to create a better future.*

We are committed to recognising, strengthening and expanding the presence of Indigenous students and staff in a community where their customs, knowledge and cultures are integral to our work. Furthermore, we are steadfast in our ambitions to embed a culture of celebration, support, inclusivity and respect into UQ's core values.

We have only begun our reconciliation journey and must continue to walk together to help propel UQ toward its goals. Our Stretch Reconciliation Action Plan

(RAP) is not just a blueprint – it is a steadfast commitment by UQ to building a united, respectful community.

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, we are committed to a future where reconciliation is the lived reality for all within our community.

# Institute for Social Science Research: Our commitment to reconciliation

The Institute for Social Science Research (ISSR) at The University of Queensland (UQ) is a national leader in advanced interdisciplinary and evidence-informed social science research. The Institute has a vision to contribute to a sustainable future, and a fair and just society'. We undertake solution-focused social science research that contributes to achieving positive social impact in a changing environment.

We believe that the social sciences have a responsibility to help lead genuine reconciliation based on engagement, inclusion, direct action and critical research and scholarship aimed at progressing the reconciliation movement on a local and national scale. ISSR is committed to supporting Indigenous-led research and evaluation to better respond to the needs and priorities of Aboriginal and Torres Strait islander communities. We seek to embed Aboriginal and Torres Strait Islander peoples' perspectives and expertise in our initiatives, research

and activities. The Institute seeks to embrace First Nations sovereignty and values the representation of First Nations peoples in all that it does, practicing listening and learning from those who have come before us. ISSR staff and students recognise the mutual benefits of the reconciliation journey and the need for personal leadership and accountability throughout.

ISSR recognises the significant contributions that Aboriginal and Torres Strait Islander staff, students, organisations, and community have made and continue to make to UQ, Australia and our global society. We acknowledge that ISSR and our people are not specialists in Aboriginal and Torres Strait Islander matters. We are guided by the [UQ Stretch Reconciliation Action Plan 2025-2027](#), [Aboriginal and Torres Strait Islander Employment Strategy 2025-2027](#), the [UQ Aboriginal and Torres Strait Islander Research and Innovation Strategy 2021-2025](#), the UQ Aboriginal and Torres Strait

Islander Procurement Strategy and the HASS Faculty's Indigenising our work guidelines<sup>1</sup>. We recognise and value the stewardship and guidance of the HASS and UQ senior Indigenous leaders.

ISSR is committed to the principles and practices of Indigenous Data Sovereignty and Governance<sup>2</sup>.

- **'Indigenous Data Sovereignty'** refers to the right of Indigenous people to exercise ownership over Indigenous Data. Ownership of data can be expressed through the creation, collection, access, analysis, interpretation, management, dissemination and reuse of Indigenous Data.
- **'Indigenous Data Governance'** refers to the right of Indigenous peoples to autonomously decide what, how and why Indigenous Data are collected, accessed and used. It ensures that data on or about Indigenous peoples reflects Indigenous peoples' priorities, values, cultures, worldviews and diversity.

Through these principles and actions, we will support sustainable self-determination and effective Indigenous self-governance. We seek to build partnerships with Aboriginal and Torres Strait Islander researchers and communities to undertake high quality research to inform new solutions and improve life outcomes for First Nations peoples.

1 [https://uq.sharepoint.com/:b/r/sites/org-hass-oui-iss/Shared%20Documents/Governance/2509\\_HASS%20Indigenising%20Our%20Work%20Guidelines%20including%20Protocols.pdf](https://uq.sharepoint.com/:b/r/sites/org-hass-oui-iss/Shared%20Documents/Governance/2509_HASS%20Indigenising%20Our%20Work%20Guidelines%20including%20Protocols.pdf)

2 <https://www.maianmurrayiwingara.org/definitions>

# ISSR Long Pocket Cultural Map

HOW LONG POCKET PRECINCT FITS INTO THE

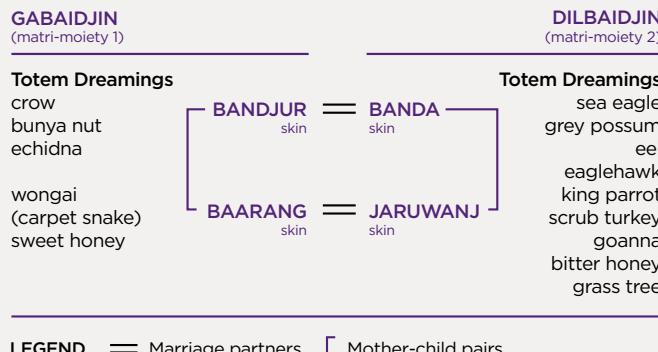
## CULTURAL LANDSCAPE

### Aboriginal geography of Long Pocket

This map is a schematic reconstruction of the traditional Aboriginal cultural landscape at Long Pocket. Aboriginal people in South East Queensland belonged to a society that extended north and south along the coastal plains and inland to the dividing range. Social organisation involved multiple tribal or language groups, each of which was subdivided into local clans in charge of 'principalities' or estates. People travelled along pathways throughout the region in order to be hosted by local clans for trade, wife promising, public feasting and festivals, ceremonies (including bora) and dispute resolution.

A social classification system of 'skins' categorised people into four classes each of which was associated with a cluster of totems, either plants, animals and meteorological or planetary phenomena, and for which there were sacred sites in the environment. The four classes were common to all clans in the society and therefore all clans were bound by this class system which prescribed preferred marriage partners and totemic affiliations.

### Aboriginal skins or classes of South-East Queensland divided into 'matri-moieties'



Interpretive material compiled by Paul Memmott with Des Sandy, Alex Bond, Arthur Isaacs, Ray Kerkhove, Brian Coghill, Aboriginal Environments Research Centre and the Institute for Social Science Research, The University of Queensland, 1/8/16.

# ISSR Stretch RAP Implementation Plan

The ISSR Stretch RAP Implementation Plan 2025-2027 provides practical actions to contribute to and complement UQ's reconciliation goals. The Plan has been developed through extensive engagement with ISSR staff and students, under the guidance of the Institute's Indigenous Engagement Working Group and Executive Committee.

Through this Implementation Plan, ISSR will build strong and respectful relationships with current and future Aboriginal and Torres Strait Islander colleagues and communities. We will be guided by their voices and perspectives to support the development of innovative strategies for inclusion, employment, cultural safety and capability building.

This Implementation Plan builds on ISSR's activities to date including key actions outlined in our 2023 RAP Implementation Plan, and our Strategic Intent (2025-2032). It outlines the Institute's commitments to advance our reconciliation journey for 2025 to 2027, including important initiatives:



## Relationships

Strengthening and expanding our network of Aboriginal and Torres Strait Islander leaders, researchers and community organisations.



## Respect

Respecting Aboriginal and Torres Strait Islander people's authority and knowledge through Acknowledgement of Country and at meetings and events, internal signage, website, cultural materials and artworks.



## Opportunities

Establishing a recruitment pathway for the employment of Aboriginal and Torres Strait Islander staff and students in ISSR.



## Governance

Embedding Indigenous engagement in the formal governance procedures of the Institute, with an ongoing senior leadership role to facilitate this.

ISSR acknowledges that 2025 represents just a single year in our journey of reconciliation with Aboriginal and Torres Strait Islander peoples and forms part of the Institute's vision for a sustainable future and a more just and fair Australian society. We acknowledge our role in reconciliation, and we are committed to the Implementation Plan activities. The activities listed in the ISSR Implementation Plan 2025-2027 include short and medium-term actions and deliverables associated with our journey, with long-term aspirations that are equally important for ISSR.

The UQ Stretch RAP is a strategic framework guiding reconciliation with the UQ community and has 21 Actions across four themes – Relationships, Respect, Opportunities, and Governance. Through 2025 to 2027, ISSR will implement, monitor and report on the ISSR RAP Implementation Plan initiatives across 64 of the Actions listed in the UQ Stretch RAP, spanning the four themes. The ISSR Deliverables are grouped by themes, and the numbering corresponds with the UQ Stretch RAP Action numbers. It is important to note that the ISSR Implementation Plan does not respond to every UQ Stretch RAP Action. As a research institute, a number of the UQ-wide actions are considered not applicable to ISSR due to our distinct operating environment.



# Relationships

## UQ Reconciliation Action Plan ACTION 1

Develop, enhance, and maintain mutually beneficial relationships between the UQ community and Aboriginal and Torres Strait Islander peoples, communities, and organisations.

ISSR Action	Deliverable	Timeline	Responsibility
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.	ISSR to continue its Indigenous engagement program by organising at least three Aboriginal or Torres Strait Islander led seminars, projects or activities through the lunch time seminar series.	Ongoing	Deputy Director (Research)
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.	ISSR to strengthen and expand our network of Aboriginal and Torres Strait Islander researchers and community organisations by: <ul style="list-style-type: none"><li>Establishing at least five new relationships and partnerships with Indigenous researchers, communities and organisations</li><li>Map and track the Institute's research activities led by or led with Indigenous peoples.</li><li>Nurturing existing relationships, providing opportunities for informal conversations and building new relationships.</li></ul>	2027 Ongoing Ongoing	IE lead DDSO All staff
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.	See Indigenous engagement program - Deliverable 1.1 above  ISSR to monitor and expand engagement with Aboriginal and Torres Strait Islander peoples for research partnerships, shared learning, knowledge sharing and capability building. ISSR will formalise at least one new partnership agreement with Aboriginal and Torres Strait Islander organisations (see 1.2).	1st quarter of 2026	All staff
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.	Not applicable.		

## UQ Reconciliation Action Plan ACTION 2

Build relationships by promoting and celebrating National Reconciliation Week (NRW) through a range of internal and external activities.

Action	Deliverable	Timeline	Responsibility
2.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials through the University website.	Promote Reconciliation Australia's NRW resources and reconciliation materials through internal communication channels including Director's updates and ISSR's intranet	Ongoing	IE Lead/Director
2.2 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.	Increase awareness by promoting and celebrating National Reconciliation Week (NRW) through a range of ISSR internal and external activities	Annually	IE Lead/Director
2.3 Deliver a minimum of five internal NRW events, including at least one organisation wide NRW event.	ISSR to conduct at least 3 events/activities during NRW each year.	Annually	IE Lead
2.4 Register UQ NRW events on the Reconciliation Australia website.	Not applicable.		
2.5 Utilise the reach of the UQ Alumni Contact online magazine, Community Events monthly email and the quarterly Yarning newsletter to promote NRW events.	Not applicable.		

## UQ Reconciliation Action Plan ACTION 3

Promote reconciliation through our sphere of influence.

Action	Deliverable	Timeline	Responsibility
<b>3.1</b> 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%.	<p>Facilitate an annual external listening 'event' (on country) to hear and learn preferred and priority research issues and methodologies and research approaches with key Aboriginal and Torres Strait Islander leaders, partners and potential partners.</p> <p>Engage with ISSR partners in designing and delivering research projects to incorporate appropriate protocols and timelines involving Indigenous people.</p>	Annually	IE Lead/ Director  ISSR Research Leads
<b>3.2</b> Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce, including research, training, and induction.	Conduct at least two Institute wide staff forums/seminars each year to raise awareness of reconciliation across our workforce, including research, training, and induction. These events should also be considered for National Reconciliation Week.	Annually	ISSR Seminar organisers
<b>3.3</b> 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.	<p>Promote ISSR's commitment to reconciliation through ISSR staff communication channels, including Director's fortnightly update, Teams channels, and annual performance and development (APD) reviews.</p> <p>Promote UQ Aboriginal and Torres Strait Islander Core Learning training as a shared learning opportunity through staff events and as part of onboarding staff through the ISSR intranet.</p>	Ongoing	Director/ Supervisors
<b>3.4</b> Implement a marketing strategy to use Contact Magazine and the Yarning Newsletter to promote reconciliation to the 335,000+ of alumni community.	Not applicable.		
<b>3.5</b> Participate in Reconciliation Australia's quarterly Leadership Gatherings for Stretch and Elevate RAP partners.	Not applicable.		
<b>3.6</b> 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.	Encourage staff to include RAP Network participation and other related activities in their APD process as service activity.	Ongoing	Director/ Supervisors/ ISSR RAP Network members
<b>3.7</b> 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.	Contribute to the HASS Faculty external engagement activities through the HASS Directors of Indigenous Engagement group	Ongoing	IE Lead

## UQ Reconciliation Action Plan ACTION 4

Promote positive race relations through anti-discrimination strategies.

Action	Deliverable	Timeline	Responsibility
<b>4.1</b> 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.	Not applicable.		
<b>4.2</b> Review, enhance, and communicate UQ policies and procedures to address and report discrimination.	Not applicable.		
<b>4.3</b> 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.	ISSR Workplace Wellbeing and Culture Working Group to support the operationalisation of the UQ anti-racism policy in their forward work program.	Ongoing	WWC Lead in collaboration with IE Lead
<b>4.4</b> 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.	Invite a relevant expert or practitioner to engage with the ISSR Executive Committee and broader staff (e.g. Qld Human Rights Commission, UQ's PVC Campus Culture and Leadership).	End 2026	Director/IE Lead
<b>4.5</b> Senior leaders to publicly support anti-discrimination campaigns, initiatives, and stances against racism, to be delivered UQ-wide.	ISSR Executive Committee to communicate its support for the UQ-wide approach to staff and students.  Engage with Pro Vice Chancellor (Campus Culture and Leadership) to discuss anti-racism approaches including strategies to promote personal responsibility to address structural racism.	Ongoing	Director
<b>4.6</b> Implement an anti-racism media campaign for staff and students on campus (including the harm that racism does in mainstream society	Not applicable.		

## UQ Reconciliation Action Plan ACTION 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.

Action	Deliverable	Timeline	Responsibility
5.1 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.	Promote the Long Pocket Cultural Map as a key cultural and educational resource for ISSR staff and students through practical actions such as including an icon of the cultural map in staff email signature blocks.  Investigate the feasibility of engaging an Indigenous design agency for Indigenous artwork for ISSR publications.	Ongoing  Ongoing	Director
5.2 5.2 Finalise and implement the terminology and protocol guide with Aboriginal and Torres Strait Islander Peoples.	ISSR to implement the guide with staff and students through workshops and other engagement and person-centred approaches that prioritise relationship building while recognising the need to manage the cultural load for Aboriginal and Torres Strait islander people and organisations.	Within 6 months of guide being released by UQ	IE Lead
5.3 5.3 Develop and/or review policies, protocols, and guides in relation to all event management at UQ.	Not applicable.		
5.4 5.4 Implement appropriate relationship principles and protocols for Aboriginal and Torres Strait Islander peoples, priorities, and activities in new CRM.	Not applicable.		



# Respect

## UQ Reconciliation Action Plan ACTION 6

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural learning.

Action	Deliverable	Timeline	Responsibility
<b>6.1</b> Review, evaluate and update UQ's Aboriginal and Torres Strait Islander Cultural Learning Plan for staff and students.	Not applicable.		
<b>6.2</b> 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.	Not applicable.		
<b>6.3</b> 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.	Indigenise ISSR's Career Development Framework (CDF learning curriculum and course content targeting undergraduate/graduate students).	2027	ROM/Course Coordinators
<b>6.4</b> 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.	All ISSR staff to complete online AIATSIS Core Cultural Learning Modules 1-3 by the end of Q1 2026.  ISSR Executive Committee members and Research Leaders to have completed all 10 modules by the end of Q1 2026.  All ISSR staff engaging in partnerships or projects with Aboriginal and Torres Strait Islander partners or communities to have completed all 10 AIATSIS Core Cultural Learning Modules by the end of Q1 2026.  All staff to have completed all 10 AIATSIS Core Cultural Learning Modules by the end of 2026.	End Q1 2026  End Q1 2026  End Q1 2026  End 2026	All staff  Exec/RL  Relevant staff  All staff
<b>6.5</b> 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.	All new fixed-term staff in ISSR to complete Modules 1 to 3 within three months of commencement as a component of mandatory on-boarding in accordance with UQ protocols and policies.	Ongoing	Supervisors
<b>6.6</b> Reach a 90% completion rate for online AIATSIS Core Cultural Learning Modules 1-3 for all staff.			

Action	Deliverable	Timeline	Responsibility
<b>6.7</b> 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.	ISSR staff to participate in UQ sponsored BlackCard Cultural Competency Workshops when opportunities are available.	Ongoing	All staff
	ISSR to explore options for a tailored cultural capability training offering to deepen cultural capability for those who have completed the AIATSIS modules.	End 2026	IE Lead

## UQ Reconciliation Action Plan ACTION 7

Develop and implement a student-focussed cultural learning framework for HDR candidates, postgraduate coursework, and undergraduate students.

Action	Deliverable	Timeline	Responsibility
<b>7.1</b> Develop and implement a student-focussed cultural learning framework for domestic HDR candidates, postgraduate coursework, and undergraduate students.	All HDR students within ISSR to complete modules 1-3 of the 10 Aboriginal and Torres Strait Islander cultural capability modules.	Ongoing	Student supervisors
<b>7.2</b> Develop and implement a cultural capability training program for international students to be completed within the first semester of their enrolment.	All students on placement within ISSR to complete modules 1-3 of the 10 Aboriginal and Torres Strait Islander cultural capability modules.	Ongoing	Student supervisors
<b>7.3</b> Supervisors of Aboriginal and Torres Strait Islander HDR candidates must complete all 10 AIATSIS Core Cultural Learning Modules.	ISSR staff supervising Aboriginal and Torres Strait Islander HDR candidates to complete all 10 AIATSIS Core Cultural Learning Modules and the Supervising Indigenous HDR candidate's module on Workday.	Ongoing	Student supervisors
<b>7.4</b> Supervisors of HDR candidates undertaking research with Aboriginal and Torres Strait Islander peoples must complete all 10 AIATSIS Core Cultural Learning Modules.	ISSR staff supervising students undertaking research with Aboriginal and Torres Strait Islander peoples to complete all 10 AIATSIS Core Cultural Learning Modules and the Supervising Indigenous HDR candidate's module on Workday.	Ongoing	Student supervisors

## UQ Reconciliation Action Plan ACTION 8

Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.

Action	Deliverable	Timeline	Responsibility
8.1 Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	Continue to undertake Acknowledgement of Country and Welcome to Country protocols at ISSR.  Provide forums/opportunities that encourage reflection on the meaning of Acknowledgement of Country, to support individuals to feel confident about developing and delivering Acknowledgements in authentic and personalised ways.	Ongoing	Student supervisors
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.	Ensure the updated cultural protocol document is communicated to ISSR staff and students including being accessible on the ISSR intranet.	Ongoing – when updated	Director/ROM
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.	Engage an Elder to provide a Welcome to Country at the annual ISSR conference and other Institute events.	Annually	Director/IE Lead
8.4 Embed an Acknowledgement of Country at the commencement of meetings and learning activities.	ISSR is committed to this ongoing action.	Ongoing	Student supervisors
8.5 Staff and senior leaders provide an Acknowledgement of Country at all public events.	ISSR is committed to this ongoing action.	Ongoing	All staff
8.6 Display an Acknowledgment of Country plaque, e-screen or poster on all major buildings of all campuses and sites.	ISSR is committed to this ongoing action.	Ongoing	ROM
8.7 Increase signage, installations and artworks that acknowledge Aboriginal and Torres Strait Islander peoples on UQ campuses and sites.	ISSR is committed to this ongoing action.	Ongoing	ROM

## UQ Reconciliation Action Plan ACTION 9

Celebrate Aboriginal and Torres Strait Islander cultures and histories through a calendar of events to be held throughout the year.

Action	Deliverable	Timeline	Responsibility
9.1 Review HR policies and procedures to remove barriers to staff participating in cultural events throughout the year including NAIDOC Week.	ISSR to support HR policies and procedures revised in the UQ review process.	Ongoing	Director/ DDSO
9.2 RAPOC members to participate in at least one external Indigenous event each annually, to promote a UQ presence in the community.	Not applicable.		
9.3 Support all staff to participate in NAIDOC Week events.	ISSR to publish, encourage and facilitate staff attendance at UQ NAIDOC Week events.	Annually	IE Lead/ Director
9.4 USET Members to participate in at least one NAIDOC Week event. (Not applicable.)	ISSR to host its own local NAIDOC week activity/ies and encourage ISSR participation.	Annually	IE Lead/ Director
9.5 Deliver a minimum of five UQ NAIDOC Week events.			
9.6 Develop specific NAIDOC Week promotional materials, incorporating state and national events.			
9.7 In consultation with Aboriginal and Torres Strait Islander stakeholders, support four external Indigenous events per year.	Not applicable.		
9.8 Present an annual lecture during NAIDOC Week.	Not applicable.		
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.	Acknowledge and commemorate culturally significant dates through UQ's calendar year through sharing resources, invitations to events and hosting of events locally at ISSR.	Ongoing	IE Lead/ Director

## UQ Reconciliation Action Plan ACTION 10

Provide space and place to recognise, value and celebrate Indigenous knowledges and knowledge holders.

Action	Deliverable	Timeline	Responsibility
<b>10.1</b> 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.	Not applicable.		
<b>10.2</b> 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.	Not applicable.		
<b>10.3</b> 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.	Not applicable.		
<b>10.4</b> Establish an Aboriginal and Torres Strait Islander International Academic Engagement Program, including an International Aboriginal and Torres Strait Islander Student Exchange Program.	Not applicable.		
<b>10.5</b> 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.	Not applicable.		

## UQ Reconciliation Action Plan ACTION 11

Provide space and place to recognise, value and celebrate Indigenous knowledges and knowledge holders.

Action	Deliverable	Timeline	Responsibility
<b>11.1</b> Implement a communication plan to promote UQ Aboriginal and Torres Strait Islander researchers.	ISSR to adopt broader UQ plans and approaches (tailoring to context as needed).	Ongoing	Director/IE Lead
<b>11.2</b> Annual VC Recognition Award in addition to the UQ Awards for Excellence.	Not applicable.		
<b>11.3</b> Present an annual Indigenous Research focused lecture during UQ Research Week.	Not applicable.		

## UQ Reconciliation Action Plan ACTION 12

Recognise, value, and celebrate Indigenous researchers and knowledges.

Action	Deliverable	Timeline	Responsibility
<b>12.1</b> Incorporate and promote an understanding of ICIP in academic and research activities.	Demonstrate respect to Aboriginal and Torres Strait Islander peoples by increasing understanding, value and recognition of ICIP and/or cultural heritage through:	Ongoing	IE Lead/ Research Leads
<b>12.2</b> HDR candidates undertaking an Indigenous focussed research project will undertake ICIP training.	<ul style="list-style-type: none"> <li>regular ISSR staff/student forums/ discussions;</li> <li>ensuing principles and practices of Indigenous data sovereignty and governance are applied in ISSR's commissioned research projects and partnerships.</li> </ul> <p>Embed a reflection prompt in ISSR's project go/no go protocol to ensure that decisions about Indigenous-focused research or evaluation projects are based on due consideration of the adequacy of resourcing and whether the project can be structured to support culturally grounded, respectful and reciprocal partnerships with Indigenous peoples and organisations.</p> <p>Embed a checkpoint within ISSR's project open protocol to facilitate reflective planning on culturally appropriate project design and the protection of ICIP.</p>	Ongoing	DDSO
<b>12.3</b> Develop mechanisms to care for and/ or repatriate Aboriginal and Torres Strait Islander cultural heritage materials and sites held by UQ.	Not applicable	Ongoing	DDSO

## UQ Reconciliation Action Plan ACTION 13

Undertake activities that assist in truth-telling in relation to Aboriginal and Torres Strait Islander people and UQ.

Action	Deliverable	Timeline	Responsibility
<b>13.1</b> Finalised Enterprise Agreement offers employees the option to substitute the public holiday on 26 January with another date of their choosing.	ISSR to support staff to swap the Australia Day public holiday, without penalty.	Annually	Director/ Supervisors
<b>13.2</b> 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.	Not applicable.		



# ↗ Opportunities

## UQ Reconciliation Action Plan ACTION 14

Increase employment outcomes for Aboriginal and Torres Strait Islander people through improved recruitment, professional development, and retention activities.

Action	Deliverable	Timeline	Responsibility
<b>14.1</b> Aboriginal and Torres Strait Islander staff continue to provide input into, and review of the effectiveness of, our recruitment, retention, and professional development strategy.	ISSR to raise upcoming recruitment (academic or professional) with HASS Associate Dean Indigenous Engagement.	Ongoing	Director
<b>14.2</b> Updated Aboriginal and Torres Strait Islander Employment Strategy is endorsed by Aboriginal and Torres Strait Islander staff and continues to be implemented.	See action/deliverable 14.6.	See below	
<b>14.3</b> Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Leverage networks and relationships with Aboriginal and Torres Strait Islander communities, organisations and individuals to build the ISSR capability and profile as an employer of choice for Aboriginal and Torres Strait Islander people and for recruiting for First Nations positions.	Ongoing	Director/ISSR Advisory Board
<b>14.4</b> Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	ISSR to ensure Aboriginal and Torres Strait Islander representation on selection panels, where possible.	Ongoing	Selection Committee Chairs
<b>14.5</b> 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.	Work towards recruitment of a cohort of Aboriginal and Torres Strait Islander staff, so that people are not culturally isolated.  Encourage Aboriginal and Torres Strait Islander leadership development.  Provide broad-based opportunities for Aboriginal and Torres Strait Islander employees.  Aboriginal and Torres Strait Islander researchers at ISSR to be offered a wide range of research opportunities.	Ongoing	Director

Action	Deliverable	Timeline	Responsibility
<b>14.6</b> 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.	Pursue recruitment pathway opportunities for the employment of Indigenous staff in ISSR by the end of 2025 including through EOIs for UQ's Indigenous Graduate Program and the Indigenous Academic Pathway Program (Pre-doctoral).  Develop placement/summer scholar projects that are of interest to Indigenous students.  Review the ISSR HDR recruitment strategy to ensure we identify effective strategies to appeal to Aboriginal and Torres Strait Islander HDR students.  Invite the AITSIS HDR cohort to visit ISSR and attend our events/activities to build our profile with those students and attend their presentations/events.	End Q1  Annually  End Q1 2026  Ongoing	Director  Research Leads  ISSR HDR Director  IE Lead

## UQ Reconciliation Action Plan ACTION 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.

Action	Deliverable	Timeline	Responsibility
<b>15.1</b> 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).	Not applicable.		
<b>15.2</b> 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.	Indigenous-led provider as the first-choice caterer for all ISSR events.  Source office stationery through Indigenous suppliers.  Engage Indigenous design agency for project artwork.  Use Supply Nation suppliers when possible.	Ongoing	DDSO/ROM
<b>15.3</b> Investigate new relationships with organisations that promote Aboriginal and Torres Strait Islander owned businesses.	Investigate offering cultural walking tours for staff/students (discuss further with Professor Paul Memmott).	End Q1 2026	IE Lead/ WWC Lead
<b>15.4</b> 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.	Appropriate ISSR staff to complete UQ procurement training.	Ongoing	DDSO

Action	Deliverable	Timeline	Responsibility
15.5 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander owned businesses to staff.	Not applicable.		
15.6 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander owned businesses.	Not applicable.		
15.7 Reach and maintain UQ's 4% addressable spend target with Aboriginal and Torres Strait Islander owned businesses.	Commit to ordering catering and some office stationery through Indigenous owned businesses. Source gifts for HDR graduates from Indigenous owned businesses.	Ongoing Ongoing	ROM ROM
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.	Not applicable		

## UQ Reconciliation Action Plan ACTION 16

Increase representation of Aboriginal and Torres Strait Islander students in higher education.

Action	Deliverable	Timeline	Responsibility
16.1 Review and enhance the Direct Entry pathways program for Aboriginal and Torres Strait Islander students.	Not applicable.		
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.	Not applicable.		
16.3 Partner with Aboriginal and Torres Strait Islander organisations and businesses to facilitate staff professional development.	Explore opportunities to engage with relevant Aboriginal and Torres Strait Islander organisations to support professional development.	Ongoing	IE Lead
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.	Not applicable.		
16.5 Implement a cultural and peer support program for Aboriginal and Torres Strait Islander students.	Not applicable.		
16.6 Develop an Aboriginal and Torres Strait Islander Alumni mentor program to connect with undergraduate and post-graduate students.	Not applicable.		

## UQ Reconciliation Action Plan ACTION 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.

Action	Deliverable	Timeline	Responsibility
<b>17.1</b> 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.	Not applicable		
<b>17.2</b> 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.	Not applicable		

## UQ Reconciliation Action Plan ACTION 18

Embed Aboriginal and Torres Strait Islander curriculum and inclusive teaching practices in programs

Action	Deliverable	Timeline	Responsibility
<b>18.1</b> Appoint an Aboriginal and Torres Strait Islander Curriculum team in ITaLI.	Not applicable		
<b>18.2</b> Establish and implement a repository of resources for Indigenising Curriculum in conjunction with the Library.	Not applicable		



## Governance

### **UQ Reconciliation Action Plan ACTION 19**

Establish and maintain robust mechanisms to oversee, drive and monitor the UQ RAP.

Action	Deliverable	Timeline	Responsibility
<b>19.1</b> RAPOC will provide strategic direction and assess UQ's progress against goals, actions, and deliverables.	Not applicable.		
<b>19.2</b> 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.	ISSR to report to key UQ RAP governance committees as required.	Ongoing	Director
<b>19.3</b> Review and update the Terms of Reference for the RAPWG and RAPOC.	Not applicable.		
<b>19.4</b> 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.	Continue the role of the ISSR Indigenous Engagement lead and liaison with the HASS Associate Dean (Indigenous Engagement) and HASS Schools' Directors of Indigenous Engagement.  Maintain Indigenous representation on the ISSR Advisory Board.  Support the transition of the ISSR Indigenous Engagement Working Group into a formal sub-committee of the ISSR Executive Committee and set out new Terms of Reference, responsibilities and reporting arrangements.	Ongoing	Director

## UQ Reconciliation Action Plan ACTION 20

Provide appropriate financial and human resource support to facilitate effective implementation of RAP commitments.

Action	Deliverable	Timeline	Responsibility
<b>20.1</b> 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.	ISSR to budget for necessary resources to implement the deliverables in this RAP Implementation Plan.	Ongoing	DDSO
<b>20.2</b> 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.	ISSR leadership to take responsibility for delivery of the Institute's Strategic Intent Indigenous Engagement priority pillar and associated RAP Implementation Plan deliverables.	Ongoing	Director/ DDSO
<b>20.3</b> Embed appropriate systems and capability to track, measure and report on RAP commitments and achievement of KPI's by senior management.	ISSR to track progress and report on the RAP aligned measures of success in the Indigenous Engagement priority pillar.	Ongoing	DDSO
<b>20.4</b> Increase RAP Champion numbers by three, to have five RAP Champions appointed, incorporating gender and cultural diversity balance: senior management, alumni.	Promote the role of RAP Champions to increase take up in ISSR.	End 2027	IE Lead
<b>20.5</b> Embed Aboriginal and Torres Strait Islander representation as 'business as usual' on all senior management and governance committees.	Maintain Indigenous representation on the ISSR Advisory Board.	Ongoing	Director
<b>20.6</b> RAP is a standing agenda item at senior management meetings.	Include ISSR's RAP implementation plan as a standing agenda item for the Institute's Executive Committee.	Ongoing	Director

## UQ Reconciliation Action Plan ACTION 21

Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally.

Action	Deliverable	Timeline	Responsibility
<b>21.1</b> 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.	Not applicable.		
<b>21.2</b> Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	Not applicable.		
<b>21.3</b> Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	Not applicable.		
<b>21.4</b> Report significant/key RAP achievements through university governance mechanisms biannually.	ISSR to report to key UQ RAP governance committees as required.	Ongoing	Director
<b>21.5</b> All UQ business areas (Faculties, Institutes, Centres and Key Divisions) publicly report against our RAP commitments annually, outlining achievements, challenges, and learnings.	ISSR to include an update on RAP implementation plan activities and achievements in the Institute Annual Report.	Ongoing	DDSO
<b>21.6</b> Meet with Reconciliation Australia to discuss UQ's Reconciliation Action Plan progress.	Not applicable.		
<b>21.7</b> Participate in Reconciliation Australia's biennial Workplace RAP Barometer.	Participate in Reconciliation Australia's biennial Workplace RAP Barometer.	Ongoing	Director
<b>21.8</b> Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	ISSR to monitor progress on RAP Implementation Plan deliverables through biannual traffic light reporting and RAP aligned measures of success in the Indigenous Engagement priority pillar.	Biannually	IE Lead/DDSO

## UQ Reconciliation Action Plan ACTION 22

Continue our reconciliation journey by developing our next RAP.

Action	Deliverable	Timeline	Responsibility
<b>22.1</b> 22.1 Register via Reconciliation Australia's website to begin developing our next RAP.	Not applicable.		

# List of Acronyms

**IE Lead** - ISSR Indigenous Engagement Lead

**WWC Lead** - ISSR Workplace Wellbeing and Culture Lead

**DDSO** - ISSR Deputy Director Strategy and Operations

**ROM** - ISSR Research Operations Manager

**ICIP** - Indigenous Cultural Intellectual Property



THE UNIVERSITY  
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