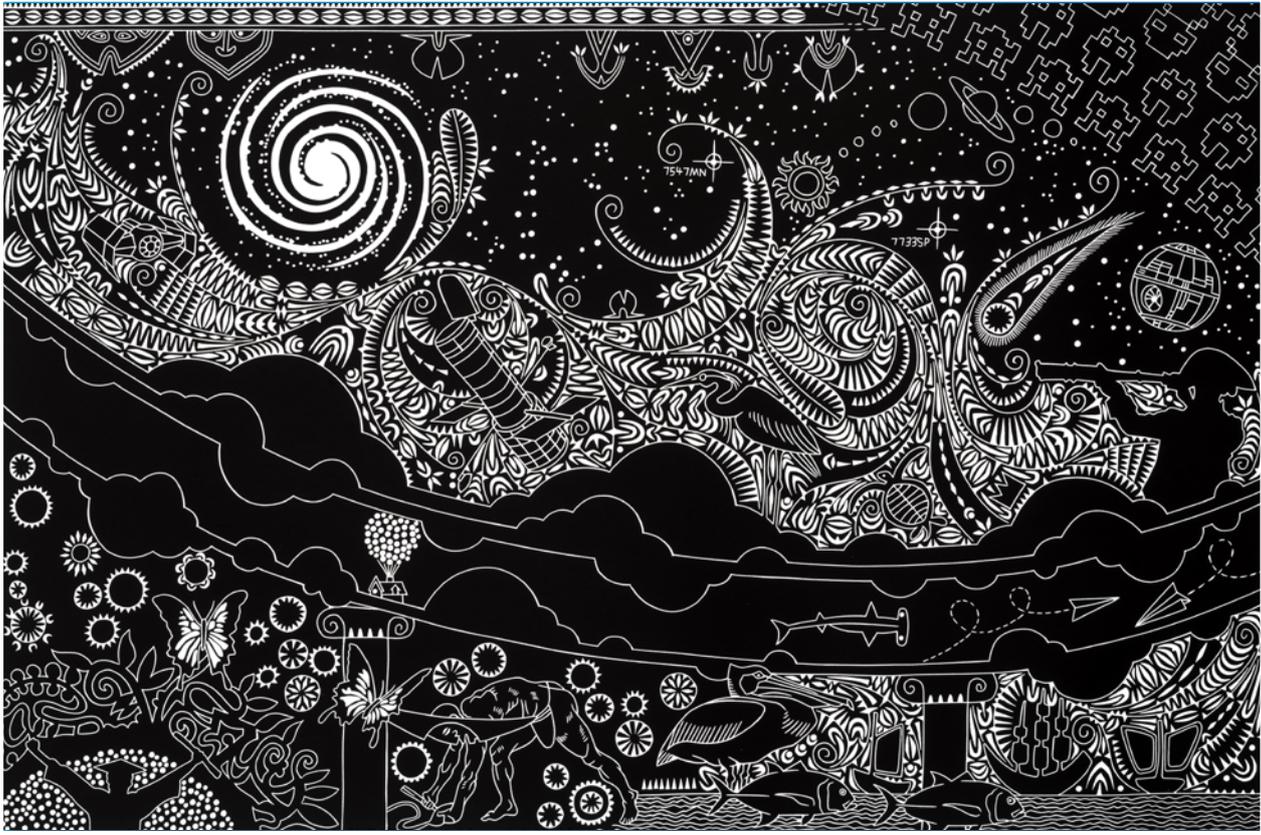


Reconciliation Action Plan

June 2023 - July 2025



At James Cook University we acknowledge with respect the Aboriginal and Torres Strait Islander people as the first people, educators and innovators of this country. We acknowledge that Country was never ceded, and value the accumulation of knowledge and traditions that reflect the wisdom of ancestral lines going back some 60,000 years, and recognise the significance of this in the ways that Aboriginal and Torres Strait Islander people are custodians of Country. As a University, we will continue to learn ways to care for and be responsible for Country, and we will collectively seek to build a future that is based on truth-telling, mutual understanding, hope, empowerment, and self-determination.

Our vision for reconciliation

Our vision is to build strong relationships, increase respect and improve opportunities for Australian Aboriginal and Torres Strait Islander peoples. This is important as within our region, a significant proportion of the population identifies as being of Australian Aboriginal and/or Torres Strait Islander origin.

We will continue to raise awareness about our commitment to reconciliation by promoting our RAP to students and staff, and by providing opportunities to engage with reconciliation activities. This can be reflected in our daily activities in championing University policies to promote cultural diversity and respect. In addition, as a Tertiary education institution, we can further promote Australian Aboriginal and Torres Strait Islander cultural knowledge and perspectives into our curriculum.

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Chancellor's Foreword

Gamarada, friends.

Reconciliation may be broadly defined as the restoration of friendly relations after conflict. In the context of the Australian reconciliation movement, it would be the intention to highlight and resolve social justice disparities and create, grow, and sustain positive relationships through understanding and respect.

Traditionally, the sociocultural values of Aboriginal and Torres Strait Islander and Indigenous peoples are anchored in generosity and the belief in the strength of the collective. The Elders I grew up with and have had the privilege to meet over the course of my working life in Aboriginal health and Indigenous affairs have all been characterised by a gentle wisdom and a truly forgiving nature, despite the injustices they have endured or continue to bear witness to. Strong and resolute, without brittleness or bitterness, they shine with hope and love and the human kindness that was often denied them. That is the kind of example I hope to follow.

If we are to truly mature as a nation, then we must confront the truth and the discomfort that comes with it. Respected institutions like JCU have a significant role in this truth telling and

the maturation of a national identity through our advocacy, influence, learning and education, affirmative action, and role modelling best practice in Indigenous leadership.

I commend the staff and students already leading in this space and particularly the team responsible for crafting a Reconciliation Action Plan that is not merely symbolic but is the blueprint for our University community wide commitment to implementation and action for substantive change. I am proud that JCU is dedicated to the incorporation of the principles and practices articulated in the RAP into every aspect of our core business, from executive function to student experience, to curriculum, to staff representation, to civic service.

I hope you will all feel just as proud that JCU is highly regarded not only for Aboriginal and Torres Strait Islander academic leadership and social justice, but as an institution that is dedicated to inclusion and diversity. May we all strive to embody the values we uphold – respect, integrity, and inclusion. And love.

Safe journey,
Ngiare Brown



Professor Ngiare Brown
BMed, MPHMT, FRACGP
Chancellor, James Cook University

Message from Vice Chancellor and President

As the Vice Chancellor of James Cook University, I am proud to continue our long-standing commitment to Aboriginal and Torres Strait Islander people in our region.

Over the last fifty years, JCU has provided education, research, and employment to improve opportunities for Aboriginal and Torres Strait Islander people in our region.

We have continued to build good faith relationships through the recognition and acknowledgement of the First Peoples on whose countries our campuses stand, and by increasing the visible presence of their knowledge and traditions in our teachings and research practice, as well as in our landscape designs and buildings on our campuses.

While we have contributed to improvements in opportunities for Aboriginal and Torres Strait Islander communities, there is still a long way to go. In our region, communities, organisations, families, and individuals are not just overcoming the economic, social, and educational legacy of the past; some now face existential challenges to their futures due to climate change.

In our next phase of commitment, we are determined to shape our contributions to the reconciliation process in a way that supports

and enables Aboriginal and Torres Strait Islander peoples' efforts to achieve their self-determination goals that can positively impact their wellbeing and futures. We will achieve this through mutually beneficial partnerships with Aboriginal and Torres Strait Islander people, communities, and organisations, as well as through our continuing efforts to improve Aboriginal and Torres Strait Islander education and research outcomes.

If JCU is to assist through a true partnership model then our contributions to areas of research, education, training and employment must reflect a deep commitment to working together to solve deep-seated problems. This means respecting Indigenous knowledge and experience and learning how to work alongside it. It also requires understanding Aboriginal and Torres Strait Islander priorities so that our western knowledge, assumptions and priorities do not dominate and continue to displace their knowledge traditions.

This step change in our commitment to First Peoples' signals that the reconciliation process is much more than symbolic actions or checking boxes. It will be about building relationships, putting our heads together, learning from each other and contributing to sustainable solutions. In this, there are benefits for all members of our JCU community and the wider community in



which we all live and work together.

This next chapter for the University is about doing the right things the right way for Indigenous peoples.

I look forward to reporting our progress in the coming years.

A handwritten signature in black ink, appearing to read 'S. Biggs'.

Professor Simon Biggs
Vice Chancellor and President

Message from Reconciliation Australia

Reconciliation Australia commends James Cook University on the formal endorsement of its third Innovate Reconciliation Action Plan (RAP). Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

With close to 3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. James Cook University continues to be part of a strong network of more than 2,200 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types — Reflect, Innovate, Stretch and Elevate — allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

An Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build the strong foundations and relationships that ensure sustainable, thoughtful, and impactful RAP outcomes into the future.

An integral part of building these foundations is reflecting on and cataloguing the successes

and challenges of previous RAPs. Learnings gained through effort and innovation are invaluable resources that James Cook University will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to James Cook University using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on relationships, respect, and opportunities gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.

This Innovate RAP is an opportunity for James Cook University to strengthen these relationships, gain crucial experience, and nurture connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, James Cook University will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of James Cook University's future RAPs and



reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

Congratulations James Cook University on your third Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

Our business

JCU is located in the tropics and is challenged by location, communities spread across regional, rural and remote areas, high costs, climate change, renewables and changing industry dimensions, and growing need for regional infrastructure. Our location provides challenges and opportunities linked to the lands and seas on which our communities live and care for.

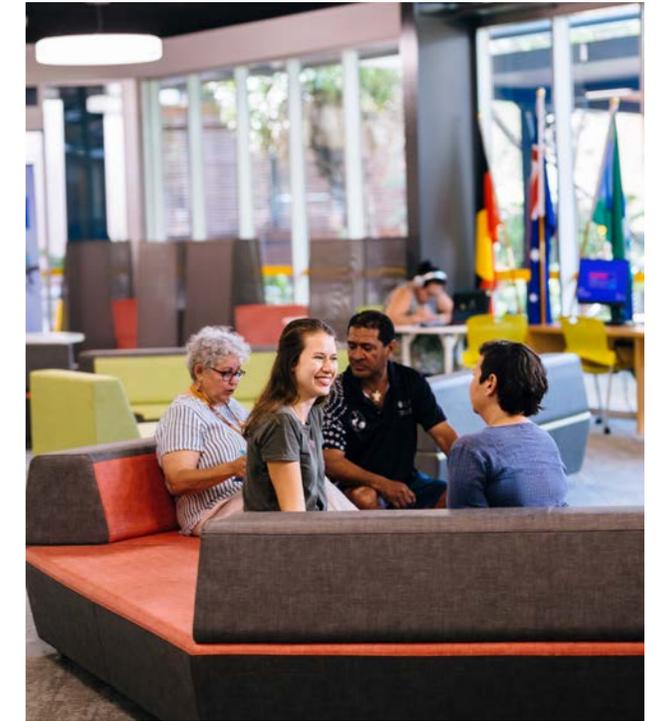
James Cook University is a multi-campus institution with our main campuses in Townville, Cairns and Singapore and a partner operated campus in Brisbane as well as study centres and facilities located throughout rural and remote Queensland.

As at the end of 2022, we had around 19,900 students studying at all of our locations and 15,400 studying in Australia. We had 702 domestic students (5.3%) identifying as Aboriginal and/or Torres Strait Islander.

We had 4,200 staff located at our northern Queensland campuses and 147 identifying as Aboriginal and/or Torres Strait Islander.

The region is home to many Aboriginal and Torres Strait Islander people, the First Peoples to this country, who have collectively accumulated knowledge, traditions and values that reflect the wisdom of their ancestral lines going back some 60,000 years.

Our business includes education, research, employment, and training priorities to ensure the quality and capabilities of a future workforce can help Indigenous communities and organisations to progress their self-determination plans. Our contributions made in this RAP will provide the education and training foundations that will assist Aboriginal and Torres Strait Islander people towards self-determination.



Our principles

We recognise the important role the University can play in creating lasting impacts with our communities by making this central to all that we do.

- Our education and work priorities will reflect a commitment to the people who live in tropical regions.
- We will strive towards futures that can improve the social, economic, and environmental well-being of our communities.
- We will embrace change and adapt with solutions to challenges.
- We will hold ourselves to the highest professional standards, academic freedom, and respectful engagements.
- We will value contributions from everyone.

Kassandra Savage (2014)
Coming Together and Respecting Difference



Our reconciliation journey and achievements

Highlights in our reconciliation journey so far include:

Established the Aboriginal and Islander Teacher Education Program (AITEP) to address Australian Aboriginal and Torres Strait Islander education needs for north Queensland.

1977

Community-based Remote Aboriginal and Torres Strait Islander Teacher Education Program (RATEP) commenced, 155 have graduated.

1990

Diploma of Communication/Media established to train Australian Aboriginal and Torres Strait Islander radio broadcasters. Graduation of the first Torres Strait Islander with a PhD in Australia.

1998

Nursing and education courses available at the Thursday Island Study Centre in the Torres Strait.

2003-04

1981

Student Association, with support from the University, hosts first national land rights conference that leads to Mabo Case.

1992

Established the Centre for Aboriginal and Torres Strait Island Participation, Research and Development (CATSIPRD), becoming the School of Indigenous Australian Studies (SIAS) in 1998.

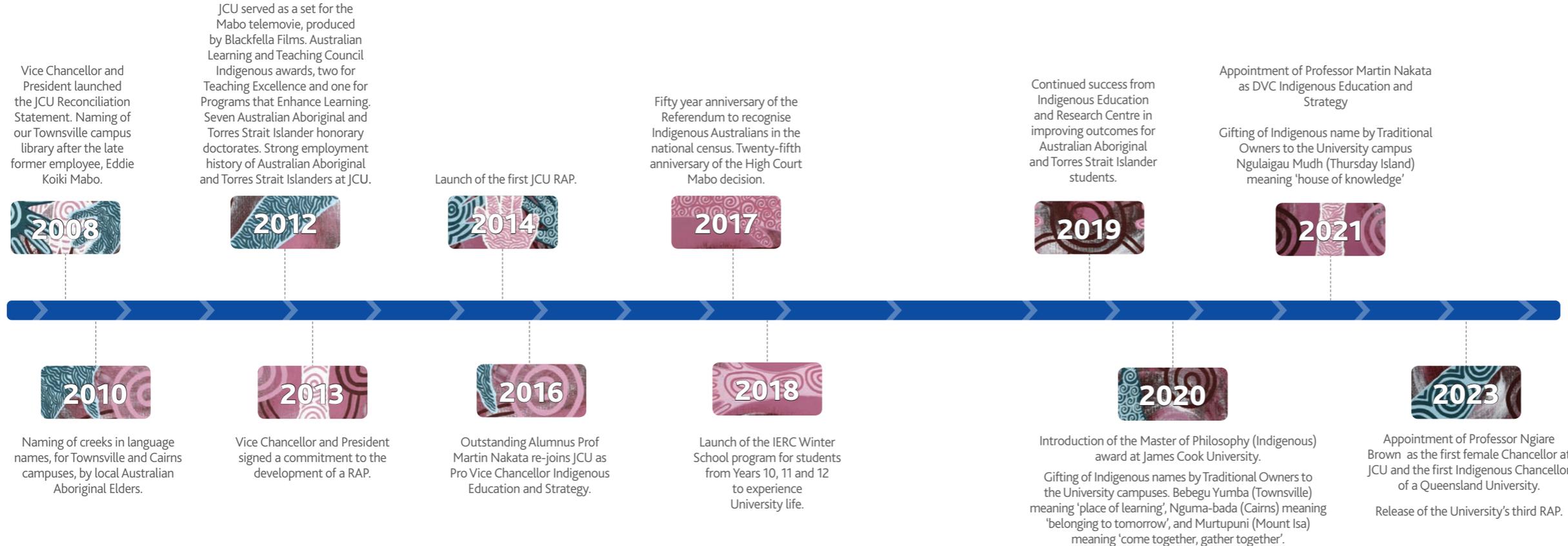
2003

Established the Indigenous Health Unit (IHU) within the Faculty of Medicine, Health and Molecular Sciences. Appointed first Chair in Indigenous Australian Studies in Queensland.

2004

Student Association were catalyst for the establishment of the annual Mabo Lecture which commemorates the life of Eddie Koiki Mabo.

Our reconciliation journey and achievements (continued)



Reconciliation is an honest and critical understanding of Australia's shared history, and how this history has come to shape the lives of Aboriginal and Torres Strait Islander peoples and other Australians today.

Reconciliation involves all Australians working in partnership with Aboriginal and Torres Strait Islander peoples to build mutual, positive, and respectful relationships. It involves optimising relationships that can draw us together to make a concerted effort towards:

- Closing the education, health and employment gaps,
- Achieving a shared sense of fairness and justice as a foundation for success,
- Enhancing our national wellbeing,
- We recognise injustice has happened,
- We recognise work needs to be done,
- We recognise limits of what we have done, and
- We recognise more focus on our contribution is needed.

The JCU Indigenous Action Group (IAG)

JCU's Indigenous Action Group (IAG) is responsible for the development and monitoring of the University's RAP and Aboriginal and Torres Strait Islander Workforce Strategy. The RAP has the University's Vice Chancellor as its senior leadership sponsor and is made up of Aboriginal and Torres Strait Islander members and non-Indigenous staff from across the University. The Chair of the IAG will be an Aboriginal and/or Torres Strait Islander person.

The membership of the IAG is envisioned to include a balance of both Aboriginal and/or Torres Strait Islander and non-Indigenous members. IAG membership is currently made up of:

John Savage (Chair), Coordinator, Remote Area Teacher Education Program

Prof Martin Nakata, Deputy Vice Chancellor, Indigenous Education and Strategy

Ms Tricia Brand, Deputy Vice Chancellor, Services and Resources

Ms Helen Hooper, Director, Library Services

Ms Manola Chong, Manager, Indigenous Education and Research Centre

Ms Kristin Perry, Manager, Talent

Ms Maria Edmondstone, Manager Administration, Education Division

Mr Damian Dunne (Co-ordinator), Culture and Capability Advisor (Equity and Diversity)

1 x vacant (seeking EOI from Aboriginal and/or Torres Strait Islander female staff).

One of the key responsibilities of the IAG is the monitoring of the deliverables under the University's RAP and to maintain the focus that our RAP is everybody's business.

JCU commits to working towards the achievement of reconciliation as follows:

1. Create a university environment where Aboriginal and Torres Strait Islander peoples and members of the wider campus community, work, study and live together with mutual respect and understanding;
2. Raise the value of cultural diversity as an asset which enriches the life of the University community;
3. Develop an environment where all students and staff feel safe and valued, regardless of their background;
4. Integrate Aboriginal and Torres Strait Islander knowledge, perspectives and experience across degree programs to help prepare graduates for professional work in Aboriginal and Torres Strait Islander communities;
5. Develop research capacities of all researchers and students to undertake Indigenous research topics that can benefit future knowledge and practice in Aboriginal and Torres Strait Islander communities; and
6. Help build capabilities of Aboriginal and Torres Strait Islander staff and students so that they can progress their own self-determination plans for their communities.



Relationships

Our leadership teams will build enduring relationships with Aboriginal and Torres Strait Islander people, demonstrate a commitment to social justice and the reconciliation process, and ensure Indigenous self-determination priorities are supported and reflected in our core business. One of the University's key priorities under our Corporate Strategy is to be a civic university. This will be demonstrated in our actions to create opportunities and address local challenges through the development of relationships and partnerships with our local communities.

Action	Deliverable	Timeline	Responsibility
1. Continue to develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	• Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for ongoing engagement.	March and September annually	DVC Indigenous Education and Strategy
	• Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	December 2023	DVC Indigenous Education and Strategy
	• Assist external partnerships by harnessing the expertise of the strength of the University's knowledge and skills, to work towards community development projects that benefit Indigenous people.	Review March and September annually	Vice Chancellor
	• Develop opportunities for staff and students to participate on On-Country visits to enable Aboriginal and Torres Strait Islander staff and students to learn about the Traditional Owners in areas where we have campuses.	December 2023	Culture and Capability Advisor (Diversity and Equity)

Relationships (continued)

Action	Deliverable	Timeline	Responsibility
2. Build relationships through celebrating National Reconciliation Week (NRW).	• Circulate Reconciliation Australia's National Reconciliation Week (NRW) resources and reconciliation materials to our staff and students.	May annually	Culture and Capability Advisor (Diversity and Equity)
	• Indigenous Action Group (IAG) members to participate in an external NRW event.	27 May – 3 June annually	Chair, IAG
	• Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May – 3 June annually	Vice Chancellor
	• Organise at least one NRW event each year.	27 May – 3 June annually	Culture and Capability Advisor (Diversity and Equity)
	• Register all our NRW events on Reconciliation Australia's NRW website.	May annually	Culture and Capability Advisor (Diversity and Equity)
3. Promote reconciliation through our sphere of influence.	• Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	June 2024	Culture and Capability Advisor (Diversity and Equity)
	• Communicate our commitment to reconciliation publicly.	January annually	Vice Chancellor
	• Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	Review March, June, September and December annually	DVC Services and Resources
	• Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation.	Review March, June, September and December annually	Culture and Capability Advisor (Diversity and Equity)

Relationships (continued)

Action	Deliverable	Timeline	Responsibility
3. Promote reconciliation through our sphere of influence.	• Present and promote the RAP to all new students as part of student orientations.	February and July annually	DVC Education
	• Include a category within JCU's Annual Awards for Excellence to recognise outstanding contributions by staff for their successful contribution to reconciliation.	November annually	Vice Chancellor
4. Promote positive race relations through anti-discrimination strategies.	• Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.	December 2023	Culture and Capability Advisor (Diversity and Equity)
	• Review and communicate an anti-discrimination policy for our organisation.	December 2023	Culture and Capability Advisor (Diversity and Equity)
	• Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy.	June 2023	Culture and Capability Advisor (Diversity and Equity)
	• Educate senior leaders on the effects of racism.	January 2024	Director Human Resources



Respect

Our leadership teams will ensure the workplace is free of racism and prejudice against the First Peoples, integrate co-design principles for working with Indigenous communities into courses, and normalise for both staff and students' understandings of the significance of 'Place' (the traditional knowledge of the Country we are on). Respect is one of the four values of the University and is central to our ability to foster robust debate in a supportive and culturally respectful way. Through this we strive to encourage diversity in our thinking and to create a connected community of higher learning.

Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	• Conduct a review of cultural learning needs within our organisation.	September 2024	Culture and Capability Advisor (Diversity and Equity)
	• Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	June 2024	DVC Indigenous Education and Strategy
	• Develop, implement, and communicate a cultural learning strategy document for our staff.	March 2025	DVC Indigenous Education and Strategy
	• Provide opportunities for Indigenous Action Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	Review in November annually	Culture and Capability Advisor (Diversity and Equity)
	• Review existing cultural capability programs and identify opportunities to further increase cultural capabilities of staff to engage and respond to Aboriginal and Torres Strait Islander imperatives in higher education.	December 2024	DVC Indigenous Education and Strategy
	• Working with Colleges to ensure programs such as Work Integrated Learning (WIL), including incorporating elements of existing Aboriginal and Torres Strait Islander coursework to prepare non-Indigenous students for placements with Indigenous work environments.	December 2024	DVC Academy

Respect (continued)

Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	• Increase the number of On Country visits that are led by Traditional knowledge holders.	Review in December, annually	Culture and Capability Advisor (Diversity and Equity)
	• Provide Comparative Indigenous Studies course to JCU students at Australian campuses with an opportunity to visit Indigenous people and communities in Asia.	Review in January, July and December annually	DVC Indigenous Education and Strategy
	• Host international Indigenous exchange students and provide opportunities to engage with Australian students.	Review in January and December annually	DVC Indigenous Education and Strategy
	• Provide Indigenous Studies course to Indigenous secondary students at JCU's Winter School.	June/July annually	DVC Indigenous Education and Strategy
6. Increase the numbers of Aboriginal and Torres Strait Islander and non-Indigenous students enrolled in Indigenous studies courses.	• Deliver the annual Winter School Program for Years 10,11 and 12 students as a mechanism to create pathways to JCU.	Review in January, July and December annually	DVC Indigenous Education and Strategy
	• Review Aboriginal and Torres Strait Islander subject areas to ensure offerings are responsive to the needs of our communities.	Review in January, July and December annually	DVC Indigenous Education and Strategy
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	• Increase staff's understanding of the purpose and significance behind cultural protocols, through published guidelines, including Acknowledgement of Country and Welcome to Country protocols.	December 2023	Culture and Capability Advisor (Diversity and Equity)
	• Review cultural protocol documents, including protocols for Welcome to Country and Acknowledgement of Country.	December 2023	Culture and Capability Advisor (Diversity and Equity)

Respect (continued)

Action	Deliverable	Timeline	Responsibility
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	• Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	January – December annually	Culture and Capability Advisor (Diversity and Equity)
	• Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	January – December annually	Culture and Capability Advisor (Diversity and Equity)
	• Provide regular updates of the RAP and JCU's guide to cultural protocols on JCU website and annual reminder to staff and students of these resources.	January and July annually	Culture and Capability Advisor (Diversity and Equity)
	• Promote the existing spaces within the University that demonstrate respect for Aboriginal and Torres Strait Islander cultures and continue to look for opportunities to further develop these spaces. This program assists in making Aboriginal and Torres Strait Islander themes present in the environs of the University. Use of the Traditional Owner names gifted to the University campuses, help to highlight the linkages the University has with local communities.	January and June annually	Culture and Capability Advisor (Diversity and Equity)
8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	• Indigenous Action Group to participate in an external NAIDOC Week event.	First week in July 2023-2025	Culture and Capability Advisor (Diversity and Equity)
	• Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	December 2023	Culture and Capability Advisor (Diversity and Equity)
	• Promote and encourage participation in external NAIDOC events to all staff.	First week in July 2023-2025	Vice Chancellor



Opportunity

Our leadership teams will promote and showcase what productive practice looks like when working with the First Peoples, to graduate professionals who can work confidently and successfully with the First Peoples in our regions and achieve a level of relevance to the progress of improvements for Indigenous peoples in our region.

Action	Deliverable	Timeline	Responsibility
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	• Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	June 2023	DVC Services and Resources
	• Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	June 2023	DVC Services and Resources
	• Monitor the progress of JCU's Indigenous Workforce Strategy with particular focus on recruitment, retention and professional development.	December annually	Vice Chancellor
	• Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Review January, June, September and December annually	Director Human Resources
	• Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	June 2023	DVC Services and Resources
	• Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	June 2023	DVC Services and Resources
	• Monitor the progress of JCU's Indigenous Workforce Strategy with particular focus on recruitment, retention and professional development.	December annually	Vice Chancellor

 Opportunity (continued)

Action	Deliverable	Timeline	Responsibility
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	• Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Review January, June, September and December annually	Director Human Resources
	• Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	June 2024	Culture and Capability Advisor (Diversity and Equity)
	• Increase Indigenous academic staff numbers in the Academic Division by five FTE each year, from 2023 to 2025.	December annually	DVC Academy
	• Increase the number of senior Indigenous research staff with track records in national competitive grants schemes to at least seven FTE over the next three years.	December annually	DVC Research
	• Increase the number of Indigenous Post-doctoral Fellows by at least five over the next three years.	December annually	DVC Indigenous Education & Strategy
	• Increase the number of Indigenous HDR students to 50 by 2025.	December annually	DVC Indigenous Education & Strategy

 Opportunity (continued)

Action	Deliverable	Timeline	Responsibility
10. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	• Continue to develop our relationship with Supply Nation to encourage involvement of Indigenous businesses in JCU's procurement processes.	Review January, June, September and December annually	DVC Services and Resources
	• Develop and implement and Aboriginal and Torres Strait Islander procurement strategy.		DVC Services and Resources
	• Continue to promote the opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.		DVC Services and Resources
	• Continue to review procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.		DVC Services and Resources
	• Continue to develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.		DVC Services and Resources
	• Partner with the Indigenous Business Skills Development Program (IBSDP) to support the capacity development of Indigenous businesses.		September 2024



Governance

Our RAP deliverables will be monitored by the IAG and updates provided to the University's governance bodies and external stakeholders, on an annual basis. This monitoring and reporting is central to identifying achievements and where there may be challenges to achieving objectives of the RAP.

Action	Deliverable	Timeline	Responsibility
11. Establish and maintain an effective RAP Indigenous Action Group (IAG) to drive governance of the RAP.	• Maintain Aboriginal and Torres Strait Islander representation on the Indigenous Action Group (IAG).	February, May, August, November annually	Culture and Capability Advisor (Diversity and Equity)
	• Meet at least four times per year to drive and monitor RAP implementation.	February, May, August, November annually	Culture and Capability Advisor (Diversity and Equity)
	• Review the Terms of Reference of the IAG to ensure it continues to support the portfolio of activities.	June annually	Culture and Capability Advisor (Diversity and Equity)
12. Provide appropriate support for effective implementation of RAP commitments.	• Define resource needs for RAP implementation	July 2023	Culture and Capability Advisor (Diversity and Equity)
	• Engage our senior leaders and other staff in the delivery of RAP commitments.	July 2023	Culture and Capability Advisor (Diversity and Equity)
	• Define and maintain appropriate systems to track, measure and report on RAP commitments.	July 2023	Culture and Capability Advisor (Diversity and Equity)

Governance (continued)

Action	Deliverable	Timeline	Responsibility
12. Provide appropriate support for effective implementation of RAP commitments.	• Appoint and maintain an internal RAP Champion from senior management.	July 2023	Vice Chancellor
13. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	• Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June annually	Culture and Capability Advisor (Diversity and Equity)
	• Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	1 August annually	Culture and Capability Advisor (Diversity and Equity)
	• Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September annually	Culture and Capability Advisor (Diversity and Equity)
	• Report RAP progress to all staff and senior leaders quarterly.	March, June, September, December annually	Culture and Capability Advisor (Diversity and Equity)
	• Publicly report our RAP achievements, challenges and learnings, annually.	December annually	Culture and Capability Advisor (Diversity and Equity)
	• Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	Culture and Capability Advisor (Diversity and Equity)
	• Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	January 2026	Culture and Capability Advisor (Diversity and Equity)
14. Continue our reconciliation journey by developing our next RAP.	• Register via Reconciliation Australia's website to begin developing our next RAP.	June 2025	Culture and Capability Advisor (Diversity and Equity)
	• Review and refresh the JCU RAP based on learnings, achievement and challenges and forward revised documents to Reconciliation Australia.	Review September annually	Culture and Capability Advisor (Diversity and Equity)

About the cover artwork

JCU 50th Anniversary Commemorative Piece – Campus Naming Events

Brian Robinson (2020) *Between the Moon and the Stars*

Linocut printed in black ink from one block, 80 x 121cm

nqheritage.jcu.edu.au/788

JCU Art Collection

© James Cook University

Artist's Biography

Brian Robinson has literally carved out a distinctive presence within a remarkably talented generation of Indigenous Australian artists. Raised on Waiben and now Cairns-based, he has become known for his printmaking, sculpture and public art in which he uses a variety of techniques to produce bold, innovative and distinctive works.

Like the tidal currents that course through the Straits, a myriad of cultural influences run through his ancestry and own lived experience.

His family are fisher folk whose Roman Catholic faith exists in synergy with traditional spirituality. Robinson's ancestral lineage extends back to the Western Island people who reside on the deep passageway near Mabuiag, Badu and Moa, the Maluyilgal of Torres Strait; the Wuthathi from the silicon sand dune country at Shelburne Bay on the eastern side of Cape York Peninsula; a descendant of the Dayak people of Sarawak on Borneo; the Villaflo family of the Philippines and the Salmon family of Scotland.



Between the Moon and the Stars

Everything under creation is represented in the ground and in the sky.

The origin of the universe goes back to a time called the *Dreaming* or *Bipotaim*. It is not only an ancient era of creation but continues even today in the spiritual lives of *Aboriginal and Torres Strait Islander* people. All life - human, animal, bird, fish and insect - is part of an ever-transforming system that can be traced back to the Spirit Ancestors who went about the Earth.

As they roamed, they made the natural environment around us – the land, the sea and the sky with all its celestial objects - markers in the night sky that set the pace for the seasons, seasonal food cycles, navigation, lore and social structure.

Artwork used in the timeline of RAP achievements

Kassandra Savage (2014) *Coming Together and Respecting Difference*

Acrylic on linen, 90cm x 90cm

JCU acquired this artwork as part of our commitment to implement this RAP. The artwork represents JCU's story in an Australian Aboriginal and Torres Strait Islander way:

- Circles in the middle depicts JCU as a meeting place
- Outer circles are JCU's linkages to communities through their students who return home to share their new knowledge and understandings
- Different patterns within the hands and arms are the differences between and within Aboriginal, Torres Strait Islander, and multicultural Australia. There are also similarities in the hands and arms used to illustrate us standing together for equity and equality
- The ripple effect in the arms and hands represents our reconciliation journey; starting small, growing bigger and reaching out to touch more and more lives. The effect gathers momentum to develop support and understandings. The circles represent the importance of yarning circles, meeting circles, and communities, in order that we can connect with each other.



Artist's Biography

Language group: Waanyi and Walangama clan part of Gkuthaarn/Kukatj nations

Kassandra Savage's connection to JCU began when she was a student studying to be an early childhood teacher through a special entry program for Aboriginal and Torres Strait Islander peoples. 25 years later, having taught in many communities, she is still teaching and making a difference in the lives of all children, especially Aboriginal and Torres Strait Islander children.

Kassandra believes children need strong role models to encourage them to follow their dreams and to inspire them to do great things. Education plays an important role in shaping young children to be more accepting and tolerant of people from different cultures and backgrounds.

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To find out more online:

<https://www.jcu.edu.au/about-jcu/reconciliation>



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