

AGENDA

MEETING CECS RAP Sub-Committee

MEET No. 2/2011

VENUE Board Room, RSISE Building

DATE/TIME 5 December 2011, commencing at 10.00 am

CONTACT Margaret Wigney, x58188

1. Confirmation of Minutes

The Minutes of the Meeting held on 25 May 2011 are attached for confirmation.

2. Progress Report on CECS RAP

Attached for discussion is a Progress Report on the CECS RAP dated November 2011.

3. Review of Committee and meeting structure

4. Identification of responsibilities and tasks for 2012, including priority areas and action items

5. Support for the Tjabal Indigenous Higher Education Centre

6. Other Committee Updates

- CPMS
- ANU

7. Any Other Business



ANU College of Engineering and Computer Science

Reconciliation Action Plan 2011-2016

Progress Report - November 2011



Endorsed by CECS Advisory Board on 9 December 2010

Overview

The focus for the College of Engineering and Computer Science (CECS) Reconciliation Action Plan (RAP) during 2011 has been on internal dissemination and review and continuing to develop relationships with external organisations. The internal aspects have included gradually raising College awareness of the challenges of Indigenous disadvantage in engineering and computer science, sharing recent success stories, establishing networks and learning from groups and individuals across the ANU and liaising with College staff with responsibilities for incorporating RAP actions into operational procedures.

In developing relationships with external organisations, CECS has been an active member of the Engineers Without Borders Australia (EWB) Engage Forums, which bring together organisations from across sectors (corporate, private, NGO's, research and education) in the engineering and technology fields working on reconciliation and Indigenous engagement. This is assisting to form networks and relationships with organisations with RAP's and other forms of Indigenous engagement to share, ideas successes and lessons learnt.

The CECS RAP was provided to Engineers Australia (EA), the peak body for the engineering profession in Australia, as they developed their initial RAP during 2011. CECS has also been invited to join a panel session discussing RAP's and reconciliation at the EA and EWB *Humanitarian Engineering* Conference in Melbourne in November, again providing a way of sharing ideas and networking across organisations and individuals.

Progress

Progress is measured against specific actions for the CECS RAP as a whole, covering both ANU and local College commitments. A green, orange, red indicator is used.

Green: completed. One off actions due by a certain date without ongoing maintenance.

Orange: in progress and tracking well. Actions that are either in progress towards a certain date or a complete action that requires ongoing monitoring, maintenance or annual updates.

Red: behind. For actions due by a certain date that have not been completed.

Blank: not stated. For actions which do not need to have been started.



Respect

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

Action	Responsibility	Timeline	Measureable Target	Progress
CECS RAP available on CECS website.	Marketing, CECS RAP Sub-Committee.	By 2011	CECS RAP available for download on CECS website.	Complete
Identify and recognise the traditional owners of country where CECS work takes place.	Research Group Leaders, Heads of School, School Managers.	By 2011	Traditional owners of all areas where CECS activities undertaken identified and recognised.	Not Complete. Require definition of 'work'
Acknowledge traditional owners and/or arrange a welcome to country for all CECS public events including those without Indigenous-specific content or Indigenous speakers.	CECS Marketing, CECS and School Managers (ANU RAP).	From 2011	100% of CECS public events begin with either a welcome to country or acknowledgement of traditional owners.	Complete, continue to monitor
Perform an acknowledgement of traditional owners and/or arrange a welcome to country for all enrolling students.	Associate Heads (Coursework), Relevant Course Coordinators.	From 2011	Traditional acknowledgement and/or welcome to country performed in first week of a first semester compulsory first year undergraduate and an introductory master level course.	Complete, continue to monitor
Ensure appropriate internal and external Indigenous representation and involvement on the CECS RAP sub-committee.	CECS RAP Sub-Committee, Dean (ANU RAP).	From 2010	Membership and attendance at each meeting open to at least one Indigenous ANU staff member, at least one CECS Indigenous staff or student member, and at least one Indigenous community expert appointee.	Not Complete. Indigenous community expert appointee required
Include Indigenous representation in high-level advice and decision making.	Dean.	From 2011	At least one Indigenous staff or student member from CECS on CECS Advisory Board.	Complete, continue to monitor. Student Member on College Board
Ensure appropriate sensitivity warnings appear on relevant publications.	All staff, CECS Marketing (ANU RAP).	From 2011	ANU publication policy utilised for publications.	Not Complete. Awaiting approval of ANU policy required. Discuss at ANU RAP meeting, December 2011

Action	Responsibility	Timeline	Measureable Target	Progress
Engage with all CECS staff to undertake Indigenous specific cross-cultural training in a relevant area.	All staff, Heads of School, Dean, ANU HDR (ANU RAP).	From 2011 and by 2016	100% of staff have undertaken Indigenous-specific cross-cultural training.	In progress. Incorporate into induction process for new staff and develop matrix to track existing staff. Use module at http://www.anu.edu.au/equity/_indigenous.htm
Celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people in national events, such as NAIDOC (National Aboriginal and Islander Day Observance Committee) week.	Heads of School, Marketing, School Managers (ANU RAP).	From 2011	Involvement with at least one ANU-hosted event each year. Staff and students supported and encouraged to attend cultural and recognised events. Information on local, national and internationally significant Indigenous events distributed to College networks.	In progress. Indigenous events distributed via College networks
Stories of Indigenous achievement and/or engagement celebrated and highlighted to staff and students.	Heads of School, Relevant Course Coordinators.	From 2011	At least one story of Indigenous achievement or engagement presented per year at College or School staff events and coursework.	In progress. Peter Radoll presented at College-wide staff forum in September, 2011
CECS RAP highlighted and discussed with all College staff.	Dean, Heads of School, CECS RAP Sub-Committee.	From 2011	College RAP and annual reports presented at College forums and/or School meetings.	In progress. Discussed at College-wide staff forum in September, 2011
Display Indigenous artworks or symbols publicly in College.	Dean, College General Manager (ANU RAP).	From 2011	At least one Indigenous artwork or symbol displayed publicly.	Complete
Survey curricula to identify areas where Indigenous perspectives and knowledge are or could be incorporated. Establish priority areas for including diverse (not just Indigenous-specific) curricula, and provide curriculum development support and assistance.	Associate Heads (Coursework), Education Development Group, Indigenous Representation, Tjabal Centre (ANU RAP).	By 2012	Report and recommendations made to relevant College and School committees and course coordinators.	Not started



Opportunities

As part of Australia's national university, CECS is uniquely placed to contribute to the national reconciliation agenda and to the aspirations of Indigenous communities through its core business areas in knowledge creation and sharing, education, research and employment.

Action	Responsibility	Timeline	Measureable Target	Progress
Highlight the number of Indigenous engineering and computer science professionals, researchers, staff and students, at national, ACT and ANU levels.	Dean, Heads of School.	From 2011	All staff aware of number of engineering and computer science professionals, researchers, staff and students at national, ACT and ANU levels.	Complete, continue to monitor and update. Data presented at College-wide forum in September 2011
Support and encourage systems for linking ANU Indigenous centres and students with engineering and computer science organisations.	Student Services, Tjabal Centre.	From 2011	Relevant staff aware of opportunities and initiatives to support Indigenous employment.	In progress. Tjabal staff attended EWB Engage Forums
Review admission procedures, requirements and enrolment articulation in view of Indigenous students' needs. Review existing research on barriers and opportunities for Indigenous students within engineering and computer science.	Student Services, Education Committees, Tjabal Centre, Education Development Group, CECS RAP Sub-Committee (ANU RAP).	By 2012	Report and recommendations made to relevant College and School committees on possible opportunities. Report summarising existing research, identifying positive stories and best practice, and recommendations for CECS.	Not started In progress. Relevant research identified
Review recruitment procedures to ensure selection processes are culturally sensitive and encourage Indigenous representation across the whole of school business.	HR, School Managers, ANU HDR.	By 2012	Recruitment procedures reviewed to identified barriers to Indigenous recruitment and culturally sensitive procedures developed.	In progress. Work with CECS HR and ANU Workplace Diversity and Inclusion Branch
Support the implementation of the ANU strategy to attract Indigenous researchers to priority nodes.	Dean, Research Group Leaders, (ANU RAP).	From 2012	Employ the strategy and attract at least 2.5% Indigenous PhD candidates in the College by 2015 (or 5 PhD students on 2010 student numbers).	Not started. Awaiting new College Dean
Support Indigenous graduates through ANU developed programs, including the Information Literacy Program and other relevant research training.	Student Services.	From 2012	Mentoring programs and research training highlighted and utilised where appropriate.	Not started. Currently no Indigenous graduates

Action	Responsibility	Timeline	Measureable Target	Progress
Ensure early career Indigenous academics and general staff members are aware of ANU mentoring programs.	Dean, HR (ANU RAP).	From 2012	<i>Deadly</i> Exchanges mentoring program available to CECS Indigenous early career and general staff.	In progress. Incorporate into new staff induction process. Currently no Indigenous staff in College
Develop and implement strategies to attract, support and retain at least 2.5% Indigenous full- or part-time students (undergraduate and graduate) in all CECS programs.	Dean, Student Services, Associate Heads (Coursework), (ANU RAP).	From 2012 and by 2016	At least 2.5% Indigenous full- or part-time students (undergraduate and graduate) in all CECS programs (or 37 students on 2010 levels).	Not started. Awaiting new College Dean
Develop and implement strategies to enable ANU to attract and retain at least 2.5% Indigenous full- and part-time staff (general and academic) at all levels in CECS.	Dean, HR, Heads of School, School Managers, ANU HDR (ANU RAP).	From 2012 and by 2016	At least 2.5% Indigenous academics and general staff employed in CECS with at least one Indigenous academic at Level C or above (or 4 staff on 2010 levels).	Not started. Awaiting new College Dean. Look at opportunities through ANU internship programs
Support Indigenous community aspirations through research partnerships, engagements and two-way relationships.	Research Group Leaders.	From 2013	Partnerships in place and community aspirations articulated. Research groups and staff aware of opportunities to support specific community aspirations. Support available to staff to assist aspirations.	Not stated
Encourage Indigenous CECS general staff to study in line with ANU incentives.	HR (ANU RAP).	From 2014	Number of staff applying for additional study.	Not started. Currently no Indigenous staff in College
Offer a regular scholarship for attracting Indigenous graduates (every four years for a PhD or every three years for MPhil).	Dean (ANU RAP).	From 2014	At least one Indigenous graduate scholarship, either PhD, MPhil.	Not started. Review timeline for action
Support ANU efforts for Indigenous staff and undergraduates to progress into higher research degrees via tutoring and/or mentoring from academics and an allocated academic/research position during candidature.	Dean, Research Group Leaders (ANU RAP).	From 2015	College supporting and involved with the Indigenous Research Foundation Program.	Not started



Relationships

CECS hopes to enhance relationships with and between our community and the external communities that ANU sits within by strengthening support for Indigenous staff and students, and through education highlighting the richness and diversity of Indigenous cultures.

Action	Responsibility	Timeline	Measureable Target	
Active and resourced CECS RAP sub-committee to track, report and update CECS RAP.	Dean, CECS RAP Sub-committee (ANU RAP).	From 2010	CECS RAP meeting at least twice per year and completion of an annual report.	Completed, continue to monitor
Develop a database of peak state, territory and national Indigenous bodies relevant to CECS.	CECS RAP Sub-committee (ANU RAP).	By 2011 with ongoing maintenance	Database developed and available to all CECS staff.	Completed, continue to monitor
Dialogue, experience and opportunity sharing with other organisations in the engineering and computer science fields, in particular those with RAPs.	CECS RAP Sub-committee, Staff (ANU RAP).	By 2011	Contact points identified at all major engineering and computer science organisations with RAPs.	In progress. Regular attendance at EWB Engage forums
Work with other organisations in our disciplines to develop their RAPs and support actions and initiatives within RAPs.			100% of organisations in our disciplines contacted and RAPs reviewed for opportunities.	In progress. Shared College RAP with EA. Revise target on this action.
Establish mechanisms for regular communication and consultation with RAP teams at other university engineering and computer science faculties and relevant organisations in the fields.	Dean, Heads of School, CECS RAP Sub-committee (ANU RAP).	By 2011	Contact points identified at all major engineering and computer science organisations with RAPs.	In progress. Regular attendance at EWB Engage forums
Raise RAPs as agenda items at ACED and/or Go8 Engineering Deans meetings.			Information in CECS RAP updates and reports on consultations and communication. Agenda items at relevant meetings.	Not started. Awaiting new College Dean
Review ANU database of relevant local Indigenous goods and service providers where appropriate and relevant.	CECS Finance Manager and School Managers (ANU RAP).	From 2011	ANU database reviewed when appropriate and relevant.	In progress. Share with College School business managers

Action	Responsibility	Timeline	Measureable Target	
Actively support school outreach and teacher support programs focused on Indigenous students and engagement across multiple year levels, with an emphasis on schools and organisations in the ACT and surrounding region.	Student Services, Heads of School.	From 2011	Support provided to relevant existing programs.	Complete, continue to monitor. Involved with ANU Student Equity, CEFA visit to ANU July and planning for College of Science Indigenous Science Forum workshop in 2012
Active engagement, through ongoing partnerships, with organisations promoting reconciliation and Indigenous initiatives within the engineering and computer science fields, such as Engineers Without Borders, EngineeringAid and CAT.	Dean, Heads of School.	From 2011	Active partnership with at least one external organisation in engineering and computer science.	Complete, continue to monitor. Partnership with EWB renewed for 2012
Annual review and report of CECS RAP.	Dean, CECS RAP sub-committee.	From 2011	Annual report of CECS RAP completed and available, and provided to ANU RAP Committee.	In progress. To be finalised by December 2011
Integrate reconciliation commitment reporting into College reports.	Dean, Heads of School.	From 2011	CECS RAP reporting included in College publications where appropriate.	In progress. Identifying relevant College publications
Support RAP Champions within CECS in their activities.	Dean, Heads of School.	From 2011	Support and resources available for staff and student champions of College RAP activities and commitments.	In progress, continue to monitor
Major review and evaluation of CECS RAP.	CECS RAP Sub-committee (ANU RAP).	By 2016	Report available on CECS website, provided to ANU RAP Committee and Reconciliation Australia.	Not started