

# MINUTES

<b>MEETING</b>	<b>CECS RAP Sub-Committee</b>
<b>MEET No.</b>	4/2012
<b>PRESENT</b>	Professor Hosking (Chair), A/Professor Johnson, Mr Martin, Mr Smith
<b>ABSENT</b>	Professor Lister, A/Professor Sankaranarayana
<b>IN ATTENDANCE</b>	Ms Wigney
<b>VENUE</b>	Board Room, RSISE Building
<b>DATE/TIME</b>	12 December 2012

1. **Apologies:** no apologies were received.

2. **Confirmation of Minutes**

The Minutes of the Meeting held on 12 September 2012 were confirmed.

3. **Report on Action Items**

The Committee noted the report on action items arising from the previous meeting as follows:

- *offer of an adjunct appointment to Dr Radoll:* Professor Hosking to pursue the matter with Dr Gardner.  
**Action: Professor Hosking to follow-up on Dr Radoll's adjunct appointment.**
- *curricula to be surveyed with a view to incorporation of Indigenous perspectives and knowledge:* see Minute for Item 7.
- *review of admission procedures, requirements, and enrolment articulation with a view to indigenous students' needs and make recommendation to College Education Committee on any modifications or requirements to meet identified needs:* A/Professor Johnson reported that there were opportunities for the College to piggy-back on the School Linkages pathway program being run by CMBE/CPMS. The program was based around clusters of local and regional secondary schools and included individual mentoring. Although the Committee was in general agreement with this idea, and indicated its willingness to contribute funds to support the program, it expressed some concerns with working with interstate remote and rural schools, stating a preference to focus on regional schools, including Sydney.
- *position of Indigenous representative on the Committee, ATSIEC to be approached for a nomination:* Mr Smith reported that this process had stalled; he will raise the matter directly with the Acting Director of the Tjabal Centre, Ms Anne Martin.  
**Action: Mr Smith to liaise with Ms Martin, Tjabal Centre, regarding suggestions for an Indigenous representative on the Committee**

4. **Progress Report against CECS RAP**

The Committee noted Mr Smith's the six-monthly progress report together with his advice that it had been submitted to the ANU RAP. It further noted that there were no major changes and all targets were on track with the exception of the appointment of an Indigenous community expert as a Committee Member.

5. **Committee Membership**

The Committee noted:

- the vacancy on the Committee resulting from the Marketing Manager's departure. It requested Mr Smith to liaise with Mr Melloy for a nominated replacement from the marketing and student recruitment team.

- advice from Mr Smith that Ms Gaye Doolan had taken over as Chair of the CMPS RAP Committee and would replace Professor Gordon Lister
- the value to be gained in expanding the membership to include an “academic researcher” category and nominated Dr Fleissner to this role

**Action: Mr Smith to extend an invitation to Dr Fleissner.**

## 6. Indigenous Employment Workshop

The Committee noted and discussed the Report from Ms Cousins on the Indigenous Employment Workshop held on 30 November 2012. The Report detailed strategies to assist in increasing opportunities for Indigenous employment, including the implementation of traineeships or fixed-term appointments. The Committee noted Mr Martin’s advice that the ANU was interested in the concept of traineeships and was currently investigating implementation of this scheme. He also reminded the Committee about the Indigenous Internship scheme which provided funding for students to work one day a week, at an ANUO3 level, plus a workstation. The Committee expressed interest in the scheme, but noted that it would require a significant investment of time from mentors or supervisors. Nonetheless, it regarded the scheme as worthwhile and requested Mr Smith to discuss it with the College General Manager.

**Action: Mr Smith to discuss Indigenous internships with Ms Cambridge**

## 7. Cross Cultural Competency

Mr Smith reported he had attended an *Indigenous Perspective Workshop*, which was run through *Universities Australia* and hosted by the University of Technology, Sydney. The workshop focus was from a teaching and learning perspective and centered on identification of principles underpinning the inclusion of indigenous content across program curricula. In relation to this, the Committee noted the following papers circulated by Mr Smith prior to the meeting:

- *Mapping Indigenous Content*
- *Indigenous Curriculum & Pedagogy*
- *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Island People Final Report*

Mr Smith commended the model developed by Charles Sturt University, contained in the *Indigenous Curriculum & Pedagogy* paper, as an exemplar. The model presented, in a matrix form, the six steps and six stages which could be used to guide the development of cultural competence.

In terms of incorporating Indigenous perspectives and knowledge into the curricula, Mr Smith informed the Committee that an issue for the college to consider was whether it wished to adopt a similar model or restrict it to a single focus on the development of cultural awareness. Another question to be considered was whether to incorporate it across all levels of a degree or confine it to 1<sup>st</sup> and 2<sup>nd</sup>-year courses. He drew attention to the paper on *Mapping Indigenous Content* which provided guidelines and a framework for mapping content across a three-year undergraduate program.

Following consideration of the matter, the Committee took the view that it would be better to approach this in small steps and to build and mature the process over time. In relation to content, the Committee saw value in integrating material that had professional relevance as well as relevance for Indigenous cultures and incorporating this into 1<sup>st</sup> and 2<sup>nd</sup> year courses. It cited the *Software Analysis and Design* and *Engineering Innovation* courses as examples of courses that could provide case study material of relevance. It also noted Mr Smith’s advice that both Charles Sturt and Charles Darwin had a number of examples in Engineering that could be worked through and incorporated into the introductory *Discovering Engineering* course.

**Action:**

- i) **Mr Smith to investigate incorporating Indigenous content into the Discovering Engineering course and to seek examples of suitable case studies**
- ii) **A/Professor Johnson to liaise with Dr Fleissner on incorporation of a case study from the his research project looking at information and knowledge representation using indigenous examples**

**8. Out-of-Session Item: Acknowledgement of Country**

An out-of-session discussion was held between Mr Smith, Professor Hosking and A/Professor Johnson concerning the timing and frequency of when to acknowledge traditional owners. Currently, an Acknowledgement of Country is held during the first year of a degree at the commencement of a course or semester. There was general agreement to integrate the Acknowledgement more fully into the College's academic teaching activities with a recommendation made that an Acknowledgement of Country be held across all year levels at the commencement of semesters or courses. Responsibility was devolved to A/Professor Johnson and Mr Smith to identify relevant courses in which to incorporate the Acknowledgement which takes the following form:

*We acknowledge and celebrate the First Australians on whose traditional lands we meet, and pay our respects to the elders of the Ngunnawal people past and present*

**Action: A/Professor Johnson and Mr Smith to identify relevant courses in which to incorporate the Acknowledgement**

**9. Date of Next Meeting**

Dates for 2013 meetings will be circulated early in 2013.

# AGENDA

## MEETING **CECS RAP Sub-Committee**

MEET No. 4/2012  
VENUE Board Room, RSISE Building  
DATE/TIME 12 December 2012, commencing at 10.00 am  
CONTACT Margaret Wigney, x58188

### **1. Apologies and Announcements**

To be received

### **2. Confirmation of Minutes**

For the Committee to confirm the Minutes of Meeting No. 3 held on 12 September 2012.

### **3. Report on Action Items**

For the Committee to receive an update on action items arising from the previous meeting as follows:

- offer of an adjunct appointment to Dr Radoll; *John Hosking to report on progress*
- curricula to be surveyed with a view to incorporation of Indigenous perspectives and knowledge; *Chris Johnson to provide update on progress*
- review of admission procedures, requirements and enrolment articulation with a view to Indigenous students' needs and make recommendation to College Education Committee on any modifications required to meet any identified needs: *Jeremy Smith to provide update*
- position of an Indigenous representative on the Committee, ATSIEC to be approached for a nomination. *Jeremy Smith to provide update on progress*

### **4. Progress Report against ANU RAP**

For the Committee to note the CECS six-monthly report against the ANU RAP for the period July-December 2012.

### **5. Committee Membership**

For the Committee to consider a replacement for Heather McEwen. Heather attended in an invited capacity as a representative of Marketing.

### **6. Indigenous Employment Workshop**

For the Committee to note and discuss the attached Report from Lisa Cousins on the Indigenous Employment Forum held on 30 November 2012.

### **7. Cross Cultural Competency**

Jeremy Smith to lead discussion on this item.

### **8. Date of Next Meeting**

Dates for 2013 meetings will be circulated in the new year.

## **Template for collating six-monthly progress reports from RAP sub-committees**

Context for the progress reporting:	Actions are reported against the three stated Objectives; the Focus Areas are the 6 correlating groupings as per the original RAP Actions from the ANU RAP that are the responsibility of the RAP Committee or the VC are excluded from this reporting template
Instructions for progress reporting:	Please add your data to the relevant sections; use N/A for Not Applicable as needed All data from Colleges/Divisions will be collated into one report by the RAP Secretariat Please enter your data into the template using Calibri front, size 11 Save data as a word document

### ***Objectives of the ANU RAP:***

#### **Respect**

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

#### **Relationships**

We hope to enhance relationships with and between both the University's 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.

#### **Opportunities**

As Australia's national university, we are uniquely placed to contribute both to the national reconciliation agenda and to the aspirations of local Indigenous communities through our core business areas in education, research and employment.

### **Focus Areas [from original RAP]:**

1. Building greater respect for Indigenous peoples within the University environment and institutional culture
2. Consolidating ANU as the leader in Indigenous research of national significance
3. Ensuring all ANU students have a thorough understanding of Indigenous knowledge and perspectives
4. Attracting and supporting Indigenous students
5. Attracting and retaining Indigenous general and academic staff at all levels across ANU
6. Maintaining accountability and transparency in monitoring and reporting on the progress of The Australian National University Reconciliation Action Plan

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Objective:	Correlating Focus Area	Action	ANU Timeline & who has responsibility as per ANU RAP	Measurable Target	College/ Division name	What has been done	Implementation status : Completed, On track, Not on track
<b>Respect</b>	1	Ensure appropriate internal and external Indigenous representation and involvement on all RAP committees and sub-committees.	From 2008 onwards  All	Membership and attendance at each meeting open to at least one Indigenous ANU staff member and at least one Indigenous community expert appointee.			On track
<b>Respect</b>	1	Review and publicise publication guidelines to ensure appropriately sensitive warnings appear on relevant publications.	From 2010 onwards  Director, CELO in consultation with NCIS	Amended publication policy placed on ANU website and link sent to ANU networks.			On track
<b>Respect</b>	1	Engage with all staff to undertake Indigenous-specific cross-cultural training in the area of employment and for academic staff in education.	From 2011 and by 2016  Director HR	100 per cent of staff will have undertaken Indigenous-specific cross-cultural training.			On track
<b>Respect</b>	1	Display the Aboriginal	From 2009	100 per cent of			N/A

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
		and Torres Strait Islander flags at all graduation ceremonies and include appropriately designed stoles for Indigenous graduates.	onwards  Registrar	graduation ceremonies including both Indigenous flags and appropriately designed stoles available for Indigenous graduates.			
<b>Respect</b>	1	Conduct annual ANU-wide events during NAIDOC week.	From 2009 onwards  Director, CELO in consultation with NCIS	At least one ANU event hosted annually during NAIDOC week.			N/A
<b>Respect</b>	1	Establish annual staff Reconciliation Awards recognising contributions of individuals or groups to promoting and achieving increased participation of Indigenous students and staff.	From 2010 onwards  Deputy Vice-Chancellor or delegate	Annual staff Reconciliation Award established.			N/A
<b>Respect</b>	1	Ensure ANU-wide publication about Indigenous events of national and international importance	From 2009 onwards  Marketing Manager,	Nationally and internationally significant Indigenous events included in ANU			Completed (ongoing)

Objective:	Correlating Focus Area	Action	ANU Timeline & who has responsibility as per ANU RAP	Measurable Target	College/ Division name	What has been done	Implementation status : Completed, On track, Not on track
		within ANU (eg Sorry Day, NAIDOC week, Mabo Day, International Day of the World's Indigenous Peoples).	Marketing Office; Director, CELO in consultation with NCIS	annual Calendar and sent to ANU networks.			
<b>Respect</b>	1	Display Indigenous artworks or symbols publicly in each College.	From 2009 onwards  Director Policy & Planning	All Colleges displaying at least one Indigenous artwork or symbol publicly.			Completed (ongoing)
<b>Respect</b>	1	Display Aboriginal and Torres Strait Islander flags beside the Australian flag at ANU events or locations involving the Australian flag.	From 2009 onwards  Director CELO and Director International Relations	100 per cent of ANU events or public locations displaying the Australian flag also displaying both Indigenous flags alongside it.			Completed (ongoing)
<b>Respect</b>	3	Survey all curricula to identify where Indigenous perspectives are incorporated.	By 2013  Deputy Vice-Chancellor or delegate & College Deans in consultation with Director NCIS	Report on survey to ANU RAP Committee.			On track



<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
<b>Respect</b>	3	Establish priority areas for including it in diverse (not just Indigenous specific) curricula.	As above				On track
<b>Respect</b>	3	Provide curriculum development aid.	As above				Not on track
<b>Respect</b>	3	Involve Indigenous lecturers, tutors and traditional owners in the Institute for Professional Practice in the Heritage & Arts.	From 2013 onwards  Deputy Vice-Chancellor or delegate & Dean CASS	At least one Indigenous academic full-time or part time lecturer or tutor at the Institute for Professional Practice in the Heritage and Arts.			N/A
<b>Respect</b>	3	Offer a Masters course in Australian & Pacific Indigenous Studies in collaboration with relevant Universities and possibly NGOs.	By 2016  Deputy Vice-Chancellor or delegate & Dean CAP in consultation with Director NCIS	Masters course in Australian and Pacific Indigenous Studies offered.			N/A
<b>Relationships</b>		ANU academic and general staff look beyond the world of ANU for information [i.e. source and engage with external stakeholders in a	From 2011 onwards  ANU Rap Committee and RAP sub-	A high[er] level of awareness, amongst ANU academic and general staff, of Indigenous-			On track

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
		meaningful way]	committees	related agencies/ services/ programs			
<b>Relationships</b>	1	Develop a database of peak state, territory and national Indigenous bodies in areas relevant to each College.	From 2009 with ongoing maintenance  Director NCIS & College Deans	Database being established for each College.			Completed (ongoing)
<b>Relationships</b>	1	Develop a database of relevant local Indigenous goods and service providers and publicise them within ANU.	From 2009 with ongoing maintenance  Directors FBS & F&S	Database placed on ANU website, link sent to ANU networks and in diary.			
<b>Relationships</b>	1	Annual National Indigenous Dialogues between Australian and international Indigenous peoples, hosted jointly by NCIS and Colleges.	From 2011 with ongoing maintenance  Director NCIS & College Deans	National Indigenous Dialogues held annually by NCIS and a College from 2011.			N/A
<b>Relationships</b>	6	Establish ongoing mechanisms for regular consultation with RAP teams at other universities and selected organisations.	From 2009 onwards  Deputy Vice Chancellor or delegate& ANU	Information in ANU RAP updates and reporting on all plans about consultations.			Completed (ongoing)

Objective:	Correlating Focus Area	Action	ANU Timeline & who has responsibility as per ANU RAP	Measurable Target	College/ Division name	What has been done	Implementation status : Completed, On track, Not on track
			RAP Committee				
Relationships	6	Annual national conference or workshop with RAP teams at other universities and selected organisations hosted by ANU.	From 2012 onwards  Deputy Vice-Chancellor or delegate & ANU RAP Committee	Annual University Reconciliation Action Plan conference or workshop.			N/A
Relationships	6	Key performance targets for Deans and/or Directors reflecting targets in the ANU RAP to be included in their Statements of Expectations (as per the IHEAC Agreement to the Universities Australia Board).	From 2009 onwards  Deputy Vice-Chancellor or delegate & Director HR	Performance targets related to ANU RAP responsibilities in Statements of Expectations of Deans and Directors.			N/A
Relationships	6	Establish sub-committees in each College with appropriate expertise to create detailed College RAPs in the areas of undergraduate education, graduate education, employment and community engagement.	From 2009 onwards  ANU RAP Committee & College Deans	College RAPs completed and endorsed by 2010.			Completed
	6	At least two ANU RAP Committee members to	From 2009 onwards				Completed (ongoing)

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
		regularly liaise with and occasionally attend meetings of sub-committees and report.	ANU RAP Committee & College Deans				
	6	College RAPs to be endorsed by the ANU RAP Committee and Deans and Directors.	From 2009 onwards  ANU RAP Committee & College Deans	College RAPs completed and endorsed by 2010.			Completed
<b>Relationships</b>	6	Ongoing ANU RAP updates lodged regularly as part of the regular review and reporting of all plans, publicised internally and made available to Reconciliation Australia.	From 2009 onwards  Deputy Vice-Chancellor or delegate	ANU RAP updates lodged twice a year internally and annually to Reconciliation Australia in the ANU Annual Report and made available on ANU and RA websites			N/A
<b>Relationships</b>	6	Major review of ANU RAP and College RAPs with extension assumed.	By 2016  Deputy Vice-Chancellor or delegate	Report on review put on ANU website and made available to Reconciliation Australia.			N/A
<b>Opportunities</b>	2	Identify priority areas following ANU Planning Day priorities 2008 with	By 2012  Deputy Vice-	Report to ANU RAP Committee on the gap			Not on track

Objective:	Correlating Focus Area	Action	ANU Timeline & who has responsibility as per ANU RAP	Measurable Target	College/ Division name	What has been done	Implementation status : Completed, On track, Not on track
		a view to developing a strategy to attract Indigenous researchers to priority nodes.	Chancellor or delegate & College Deans in consultation with University centres including NCIS & TJIHEC	analysis undertaken and the strategy developed.  Employ the strategy and attract at least 2.5 per cent Indigenous PhD candidates in each College by 2013.			
Opportunities	2	Put the strategy developed into practice.	From 2014 onwards  As above for who has carriage				N/A
Opportunities	4	Review admission procedures, requirements and enrolment articulation (including outreach to secondary schools) in view of Indigenous students' needs.	By 2013  Registrar & TJIHEC	Producing a report with recommendations from the review and make it available on ANU website, link to be sent to ANU networks.			N/A

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
<b>Opportunities</b>	4	Undertake research on barriers in increasing Indigenous undergraduates	By 2013  Registrar & TJIHEC	Reporting to ANU RAP Committee on research undertaken.			N/A
<b>Opportunities</b>	4	Offer incentives for current Indigenous ANU general staff to study (either ongoing subsidies or annual grants off-setting the cost of taking time off work and of books, amenities and equipment).	From 2014 onwards  Director HR & Registrar	Establishing an appropriate monetary incentive for encouraging current ANU Indigenous general staff to study.			N/A
<b>Opportunities</b>	4	Offer a regular scholarship for attracting Indigenous graduates from each College (every four years for a PhD or every three years for MPhil).	From 2014 onwards  Deputy Vice-Chancellor or delegate & College Deans	At least one Indigenous graduate scholarship from each College, either PhD or MPhil.			
<b>Opportunities</b>	4	Support Indigenous graduates via an appropriately developed mentoring program with materials, seminars, networking opportunities and information about the Information Literacy Program and other relevant research	From 2012 onwards  Deputy Vice-Chancellor or delegate & College	Deadly Exchanges mentoring program extended to include Indigenous graduates.			Not on track

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
		training.					
<b>Opportunities</b>	4	Support Indigenous staff and undergraduates to progress into higher research degrees via tutoring and/or mentoring from academics in relevant Colleges and an allocated academic/research position during candidature.	From 2015 onwards  Deans in consultation with Director NCIS	Indigenous Researchers Foundation program established as a component of the pathways to ANU programs.			
<b>Opportunities</b>	4	Foster academic development and facilitate networks for Indigenous graduates via an annual residential workshop with graduates and supervisory panel members.	From 2009 onwards  Director NCIS	Annual Indigenous Graduate Researchers workshop.			
<b>Opportunities</b>	4	Attract and support at least 2.5 per cent Indigenous full-time or part-time students (undergraduate and graduate) in all areas of study.	By 2016  College Deans & Registrar	At least 2.5 per cent Indigenous full-time or part time students (undergraduate and graduate) in all areas of study.			Not on track
<b>Opportunities</b>	4	Develop and implement	By 2016	At least 2.5 per			Not on track

<b>Objective:</b>	<b>Correlating Focus Area</b>	<b>Action</b>	<b>ANU Timeline &amp; who has responsibility as per ANU RAP</b>	<b>Measurable Target</b>	<b>College/ Division name</b>	<b>What has been done</b>	<b>Implementation status : Completed, On track, Not on track</b>
		long-term strategies to enable ANU to attract and retain at least 2.5 per cent Indigenous full-time and part-time staff (general and academic) at all levels across ANU.	Vice-Chancellor & all Executives	cent Indigenous academics and general staff employed in all Colleges with at least one Indigenous academic at Level C or above in each College and at least 2.5 per cent Indigenous general staff in Divisions.			
<b>Opportunities</b>	4	Support early-career Indigenous academics and general staff members via an appropriately developed mentoring program.	From 2012 onwards  Director HR	Deadly Exchanges mentoring program extended to include early-career Indigenous academics and early-career general staff.			N/A
<b>Opportunities</b>	4	Revise all HR policies to ensure they promote and integrate respect for Indigenous culture into employment and related practices	By 2011  Director HR	Report on review to ANU RAP Committee			



# Report to College RAP Committee - Indigenous Employment Workshop

DATE/TIME Monday 10 December 2012

CONTACT Lisa Cousins

An Indigenous Employment Forum was held on Friday 30 November 2012 hosted by the Universities senior consultant on Indigenous employment, Mr Ian Martin. In attendance were RAP representatives and HR professional from across the University, along with representatives from both the Australian Public Service and Indigenous employment specialists:

The Australian Public Service Commission  
Department of Immigration and Citizenship  
Yaama Indigenous Personnel

Alana Walsh & Rhonda Douglas  
Peter Hutchins  
William Beale

The forum was an informal opportunity to learn about indigenous employment strategies that have been implemented within the Canberra community. From the discussions the following are a list of the key points:

- To enact cultural change, need a reconciliation champion at the Executive level who does not identify as Indigenous
- Great need to work on the organisation's image with respect to their support of Indigenous people, not just focus on the 2.7% target. A common perception from Indigenous people is "Why should I identify, what is the organisation getting out of me?"
- Create an Indigenous Employment strategy, i.e. pull out all references to Indigenous employment that are embedded in the institutions policies and procedures
- Creating a centralised pool of funding within an organisation whereby units/schools can claim funding to support an identified position does not work. The position is often seen as a free resource and lacks substance or work value
- The university is perfectly positioned to 'grow your own' – need to identify our indigenous student profile and look at strategies to retain them within the institution
- The implementation of traineeship or fixed term appointments for identified positions can be effective but some consideration needs to be given to the future career path of the individual and the value for the investment in training
- Organisations need to better prepare their workplace for the inclusion of an Indigenous person, learn about their culture and customs (i.e. looking into people's eyes etc)
- Ensure that Indigenous people's feedback is incorporated into the RAP.