



ANU College of Engineering and Computer Science

Reconciliation Action Plan 2011-2016



Endorsed by CECS Advisory Board on 9 December 2010

Our Vision for Reconciliation

The University's vision for reconciliation is to be a place of learning that respects Indigenous culture and diversity; a place where Indigenous and non-Indigenous people come together to engage with their chosen discipline, contextualised by an understanding of our shared history. The ANU College of Engineering and Computer Science (CECS) supports this vision across the whole of College, in all our business, by committing to increase the number of Indigenous Australians in our discipline, share knowledge with all our staff and students, and contribute to reconciliation within our communities.

In 2008, there were 187 Indigenous students undertaking tertiary studies in engineering and related technologies at Australian universities, 171 at undergraduate level. Within information technology studies there were 101 students enrolled, 87 at undergraduate level (ANU UniStats). In the same year there were 198 Indigenous students studying at university in the ACT across all disciplines. In 2010, CECS had no staff, academic or general, identified as Aboriginal or Torres Strait Islanders and four self-identified Aboriginal or Torres Strait Islander students across all programs. From a total of 1,496 students in CECS, this represents about one quarter of one percent of our total student population. This is in line with the national percentage of around a third of a percent across engineering, IT and related technologies (DWEER, 2008).

Our Business

The ANU College of Engineering and Computer Science offers undergraduate degrees in Engineering, Information Technology and Computer Science along with Masters and Doctoral postgraduate programs. The College comprises two academic units, the School of Engineering and the School of Computer Science, which are responsible for delivery of education and research. The College undertakes pure and applied research in Information and Communications Technologies (ICT), Energy Systems, Materials and Manufacturing, Formal Methods and Logic, Machine Learning, Computer Vision and Robotics.

ANU Commitments

Within the ANU Reconciliation Action Plan (RAP), six focus areas are identified:

1. Building greater respect for Indigenous peoples within the University environment and institutional culture.

2. Attracting and retaining Indigenous general and academic staff at all levels across the ANU.
3. Ensuring all ANU students have a thorough understanding of Indigenous knowledge and perspectives.
4. Attracting and supporting Indigenous students.
5. Consolidating ANU as the leader in Indigenous research of national significance.
6. Maintaining accountability and transparency in monitoring and reporting on the progress of ANU RAP initiatives.

Our Reconciliation Action Plan

The CECS Reconciliation Action Plan (RAP) reflects key elements of the University's Reconciliation Action Plan and builds on focus areas within our discipline, work and community location. Core components of the CECS RAP are built around:

- developing the knowledge and awareness of Indigenous culture, history and engagement with our staff and students
- engaging in industry wide initiatives, programs and discussions to increase Indigenous involvement within engineering and computer science
- recognising the strong connection to country within Indigenous communities, and the impact of this on research and education
- supporting Indigenous community aspirations in, and through, all our work.

Our commitments are provided in the remainder of this RAP grouped by *Respect*, *Opportunities* and *Relationships*.



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.

ANU Focus Area	Action	Responsibility	Timeline	Measureable Target
6	CECS RAP available on CECS website.	Marketing, CECS RAP Sub-Committee.	By 2011	CECS RAP available for download on CECS website.
1	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.
1	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.
1	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.
1	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.
1	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.
1	Ensure appropriate sensitivity warnings appear on relevant publications.	All staff, CECS Marketing (ANU RAP).	From 2011	ANU publication policy utilised for publications.
1	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.

1	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	<p>Involvement with at least one ANU-hosted event each year. Staff and students supported and encouraged to attend cultural and recognised events.</p> <p>Information on local, national and internationally significant Indigenous events distributed to College networks.</p>
1	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.
1	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.
1	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.
3	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.



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.

ANU Focus Area	Action	Responsibility	Timeline	Measureable Target
1,3	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.
4	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.
4	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.
5	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.
2	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).
5	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.

5	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.
4	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).
5	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 10 staff on 2010 levels).
2	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.
5	Encourage Indigenous CECS general staff to study in line with ANU incentives.	HR (ANU RAP).	From 2014	Number of staff applying for additional study.
4	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.
5	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.



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.

ANU Focus Area	Action	Responsibility	Timeline	Measureable Target
1	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.
1	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.
6	Dialogue, experience and opportunity sharing with other organisations in the engineering and computer science fields, in particular those with RAPs. Work with other organisations in our disciplines to develop their RAPs and support actions and initiatives within RAPs.	CECS RAP Sub-committee, Staff (ANU RAP).	By 2011	Contact points identified at all major engineering and computer science organisations with RAPs. 100% of organisations in our disciplines contacted and RAPs reviewed for opportunities.
6	Establish mechanisms for regular communication and consultation with RAP teams at other university engineering and computer science faculties and relevant organisations in the fields. Raise RAPs as agenda items at ACED and/or Go8 Engineering Deans meetings.	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. Information in CECS RAP updates and reports on consultations and communication. Agenda items at relevant meetings.
1	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.

4	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.
6	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.
6	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.
6	Integrate reconciliation commitment reporting into College reports.	Dean, Heads of School.	From 2011	CECS RAP reporting included in College publications where appropriate.
1	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.
6	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.