



RECONCILIATION ACTION PLAN 2011

Learnings and intentions in 2011

Reconciliation Australia's challenge to promote the values of Relationships, Respect and Opportunities is welcomed by Curtin University, and we continue to strive to realise these values as we enter the third year of our Reconciliation Action Plan (RAP). We now understand that the RAP requires something quite different from other university and corporate plans; that it takes time to build relationships and trust, and we have to be creative, courageous and innovative in seeking opportunities to

advance reconciliation. In 2010 we sought to consolidate and paid particular attention to the governance of the RAP, staff education, preliminary auditing of the extent of Indigenous content and context in our units, and engaging our students (Indigenous and non-Indigenous). In 2011 we will approach our goals slightly differently, by addressing six key commitments that will embed our reconciliation commitments more firmly in Curtin's core business of Teaching and Learning and Research and Development.

For us, relationships, respect and opportunities mean:



'Waalitj' (Eagle) Relationships: taking pride in the relationships between Indigenous and non-Indigenous Australians.

'Boyi' (Turtle) Respect: developing a greater understanding of how our different pasts and cultures are part of our shared history and shared future.

'Yonga' (Kangaroo) Opportunities: committing to a respectful partnership whereby Indigenous and non-Indigenous Australians tackle disadvantage together.

Our six key commitments for 2011



1. Curtin students are given opportunities to demonstrate Indigenous cultural competence within their course

Action	Timeline	Value
Continue audit of units for Indigenous content in all Curtin undergraduate courses and postgraduate coursework awards, for the purpose of including Indigenous knowledge and Indigenous cultural competency as per the triple i curriculum	2011	
All comprehensive course reviews assess existence and relevance of Indigenous material, using an improved definition of 'specific Indigenous competencies' and an improved method of data collection	2011	
Complete tally of current units shared between schools and the Centre for Aboriginal Studies (CAS), for the purpose of increasing the co-taught/co-owned Indigenous units in the curriculum	2011	
Prepare guidelines to manage co-teaching and co-ownership of units	2011-2013	






2. Increased Curtin staff awareness of Indigenous issues through participation in the Ways of Working program

Action	Timeline	Value
The Organisational Development Unit (ODU) and CAS to coordinate a University-wide rollout of the Ways of Working (WOW) program and improved collection of reporting data	2011	
Increase ODU promotion of WOW program with University and Faculty Executive and senior staff	2011	
Conduct the WOW program in six areas across the University	2011	
Investigate rollout of WOW program to Curtin regional campuses	2011	
Investigate the strategy required to incorporate awareness of Indigenous issues within Curtin's corporate induction process	2011	

3. Improvement in the numbers and experience of Indigenous staff at Curtin

Action	Timeline	Value
Increase numbers of (voluntarily self-identified) Indigenous staff by 10 per cent in 2011 (i.e. four extra full-time or fractional full-time staff)	2011	
Human Resources and CAS to facilitate mentoring of, and support for, Indigenous staff	2011-2013	
Facilitate plan to have at least one Indigenous professor employed in the University by 2013	2011-2013	




4. Improvement in the outcomes for Indigenous students

Action	Timeline	Value
Achieve representation levels equivalent to state proportion of Indigenous population (3.15 per cent), by using a multi-faceted approach	2011-2013	
Increase quarantined places for Indigenous student direct-entry across faculties	2011	
Pilot Indigenous chapter of alumni in Faculty of Health Sciences for support and mentoring	2011	
Explore essential cultural requirements necessary to achieve at least two articulation programs into Curtin, specifically related to Indigenous students	2011-2013	
Understand and explore ways to accommodate the cultural demands on Indigenous students (e.g. community obligations that may prevent them completing their studies)	2011-2013	

5. Research by Indigenous researchers and by Indigenous subject

Action	Timeline	Value
Review Curtin research protocols and cultural awareness for Indigenous-context research projects	2011	
Review methods of data collection for Indigenous-related research projects and research by Indigenous researchers	2011	
Promote current diverse Indigenous research projects and encourage cross-faculty collaboration	2011-2013	
Provide annual Indigenous research scholarships with thoughtful promotion and appeal to Indigenous applicants	2011-2013	
Provide mentorship and resource support for Indigenous researchers	2011-2013	
Each faculty to develop a strategy for one doctoral Indigenous scholarship that provides a 'living wage', and recognises scholars' maturity and substantial community commitments	2011	
Address issue of increased time taken (and reasons) to complete program, to graduate eight current Indigenous doctoral students	2011-2013	

6. Curtin student participation in the RAP

Action	Timeline	Value
Develop student-friendly online version of the RAP	2011	
Student Guild to develop statement of intent re the RAP	2011	
Student Guild to fund student opportunities for student-based dialogues, and to share ideas with other universities	2011	
Evaluate and build on Curtin Volunteers! Rural and Remote volunteer program	2011	