

Business, Economics and Law

Stretch Reconciliation Action Plan Implementation



Acknowledgement of Country

The Faculty of Business, Economics and Law (BEL) at The University of Queensland (UQ), acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to BEL, UQ, and Australian and global society.

ARTWORK ACKNOWLEDGEMENT

A Guidance Through Time by Quandamooka artists
Casey Coolwell and Kyra Mancktelow.



The UQ Stretch Reconciliation Action Plan

UQ’s vision for reconciliation is a fair, equal and inclusive society in which both Indigenous and non-Indigenous people are united to create a better future.

Following the implementation of UQ’s inaugural Reconciliation Action Plan (2019–2022), UQ launched its Stretch Reconciliation Plan 2025–2027, endorsed by Reconciliation Australia, in December 2024.

As stated in UQ’s Stretch Reconciliation Plan (Stretch RAP):

“We envision a UQ community in which Indigenous knowledge systems, customs and traditions are integral to our structures, policies, teaching and learning, and research. While honouring the past and embracing the present, our future will be one in which reconciliation is the lived reality of all within our community.”

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Stretch Reconciliation Plan, January 2025–December 2027,
The University of Queensland

“Our RAP is the strategic framework guiding reconciliation within our community, steering the development and implementation of strategies in key areas, including Aboriginal and Torres Strait Islander employment, research, Indigenous procurement, cultural education, Indigenising our curriculum, and RAP governance. It guides our work and strategies in alignment with the five dimensions of reconciliation, supporting historical acceptance through National Reconciliation Week activities; improving race relations through a focus on anti-discrimination; supporting equality and equity by supporting Aboriginal and Torres Strait Islander employment and student representation; institutional integrity through the involvement of a wide range of areas in UQ working to embed their RAP actions; and supporting unity through actions that recognise, value and celebrate Indigenous knowledges and knowledge holders.”

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Stretch Reconciliation Plan, January 2025–December 2027,
The University of Queensland

The UQ Stretch RAP actions and deliverables are considered under four pillars:



Our commitment to reconciliation in the Faculty of Business, Economics and Law

I am pleased to introduce BEL's Stretch Reconciliation Action Plan (RAP).

Progression to the Stretch RAP is acknowledgement of our commitment to reconciliation and the meaningful engagement we have undertaken with Aboriginal Torres Strait Islander peoples to-date. It signals our readiness to take a leadership role in reconciliation not just within the University, but throughout Queensland, and to use our sphere of influence to drive reconciliation throughout the state. It challenges us to focus on high impact initiatives that can transition into business-as-usual operations.

The BEL Faculty acknowledges the contribution that Aboriginal and Torres Strait Islander peoples have made to the University and the Faculty. We are committed to strengthening the relationship between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, by recognition of past injustices experienced across generations of Aboriginal and Torres Strait Islander peoples.

We look forward to building on the work undertaken as part of the BEL RAP through a range of new initiatives and by continuing to embed, and deepen the activities outlined in our previous plan.

The BEL Stretch RAP commits us to aligning with the five core dimensions of the Reconciliation Action Plan Framework: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

We will do this by:

- Increasing understanding and recognition of Aboriginal and Torres Strait Islander cultures through cultural learning; and providing the space and place to recognise, value and celebrate Indigenous knowledges and knowledge holders.
- Demonstrating respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols; and increasing understanding, value and recognition of Indigenous Cultural and Intellectual Property.
- Promoting reconciliation through our sphere of influence.

- Promoting positive race relations through anti-discrimination strategies.
- Increasing representation of Aboriginal and Torres Strait Islander students in higher education.
- Developing and implementing a student-focused cultural learning framework for HDR candidates, postgraduate coursework and undergraduate students.
- Developing, enhancing and maintaining mutually beneficial relationships between the UQ community and Aboriginal and Torres Strait Islander peoples, communities and organisations.

Increasing employment outcomes for Aboriginal and Torres Strait Islander peoples through improved recruitment, professional development and retention activities.

Improving economic and social outcomes for Aboriginal and Torres Strait Islander peoples by increasing the procurement of goods and services from Aboriginal and Torres Strait Islander owned businesses.



Through implementation of our Stretch Reconciliation Action Plan, we seek to enable meaningful action to advance reconciliation and to work with Indigenous knowledge leaders, systems, customs and traditions in our core areas of research and innovation, teaching and learning, and engagement. We aspire to create healthy, inclusive and sustainable communities for the benefit of all our staff, students, partners and community members.

Professor Andrew Griffiths
Executive Dean

Statements from Heads of Schools



UQ's Stretch RAP focuses on relationships, respect and opportunities. It is not surprising that relationships are mentioned first. We need to focus on building respectful relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples. I'm committed to being a champion and helping build strong relationships across the School, Faculty and wider University.

Professor Brent Ritchie

Academic Dean and Head of School, Business School



In the months after I arrived in Australia in 2018 to work at UQ, as my cultural awareness increased, I was impressed by the depth and wisdom of Aboriginal and Torres Strait Islander cultures. At the same time, I was shocked to learn about the depths of institutional discrimination that Aboriginal and Torres Strait Islander peoples have been subjected to through time in Australia and specifically in Queensland. As staff of the The University of Queensland, we have an important and concrete role to play to help in the hard journey towards reconciliation. And, as Head of School here at UQ, I am passionate about encouraging the development of a pipeline of Aboriginal and Torres Strait Islander economics students and to working with partners across Australia to help make this happen.

Professor Daniel Zizzo

Academic Dean and Head of School, School of Economics



As a School composed of people who teach about and research Australian law, we are regularly forced to confront the reality that, while Aboriginal and Torres Strait Islander peoples have never ceded their sovereignty, Australian law has historically operated to ignore, suppress and extinguish First Nations peoples' rights and deny their dignity. We are also aware of the progress that the Australian legal system has made, typically as a result of Indigenous advocacy, in recognising Aboriginal and Torres Strait Islander peoples' rights as citizens and as the First Peoples of the place we now call Australia. Nonetheless, for social justice to be achieved, much work remains to be done in reforming Australian law and legal education. To those ends, the UQ Law School enthusiastically endorses the Stretch RAP implementation in BEL and its commitment and actions toward reconciliation. We aim to maintain a workplace and, within our programs of study, an educational culture, that continues to recognise and respect the distinctive status, traditions, cultures and contributions of Aboriginal and Torres Strait Islander peoples.

Professor Rick Bigwood

Academic Dean and Head of School, TC Beirne School of Law

Acknowledgements

Thanks to the BEL Equity, Diversity and Inclusion Committee and RAP Implementation in BEL Working Group, namely:

- Dr Samantha Cooms
- Bronwyn Diffey
- Sebastian Hagebaum
- Associate Professor Sharlene Leroy-Dyer
- Dr Dani Linder
- Buddy Nuku
- Professor Lisa Ruhanen
- Blake Stockton
- Professor Daniel Zizzo



Aboriginal and Torres Strait Islander staff and students in BEL



23

Staff

9 in BEL Faculty

12 in the Business School

2 in the Law School



54

Students

40 Undergraduate

7 Postgraduate

7 HRD

Snapshot of current BEL activities



Relationships

- UQ Business School (UQBS) National Indigenous Business Summer School (NIBSS) 2024
- Collaboration workshops - UQBS, UQ Ventures and Indigenous organisations
- Community partnerships - Ongoing support for organisations such as Jindi Mibunn, Mob4Mob, Jilya and Indigenous Chambers of Commerce, the Murri School, Minjerribah Moorgumpin Elders in Council, QYAC etc
- Pro-bono activities to build profile and reputation within the Indigenous sector e.g. Donation of UQBS out of warranty computers and assisting in advising the Law School Pro-Bono Centre on Indigenous matters and engagement
- Law School Staff Student Partnership project with two First Nations students to develop materials and actions associated with cultural safety for the Pro Bono Centre's programs.



Respect

- 2024 NAIDOC Week cultural week around UQ
- NAIDOC morning tea with invited Indigenous guest speakers
- Indigenising the Curriculum
- Lunch box sessions - Cultural competency training modules
- BlackCard cultural competency training
- International Indigenous networking - Supporting Indigenous academic participation in key international conferences and building Indigenous Business Knowledge Exchange Network
- Acknowledgement and Welcome protocols embedded across Faculty events
- BEL physical spaces are inclusive - Student Hub is inclusive of local Indigenous languages and Indigenous hub space, CoE Indigenous Futures and the Kitchen in Economics designed with Indigenous artwork and culturally friendly space.



Opportunities

- Scholarships
- UQBS Indigenous Business Hub
- CoE Indigenous Futures
- Participating in Elders on Campus Days
- Supporting initiatives with ITaLI such as the humble discovery innovation method.



Governance

- EDI Committee, Aboriginal and Torres Strait Islander Peoples and Cultures Working Group - Supporting implementation of the UQ Stretch RAP
- BEL representation on the UQ Aboriginal and Torres Strait Islander Peoples and Cultures Committee (ATSI-PACC)
- Contributing to UQ-wide governance of Indigenous research including the Ethics Review and Indigenous Research Strategy
- Currently reviewing Indigenous leadership positions/opportunities within Faculty
- Indigenous Business Hub provides a forum to input into corporate strategies e.g. Hub led an Indigenous UQBS staff and student consultation to provide feedback on the School's Strategic Directions Plan
- Aboriginal and/or Torres Strait Islander representation on all promotion and confirmation panels for Aboriginal and Torres Strait Islander staff.

RELATIONSHIPS SNAPSHOT

ARC Centre of Excellence for Indigenous Futures

The ARC Centre of Excellence for Indigenous Futures is the first entirely Indigenous-led Australian Research Council Centre of Excellence.

Our mission as Indigenous scholars is to transform the lives of Aboriginal and Torres Strait Islander peoples through an innovative, community-led, transdisciplinary research program that collaborates across sectors to produce self-determined, evidence-based and impactful outcomes to fundamentally change the development and implementation of Indigenous policies and programs.

Our vision is for an equitable Australia for Indigenous peoples by 2050.

The Centre is led by global leaders in Indigenous-led research, focusing on addressing long-standing social inequalities within Aboriginal and Torres Strait Islander communities.

Through innovative, collaborative, transdisciplinary research, the Centre aims to create sustainable change by empowering Indigenous voices and leadership.

Our work both encompasses and blends the key themes of Health and Wellbeing, Law and Justice, and Education and Economies, taking a transdisciplinary approach towards the vision of a just and equitable Australia by 2050.

Critical to the Centre's legacy is building the next generation of Indigenous researchers. We are providing an opportunity to build strength and research capacity of the next generation of Indigenous scholars with the support of current Indigenous thought leaders by providing training, mentoring and career opportunities, fostering the future generations of the most promising Indigenous Australian researchers trained through the Centre's comprehensive Indigenous leadership, mentoring and capacity building program.

As a quorum of early career Indigenous academic leaders given the opportunity to be Indigenous in the academy, they will use their Indigenous knowledges to think expansively beyond Western disciplinary thought and find complex Indigenous solutions that will transform the lives of their people.

Fundamental to the Centre's success is building an infrastructure that promotes consistent linkages between our partner organisations, who are experienced on-the-ground sector leaders, community-based researchers and university-based experts. Our research approaches follow the process of co-design, co-develop and co-implement with the community for the community. Therefore, the Centre's research program will be advocates for the policy and practice reform that is required to transform Indigenous peoples' lives.

Our Centre will create an enduring legacy of Indigenous-led knowledge development and innovation in social research to shape policy, programs, institutions and our own communities, aligned with the intent of the National Agreement on Closing the Gap 2020, which states, "that when Aboriginal and Torres Strait Islander people have a genuine say in the design and delivery of services that affect them, better life outcomes are achieved. It recognises that structural change in the way Governments work with Aboriginal and Torres Strait Islander people is needed to close the gap".



RELATIONSHIPS SNAPSHOT

The Centre for the Business and Economics of Health Research

The Centre for the Business and Economics of Health (CBEH) plays a pioneering role within the Faculty of Business, Economics and Law at UQ, through interdisciplinary research to innovate and transform health outcomes.

With a strong dedication to reconciliation and to the actions outlined in the UQ Stretch RAP, CBEH is committed to research that enhances the health and wellbeing of Aboriginal and Torres Strait Islander peoples. This commitment is brought to life through partnerships with Indigenous research and healthcare organisations on research that is co-designed and delivered based on reciprocity and respect, and which ensures ethical engagement and benefit sharing with Indigenous communities. CBEH emphasises Indigenous co-authorship, community governance and proper acknowledgment of Indigenous contributions, ensuring Indigenous perspectives are at the forefront of research endeavours.

CBEH demonstrates commitment to these principles through a range of projects. CBEH's Lisa Nissen and Jean Spinks are working with Queensland Health and UQ collaborators on a co-designed scoping review for First Nations Allied Health Workforce Pipeline Strategies. Jean Spinks leads the MRFF-funded ACTMed project, aiming to lift medication safety through enhanced team-based care involving clients, pharmacists and GPs including in Aboriginal Community Controlled Health Organisations.

She is also involved in a project led by Gregory Pratt of Central Queensland University to improve health outcomes through culture-informed communication training for mental health professionals.

CBEH's Luke Connelly is working closely with UQ's Poche Centre for Indigenous Health on both a Centre of Research Excellence and on the Birthing in Our Community project, which is co-led by the Institute for Urban Indigenous Health Ltd (IUIH). CBEH has several other projects in development, including two that will be co-led by IUIH.



RELATIONSHIPS SNAPSHOT

National Indigenous Business Summer School

UQBS actively contributes to the Australian Business Deans Council initiative that provides year 11 and 12 Aboriginal and Torres Strait Islander high school students with a university experience.

The program is focused on students who have a strong interest in entering the business world. The program in Queensland is run in partnership with other state institutions, and UQ Business School hosted the 2024 National Indigenous Business Summer School (NIBSS). This transformative program brought together 16 Aboriginal and Torres Strait Islander students from across Queensland for seven days.

It was a learning journey, cultural exchange and community building opportunity with students demonstrating incredible creativity, resilience and passion as they developed business plans aimed at addressing the challenges faced by young adults transitioning to university life.

The students participated in cultural activities with Nadine Foley from Culture Weave, Uncle Michael Connolly from Dreamtime Kullilla-Art, and Yarraka Byles from BlackCard Cultural Walking Tours. Guest speakers included Donisha Duff, CEO of Queensland Indigenous Business Network, and Duncan Kerslake, CEO of Deadly Innovations.



RESPECT SNAPSHOT

NAIDOC Week cultural walk and morning tea with invited Indigenous guest speaker

The inaugural UQ Cultural Tour, held on Thursday 11 July during NAIDOC Week, offered a profound exploration of Indigenous heritage at UQ.

Through a guided walking tour, 55 academic and professional staff from BEL engaged with the rich history, significant landmarks and enduring contributions of Aboriginal and Torres Strait Islander peoples at UQ.

The tour showcased key artefacts across campus, including the 'White Australia has a Blak History' mural, the significance of surrounding areas to local peoples, and exhibits at the UQ Anthropology and UQ Museum, enhancing cultural appreciation.

Following the tour, an Aboriginal Flavours Morning Tea with a local Elder enriched the experience, fostering connections in a welcoming, community-driven setting. Participants gained valuable insights into Indigenous customs and traditions, deepening their understanding and respect.

The event highlighted the 2024 NAIDOC Week theme, 'Keep the Fire Burning! Blak, Loud & Proud' by honouring the enduring strength and vitality of First Nations culture.

Lunch box sessions for cultural competency training modules

The BEL EDI Committee hosted two impactful lunchbox sessions during Reconciliation Week on 3-4 June, aligning with the 2024 NRW theme, 'Now more than ever'.

These sessions introduced the Aboriginal and Torres Strait Islander Core Cultural Learning modules: 'History Lives in Us' and 'Too Much and Not Enough Change: Commonwealth Indigenous Affairs'. With invaluable support from Indigenous community leaders - Dr Sam Cooms, Gaala Watson, and Emma Olssen - Faculty staff deepened their understanding of Indigenous history.

The sessions underscored how historical events and policies have shaped the identities and experiences of Aboriginal and Torres Strait Islander peoples, while critically examining governmental approaches. Participants were encouraged to complete the Core Cultural Modules as part of UQ's RAP, reinforcing their commitment to cultural awareness and respect. Our Indigenous colleagues shared personal insights and lived experiences, fostering open dialogue and empowering non-Indigenous staff to become strong allies in the ongoing pursuit of change.

OPPORTUNITIES SNAPSHOT

Holding Redlich Scholarship in Law

National law firm Holding Redlich started a new scholarship in 2024 to support Indigenous Australian students in their studies.

This scholarship sits within UQ's Aboriginal and Torres Strait Islander Scheme, which minimises students' work in submitting scholarship applications, while ensuring a very strong pool of applicants each round. Sam Hudson (pictured right) was one of the 2025 winners.



Stretch RAP Implementation in BEL

This plan was initiated by the Faculty's Equity, Diversity and Inclusion Committee and completed by a subgroup of this committee.

The actions outlined here were endorsed by the Faculty Leadership Group* on 8 May 2025. As this is a living plan, the ideas for actions will continue to grow from what is presented in this Stretch RAP Implementation in BEL publication.

The Stretch RAP Implementation in BEL responds to and aligns with the UQ Stretch RAP Actions and Deliverables up to December 2027 as indicated overleaf.

*The BEL Faculty Leadership Group consists of the Executive Dean, the Associate Dean Academic, the Associate Dean Research, the Faculty Executive Manager, and the Heads, Deputy Heads and School Managers for the Schools of Business, Economics and Law.

ACTIONS AND DELIVERABLES

Relationships

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>1 Develop, enhance and maintain mutually beneficial relationships between the UQ community and Aboriginal and Torres Strait Islander peoples, communities and organisations.</p>	<ul style="list-style-type: none"> • UQBS Indigenous Business Hub has a mailing list • UQBS Indigenous Business Hub has a partnership with UQ Ventures, which will include workshops with Aboriginal businesses 	<ul style="list-style-type: none"> • Annual careers-focused activity to engage organisations and Indigenous students in collaboration with the ATSI unit • Establish a BEL CRM list of partners and alumni • Incorporate specific mentoring opportunities for Indigenous students with BEL partners and alumni (embed in existing mentoring program) 	<p>BEL Careers Team</p>
<p>1.2 Foster, increase and maintain quality partnerships with Aboriginal and Torres Strait Islander organisations, industries, businesses and/or communities to build capacity and support mutual advancement, utilising qualitative metrics to monitor and inform continuous improvement activities on an annual basis.</p>	<ul style="list-style-type: none"> • UQBS have identified list of Indigenous alumni – MBA, PhD and all programs to invite to target events • School of Economics – invite Indigenous alumni to the School Advancement dinner • The Law School is part of a multi-school initiative to hold a yearly First Nations students ‘Meet the Profession’ event where First Nations students hear from First Nations alumni from UQ and other law schools and network with legal professionals; UQ held it in 2021 and will host it again in 2026 	<ul style="list-style-type: none"> • Explore establishing an annual Indigenous alumni activity to develop an ongoing connection, including giving back opportunities such as mentoring, guest lectures, career panels, alumni ambassador councils etc. • Schools to invite Indigenous alumni to engage in relevant events and School initiatives 	<p>BEL Advancement</p> <p>Schools and BEL Advancement</p>
<p>1.4 Establish and further embed partnerships with UQ Aboriginal and Torres Strait Islander alumni</p>	<ul style="list-style-type: none"> • UQBS have identified list of Indigenous alumni – MBA, PhD and all programs to invite to target events • School of Economics – invite Indigenous alumni to the School Advancement dinner • The Law School is part of a multi-school initiative to hold a yearly First Nations students ‘Meet the Profession’ event where First Nations students hear from First Nations alumni from UQ and other law schools and network with legal professionals; UQ held it in 2021 and will host it again in 2026 	<ul style="list-style-type: none"> • Explore establishing an annual Indigenous alumni activity to develop an ongoing connection, including giving back opportunities such as mentoring, guest lectures, career panels, alumni ambassador councils etc. • Schools to invite Indigenous alumni to engage in relevant events and School initiatives 	<p>BEL Advancement</p> <p>Schools and BEL Advancement</p>

ACTIONS AND DELIVERABLES

Relationships

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>2 Build relationships by promoting and celebrating National Reconciliation Week (NRW) through a range of internal and external activities.</p>			
<p>2.3 Encourage and support staff and senior leaders to participate in internal and external events that recognise and celebrate NRW and other significant events, increasing participation by 10% each year</p>	<ul style="list-style-type: none"> • BEL communications and staff supported to attend NRW events 	<ul style="list-style-type: none"> • Annual panel at a BEL Board Meeting for all staff to address different topics. 2025 topic: Indigenising the Curriculum • Annual promotion of UQ NRW events and BEL-specific activities e.g. Cultural learning lunchtime brown bag sessions 	<p>BEL Indigenous Peoples and Cultures Working Group (BEL IPCWG)</p>
<p>3 Promote reconciliation through our sphere of influence</p>			
<p>3.2 Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce, including research, training and induction</p>	<ul style="list-style-type: none"> • Previous plan and annual activities 	<ul style="list-style-type: none"> • Embed into the BEL new staff induction session • Add a statement into new Position Descriptions – work with HR • Conferences to include cultural activities such as the UQ museum Indigenous art walk 	<p>BEL IPCWG</p> <p>School conference leads</p>
<p>3.3 Communicate our commitment to reconciliation publicly, including in all staff employment advertisements and student marketing, and across campuses and institutes through displays, social media, websites and merchandising</p>	<ul style="list-style-type: none"> • BEL Bulletin • BEL and School websites • Head of School updates • Event invitations • Orientation and Open Day events 	<ul style="list-style-type: none"> • Continue to monitor and look for opportunities • Develop resources staff could use to discuss Reconciliation Week and NAIDOC Week in their forums/classes/socials e.g. LinkedIn posts, presentation slides 	<p>BEL IPCWG</p>

ACTIONS AND DELIVERABLES

Relationships

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>3.7 Each Faculty and Institute will develop and deliver their own External Engagement Strategy including activities, with the aim of increasing engagement activities by 10% annually</p>	<ul style="list-style-type: none"> • UQBS Indigenous Business Hub • BEL Indigenous Research Strategy • Indigenising the Curriculum working party • Elder in residence • BEL promotes staff participation in UQ’s Cultural Competency Training (including Ally and Aboriginal and Torres Strait Islander Cultural learning) • BEL hosts several Indigenous-led initiatives, including the Indigenous Business Hub and Indigenous staff-led curriculum Indigenisation efforts (the Indigenising the Curriculum Community of Practice); these create culturally safe places for dialogue on race and equity • BEL has Indigenous representation and input across key committees (e.g. RAP Working Group, Aboriginal and Torres Strait Islander Peoples and Cultures Committee, Aboriginal and Torres Strait Islander Employment Consultative Committee), ensuring policy and curriculum decisions are informed by First Nations perspectives • Courses across BEL are including content to address racial bias, promote Indigenous perspectives and create culturally respectful teaching practices • Annual BlackCard training 	<ul style="list-style-type: none"> • Map existing engagement across the Faculty to identify growth areas and ensure tracking of new and ongoing initiatives • Develop an annual report to provide to the BEL FLT • Continue embedding Indigenous voices, languages and perspectives across the BEL Faculty through signage, guest speakers, course content and public events so that all students see themselves reflected and respected on campus • Maintain at least annual access to cultural leaning opportunities • Ensure reporting mechanisms and response pathways for racism are transparent, supportive and well-communicated; any updates will be guided by input from Indigenous and diverse students and staff • Sustain the involvement of Indigenous staff and Elders across BEL committees and strategy groups to ensure decision making remains grounded in lived experience and cultural expertise 	<p>BEL IPCWG</p> <p>Indigenising the Curriculum CoP/BEL and School events team</p> <p>BEL IPCWG</p> <p>HR – BEL Team</p> <p>Faculty Leadership Team (FLT)</p>

ACTIONS AND DELIVERABLES

Relationships

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
4 Promote positive race relations through anti-discrimination strategies.			
4.4 Providing ongoing education to senior leaders and managers on identifying the effects of racism and how to best manage to ensure a safe and accepting work environment	<ul style="list-style-type: none"> • Respect and inclusion training 	<ul style="list-style-type: none"> • Support the UQ roll out • Table at BEL FLT 	FLT
4.5 Senior leaders to publicly support anti-discrimination campaigns, initiatives and stances against racism, to be delivered UQ-wide.		<ul style="list-style-type: none"> • Support the UQ roll out 	FLT
4.6 Support the UQ anti-racism campaign		<ul style="list-style-type: none"> • Support the UQ roll out 	FLT

ACTIONS AND DELIVERABLES

Respect

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
6 Increase understanding and recognition of Aboriginal and Torres Strait Islander cultures through cultural learning.			
6.3 Embed UQ’s graduate attribute pertaining to cultural capability across all University undergraduate and postgraduate programs to support graduate understanding of and respect for Australian Aboriginal and Torres Strait Islander and global Indigenous peoples’ values, cultures and knowledges	<ul style="list-style-type: none"> • Indigenising the Curriculum initiatives in all Schools • Currently mapping key target areas for Indigenisation and documenting what has been actioned 	<ul style="list-style-type: none"> • Continue and expand across the Faculty with faculty level Indigenous leadership guiding the process 	Associate Dean – Academic (ADA)
6.4 Commit UQ Senior Executive, RAP Oversight Committee (RAPOC), and HR managers to undertake formal cultural learning	<ul style="list-style-type: none"> • Commitment that all leaders in the Faculty have completed BlackCard training 	<ul style="list-style-type: none"> • Continue this commitment for new leaders 	BEL IPCWG
6.5 Ensure 90% completion rate for AIATSIS Core Cultural Learning Modules 1-3 for all staff, and new staff to complete within 3 months of joining	<ul style="list-style-type: none"> • Modules 1-2 >90% across the Faculty 	<ul style="list-style-type: none"> • Implement a campaign for completion of Module 3 • Lunchtime session/s in Reconciliation Week 	BEL IPCWG/FLT BEL IPCWG
6.6			
6.7 Ensure continued staff participation in the BlackCard Cultural Competency Workshops over the duration of the Stretch RAP. This includes two in-person (20 capacity) and two online (25 capacity) courses per year coordinated by the RAP team	<ul style="list-style-type: none"> • 1-2 BlackCard workshops per year 	<ul style="list-style-type: none"> • Continue with at least one BEL workshop per year 	BEL IPCWG

ACTIONS AND DELIVERABLES

Respect

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>7 Develop and implement a student-focused cultural learning framework for HDR candidates, postgraduate coursework and undergraduate students.</p>			
<p>7.3 Supervisors of Aboriginal and Torres Strait Islander HDR candidates must complete all 10 AIATSIS Core Cultural Learning modules</p>		<ul style="list-style-type: none"> • Review 2 x per year and confirm completion by supervisors • Specialised Training Module developed by Stephanie Gilbert also recommended for supervisors 	ADA
<p>7.4 Supervisors of HDR candidates undertaking research with Aboriginal and Torres Strait Islander peoples must complete all 10 AIATSIS Core Cultural Learning modules</p>		<ul style="list-style-type: none"> • Specialised Training Module developed by Stephanie Gilbert also recommended for supervisors • Explore including information session during orientation for newly commencing students, including international students, as part of their first-year student experience that introduces them to Indigenous history, culture etc. campus walking tour, augmented by a selected larger theme 	ADA

ACTIONS AND DELIVERABLES

Respect

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
8 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.			
8.4 Embed an Acknowledgement of Country at the commencement of meetings and learning activities	<ul style="list-style-type: none"> Currently implemented for significant meetings across the Faculty 	<ul style="list-style-type: none"> Continue to implement for significant meetings across the Faculty BEL lunchbox session with a couple of Allies in Reconciliation Week to discuss personalising their Acknowledgement (from 2026) 	<p>FLT</p> <p>BEL IPCWG</p>
8.5 Staff and senior leaders provide an Acknowledgement of Country at all public events	<ul style="list-style-type: none"> Currently implemented for all BEL external events 	<ul style="list-style-type: none"> Continue 	<p>FLT</p>
8.7 Increase signage, installations and artworks	<ul style="list-style-type: none"> All Schools and Faculty have implemented 	<ul style="list-style-type: none"> To pursue the Black pod project and identify other areas across the Faculty to increase installations and artwork 	<p>BEL IPCWG</p>
9 Celebrate Aboriginal and Torres Strait Islander cultures and histories through a calendar of events to be held throughout the year.			
9.3 Support all staff to participate in NAIDOC Week events	<ul style="list-style-type: none"> BEL annual NAIDOC Week event and promotion of other UQ events 	<ul style="list-style-type: none"> Continue with one BEL event and promotion of other events via NAIDOC Week post in BEL Bulletin Support attendance at state-based NAIDOC Week events 	<p>BEL IPCWG</p>
9.4 USET members to participate in at least one NAIDOC Week event	<ul style="list-style-type: none"> Executive Dean attends BEL NAIDOC Week event as do other senior leaders in the Schools 	<ul style="list-style-type: none"> Executive Dean and Heads of School attend BEL NAIDOC Week event Continue to encourage other BEL Senior Leaders to attend BEL event and others 	<p>FLT</p>
9.5 Deliver a minimum of five UQ NAIDOC Week events	<ul style="list-style-type: none"> BEL event 	<ul style="list-style-type: none"> Annual BEL event - 2025 Event: UQ cultural walk and morning tea with community guest speaker 	<p>BEL IPCWG</p>

ACTIONS AND DELIVERABLES

Respect

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>10 Provide space and place to recognise, value and celebrate Indigenous knowledges and knowledge holders.</p>			
<p>10.2 Design support mechanisms, training and professional learning modules for course creators and teachers to increase capacity to embed Indigenous perspectives in curriculum and to teach courses to students both online and in person</p>	<ul style="list-style-type: none"> • UQBS Indigenising the Curriculum Community of Practice and development of resources • Student Support and Wellness officer regularly sends law careers opportunities to First Nations students and there is First Nations student mentoring and catch ups with a First Nations academic 	<ul style="list-style-type: none"> • Expand CoP to all Schools with Indigenous leadership at the Faculty level 	<p>ADA</p>
<p>10.4 Establish an Aboriginal and Torres Strait Islander International Academic Engagement Program, including an international Aboriginal and Torres Strait Islander Student Exchange Program</p>	<ul style="list-style-type: none"> • UQBS has initiated in 2025 with a visiting academic and currently in discussions with a number of universities from Canada, New Zealand and Australia to set up an International HDR Indigenous exchange program 	<ul style="list-style-type: none"> • To develop a BEL program and identify key people in different disciplines to participate and consider resourcing options for students 	<p>Schools with input from Advancement and ATSI unit</p>

ACTIONS AND DELIVERABLES

Respect

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>12 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by increasing understanding, value and recognition of Indigenous Cultural and Intellectual Property (ICIP) and/or cultural heritage.</p>	<ul style="list-style-type: none"> • BEL Indigenous Research Strategy. UQ Indigenous Research Guidelines. The BEL Aboriginal and Torres Strait Islander Research Strategy Working Group has made ICIP a priority area, with recommendations for protecting cultural knowledge and community-led research practices • UQ Indigenous Research Guidelines are promoted across BEL Schools and research units, supporting respectful engagement, appropriate attribution and community governance of research involving ICIP • Indigenous staff within the Faculty are guiding curriculum development, ethics processes and research supervision with ICIP principles in mind • Academics involved in Indigenous research are modelling good practice by co-authoring with community, acknowledging stakeholders and ensuring benefit-sharing 	<ul style="list-style-type: none"> • Promote to all BEL academics at annual BEL Research Symposium • Development of a BEL ICIP guidance resource tailored to business, economics and law disciplines, building on UQ's broader Indigenous Research guidelines • Inclusion of ICIP discussions in Indigenising the Curriculum Community of Practice and HDR training • Encouraging inclusion of ICIP clauses in ethics submissions, research agreements and grant proposals where Indigenous knowledges are involved • Showcasing examples of ICIP-respecting projects in Faculty research seminars, newsletters and events • Continuing to elevate Indigenous researchers and community collaborators through co-designed projects, publications and public engagement 	ADR
<p>12.1 Incorporate and promote an understanding of ICIP in academic and research activities</p>			
<p>12.2 HDR candidate undertaking an Indigenous focused research project will undertake ICIP training</p>			

ACTIONS AND DELIVERABLES

Opportunities

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>14 Increase employment outcomes for Aboriginal and Torres Strait Islander peoples through improved recruitment, professional development and retention activities.</p>			
<p>14.3 Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders</p>	<ul style="list-style-type: none"> • Variably implemented 	<ul style="list-style-type: none"> • Develop a clear approach for advertisements with HR Talent Acquisition team 	<p>BEL IPCWG and HR-BEL team</p>
<p>14.5 Support Aboriginal and Torres Strait Islander employees who have indicated they want to progress to take on management and senior level positions, in accordance with the University's Aboriginal and Torres Strait Islander Employment Strategy</p>	<ul style="list-style-type: none"> • Variably implemented 	<ul style="list-style-type: none"> • FLT to consider support required • Ensure continued Aboriginal and Torres Strait Islander representation on all promotion and confirmation panels for Aboriginal and Torres Strait Islander staff 	<p>FLT</p>
<p>14.6 Increase the number of academic and professional Aboriginal and Torres Strait Islander staff to achieve population parity in Queensland (3.6%), increasing Aboriginal and Torres Strait Islander employment to the full-time equivalent of 64 academic employees and 116 professional employees</p>	<ul style="list-style-type: none"> • UQBS is currently meeting target for academic appointments and is above target for professional staff • School of Economics is working on developing a pipeline of Indigenous economics graduates as a key first step towards achieving Aboriginal and Torres Strait Islander academic staffing 	<ul style="list-style-type: none"> • Set a higher target for UQBS and develop a targeted plan for other Schools and the Faculty office in addition to the CoE Indigenous Futures staff 	<p>FLT</p>

ACTIONS AND DELIVERABLES

Opportunities

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
<p>15 Improve economic and social outcomes for Aboriginal and Torres Strait Islander people by increasing the procurement of goods and services from Aboriginal and Torres Strait Islander owned businesses.</p>			
<p>15.2 Maintain Supply Nation membership and encourage staff to use this database, the Supply Nation Opportunity Board, and the Black Business Finder to source Indigenous suppliers through UQ's Procurement department</p>	<ul style="list-style-type: none"> Variably use Indigenous catering companies; School of Economics uses UQ Indigenous caterer as its default catering provider 	<ul style="list-style-type: none"> Develop and monitor a measurable KPI for this across the Faculty Advocate for broader UQ procurement to come from Supply Nation suppliers, in particular Custom's House for implementation at UQ Brisbane City 	<p>FLT with BEL IPCWG</p> <p>BEL IPCWG</p>
<p>15.3 Investigate new relationships with organisations that promote Aboriginal and Torres Strait Islander owned businesses</p>	<ul style="list-style-type: none"> Dependent on UQ's new procurement process/policies 	<ul style="list-style-type: none"> Identify potential gaps and opportunities to grow these relationships 	<p>Schools/ Faculty Operations</p>
<p>15.4 Train all relevant UQ staff undertaking procurement activities to develop and grow their existing relationships in contracting with Aboriginal and Torres Strait Islander owned businesses in ways that may better support them to increase their capacities to deliver larger scale procurements</p>		<ul style="list-style-type: none"> Participate in relevant UQ training 	<p>Schools/ Faculty Operations</p>
<p>15.7 Reach and maintain UQ's 4% addressable spend target with Aboriginal and Torres Strait Islander owned businesses</p>		<ul style="list-style-type: none"> Set a BEL KPI for Indigenous supplier hospitality Provide a list of businesses on the BEL Intranet for staff to refer to when undertaking procurement 	<p>BEL IPCWG and FLT</p>

ACTIONS AND DELIVERABLES

Opportunities

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
16 Increase representation of Aboriginal and Torres Strait Islander students in higher education.			
16.3 Partner with Aboriginal and Torres Strait Islander organisations and businesses to facilitate staff professional development	<ul style="list-style-type: none"> • BlackCard training and cultural walks • Student and staff cultural experiences with QYAC (Minjerribah) 	<ul style="list-style-type: none"> • Continue 	
<p>16.4 Finalise the review of the suite of Aboriginal and Torres Strait Islander student scholarships, ensuring these are commensurate with like scholarships and made available at an increasing rate of 10% annually</p> <p>Placement scholarships for students undertaking practicum activities form an integral component of this suite of scholarship support</p>	<ul style="list-style-type: none"> • BEL has a number of scholarships for Indigenous students • Philanthropic funding for the Indigenous Business Hub 	<ul style="list-style-type: none"> • Review BEL’s scholarships and contribute to the UQ review; consider new scholarship opportunities or expand current offerings • Expand philanthropic funds for other activities • Consider a significant fundraising event e.g. BEL Indigenous Ball 	Advancement

ACTIONS AND DELIVERABLES

Governance

UQ Stretch RAP action	Current BEL activities to continue	Additional activities	Responsible
20 Provide appropriate financial and human resource support to facilitate effective implementation of Stretch RAP commitments.			
20.1 Identify finance and human resources in Faculties, Institutes, Centres, Key Divisions, and the Office of the Vice-Chancellor’s annual budgets to drive Stretch RAP implementation, evaluation and reporting	<ul style="list-style-type: none"> Included in current organisational unit budget variously 	<ul style="list-style-type: none"> Consider a BEL-specific initiative budget to support Stretch RAP implementation and note the in-kind commitment by the working group 	
20.5 Embed Aboriginal and Torres Strait Islander representation as ‘business as usual’ on all senior management and governance committees	<ul style="list-style-type: none"> Indigenous Hub Director is part of the UQBS Senior Leadership Group (Executive sits above this group in School governance) 	<ul style="list-style-type: none"> BEL considering a Faculty role – Associate Dean Indigenous Engagement 	
20.6 Stretch RAP is a standing agenda item at senior management meetings	<ul style="list-style-type: none"> Standing item in BEL EDI committee meetings and reported on at BEL FLT and BEL Board Meetings 	<ul style="list-style-type: none"> Table 2 x per year at BEL FLT and report at least one BEL Board Meeting 	

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