THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

SMI UQ RAP
Implementation Plan
(January 2021-June 2022)

The University of Queensland's (UQ) research institutes are each expected to implement, monitor and report on UQ RAP actions and deliverables. This is the Sustainable Minerals Institute's (SMI) RAP Implementation Plan (IP) to ensure that this occurs and, in a way that benefits Aboriginal and Torres Strait Islanders and the SMI.

This is a working document and will be updated as we learn. This is version 1.

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SMI's positioning

SMI as a globally leading research institute also seeks to be globally leading in terms of the establishment of initiatives embracing Aboriginal and Torres Strait Islander people's expertise and perspectives.

Though SMI is a peak academic institution, it is not elitist nor exclusive, but outward facing and open to opportunities that embrace challenge, diversity and complexity.

To embrace challenge as opportunity SMI's vision is as an accessible place to work: a destination of choice for Aboriginal and Torres Strait Islander peoples.

SMI is committed to creating further opportunities with and for Aboriginal and Torres Strait Islander peoples as potential HDR students and as staff. Likewise, Aboriginal and Torres Strait Islander peoples who work for industry, and those who have an interest in the sector and have the cultural authority to engage with SMI and industry will be welcome, across a range of engagement platforms as part of the SMI's broader network. SMI is a place to aspire to work, and to engage with, to change industry for the better: to improve social performance practices and approaches, and industry standards.

The SMI recognises that the resources industry has a complex relationship with Indigenous peoples, caused by their deep historical exclusion from employment in this industry, along with other benefits. This exclusion was an outcome of their colonised and subjugated status from having any say over development activities on their customary lands. This subjugation remains in mining locations throughout Australia, and globally, and this must change.

UQs RAP provides the platform of actions and deliverables for SMI"s multi-pronged strategy that will drive change, from Indigenous exclusion to collaborative engagement.

What we have achieved to date and can build on (CSRM specific at this stage):

- Indigenous focused courses (Cultural Heritage Management course)

- Indigenous focused research (including Indigenous employment and retention in mining, and Indigenous land management expertise and mine closure)

- Guidance and standards for Mining and Indigenous Peoples

- Expertise in this field of Indigenous research and Indigenous engagement

- Published works on issues that affect Indigenous and other rights-holding groups

- Indigenous industry adjunct fellow (x 1) and Indigenous visiting fellow (x1)

- International Indigenous students (PNG, Metis)

- Special initiatives that include Indigenous peoples perspectives (such as within the Social Aspects of Mine Closure Consortium - SAMCC, and the CRC for Transitions in Mining Economies – CRC TiME)

SMI's multi-pronged strategy

Working and engaging with Indigenous Australians is not only a matter for the social sciences (CSRM), but across all of the SMI centres. Each component, outlined below, works toward embedding this cumulative approach across the SMI. SMI liaised with Professor Bronwyn Fredericks, UQ's Pro-Vice-Chancellor (Indigenous Engagement) and her team, before formalising this plan and, as appropriate, we shall continue to do so during its ongoing roll-out.

The SMI intends to implement, monitor and report on RAP initiatives. These initiatives sit across six thematic areas which, in concert, will build a powerful Indigenous profile both internally - within SMI and UQ - and externally with our partners. The initiatives – referring back to the UQ RAP Actions - include:

1. **Actions 4, 7 and 9:** Activities to increase Indigenous cultural visibility

2. **Action 10:** Employment at SMI
   - Indigenous staff (academic and professional)
   - Attracting a high profile senior staff member (3-5 year industry funded position)

3. **Actions 12 and 13:** HDR students, and Aboriginal and Torres Strait Islander Research Strategy

4. **Actions 2, 3 and 14:** Outreach, collaboration and specialisation
   - Action 2: Seminars on Indigenous topics
   - Action 3: Funding for collaboration with Indigenous groups and Indigenous scholars
   - Action 14: Teaching materials on Indigenous topics

5. **Action 5:** In-reach via Indigenous perspectives and expertise
   - On the SMI board
   - Advisory expertise: increase the number of Indigenous Adjunct and Industry Fellows
   - Establish a new visitor category of Indigenous Community Fellows
   - Encourage Indigenous co-authorship on reports and publications
   - Closer strategic engagement with the PVCIE Prof Bronwyn Fredericks and the Indigenous leadership team.

6. **Action 6:** Actively encouraging SMI staff to undertake the UQ cultural learning training and planned activities.

Actions / Timeframes / Targets and Resourcing (2021-2022)

Each of these six thematic areas is outlined in more detail below, with implementation actions, timeframes and targets. The majority of activities are targeted for 2021, with some flowing through into 2022. The SMI is progressing this agenda for Indigenous inclusion and excellence in engagement through a dedicated resource/focal point to drive this within SMI. Sarah Holcombe (SH) will lead this for 2021, with the Indigenous Research Fellow/Chair and/or Senior Indigenous staff member becoming the lead and SH the co-champion once that position is in place and secured. This lead role for the Indigenous staff member to continue driving the SMI RAP implementation plan (IP) will be an element in their position description.

This RAP operational plan will be revised again in mid-2022. Thus, it is a working document.

1. Actions 4, 7 and 9: Cultural visibility activities

Include Aboriginal and Torres Strait Islander peoples profiling and recognition in the hallways and the SMI website. We will increase cultural visibility and establish a culturally safe and welcoming space, through:

1.1 Action 7: An Acknowledgement of Country in the entryway into SMI and / or at reception on level 4

Implementation: SH to work with SMI's Deputy Director – Operations (DDO) office to investigate process, cost and possible implementation, by March 2021

1.2 Action 7: Embed an Acknowledgment of Country at all formal events (including seminars, lectures conferences and other significant events)

- Implementation: SH to work with the SMIs DDO office to progress, by March 2021.

1.3 Action 9: Purchase (and laminate) the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) language map of Australia and place on the walls in common areas, such as lunch areas and photocopying rooms

Implementation: SH to work with SMI's DDO office to progress and purchase maps from AIATSIS, by March 2021

1.4 Action 2: Encourage staff to organise and attend events and activities during the annual National Aborigines and Islanders Day of Observance Committee (NAIDOC) week (early July), UQ NAIDOC Festival (Week 2-3 of Semester 2) and National Reconciliation Week (27 May – 3rd June) through emails from the Directors office and within the SMI Newsletters

Implementation: SMI's DDO office to ensure that staff are aware of these events with appropriate supportive and encouraging wording to participate, starting with the 2021 program of activities.

1.5 Action 4: SMI website homepage to reflect SMI support for UQ's RAP and flag local initiatives

Implementation: SMI's Marketing and Communications office to investigate other UQ institutes and Schools websites to gain ideas to progress this visibility by February 2021. (Note that UQ home page has an Acknowledgement – could be added to SMIs home page the short or long approved words about.uq.edu.au/reconciliation scroll down to resources).

2. Action 10: Employment and internships

As we actively encourage industry (especially in centres such as CSRM) to be building their Indigenous workforce, then SMI also needs to be leading by example. We can do this by:

2.1 Seeking funding from industry to establish an Indigenous foundation chair (3 to 5 years) in a particular field. The work of progressing SMI's RAP IP will subsequently be embedded in their position description (PD)

Implementation: SH to investigate examples from other institutions, and SH and Deanna Kemp (DK) will develop a pitch and strategy to discuss with the PVCIE, and then for industry by June 2021.

2.2 Increasing the number of Indigenous staff in both professional and academic roles. Indigenous identified positions are often the best way to ensure this and SMI will engage with the UQ Aboriginal and Torres Strait Islander Employment Strategy. We will ensure a culturally safe and inclusive workplace

Target: SMIs DDO office to work with the UQ manager Indigenous Employment (Workplace Diversity and Inclusion, Deb Palmer). One professional staff member and one academic staff member by 2022.

2.3 Investigate an internship model for graduate students to work with staff on specific projects. Staff act as mentors and this enables a potential pathway to a PhD. Seek funding from industry and the CRC TiME

Target: SH to work with SMIs DDO office, to investigate whether this industry model is a viable pathway, in addition to HDR students and scholars below. If viable, two internships by 2022.

3. Action 12: HDR students

Increasing opportunities for Indigenous higher degree research (HDR) students to continue their studies at SMI is a fundamental means for building a pipeline of future Indigenous academics across the SMI Centres.

3.1 Introducing targets for a range of measures to encourage:

Indigenous PhD students (two have been advertised from CWiMI, and more are being developed in CSRM). Industry top-ups for scholarships are also widely understood to entice students, so these need to be sought. Also ensure student support via the Aboriginal and Torres Strait Islander Studies Unit and appropriate supervisor support.

- **Implementation:** SH to follow up with CWiMI on the current PhD's currently in train and those in development within CSRM; three PhD scholars by end 2021.

Bursaries for Indigenous students to engage in mining related conferences, short courses

- **Implementation:** SMI's Postgrad co-ordinator Kathryn Sturman to investigate the process to establish a bursary system (April 2021) and develop one within SMI by December 2021

Indigenous scholars for summer and winter scholars for which there is UQ support

- **Implementation:** SMI's DDO to work with SMI Marketing and Communications office to send reminders for the timing of these to staff, so staff have time to submit applications, and are encouraged to seek an Indigenous scholar

4. Actions 2, 3 and 14: Outreach, Collaboration and specialisation

Raising the profile of SMI's research with Indigenous peoples and developing mutually beneficial relationships with Indigenous community members and Indigenous scholars in an important plank in SMIs approach to outreach.

4.1 Action 2: Seminars on Indigenous topics and annual Indigenous academics seminars on a mining related topic during National Reconciliation Week (27 May – 3rd June) and / or during National NAIDOC Week (early July) and or UQ NAIDOC Festival

Implementation: Standing watch, SH and CSRM staff alert for ongoing opportunities.

4.2 Action 3: Increased recognition of the need, and support for, research collaboration with Indigenous community members that specifically allows them to determine their own research priorities and establish shared research interests with SMI researchers (ground up/community driven research). This would also entail co-authorship and mentoring

Implementation: SMI Director and SH to source seed funding and advertise this availability within SMI by October 2021. This approach will also encompass specific projects, such as through the CRC TiME and the CSRM SAMCC.

4.3 Action 3: The funding for research collaboration to include establishing an Indigenous Visiting Fellow scheme (from 1 to 3 months) by offering SMI Centres annual funding to bring an Indigenous community-based researcher to campus to collaborate with a staff member from a region of their work. They could also co-author and/or co-present a seminar

Implementation: SMI Director and SH to source seed funding to establish this scheme by October 2021.

4.4 Action 14: Teaching materials on Indigenous topics

Implementation: SH to compile SMI wide list of Indigenous focused courses and liaise with Professor Tracy Bunda and Karen Benson who are leading the committee to Indigenise UQ curricula by September 2021.

5. Action 5: In-reach via Indigenous perspectives and expertise

Indigenous peoples who work for industry, and those who have an interest in the sector and have the cultural authority to engage with SMI and industry will be welcome. Ensuring that Indigenous voices and perspectives are enabled to access SMI researchers will be facilitated by creating further opportunities for such engagement and exchange.

5.1 An important and reasonably accessible way to ensure that Indigenous perspectives and voices become part of SMI is through increasing the numbers of Indigenous Adjunct and Industry Fellows

Target: SH to liaise with the SMI SLT to discuss how each Centre can encourage Indigenous Adjunct / Industry Fellows in their Centres. An additional 2 by February 2022.

5.2 Establish a category of 'SMI Indigenous Community Fellow' (leveraging off the collaborative outreach above). This Honorary appointment would recognise an Indigenous community member that was actively engaged with the industry and keen to raise the profile of particular issues within their sphere of experience, and who have authority to speak

Implementation: SH seek seed funding, establish and advertise within SMI this new Honorary position of Indigenous Community Fellow by July 2021. Unlike other Honorary positions, however funding for an annual visit to campus as relevant for specific collaborative activities will be included.

6. Action 6: Aboriginal and Torres strait Islander Cultural Learning

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) has developed 10 on-line learning modules that UQ has made available to all staff. Modules 1 and 2 are one-off required training and Modules 3-10 are optional.

6.1 Actively encouraging staff to complete the AIATSIS Core Cultural Learning modules, attend educational events and workshops.

Implementation: SMI Director and SH to send an email to all staff and students notifying them of the training and, encouraging them to undertake it, noting that the first 2 modules are mandatory. This will be appropriate to action when the SMI RAP Implementation Plan is finalised and also widely disseminated. Investigate the target date for the mandatory training to be undertaken – will be UQ wide.

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