



RECONCILIATION
ACTION PLAN

REFLECT



Reflect

Reconciliation Action Plan

September 2022 - September 2023



Australian Academy of
Technological Sciences
& Engineering

Contents

Our vision for reconciliation	3
A message from the President	4
A message from the CEO	5
Reconciliation Australia CEO Message	6
Acknowledgement of Country	7
Our organisation	8
Why reconciliation matters to us	10
Our RAP Reference and Working Groups	12
Our partnerships	13
Our activities	14
Our Reconciliation Action Plan	16
Acronyms used in this document	21
Our RAP artwork	22

Cover artwork by **Lynnice Letty Church**

Tribes **Ngunnawal, Wiradjuri and Kamilaroi** (ACT and surrounding region / NSW)

Artwork title **Knowledge Systems and Holders**

See page 22 for more information

Our vision for reconciliation

Our vision for reconciliation is that all Australians recognise and value Aboriginal and Torres Strait Islander custodianship as one of the oldest knowledge systems on the planet. Through respectfully working with, listening and learning from current Traditional Knowledge holders and practitioners in science and engineering we will build a better nation and a healthier, more sustainable world.



A message from the President

I am writing this introduction to the ATSE Reconciliation Action Plan (RAP) in the cradle of modern humans in Africa watching the mist rise above Mosi-oa-Tunya (better known to Europeans as Victoria Falls). Being where Homo Sapiens Sapiens started their migration out of Africa has caused me to reflect that the story of humans is inextricably tied to technology. From the first stone tools, to the development of language, symbolic reasoning, mathematics and beyond, all the way up to the laptop on which I am writing this introduction, human progress has been created by the next technology step.

When we embarked on the Australian Academy of Technological Sciences and Engineering (ATSE) RAP it was my sincere desire that the plan not only recognised the issues of our history but also paid homage to the technology journey that enabled Aboriginal and Torres Strait Islander Australians to survive for 60,000 years on a harsh continent and to thrive in doing so. As time progresses we continue to uncover and understand these remarkable achievements.

Hopefully we have succeeded in creating a plan which will help all Australians understand and be proud of the deep and very long tradition of innovation and knowledge nurtured by Aboriginal and Torres Strait Islander peoples; and which will help support and include Aboriginal and Torres Strait Islander people to be part of a technological Australian future.

I would like to thank David Hind and Sarah Ryan for their leadership of the ATSE RAP process and also to the many members of the working group and reference group, who generously devoted the time and effort to helping us create this outcome and educating us on the past and the way forward for Aboriginal and Torres Strait Islander Australians.

Professor Hugh Bradlow FTSE

President

Australian Academy of Technological Sciences & Engineering (ATSE)



A message from the CEO

Australia is privileged to be unique in the world: the 60,000-plus years of sustainable living embodied by Aboriginal and Torres Strait Islander peoples is an extraordinary testament to the power of Traditional Knowledge.

At this time of environmental and climate crisis, ATSE believes building awareness of and respect for Traditional Knowledge is a matter of urgency. Also urgent is the need for varied voices and perspectives in our modern science, technology and engineering workforce.

We hope this Reconciliation Action Plan provides a platform for empowerment and inclusion of Aboriginal and Torres Strait Islander people and voices in scientific and technological advice and decision-making, and that it acts as a pathway to respectful, collaborative and empowering application of Traditional Knowledge in the modern context.

ATSE does not resile from the truth: that throughout the history of modern Australia, science and technology have been, and in some cases continue to be, exploitative of Aboriginal and Torres Strait Islander peoples. For this we are deeply sorry. As ATSE's CEO, I commit to doing whatever is in my power to right these wrongs, and to working with leadership across Australian STEM to ensure they do not continue.

I'm honored to be guided by an extraordinary reference group of generous and knowledgeable Aboriginal and Torres Strait Islander leaders and allies in STEM. I am grateful for their time, expertise, and commitment.

Kylie Walker

CEO

Australian Academy of Technological Sciences & Engineering (ATSE)



A message from Reconciliation Australia CEO

Reconciliation Australia welcomes the Australian Academy of Technological Sciences and Engineering (ATSE) to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

ATSE joins a network of more than 2,200 corporate, government, and not-for-profit organisations that have made a formal commitment to reconciliation through the RAP program.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The program's potential for impact is greater than ever, with close to 3 million people now working or studying in an organisation with a RAP.

The four RAP types – Reflect, Innovate, Stretch and Elevate – allow RAP partners to continuously develop and strengthen reconciliation commitments in new ways. This Reflect RAP will lay the foundations, priming the workplace for future RAPs and reconciliation initiatives.

The RAP program's strength is its framework of relationships, respect, and opportunities, allowing an organisation to strategically set its reconciliation commitments in line with its own business objectives, for the most effective outcomes. These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance. It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables ATSE to deepen its understanding of its sphere of influence and the unique contribution it can make to lead progress across the five dimensions. Getting these first steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations ATSE, welcome to the RAP program, and I look forward to following your reconciliation journey in the years to come.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

Image of Karen Mundine by Joseph Mayers

Acknowledgement of Country

We acknowledge the custodianship of the lands and waters on which our staff work – the Ngunnawal, Ngunawal and Ngambri people and the Wurundjeri Woi Wurrung people – and the many lands and waters across Australia on which our Fellows work, live, and apply science, technology and engineering.

We acknowledge the Traditional Owners and pay respects to their Elders. We acknowledge Traditional Knowledge, and the deep history of innovation it embodies.

Our organisation

The Australian Academy of Technological Sciences and Engineering (ATSE – also known as the Academy of Technology and Engineering) is one of five Australian learned Academies. Created in 1976, it brings together more than 900 Fellows who are senior leaders and experts in engineering, applied science, and technology. Our mission is to help Australians understand and use technology to solve complex problems.

We achieve our mission through combining advocacy to leadership and the public, and program delivery to make a difference and foster inclusive and skilled leadership in the next generation of Australia's science, technology, engineering and mathematics (STEM) leaders.

We advocate to political, business and community leadership to support evidence-based decision-making, and thriving collaborative STEM sectors in which Australian innovation is supported to reach its full potential.

Our secondary school education programs – Science and Technology Education Leveraging Relevance (STELR) and Computer Science in Schools (CS in Schools) – take a practical, hands-on approach to learning sustainability-focused engineering, aligned with the national curriculum, and world-class coding education supporting Australian students from all walks of life to be digital technology literate.

Our STEM career pathways programs – the Industry Mentoring Network in STEM (IMNIS) initiative and Elevate: Boosting Women in STEM - support undergraduate and graduate STEM students with scholarships, mentoring and internships, providing practical career strategies, introducing diverse career pathways and establishing genuine connections at senior levels throughout the STEM-engaged sectors.

ATSE's public communications, events, workshops, and other activities inform, engage and educate a broad public audience throughout Australia and the world.

Our awards for high achievement and excellence in the application and commercialisation of science, technology and engineering provide recognition and connections, fuelling future career success and recognising lifetime achievement.

ATSE is a national organisation with Fellows in every state and territory. At the start of 2022, ATSE has two Fellows who identify as Aboriginal and/or Torres Strait Islander people, representing just 0.3% of Fellowship. Targets will be set and processes put in place to ensure progress towards population parity.

We have international reach, with around 5% of our Fellows living and working outside Australia, and as a founding member of the International Council of Academies of Engineering and Technological Sciences (CAETS). ATSE supports Australian researchers and innovators to form enduring professional connections globally through a range of practical programs, and enjoys strong bilateral relationships with Academies around the world.

The Fellowship works in partnership with a Secretariat of around 40 professional staff. ATSE's head office is located on Ngunnawal, Ngunawal and Ngambri Country in Canberra, and Fellows and staff are located across the nation.

Our mission is to help Australians understand and use technology to solve complex problems, and our three key priority issues are:

- Mitigating and adapting to climate change
- Enhancing research collaboration, translation and commercialisation
- Exciting and educating young people in STEM.

Why Reconciliation matters to us

ATSE acknowledges that the lands and waters on which we work and live are ancient, and have been continuously managed by Aboriginal and Torres Strait Islander peoples for 60,000 or more years. We acknowledge that western applied science, technology and engineering have historically caused damage to Aboriginal and Torres Strait Islander peoples, cultures and Country, with some harms continuing to this day. ATSE commits to learning how to recognise these harms that are embedded within science institutions, research and structures and will work to reduce, eliminate and prevent perpetuating injustice. We seek to resolve long-standing exclusion of Aboriginal and Torres Strait Islander peoples and knowledge through establishing and growing relationships premised upon recognition and rights.

The Academy commits to fostering and working for an empowering, respectful and collaborative relationship with Aboriginal and Torres Strait Islander peoples, communities and their Traditional Knowledge. ATSE's leaders recognise that mutual collaboration and respect hold deep benefits to all Australians.

ATSE believes it cannot fully achieve its mission around our three key policy priority issues of climate change, nurturing young people in STEM, and commercialising great Australian research, without genuinely hearing, including and providing opportunities for Aboriginal and Torres Strait Islander peoples, and learning from, respecting, recognising, valuing and raising awareness of Aboriginal and Torres Strait Islander Traditional Knowledge as the oldest continuing knowledge system on the planet.

As well as reviewing our own practices and policies and improving our cultural competencies, we will facilitate genuine inclusion of, and opportunities for, Aboriginal and Torres Strait Islander peoples and Traditional Knowledge. Our network of leaders and our capacity to engage with decision-makers hold real opportunities to influence Australia's research and innovation communities to understand the benefits of respectfully engaging with Traditional Knowledge.

Scientific and technological research and its application have always benefited most from diverse perspectives and ideas - this has never been more true than today, in the age of machine learning and climate emergency. We understand there are rich benefits to be drawn from respectfully working with, listening to and learning from Traditional Knowledge in science and engineering - from environmental management, to medicine, to nutrition and food security.

As more Australian research organisations seek to collaborate with Traditional Owners and translate and apply Traditional Knowledge, ATSE's Board, Fellows and Secretariat aim to support and participate in respectful and impactful collaborations, through accessing its networks of influence to guide decision-makers in research organisations to grow their awareness of the necessity of cultural competency and inclusion of Aboriginal and Torres Strait Islander perspectives and researchers as it applies in research and development.

ATSE's school education and career pathways programs are specifically designed to empower and equip under-served and diverse communities to strive and succeed in applied science, technology, engineering and innovation. Our programs, and Australia's future STEM-enabled workforce, will grow stronger through proactively providing opportunities and support for Aboriginal and Torres Strait Islander peoples, and embedding cultural awareness, understanding and respect within each program.

As measured by currently available instruments, gaps in achievement between Aboriginal and Torres Strait Islander students, and non-Indigenous Australians, have remained steady for more than 20 years. If ATSE is genuine in its mission to improve Australian student engagement in STEM, we must proactively support improvement in culturally appropriate and well-resourced engagement and performance for Aboriginal and Torres Strait Islander children and education staff.

ATSE also has an opportunity, through its Fellowship and Awards programs, to build visibility and respect for Aboriginal and Torres Strait Islander individuals who are high achievers in STEM, building platforms for inspiring role models, immersing award-winners in networks of influence, and enabling awardees to achieve growing success in their future careers.

ATSE commits to all the actions outlined in this plan. We particularly commit to urgently prioritise:

1. Celebrating and providing opportunity for Aboriginal and Torres Strait Islander innovation and innovators through our communications, awards, and programs.
2. Through our network of influence, leading all Australian research organisations to proactively support and encourage research and development teams to apply best practice when translating and applying Traditional Knowledge.

Our RAP Reference and Working Groups

The Reconciliation Action Plan (RAP) program, developed by Reconciliation Australia, is about organisations from every sector turning good intentions into real actions and rising to the challenge of reconciling Australia. Our RAP will support us as we take steps to reflect and plan for future change. We have established a Fellow- and employee-led RAP Working Group, with generous guidance and advice from a RAP Reference Group comprising Aboriginal and Torres Strait Islander leaders in STEM, and STEM leaders with a strong track record in leading reconciliation.

Reference Group members work in a range of senior roles in STEM sectors, and were invited to guide the Working Group. We are grateful for their leadership and their willingness to work with us. They very generously provide an external and highly informed perspective, ensuring we hear Aboriginal and Torres Strait Islander voices on a consistent basis. Collectively our Reference and Working Group members span the private, public and academic STEM-powered sectors, and hail from around Australia. Our CEO is the inaugural RAP Champion, and the Groups are supported at Board level by the President, reflecting ATSE's strong desire to drive reconciliation from the heart of our organisation. We are grateful to all members of our Working and Reference Groups.

RAP REFERENCE GROUP MEMBERS 2021-23

Luke Blackburn

Yara Pilbara

Dr Kalinda Griffiths

Yawuru woman; UNSW

Dr Rishelle Hume

Whadjuk, Ballardong, Gnaala Karla Boodja woman; Chevron Corporation

Duncan Kerlake

Deadly Innovation Qld

Heidi Kiekbosch-Fitt

National Indigenous Australians Agency

Adam Lees

Meriam and Yadhaigana man; Rio Tinto

Associate Professor Bradley Moggridge

Kamilaroi man; University of Canberra

Corey Tutt

Kamilaroi man; Founder of Deadly Science

Edwina Lewis

IP Australia

Thanks also to Trawlwulwuy woman

Associate Professor Emma Lee from Swinburne University of Technology, who advised ATSE in developing this RAP.

RAP WORKING GROUP MEMBERS 2021-23

ATSE Fellows

Dr Sarah Ryan FTSE

Co-Chair

Adjunct Associate Professor David Hind FTSE

Co-Chair

Professor Lachlan Blackhall FTSE

Dr Peter Coleman FTSE

Professor Darren Martin FTSE

Professor Elanor Huntington FTSE

Professor Hugh Bradlow FTSE

President

(FTSE stands for Fellow of the Australian Academy of Technological Sciences and Engineering)

STAFF

Kylie Walker

Chief Executive Officer

Gita Karwal

Director, Partnerships

Luke Schofield

Events Coordinator

Our partnerships

ATSE supports Deadly Science, which provides STEM education resources to Aboriginal and Torres Strait Islander school students. We support Deadly Science with gifts of educational resources, opportunities to share its vision and work at our events, and through inviting founder Corey Tutt to engage with students and educators and share Traditional Knowledge perspectives on STEM curriculum topics (such as energy efficient housing), in our secondary school video curriculum resources.

ATSE also supports work to create the National Indigenous Science, Technology, Engineering and Maths Professional Network (NISTEMPAN), being led by a group of volunteers through Associate Professor Bradley Moggridge and colleagues, in conjunction with other leading organisations in STEM. NISTEMPAN will advocate, support, celebrate, and share new research as well as represent, influence and mentor on behalf of Indigenous people working within STEM industries. It will also encourage Indigenous-led research ideas that are focused on delivering real-world impact for Aboriginal and Torres Strait Islander peoples – ‘nothing about us without us.’ The impact will include giving a new generation hope and building that generation of STEM professionals to meet and deliver STEM solutions for Closing the Gap and the betterment of Aboriginal and Torres Strait Islander people’s lives.

ATSE works with Indigitek, a digital technologies education and engagement not-for-profit that supports Aboriginal and Torres Strait Islander people to upskill and find work in digital technologies. ATSE supports Indigitek with opportunities to share its vision and work at our events, and consults Indigitek on respectful, appropriate and inclusive approaches to providing scholarships for Aboriginal and Torres Strait Islander women in STEM.

Our activities

ATSE's existing commitments to reconciliation are outlined here.

Along with other members of the Australian Council of Learned Academies, ATSE formally and publicly supports the *Uluru Statement from the Heart*.

ATSE is at the beginning of our reconciliation journey. We proactively consider and include Aboriginal and Torres Strait Islander perspectives, Traditional Knowledge and impacts in our policy and advocacy work, ensuring that any advice on the application of science, technology and engineering that we provide to decision-makers is made with the inclusion of Aboriginal and Torres Strait Islander peoples, and the consideration of all perspectives, in mind, and respectfully references Traditional Knowledge. The policy team works with Fellows to advise political leadership, submit evidence-based advice, and make representations to federal inquiries, create position statements, and draft reports to inform Australia's technological pathways. For each piece of work and within our remit of applied science, technology and engineering, we ask:

- How will this legislation/regulation/plan/policy impact on Aboriginal and Torres Strait Islander peoples and communities (and what opportunities are there to ensure this impact is positive)?
- Is there Traditional Knowledge that could or should be considered in this legislation/regulation/plan/policy?

ATSE's Fellows and staff are also visually reminded of Australia's 60,000+ years of technological, scientific and engineering innovation through the use of art and design. Our office spaces in Canberra and Melbourne feature Aboriginal and Torres Strait Islander paintings and weaving, which sit beside a range of other art. Together, this collection addresses the theme of technology through the ages, and signals the continuum and connection between ancient and modern innovation.

The connection is underscored at the commencement of every meeting with Acknowledgement of Country, including acknowledgement of Traditional Knowledge and Traditional Owners' tens of thousands of years of innovation in engineering and technology. Whether virtual, hybrid or in-person, every major national ATSE event commences with Welcome to Country from an Elder representing the local Traditional Owners of the land on which the event is being held.

Our communications team prioritises inclusion of Aboriginal and Torres Strait Islander peoples, stories, and perspectives, across channels including our magazine and throughout our digital footprint.

ATSE manages a strong suite of national programs designed to nurture thriving STEM careers pathways at all stages of life. STELR, our secondary school hands-on science and engineering education program that spans nearly 900 Australian schools, proactively seeks opportunities to develop access to education resources for schools with a high population of Aboriginal and Torres Strait Islander students, including free provision of kits and resources in partnership with Deadly Science. STELR's digital resources feature Corey Tutt from Deadly Science, drawing links between science curriculum and ancient knowledge plus the natural world.

Our Diversity and Inclusion toolkit for small-to-medium enterprises in the science, technology, engineering and mathematics (STEM) sector is in its pilot phase. A key aim of this toolkit is to support and encourage SMEs to employ, train, retain, and promote Aboriginal and Torres Strait Islander peoples.

This Reconciliation Action Plan is designed to bring transparency and accountability to ATSE's actions and commitments to reconciliation. We will report against it in June 2023 and October 2023 to the RAP Working Group, RAP Reference Group, Diversity and Inclusion Committee, Board, and to Reconciliation Australia.

Need more information?

We want to hear from you. If you have questions about ATSE's RAP or would like to provide feedback, please get in touch.

Kylie Walker
Chief Executive Officer
Kylie.walker@atse.org.au
02 6185 3248

Gita Karwal
Director, Partnerships
Gita.karwal@atse.org.au
02 6185 3248

Our Reconciliation Action Plan

Relationships

1	Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations		
1.1	Identify Aboriginal and Torres Strait Islander stakeholders and organisations within our sphere of influence; work with Aboriginal and Torres Strait Islander STEM organisations to deepen partnerships and projects.	Jun 2023	Director, Partnerships
1.2	Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Dec 2022	Director, Partnerships
1.3	Explore potential partnership to support digital strategy for the new National Centre for Reconciliation Practice.	Dec 2022	Director, Partnerships
1.4	Provide mentoring, tools, networks and logistical support to support the establishment of the National Indigenous Science, Technology, Engineering and Maths Professional Network (NISTEMPAN).	Dec 2022	CEO
1.5	Review and update ATSE operational and strategic policies to reflect best practice and principles to support partnerships and work with Aboriginal and Torres Strait Islander stakeholders and organisations.	Dec 2022	Director, Operations
1.6	Establish and develop relationships with Ngunnawal, Ngunawal, Ngambri and Wurundjeri Woi Wurrung Custodians by seeking Cultural Competency training, supporting art-technology collaborations, and by engaging in Traditional Owner-led learning about the Countries on which we live and work.	Dec 2022	Director, Partnerships

2	Build relationships through celebrating National Reconciliation Week (NRW)		
2.1	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2023	Director, Operations
2.2	Encourage ATSE Fellows and staff to participate in at least one external event to recognise and celebrate NRW.	May 2023	CEO
2.3	RAP Working Group members to participate in an external NRW event and promote to the Fellowship the work of Aboriginal and Torres Strait Islander STEM organisations and professionals during NRW.	27 May - 3 June 2023	RAP working group Chair
2.4	Support and encourage staff and Board to share content on Aboriginal and Torres Strait Islander STEM knowledges for NRW via social media.	27 May - 3 Jun 2023	Director, Communications

3	Promote reconciliation through our sphere of influence		
3.1	Regularly communicate our commitment to reconciliation to all Fellows and staff, and our expectation that staff and Fellows support this commitment.	Dec 2022	CEO
3.2	Identify external stakeholders and like-minded organisations that our organisation can engage with and collaborate with on our reconciliation journey.	Feb 2023	Director, Partnerships
3.3	Publicly celebrate and communicate about Aboriginal and Torres Strait Islander peoples and organisations achieving in STEM, and Traditional Knowledge.	Jul 2023	Director, Communications
3.4	Develop relationships with all Australian Deputy and Pro Vice Chancellors with responsibility for Aboriginal and Torres Strait Islander perspectives; consult for policy development and include these leaders in engagement activities with Fellows.	May 2023	Director, Partnerships
3.5	Feature Aboriginal and Torres Strait Islander STEM experts and Traditional Knowledge experts and content in educational resource material wherever possible.	Dec 2022	Director, STEM Careers Strategy
3.6	Feature Aboriginal and Torres Strait Islander innovation and innovators in IMPACT magazine and other ATSE publications.	Sep 2023	Director, Communications

4	Promote positive race relations through anti-discrimination strategies		
4.1	Research best practice and policies in areas of race relations and anti-discrimination.	Feb 2023	Director, Operations
4.2	Review our Code of Conduct, HR and other policies and procedures to identify existing anti-discrimination provisions and future needs, and to ensure clear language, expectations and consequences.	Apr 2023	Director, Operations
4.3	Develop strategy to encourage Fellows to nominate strong Aboriginal and Torres Strait Islander candidates for ATSE Awards, and Fellowship of the Academy, and investigate inclusion targets for fellowship.	Jul 2023	Director, Partnerships

5	Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning		
5.1	Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within our organisation.	Jun 2023	CEO
5.2	Conduct a review of cultural learning needs within our organisation.	Jun 2023	CEO
5.3	Develop practical guidelines for senior research institute administrators and decision-makers to support and encourage R&D teams around Australia to apply best practice when translating and applying Traditional Knowledge.	Sep 2023	CEO
5.4	Provide mentoring, tools, access to Fellows, networks and logistical support to support the new National Indigenous Science, Technology, Engineering and Maths Professional Network (NISTEMPAN).	Jul 2023	CEO
5.5	Develop strong Aboriginal and Torres Strait Islander content in flagship events, and provide opportunities for Aboriginal and Torres Strait Islander people to speak across event programs.	Jul 2023	Director, Communications
5.6	Include and acknowledge the perspectives of Aboriginal and Torres Strait Islander STEM professionals in ATSE's policy and project work.	Jan 2023	Director, Policy and Government Relations
5.7	Establish a new National Award to recognise respectful and successful application or commercialisation of Traditional Knowledge, by, or in full partnership with Aboriginal or Torres Strait Islander peoples or communities.	Sep 2023	Director, Communications
5.8	Provide opportunities for awards and fellowship selection committees to develop cultural competencies in Aboriginal and Torres Strait Islander histories and cultures	Jun 2023	Director, Communications

6	Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols		
6.1	Develop an understanding of the local Traditional Owners or Custodians of the lands and waters on which we primarily work.	Sep 2023	Director, Operations
6.2	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols, and embed opportunities for staff to learn more about Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights.	Jan 2023	Director, Operations

7	Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week		
7.1	Raise awareness and share information amongst our staff and Fellows about the meaning of NAIDOC week.	Jun 2023	Director, Operations
7.2	Introduce our staff to NAIDOC Week by promoting and supporting participation in external events in our local area.	Jun 2023	CEO
7.3	RAP Working Group, Diversity and Inclusion Committee members, and staff to acknowledge NAIDOC Week by promoting the work of ATSE's Aboriginal and Torres Strait Islander Fellows, program participants, and collaborators.	1st week in Jul 2023	CEO

8	Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development		
8.1	Explore opportunities for increasing the number of Aboriginal and Torres Strait Islander Fellows, to achieve population parity.	Sep 2023	VP, Membership
8.2	Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation, and promote Aboriginal and Torres Strait Islander recruitment with specific encouragement to apply for employment opportunities in job ads and recruitment processes.	Sep 2023	Director, Operations
8.3	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	Sep 2023	Director, Operations
8.4	Promote leadership opportunities with specific encouragement for Aboriginal and Torres Strait Islander candidates to nominate for ATSE Awards and Fellowship.	Sep 2023	Director, Communications
8.5	Support small-to-medium STEM employers to recruit and retain Aboriginal and Torres Strait Islander staff with a Diversity and Inclusion toolkit.	Dec 2023	Director, Policy
8.6	Set targets and encourage Aboriginal and Torres Strait Islander applicants for industry mentorships and internships through our programs.	Sep 2023	Director, STEM Careers Strategy
8.7	Seek opportunities to develop access to education resources for schools with a high population of Aboriginal and Torres Strait Islander students, including donation of STEM education kits and technology.	Sep 2023	Director, STEM Careers Strategy
8.8	Seek and support Aboriginal and Torres Strait Islander mentors for ATSE programs, and peer mentors for Fellows.	Sep 2023	Director, STEM Careers Strategy
8.9	Review educational resources and consult with Aboriginal and Torres Strait Islander education organisations to ensure inclusion of appropriate learning strategies.	Sep 2023	Director, STEM Careers Strategy

9	Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes		
9.1	Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.	Jun 2023	CEO
9.2	Investigate Supply Nation membership .	Sep 2023	CEO

Governance

10	Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP		
10.1	Maintain a RWG to govern RAP implementation.	Sep 2022	CEO
10.2	Review a Terms of Reference for the RAP.	May 2023	VP, Diversity
10.3	Maintain Aboriginal and Torres Strait Islander representation on the RAP Reference Group.	Sep 2022	RWG Chair

11	Provide appropriate support for implementation of RAP commitments		
11.1	Define resource needs for RAP Implementation.	Dec 2022	CEO
11.2	Engage a diverse group of senior leaders across the Academy in the delivery of RAP commitments.	Dec 2022	VP, Diversity
11.3	Appoint a senior leader to champion our RAP internally.	Sep 2022	CEO
11.4	Define appropriate systems and capability to track, measure and report on RAP commitments.	May 2023	CEO

12	Build accountability and transparency through reporting RAP achievements, challenges and lessons both internally and externally		
12.1	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, and to ensure we do not miss out on important RAP correspondence.	Jun annually	CEO
12.2	Contract Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	1 Aug annually	CEO
12.3	Report on RAP commitments to the Diversity and Inclusion Committee, Assembly, Board, and in the ATSE annual report (published in November annually, distributed to Fellows and made publicly available).	Nov 2023	CEO
12.4	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 Sep annually	CEO

13	Continue our reconciliation journey by developing our next RAP		
13.1	Register via Reconciliation Australia's website to begin developing our next RAP.	Jun 2023	CEO
13.2	Prepare work on the next RAP.	Feb 2023	RAP Working Group

Acronyms used in this document

ATSE	Australian Academy of Technological Sciences and Engineering
CAETS	International Council of Academies of Engineering and Technological Sciences
CS in Schools	Computer Science in Schools
D&I	Diversity and Inclusion
FTSE	Fellow of the Australian Academy of Technological Sciences and Engineering
R&D	Research and Development
STELR	Science and Technology Education Leveraging Relevance
STEM	Science, technology, engineering and mathematics
IMNIS	Industry Mentoring Network in STEM



The Australian Academy of Technological Sciences and Engineering is committed to sustainable initiatives. Our Reconciliation Action Plan is printed on ecoStar+ made with 100% recycled post-consumer waste and is printed using vegetable based low VOC (Volatile Organic Compounds) inks.



Our RAP artwork

Artist
Lynnice Letty Church

Tribes
**Ngunnawal, Wiradjuri
and Kamilaroi**
(ACT and surrounding
region / NSW)

Artwork title
**Knowledge Systems
and Holders**

The artwork tells the story of two knowledge systems. These are the knowledge systems of Aboriginal and Torres Strait Islander peoples that acknowledges the importance and validity of cultural practice and knowledge that has been passed down from our Elders and Senior Knowledge holders for thousands of years over many generations. This knowledge system has played a significant role in the responsibilities of caring for each other, our cultural practices and country. These knowledge systems helped us to understand the land, sea, rivers, sky, plants and animals important to our survival and connection.

This created our collective knowledge system where each person played a role and part. We listened, observed and put into practice what we were taught and then shared with others and our younger children and generations.

This is the same for other knowledge systems, we have knowledge holders and senior people who are experts and teachers who play an important role in sharing and helping



others to learn and understand. Through their guidance and support we learn the ways of caring for each other, our environment and using science, technology, engineering and maths to help us to solve new and emerging challenges. Each person is a knowledge holder with diverse skills, experiences, knowledge and expertise that play an important role.

Together these two worlds and knowledge systems are important and of equal value. Evidence and ways of doing things may look different but they are just as valid and credible.

Providing those opportunities to develop relationships between Aboriginal and Torres Strait Islander people and the science, technology, engineering and maths spheres and experts is key to creating a collective knowledge system where we value these differences and see them as a strength. This creates a collective knowledge system built on respectful relationships, diversity and reciprocal opportunities to engage. This provides the platform for collaboration and a shared journey and understanding.

