



Australian
National
University

ANU Diversity, Equity and Inclusion Strategies Progress Report. - 04/12/2024

ANU is a diverse and inclusive community made up of students and staff from a range of backgrounds and with varied life experiences. We are committed to fostering a culture of respect and inclusion by embedding the University's values of equity and diversity into every aspect of our study, work, and living environment.

As part of our commitment to transparency, this report provides the ANU community with an update on actions completed and in progress under the following Diversity, Equity and Inclusion documents:

- [Anti-Racism Recommendations Report \(2023\)](#)
- [Gender Equity Strategy \(2023-2025\)](#)
- [Reconciliation Action Plan \(2024-2026\)](#)

Actions not included in this report have either not been started or are being reviewed by the Inclusive and Respectful Communities and People and Culture teams to realign with current projects and activities. A report on these actions will be published by April 2025.

We thank all the stakeholders who contributed towards the development of the above documents and to all the areas that have supported the actions that have been completed or are in progress.

Updates on the Disability Action Plan can be found at ANU DAP [Progress Folder](#) with a summary in the [ANU DAP 2024 Traffic Light Progress Report](#).

For further information on this report or to request the report in an alternative format, please contact the Inclusive and Respectful Communities team by emailing inclusive.communities@anu.edu.au

For information on the Inclusive and Respectful Communities team (which includes the former Respectful Relationships Unit) visit [Inclusive Communities](#) and [Respectful Relationships](#).

The Diversity, Equity & Inclusion team can be contacted via [email](#) and for further information on the Staff Respect Consultant visit this [page](#).

Anti-Racism Taskforce Recommendations

Actions completed		
Section	Action	What we have done
Phase 1	1.1 Develop an ANU web page for those experiencing racism on campus (either directly or as a by-stander) which directs them to the appropriate resources and support.	The University has published a Harmful Behaviours page, available for all staff and students. This includes information on racism and other behaviours that can impact on the wellbeing of our community. The page also links to support available through Student Safety and Wellbeing or the Staff Respect Consultant.
	1.2 Develop and implement an online disclosure tool for incidents of racism on campus impacting on staff and students combined with efforts to ensure the availability of culturally diverse / trained staff to support such disclosures.	An online disclosure form is available at Disclose an incident of sexual harassment, sexual assault, racism, ableism, harassment or discrimination ANU Advocate which provides students and staff with the opportunity to lodge an identified or de-identified disclosure of a range of harmful behaviours, including racism. The identified disclosure process facilitates contact from the Student Safety and Wellbeing or the Staff Respect Consultant to ensure the person who experienced the harm is provided with information and support. Staff in both teams work in a trauma-informed and person-centred way.
Actions in progress		
Phase 2	2.3 Review the University's policies and procedures related to discrimination and racism, even if out of schedule, ensuring that the process and procedures are clear and appropriate, and enable different levels of reporting.	Policies have a regular review cycle and complete in consultation with key stakeholders. Some of the policies that have been reviewed or are scheduled to be reviewed in 2025 include: Disability Policy Sexual Misconduct Policy Code of Conduct Equal Opportunity Policy Procedure: Prevention of discrimination, harassment and bullying

	2.2 Develop and implement cultural awareness and inclusion training for staff and students that brings meaningful cultural change.	<p>Cultural awareness training is part of the compulsory staff probation training plan for all new ANU staff. Additionally, ANU provides full day face to face Indigenous Cultural Awareness workshops for staff on a regular basis. The current modules have also been made available for students to complete.</p> <p>The online cultural awareness training is currently being reviewed and refreshed against alternatives to ensure we have courses with content that is as appropriate and impactful as possible. Our approach to mandatory compliance training is being revised to ensure a regular cadence of refresher training for all staff.</p> <p>In 2025, an anti-racism bystander training program will be developed for all students in ANU Residences.</p>
	2.1 Improving Data availability.	<p>With the implementation of the online disclosure tool, the University is improving the availability of data on harmful behaviours being experienced in the community. It is expected that in 2025 the public report the University currently publishes on sexual misconduct will be expanded to include disclosures and reports of other harmful behaviours disclosure/reported to the University.</p> <p>The Student Safety and Wellbeing team implemented a new Case Management system which is facilitating better data collection on students using the service. ANU Counselling and the Staff Respect Consultant are current exploring the implementation of a similar system.</p>
	2.4 Develop a broad respectful relationships/culture at ANU communication plan to include racism, discrimination and other harmful behaviours.	<p>Awareness campaign on the Harmful Behaviours webpage and Disclosure tool was launched in On-Campus in February 2024 with another awareness campaign held in August 2024. Shortly People and Culture will issue a survey to all Building Custodians which asks about the availability of diversity, anti-discrimination and harassment resources and information in every building on campus and offers participants material for display or distribution.</p> <p>The Inclusive and Respectful Communities' BIPOC Peer Educators have developed a poster campaign to be launched in residences in late September, the aim is to create awareness on the drivers of racism, support available and by-stander interventions.</p>
Phase 3	3.1 the ANU to embed decolonising perspectives and knowledge-systems into curricula and curriculum related strategies and policies.	<p>From 2025 the majority of ANU undergraduate programs will incorporate the University's Graduate Attributes, including "Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives". The aim is to embed Aboriginal and Torres Strait Islander knowledges and perspectives into the disciplinary context of each degree.</p>

Gender Equity Strategy

Actions completed		
Section	Action	What we have done
Our culture and behaviour	1.5 Produce guidance and training for managers and supervisors regarding skills for the development and implementation of appropriate gender inclusive practices.	The People Manager Essentials and Leadership in Practice leadership development programs available through People and Culture include education around diversity, equity and inclusion. Factsheet style guidance information to bring together Gender Equity, and Gender Identity information has been developed for publishing on staff services webpages. Through membership with Champions of Change Coalition a workshop on 7 Switches: a guide for Inclusive Gender Equality by Design is being piloted for senior leaders and IDEA leads.
	1.8 Ensure that all areas of the University have easy access to HR resources to undertake equitable recruitment, retention, and promotion practises.	The academic promotions process includes gender equity consideration in the makeup of the committee and updated recruitment policies to reflect inclusivity. The People and Culture team are building leadership capability through programs such Leadership in Practice and People Manager essentials. Career Development policy and Academic Promotions procedure both contain references to equitable information to support development and promotion of staff. A future step includes the Shared Services central Recruitment team to review the currently offered selection committee training.
Actions in progress		
Our leadership & governance	2.1 All Colleges and Portfolios to identify a member of their executive to lead on IDEA matters (such as gender equity) and engage in cross-College/Portfolio exchange of ideas and initiatives.	The Associate Deans IDEA (CAP, CECC, CoS in 2022-2023, then CoS, CASS, CECC in 2024) have met regularly for discussions on initiatives and governance. The College of Science has had a Chair of IDEA since 2016, and this role was upgraded to Associate Dean IDEA in 2022. Best practice also exists at RSAA, which has an Associate Director IDEA. People and Culture also run an informal networking between the Diversity, Equity and Inclusion team and the HR Business Partners.
Our policies & processes	4.1 Develop and implement a policy assessment tool to identify and address barriers to gender diversity	The Office of the Chief Operating Officer is currently conducting work to review all ANU policies to streamline and better align policies and procedures.

	<p>and inclusion in the policy development and review process.</p> <p>Key considerations include:</p> <ul style="list-style-type: none"> • Bullying and discrimination • Caregiver and parent support • Caring responsibilities for elderly parents and family members • Discretionary resource allocation and investment • Flexible working and workplace adjustments (including for people with disability) • Gender affirmation (including the updating of names and gender markers for staff and students across all ANU systems and platforms) • Promotions and recruitment 	<p>The Office of the Chief Operating Officer is currently conducting work to review all ANU policies to streamline and better align policies and procedures. People and Culture are supporting this program with regards to staff policies.</p> <p>As per 1.11 the University is currently determining a definition of “carer” which will assist with processes such as parking on campus initiatives with regards to addressing equity and access issues for carers and to support the prioritisation of the availability of car parks for people with caring responsibilities.</p>
Our environment	<p>3.2 Consult with the Trans and gender-diverse community to develop and deliver a targeted education campaign around gendered pronouns an inclusive language)</p>	<p>Inclusive and Respectful Communities team run programs and campaigns through the ANU Ally Network to support understanding of inclusive language and use of pronouns. In 2025 the team will develop a Gender Affirmation Guide for students similar to the one available for staff - Gender affirmation guide Services. A webpage promoting gender inclusive language is available for staff.</p>
	<p>3.7 Develop and distribute teaching resources for staff to promote gender-inclusive curriculum, prevent harassment, and create a safe and welcoming learning environment for women and gender-diverse students</p>	<p>An example of this activity is the School of Science’s display of exhibits (CoS Action 8), teaching activities, and focused lectures for instance https://may12.womeninmaths.org/ which promote the work of women scientists.</p> <p>The College of Science was heavily involved in the development of the Gender-Inclusive handbook (https://genderinstitute.anu.edu.au/sites/default/files/docs/2021_docs/Gender_inclusive_handbook.pdf) and its popularisation among teaching staff.</p> <p>The Inclusive and Respectful Communities team will develop resources to support staff with gender inclusive actions. In 2023 the team released the Sexual Violence Prevention Toolkit which support local areas address the drivers of gender based violence</p>
	<p>3.6 Increase research staff engagement with existing training opportunities provided by Inclusive and Respectful Communities, including R4 and RRR at Work and Ally Network training</p>	<p>The DVC Research Portfolio has developed the ANU Research & Innovation Strategy 2024+ to capture planned structures, activities and KPIs, and it is strongly aligned with several strategic work such as the Gender Equity Strategy with a strong focus on diversity and inclusion.</p>

		<p>The release of a Rights, Relationship and Respect in Research online training module for HDR students and supervisors provides some guidance for students and staff on supporting inclusive and respectful relationships in research.</p>
	<p>3.3 Undertake an audit of the built environment and develop an action plan to improve the state of our facilities in relation to being an inclusive, safe, welcoming, and respectful of all genders and backgrounds (including cultural backgrounds, disability, and caring responsibilities).</p>	<p>The Disability Action Plan 2024 focus area four, outlines the actions the University is taking in terms of accessible physical environments. People and Culture will shortly be undertaking a survey with building custodians to collate basic building information across a variety of diversity considerations.</p> <p>In 2024, the University commenced a process to acknowledge remarkable and legacy-building women among our community with the building renaming project. The first building renaming event occurred in October 2024 with the naming of the Health and Wellbeing building (bldg 156) as the Pauline Griffin building.</p> <p>The ANU provides gender neutral bathrooms, Muslim friendly toilets and showers and has collaborated with Share the Dignity to make available Share de Dignity vending machines installed throughout the ANU Campus. Additionally, multifaith spaces are provided to support diverse needs.</p>
Our culture and behaviour	<p>1.9 Evaluate mechanisms that recognise and celebrate staff and student work towards gender equity.</p>	<p>The current Vice Chancellor's staff award recognising excellence in Diversity Equity and Inclusion. Some Colleges also recognise staff for demonstrating Diversity, Equity and Inclusion behaviours- confirmed colleges include; CASS, CAP, CECC, CoS. Further work to be explored involves opportunities to showcase staff stories.</p> <p>The College of Science promotion guidelines & prizes aim to give recognition to IDEA work.</p>
	<p>1.1 Make the RRR suite of modules, that include clear expectations around respectful conduct, gender equity and bystander intervention, a standard requirement of staff and student induction and orientation processes</p>	<p>Online training for staff, available through Pulse, includes code of conduct, equal opportunity online, responding to disclosures of sexual violence. Mandatory staff training is currently being refreshed to ensure obligations under Respect at work legislation are met and help embed cultural and behavioural expectations. The new staff welcome and People Manager Essentials program has embedded cultural and behavioural expectations. Members of the Diversity, Equity and Inclusion (DEI) team facilitate the DEI component of each of these sessions.</p> <p>For students the Rights Relationships and Respect modules introduce students to core concepts relating to respectful relationships and sexual consent, as well as important information about ANU care and support services.</p>
	<p>1.11 Evaluate existing programs and structures aiming to support staff and students with caregiving</p>	<p>People and Culture are currently working on a carer definition and a new question on carers was added to the most recent staff Pulse survey to better understand this</p>

	responsibilities and develop a plan for remediation where gaps are identified.	demographic. Future steps will include exploring restarting a carers network and developing new information resources as identified in a gap analysis. ANUSA has a Parent and Carers officer, they help run events and advocate for parents and carers on matters of education, welfare and student life. They also lead the Parent and Carers Committee which holds events aimed at fostering collaboration and providing support.
	1.10 Test, evaluate, and improve staff and student complaints and appeals processes to ensure a supportive, responsive, well-promoted, and transparent complaints management system.	The new harmful behaviours disclosure tool and access to support services such as Student Safety and Wellbeing Case Managers and Staff Respect Consultant aim to improve access to formal complaint processes and support students and staff wishing to engage in these. Information on complaint processes are provided to staff through a number of channels including new staff welcome, people manager essentials, On Campus, etc. For students, this information is provided through the training of student leaders in residences, ANUSA and through communications from the Office of the Registrar
	1.4 Work with Colleges and Portfolios to build processes into FOCUS procedure for reviewing workloads on an individual level using the relative to opportunity guideline .	The ANU Relative to Opportunity Guideline is being reviewed by People and Culture to ensure coverage for both professional and academic cohorts of staff, and that this guideline will be used to assess workloads on an individual basis.
Our leadership & governance	2.4 Strengthen ongoing training and mentorship opportunities for staff leaders to develop the capability required to foster gender equity at ANU, being guided by the principles of this strategy.	Mentor walks available for staff to sign up to in Canberra, People and Culture also run a professional staff mentoring program where staff are matched based on their development needs (in 2024 there were almost 200 mentor pairs in the program). Participants in the program have the ability to indicate if they identify with a diversity group and note comments on who they wish to be matched with.
	2.2 Provide an annual College and Portfolio level gender equity data report to SMG that analyses, benchmarks, evaluates and reports on the gender composition of the staff and student community, as well as the gender pay gap.	Currently there is a Diversity report available through Insight reporting to detail the gender composition of staff across academic and professional cohorts segmented by levels. Further work will focus on gender pay gap.
	2.7a Develop a mechanism to accurately represent transgender, gender diverse, and intersex people in our current systems where they wish to disclose this information.	This data is voluntarily disclosed via the onboarding form (staff) and ISIS (students). People and Culture, Student Administration and Inclusive and Respectful Communities are working together to support consistent use of inclusive language in any data collection.

		<p>A gender affirmation guide is available to support transitioning staff in the workplace. Inclusive and Respectful Communities is developing an equivalent resource for students in 2025.</p> <p>Following the Deadnaming at ANU report from ANUSA the ANU is in the process of conducting a review of IT systems and data to identify all areas where deadnaming occurs and has taken steps to ensure that preferred names are used, including in Residential Halls, Accessibility, invoicing, and all ANU systems.</p>
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Breastfeeding Accreditation

The University continues to maintain Breastfeeding Friendly Workplace Accreditation with the latest accreditation granted in July 2025. A full list of Breastfeeding facilities on campus is available at [ANU Policy Library - Procedure - Breastfeeding](#)

Reconciliation Action Plan

Actions completed		
Section	Action	What we have done
2. Build relationships through celebrating National Reconciliation Week (NRW)	2.1 Continue to circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff and students.	Resources, information and events held can be found at National Reconciliation Week 2024 at ANU Australian National University
	2.3 Continue to encourage staff, senior leaders, and students to participate in at least one external event to recognise and celebrate NRW. Widely promote National Reconciliation Week events to all staff and students.	
	2.4 Continue to organise at least one NRW event each year.	
3. Promote reconciliation through our sphere of influence	3.3 Establish a central 'landing page' that showcases stories of First Nations students, staff, research and education.	A central landing page is available at First Nations
4. Promote positive race relations through anti-discrimination strategies	4.3 Communicate the University's policies and procedures for the prevention and reporting of discrimination to all staff and students.	<p>ANU anti-discrimination policy/provision is embedded within the code of conduct, Discipline Rule (students) and equal opportunity policies including the procedures for the Prevention of discrimination, harassment and bullying.</p> <p>The University has a central harmful behaviours landing page with information on the prevention of discrimination and pathways for disclosure and reporting.</p> <p>As part of the onboarding process the university requires new and current staff to complete mandatory training on Culture and Identities and Indigenous knowledges and the prevention of workplace discrimination and harassment.</p>
5. Promote & embed reconciliation as part of the University's core business by building a culture among its staff & students where everyone knows they have a role to play in reconciliation	5.3 Continue to maintain a calendar of events that actively promote reconciliation internally and externally	A calendar of events is available at First Nations, in 2023 ACE included activities in the University calendar.

6. Increase staff & student understanding, value & recognition of Aboriginal & Torres Strait Islander cultures, histories, knowledge and rights through cultural learning in our education & research programmes	6.2 Continue to monitor cultural learning needs within our organisation.	Current online cultural learning module being reviewed. Staff network utilised as a source of feedback relating to cultural training needs, as is the First Nations Portfolio and the Tjabal centre.
	6.5 Continue to provide an online Indigenous Cultural Awareness program to all staff to enhance cultural capability across the University and build greater awareness of the vast history and cultural heritage of Aboriginal and Torres Strait Islander peoples.	Cultural awareness training is part of the compulsory staff probation training plan for all new ANU staff. Additionally, ANU provides full day face to face Indigenous Cultural Awareness workshops for staff on a regular basis. The current modules have also been made available for students to complete. The online cultural awareness training is currently being reviewed and refreshed against alternatives to ensure we have courses with content that is as appropriate and impactful as possible.
7. Demonstrate respect to Aboriginal & Torres Strait Islander peoples by observing cultural protocols	7.5 Continue to include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings and public events.	The University encourages an Acknowledgement of Country for meetings and events. In 2024 the Acknowledgement of Country Steering Working Group met to review and provide recommendations around updating the Acknowledgment of Country published on the ANU website. The proposed Acknowledgment of Country wording and a guideline document is currently with local traditional custodians and First Nations leaders for their feedback.
	7.6 Continue to display Aboriginal, Torres Strait Islander and Australian flags at significant events on University grounds.	Flags are displayed at main university areas such as Chancelry and key events.
8. Build respect for Aboriginal & Torres Strait Islander cultures & histories by celebrating NAIDOC week	8.1 Continue to encourage RAP Working Group members to participate in an external NAIDOC Week event	The University encourages all staff and students to participate annually in NAIDOC Week events, the 2024 communication can be found at How we're keeping the fire burning this NAIDOC week Library . The EA also includes leave options for staff to participate.
	8.3 Continue to promote and encourage participation in external NAIDOC events to all staff and students.	
10. Improve outcomes by increasing Aboriginal & Torres Strait Islander recruitment, retention & development of Indigenous staff & students	10.9 Continue to maintain and support an Aboriginal and Torres Strait Islander staff network for academic and professional staff.	ANU has an active network with six events across 2024 including a final one end of the year gathering. There will be an end of year survey to the network to support plan activities for 2025.
13. Establish & maintain an effective RAP Working Group to drive governance of the RAP	13.1 Maintain Aboriginal and Torres Strait Islander representation on the RAP Working Group.	The RAP Working Group has a diverse membership with a number of Aboriginal and Torres Strait Islander representatives.
	13.3 RAP Working Group to meet at least four times per year to drive and monitor RAP implementation.	The RAP Working Group has met three times in 2024 with the final meeting scheduled for December 2024. As part of the activities

		for this year the Committee endorsed the RAP Impact Survey and the 2024 RAP Workplace Barometer.
15. Building accountability & transparency through reporting RAP achievements, challenges & learnings both internally & externally	15.1 Continue to ensure that our primary and secondary contact details are up to date with Reconciliation Australia, to ensure we do not miss out on important RAP correspondence.	Contact details are up to date with Reconciliation Australia
	15.2 Continue to contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	2024 RAP Impact Survey completed.
Actions in progress		
4. Promote positive race relations through anti-discrimination strategies	4.2 Ensure appropriate consultation on HR policies and procedures with Aboriginal and Torres Strait Islander advisors and staff and in line with the Enterprise Bargaining Agreement.	University Policies have a regular review cycle which is completed in conjunction with employee relations team.
	4.4 Continue to educate senior leaders and managers on the effects of racism & how they can influence positive relationships & equity across & beyond the ANU community.	People and Culture have incorporated content into core leadership programs, and are developing a Senior Leader SharePoint (with link to Racism and Anti-discrimination web page)
6. Increase staff & student understanding, value & recognition of Aboriginal & Torres Strait Islander cultures, histories, knowledge and rights through cultural learning in our education & research programmes	6.1 Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	The University is initiating consultations with The United Ngunnawal Elders Council and Ngambri representatives, along with key Indigenous stakeholders from our university, to inform the development of our cultural learning strategy.
	6.4 Develop, implement, and communicate a cultural learning strategy document for all students.	From 2025 the majority of ANU undergraduate programs will incorporate the University's Graduate Attributes, including "Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives".
	6.6 Provide an online Indigenous Cultural Awareness program to all students to enhance cultural capability across the University and build greater awareness of the vast history and cultural heritage of Aboriginal and Torres Strait Islander peoples.	
7. Demonstrate respect to Aboriginal & Torres Strait Islander peoples by observing cultural protocols	7.1 Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	A new Acknowledgement of Country has been drafted, including guidelines, these are currently awaiting feedback from local traditional custodians and First Nations leaders at ANU. The final Acknowledgment of Country and guidelines is expected to be released in 2025.
	7.2 Develop, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country	
8. Build respect for Aboriginal & Torres Strait Islander cultures & histories	8.2 Continue to review HR policies and procedures within the relevant policy review cycle, to remove barriers to staff participating in NAIDOC Week.	University Policies have a regular review cycle which is completed in conjunction with employee relations team.

by celebrating NAIDOC week		
9. Develop an Indigenous Research Strategy	9.1 In consultation with Traditional Owners and/or Aboriginal and Torres Strait Islander advisors, develop an Aboriginal and Torres Strait Islander research strategy to ensure research and public policy development at the University aligns with national and community priorities to make a significant impact.	The Research & Innovation Portfolio released the Enabling Impact: The ANU Research and Innovation Strategy 2024+ with a focus on initiatives and support structures for Aboriginal and Torres Strait Islanders research and researchers.
10. Improve outcomes by increasing Aboriginal & Torres Strait Islander recruitment, retention & development of Indigenous staff & students	10.1 Continue to engage with Aboriginal and Torres Strait Islander staff on our recruitment, retention and professional development strategies which will be published on the University website and communicated to all staff.	The Indigenous Staff Network, First Nations Portfolio and Tjabal Centre, continue to be a source of consultation for recruitment, retention and professional development strategies. This action will be assigned to the Indigenous Employment Committee when established.
	10.2 Continue to engage with Aboriginal and Torres Strait Islander staff on our review of our recruitment, retention and professional development strategies	
	10.3 Continue to advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	The People and Culture Recruitment team continue to work with HR business partners and hiring managers on how best to advertise effectively across a variety of avenues for both existing and prospective applicants.
	10.4 Continue to review of HR policies and procedures within the relevant policy review cycle, to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	University Policies have a regular review cycle which is completed in conjunction with employee relations team.
	10.7 Increase Aboriginal and Torres Strait Islander employment by 10% annually, at least up to parity with the population level of 3.3%, through development and implementation of a specific recruitment, retention and professional development strategy for both academic and professional staff.	Diversity, Equity and Inclusion team within People and Culture are currently working with the Tjabal Centre to reinvigorate the Indigenous Professional Pathways Program to support this target. When the Aboriginal and Torres Strait Islander Employment Committee is developed further work will progress.
	10.8 Continue to support Aboriginal and Torres Strait Islander employees at all levels of employment, especially in management and senior positions.	The Senior Consultant – Indigenous Employment and Retention will review existing supports in place with the People and Culture Executive Search team.
11. Increase Aboriginal & Torres Strait Islander supplier diversity to support improved economic & social outcomes	11.1 Continue to implement an Aboriginal and Torres Strait Islander procurement strategy, as part of the wider University procurement strategy	This is currently embedded within existing university processes.
	11.2 Continue to promote utilisation of the University's Supply Nation membership across all procurement officers	This is currently embedded within existing university processes.

12. Develop a strategy for Indigenising coursework	12.1 In consultation with Traditional Owners and/or Aboriginal and Torres Strait Islander advisors, develop an Aboriginal and Torres Strait Islander education strategy that includes identifying opportunities to incorporate Aboriginal and Torres Strait Islander knowledge, principles and other content into undergraduate and graduate coursework in every College where applicable.	From 2025 the majority of ANU undergraduate programs will incorporate the university's Graduate Attributes, including "Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives".
14. Provide appropriate support for effective implementation of RAP Commitments	14.1 Continue to monitor resource needs for RAP implementation.	This work is being monitored through the Inclusive and Respectful Communities and People and Culture teams.
	14.2 Continue to engage our senior leaders and other staff in the delivery of RAP commitments.	A number of senior university leaders are part of the RAP Working Group and have supported the completion of the RAP Impact Survey.
	14.3 Define and maintain appropriate systems to track, measure and report on RAP commitments.	The publication of this Diversity, Equity and Inclusion Strategies Progress Report supports our commitment to maintaining appropriate systems to track our action towards the RAP.
15. Building accountability & transparency through reporting RAP achievements, challenges & learnings both internally & externally	15.3 Continue to complete and submit the annual RAP Impact Survey to Reconciliation Australia.	The 2024 RAP Impact Survey was submitted to Reconciliation Australia in September 2024.
	15.4 Continue to report RAP progress to senior leaders at least bi-annually.	The next RAP update report to the University Council will be presented in early 2025.
	15.6 Continue to participate in Reconciliation Australia's biennial Workplace RAP Barometer.	The 2024 Workplace RAP Barometer was conducted in September 2024 with results to be available in 2025.