

Reconciliation Action Plan | 2016 - 2018

SECOND EDITION



Our vision for reconciliation

Griffith University (Griffith) acknowledges the wisdom inherent in Aboriginal and Torres Strait Islander Australians as the oldest surviving culture in the world, and recognises their custodianship of the land on which its campuses are located. The University strives to be a place where Aboriginal and Torres Strait Islander peoples are valued and respected, and where First Australian Peoples' cultures and knowledges form an integral part of Griffith's vision for learning, teaching, research, and community engagement. Griffith recognises that reconciliation is a shared process and that every student and staff member has a role to play in effecting positive change for a better, more inclusive Australia.

Cover image and above: Griffith University staff, students, alumni and community partners take part in the annual "Walk and Talk" event held to encourage reconciliation and mark National Sorry Day.



Our business

Griffith opened as a university in 1975 with one campus at Nathan and 451 students.

Today the University can rightly claim to be a comprehensive, research-intensive university ranked in the top 3% of tertiary institutions worldwide, and teaching 50,000 students in all study areas across five campuses in South East Queensland (South Bank, Nathan, Mt Gravatt, Logan and Gold Coast). As of April 2016, there are 845 Aboriginal and Torres Strait Islander students enrolled at the University.

Griffith offers more than 200 undergraduate, postgraduate and research degrees across all disciplines. We have a long history of providing innovative degrees that meet the ever-changing needs of students, industry and the community. We introduced the first Asian studies, environmental science, forensic science, aviation, Australian Indigenous arts, dental technology and suicide-prevention degrees in Australia.

Griffith is recognised as one of Australia's most comprehensive research universities and this is reflected in our contemporary emergence as a powerful and respected international institution focused on undertaking research into the sciences, the environment, the arts, society, public policy, health, education, and other spheres.

Griffith has a national reputation for sustained high-quality equity programs that broaden participation in higher education and achieve successful student outcomes. This success is consistent with Griffith's mission, which expresses its commitment to excellence in teaching and research through innovation, bringing disciplines together, internationalisation, equity and social justice, and lifelong learning.

The University's Engagement Plan (2015-2018) outlines a life cycle approach to facilitate coordinated engagement activities across the University, new systems and facilities to underpin a more effective and strategic way of working, and new mechanisms and policies to support culture and capability building. The Plan focuses on the following five dimensions of engagement:

- industry and partner engagement
- community and clinical engagement
- schools and pathways engagement
- alumni engagement
- donor engagement

Overall, Griffith is ranked in the top three universities in access, participation, and success rates for Aboriginal and Torres Strait Islander students. The University's GUMURRII Student Support Unit (GUMURRII SSU) continues to improve support services for Aboriginal and Torres Strait Islander students. For the past three years, Griffith has received over 40% of first preferences through Queensland Tertiary Admissions Centre (QTAC), and continues to dominate the market as the preferred university for Aboriginal and Torres Strait Islander applicants in Queensland.

The University employs 4,065 full-time continuing and contract staff including 57 staff who are of Aboriginal and Torres Strait Islander heritage.

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Our RAP

The need to “close the gap” of social and economic barriers between Aboriginal and Torres Strait Islander peoples and other Australians is well understood.

Internationally and in Australia, education is recognised as having a major role in addressing social and economic vulnerabilities. Griffith recognises that the positive advantages of a tertiary education flow not only to the individual, but also to other members within Aboriginal and Torres Strait Islander communities, as well as the broader Australian community. The higher education sector in particular has a central role to play in educating people for leadership roles within a variety of professions and social contexts. Additionally, universities play a significant role in shaping the culture, paradigms and practices of those professions.

Throughout its history, Griffith has acknowledged these responsibilities by supporting Aboriginal and Torres Strait Islander peoples and the significant contribution First Australian Peoples have made to the life of the University through academia, student participation, community involvement and staff performance. Griffith, through its RAP, aims to celebrate and strengthen this relationship and to create a sustainable context for sharing the knowledge and appreciation of cultural inheritance from Aboriginal and Torres Strait Islander peoples. The goals of the RAP link with and expand the commitments to Aboriginal and Torres Strait Islander students, staff and community partners in the University's Strategic Plan 2013-2017, Equity and Diversity Plan 2014-2017, and Engagement Plan 2015-2018.

The University's RAP 2016-2018 was developed following an extensive period of review and reflection during 2015 and 2016. This was initially led by a Reconciliation Action Plan Working Party, which met four times a year and devised the plan for reviewing Griffith's Reconciliation Action Plan 2012-2015.

The review process involved three distinct phases:

- (i) Review achievements of current plan
- (ii) Undertake an external scan of other universities' RAPs
- (iii) Consult with students, staff, and community

Through this process, the Reconciliation Action Plan Working Party was able to identify which strategies were to be on-going and if they needed to be retained in the RAP 2016-2018; identified those strategies that have not yet been implemented and sought feedback from the relevant areas and responsible officers regarding the value of retaining these. The scan of other universities' RAP's was useful in identifying key aspects of other organisations' RAP's that may be of interest to Griffith. The University-wide consultations included an on-line survey to gather feedback from students, staff, and community. The University Council of Elders was also invited to provide feedback on review of the previous RAP. The survey allowed participants to define what reconciliation meant to them, and to comment on the University's reconciliation initiatives. A majority of respondents (n=207) were familiar with the “Racism. It Stops with Me” banners situated on campus, with approximately 32 per cent of respondents having seen the RAP document or collateral advertising it.

Supplementing these activities were the ongoing consultations with the University's Equity Committee and Aboriginal and Torres Strait Islander Advisory Committee, who received regular updates on the progress of the RAP 2013-2015 at their meetings (three-four per year 2013-2015) and provided feedback to the RAP Working Party. The Deputy Vice Chancellor (Engagement) is a member of both committees and drew on the collective experience of both committees in steering the development of the RAP 2016-2018. In addition, membership of the Aboriginal and Torres Strait Islander Advisory Committee includes Elders from local First Australian communities within Griffith's area of operation, academic staff from the Professoriate, and professional staff directly involved in providing support to Aboriginal and Torres Strait Islander staff and students. The Aboriginal and Torres Strait Islander Advisory Committee includes external representation from Education Queensland's Indigenous Education unit.

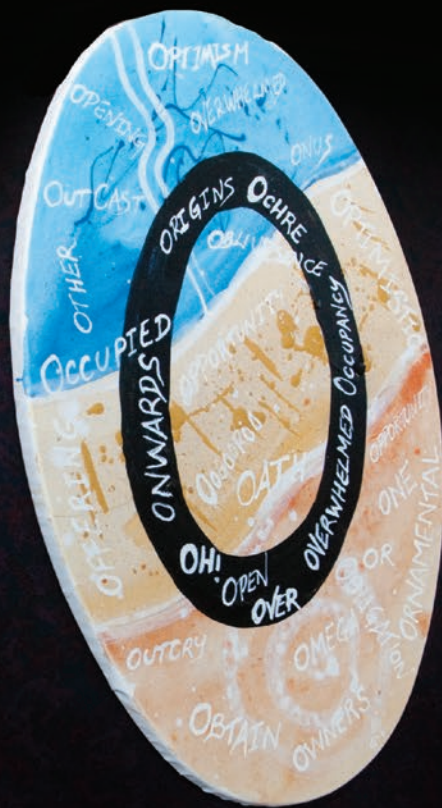
The final stage in the development of the new RAP involved the formation of a new Reconciliation Action Plan Working Party (September 2015), under the stewardship of the Deputy Vice Chancellor (Engagement). Initial drafts were considered by University Executive before consultations with Reconciliation Australia and other key stakeholders from the University.

Within Griffith, the RAP will be championed by the Deputy Vice Chancellor (Engagement); the University's Equity Committee; the University's Aboriginal and Torres Strait Islander Advisory Committee (ATSIAC); the Griffith University Council of Elders; and the Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP). The DVC(E) is joined on the RAP Working Party by the Professor, Indigenous Research; the Associate Director, HR Strategy and Projects; the First Peoples Staff Project Officer; the Director, GUMURRII SSU; and the Director, Research Centre, Queensland Conservatorium.

The Griffith University Council of Elders comprises local Traditional Owners and respected Aboriginal and Torres Strait Islander community members of the areas Griffith operates within. Through the Council of Elders, and in collaboration with ICEPP, the University advances its commitment to promoting the intellectual, scholarly, and cultural contributions of Aboriginal and Torres Strait Islander peoples to higher education at the local, national, and international levels. The Council of Elders are a key interface between the University and Aboriginal and Torres Strait Islander community groups across South East Queensland, and play an important role in all major reconciliation events held on campus. The Council of Elders have guided the development of the RAP through their representatives on the ATSIAC and their participation in a Yarning Circle. Elders will play a key role in the implementation of multiple targets, including the development of cultural awareness training; protocol surrounding Welcome to Country and Acknowledgement of Country; and broader community engagement initiatives.



Vice Chancellor and President, Professor Ian O'Connor AC



A special artwork incorporating handwritten messages was created by Griffith staff to commemorate National Sorry Day.

Reconciliation in action

The following case studies illustrate the positive progress that Griffith has made towards reconciliation with First Australian Peoples.

Doomadgee Community – School of Humanities

Since 2009, the School of Humanities has hosted an annual visit of children from Doomadgee, an Aboriginal community of about 1050 people in the Gulf country in northwest Queensland. The visit includes tours of the University and introduces these primary school students to a host of new experiences and possibilities. The project promotes the opportunities provided by continued education and training, including university.



Contemporary Australian Art Program

The Bachelor of Contemporary Australian Art program is delivered at the Queensland College of Art at South Bank, and is designed to build the capacity of Aboriginal and Torres Strait Islander artists. The program focuses on traditional Australian Aboriginal and Torres Strait Islander art media, styles and forms, and its contemporary applications. The program is planned in accordance with Aboriginal and Torres Strait Islander principles and philosophies, and respects Aboriginal protocols concerning the ways in which techniques and images may be used.



Winanjjikari Service Learning Program, Central Australia

The award-winning Winanjjikari Service Learning Program is an immersive project bringing together students from the Conservatorium and Aboriginal musicians from the Winanjjikari Music Centre and Barkly Regional Arts for a cross-cultural learning and performing experience. This involves a group of music students collaborating with local Aboriginal musicians and experiencing first-hand the richness of Aboriginal culture. The program was established in 2009 and demonstrates how collaborative partnerships can create Aboriginal and Torres Strait Islander curriculum content in a more culturally appropriate way.



Virtual Meanjin

Virtual Meanjin features in the University's new interactive Red Zone visitor centres, and takes users back in time to experience what the Brisbane CBD area was like before British settlement. Exploring multiple storylines and locations, users can follow animal tracks, hunt in traditional hunting grounds, and gather bush foods and medicines, providing an insight into Turrbal and Jagera peoples of the Brisbane area and their connection to Country. Additional content has been commissioned for the Gold Coast campus to include information about the Traditional Owners of the area.





First Peoples' Health Unit

The First Peoples' Health Unit is based at the Gold Coast campus, and is committed to increasing a highly skilled Aboriginal and Torres Strait Islander health workforce. Through programs in learning and teaching, research, and community engagement, the Unit aims to lead the education and training of Griffith Health group graduates, ensuring that they have the necessary skills and knowledge to effectively contribute to improving health outcomes for Aboriginal and Torres Strait Islander peoples.



GUMURRII Student Support Unit (SSU)

For 27 years the GUMURRII SSU has been fundamental in supporting increased educational options for Aboriginal and Torres Strait Islander students attending university. Through its programs for outreach, admission, orientation and study support, GUMURRII SSU acts as a "hub" for Aboriginal and Torres Strait Islander students at Griffith, fostering a sense of community and providing access to learning resources and personal support. The GUMURRII SSU has offices on all five campuses.



Indigenous Research Unit

The Indigenous Research Unit, based at the Nathan campus, advocates for appropriate and sensitive approaches to Aboriginal and Torres Strait Islander research. The Unit has adopted a collaborative approach to its research profile, engaging with suitable communities, research agencies and external organisations to increase research opportunities for Aboriginal and Torres Strait Islander researchers and students. The IRU has successfully developed a nationally-recognised research profile with projects funded by the NHMRC, ARC (Discovery and Linkage), and the Lowitja Institute.



Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP)

The work of ICEPP and its Director, Professor Boni Robertson, focuses on providing advice and consultancy in key policy areas and developing community engagement and partnerships that contribute to enhancing life opportunities for Aboriginal and Torres Strait Islander peoples. These include a unique Indigenous student pathways partnership program based on a collaboration between local Elders, Griffith and the Metro South region. Professor Robertson holds an executive position on the Board of the National Aboriginal and Torres Strait Islander Higher Education Alliance and is also the Australian Indigenous representative on the United Nations Permanent Forum on Indigenous Issues.



The Indigenous Summer Research Fellowship Program

This program was launched in late 2014 to provide Aboriginal and Torres Strait Islander students with six to eight-week research placements under academic supervision, culminating in a poster presentation to peers and research colleagues. The aim is to better prepare students for Honours and postgraduate degrees while increasing their skills and employability.



First Peoples Staff Yarning Circle

The First Peoples Staff Yarning Circle provides a culturally supportive environment, where members can share information, experiences, advice, provide support and promote cultural awareness through activities and events. The Yarning Circle enables staff to come together four times per year, with full support of their workplace, to discuss any concerns regarding their employment and share information and ideas.

Reconciliation Australia key themes

The Griffith RAP initiatives have been developed to form part of the University's strategic goals and vision. As part of our Plan, Reconciliation Australia key themes "Relationships", "Respect" and "Opportunity" in contributing to a better-reconciled Australia have been aligned to values articulated in Griffith's strategic goals. These themes are as follows:



Relationships

Bringing Aboriginal and Torres Strait Islander peoples and the broader Australian community together, focusing on communication and better partnerships.



Respect

Increasing understanding through cultural learning by celebrating and embracing First Australian Peoples' history, cultures and achievements. Acknowledging Aboriginal and Torres Strait Islander cultural protocols such as Acknowledgement of Country and Welcome to Country. Supporting all staff to participate in NAIDOC Week activities.



Opportunity

Creating sustainable opportunities in employment, training and supplier diversity for Aboriginal and Torres Strait Islander peoples. Through providing meaningful opportunities will contribute to supporting stronger health, education and economic outcomes.

Governance and leadership

Shane Barnes, Professor Martin Betts, Aunty Anne Leisha and Uncle Thomas Sebasio cut the cake at the end of the 2015 Walk and Talk event held during National Reconciliation Week.



Griffith University acknowledges its proud tradition of engagement with Aboriginal and Torres Strait Islander peoples at the institutional, student support, and Academic Group levels. Through its governance, management and leadership practices, Griffith University acknowledges the contribution that Aboriginal and Torres Strait Islander peoples and cultures have made to the Griffith community and through our RAP we seek to further involve Aboriginal and Torres Strait Islander peoples in the pursuit of the University's mission.

Action	Value	Target	Timeline	Responsibility
1. RAP Working Party (RWP) to monitor RAP development and implementation	Relationships	<ul style="list-style-type: none"> RWP oversees the development, endorsement and launch of the Griffith RWP 	May 2016	Deputy Vice Chancellor (Engagement) DVC (E)
		<ul style="list-style-type: none"> Ensure there are Aboriginal and Torres Strait Islander peoples on the RWP 	May 2016	DVC (E)
		<ul style="list-style-type: none"> Meet at least four times per year to monitor and report on RAP implementation 	May, August, November, February 2016, 2017 and 2018	DVC (E)
		<ul style="list-style-type: none"> Review and update Terms of Reference for the RWP 	September 2016	DVC (E)
2. Continue to report against and update KPIs concerning Aboriginal and Torres Strait Islander staff and students as outlined in key University plans	Opportunity	<ul style="list-style-type: none"> Ensure that relevant KPIs, as set out in the Strategic Plan and Equity and Diversity Plan, remain up to date and on target: <ul style="list-style-type: none"> To continue to exceed the national average for Aboriginal and Torres Strait Islander student participation To continue to exceed the national average for Aboriginal and Torres Strait Islander student retention rate To increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions 	November 2016, 2017 and 2018	All members of Executive Group

Dark brothers, first Australian race,

The Dawn Is At Hand

By Oodgeroo Noonuccal

Soon you will take your rightful place

Governance and leadership

Action	Value	Target	Timeline	Responsibility
3. Report RAP achievements, challenges and learnings to Reconciliation Australia for inclusion in the RAP impact measurement report	Tracking progress and reporting	<ul style="list-style-type: none"> • Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia • Investigate participation in the RAP Barometer • Develop and implement systems and capabilities needed to track, measure and report on RAP activities 	30 September 2016, 2017 and 2018	DVC (E)
4. Report RAP achievements, challenges and learnings internally and externally	Tracking progress and reporting	<ul style="list-style-type: none"> • Publicly report our RAP achievements, challenges and learnings, through the Griffith University Annual Report 	March 2016, 2017 and 2018	DVC (E)
5. Review, refresh and update RAP	Tracking progress and reporting	<ul style="list-style-type: none"> • Review, refresh and update RAP based on learnings, challenges and achievements 	September 2018	DVC (E)
		<ul style="list-style-type: none"> • Send draft of next RAP to Reconciliation Australia for formal feedback and endorsement 	December 2018	

In the brotherhood long waited for,

Fringe-dwellers no more.

Governance and leadership

Action	Value	Target	Timeline	Responsibility
6. Engage University executive in experiences that develop inter-cultural understanding and appreciation of Aboriginal and Torres Strait Islander cultural heritage	Respect	<ul style="list-style-type: none"> • Conversation and tour of northern campuses involving Griffith University Council of Elders and Executive Group to discuss sites of cultural significance, and to enhance cross-cultural knowledge 	May 2017	DVC (E)
		<ul style="list-style-type: none"> • Conversation and tour of Gold Coast campus involving Griffith University Council of Elders and Executive Group to discuss sites of cultural significance, and to enhance cross-cultural knowledge 	May 2018	DVC (E) SDVC-R
7. Increase involvement of Aboriginal and Torres Strait Islander students on relevant University committees	Opportunity	<ul style="list-style-type: none"> • Provide leadership opportunities for Aboriginal and Torres Strait Islander students via their participation in the Hands Up! Tertiary Preparation Program and AIME tutoring program by encouraging students to nominate for University committees 	February 2017 and 2018	Academic Provost DVC (E) Director, GUMURRII Student Support Unit

Sore, sore the tears that you shed

When hope seemed folly and justice dead.

Collaboration and engagement

Torres Strait Islander dancers perform at the Nathan campus in 2012 to mark the launch of the University's inaugural Reconciliation Action Plan.



Griffith University will continue to build respectful, collaborative relationships with local Aboriginal and Torres Strait Islander communities. It is through meaningful and genuine dialogue that the University will bring life to its Reconciliation Action Plan and achieve its aims.

Action	Value	Target	Timeline	Responsibility
1. Maintain and leverage mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes	Relationships	<ul style="list-style-type: none"> Engage with at least 45 Aboriginal and Torres Strait Islander organisations to inform teaching and learning, research, and community engagement initiatives 	November 2018	DVC (E)
		<ul style="list-style-type: none"> Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders 	February 2017	Professor ICEPP
		<ul style="list-style-type: none"> Commit to establishing 15 new formal two-way partnerships with Aboriginal and Torres Strait Islander organisations, relevant to University priorities 	December 2018	Professor Indigenous Research Unit Director, GUMURRII Student Support Unit
		<ul style="list-style-type: none"> Continue to engage with and play an active role in leading international forums that explore and advocate First Peoples' issues, including the United Nations Permanent Forum on the Rights of Indigenous Peoples 	December 2016, 2017 and 2018	Director, FPHU

Was the long night weary? Look up, dark band,

The dawn is at hand.

Collaboration and engagement

Action	Value	Target	Timeline	Responsibility
2. Celebrate and participate in National Reconciliation Week (NRW) to promote stronger relationships between Aboriginal and Torres Strait Islander and other Australians	Relationships	<ul style="list-style-type: none"> • Commit to holding at least one (1) National Reconciliation Week event on each campus • All staff and students are encouraged to participate in at least one event during NRW, including the Walk and Talk events at Nathan, Mt Gravatt and the Gold Coast campuses • Register Griffith's NRW events on Reconciliation Australia website and promote on Griffith's internal and public websites 	27th May – 3rd June 2016, 2017 and 2018	DVC (E) Director, GUMURRII Student Support Unit
3. Raise external awareness of our RAP to promote reconciliation across our sector	Relationships	• Develop, implement and review a strategy to communicate Griffith's RAP to staff, students and external stakeholders	November 2016	RAP Working Party
		• Collaborate with external stakeholders to exchange RAP learnings and share best practice	September 2017	Director, OMC

Go forward proudly and unafraid

Collaboration and engagement

Action	Value	Target	Timeline	Responsibility
4. Celebrate NAIDOC Week and provide opportunities for Aboriginal and Torres Strait Islander staff and students to engage with culture and community during NAIDOC Week	Respect	<ul style="list-style-type: none"> Provide opportunities for all Aboriginal and Torres Strait Islander staff and students to participate in NAIDOC Week events, including those on campus and in the local community 	July 2016, 2017 and 2018	DVC (E)
		<ul style="list-style-type: none"> Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week 	April 2016, 2017 and 2018	Director OHRM
		<ul style="list-style-type: none"> Promote NAIDOC Week to staff and students via email from Executive and providing information on Griffith internal and external website 	May 2016, 2017 and 2018	Academic Registrar

To your birthright all too long delayed,

Learning and teaching

The Hands Up! Tertiary Preparation Program is designed to assist commencing Aboriginal and Torres Strait Islander students to adapt to university life and improve their academic skills in a relaxed, supportive and culturally appropriate environment.



Griffith University is committed to ensuring its curriculum across all discipline areas promotes and embraces Aboriginal and Torres Strait Islander knowledges. A whole-of-University approach to curriculum development that draws on strong partnerships and relationships with Aboriginal and Torres Strait Islander staff, Elders, students and communities is required. Added to this, Griffith University and GUMURRII SSU are dedicated to providing high quality student support to Aboriginal and Torres Strait Islander students in a culturally appropriate learning environment.

Action	Value	Target	Timeline	Responsibility
1. Support ongoing development of curriculum that extends knowledge of Aboriginal and Torres Strait Islander knowledges, worldviews and insights in a culturally appropriate manner	Respect	<ul style="list-style-type: none"> Consult with Elders, Aboriginal and Torres Strait Islander colleagues and communities to design guidelines and standards for culturally appropriate curriculum content 	August 2017 and 2018 – ongoing	Academic Provost Deans (L&T) Council of Elders Elders-in-Residence Professor ICEPP DHoS (L&T) Academic staff
		<ul style="list-style-type: none"> Design an online model for broad-scale extension of Aboriginal and Torres Strait Islander knowledge in the curriculum that leverages existing materials developed by staff 	September 2017	Academic Director, Griffith Online Deputy Director, Learning Futures Professor ICEPP Council of Elders Elders-in-Residence Academic staff
		<ul style="list-style-type: none"> Provide all Griffith schools with access to resources designed to assist in the development of Aboriginal and Torres Strait Islander curriculum content and delivery, including examples of best practice, quality guidelines and standards 	September 2017 – ongoing	Academic Provost All Deans (L&T) Council of Elders Elders-in-Residence Professor ICEPP DHoS (L&T) All Academic staff
		<ul style="list-style-type: none"> Ensure elements report annually on progress and approaches developing Aboriginal and Torres Strait Islander curriculum content. (A user-friendly proforma will be developed to assist with capturing this information) 	October 2016, 2017 and 2018	Deans (L&T) (reported annually to Group Academic Board and PVC)

For soon now the shame of the past

Will be over at last.

Action	Value	Target	Timeline	Responsibility
2. Increase the rate of Aboriginal and Torres Strait Islander student participation at Griffith, while continuing to provide a culturally-appropriate learning environment	Opportunity	<ul style="list-style-type: none"> Continue to exceed the national average for the rate of Aboriginal and Torres Strait Islander students participating in studies at Griffith through targeted engagement and recruitment activities, including the Hands Up! Tertiary Preparation Program 	December 2018	DVC (E) Director, GUMURRII SSU
		<ul style="list-style-type: none"> Ensure all university elements are aware of the services and support provided by the GUMURRII SSU to Aboriginal and Torres Strait Islander students in their programs, through email notifications to all program and course convenors, and through information shared on the Staff Portal 	December 2016, 2017 and 2018	Deans (L&T) DHoS (L&T) Academic staff
3. Publicly celebrate and share Aboriginal and Torres Strait Islander knowledges and cultures	Respect	<ul style="list-style-type: none"> Host a high-profile event featuring a key Aboriginal or Torres Strait Islander guest speaker to present on a timely topic and promote widely to Griffith staff and students, as well as external stakeholders and communities 	May 2018	DVC (E) Professor Indigenous Research Unit Director, GUMURRII Student Support Unit Director OMC

You will be welcomed mateship-wise

In industry and in enterprise;

Learning and teaching

Action	Value	Target	Timeline	Responsibility
4. Increase knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievements to inform general staff, and to assist academic staff to develop curriculum and learning and teaching delivery appropriately	Respect	<ul style="list-style-type: none"> Implement and review a cultural awareness training strategy for our staff that defines continuous cultural learning needs of our employees in all areas of our business and considers various ways cultural learning can be provided (online, face to face, workshops or cultural immersion) 	February 2017	DVC(E) Director OHRM
		<ul style="list-style-type: none"> All RAP Working Party members will undertake cultural learning activities 	June 2017	Council of Elders Professor Indigenous Research Unit
		<ul style="list-style-type: none"> Provide an online cultural awareness module for 20% commencing and continuing academic staff (297 staff) to complete which informs curriculum development and learning and teaching practices 	September 2018	Director, GUMURRII Professor ICEPP
		<ul style="list-style-type: none"> Commit to providing online cultural awareness training to 20% of commencing and continuing general staff (493 staff) 	September 2018	Academic staff

No profession will bar the door,

Fringe-dwellers no more.

Action	Value	Target	Timeline	Responsibility
5. Demonstrate respect to Aboriginal and Torres Strait Islander peoples and communities by embedding cultural protocols as part of the way our organisation functions	Respect	<ul style="list-style-type: none"> Review, update and communicate Welcome to Country and Acknowledgement of Country Policy to all staff, in consultation with the Council of Elders 	July 2016	Vice Chancellor DVC (E)
		<ul style="list-style-type: none"> Invite a Traditional Custodian or authorised respected Indigenous Elder to provide a Welcome to Country at all major campus events such as NAIDOC Week and National Reconciliation Week; and events involving external dignitaries such as Members of Parliament and visiting international delegations 	July 2016 - Ongoing	SDVC-R Vice President (Corporate Services) Academic Provost Director – OHRM

Dark and white upon common ground

Learning and teaching

Action	Value	Target	Timeline	Responsibility
	Respect	<ul style="list-style-type: none"> An Acknowledgement of Country to be given by the relevant senior Griffith staff member at graduation ceremonies, student prize nights, key student events (such as Orientation), key public lectures, and whole-of-staff events 	July 2016 - Ongoing	Vice Chancellor DVC (E)
		<ul style="list-style-type: none"> Maintain and review a list of key contacts for organising a Welcome to Country 	December 2016	SDVC-R Vice President (Corporate Services)
		<ul style="list-style-type: none"> Create and display an Acknowledgment of Country plaque in an appropriate building on each campus, to be positioned in foyer/main entrance 	December 2017	Academic Provost Director – OHRM

In club and office and social round,

Research

Bachelor of Science student Tishiko King was among the participants in the 2015-16 Kungullanji Indigenous Summer Research Symposium. Her project explored the relative importance of local natural resources to food security of Torres Strait Islander communities.



Griffith University recognises the unique place of Aboriginal and Torres Strait Islander peoples in Australian history and culture and is committed to enabling their continued contribution to the nation. Building the research capacity of Aboriginal and Torres Strait Islander peoples to contribute to the quality of the research fabric of the University is key to the University's goal of delivering research of high standard and relevance (Griffith University Research Plan 2013-2017).

Action	Value	Target	Timeline	Responsibility
1. Raise the profile of and embrace Aboriginal and Torres Strait Islander research at Griffith University	Respect	<ul style="list-style-type: none"> Ensure Aboriginal and Torres Strait Islander research is captured appropriately using relevant keywords/tags on the Griffith Research Hub – Research Experts section 	March 2016, 2017 and 2018	Director, OR
		<ul style="list-style-type: none"> Include Aboriginal and Torres Strait Islander research outcomes in Griffith University Annual Report 	March 2016, 2017 and 2018	Director, OMC SDVC-R Professor IRU
		<ul style="list-style-type: none"> Produce a publication focused on profiling research projects and activities related to Aboriginal and Torres Strait Islander peoples being undertaken at Griffith University, to be shared with external stakeholders including government partners 	November 2016, 2017 and 2018	SDVC-R Professor IRU
		<ul style="list-style-type: none"> Scope, develop and implement a Media Relations Strategy to promote and increase the visibility of Aboriginal and Torres Strait Islander researchers and their projects at the Griffith University 	November 2016	Director, OMC Professor IRU
		<ul style="list-style-type: none"> Establish and appoint a network of advocates of Aboriginal and Torres Strait Islander research in each Academic Group to promote and grow research opportunities and outputs 	June 2018	SDVC-R Deans (Research) Professor IRU

Yours the feel of a friendly land,

The grip of the hand.

Action	Value	Target	Timeline	Responsibility
2. Enhance the range and quality of Aboriginal and Torres Strait Islander research projects	Opportunity	<ul style="list-style-type: none"> Increase the financial contribution of Indigenous Research Unit Small Research Grants (to \$10,000 per grant) and conference support available for Aboriginal and Torres Strait Islander researchers (to \$1200 for domestic conferences and \$2000 for international conferences) 	May 2017	SDVC-R
		<ul style="list-style-type: none"> Review, update and extend the timeframe to seven years post-completion for Aboriginal and Torres Strait Islander Post-doctoral Research applicants for the duration of this RAP 	December 2016, 2017 and 2018	SDVC-R Deans (Research)
		<ul style="list-style-type: none"> Review, initiate and implement strategies to increase national and international exchange, networking and engagement opportunities for Aboriginal and Torres Strait Islander HDR students and researchers 	December 2016, 2017 2018	SDVC-R Professor IRU PVC International
		<ul style="list-style-type: none"> Develop and implement engagement strategies to increase community-driven research projects, and increase attendance rates at IRU seminars and workshops to 40 people per event over the lifetime of this RAP 	December 2016, 2017 and 2018	Professor IRU Directors (Research Centres and Institutes)

Sharing the same equality

In college and university,

Research

Action	Value	Target	Timeline	Responsibility
3. Increase Aboriginal and Torres Strait Islander recruitment and retention into Higher Degree Research (HDR) programs	Opportunity	<ul style="list-style-type: none"> Scope, develop and implement an Aboriginal and Torres Strait Islander HDR Cohort Program to support Aboriginal and Torres Strait Islander students on their research journey 	December 2016	SDVC-R Professor IRU Dean GGRS
		<ul style="list-style-type: none"> Review and update existing Aboriginal and Torres Strait Islander Griffith scholarship awards to maintain and/or increase financial support amount 	September 2016	SDVC-R Professor IRU Director, GUMURRII SSU
		<ul style="list-style-type: none"> Establish and promote at least four HDR scholarships targeted at Aboriginal and Torres Strait Islander candidates that are competitive with those offered by other universities 	December 2017	
		<ul style="list-style-type: none"> Continue to enhance and promote Griffith Indigenous Summer Research Fellowship Program to include Aboriginal and Torres Strait Islander participants from all Academic Groups 	December 2016, 2017 and 2018 – ongoing	Deans (Academic) Professor IRU Director, GUMURRII SSU
		<ul style="list-style-type: none"> Establish at least four (4) Honours scholarship awards to promote a research pathway for Undergraduate Aboriginal and Torres Strait Islander students 	September 2017	SDVC-R Professor IRU Director, GUMURRII SSU Dean, GGRS
		<ul style="list-style-type: none"> Develop and implement supervisor training programs and mentoring programs focused on supporting and enriching the experience of Aboriginal and Torres Strait Islander HDR students 	May 2018	Professor IRU Dean, GGRS

All ambitions of hand or brain

Yours to attain.

Action	Value	Target	Timeline	Responsibility
4. Incorporate culturally appropriate research approaches into postgraduate research methods courses	Relationships	<ul style="list-style-type: none"> Host one research development workshop per year for researchers on the application of Aboriginal and Torres Strait Islander protocols within their research projects and plans 	August 2016, 2017 and 2018	Director, OR Professor IRU Dean, GGRS
		<ul style="list-style-type: none"> Scope, develop and distribute <i>Research Ethics Guidelines 30 – Research with Australian Indigenous Peoples</i> booklet to HDR students to promote culturally appropriate research 	December 2016, 2017 and 2018	Academic Provost Professor IRU Dean, GGRS
		<ul style="list-style-type: none"> Review and update research methods courses in view of <i>Research Ethics Guidelines 30 – Research with Australian Indigenous Peoples</i> 	December 2017	Academic Provost Deans (Research)
		<ul style="list-style-type: none"> Provide training to at least 15 new researchers each year on the University's <i>Research Ethics Guidelines booklet 30 – Research with Australian Indigenous Peoples</i> 	December 2016, 2017 and 2018	Director, OR Professor IRU Dean GGRS

For ban and bias will soon be gone,

Indigenous students' research projects making a difference

Curing chronic neck pain through virtual reality perception; exploring the link between urban Aboriginal male identity and health; and evaluating plant management programs on the Gold Coast.

These are just some of the research projects undertaken by Griffith University students as part of the Kungullanji Indigenous Summer Research Symposium.

The annual event offers the opportunity for undergraduate Aboriginal and Torres Strait Islander students to participate in research projects across areas in Griffith Sciences and Griffith Health programs.

Bachelor of Exercise Science student Estin Hunter (pictured) was part of a project that aims to cure chronic neck pain by altering perception of body in space through virtual reality goggles.

"My main focus was to work out a way to maximise the illusion of changing a person's body perception, so that it can then be applied to treat people suffering from chronic neck pain," he said.

"The theory is to train the brain to move the neck to a spot that previously caused pain and over time the brain will recognise that this is no longer painful.

"This research is amazing because we can eventually move away from drugs and medication to treat pain by altering the brain's activity."

Estin said if it wasn't for the Symposium he never would have had the opportunity to work on such a quality research project, which was supervised by Dr Daniel Harvie from the School of Allied Health Science's RECOVER Injury Research Centre.

Bachelor of Public Health student Jamie Penny's project explored the link between urban Aboriginal male identity and health.

He believes that negative discourses and stereotypes surrounding Aboriginal identity are contributing to a number of serious health consequences for the Indigenous urban population.

"Considering the embarrassingly poor state of Aboriginal men's health, there is a disturbing lack of research exploring discourses of Aboriginal identity for men in the urban environment," he said.

"I hope my research will further address these negative discourses by focusing on self-perceptions of identity of Aboriginal men's group participants with a focus on 'what and how we are' rather than 'who we are.'"

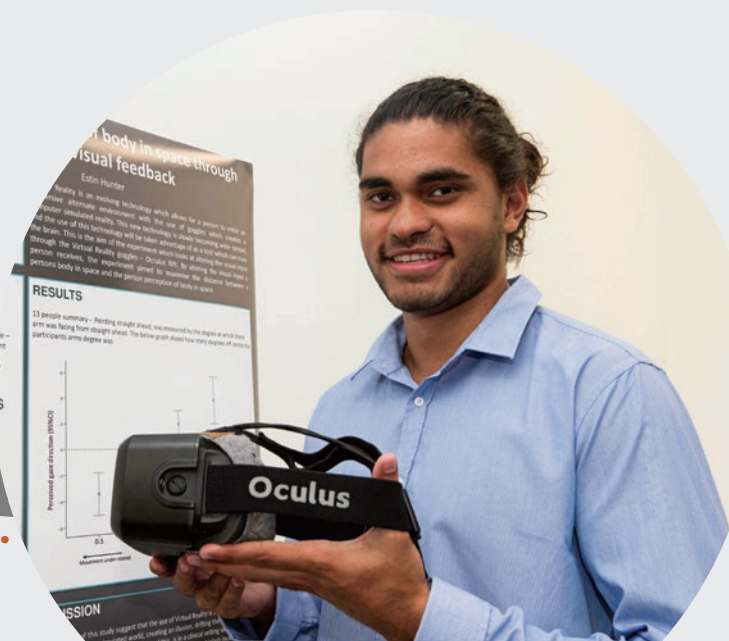
Mr Penny visited the world's top universities, including Harvard, Oxford and Cambridge after being selected for the Aurora Indigenous Scholars International Study Tour.

Indigenous Research Unit Professor Adrian Miller said the Kungullanji Indigenous Summer Research Symposium was created by Program coordinator Jennifer-Leigh Campbell to develop pathways for undergraduate students to progress through to PhD research.

Professor Miller said he was amazed by the quality of research projects delivered by participants.

"This is absolutely exciting to see this calibre of work presented by undergraduate Aboriginal and Torres Strait Islander students," he said.

"If these students are our future then it's looking bright."



The future beckons you bravely on

Staffing and supplier diversity

Staff, students and community members take part in the Walk and Talk event between Mt Gravatt and Nathan campuses during National Reconciliation Week.



Griffith University is committed to leading the attraction and retention of Aboriginal and Torres Strait Islander peoples in contributing to the learning and teaching, research and administrative functions of the University. Griffith is committed to increasing the number of Aboriginal and Torres Strait Islander staff by 5% per annum across academic and general staff positions (Griffith University Strategic Plan 2013 - 2017).

Action	Value	Target	Timeline	Responsibility
1. Increase Aboriginal and Torres Strait Islander employment through improved recruitment and retention	Opportunity	<ul style="list-style-type: none"> • Increase the number of general and academic Aboriginal and Torres Strait Islander staff (currently 1.4% of Griffith staffing population) by a minimum of 5% per annum, and support the development of all staff • 2016 – 57 staff (21 Academic staff and 36 General staff) • 2017 – 60 staff (22 Academic staff and 38 general staff) • 2018 – 63 staff (23 Academic staff and 40 General staff) 	December 2016, 2017 and 2018	Director, OHRM Heads and Deans (Academic)
		<ul style="list-style-type: none"> • Develop, resource and implement a targeted strategy to recruit greater numbers of Aboriginal and Torres Strait Islander academic staff, including Griffith Higher Degree Research graduates 	December 2017	
		<ul style="list-style-type: none"> • Review, update and implement culturally appropriate branding to attract Aboriginal and Torres Strait Islander staff to work at Griffith 	December 2016	Director, OHRM First Peoples Staff Project Officer

To art and letters and nation lore,

Fringe-dwellers no more.

Staffing and supplier diversity

Action	Value	Target	Timeline	Responsibility
		<ul style="list-style-type: none"> Promote Griffith as an employer of choice to Aboriginal and Torres Strait Islander peoples via external agencies, government and community organisations 	December 2016, 2017 and 2018	Director, OHRM First Peoples Staff Project Officer
	Opportunity	<ul style="list-style-type: none"> Actively engage with Schools and Elements regarding the different pathways to employ new Aboriginal and Torres Strait Islander staff such as cadetships, traineeships, graduate programs and identified positions 	December 2016, 2017 and 2018	Director, OHRM Heads and Deans (Academic) Director, Student Services First Peoples Staff Project Officer



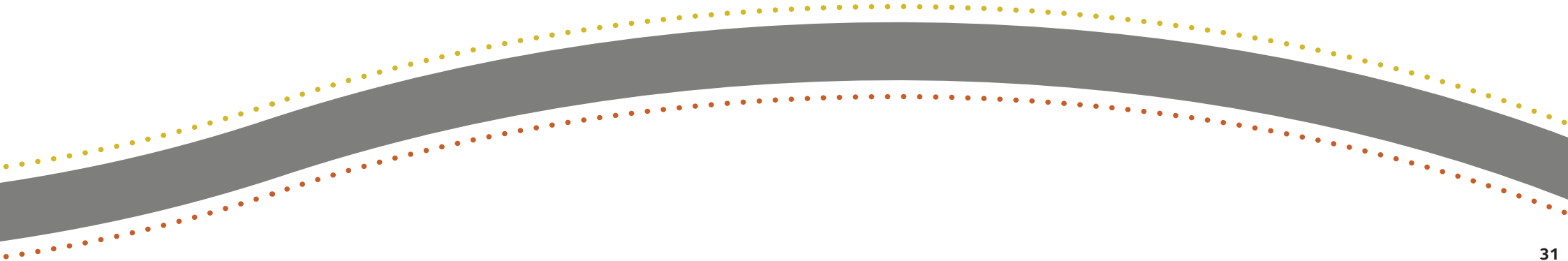
The Dawn Is At Hand by Oodgeroo of the tribe Noonuccal, from *My People* 3rd Edition, The Jacaranda Press, 1990. Reproduced by permission of John Wiley & Sons Australia. Oodgeroo Noonuccal was an acclaimed Australian poet, political activist, artist and educator. She received an honorary doctorate from Griffith University in 1989.

Staffing and supplier diversity

Action	Value	Target	Timeline	Responsibility
2. To be seen as a national employer of Aboriginal and Torres Strait Islander peoples through improved retention rates	Relationships	<ul style="list-style-type: none"> Ensure that the retention rate for fixed-term and continuing Aboriginal and Torres Strait Islander staff is 90% or higher 	December 2018	Director, OHRM University Executive
		<ul style="list-style-type: none"> Ensure Aboriginal and Torres Strait Islander staff (academic and general) are provided with a mentor upon commencement of employment 	December 2017	Director, OHRM First Peoples Staff Project Officer
		<ul style="list-style-type: none"> Continue hosting bi-annual networking meetings such as the Staff Yarning Circles to promote stronger relationships among Aboriginal and Torres Strait Islander employees 	March and September 2016, 2017 and 2018	Director, OHRM First Peoples Staff Project Officer
		<ul style="list-style-type: none"> Encourage support to be provided by University Executive and individual staff managers for Aboriginal and Torres Strait Islander staff participation in networking meetings 	December 2016, 2017 and 2018	First Peoples Staff Project Officer
		<ul style="list-style-type: none"> Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development 	December 2016, 2017 and 2018	Professor, IRU Director, OHRM
		<ul style="list-style-type: none"> Implement, review and update all employment and retention strategies for Aboriginal and Torres Strait Islander staff, including professional development 	December 2018	First Peoples Staff Project Officer

Staffing and supplier diversity

Action	Value	Target	Timeline	Responsibility
3. Investigate opportunities to increase Aboriginal and Torres Strait Islander supplier diversity within Griffith University	Opportunity	<ul style="list-style-type: none"> Review procurement policies so that barriers to Aboriginal and Torres Strait Islander businesses are able to be addressed 	December 2016	Vice President (Corporate Services)
		<ul style="list-style-type: none"> Continue membership of Supply Nation 	Review annually - December 2016, 2017 and 2018	
		<ul style="list-style-type: none"> Establish a baseline for vendors to the University which are owned by/ managed by/employing Aboriginal and Torres Strait Islander people 	December 2017	
		<ul style="list-style-type: none"> Endeavour to expand the number of Aboriginal and Torres Strait Islander suppliers that the University uses 	December 2018	
		<ul style="list-style-type: none"> Educate staff about the mutually beneficial aspects of engaging Aboriginal and Torres Strait Islander suppliers 	December 2016	

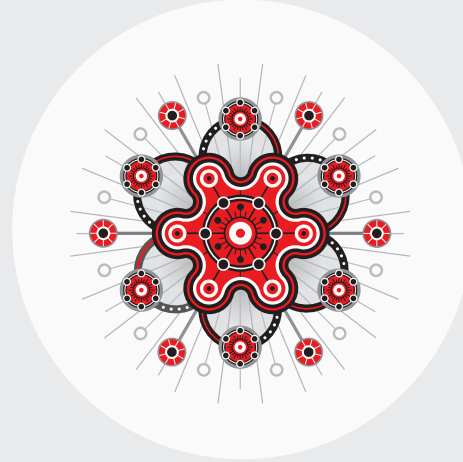


Engage with us



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First Peoples Health Unit

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ICEPP

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Glossary

Deans (L&T)

Deans (Learning and Teaching)

DHoS (L&T)

Deputy Head of School (Learning and Teaching)

DVC (E)

Deputy Vice Chancellor (Engagement)

FPHU

First Peoples Health Unit

GGRS

Griffith Graduate Research School

GUMURRII

GUMURRII Student Support Unit

ICEPP

Office of Indigenous Community Engagement,
Policy and Partnerships

IRU

Indigenous Research Unit

OHRM

Office of Human Resources Management

OMC

Office of Marketing and Communications

OR

Office for Research

SDVC-R

Senior Deputy Vice Chancellor (Research)

VC

Vice Chancellor

For further information
about this Reconciliation
Action Plan please contact:

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Deputy Vice Chancellor (Engagement)
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Below: A dancer creates fire during the Griffith University
Council of Elders National Think Tank programme.



