



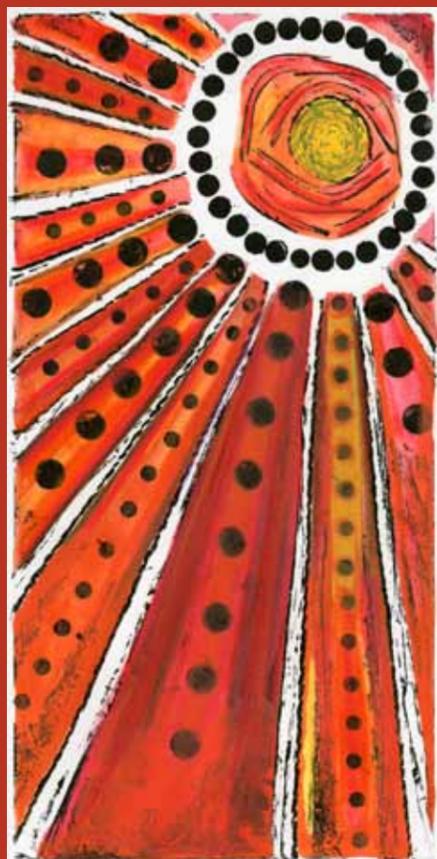
Griffith University Reconciliation Action Plan 2012 – 2015



acknowledging the past creating the future



Reconciliation
A U S T R A L I A
RECONCILIATION ACTION PLANS



About the artist

Miara Watson designed the artwork for the Reconciliation Statement in 2007 when she was a first year student in the Bachelor of Contemporary Indigenous Australian Art at Griffith's Queensland College of Art.

The work is entitled 'Gari - The Sun' and the original medium for the design was a print with watercolour. Miara says that "The Sun symbolizes a new day, a bright future, healing, cleansing and strength. There are many pathways leading to the centre — these represent the different backgrounds, lives and origins that Australians take to Reconciliation."

Miara is a Gooreng Gooreng woman who was raised in a family of artists in Brisbane. Miara said that "My aunties all came down from Bundaberg to see my artwork flying on banners at South Bank [in National Reconciliation Week]. This really helped my confidence grow as an artist."

Contents

Foreword	...	...	...	...	...	3
Our Vision, Our University, Our RAP	...	...	...	...	...	4
Relationships	...	...	...	...	...	6
Respect	...	...	...	...	...	8
Opportunities	...	...	...	...	...	10
Ongoing Commitment and Reporting	...	...	...	...	...	12
Statement of Reconciliation	...	...	...	...	...	13

Griffith University

Reconciliation Action Plan 2012 – 2015

acknowledging the past creating the future

Griffith University is a dynamic organisation, currently home to around 43 000 students and over 4 000 staff, with campuses along the Brisbane – Gold Coast corridor in South East Queensland. We acknowledge the people who are the traditional custodians of the land upon which our campuses are located, pay respect to the Elders, past and present, and extend that respect to other Aboriginal and Torres Strait Islander Australians.

Griffith has always been a “people” organisation with a strong focus on relationships, respect and responsibility. This focus involves partnerships with staff, students and communities, resulting in positive outcomes and shaping Griffith to be a university of the future, informed by the past. We acknowledge and celebrate achievements, as we continually look for ways to learn and improve. The high level of engagement of staff, students and community throughout the consultation process for the Griffith Reconciliation Action Plan (RAP) has resulted in a Plan that reflects a genuine commitment to advance our efforts in reconciliation.

We look forward to reporting to the University and our wider communities, and to Reconciliation Australia, about progress made against targets over the life of this Plan.



Professor Ian O'Connor
Vice Chancellor and President

Our Vision, Our Mission, Our RAP

Our Vision

Griffith University strives to be a place where Aboriginal and Torres Strait Islander and non-Indigenous peoples construct, in positive partnership, a shared vision for learning, teaching, research and community engagement. The University acknowledges the wisdom inherent in descendants of the oldest surviving culture in the world and their custodianship of the land on which its campuses are located, and is committed to ensuring the visibility, voice and valuing of Aboriginal and Torres Strait Islander peoples and culture.

Our University

Established in the 1970s as an innovative and forward looking institution, Griffith was named after Sir Samuel Walter Griffith, Australia's first Chief Justice, known and respected for his commitment to social justice and reform. Our Mission and Values Statements highlight our commitment to excellence, equity and social justice, accountability, innovation, individual rights, lifelong learning and development. Our staff, students and graduates contribute to society, not only through their knowledge and skills, but through their demonstration of interpersonal attributes and social and cultural responsibility. Griffith University currently is above the national average of Australian universities in terms of employing Aboriginal and Torres Strait Islander staff, and of students enrolled.

Our RAP

The development of our RAP commenced in late 2010, building on work done some years ago in creating the Reconciliation Statement. The process has involved hundreds of staff and students, Aboriginal and Torres Strait Islander and non-Indigenous. The work has been guided by the University committees and the Griffith University Council of Elders, and developed in consultation with Reconciliation Australia.

A number of principles have underpinned the conversations, and provided touchstones in drafting the Plan. These include:

- *reconciliation is a commitment and a process, not an end point*
- *reconciliation is a shared responsibility — it is truly and self-evidently “everybody’s business”*
- *we are guided in our actions towards reconciliation by the wisdom of Elders and of the wider Indigenous community*
- *inclusive practices are “good practices” for everyone*
- *individual as well as institutional “cultural responsibility” is more than awareness or competency. It speaks to the requirement to educate oneself and others, and to support positive change*
- *Respect, Relationships and Opportunities are not discrete concepts and are inter-related*
- *a meaningful Reconciliation Action Plan needs to be both inspirational as well as practical — to celebrate what is already achieved and to build on this with achievable targets over the next three years*
- *reviewing and revising of the RAP will be a continuous process, not done only at the end of its current life*

The Griffith University Council of Elders commend the University for its commitment to advancing recognition of and opportunities for Aboriginal and Torres Strait Islander students, staff and communities. Griffith has shown real vision in establishing the Council of Elders and by acknowledging the wisdom of Elders in this most fundamental and tangible way. In turn the development of this Reconciliation Plan has been supported by the Elders through contributions to both the Plan itself and by promoting its importance to Indigenous and non-Indigenous peoples. The Plan has been prepared in the spirit of the National Apology and affirms its intent through policy and practices at Griffith. It reflects the intentions of the International Declaration of Indigenous Rights (Indigenous Knowledges and Education) and its antecedents, the UN Declaration on the Rights of Indigenous Peoples and the Universal Declaration of Human Rights.

Relationships

Fostering mutual understanding through meaningful connections — our community is as strong, enabling and vibrant as the relationships we develop, nurture and celebrate

Action	Responsibility	Timeline	Measurable Targets
Build community engagement around celebration of diversity and recognition of dates of cultural significance	Deputy Vice Chancellor and Provost	December 2012	Key dates of significance to Aboriginal and Torres Strait Islander peoples (based on appropriate consultation) to be incorporated in External Relations annual calendar of events First Peoples website reviewed and updated
		June 2013	Community and student leaders to be consulted about increasing participation and involvement in planning of activities, eg NAIDOC Week; Reconciliation Week
Increase opportunities for Aboriginal and Torres Strait Islander students, non-Indigenous domestic students and international students to share cultural perspectives and build relationships	Deputy Vice Chancellor (Academic)	December 2012	An overview of existing strategies and recommendations for new initiatives for bringing students together through on and off campus activities to be submitted to the Deputy Vice Chancellor (Academic) and Pro Vice Chancellor (International)
		January 2014	A proposal for sponsoring Aboriginal and Torres Strait Islander and non-Indigenous students to participate annually in culturally significant events and to share learnings, to be submitted to DVC (A) and PVC (I) Information about First Peoples language groups and cultures, and significant cultural events to be included in the International Students Arrival Guide

Action	Responsibility	Timeline	Measurable Targets
Enhance relationships with community organisations	Deputy Vice Chancellor (Research)	December 2014	A register of research partnerships with Aboriginal and Torres Strait Islander community organisations and relevant agencies is developed and updated regularly
A RAP Working Party, comprising Aboriginal and Torres Strait Islander peoples and non-Indigenous staff and students, will be supported for the life of the RAP	Deputy Vice Chancellor and Provost	June 2012	The RAP Working Party will promote, monitor, and report on this Plan, and facilitate the development of the next RAP

Respect

Acknowledgement of First Peoples to build mutual and reciprocal respect based on shared cultural knowledge

Action	Responsibility	Timeline	Measurable Targets
Include Aboriginal and Torres Strait Islander perspectives in strategic plans and in undergraduate and postgraduate curricula	Vice Chancellor Deputy Vice Chancellors	July 2012	Aboriginal and Torres Strait Islander people are included in discussions as part of the development of Strategic Plans
	Deputy Vice Chancellor (Academic)	June 2013	A baseline of current Indigenous curriculum content will be established through the course profile tracking system
		January 2014	Good practice examples of Indigenous curriculum content will be promoted through websites and forums
Raise the profile of Aboriginal and Torres Strait Islander academic and community leaders	Deputy Vice Chancellor and Provost	December 2012	Community Elders and other Aboriginal and Torres Strait Islander leaders will be invited to all graduation ceremonies and appropriate significant on-campus events At least one Aboriginal and/or Torres Strait Islander academic and one HDR student will be featured in articles or publications in web-based or other media each year
		June 2013	An annual Aboriginal and Torres Strait Islander Reconciliation lecture will be established, rotated across campuses each year
		December 2014	Feasibility of a specialist Indigenous Studies area taught predominantly by Aboriginal and Torres Strait Islander staff will be explored and documented
Promote welcome to country and acknowledgement of country	Executive Group	December 2012	Protocols and palm cards with appropriate acknowledgment wording disseminated Acknowledgement statement, as appropriate, will be included in publications — student diaries, academic calendar, enrolment guide, International Students Arrival Guide, etc.
		February 2013	Acknowledgement of country incorporated, as appropriate, in School orientation or early lectures for commencing students and in student recruitment material
		January 2014	University publications will include appropriate acknowledgement, and images of cultural symbols on campus

Action	Responsibility	Timeline	Measurable Targets
Recognise connection to land	Deputy Vice Chancellor and Provost	December 2014	Blueprint for location and nature of cultural markers on each campus developed with appropriate consultation and research Physical symbols (art work, place names, cultural spaces) acknowledging Aboriginal and Torres Strait Islander connection to land will be visible on every campus
		December 2012	All staff new to Griffith receive information about the Reconciliation Statement in centralised induction modules
Provide increased opportunities for developing cultural responsibility	Director, Human Resource Management	June 2013	A course or module on cultural responsibility developed with appropriate consultation will be trialled in professional development programs offered through Human Resource Management and Griffith Institute for Higher Education
	Director, Griffith Institute for Higher Education	June 2014	Cultural protocols highlighting good teaching, learning and support practices in relation to Aboriginal and Torres Strait Islander students will be developed for academic and professional/support staff
Increase access to information about Aboriginal and Torres Strait Islander cultures and history	Deputy Vice Chancellor and Provost	December 2013	Existing resource collections related to First Peoples knowledge, culture, history, art and language will be enhanced
		February 2014	Access to collections on each campus will be promoted on First Peoples website and through a variety of communications with staff, students and community
		July 2012	Respect for Aboriginal and Torres Strait Islander history and culture will be promoted through events on campus such as celebration of NAIDOC Week.

Opportunities

Increasing educational and career access and success for Indigenous students and staff

Action	Responsibility	Timeline	Measurable Targets
Enhance career opportunities and career development for Indigenous students and staff	Executive Group	December 2012	Information about current programs that provide employment opportunities for Aboriginal and Torres Strait Islander students/graduates to be widely promoted within all elements Indigenous employment targets and strategies are included in strategic/operational plans for each Group and Division
	Deputy Vice Chancellor and Provost	June 2013	Stories promoting career successes of First Peoples staff, cadets and graduates to be featured at least once per semester on Griffith Homepage and other identified media
	Director, Human Resource Management	May 2013	A targeted resource for Aboriginal and Torres Strait Islander staff will be developed outlining in-house and external training and professional development programs
Foster early positive relationships on campus for new Aboriginal and Torres Strait Islander staff	Director, Human Resource Management	December 2012	A protocol for linking Aboriginal and Torres Strait Islander staff commencing employment in academic positions with appropriate mentors and networks will be developed
Increase networking opportunities for Aboriginal and Torres Strait Islander staff, students and graduates	Deputy Vice Chancellor and Provost	June 2013	Biannual networking events involving Elders, as appropriate, will be held for all Aboriginal and Torres Strait Islander staff
		June 2013	A First Peoples Alumni Chapter will be established to foster on-going relationships between Aboriginal and Torres Strait Islander alumni, students and staff

Action	Responsibility	Timeline	Measurable Targets
Increase visibility of Griffith programs for future Aboriginal and Torres Strait Islander students	Executive Group	December 2013	Aboriginal and Torres Strait Islander student recruitment targets and strategies will be included in Group/Division strategic/operational plans
		December 2013	As part of their equity reporting all elements will report on strategies/research/programs that aim to raise aspirations of Aboriginal and Torres Strait Islander adult learners, primary and secondary students and their families and communities
		June 2013	Good practice examples of strategies that encourage and facilitate applications from Aboriginal and Torres Strait Islander students to professional programs will be shared at appropriate academic forums
	Deputy Vice Chancellor and Provost	December 2013	A proposal for aspiration scholarships for future Aboriginal and Torres Strait Islander students will be developed to support existing access scholarships A proposal for promoting Higher Degrees by Research studies to First Peoples alumni and for supporting students' re-entry as appropriate will be developed
Increase opportunities for Aboriginal and Torres Strait Islander staff and students to undertake professional exchanges and capitalise on the global first peoples network	Executive Group	December 2014	Targets and strategies to increase national or international exchanges to be included in each Group/Division strategic/operational plans
Increase numbers of Aboriginal and Torres Strait Islander students undertaking HDR studies	Deputy Vice Chancellor (Research)	December 2013	Group sponsored scholarships for Aboriginal and Torres Strait Islander research students will be increased
	Executive Group	December 2014	Group strategic/operational plans will include targets and strategies, including incentives and support, to identify students with potential to complete research higher degrees early in their academic careers
Explore the mutually beneficial opportunities that supplier diversity may deliver	Pro Vice Chancellor (Administration)	December 2013	Becoming a member of the Australian Indigenous Minority Supplier Council will be investigated

Ongoing Commitment & Reporting

Action	Responsibility	Timeline	Measurable Targets
Publish and promote Griffith's Reconciliation Action Plan	Deputy Vice Chancellor and Provost	June 2012	Griffith's RAP is launched and registered on the Reconciliation Australia and Reconciliation Queensland websites The RAP is uploaded to the First Peoples website, linked to other relevant websites and distributed as appropriate in hard copy
Review RAP annually	Deputy Vice Chancellor and Provost	March each year	An annual report on achievements against targets in the RAP will be provided to Executive Group A brief report on RAP progress will be placed on the First Peoples website
		June 2013	A report on achievements against targets in the RAP will be provided to Reconciliation Australia
Revisit RAP after three years	Deputy Vice Chancellor and Provost RAP Working Group	June 2015	Develop a new RAP for 2016-2019

Statement on Reconciliation

Griffith University, in its commitment to reconciliation and social justice, pays homage to the traditional custodians of the land upon which its campuses are based. The University also respects and acknowledges its Aboriginal and Torres Strait Islander students, staff, Elders and visitors who come from many nations across Australia including the Torres Strait Islands.

The 'finding common ground' principle underpins the development of the University's teaching and learning, research, student support and community engagement, all of which have been created in the spirit of mutual respect and recognition. In line with the pursuit of academic excellence, quality assurance, service and 'building bridges' between Indigenous and non-Indigenous cultures, the University works closely with local, national and international interests to provide quality undergraduate and postgraduate student support, research, teaching and community engagement.

Griffith University acknowledges that access to education is critical to the empowerment of Aboriginal and Torres Strait Islander people and communities. The University is committed to the development of curriculum that embodies the intellectual contributions of Elders and Aboriginal and Torres Strait Islander scholarship and produces graduates who are knowledgeable in their specific disciplines and who are cross-culturally respectful and astute.

The Elders acknowledge Griffith's achievements in facilitating this process to date including: the establishment of the GUMURRII Student Support Unit, the Bachelor of Contemporary Australian Indigenous Art program, the Cape York Institute, the Aboriginal and Torres Strait Islander Advisory Committee chaired by an Aboriginal Elder, the engagement of Aboriginal and Torres Strait Islander Elders for specific positions and roles, the adoption of inclusive curriculum practices, the provision of student support services, innovative research, the Aboriginal and Torres Strait Islander Employment Strategy, the Indigenous student cadetship program, scholarship programs, the Indigenous Law Student program, and many community engagement initiatives.

The Aboriginal and Torres Strait Islander Elders support Griffith in its quest to become a lead research university through its commitment to ethical and sensitive research, which embraces cultural protocols and meets National Health and Medical Research Council ethical guidelines. The Elders acknowledge education as critical to the maintenance and preservation of traditional values and knowledge. They acknowledge Griffith University's commitment to Indigenous scholarship, epistemologies, world-views, and its leadership in community engagement and partnership, in which Aboriginal and Torres Strait Islander students, staff and Elders are important conduits.

In the spirit of cooperation, partnership and mutual respect, Griffith walks with Aboriginal and Torres Strait Islander people, the First Peoples, along a path of inclusion, equality and understanding for the betterment of all Australians in the name of reconciliation.



Further Information

Further information about reconciliation and First Peoples is available on the Aboriginal and Torres Strait Islander: First Peoples website

For further details about the Reconciliation Action Plan please contact:

Professor Marilyn McMeniman

Deputy Vice Chancellor and Provost

Telephone: (07) 3735 7391

Email: m.mcmeniman@griffith.edu.au

Griffith University

170 Kessels Rd, Nathan QLD 4111