

GRIFFITH UNIVERSITY

ABORIGINAL AND TORRES STRAIT ISLANDER ADVISORY COMMITTEE

A meeting of the Aboriginal and Torres Strait Islander Advisory Committee (Advisory Committee) of the Griffith University Council was held at 1.30 – 3.30pm on Monday, 4 November, 2013 in the Board Room 4.08_L07, Logan campus.

MINUTES

PRESENT

APOLOGIES

| | |
|------------------------------------|--------------------|
| Uncle Graham Dillon (Chair) | Aunty McRose Elu |
| Professor Marilyn McMeniman | Uncle Bill Chapman |
| Professor Adrian Miller | Ms Jennifer Herd |
| Ms Bronwyn Dillon | Aunty Anne Leisha |
| Mr Phil Mairu | Uncle Bob Anderson |
| Professor Boni Robertson | Ms Warrika Watson |
| Uncle Thomas Sebasio | |
| Mr John Graham | |
| Dr Kerry Bodle | |
| Mr Brian Blow | |
| | |
| Mr Harry van Issum (by invitation) | |
| Rosemary Marson (Secretary) | |
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| | |

ACKNOWLEDGEMENT OF COUNTRY

On behalf of the Aboriginal and Torres Strait Islander Advisory Committee, the Chair acknowledged the Traditional Custodians of the lands on which the Aboriginal and Torres Strait Islander Advisory Committee meets.

1.0 CONFIRMATION OF MINUTES

The minutes of the 2/2013 meeting of the Aboriginal and Torres Strait Islander Advisory Committee (Advisory Committee), having been circulated, were taken as read and confirmed.

2.0 VOTE OF THANKS – DEPUTY VICE CHANCELLOR AND PROVOST

The Chair of the Aboriginal and Torres Strait Islander Advisory Committee led the Advisory Committee in expressing the Committee's sincere thanks and appreciation for the sustained efforts of the Deputy Vice Chancellor and Provost, Professor Marilyn McMeniman, in the ongoing support that she has demonstrated for Aboriginal and Torres Strait Islander staff and students during her outstanding career at Griffith University. Members of the Advisory Committee were unanimous in their expressions of gratitude for Professor McMeniman's work, particularly in relation to the GUMURRII Student Support Unit and the work of this Unit in

facilitating the University's outstanding track record in supporting Aboriginal and Torres Strait Islander students.

SECTION A: RECOMMENDATIONS AND REPORTS TO COUNCIL AND ITS SUB-COMMITTEES

3.0 ABORIGINAL AND TORRES STRAIT ISLANDER CURRICULUM DEVELOPMENT & IMPLEMENTATION ADVISORY GROUP – FINAL REPORT

3.1 The Aboriginal and Torres Strait Islander Curriculum Development & Implementation Advisory Group forwarded their Report (doc no. 2013/0005010) to the Advisory Committee for comment and feedback. The Advisory Committee noted that the Report documents the activities of the Aboriginal and Torres Strait Islander Curriculum Development & Implementation Advisory Group (Advisory Group) since it re-convened in June 2011 and up to the November 2013 meeting. In fulfilling its role, the Advisory Group has worked closely with members of the Aboriginal and Torres Strait Islander Curriculum Development & Implementation Working Party (Working Party).

3.2 Members of the Advisory Committee were advised that the Advisory Group reports to the Learning and Teaching Committee and is charged with the following terms of reference:

3.2.1 Provide advice, as requested by Learning and Teaching Committee, Academic Committee, Griffith University Aboriginal and Torres Strait Islander Advisory Committee, or the University Executive on a range of issues related to the policy, planning and implementation of the goals stated above, consulting with parties as relevant and necessary.

3.2.2 Monitor the progress and report to the Griffith Learning & Teaching Committee and the Griffith University Aboriginal and Torres Strait Islander Advisory Committee regarding the implementation the University's goals concerning:

- The development of a culturally-appropriate Aboriginal and Torres Strait Islander curriculum, which is inclusive of Aboriginal and Torres Strait Islander studies, knowledges and perspectives, and to support its sensitive implementation in degree programs; and
- The design of culturally sensitive learning and teaching strategies and to train, develop and support academic staff in their use.

3.3 Members recalled that in March 2008 the University formally approved a whole-of-university approach to Aboriginal and Torres Strait Islander curriculum development. Members further noted that the Advisory Group has worked within this general ambit, particularly in relation to a number of key projects sponsored by the University as a means of fulfilling this commitment.

3.3.1 In 2010 the University was awarded an ALTC Leadership for Excellence in Learning and Teaching Program Grant – Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander Curriculum Development: Leadership Frameworks for Cultural Partnerships (2010-1013). The final report for this project is due with the Office for Learning and Teaching in December 2013. Throughout 2012 and 2013 the Advisory Group has received regular reports from the Working Party, who are responsible for facilitating the development and implementation of this national project.

3.3.2 In May 2012 the University launched its Reconciliation Action Plan, which includes the following goals that relate to curriculum matters and the inclusion

of Aboriginal and Torres Strait Islander perspectives in undergraduate and postgraduate curricula:

- To develop a culturally appropriate Aboriginal and Torres Strait Islander curriculum which is inclusive of Aboriginal and Torres Strait Islander studies, knowledges and perspectives, and to support its sensitive implementation in degree programs;
- To design culturally sensitive learning and teaching strategies and to train, develop and support academic staff in their use.

3.3.3 More recently, the deliberations of the Advisory Group have also been informed by the introduction of the Griffith Experience Strategy, which aims to ensure that all Griffith bachelor degree programs are structured in a way that enables students to study content that focuses on developing some of the characteristics of the Griffith graduate. The Griffith Experience requires all students studying a Griffith bachelor degree program have the opportunity to complete the equivalent of at least one 10 credit point course from each of two themes that contribute to the Griffith Experience, including a broadening unit of study from either Aboriginal and Torres Strait Islander culture and knowledge, Asian studies or an Asian language, or Sustainability.

3.4 Members of the Aboriginal and Torres Strait Islander Advisory Committee considered the key findings of the Advisory Group, which include:

- The list of courses identified in document 2013/0005007 be made available as part of the Griffith Experience strategy;
- Suitable courses from this list be identified as part of the Griffith Online strategy;
- Consideration be given to the development of a major in Aboriginal and Torres Strait Islander Studies, including locating the major within a suitable academic element.

3.5 The Aboriginal and Torres Strait Islander Advisory Committee considered the list of courses included in document 2013/0005008 as part of the proposed major:

Level 1 – Aboriginal and Torres Strait Islander content and history – at least 10CP

| | |
|--------------|---|
| 3040HUM | Heritage and Public Histories 10CP |
| 2032HSV | First Australians and Social Justice |
| 3030EDN | Studies of Indigenous Australia |
| 1061EDN * | Indigenous Australian Studies |
| 2903QCA | Australian Indigenous Art and Culture (Pre- Contact) |
| 2914QCA | Australian Indigenous Art and Culture (First Contact) |
| 2901QCA | Indigenous Art, Protocols and Practice |
| 1912QCA * | Origins Project I (First Australian Students only) |
| 1913QCA * | Origins Project II (First Australian Students only) |
| 2908QCA | Identity Project I (First Australian Students only) |
| 2911QCA | Identity Project II (First Australian Students only) |

Level 2: Critical Thinking – select at least 10CP

| | |
|---------|--|
| 2034HUM | Aboriginal Political Histories |
| 3016CCJ | Race, Crime and Justice (placement of level TBC) |

| | |
|---------|---|
| 5066LAW | Indigenous Australian Peoples and the Law |
| 3041ENV | Development and Indigenous People |
| 2256EDN | Indigenous Perspectives for Teaching |

Level 3: Critical Reflection – select at least 10CP

| | |
|---------|---|
| 3121PBH | Frist Australians Social and Emotional Well-being |
| 2214HUM | Rock Art in the 21st Century (placement of level TBC) |
| 3034HUM | Reconstructing the Aboriginal Australian |
| 3902QCA | Visions for Tomorrow Stage 1 (First Australian Students only) |
| 3904QCA | Visions for Tomorrow Stage 2 (First Australian Students only) |
| 2909QCA | Indigenous Critique |

Level 4: Capstone courses – select at least 10CP

| | |
|---------|---|
| 3053HUM | Contemporary Aboriginal Issues |
| 300XGIH | Australian Indigenous Community Internship (New Code) |
| XXXXXXX | Guided Research Project in Aust. Indigenous Topics |

- 3.6 In considering the above list and the proposed configuration of the courses, the Aboriginal and Torres Strait Islander Advisory Committee recommended that the Advisory Group consider including suitable courses from the Queensland College of Art (QCA) as part of the *Critical Thinking* group. Members of the Aboriginal and Torres Strait Islander Advisory Committee agreed that a high level of critical thinking and analysis is involved in the conceptualisation and execution of creative outputs and cultural products and that these qualities should be reflected in the structure of the proposed major.
- 3.7 Members of the Aboriginal and Torres Strait Islander Advisory Committee noted that some of the courses listed in 3.5 are currently under review or have been withdrawn from offer; members also noted that the following courses have been identified for further discussion:

| | |
|----------------|---|
| 5065LAW | Law and Practice of Native Title |
| XXXXBPS | Science Reveal: Science Technology and Society (revised course) |
| 2011ENV | Anthropological Perspectives |
| 3903QCA | Aboriginal Art is a White Thing |
| 3908QCA | Australian Indigenous Art & The Art Industry |
| 3914QCA | Art, Spirituality and Political Reality |
| 1903QCA | Indigenous Art and Politics |
| 1904QCA | Dreamtime & Machine Time |
| XXXGBS | Firm plans to develop a new course for introduction in 2015 |

In relation to this list, members of the Aboriginal and Torres Strait Islander Advisory Committee commended the Griffith Business School for its commitment to the development of a course that explores issues pertinent to Aboriginal and Torres Strait Islander peoples within a business context.

- 3.8 The Aboriginal and Torres Strait Islander Advisory Committee agreed to endorse the Final Report and relevant attachments from the Advisory Group and commended the work undertaken to date in identifying courses offered by Griffith that contain Aboriginal

and Torres Strait Islander content. The Aboriginal and Torres Strait Islander Advisory Committee agreed that much of this work will contribute to the implementation of the *Griffith Signature Experience* strategy in 2014.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL

SECTION C: OTHER RECOMMENDATIONS AND REPORTS

4.0 ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL PROTOCOLS

- 4.1 Members recalled that at the 1/2013 and 2/2013 meetings the Advisory Committee identified the need for Griffith University to prepare a set of cultural protocols to guide staff and students when dealing with Aboriginal and Torres Strait Islander individuals and communities.
- 4.2 Members considered the draft Aboriginal and Torres Strait Islander Cultural Protocols (doc no. 2013/0005009), which outlined a number of protocols around the use of the Traditional Welcome, Acknowledging Country and Elders, and Smoking Ceremonies. Members sought clarification regarding those protocols that concerned the Aboriginal communities and those that concerned the Torres Strait Islander communities. Uncle Thomas Sebasio advised that the protocols included in the draft document largely relate to the Aboriginal community and agreed to consult with the Torres Strait Islander community with a view to drafting suitable protocols that reflect the customs and knowledge of the Torres Strait Islander peoples.
- 4.3 The Advisory Committee agreed that Uncle Thomas, in his capacity as an Elder of the Torres Strait Islander peoples, would coordinate the additional material for the Griffith University Aboriginal and Torres Strait Islander cultural protocols.
- 4.4 Members of the Advisory Committee further agreed that a copy of the draft Aboriginal and Torres Strait Islander Cultural Protocols (doc no. 2013/0005009) would be forwarded to Uncle Thomas by the Secretary and that a revised copy would be prepared in time for consideration at the 27 March 2014 meeting of the Advisory Committee.

5.0 REPORT OF THE FIRST PEOPLES' STAFF PROJECT OFFICER (EQUITY AND DIVERSITY)

- 5.1 The University's First Peoples' Staff Project Officer (Equity and Diversity) tabled a brief report on a survey that he undertook during the second half of 2013. The Project Officer reported that, as at 31 July 2013, 54 First Peoples staff (19 academic and 35 general staff) participated in the survey and the main issues identified included career development and paths/opportunities, as well as culturally appropriate performance-based mentoring.
- 5.2 The Aboriginal and Torres Strait Islander Advisory Committee thanked the First Peoples' Staff Project Officer (Equity and Diversity) for the summary and looked forward to receiving a full report in early 2014.

6.0 MEMBERSHIP OF THE ADVISORY COMMITTEE

- 6.1 Members recalled that some members of the Advisory Committee have not attended meetings during 2013. Members noted that these include Uncle Bill Chapman, Aunty McRose Elu, and Ms Jennifer Herd. Members agreed that initial conversations should take place between relevant Elders and members to determine the most appropriate

course of action in relation to this matter. Uncle Thomas Sebasio agreed to discuss this issue with Aunty McRose Elu. The Chair requested that the Secretary explore options for the acting Convenor, Bachelor of Contemporary Australian Art to attend future meetings of the Advisory Committee.

6.2 Members further considered the position of a representative of the Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE), which has been vacant since mid-2012 and agreed that representation from relevant government departments was significant for the University's capacity to further its own and the national agenda around advancing higher education issues for Aboriginal and Torres Strait Islander people. The Chair requested that the Secretary renew contact with the DIICCSRTE to secure a suitable representative for the 2014 schedule of meetings.

6.3 Members also considered the position filled by the representative from the Queensland Indigenous Education Consultative Committee. Mr Harry van Issum, who filled this position until June 2013, advised that due to recent and recurring changes within the QIECC, he had not renominated to be a member of the QIECC. The Advisory Committee asked the Secretary to write to the QIECC to determine who will be the future representative.

7.0 UNIVERSITY CONFLICT OF INTEREST POLICY – DECLARATION OF INTERESTS

7.1 The Advisory Committee noted that following the introduction of the University's Conflict of Interest policy, University Council has advised that the following statement and Declaration of Interests is to be included in the Agenda of all University Committees.

7.2 Members of the Advisory Committee are invited to identify any conflict of interest, including family or other personal relationship/s as outlined in the University policy on Conflict of Interest, which may exist in relation to any items included on this Agenda. When an interest has been declared, the Chair may resolve that the member:

- Leaves the meeting while the item of business is discussed; or
- Participates in the discussion, but withdraw from the meeting before the vote and/or decision is taken; or
- Stays, but does not participate in either the debate or vote/decision; or
- Stays with full debating and voting/decision/rights.

7.3 The Chair advised that he would call for a Declaration of Interests at the commencement of every Advisory Committee meeting and would assess each claim or statement of conflict of interest on a case-by-case basis.

SECTION D: MATTERS NOTED, CONSIDERED, OR REMAINING UNDER DISCUSSION

8.0 GRIFFITH UNIVERSITY CONFLICT OF INTEREST POLICY

8.1 At its 8 October 2013 meeting, the University Council approved the revised Conflict of Interest Policy. The policy provides guidance for staff in the appropriate management of actual, potential, and perceived conflicts of interest. The policy applies to all members of staff of the University at all times while engaged in University business or otherwise representing the University.

8.2 The Deputy Vice Chancellor & Provost was invited to introduce this item and reminded members of the Advisory Committee that through this policy, the University is fulfilling its responsibilities as a publically-funded organisation to ensure that its official activities and those of its staff conform to acceptable standards of integrity and good conduct. Members of the Advisory Committee were asked to note that the University recognises

that a well-established system for identifying, disclosing, and managing conflicts of interest as the following benefits:

- Increases its public accountability; and
- Reduces the risk of corruption, misconduct and bias in its operations and decision-making processes.

8.3 The Advisory Committee agreed that through this policy, the University expects that:

- all staff members to act with honesty and integrity;
- staff will not allow their external, personal or financial interests or their duties to any external entity to compromise their duties, obligations and responsibilities to the University;
- all conflicts of interest, regardless of their character or level, will be identified, disclosed and managed;
- any gifts/benefits/sponsorship/hospitality or service will not be accepted by staff if the intention is to influence current or future behaviour of staff or an individual School/Office within the University (see also Gifts and Benefits Policy). The preservation of academic and professional independence is a paramount consideration and should be made clear to potential sponsors;
- where a conflict of interest occurs, the interests of the University will be balanced against the interests of the staff member. Unless exceptional circumstances exist, the balance of interests will be resolved in the University's favour; and
- Heads of Element, when notified of a conflict of interest, will deal promptly with the conflict as per this policy and put in place arrangements that protect the integrity of the University's processes and decision-making.

8.4 Members were asked to familiarise themselves with the attached policy, which was distributed with the committee paper. In considering the Conflict of Interest policy, members of the Advisory Committee noted the following sections in particular:

Section 4 Definitions

Section 6 Key Test for Identify Conflicts of Interest

Section 13 Examples of Conflict of Interest Situations.

9.0 INNOVATIVE RESEARCH UNIVERSITIES (IRU) STATEMENT OF INTENT: ABORIGINAL AND TORRES STRAIT ISLANDER HIGHER EDUCATION

9.1 At the 11 July 2013 Senior Staff Forum of the Innovative Research Universities (IRU), members were presented with the draft statement of intent for Aboriginal and Torres Strait Islander Higher Education, which "signifies the IRU's commitment to building a nation in which all of its citizens take pride in engaging with the world's oldest living cultures".

9.2 The draft statement was attached for members' consideration. Members of the Advisory Committee noted that in summary, the IRU member universities will:

- honour and pay respect to the unique scholarship of Elders, traditional Aboriginal and Torres Strait Islander holders of knowledge and knowledge systems and ensure that they are intrinsically involved in the development of university programs, research and policies;
- advance a whole-of-university strategy recognising the significance of Indigenous Units as places of expertise which
 - contribute to the successful academic lifecycle of Aboriginal and Torres Strait Islander students, and
 - build appreciation and understanding of Aboriginal and Torres Strait Islander perspectives throughout the entire university community;

- develop staff and students' cultural integrity and core competencies and understanding through ongoing, positive engagement between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander members of the university and wider community;
- focus efforts on Aboriginal and Torres Strait Islander student and staff retention and success;
- increase the number of Aboriginal and Torres Strait Islander peoples moving into and completing postgraduate study and research;
- create a study environment that encourages Aboriginal and Torres Strait Islander post graduate students to engage in collaborative research with local communities that can provide evidence of impact, progression and change in their state of well-being and development;
- increase Aboriginal and Torres Strait Islander participation in co-curricular activities and campus communities, including participation in student mobility, work experience and placements, social and sporting activities;
- promote learning, teaching and research that incorporates and is directed towards the privileging of Aboriginal and Torres Strait Islander knowledge systems, knowledges, perspectives and issues;
- encourage robust community engagement strategies that develop appreciation of the particular bodies of knowledge and needs of Aboriginal and Torres Strait Islander communities, both those local to the university and those throughout Australia; and
- appoint senior Aboriginal and Torres Strait Islander people to positions that have influence on strategy, policy and advocacy across all core business of the University.

9.3 The Advisory Committee agreed to endorse the Statement of Intent for Aboriginal and Torres Strait Islander, as prepared and circulated by the Innovative Universities of Australia. The Advisory Committee recommended that the Secretary liaise with the Professor, Indigenous Community Engagement Policy and Partnerships to forward this advice to the Secretariat, IRU.

10.0 MEMBERSHIP

10.1 The Aboriginal and Torres Strait Islander Advisory Committee welcomed Mr John Graham for a further two year term as one of the two staff representatives on the Advisory Committee. The Aboriginal and Torres Strait Islander Advisory Committee noted that Mr Harry van Issum has not renewed his nomination as a representative of the Queensland Indigenous Education Consultative Committee (QIECC) and there is no longer a member of the Advisory Committee under this category. Members noted that Mr van Issum is seeking to be a member of the Advisory Committee under the co-opted category.

11.0 GRIFFITH HEALTH - ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL AWARENESS PORTAL

11.1 Members of the Advisory Committee recalled that at the 1/2013 meeting, the Deputy Vice Chancellor & Provost tabled the paper *Understanding Culture in Health – Cultural Considerations in Health Care*, which outlines a range of protocols and advice for health care workers working with Aboriginal and Torres Strait Islander communities. The Advisory Committee agreed that the University community, particularly those teaching into and studying in the health area, needs a clear set of protocols to guide them when dealing with Aboriginal and Torres Strait Islander individuals and communities.

11.2 At the 1/2013 meeting, members further agreed that the tabled protocols represent a significant starting point for the University in its development of broader, university-wide protocols. The exception to this endorsement is the section *Words you must never use* (page 3/5), which members agreed should not be included in any documentation prepared by the University; rather the use of preferred terms should be included.

11.3 The Advisory Committee noted that the Health Group has undertaken considerable work on the protocols, which are available at:

<http://www.cultureawarenessporthealth.com.au/>

The Advisory Committee further noted that the next stage of the project, which involves embedding the portal as a requirement for Health students to complete before they commence their clinical placements.

12.0 WORK PLAN FOR 2014

12.1 Members recalled that University Committees have been required to prepare and monitor work plans since 2011. In 2013, the Advisory Committee agreed to the following items as part of the Committee's 2013 Work Plan.

| 2013 Work Plan | |
|-----------------------|---|
| Activity/Project Name | Sorry Business and the provision of bereavement leave in the University Assessment Policy |
| | Ongoing oversight and input into the implementation of the Griffith Reconciliation Action Plan |
| | Input into the development of Aboriginal and Torres Strait Islander Cultural Protocols for Griffith |
| | Continued input into the reports of the GUMURRII Student Support Unit |
| | Continued input into, and monitoring of, the ATSI pages and articles within the Griffith website |
| Budget requests | Continued catering costs to be covered by DVC & Provost |

12.2 Members considered the list with a view to making suitable suggestions for any additions or amendments for the 2014 Work Plan. Members agreed that the list of tasks for the Work Plan should be maintained for 2014 without major amendment.

13.0 INDIGENOUS RESEARCH UNIT

13.1 The Professor, Indigenous Research Unit reported on issues arising at the Unit including:

The introduction of Small Research Grants Scheme and conference Support funding of up to \$5000 for early career researchers;
"Grow Our Own" HDR strategy group meeting on 31 July, with discussions led by Dr Jenni Judd (Senior Research Fellow, Faculty of Medicine, James Cook University);
Presentations by Professor Miller at a number of national conferences, including the Communicable Disease Research within Indigenous Communities (August 2013) and Tropical Research Network Conference (November 2013).

13.2 The Chair thanked the Professor of the Indigenous Research Unit for his report.

14.0 GUMURRII STUDENT SUPPORT UNIT

14.1 The Advisory Committee considered the Report submitted by the Director, GUMURRII Student Support Unit, on current issues of relevance to the Advisory Committee. The

Director, GUMURRII SSU, highlighted a range of outreach activities, NAIDOC activities, the Family Tree Project and an update on the Simon Fraser University collaborative partnership.

14.2 The Chair thanked the Director, GUMURRII Student Support Unit for her report.

15.0 GRIFFITH INDIGENOUS STUDENT ASSOCIATION (GISA)

15.1 The Report from the President, GISA was deferred, as the President of the Association, Ms Warrika Watson was unable to attend the meeting.

16.0 REPORT FROM INDIGENOUS COMMUNITY ENGAGEMENT POLICY AND PARTNERSHIPS

16.1 The report from the Professor Indigenous Community Engagement Policy and Partnerships (ICEPP) was deferred to the March 2014 meeting of the Advisory Committee.

17.0 DEPUTY VICE CHANCELLOR and PROVOST'S REPORT

17.1 The Deputy Vice Chancellor and Provost reported on the visit to Griffith University by Professor Anderson and Mr Craig Ritchie (DIICCSRTE) who met with Professor Ian O'Connor, Vice Chancellor and Professor Marilyn McMeniman, Deputy Vice Chancellor & Provost on Thursday 1 August 2013. At this meeting the visitors discussed Griffith's progress to-date in implementing the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people (Review) (September 2012).

17.2 The DVC & Provost advised that as part of this process, the ATSIHEAC Co-chair Professor Ian Anderson visited each university to discuss the implementation of the Review at the institutional level. The DVC & Provost reported that ATSIHEAC is pleased with Griffith's progress toward implementing key recommendations from the Review.

18.0 CHAIRPERSON'S REPORT

18.1 The Chair reported on his involvement in orientation activities at the Gold Coast campus undertaken during second semester with Griffith's international students at the Gold Coast campus.

19.0 ABORIGINAL AND TORRES STRAIT ISLANDER HIGHER EDUCATION ADVISORY COUNCIL (ATSIHEAC) CO-CHAIR VISIT TO GRIFFITH ON 1 AUGUST 2013

19.1 The discussion concerning this item took place under the standing item – Deputy Vice Chancellor and Provost's Report. (See item 17.0 for a record of the discussion of this matter).

20.0 2014 COMMITTEE MEETING DATES

Members noted the 2014 schedule of meetings, which are to be held on **Thursdays from 1:30pm – 3:30pm**.

| Meeting Date 2014 | Campus | Venue Allocated |
|-------------------|--------|-----------------|
| 27 March | Nathan | N54_2.01 |
| 29 May | Nathan | N54_2.01 |
| 21 August | Nathan | N54_2.01 |
| 27 November | Nathan | N54_2.01 |

Confirmed: (Chair)

Date: