

Indigenous Student Success Program

2024 Performance Report

Organisation	Griffith University		
Contact Person	Rachel Bastin		
Phone	07 3382 1275	E-mail	DVCI-Office@griffith.edu.au

1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

Griffith University (Griffith) remains one of the leading universities nationally in Aboriginal and Torres Strait Islander student participation (in the top three universities nationally, based on Higher Education Statistics, [Department of Education 2023](#)).

In 2020, Griffith set its strategic priorities for the subsequent 5 years ([Creating a future for all Strategic Plan 2020-2025](#)) including a commitment to increase the participation rate of Indigenous students ([Griffith Academic Plan 2021-2025](#)).

In 2024, 1,124 Indigenous students were enrolled at Griffith, comprising 834 undergraduate students, 235 postgraduate students, 34 Research Higher Degree students plus non-award students, studying across all five physical campuses and a strong online cohort.

This represents a 3.1% participation rate for Indigenous students at Griffith (as a percentage of domestic onshore students), exceeding Griffith's 2024 target of 2.9% (Table 1). The number of Indigenous student enrolments (headcount) increased slightly from 2023, despite an environment of strong employment and high cost of living since 2022 (Table 2).

Table 1: First Peoples student participation, as a percentage of domestic onshore students (indicative data for 2023 and 2024).

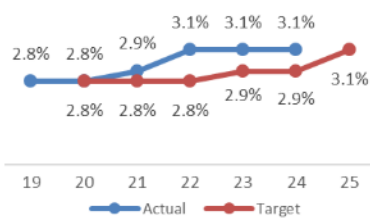
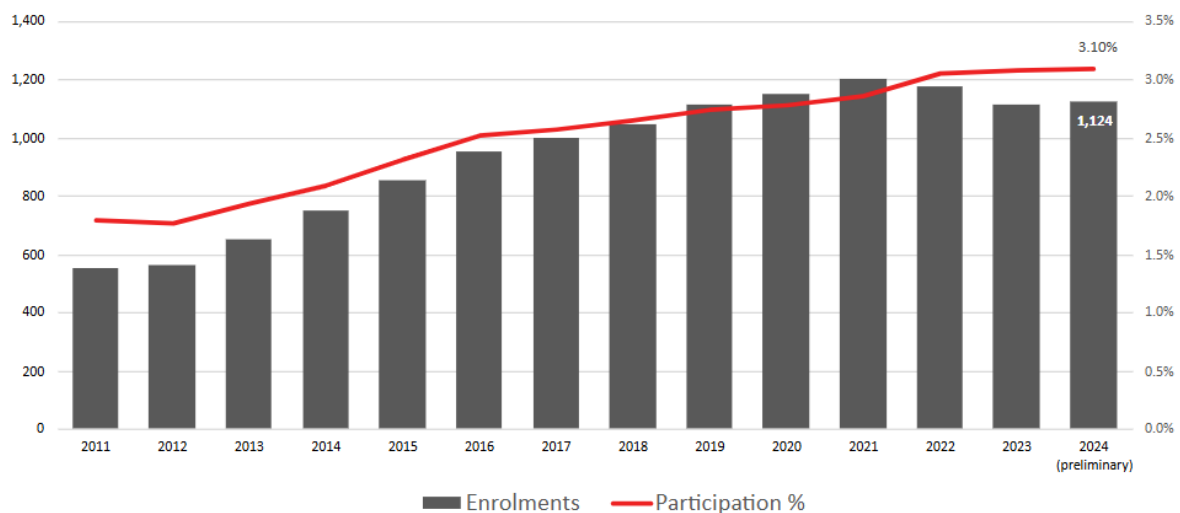
2024 actuals	2024 target	Comment	Actual v target																								
3.1% (est.)	2.9%	First Peoples student participation has consistently outperformed targets and we have increased our 2025 target.	 <table><caption>Data for Table 1: First Peoples student participation (indicative data for 2023 and 2024)</caption><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>19</td><td>2.8%</td><td>2.8%</td></tr><tr><td>20</td><td>2.8%</td><td>2.8%</td></tr><tr><td>21</td><td>2.9%</td><td>2.8%</td></tr><tr><td>22</td><td>3.1%</td><td>2.8%</td></tr><tr><td>23</td><td>3.1%</td><td>2.9%</td></tr><tr><td>24</td><td>3.1%</td><td>2.9%</td></tr><tr><td>25</td><td>3.1%</td><td>3.1%</td></tr></tbody></table>	Year	Actual (%)	Target (%)	19	2.8%	2.8%	20	2.8%	2.8%	21	2.9%	2.8%	22	3.1%	2.8%	23	3.1%	2.9%	24	3.1%	2.9%	25	3.1%	3.1%
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Table 2: Griffith University – First Peoples student enrolments (headcount) and participation (as a % of domestic onshore students – indicative data for 2023 and 2024).



Strategies, activities, and programs implemented to support and improve access for Aboriginal and Torres Strait Islander students

The Deputy Vice Chancellor (Indigenous) portfolio (ISSP funded, University funded, HEPPP funded)

The Deputy Vice Chancellor (Indigenous) provides executive-level leadership across Griffith in Indigenous education, research and engagement, including management responsibility for the [GUMURRII Student Success Unit](#) (GUMURRII) (which includes a dedicated Indigenous outreach and engagement team, and student success team) and the [Indigenous Research Unit](#) (supporting opportunities for Indigenous HDR students).

In October, Griffith welcomed Professor Jonathan Bullen as Deputy Vice Chancellor (Indigenous). Professor Bullen brings experience and leadership in Indigenous education and research, having previously served as Associate Deputy Vice-Chancellor Academic, Indigenous Advancement, at Curtin University. His leadership and vision will further strengthen Griffith's commitment to advancing Indigenous education and community engagement.

Griffith also expressed gratitude to Professor Cindy Shannon AM on her retirement as Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) and Griffith's inaugural Pro Vice Chancellor (Indigenous). Professor Shannon's impactful leadership and dedication have left a legacy at Griffith, particularly in advancing Indigenous student success and diversity and inclusion initiatives.

Schools and Community Outreach and Engagement program 2024 (ISSP funded, HEPPP funded, University funded)

The Indigenous Outreach and Engagement program is designed to grow the participation of Aboriginal and Torres Strait Islander peoples in higher education. The GUMURRII team works with colleagues across Griffith to deliver programs and activities that build student confidence and knowledge about higher education, provide information on pathways to study and increase academic self-efficacy and preparedness amongst students.

Throughout 2024, the program focussed on increasing engagement with academically prepared students, who statistically are taking up alternatives/opportunities outside of higher education. This shift in focus and resourcing, is intended to have positive impacts on the success and retention outcomes for future university cohorts.

Activities and programs include on-campus experiences, school visits, presentations, information sessions, market stalls, careers days, expos and events and recognition of culturally significant events.

2024 Outcomes

- Collaboration with the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) on the Creative Arts Competition 2024 and hosting the 2024 QATSIF New Recipients, Year 12 Graduation and Student Leaders' Celebration events at Griffith campuses.
- Collaboration with the Department of Education, Griffith Sciences Group and GUMURRII to connect with students in years 4-12 through the Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) Challenge Program at Nathan campus and the Solid STEM Pathways junior program.
- Collaboration with the Griffith Sciences Group and GUMURRII to deliver a 4-day STEM Camp. The program delivered a mix of academic / STEM workshops, cultural and fun activities to 23 highly motivated and academically strong Indigenous Year 9-10 students from 21 schools.
- Delivered on-campus and in-school and community visits across Queensland including in the Redlands, Brisbane, Gold Coast, Ipswich, Logan, regional and remote Queensland, engaging approximately 450 students and approximately 64 schools.
- Participated in Griffith University's South Burnett Regional Roadshow 2024, visiting four Southeast Queensland regional communities. Over the course of a week, staff conducted information sessions reaching approximately 90 Indigenous students, focussing on building self-efficacy and encouraging excellence in school and beyond.

GUMURRII SSU's School 2 Uni Program – NEW initiative (HEPPP and ISSP funded)

The *School to Uni* program was successfully piloted during the 2024 school year, to demonstrate the power and benefit of higher education for the participating students and Community. Principled on building strong, meaningful relationships with Indigenous students, schools, and families, students were able to access hands-on learning opportunities on campus, personalised information on study options and university pathways, support with the QTAC and scholarship application process, and informal social connection with the GUMURRII team (for students and families).

2024 Outcomes

- 124 Indigenous students from 56 schools across Queensland enrolled in the School 2 Uni Program (57 Year 11; 67 Year 12).
- Approximately 58% of Year 12 students who participated went on to enrol in university – 31 students enrolled at Griffith and 8 accepted offers to study at other universities.

EmpowerED University Preparation Program – NEW initiative (HEPPP funded)

In 2024 Griffith improved pathways for students who might not otherwise have access to higher education, including through the launch of the [EmpowerED](#) university preparation program in Trimester 2 2024. EmpowerEd is a fee-free academic enabling program which focusses on building academic skills, student confidence and career readiness. Successful graduates may be offered direct admission into a wide range of undergraduate degrees at Griffith.

2024 Outcomes

- Commenced in the second half of 2024, with 61 students, including 3 Indigenous students (4.9% of the cohort).
- 26 students (including 1 Indigenous student, 3.8% of the graduating cohort) graduated from EmpowerED in 2024.
- 96% of the 2024 graduates received offers to commence undergraduate studies in 2025, with 83% receiving Griffith offers.

GUMURRII staff have promoted and shared the demonstrable benefits of EmpowerED extensively as part of their outreach, recruitment and admissions engagement, resulting in a growing cohort of Indigenous students in the program. (2025 enrolments of 16 Indigenous students, being 7.6% of the program cohort, in March 2025).

Other Admissions Pathways (University funded, with involvement from GUMURRII SSU staff funded by ISSP)

Griffith provides dedicated First Peoples pathway options, in addition to an extensive range of more general admission pathway options (including an expanding range of Diploma pathway programs). The dedicated First Peoples pathways offered by Griffith are:

- **First Peoples Direct Admission** for mature applicants who are not Year 12 school leavers, providing admission pathways to over 100 undergraduate degree programs across a broad range of discipline areas.
- **First Peoples Admission Pathway** supports applicants whose ATAR / Rank is within an agreed range to meet the admission requirements for their chosen degree. GUMURRII plays a leading role, in collaboration with the University's Admission Team to deliver this pathway process.
- **First Peoples Health Pathway** is designed to support Aboriginal and/or Torres Strait Islander applicants who are interested in studying health at Griffith University, both undergraduate and postgraduate. Griffith Health is committed to closing the gap in health outcomes by improving the cultural capability of Australia's health workforce through quality education and training.
- **First Peoples Pathway to Medicine** is available to eligible applicants who are assessed based on their academic achievement, in addition to an interview with a panel including representatives from GUMURRII, the Office of the Deputy Vice Chancellor (Indigenous) and the Program Director for the Doctor of Medicine.
- **Bachelor of Fine Arts in Contemporary Australian Indigenous Art** has an admission requirement that applicants must be Aboriginal and /or Torres Strait Islander, along with an assessment of the applicant's portfolio of work. The Indigenous Engagement Officer (Creative Arts) directly supports improved outcomes in Indigenous student success, progression, retention, and participation for Griffith's creative arts programs in the Queensland College of Art and Design (QCAD).

GUMURRII works closely with Griffith Admissions on the dedicated First Peoples pathways and plays a key role in the student interview process along with Academic staff. Interviews, as well as access to improved admission data and systems, enabled staff to work closer with applicants on study options and success strategies early in the admissions journey.

2024 Outcomes

- Approximately 11% of the commencing cohort of Indigenous undergraduate students were admitted via the university's **Direct Admission** schemes (which includes First Peoples Direct Admission).
- 16 students (including 6 interviewed) were admitted via the **First Peoples Admissions Pathway**, with additional considerations applied to their QTAC application.
- 26 applicants across nine undergraduate Health programs were invited to interview via the **First Peoples Health Pathway**, resulting in 13 interviews and 4 admissions (Bachelor of Occupational Therapy (Hons), Bachelor of Paramedicine, Bachelor of Physiotherapy).
- **First Peoples Pathway to Medicine** resulted in 21 invitations to interview, 10 interviews and 8 admissions to the Doctor of Medicine program.

University Undergraduate Diploma programs

In 2024, Griffith further expanded the [Undergraduate Diploma program offerings](#), each providing an admission pathway with a guaranteed entry offering into the second year of an aligned bachelor's degree. Students develop foundational knowledge and skills, and can access a variety of student support programs, including GUMURRII's TSP tutoring program, setting students up for success in future bachelor studies. Students undertake their first year of study in the diploma alongside peers in the bachelor's degree and can finish their studies in the same amount of time, at no extra cost.

2024 Outcomes

- 14 Undergraduate Diploma programs on offer.
- Indigenous students were 3.5% of the domestic student enrolments (increased from 2.3 % in 2023).

Scholarships (ISSP funded, University and External funded)

In 2024 Griffith provided significant financial assistance to Indigenous students - over \$1 million in scholarships, supported by ISSP and HEPPP funding, the university, donors, philanthropy and a large staff giving program.

More than 600 scholarships were on offer to all students (including First Peoples) at Griffith, helping make university a reality for new and continuing students based on background, chosen study area, hardship, or achievements. More than 14 scholarship categories are discretely targeted at First Peoples. ISSP-funded scholarships are detailed in Table 3. Throughout 2024, Griffith's Financial Support and Scholarships team worked in collaboration with GUMURRII on First Peoples scholarship selection and processes.

2024 Outcomes

- **In addition to ISSP-funded scholarships**, a further 225 scholarships were received by Indigenous students from Griffith and donor funding, with a total value of almost \$800,000.
 - **The Chancellor's Scholarships** are for undergraduate students with compounding educational disadvantage, such as being from a regional or remote area within Australia, and for Aboriginal and/or Torres Strait Islander students. There are multiple scholarship opportunities available within the suite of Chancellor's Scholarships, ensuring students with the highest needs are supported. In 2024, 72 Indigenous students received non-ISSP funded Chancellor's Scholarships to the value of \$224,500 (**NEW University initiative**)
 - **Brighter Future Scholarships** – In 2024, more Brighter Future Scholarships were awarded to Griffith students than ever before. They are awarded to undergraduate students impacted by various types of educational disadvantage, including financial

hardship, educational disruption, disability or others, that has impacted their ability to achieve their full potential. This suite of scholarships includes some scholarships that are specific for First Peoples students. In 2024, 27 Indigenous students were awarded a Brighter Future Scholarship totalling almost \$90,000.

- **Student Financial Support Payment** (University funded) provides support for a range of extraordinary or emergency financial needs, with payments up to \$1,000. In 2024, 8 Indigenous students received payments, totalling \$8,000.

Table 3: ISSP Scholarships - breakdown of 2024 payments

	Education Costs		Accommodation		Reward		Total ⁱⁱ	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁱⁱⁱ								
Undergraduate ^{iv}	\$108,250	46	\$97,000	23	\$25,000	5	\$230,250	56
Post-graduate ^v							-	
Other							-	
Total	\$108,250	46	\$97,000	23	\$25,000	5	\$230,250	56

3. Progression (outcomes)

Griffith aims to ensure every Indigenous student succeeds in their studies and moves into a successful career. Griffith has targets to improve the retention of Griffith students in its [Griffith Strategic Plan 2020 – 2025](#) and Griffith [Academic Plan 2021-2025](#).

Indigenous student success has strengthened at Griffith over the past two years (est. 77.3% in 2024, up from 74.2% in 2022 (Table 4).

Griffith's Indigenous student retention increased slightly in 2024 (Table 5). However, despite this improvement, Griffith failed to achieve its Indigenous student retention target.

Griffith has initiated a program of activities to address retention and is already seeing some benefits from these initiatives. However, the impact of a strong labour market and the cost-of-living crisis materially impacts students' willingness to remain at, and their ability to afford, university. This is a sector-wide challenge.

Table 4: First Peoples student success

2023 actuals	2024 actuals	2024 target	2025 target	Comment	Actual v target																								
77.0%	77.2% (incl. T3)	75.8%	77.6%	First Peoples student success again improved. Griffith is delivering the Tutoring for Success Program and other initiatives to support improved student success. We have raised our target for 2025 from 77% to 77.6%.	<table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>19</td><td>74.1%</td><td>74.1%</td></tr><tr><td>20</td><td>74.0%</td><td>74.0%</td></tr><tr><td>21</td><td>74.1%</td><td>74.1%</td></tr><tr><td>22</td><td>74.2%</td><td>74.2%</td></tr><tr><td>23</td><td>77.0%</td><td>75.3%</td></tr><tr><td>24</td><td>77.3%</td><td>75.8%</td></tr><tr><td>25</td><td></td><td>77.0%</td></tr></tbody></table>	Year	Actual	Target	19	74.1%	74.1%	20	74.0%	74.0%	21	74.1%	74.1%	22	74.2%	74.2%	23	77.0%	75.3%	24	77.3%	75.8%	25		77.0%
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Table 5: First Peoples student retention in 2024

2023 actuals	2024 actuals	2024 target	2025 target	Comment	Actual v target																								
71.0%	71.6% (est.)	73.0%	72.7%	Indigenous student retention continues to be impacted in a strong employment market and high cost of living environment. This is despite improved Indigenous student success. Indigenous student retention is more volatile than whole of university domestic student retention because of the smaller relative size of the Indigenous student population.	<table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>19</td><td>72.5%</td><td>72.5%</td></tr><tr><td>20</td><td>72.0%</td><td>73.6%</td></tr><tr><td>21</td><td>76.0%</td><td>72.5%</td></tr><tr><td>22</td><td>73.4%</td><td>74.9%</td></tr><tr><td>23</td><td>71.0%</td><td>75.6%</td></tr><tr><td>24</td><td>71.6%</td><td>73.0%</td></tr><tr><td>25</td><td></td><td>72.7%</td></tr></tbody></table>	Year	Actual	Target	19	72.5%	72.5%	20	72.0%	73.6%	21	76.0%	72.5%	22	73.4%	74.9%	23	71.0%	75.6%	24	71.6%	73.0%	25		72.7%
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GUMURRII Student Success Unit (ISSP funded)

GUMURRII is a dedicated unit for Aboriginal and Torres Strait Islander students, which works to ensure student success from recruitment, orientation to graduation, providing undergraduate and postgraduate support including tutorial assistance. With learning centres and staff based on all five of Griffith's physical campuses - Nathan, Gold Coast, Logan, Mount Gravatt (consolidated to Nathan campus at the end of Trimester 2, 2024), and South Bank - GUMURRII supports one of the largest cohorts of First Peoples students at any Australian University.

Tutoring for Success Program (TSP) (ISSP funded)

Griffith's TSP program provided the tutorial assistance shown in Table 6 throughout 2024, supporting student success by providing supplementary one-on-one and small group tuition to Indigenous students.

Table 6: Tutorial assistance provided in 2024

Level of study	Number of unique students assisted ^{vi}	Total number of tutorial sessions attended ^{vii}	Total hours of assistance ^{viii}	Expenditure ^{ix} (\$)*
Enabling	0	0	0	
Undergraduate	214	9,083	13,625	1,314,385
Post-graduate	68	1,849	2,773	267,555
Other	0	0		
Total	282	10,932	16,398	1,581,940

*Expenditure for tutorial assistance includes tutors' salaries, tutor training, other salaries for TSP Officers and Coordinators, software licences and maintenance.

The redesign of the program and the employment of a dedicated TSP team over the past three years has resulted in consistently increased student success rates for students engaging in the program.

Improving student success and retention continued to be a focus for 2024. Data continues to strongly show that those students who participate in TSP achieved significantly improved academic outcomes and retention. With demonstrated positive success outcomes for students in the program, we again set ambitious targets and strategies to continue to grow TSP by engaging even more Indigenous students in the program in 2025, based on data-informed early interventions and support and building a roadmap with each student for their university journey.

During 2024, extensive work was undertaken to deepen the analysis of student data which in turn enables more effective identification of student's engagement with services, academic risk and TSP performance outcomes. The TSP team collaborated closely with the data translator to source and design a system to better support TSP and its alignment with GUMURRII's ongoing Student Success delivery. By late 2024, a system solution was secured with system design, testing and implementation work continuing into 2025.

2024 Outcomes

- Approximately 90% of courses passed for TSP-tutored courses.
- Delivered expanded training including cultural competency training for TSP tutors.
- Sourced and designing an improved TSP system solution.
- Improved outcomes for TSP tutor-to-student matching and TSP tutor recruitment through improved use of student data and management systems.
- 21% of tutors in the program identified as being Aboriginal and/or Torres Strait Islander.

Other GUMURRII services (ISSP funded)

2024 Outcomes

In addition to the TSP Program, key activities delivered by GUMURRII in 2024 included:

- **Data-informed student services** – In 2024, GUMURRII worked with a data translator and the Griffith Planning Analytics and IT teams to better understand the Indigenous student journey and inform retention and success approaches, academic interventions and services for Indigenous students. GUMURRII also adopted individual risk markers to better understand and address individual student needs and deliver comprehensive and personalised student success planning for the duration of a student's university journey.

- **Student Orientation** – refined orientation to deliver a more impactful program accessed by a greater number of students. GUMURRII offered online onboarding and greater one-to-one and tailored student engagement, aligned with Griffith’s broader orientation program across all the campuses. This modified approach to orientation helped GUMURRII staff build stronger engagement with new students and to start day one in the ongoing delivery of services to support their academic success (**Significant program adjustment**).
- **Student communications channels** were expanded to include a GUMURRII social media Instagram account that began to grow and engage students in early 2024. The dedicated team in GUMURRII worked throughout 2024, in collaboration with the University’s Marketing and Communications team, to strengthen relationships and communication with students through this new channel.
- **GUMURRII Social Series** – this program continued to provide opportunities to engage with students in a relaxed social setting, encouraging student-to-student and staff-to-student engagement and creating a sense of belonging. In 2024 the program took students to arts, cultural and sporting events. GUMURRII also took the opportunity to include a group of approximately 15 school students (and their families) from the Outreach team’s School 2 Uni program to a football game.
- **GUMURRII in-house social and well-being** – Throughout the year, GUMURRII hosted regular student lunches and opportunities to connect informally, often with a well-being or cultural theme. In addition to regular lunches during trimester, several cultural art, meditation and wellness workshops were hosted across the units during 2024. As a wellbeing and social initiative, GUMURRII also supported the GUMURRII Social Netball Team throughout 2024, in response to student interest.
- **2024 Indigenous Nationals** – GUMURRII supported a student team of 15 to attend this annual event, held at University of Wollongong in 2024, bringing together Indigenous student athletes from universities across Australia. Financial support (over \$12k) was provided, subsidising student travel, accommodation, and uniforms in addition to two Student Success staff travelling with the team.
- **Student essential equipment for academic programs** – GUMURRII provided essential equipment for Indigenous students to alleviate the financial burden on students who struggle to afford essential purchases required of their program of study. This included practicum uniforms and scrubs for a range of medical, health and education programs, medical equipment kits, lab coats, \$100 art supply vouchers for fine arts students, scientific calculators, and stationery supplies as required by students throughout the year.
- **Bachelor of Contemporary Australian Indigenous Art (CAIA) Graduate exhibition** – GUMURRII provided supplementary financial support for materials and installation for the five graduating CAIA students (approximately \$6.5k). Each year the graduating students of Griffith’s QCAD take part in an annual campus-wide Graduate Exhibition to showcase and launch their careers to industry.
- **First Peoples Graduate Valedictory Celebration** – GUMURRII continues its strong tradition of celebrating the achievements of its graduating Indigenous cohort each year, hosting a special celebration event for graduating students and their families, together with the University Executive and key community partners and Elders. The First Peoples Graduate Valedictory Celebration acknowledged the success of 202 graduates in 2024. To have guests Welcomed to Country by a Traditional Custodian who is also a student engaged and supported by GUMURRII, was a true highlight of the 2024 celebration.
- **Additional supplementary and other support** - During 2024, GUMURRII provided additional supplementary financial and other support to an increasing but small number of Indigenous students who were experiencing crisis or emergency situations. The current housing accessibility and affordability crisis experienced in Brisbane, in addition to the cost-of-living

escalation, continues to impact a growing number of Indigenous students. GUMURRII has several laptop computers available for short - medium term student loan and has been able to provide financial assistance in exceptional circumstances.

Research Higher Degree Initiatives (University funded, HEPPP funded)

Griffith's Indigenous Research Unit (IRU) work in collaboration with GUMURRII Student Success Unit and Griffith Graduate Research School (GGRS) to provide Aboriginal and Torres Strait Islander HDR candidates with support and guidance throughout their research journey. In 2024, the IRU focussed on research skill development and capacity building through workshops and seminars covering a wide range of topics, both cultural and technical, all relevant to Indigenous researchers and supervisors.

2024 Outcomes

- Delivered 4 x True Tracks®: A pathway to Indigenous Engagement and Indigenous Cultural and Intellectual Property (ICIP) workshops by Dr Terri Janke and Company
- Developed and released the [Aboriginal and Torres Strait Islanders Research Library Guide](#), in collaboration with Griffith Library (**NEW initiative**)
- Delivered *Research with Respect* Research Symposium
- Delivered 3x Researcher Education Development (RED) Indigenous Research and Knowledge Seminar Series workshops, in collaboration with the (RED) team. The Indigenous Research and Knowledge Seminar Series showcased Indigenous researchers and HDR candidates researching Indigenous topics and working with Indigenous communities.

Building Griffith's cultural competency (University funded)

Griffith strives to be a place where peoples of all cultures feel valued and respected, and where Aboriginal and Torres Strait Islander people, cultures, knowledges, experiences and perspectives form an integral part of our learning, teaching, research, and community engagement.

Griffith is committed to providing a comprehensive framework for teaching Indigenous content and cultural competency in our degrees and creating appropriate cultural training for staff and students.

2024 Outcomes

- Delivered inaugural *Embedding Indigenous Knowledges and Perspectives in Curriculum Symposium* (attended by 91 participants).
- Incorporated key questions in the CMS Course Profiles to analyse Indigenous content in Griffith's courses.
- Developed a curriculum mapping tool to identify, evaluate and improve the Indigenous course content at Griffith.
- Delivered Griffith's cultural competency program - more than 30 workshops to over 700 Griffith staff in 2024, a community of practice, monthly online drop-in sessions and the AIATSIS CORE Cultural Learning Training.

Additionally, Yuwahn Wupin Cultural Training continues to be in use by the Health Group to ensure that all students understand how to provide safer healthcare before going into practice.

The Kombumerri Together digital resources: Griffith's School of Education and Professional Studies in collaboration with Kombumerri Traditional Custodians, and the Queensland Department of Education, developed this project to give educators access to Indigenous cultural knowledge.

Broader Griffith strategies – student progression

In 2024, Griffith extended its student support systems, including enhancements to health and wellbeing services, library and study support, and career readiness programs. It also increased disability support staffing and made physical infrastructure upgrades to improve accessibility for students living with disability. One standout of Griffith’s innovation in education this year was our Student Managed Investment Fund, which was shortlisted for the People’s Choice Award in the Universities Australia Shaping Australia Awards—a testament to Griffith’s success in designing and delivering practical, student-focused initiatives.

Griffith restructured most of its degrees to reduce complexity and better align with the ways students want to study. This has enabled the introduction of 72 new double degree and vertical degree programs, created more pathways to one-year masters degrees and simplified processes for students and staff.

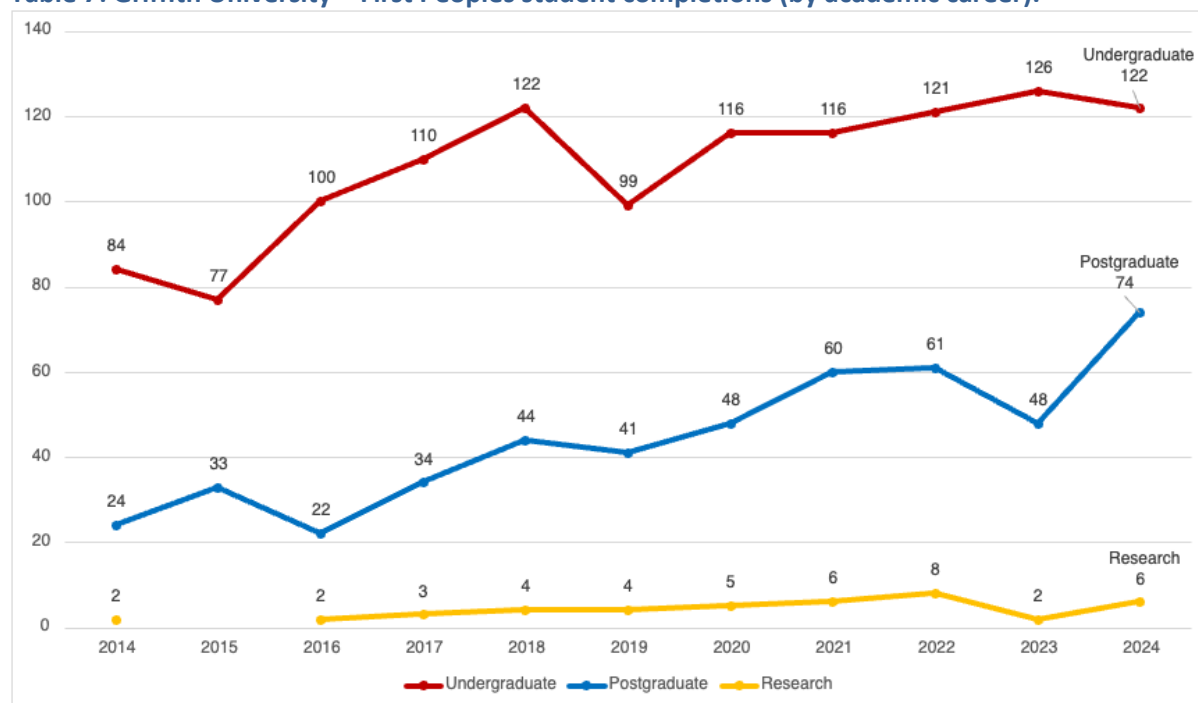
Further, in 2024, Griffith designed and implemented a new strategy and operating model for online education, solidifying Griffith’s ability to deliver high-quality, flexible learning opportunities.

4. Completions (outcomes)

In 2024, Griffith proudly graduated 202 Indigenous students (refer to Table 7), the highest ever number for Griffith, 37% of whom were postgraduates (a consistently growing cohort) and six of whom received their PhDs.

Griffith consistently ranks in the top three nationally and first in Queensland, in the number of Indigenous student completions ([Department of Education 2023](#)).

Table 7: Griffith University – First Peoples student completions (by academic career).



Griffith aims to ensure all First Peoples students are provided with appropriate services and opportunities to support their respective studies through to completion. As indicated in sections 2.

Enrolments and 3. Progression, Griffith delivers a range of dedicated programs, services and support that aim to strengthen Indigenous student participation, success, and completion.

GUMURRII Student Success Unit (ISSP funded)

GUMURRII's Student Success Officers work in direct consultation and collaboration with Indigenous students and Griffith's Schools, Faculties, Lecturers and Course Convenors to proactively provide opportunities for Indigenous students throughout their studies to completion.

In addition to the programs and activity set out in Sections 2. and 3. above, the GUMURRII Advancement and Employability Coordinator worked directly with Indigenous students and partners to promote and nurture scholarship, bursary, award and employability opportunities and initiatives. This role prioritises the capacity building of students to apply for scholarships, internships and other employment readiness activity and continues to develop new advancement initiatives and engagement opportunities for students.

2024 Outcomes

In 2024, this included ongoing collaborations with the Griffith Careers and Employment, Griffith Honours College, Griffith Law School, Institute of Urban Indigenous Health, AFL SportsReady, Career Trackers and other industry partners that resulted in:

- paid employment that enhances learning, connection to program of study and work readiness through applied practice.
- internship opportunities with a view to potential graduate employment.
- student placements in paid internships.
- financial security while studying.
- improved student experience, work readiness and connectivity to industry providing more quality employment opportunities with better outcomes for our graduates.

Career Achievers Program (HEPPP funded)

Financial support (\$500 bursary) for professional development, work readiness, placement, internship, or global mobility activities was made available to HEPPP identified equity cohorts in 2024. Eligible domestic undergraduate students from identified discipline areas are either from a low-SES background, and/or from a regional or remote area, and/or identify as First Nations.

2024 Outcomes

- 49 Indigenous students (out of a total of 208 or approximately 24%) received bursaries (total value of \$24,500) to support their individual career initiatives.

WIL Placement Bursary (HEPPP funded)

During 2024, the University provided financial support to assist students with the financial costs associated with Work Integrated Learning (WIL).

2024 Outcomes

- 51 Indigenous students received \$1,000 each, total \$51,000.

Career Readiness for all Griffith students (University funded)

Griffith continues to mature its employability ecosystem and capacity to help Griffith students build strong graduate identities and transition to the world of work. A comprehensive review of employability was conducted at Griffith including the approach to work integrated learning, the use of targeted student data, curriculum mapping and purposeful storytelling for improving students' career readiness.

In 2024, Griffith's achievement of 87.8% graduate employment is its best result over the past six years and continues the positive trend of the past three years.

Griffith University is a values lead university, embedding social justice and equity into employability initiatives to ensure Griffith students engage in ethical, inclusive, and impactful career development experiences:

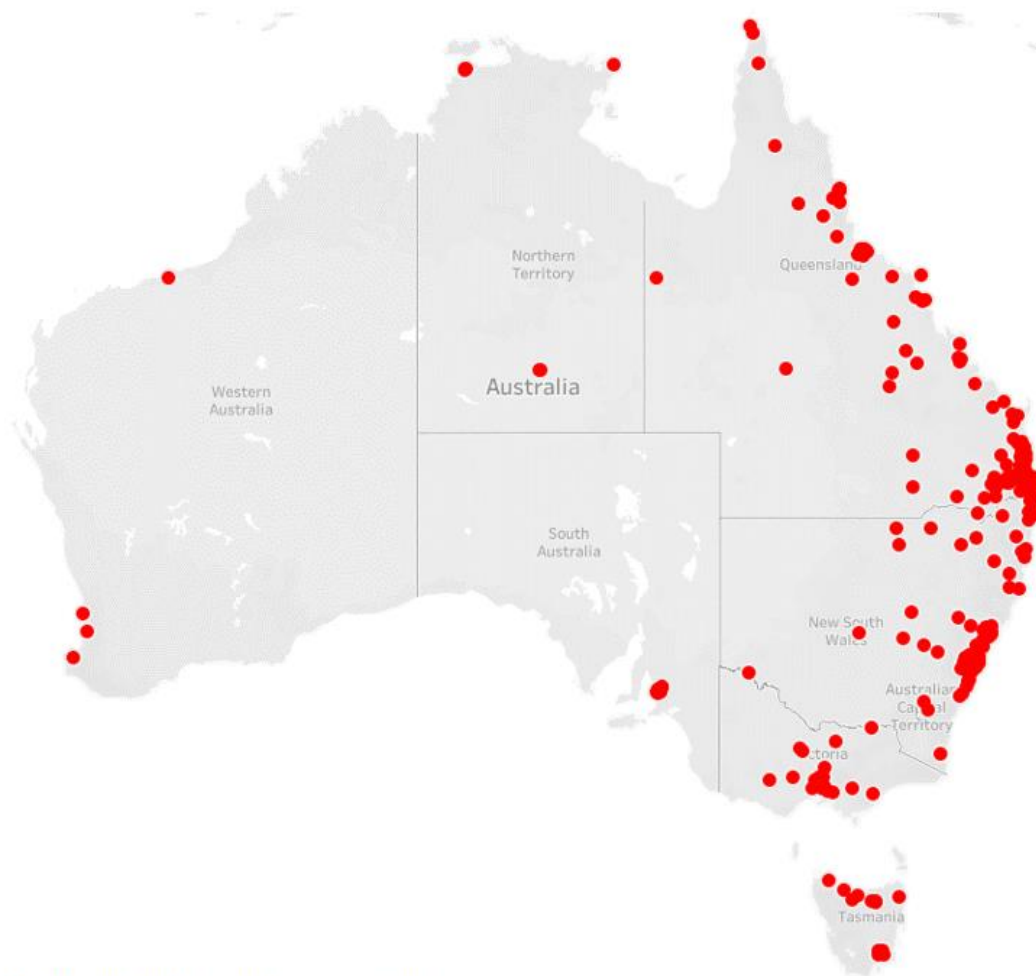
- Career Development Learning Guidelines – A Universal Design for Learning approach ensures students develop cultural competency, work effectively across diverse knowledge perspectives, and advocate for anti-racist, inclusive workplace practices.
- WIL for Social Impact: Electives & Labs – Purpose-driven learning experiences that align placements with community needs while fostering critical reflection on power, privilege, and systemic inequities. Labs integrate place-based community engagement to deepen partnerships and help students navigate social, cultural, and economic contexts in their work.
- Work-integrated Learning (WIL) Policy & Procedures for Equity & Inclusion – Strengthened due diligence processes ensure industry partners align with Griffith's Equity Diversity and Inclusion values. Student onboarding now includes advocacy training on workplace rights and reporting discrimination. New WIL Staff Guidelines clarify responsibilities for ensuring student safety and inclusion.
- Flexible Placement Options – Adjustments to WIL policy allow students to source their own placements, increasing accessibility for those with caregiving responsibilities, disabilities, or other barriers.
- Graduate Accelerator Program for Under-Represented Cohorts – Designed to boost employability outcomes for students facing systemic barriers, expanding networks with equity-focused employers.

5. Regional and remote students

As a values-based university, Griffith is committed to First Peoples education. Griffith values, in combination with quality online delivery, have been significant factors in making Griffith a strong choice for regional and remote Indigenous students.

Griffith consistently ranked twelfth to fourteenth nationally for Indigenous rural and remote student participation 2020-2023 ([Department of Education 2023](#)).

Table 8: 2023 Griffith University – First Peoples students by State.



Map is based on first known student contact postcode.

Access to online learning

For more than twenty years, Griffith has successfully provided online study options to students. The Griffith Digital Master Plan is a digital strategy to deliver on core commitments to 2025. It is in its fourth year of implementation and aims to build technology capabilities that support the delivery of new learning models, while supporting research priorities.

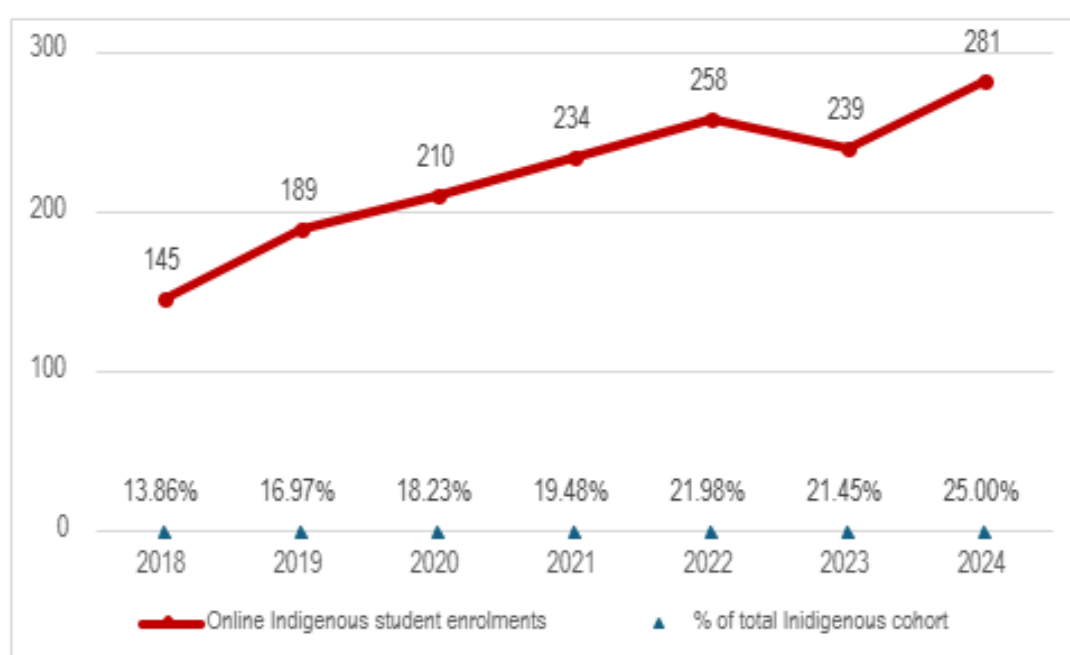
Griffith's thriving Online Campus is its third largest, offering an extensive range of undergraduate and postgraduate degrees online, increasing access to and the affordability of academic opportunities for regional and remote students. Online students participate in an engaged virtual community and Griffith has continuously strived to ensure that as many comparable services and opportunities as possible, can be accessed by online students.

Griffith has been recognised for the quality of education received online. For example, in 2024, the CEO Institute Global MBA Rankings had Griffith's online MBA ranked second in Australia and eighteenth globally.

In 2024, Griffith designed and began implementation of a new strategy and operating model for online education, solidifying Griffith’s ability to deliver high-quality, flexible learning opportunities.

Approximately 25% of Griffith’s First Peoples students studied online in 2024 – 281 Indigenous students from across the country chose a program of study delivered fully online at Griffith. In addition, many students have their programs delivered in mixed mode, undertake optional course offerings online or will undertake some component of their course contact or assessment online. Table 9 below shows the strong growth in the number of Indigenous students choosing to study online.

Table 9: Griffith University – Indigenous student online enrolments (head count) and percentage of total Indigenous student cohort.



Regional and Remote Outreach (ISSP funded, HEPPP and University funded)

The Indigenous Outreach and Engagement team delivers an extensive program designed to engage with and attract Indigenous students to university. In developing their annual program, consideration is given to the needs and access considerations for regional and remote students.

In 2024, the team conducted several virtual and in-person regional and remote school visits or webinars to connect with prospective students, responded to individual enquiries, hosted family visits to Griffith campuses, and continued to provide online and in-person services to prospective regional and remote students.

Details of activities and 2024 outcomes are provided in Section 2. above, and more specifically for regional and remote students:

- Participated in the Creative Futures Regional Engagement Program, workshops programs with Murgon SHS students culminating in a Cherbourg Ration Shed Museum student art exhibition, and the Griffith Regional Roadshow 2024.

- The *School 2 Uni* program engaged students across the state, including regional and remote Queensland: Cairns, Blackwater, Chinchilla, Longreach, Innisfail, Moranbah, Proserpine, Gladstone, Townsville and Toowoomba. Staff from the GUMURRII Outreach team travelled to Cairns to host a gathering for students and families in the program.
- Indigenous STEM Camp provided opportunities for regional and remote students to participate in the program, with full support for travel and accommodation to attend.

GUMURRII SSU – student services (ISSP funded)

In response to the growth in online Indigenous student enrolments, GUMURRII ensures that its student services and support, typically afforded throughout GUMURRII's physical centres, are providing a comparable level of services and access to digital and online environments.

In 2024, orientation and pre-orientation initiatives included online delivery options.

GUMURRII's Student Success Officers and TSP Officers are readily available for online student support and consultation as part of their normal service delivery and pastoral care. TSP tutoring sessions have the option to be conducted fully online, accommodating rural and remote students and others who study online.

Scholarships (ISSP funded, University and External funded)

Griffith continued to offer a range of scholarships for Indigenous students in 2024, including scholarships for regional and remote students with some offering loadings to better meet the needs of these students (shown in Table 10). Examples include:

- **The Chancellor's Scholarships** are for undergraduate students with compounding educational disadvantage. Eligible students may receive additional funding if from a regional or remote area. **(NEW University initiative)**
- **Brighter Future Scholarships** are awarded to undergraduate students impacted by various types of educational disadvantage.
- **Accommodation Scholarships** such as the Indigenous Commonwealth Education and Accommodation Scholarships, and the **George Alexander Foundation Scholarship**, help recipients with the costs associated with accommodation fees, preferencing students relocating from rural, regional, and remote areas.
- The Art in Bark Bursary supports students from regional and remote Queensland, who study at the Queensland College of Art and Design (QCAD), including the Bachelor of Contemporary and Australian Indigenous Art.
- The Mario Bortolanza Regional Scholarship supports a student from regional, rural, or remote Queensland commencing an undergraduate music degree at the Queensland Conservatorium Griffith University.

Table 10: ISSP Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments	98,625	42	129,625	30	0	0	228,250	42
B. 2024 Offers ^{xi}	72,000	24	139,500	26	5,000	1	216,500	32
C. Percentage ^{xii} (C=B/A*100)							95%	
2024 Payments	55,125	23	94,500	23	5,000	1	154,625	29

Work Integrated Learning (WIL)

More flexible placement options and adjustments to the University's WIL policy increasingly allow students to source their own placements, improving accessibility for those who wish to undertake placements in rural or remote home locations.

On-Campus Accommodation

Griffith provides a range of serviced and non-serviced on-campus accommodation, with priority given to regional and remote students. For regional and remote students who do not choose to study online, but relocate to an urban setting, this provides accessible and coordinated accommodation options which assist students to orientate themselves and become part of the University community. GUMURRII staff work in direct consultation and collaboration with Griffith's Accommodation as needed and where appropriate to support students' access to safe and affordable housing options.

New Student Accommodation: Griffith recognises that the severe shortage of student accommodation on the Gold Coast following the COVID-19 pandemic is a determining factor when students are considering their location for study. To address this shortage, the University has reached agreement with its student accommodation partner at its Gold Coast campus to deliver a new building that will house 460 new beds. All contractual matters were finalised and construction started in May with completion expected as early as 2026.

6. Eligibility criteria

Indigenous Education Strategy

Throughout 2024, Griffith fulfilled its obligations under section 13 of the ISSP Guidelines through [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#) (Griffith's Strategic Plan) and a range of mechanisms and actions outlined below.

Strategic commitment to Indigenous Education

It is a core principle of Griffith that it recognises the unique place of First Peoples in our history and the importance of respecting Indigenous knowledges, culture, and talent. Griffith is committed to be a place where Aboriginal and Torres Strait Islander peoples are valued and respected and where Indigenous cultures and knowledges form an integral part of Griffith's vision for learning, teaching, research, and community engagement.

This commitment is evidenced in Griffith's Strategic Plan, which is approved by the University's Council and underpinned by two core activity plans: [Research and Innovation Plan 2021-2025](#) and [Academic Plan 2021 – 2025](#). Griffith's Strategic Plan cascades from the University's values and includes core activities of high-quality teaching and research, enabled by strategic partnering, substantial renewal of campuses and significant investment in people.

Griffith's Strategic Plan 2020-2025 and Academic Plan 2021 – 2025 include a commitment to invest in First Peoples delivered through key actions including, by 2025:

- Providing a more coherent framework for teaching First Peoples content and cultural competency in our degrees and creating appropriate cultural training for students and staff.

- Improving retention and completion of students through coordinated academic and support services that deliver evidence-based interventions to support student success and through non-traditional pathways into Griffith.
- Embracing diversity, including in recruitment, promotion, and professional development, and enabling a culture that ensures that all staff and students, including those who are culturally and linguistically diverse and Indigenous, are provided with a safe and supportive environment.

The Griffith University's [Reconciliation Statement](#) is a public declaration of our commitment to promoting an environment valuing the cultures, knowledges and contribution of Aboriginal and Torres Strait Islander peoples. The Reconciliation Statement reaffirms Griffith's commitment to becoming a safe place, free from discrimination and actions which harm others.

Strategic success measures

In 2020, Griffith adopted the following measures for success for these initiatives - by 2025:

- 3% participation rate of First Peoples students.
- 77% retention rate for Indigenous students.
- Utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice - Be ranked in the top 200 universities in the world for implementation of the SDGs.
- Improved levels of staff satisfaction and engagement in annual surveys.

Progress against strategic targets

While retaining its ultimate governance responsibilities, Council utilises an appropriate system of delegations and reporting to ensure the effective discharge of its accountabilities. An annual report on the progress of the Strategic Plan's implementation is submitted to Council.

Griffith's progress, as measured by its strategic indicators and targets, is reported in its [2024 Annual Report](#) and highlighted throughout this report.

First Peoples student participation, retention, success and completion: progress is detailed in Sections 2 to 4 above.

Building Griffith's cultural competency: details of the program are contained in Section 3.

The inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices:

Targeted training and workshops are supported within a larger ecosystem of professional development for academic staff, which provides teaching staff with opportunities to critically reflect on alternative perspectives of learning and teaching, with an emphasis on embedding Aboriginal and Torres Strait ways of knowing into teaching practice.

For example, the Graduate Certificate in University Learning and Teaching was co-designed with an Aboriginal and Torres Strait Islander academic colleague to ensure that it explicitly embeds Indigenous knowledges across the program, including learning outcomes that refer to culturally appropriate communication and understanding different ways of learning.

In Curriculum Design for Learning (CDL), participants critically reflect on their own design practices to identify assumptions (including cultural) about learning that may influence their design decisions and their impact on student learning. Workshops on inclusive practices include elements of cultural competency. In this way, teaching staff are introduced to thinking critically about the impact of the way they design and teach on the diversity of our student cohort. The program design team were

awarded a 2024 CAULLT Academic Development Award for the most distinctive and innovative program which supports professional development in learning and teaching in universities.

In considering new programs and major program changes, the Programs Committee's review includes consideration of Program Learning Outcomes against the [Griffith Graduate Attributes](#), which include:

- being culturally capable when working with First Australians
- being effective in culturally diverse and international environments.

Annual processes of program review (internal) and external reviews for professional accreditation verify the assurance of learning for stated learning outcomes. Regular cycles of review and improvement highlight areas for uplift, which are then supported by staff with advanced knowledge of potential biases and pitfalls as well as inclusive pedagogies and approaches to foster cultural awareness.

In 2024, Griffith University has again had its commitment to teaching excellence acknowledged. Established in 1997 by the Australian Government to celebrate and reward excellence in university teaching, the AAUT recognise the impact educators have on the learning and teaching experiences and outcomes of university students. Associate Professor Kerry Bodle, Academic Director for Griffith's Business School, was acknowledged with an Award for Teaching Excellence, receiving the Neville Bonner Award for Indigenous Education in the Business, Management and Commerce category.

United Nations Sustainable Development Goals. Griffith is committed to social justice and see the United Nations Sustainable Development Goals (SDGs) as one powerful articulation of these values. Griffith improved on last year's results in the Times Higher Education Impact Rankings, placing 24th in the world out of almost 2,000 institutions and first in Queensland for our commitment to the SDGs.

Staff satisfaction and engagement: Progress on this measure is detailed in Section 6.2 below.

Looking forward

As Griffith University approaches its 50th anniversary in 2025, we are excited to celebrate our rich history and enduring commitment to excellence in education and research. A key focus for the year ahead will be the launch of Griffith's new five-year strategy in 2025. This strategy is the result of extensive and deep consultation, incorporating input from hundreds of staff and students, as well as alumni, industry and community members. It will provide a clear roadmap to guide Griffith into the next 5 years and beyond, ensuring we remain a leading institution in a rapidly evolving global landscape. Looking ahead, Griffith remains committed to our core mission of the past 50 years: to create a brighter future for all through high-quality education and research.

In alignment with Griffith's broader strategy, we are establishing a bespoke Indigenous strategy by the end of 2025, a comprehensive whole-of-university framework for Indigenous success (inclusive of student outcomes, research impact, learning and teaching innovation, and engagement) that integrates Indigenous priorities and leadership.

6.2 Indigenous Workforce Strategy

Griffith University has a strong commitment to strengthening First Peoples employment through the [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#) (Strategic Plan) and the [First Peoples Employment Action Plan 2021-2025](#) (Action Plan). The Action Plan focusses on key aspects of the employment lifecycle: talent attraction and acquisition, onboarding, development, progression, retention, employee engagement and cultural safety.

In 2024, Griffith was recognised with a SAGE Cygnet Award for its outcomes and impact related to First Peoples employment.

Strategic Alignment

The Action Plan deliverables are aligned to the University's Strategic Plan and the latest Griffith Enterprise Agreements ([Academic Staff Enterprise Agreement 2023 – 2025](#) and [Professional and Support Staff Enterprise Agreement 2023 - 2025](#)), which share a commitment to increasing First Peoples employment, inclusion, and professional development opportunities:

- Strategic Plan – reach 2% of our academic and professional staff being Indigenous, with a clear plan to reaching population parity after this. The 2% target was achieved in 2021.
- Strategic Plan – by 2025, undertake an ambitious recruitment strategy including recruitment of senior First Peoples leaders and develop a framework for recruitment of Indigenous academic and professional staff across the University.
- Enterprise Agreements – Griffith aims to achieve population parity and is committed to a target of 3.6%.

First Peoples employment targets have also been embedded in organisational plans and senior manager KPIs. Griffith has resourced a dedicated First Peoples Employment Partner to work across the University to facilitate the University's goals and coordinate the First Peoples Talent Network. The First Peoples Employment Committee advises on strategies and oversees, monitors and reports on progress on Griffith's commitment to Indigenous employment. The Committee is chaired by a Deputy Vice Chancellor and is a subcommittee of the University Council's Equity Diversity and Inclusion Committee. It reports through the Executive Group to the University Council.

Progress against strategic targets

Griffith continued to implement its First Peoples Employment Action Plan 2021–2025 and surpass the target, with 2.5% of continuing and fixed-term employees identifying as Aboriginal and Torres Strait Islander people (March 2024). The number of First Peoples staff (fixed term and continuing) employed at Griffith has doubled since 2018. Griffith has the highest proportion of Aboriginal and Torres Strait Islander staff of the Brisbane-based universities.

Aboriginal and Torres Strait Islander people working at Griffith: Table 11 and Table 12 provide a snapshot of the Aboriginal and Torres Strait Islander workforce at Griffith.

Table 11: Number of Aboriginal and Torres Strait Islander staff (fixed term and continuing), 2017-2024. Aboriginal and/or Torres Strait Islander staff at Griffith University - headcount Higher Education staff data collection 2017-2022, Department of Education; and Griffith indicative data 2023 and 2024 for headcount and percentage representation for fixed term and continuing staff.

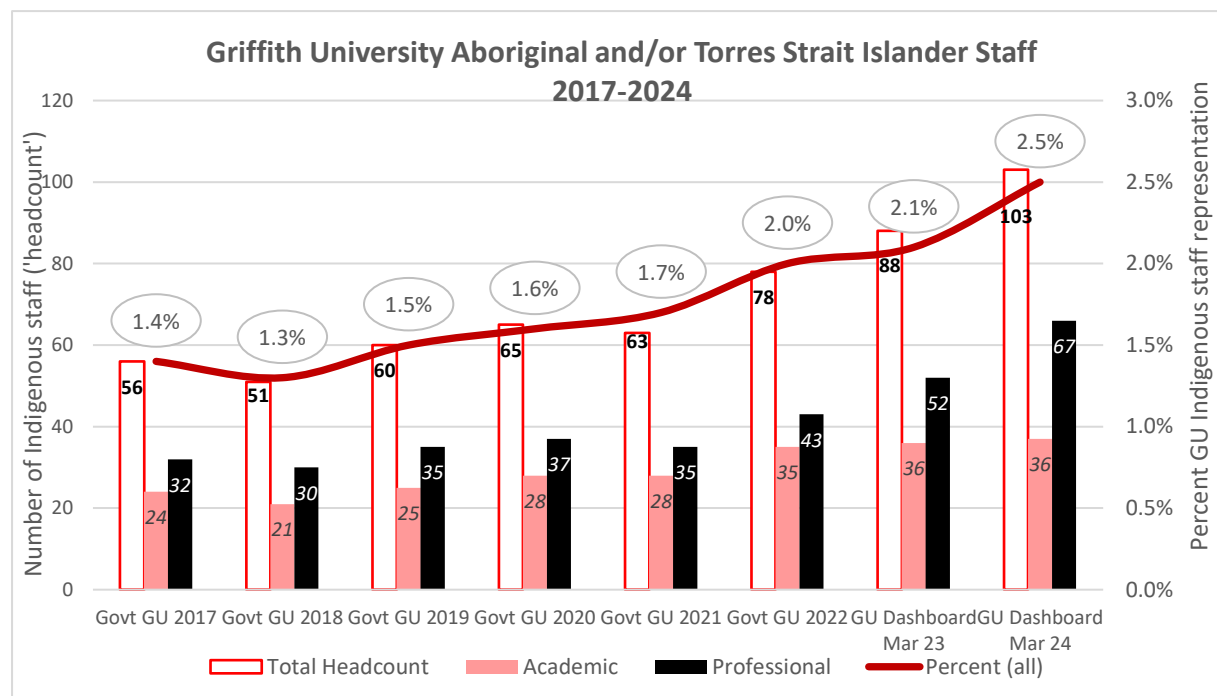


Table 12: 2024 Griffith University Indigenous workforce – indicative data

Employee Type		Academic		Employee Type		Professional	
Continuing		26		Continuing		42	
Level E		3		HEW 10		1	
Level D		1		HEW 9		1	
Level C		4		HEW 8		9	
Level B		17		HEW 7		6	
Level A		1		HEW 6		11	
Fixed Term		10		HEW 5		6	
Senior Staff		2		HEW 4		8	
Level E		1		Fixed Term		25	
Level D		2		Senior Staff		3	
Level C		1		HEW 10		1	
Level B		3		HEW 8		4	
Level A		1		HEW 7		5	
Grand Total		36		HEW 6		5	
				HEW 5		2	
				HEW 4		2	
				HEW 1		1	
				Outside Award		2	
				Grand Total		67	

While Griffith has achieved significant results in strengthening First Peoples employment over the last 5 years, Griffith experienced some significant budget challenges in 2024. In response, measures were put in place to ensure the university's financial sustainability. Unfortunately, these measures had to include the slowing down and restrictions on recruitment (impacting new appointments and filling vacancies) at Griffith. Additionally, Griffith has had challenges in recruiting to senior Indigenous academic positions due to the small number of available applicants and strong competition in the sector.

Retention and career progression

Griffith is committed to continuing a sustained, concerted effort across the university on retention, career progression, inclusion and cultural safety for First Peoples staff. This includes:

- Educational Assistance Scheme : Griffith provides financial and non-financial support to a number of First Peoples staff wishing to further their education and career.
- Information and resources to support the supervision of Aboriginal and Torres Strait Islander research candidates has been embedded in Griffith's program of training and developmental offerings.
- Career planning is discussed and included in annual staff performance conversations, at a minimum.
- Griffith's promotion of academic employees process is principled on equality of opportunity, equity, diversity and inclusion and considers and addresses issues of inherent disadvantage experienced by some applicants. This includes the application of Achievement Relative to Opportunity Guidelines to evaluate a person's achievements based on the opportunities that have been available to them. In applying achievement relative to opportunity, prioritising:
 - the level and conditions of appointment (including the nature of the academic work profile and employment type).
 - the quality and impact of the person's work outcomes given the time and/or resources available to the person.
 - any ongoing impact on achievement related to the person's circumstances.

This includes consideration of Aboriginal and Torres Strait Islander cultural commitments.

Employee Engagement Survey results

In 2024, Griffith once again conducted an Employment Engagement survey, seeking feedback on staff (continuing, fixed term and casual staff) experiences at work and ways to improve engagement and satisfaction. It focuses on key areas of:

- Engagement: represents the level of job satisfaction and staff commitment to the university.
- Wellbeing: reflects the emotional wellness of staff and their ability to successfully manage job stress.
- Progress: reflects staff perceptions about organisational performance.

In 2024, Aboriginal and Torres Strait Islander staff at Griffith reported similarly on these key measures compared to non-Indigenous staff:

- Engagement results for Indigenous staff 1% higher than non-Indigenous staff
- Wellbeing results for Indigenous staff 1% lower than non-Indigenous staff
- Progress results for Indigenous staff 1% lower than non-Indigenous staff.

6.3 Indigenous Governance Mechanism

Throughout 2024, Griffith fulfilled its obligations to have an Indigenous Governance Mechanism under section 11 of the ISSP Guidelines as outlined below.

First Peoples – Executive leadership

Griffith has a dedicated First Peoples executive leader. In October 2024, Professor Jon Bullen was appointed Deputy Vice Chancellor (Indigenous) at Griffith University. Earlier in the year, Professor Cindy Shannon AM retired from the role of Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) following her appointment to the Chair of the Board of the Gold Coast Hospital and Health Service.

The leadership team in the DVCI portfolio includes the Director of the Indigenous Research Unit, the Director Student Equity and Diversity, and the Coordinator (Learning and Teaching, Indigenous), who are Aboriginal and Torres Strait Island staff and members of the Senior Leadership Team of the university.

The DVC is a member of the University's Executive Group and has delegated authority and oversight of the use of ISSP funds (under the University's [Delegation Framework](#)).

The DVC portfolio drives, advises, and guides the development and implementation of key University strategies and priorities for First Peoples. The portfolio's leadership team are active members on high-level University decision making bodies including the Executive Group, Academic Committee, Programs Committee, Learning and Teaching Committee, Equity Diversity and Inclusion Committee, Human Research Ethics Committee, the First Peoples Employment Committee, Griffith University Elders and First Peoples Knowledge Holders Advisory Board, the Reconciliation Statement Steering Committee and the Health Safety and Wellbeing Committee.

Griffith University Council

Council has overall responsibility to provide leadership, good governance, and oversight of the University. Council approves the University's strategic direction, monitors the University's progress, and approves the University's budget, policies, and delegations of authority.

Mr Joshua Creamer, descendant of the Waanyi and Kalkadoon people from North Western Queensland, is a member of Griffith University's Council and Council's nominated Chair of the Griffith University Elders and First Peoples Knowledge Holders Advisory Board.

Griffith University Elders and First Peoples Knowledge Holders Advisory Board

First Peoples governance at Griffith has for over three decades included a high-level Aboriginal and Torres Strait Islander advisory committee.

Established with the approval of the Executive Group and Council, the [Griffith University Elders and First Peoples Knowledge Holders Advisory Board](#) provides strategic advice and guidance to the Vice Chancellor through the DVC on:

- establishing and maintaining effective and ongoing engagement and consultative mechanisms with First Peoples communities and partners, recognising the unique place of First Peoples in our history and culture and the importance of respecting Indigenous knowledges, culture, and talent.
- priorities, strategies, and initiatives for First Peoples teaching and learning, research and engagement.

Without limiting the above, the functions of the Advisory Board include reviewing, making recommendations about and monitoring the University's progress towards improved educational outcomes for First Peoples students and staff. This includes the University's ISSP report, and from 2025, consultation for, and monitoring progress of an Indigenous strategy.

The membership of the Advisory Board is the Chair (appointed by Council – Mr Joshua Creamer), together with Aboriginal and/or Torres Strait Islander staff, students, alumni, and community representatives. The membership, frequency of meetings and operations of the Advisory Board are set out in the [Griffith University Elders and First Peoples Knowledge Holders Advisory Board Constitution](#).

Other initiatives – Aboriginal and Torres Strait Islander representation within University governance structures

Other activities that involve First Peoples in the decision-making of the University:

- Aboriginal and Torres Strait Islander staff are members of key committees including Learning and Teaching Committee, Academic Committee, Programs Committee, Equity Committee, Human Research Ethics Committee, Elders and First Peoples Knowledge Holders Advisory Board and the First Peoples Employment Committee.
- The Director, Indigenous Research Unit advises on the University's policies and activities in Indigenous research including as a contributor to the University's Research Committee.
- Groups (Faculties) report on employment progress and initiatives twice a year, via the First Peoples Employment Committee.
- Griffith also has a First Peoples Employment Partner in Human Resources who is consulted on a broad range of staff related policies.
- Key University committees, including the Academic Committee, the Learning and Teaching Committee, the Equity Diversity and Inclusion Committee and the Elders and First Peoples Knowledge Holders Advisory Committee have First Peoples student representatives in their membership.

6.3.1 Statement by the Indigenous Governance Mechanism

The DVC (Indigenous) responsibilities include oversight and monitoring the use of the ISSP grant.

The DVC (Indigenous) portfolio works closely with the University's Chief Financial Officer and the Finance team in the management of the ISSP grant, including the development of budgets and the monitoring and reporting on expenditure.

The DVC (Indigenous) reports directly to the Vice Chancellor of the University.

The DVC (Indigenous) authorises this Indigenous Student Success Program 2024 Performance Report and 2024 Financial Acquittal.



Professor Jonathan Bullen
Deputy Vice Chancellor (Indigenous)
Email: DVCI@griffith.edu.au