

GRIFFITH UNIVERSITY

2010 INDIGENOUS EDUCATION STATEMENT

REPORTING ON YEAR 2009

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Griffith's strategic planning framework re-affirms its founding commitment to diversity, social justice and community engagement, and embeds specific objectives towards improving opportunities and outcomes for Indigenous Australians.¹ Interlocking plans across all University academic and business unit activities cascade the University's strategic goals and strategies into actions, measured by performance indicators and targets that include and prioritise Aboriginal and Torres Strait Islander staff and student advancement initiatives, and promote reconciliation. This reinforces, through operationalisation of unit activities, the responsibilities of all levels of the University for implementation.

The *Griffith University Strategic Plan 2009–2013*² states the University's responsibility to 'promote social inclusion.....and to increasing participation and success in tertiary studies of Indigenous students', and to develop cultural competencies by enabling students to 'explore the international and Indigenous aspects of their disciplines through course content.' *Academic Plan 3: Learning for Success 2008-2010*³ supports these strategic priorities, with specific commitment to developing Indigenous curriculum content to 'create an intellectual environment that actively celebrates and promotes these knowledge's in its (Griffith's) courses and programs.'

*The Griffith University Equity and Diversity Plan 2007–2010*⁴ aligns with these strategic priorities, identifying specific expectations and responsibilities for planning and implementation (see details in **Attachment 1**) and providing important contextual information and guidance.

Collectively, these strategies support the realisation of the aspirations of the *Griffith University Statement on Reconciliation*.⁵

In 2009 Griffith continued to develop the structures, policies and cultural framework needed to realise its commitments to Indigenous education, with the following key achievements:

- The award of a \$220,000 grant from the Australian Learning and Teaching Council (ALTC) Leadership for Excellence in Learning and Teaching scheme for the project *Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander Curriculum Development: Leadership Frameworks for Cultural Partnership* - to be implemented in collaboration with James Cook University and Charles Sturt University.

¹ The term 'Indigenous' remains in this report consistent with DEEWR terminology; but should be read as 'Aboriginal and Torres Strait Islander' as preferred by Griffith Indigenous community representatives and staff

² For details, see <http://www.griffith.edu.au/office-vice-chancellor/key-university-documents>

³ Ibid

⁴ Ibid

⁵ Ibid

- Establishment of a Griffith Indigenous Research Network to support postgraduate students and early career academics in particular, and to promote research findings and initiatives amongst Indigenous staff and within the wider University and national context. A two-year appointment of a Coordinator at Academic level C (Senior Lecturer) was made in November 2008 and a part-time administrative role to support the Coordinator was established in early 2009. Four scholarships for Indigenous students to undertake either a Masters or PhD were also created, one for each academic Group, co-funded by the Griffith Graduate Research School and the Group Pro Vice Chancellors. In 2009, three PhD scholarships were awarded and the 2010 round will commence in August.
- Introduction of ‘Competence in Culturally Diverse and International Environments’ as a key Graduate Attribute, with a specific focus on developing an awareness of and respect for the values and knowledge’s of Australian Aboriginal and Torres Strait Islander First Peoples.⁶
- The placement of 160 Griffith students into cadetships by the National Indigenous Cadetship Project (NICP) under Griffith's contractual arrangements with DEEWR — with overall Indigenous student employment outcomes being significantly higher than Griffith or national averages. The implementation of the Indigenous Cadetship Mentoring Program (ICMP) in 2009 has proven to be a successful adjunct strategy.
- A number of significant awards:
 - Uncle Graham Dillon, Senior Elder of the Kombumerri (Gold Coast) People was awarded an honorary Doctor of the University at Griffith’s July graduation ceremony in recognition of his long-standing, leading role in representing community and broader Indigenous interests
 - Mr Marcus Waters, Indigenous academic, School of Humanities, was awarded the Cultural Inclusiveness Award in the 2009 Griffith Awards for Excellence in Teaching
 - Ms Jenny O’Neill, Manager, Indigenous Cadetships and Graduate Employment, was awarded the GUMURRII Student Support Unit ‘Building Bridges’ Reconciliation Award 2009 for her commitment to advancing reconciliation at Griffith.
- Presentation of the National Indigenous Higher Education (NIHEN) Report to the United Nations Permanent Forum on Indigenous Rights at the UN Headquarters, New York (May 2009) by Professor Boni Robertson, Office of Indigenous Policy, Community Engagement and Partnerships in collaboration with NIHEN Chair, Professor Peter Buckskin.
- Proactive network developments – GUMURRII hosted the inaugural Queensland Indigenous Tutorial Assistance Scheme Network (QITASN) meeting (December 2008 and continuing) as a mechanism for sharing good practice, tutors and other resources, and actively participated in the inaugural Queensland Indigenous Higher Education Network (April 2009 and continuing).
- One of our two Elders-in-Residence, Aunty Delmae Barton, was invited to perform with her family at the Opening of the Olympic Games in Beijing, to perform at the Inauguration of the Governor-General and upon special request, to perform for visiting International dignitaries.

⁶ See <http://www.griffith.edu.au/gihe/teaching-learning-curriculum/graduate-attributes>

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.

Indigenous staff contribution to decision and policy-making processes is integral to Griffith's approach to supporting Indigenous education, as is genuine consultation and collaboration with Indigenous communities and Elders. The representation of Indigenous Australians in key decision-making forums is demonstrated by the following examples:

<i>University Governing/Policy Determination Bodies:</i>	
University Council	Includes an Aboriginal Elder, Dr Robert (Bob) Anderson OAM, on its membership.
Aboriginal and Torres Strait Islander Advisory Committee ⁷	Chaired by an Aboriginal Elder — Ms Chrissie Andrews of the Jagera People — this Committee is currently the principal policy advisory body on Indigenous issues and represents Indigenous interests in University Indigenous strategy development. Membership includes DEEWR, Indigenous staff and students, community Elders (Aboriginal and Torres Strait Islander), and Equity (staff and student) representatives. The role of Chairperson is rotated to enable better representation of the Traditional Custodians of University lands. Formal induction processes for incoming staff and student representatives were initiated in 2009.
Equity Committee	Includes Indigenous staff representatives – the Head of the GUMURRII Student Support Unit and the Coordinator of the Indigenous Research Network. An Indigenous student, nominated through the Griffith Indigenous Student Association (GISA) is also represented.
Student Orientation and Engagement Committee (SOEC)	Includes the Head, GUMURRII Student Support Unit and sponsors initiatives to improve early education experiences for Indigenous students. GUMURRII is represented on the SOEC which then links into broader University activities.
The Cape York Institute (CYI)	A strategic initiative to facilitate the development, engagement and sustainability of communities in the Cape York region.
<i>Examples of School/Faculty Initiatives:</i>	
Elders-in-Residence Program, ICEPP, Office of the Provost (Logan/Gold Coast campuses)	Two Indigenous Elders are appointed to support the activities of the Indigenous Policy, Community Engagement and Partnership Office (ICEPP) and more broadly by representation/participation in various University forums and activities to provide cultural mentoring and support for Indigenous and non Indigenous students and staff in the areas of teaching, research and learning.
Faculty and administration Equity Sub-Committees i.e. Academic Administration, Queensland Conservatorium of Music, Education	Specific interest areas include the coordination of cross-cultural awareness raising sessions (Aboriginal and Torres Strait Islander cultures), developing other local Reconciliation strategies, and providing assistance for students experiencing financial hardship.

⁷ For details, see <http://www.griffith.edu.au/ua/aa/secretariat/committees/>

<i>Examples of School/Faculty Initiatives (con't):</i>	
Advisory Committee, Faculty of Nursing and Health	Has ongoing Indigenous representation; the Logan-based Learning Assistance Officer is the GUMURRII Student Support Unit representative.
<i>Indigenous staff/community representation on:</i>	
Executive Board of the World Indigenous Higher Education Network Consortium (WINHEC)	The Professor of Indigenous Policy, Community Engagement and Partnerships is Co-Chair and currently holds the international portfolios for the Academic and Research Working Parties.
National Indigenous Higher Education Network (NIHEN)	2 positions — Deputy Chair, Member
Griffith University Aboriginal and Torres Strait Islander Curriculum Development Working Party	Co-chaired by an Indigenous academic, the working party includes other Indigenous staff and is guided by a Reference Group of Community Elders and senior managers.
Queensland/Equal Opportunity Practitioners in Higher Education Australasia (Q/EOPHEA)	
Griffith University Annual Senior Staff Workshop, which included the Head, GUMURRII Student Support Unit as a participant.	
Gold Coast Campus Advisory Committee – Elder in Residence, Uncle Graham Dillon, a Senior Elder of the Kombumerri (Gold Coast) people is a member.	
Human Research Ethics Committee – the Professor of Indigenous Policy, Community Engagement and Partnerships and the Coordinator of the Indigenous Research Network currently hold membership.	
Staff selection committees have Indigenous representation whenever an identified position is advertised.	
Griffith University Health Group - Steering Group for the Cherbourg Health Initiatives	

Structurally there are now five (5) areas of activity dedicated to the advancement of Indigenous education within Griffith, all led by Indigenous staff:

1. The GUMURRII Student Support Unit (SSU) has a major responsibility and commitment for providing access to University study for Indigenous people and its main focus is the recruitment and support of Griffith's Indigenous students. GUMURRII SSU provides a leadership role in promoting cultural awareness and social justice for Indigenous people, and is represented in a range of University forums i.e. the Aboriginal and Torres Strait Islander Advisory Committee. Ms Maureen Ah Sam is the Head of GUMURRII SSU and has a long career in education having worked cross-sectorally in teaching, support service and policy roles.
2. The Indigenous Policy, Community Engagement and Partnership Office focuses on providing advice and consultancy in key policy areas—internally and externally—and developing community engagement and partnerships that will enhance life opportunities for Indigenous peoples. Professor Boni Robertson is the Professor of Indigenous Policy, Community Engagement and Partnerships and has a solid reputation within Indigenous and non-Indigenous communities for her enduring commitment to improving race relations in the Australian context, and developing initiatives at the local, national and international level to enhance educational outcomes for Indigenous people.

For example, in 2009 she co-Chaired the World Indigenous Higher Education Network Consortium (WINHEC) and she drafted and co-tabled the International Indigenous Higher Education Statement at the United Nations Permanent Forum in New York. In her role as WINHEC Co-Chair, Professor Robertson currently holds the international Academic and Research Working Party portfolios and together with Indigenous colleagues from the University of Western Sydney, Deakin and La Trobe, she prepared and tabled the inaugural International Doctorate in Indigenous Education Leadership for consideration by the WINHEC Executive. The document profiled

graduate attributes and cultural standards that are to be endorsed by the International Indigenous Accreditation Association.

In 2009 Professor Robertson was invited to Chair the Working Party mandated with the task of reviewing the CSIRO research protocols for working with Indigenous peoples and communities. Professor Robertson in 2009 held the position of Deputy Chair of National Indigenous Higher Education Network and as such was part of the Australian delegation that attended the United Nations Permanent Forum on Indigenous Rights in New York. Professor Robertson was integral to the development of the NIHEN paper that was tabled at the UN forum on Indigenous Higher Education issues in Australia.

3. The Aboriginal and Torres Strait Islander Curriculum Development Working Party, is developing a 'whole-of-university' approach to Indigenous curriculum that will be offered to all Griffith students. Dr Chris Matthews is the Indigenous Co-Chair, and an academic in the field of applied mathematics and mathematics education.
4. The Indigenous Research Network provides postgraduate research and career support to all Indigenous scholars at the University, while developing a community-based research focus; the Network Coordinator is Dr Chris Matthews.
5. The Indigenous Employment Strategy continued to be overseen by the Indigenous Employment Coordinator and complements Indigenous student employment and professional development strategies facilitated by the Indigenous Cadetship Scheme administered by Student Services. Through this cadetship program, the Office for Human Resource Management employed a cadet who worked part-time across all facets of Human Resource management throughout 2009.

Indigenous Elders provide leadership and direction in University policy development, community engagement, research, cultural protocols and support student activities. In partnership with the Professor of Indigenous Policy, the Elders contribute to continuing strategic partnerships, collaborative arrangements and social action research to further develop or assist in the development of programs such as:

- The Brisbane MURRII Court
- The COOEE Indigenous Community and Family Education Resource Centre in the Redlands Shire and adjacent bay islands supporting 'at risk' youth and their families
- The Aboriginal Education Clinic facilitating pathways to assist disengaged Indigenous students to re-engage in secondary schooling, TAFE, tertiary study or life skills programs.
- The Doomadgee Community Rejuvenation Project
- *MURRII Makeovers*, focussing on the wellbeing and development of Indigenous women and providing practical assistance in accessing resources.

Engaging communities through collaboration and partnership is an important aspect of Griffith's approach to Indigenous education, with initiatives such as these being an important avenue for promoting and enhancing educational opportunities for Indigenous people.

Griffith also continues to develop and/or participate in programs that develop Indigenous students as future leaders i.e. the Griffith Indigenous Student Association (GISA) established in 2009, the Cape York Institute Higher Expectations (Tertiary) program, mentoring programs etc.

Constraints:

- The University has had to generate a new level of cultural understanding about the role of Sorry Business in the lives of Indigenous people and work with Indigenous staff and the Elders to maintain a level of continuity in their work whilst also respecting cultural protocol and values.
- While it is difficult to attract student representatives due to other demands on their time, the establishment of the Griffith Indigenous Student Association (GISA) has contributed to improved student representation in 2009.

- The expectation of participation in multiple forums on the comparatively small numbers of Griffith Indigenous staff. It is important that the University mitigates excessive workloads and ensures staff are appropriately resourced and has sufficient time to focus on their own career development.
- Time commitments of Elders and Indigenous community members. Many have busy schedules and as the awareness of the Elders program expands across students and staff, it is increasingly obvious that consideration needs to be given to increasing the number of days that Elders work from the current two or three days to four as they contribute immensely to University activities.

Plans for Future Improvement:

- Development of a framework to guide Indigenous curriculum development at Griffith through implementation of the ALTC-funded project *Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander Curriculum Development: Leadership Frameworks for Cultural Partnership*
- Development of a toolkit for developing students' cultural competency, now included in the Griffith Graduate Attributes
- Continuing development of the Indigenous Research Network
- Continuing development of Indigenous student mentoring initiatives as part of the *Mentoring@Griffith* initiative.

2. Increase the number of Indigenous peoples employed, as academic and non-academic staff, in higher education institutions

Strategies and Outcomes:

- Griffith finalised its revised *Indigenous Employment Strategy (IES) 2009–2012*⁸, following a review of the former IES in 2008 with all stakeholders. An Indigenous Employment Coordinator (1.0 FTE), fully funded by the University since 2001, is employed to oversee the IES implementation, supported by a monitoring group established as part of the review of the Strategy.
- This IES outlines employment initiatives to be undertaken at Griffith and maintains a target rate of 2.4% Indigenous employment in continuing positions across the University. Currently the University employs 15 Indigenous Australians of a total of 1017 staff within the Academic stream (approximately 1.47% of all academic staff). Comparatively, approximately 2.14% of General Staff positions (or 36 positions of a total of 1678 positions) are filled by Aboriginal and Torres Strait Islander staff. The overall aim of the IES is to develop opportunities for Indigenous Australians to:
 - improve access to continuing employment
 - improve participation in a wide range of work areas
 - improve representation at all levels of employment, and
 - provide career development opportunities.
- The University, through the Deputy Vice Chancellor (Academic), committed funding for 2009–2011 to recruit up to three (3) early career Indigenous Academics (Level A/B) annually into continuing positions within viable schools/faculties, totalling an additional nine (9) academics over this period. This initiative provides joint funding for each position for the first two (2) years. Support for research, especially completion of PhD studies, is an integral part of the initiative and its success to date.

⁸ See http://www.griffith.edu.au/equity/pdf/indig_employ_strat.pdf

- Ms Bronwyn Dillon, Learning Assistance Officer, GSSU was the recipient of a DEEWR Indigenous Staff Scholarship for 2009, and two academics have been awarded these scholarships for 2010 – Ms Vanessa Lee (Public Health) and Mr Lyndon Murphy (Humanities).
- GUMURRII SSU staff are being actively encouraged to further their professional and career development, and develop links with other services through participation in joint activities such as the annual Student Services Combined Services forum. The Head of GUMURRII SSU is participating in the University's Women in Leadership program.
- All Indigenous staff within the University have had the opportunity to participate in the University's many professional development/up-skilling courses conducted throughout the year.
- An Indigenous student was placed with the Office of Human Resource Management through the (former) National Indigenous Cadetship Program (NICP) which gave exposure to all facets of Human Resource Management. The Information Services Division has also employed an Indigenous trainee.
- An Indigenous academic network has been operating within the University, formalised as the Griffith University Aboriginal and Torres Strait Islander Research Network with the appointment of an Indigenous academic, Dr Chris Matthews, as Network Coordinator in December 2008.
- During 2009, an Aboriginal project officer worked in a research and development capacity on the University's Aboriginal and Torres Strait Islander Curriculum Working Party.
- Under DEEWR-funded contracts, the Careers and Employment Services, Student Services, delivers a suite of Indigenous Employment Projects for students and graduates. In 2009 projects delivered included: the Indigenous Cadetship Support (ICS) Program (formerly NICP), the Indigenous Graduate Employment and the Indigenous Cadetship Mentoring Program (ICMP). The ICMP is a new initiative, established in April 2009 as a collaborative venture between Student Services and the Griffith Indigenous Student Association. The primary goal of the pilot project was to develop a student-driven mentoring program in which students with existing cadetships are trained as mentors to assist other students (mentees) to successfully apply for cadetships.
 - Ten mentors were trained and 13 mentees recruited in the first year of the program.
 - 27 Indigenous graduates were assisted into employment with a graduate employment rate of 93.3% among those surveyed.
 - 31 cadetship placements were organised with 24 cadets commencing in 2009.

With these outcomes, ICS has complemented Griffith's Work-Integrated Learning (WIL) Strategy very effectively. Griffith has:

- achieved the highest placement outcomes of any participating university in the pilot scheme
- been the only university to have received continued DEEWR funding through successive contracts, and
- is the only Queensland university to have retained its ICS Facilitator.

Constraints:

- Limited vacancies are available in which to recruit suitably qualified Indigenous staff, particularly as many are currently employed in public sector positions.
- Market demand and remuneration levels for qualified professional staff (eg counsellors) make it difficult to attract these staff to University positions.

Plans for Future Improvement:

- Implementation of the Indigenous Employment Strategy 2009–2012.
- Implementation and ongoing support for the Indigenous Academic intern program for 2009–2011.
- Active encouragement of professional development opportunities for GUMURRII staff to enhance skills and networks needed in providing effective support to Griffith students.
- Continuing provision of auxiliary services (i.e. mentoring, counselling, welfare, career counselling) to address issues of student readiness for work.
- Fair and appropriate resourcing for the various Indigenous entities across Griffith including the Indigenous Research Network, the Elders Network and Indigenous Policy, Community Engagement and Partnerships

3. Ensure equitable access of Indigenous students to higher education

Indicative student data shows a decline in commencing student numbers for 2009 (-21%) - 183 students compared to the 233 who commenced in 2008 - representing a shift from 2.34% (2008) to 1.59% (2009) in the University's access rate. This outcome moderates the dramatic spike (+ 122%) in enrolments 2007 to 2008. This notwithstanding, Griffith again secured the highest number of QTAC (Queensland) first preferences for the 2009 intake – 110 of the first-preference pool of 222 (50%).

Strategies and Outcomes:

GUMURRII Student Support Unit activities:

- GUMURRII SSU is prioritising its student recruitment and support functions, including:
 - production and dissemination of a new suite of information resources for potential students
 - greater collaboration with other University outreach activities (i.e. Uni-Reach, Griffith Connect) – an Indigenous outreach appointment is planned for 2010
 - implementation of a targeted promotional strategy for external publications subscribed by Indigenous communities (i.e. the Koori Mail) and through 4AAA Murrii Radio
 - visibility at key community events i.e. the NAIDOC Family Day in Brisbane's Musgrave Park
 - continuing collaborative work with agencies such as Queensland Health and QANTAS to develop access initiatives for specific student cohorts – for example, two students are now studying at Griffith as an outcome of GSSU links with the Health Job Ready Program: Queensland Health.
- The Alternate Entry Program, a discrete admissions scheme administered by GUMURRII, continues to offer access to the University. Intake numbers increased from 102 students in 2008 to 127 students in 2009.
- In collaboration with Student Equity Services, links were established with the Regional Indigenous Education Working Party (DET) to inform schools outreach work and strategies to support school-based Community Education Counsellors in their work with Indigenous high school students who have tertiary study aspirations.

School/Faculty Initiatives – some examples:

- Griffith's IHEAC-funded Pathways Project '*Building Aspirations in the Logan Region*' concluded in 2009, having initiated a program of schools and community outreach activities across 2008/09. Introductory yarning circles with students and Elders sought to acknowledge cultural identity and build aspirations, and provided a strong foundation for engagement with *Durithunga* – a group

of Indigenous educators working in Logan schools which have significant cohorts of Indigenous students.

Campus-based activities and experience days helped build student aspirations by exposure to Indigenous role models, demystifying the University environment and providing better information and guidance. University participation in school and community activities and events successfully promoted the project and built student and community relationships. Significantly, the project resulted in several Indigenous teacher aides enrolling into Griffith degree programs in 2009 – though access to study and study leave subsequently proved to be a barrier to progression.

While the project was initially conceptualised to focus on issues of access and participation for Indigenous students, it quickly identified and responded to a consistent finding throughout, and within all schools, that Indigenous students did not feel that university was an option. In its final report, the Project described participating students as beginning to perceive that Higher Education was an option for them to pursue. While it was not possible to track the Indigenous students involved in this project, anecdotally it has impacted positively through an upward trend in student enrolments, particularly at the Logan campus.

- The University's Cross-Sectoral Lighthouse Project assisted an existing local community initiative to establish the Aboriginal Education Clinic in the Redlands area and developed a process for highlighting the worth of Public Health as a career for Indigenous Australians. Through a collaboration between Elders, Griffith University through the Indigenous Policy and School of Public Health, local and government service providers, schools, TAFE and private industry, this Clinic provides holistic, integrated services to local Indigenous families and youth. It is becoming recognised as an innovative program providing support for those students who have disengaged from the school sector to re-engage with their formal schooling and life skills development.

Of the initial cohort of 37 Indigenous students, all have since returned to schooling. Some have progressed on to tertiary studies while others have taken up traineeships or other life skills developmental courses organized through the Clinic. Recent graduations saw the first two Indigenous students from the Clinic graduate at Griffith University. Three other students have since enrolled at Griffith with another two indicating their interest in enrolling in the 2010 intake. Action was taken by staff within the School of Public Health to establish pathways for entry into Public Health, particularly for Indigenous staff with allied health services throughout the State.

- Griffith's Health Group is proactive in developing access and pathways opportunities, for example:
 - The School of Public Health offers direct entry (10 places) for eligible Aboriginal and Torres Strait Islander Health Workers to the only Bachelor of Public Health available in Queensland, through an articulation pathway from Certificate IV to the Advanced Diploma of Aboriginal and Torres Strait Islander Primary Health qualification in partnership with QATSIWEPAC⁹. The School's Graduate Certificate in Health Services Management (QAIHC Executive Development Program) is flexibly designed for Indigenous senior managers of the Queensland Aboriginal and Islander Health Council to meet increasing demands for qualified managers in developing improved Indigenous health services.
 - In 2009 the School of Public Health participated in two major community events – the Laura Aboriginal Dance Festival (June) and the youth festival, *Vibe Alive 2009*, staged in Weipa (September) – to share knowledge of pathways into Public Health, career opportunities in Public Health and more broadly in Health, and the University's support arrangements for Indigenous students. Griffith was the only university promoting health at the Laura event.

⁹ Queensland Aboriginal and Torres Strait Islander Health Worker Education Program Aboriginal Corporation

- The School of Medicine's engagement with Indigenous partner health organisations continues and will provide a platform for promotion of the medical degree to prospective Indigenous students in order to meet its Indigenous student target. The award of a Community Partnership Grant 2009 for targeted outreach in 2010 will bring new capacity to this task.
 - Uncle Graham Dillon, who is a senior Elder of the (Gold Coast) Kombumerri People was appointed in April 2009 as an Indigenous Elder-in-Residence at Griffith's Gold Coast campus. One of his roles has been to take part in activities with the Department of Education and Training (Queensland) designed to lift the participation rate of Indigenous students in higher education. A focus of these activities is to attract more Indigenous students into the University's health degree programs, including medicine and dentistry.
 - The School of Pharmacy has focussed strategies in place for rural students, as well as broader rural placement and employment opportunities that will appeal to Indigenous students seeking these locations.
 - The School of Nursing and Midwifery offers mid-year entry for a specific cohort of Indigenous students, and provides culturally appropriate orientation and support.
 - The School of Psychology focuses on facilitating student access from undergraduate to honours and postgraduate studies, with significant Indigenous academic input provided to the advanced undergraduate course and Master of Clinical Psychology.
- Aunty Delmae Barton was appointed Ambassador to Australia Post to advance the role of education within communities. Aunty Delmae also played a major role in education initiatives with the State Library, Multi-Cultural Affairs, a number of local private and public schools and for the Queensland Conservatorium and other stakeholder groups both internal and external to Griffith.
 - The Queensland Conservatorium Griffith University actively seeks connection to Indigenous music making, learners and professionals, translating to collaborative activities and events with the Indigenous Music Industry Forum and student development opportunities.
 - The School of Humanities continues to offer its Bachelor of Arts with Indigenous studies embedded as a major field of study, and two Indigenous academic staff members provide significant guidance and support to Indigenous students, faculty-based and more broadly.
 - The Bachelor of Visual Arts in Contemporary Australian Art is a well-established QCA niche program for Indigenous Australian students.
 - Griffith's partnership agreement with The Smith Family includes Indigenous students in its framework for encouraging student aspirations and access, as does the Uni-Reach Program (an outreach program for targeted schools in the University's catchment area).
 - Griffith identifies the experiences of high achievers who have overcome significant cultural, economic and personal barriers to realise their educational and careers outcomes, and who are happy to share their stories in promotional campaigns and outreach activities as role models for aspiration building, and demonstrating that access to tertiary qualifications by Indigenous peoples is a very achievable option and supported.

Constraints:

- The issue of access being contingent on aspiration, preparation and confidence needs to be more systematically addressed (and funded) in terms of providing better guidance on study options, appropriate subject selection, pathways and admissions requirements, pathway scholarships, support mechanisms, and other development opportunities in schools.
- Socio-economic disadvantage impacts significantly on Indigenous students and their capacity to study – the reduced number of Commonwealth Indigenous Access Scholarships received in 2010 impacted adversely on students.

- Providing opportunities for Indigenous access to specific professional programs, such as Medicine, presents continuing challenges, as does identifying curriculum development opportunities that respond to Indigenous community perspectives about professional and development needs — i.e. small business management, rural and regional health needs. Having access to more flexible delivery in programs like Public Health is important to regional students who do not wish to leave their communities to study (i.e. Health workers) – but this is costly for a University to deliver.

Plans for Future Improvement:

- Continuing development of pathways for Indigenous students in partnership with schools and TAFE, for example:
 - the joint QUT-Griffith University Adult Learner Social Inclusion Project (2009-2011) which includes planning for outreach and support for Indigenous adult learners.
 - a Griffith University Community Partnership Project (2009) — *Ngulli Guauremala* — devised to develop outreach and transition support strategies for Aboriginal secondary students in the South-East Queensland Region in collaboration with the DET 'Live the Dream' initiative.
 - the joint Griffith, Metro-South TAFE and the COOEE Elder project within the Redlands designed to develop pathways and partnerships to address the educational needs of young Indigenous students and their families.
- Expansion of Uni-Reach, to more schools and in collaboration with GUMURRII outreach activities
- Extension of GUMURRII and faculty outreach into regional areas, especially north Queensland and Catholic schools (by their invitation).

4. Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians

Griffith's 2009 student data shows the total number of Indigenous students as 530 representing a marginal decline (0.9%) from 2008 student enrolments (535). Indigenous students comprised 1.83% of the Griffith student population in 2009 compared to 1.97% in 2008, exceeding the State and sector participation averages¹⁰.

The GUMURRII Strategic Plan has focussed on a number of strategies to support student participation, including collaboration with other support services and academic areas, particularly First-Year Advisers.

Strategies and Outcomes:

- GUMURRII is a dedicated student support unit for Indigenous students, located on all five (5) campuses and offering individual consultations, the ITAS tutorial support program, a pre-orientation program (POP), student-mentoring, study resources, referrals to community services and external agencies through its Learning Assistance Officers. In 2009 GUMURRII refurbished its Mt Gravatt office, and continued to work strategically with First-Year Advisers, Student Services and campus-specific activities to better promote student awareness and coordinate student support.

Two editions of GUMURRII news were produced in 2009 to highlight its activities as well as Indigenous events across Griffith's campuses that connect with local communities, staff and students.

The 2009 pre-orientation program was modified on the basis of 2008 student feedback, with the inclusion of an expanded (three-day) cultural camp on North Stradbroke Island being a significant enhancement.

¹⁰ Based on (the latest - 2008) DEEWR data as reported in the Institution Performance Portfolio 2009

GUMURRII also promotes student leadership by selectively sponsoring conference participation — for example, an Indigenous student attended the National Union of Students (NUS) Conference in June 2009 – and has sponsored its first Indigenous exchange student for study in Winnipeg, Canada. Two Indigenous students became members of the Golden Key International Honours Society for high-achieving students.

The ITAS tuition provided in 2009 was of a high standard:

On the first indicator of tutor effectiveness - the 'Student Assessment of Tutor's Performance' form - students overall were satisfied with their individual tutors. Some students indicated that their tutor/s were outstanding and would like them again in future semesters, should they require assistance. One possible reason for this response is that GUMURRII continues to employ new tutors under strict policies, for example, all tutors must be at least a 3rd year student if they themselves are currently studying and are required to have a minimum GPA of 5.5.

The second means of identifying tutors' effectiveness is through the number of students who passed and failed the units they had undertaken throughout 2009. Out of all of the possible outcomes (e.g. pass, fail, withdraw, other), students passed 546 units and failed 93 units. The remainder withdrew, deferred or were not graded for units they had undertaken. Performance Indicators demonstrate that out of all the possible outcomes, students passed 75.44% of the units for which they had received ITAS.

- In addition to support provided by GUMURRII, Indigenous students also access student support services including Counselling, Careers and Employment, Welfare, Health, Chaplaincy, and Student Equity Services at rates traditionally higher than the proportion of enrolled Indigenous students. However, in 2009 this was lower than institutional representation – with 1.52% of Student Services clients identified as Indigenous students¹¹. Possible reasons for this could be increasing focus on peer support programs in Faculties, and/or a general strengthening of the role of GUMURRII in direct student support.
- Student Services continued to manage the National Indigenous Cadetship Program (now ICS), recognised as a model of best practice nationally.
- *Starting@Griffith*, the University's survey on student satisfaction with their first-year experience conducted in weeks 6-8, showed outcomes have improved from 2008 to 2009 in the number of Indigenous students participating in the survey, albeit still a small cohort, and outcomes for six of the nine dimensions surveyed.
- The *First Peoples* website on the University home page and continuing development of the GUMURRII website provides a visible Indigenous presence to the Griffith site, an important avenue for communication of study-related information and Griffith's principles for Indigenous higher education.
- The Griffith Indigenous Student Association (GISA) was established in January 2009 and aims to enhance the learning experience of Indigenous students by creating social cohesion, facilitating cultural empowerment, academic growth, and providing opportunities for professional development through an industry network.
- Scholarships are available to Indigenous students within the equity scholarships framework which consists of the Chancellor's Scholarships Scheme augmented by the Commonwealth Scholarships Scheme (CS). These scholarships are offered to students, commencing and continuing, as a student attraction and retention strategy. Additional awards from the University's Neville Bonner Scholarships and DELL sponsored scholarships increased scholarship opportunities for undergraduate Indigenous students. The Patience Thoms Indigenous Australian (Honours/Postgraduate) Scholarships scheme represents a targeted scholarships strategy to encourage and support student progression into postgraduate studies (and potentially academic careers) – eight scholarships totalling are set aside each year and if funds are not fully acquitted

¹¹ This does not include Health Service or Chaplaincy consultations which are captured and reported differently.

any surplus is carried forward to the following year. In 2009 every Indigenous student who applied received a scholarship. Scholarships allocated were:

Scholarship	Number paid	Amount per semester	Total (2009)
Commonwealth Accommodation Scholarships (CAS)	18	\$2,207.50	\$79,470
Commonwealth Education Costs Scholarships (CECS)	60	\$1,103.50	\$132,420
Commonwealth Indigenous Access Scholarships (IAS)	61	\$4,166	\$252,043
DELL Scholarships	1	\$2,500	\$2,500
Neville Bonner Scholarships	2	\$4,000	\$8,000
Patience Thoms (Honours/Postgraduate)	2	\$3,500	\$7,000
<i>Total</i>			<i>\$481,433</i>

Importantly, the University's evaluation¹² of its Equity Scholarships scheme 2007 — 2009 confirmed the retention value of scholarships for a representative sample of Indigenous students.

- The *Uni-Start Equity Admissions and Scholarship Scheme* includes integrated admissions, scholarship and accommodation application processes for Indigenous students; 21 applied through this pathway in 2009 and each applicant was offered a place at Griffith. Uni-Start applicants receive scholarships and a Uni-Start *Start-Up* benefits package providing other resources.
- Learning Assistance Services supports Indigenous students seeking help with academic skills and strategies.
- *Uni-Key Program* — Indigenous students continue to be represented in this transition program.
- The unacceptability of racism in any form is reflected in policies and procedures implemented to inform and regulate staff and student behaviour in the areas of harassment, discrimination and grievance resolution. Griffith staff inductions include this information, and it is highlighted through campus activities such as Harmony Day celebrations.
- The Elders, TAFE and Griffith Pathways Project in the Redlands has been successful in assisting Indigenous school students to re-engage with the secondary school system, to complete year 12, to advance on to TAFE, University or alternate life development pathways. In 2009 three of the initial 35 students who engaged in the Pathways project, graduated from Griffith University.

Constraints:

- Remote students and student placements in remote locations require additional support.
- First-in-family students who may lack social and economic capital for higher education.
- Student anxiety/unwillingness about approaching staff for assistance unless there is a relationship or cultural connection.
- Students raised some issues regarding ITAS tutors – in terms of their availability, access (some students were required to rely on email and telephone only which they were not satisfied with) and currency of knowledge in their course area.
- The need to maintain and sustain the work of the Elders in the pathway and partnership initiatives to assist Indigenous secondary school students must be supported with appropriate funding and resources.

¹² *A Step Out of Poverty: Aspirations, Retention and Transformation, A Review of Equity Scholarships at Griffith University* (June 2009)

Plans for Future Improvement:

- Focussing GUMURRII activities on student access, support and development, with specific attention to developing postgraduate student support in conjunction with the Coordinator, Indigenous Research Network, continuing improvements to the uptake and provision of ITAS and tutor selection to ensure student concerns are met, and developing student leadership.
- Strengthening and developing cross-sectoral (schooling and VET) and cross-institutional partnerships (other universities) to broaden the scale and impact of the University's outreach to Indigenous students and their families and communities.
- Developing an enhanced profile of Indigenous activities, internally and externally — promoting confidence that Griffith offers an environment that is culturally conducive to learning.
- Further analysis of data from Indigenous respondents to the annual *Starting@Griffith* Survey (for commencing students) to identify areas for consolidation and/or further support in orientation and transition for this cohort – while Indigenous survey participation has increased, the respondents still comprise a small pool and this analysis might need to be of a different nature (i.e. focus groups).

5. Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

Griffith's performance in terms of success and retention rates exceeds the state and sector averages¹³, with retention showing continuing improvement 2005–2008. The total number of Indigenous completions at Bachelor level and above in 2009 was 93, compared to 59 in 2008. The annual GUMURRII SSU Valedictory Dinner celebrates graduating students' achievements and showed a marked increase in student attendances from 29 students in 2008 to 53 in 2009.

Strategies and Outcomes:

- In 2009 a milestone was met with 54 Aboriginal and Torres Strait Islander students graduating from a broad range of disciplines. Griffith's culturally distinctive graduation stoles, launched in December 2008, have been lauded by students, staff, families and community representatives at 2009 graduations.
- Griffith offers its suite of *Patience Thoms* Honours/Postgraduate Scholarships to Indigenous students to encourage progression from undergraduate to postgraduate studies. Dual scholarships can be allocated to alleviate study costs, especially if students have family responsibilities.
- Other previous comments also apply, especially those relating to NICP graduate outcomes (p7).

Constraints:

- The capacity of a University to grow and develop opportunities for Indigenous students relies on partnership and collaboration and adequate resourcing, sustained over time. If programs are not integrated into the mission and structure of the University and its partner organisations, if we rely on relationships between individuals, and/or if any key supporters change their perspectives about the benefits of the University's approach then this work is seriously jeopardised. This requires vigilance in the monitoring and evaluation of programs and their future place in the University's agenda for Indigenous higher education.

¹³ Based on (the latest - 2008) DEEWR data as reported in the Institution Performance Portfolio 2009

Plans for Future Improvements:

- Enhancing learning opportunities for Aboriginal and Torres Strait Islander students through GUMURRII SSU, including specific support arrangements for Indigenous postgraduate students in conjunction with the Indigenous Research Network and GISA, and through inclusive curriculum development.
- Collaboratively strengthening and developing pathways and related transition and support mechanisms with local schools and TAFE Institutes, through continuing projects and new collaborations and partnerships.
- Engaging with Indigenous students and their families.

6. Provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

Strategies and Outcomes:

- The *Aboriginal and Torres Strait Islander: First Peoples* website includes a report on the current status of Indigenous perspectives in programs and courses¹⁴. Apart from the programs and courses that focus fully on Aboriginal and Torres Strait Islander content, the report also counts those courses that offer some element specific to Indigenous perspectives. For example, in Semester 2, 2009, 228 of these courses were offered by 26 elements while in Semester 1 2010, 212 of these courses were offered by 24 elements. The main discipline areas include Art, Education, Human Services, Humanities, Nursing, and Psychology.
- The ALTC-funded Project *Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander curriculum development: leadership frameworks for cultural partnership* (\$220,000) will be instrumental to developing the cultural competencies of Griffith students and academic staff. The project is being led by Dr Chris Matthews (Coordinator, Indigenous Research Network), with Professor Keithia Wilson (School of Psychology) and members of the Aboriginal and Torres Strait Islander Curriculum Development and Implementation Working Party and Reference Group. In the spirit of reconciliation, Griffith has adopted a partnership approach with the membership and leadership of both groups shared between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander elders and academic staff. The whole-of-University approach to inclusive Aboriginal and Torres Strait Islander education has three-fold goals to develop a culturally appropriate Aboriginal and Torres Strait Islander curriculum (studies, knowledges, perspectives), to support culturally sensitive learning and teaching strategies, and to establish culturally appropriate protocols for the conduct of research.
 - The Working Party has met regularly over a two year time frame, as has the Reference Group. The primary aim has been to develop trusting working relationships to create the firm foundation for cultural change and an institutional process for the successful implementation of culturally appropriate Aboriginal and Torres Strait Islander curriculum and pedagogy. The Indigenous academics have also developed a range of models for current consideration by the Working Party and the Reference Group. A set of curriculum guidelines have also been developed by the Working Party and approved by the Reference Group. Through 2009, the initiative supported a full-time Aboriginal and Torres Strait Islander project officer to conduct: a literature review of Indigenous curriculum design, pedagogy and assessment practices; an audit of existing Aboriginal and Torres Strait Islander courses at Griffith; to assist the day-to-day business of the Working Party; and to liaise with Aboriginal and Torres Strait Islander community members for input.

¹⁴(See <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/learning-teaching>)

- Through 2009, the initiative supported a full-time Aboriginal and Torres Strait Islander project officer to conduct: a literature review of Indigenous curriculum design, pedagogy and assessment practices; an audit of existing Aboriginal and Torres Strait Islander courses at Griffith; to assist the day-to-day business of the Working Party; and to liaise with Aboriginal and Torres Strait Islander community members for input.
- The implementation of the grant was delayed until July 1 2010, until sufficient groundwork could be put in place to ensure its success. The Working Party, with the support of the DVC(A) is currently in discussions with the Aboriginal and Torres Strait Islander Advisory Committee to plan for the first year of implementation.
- To monitor the impact of efforts to increase Indigenous content in curriculum, Griffith has developed a system for tracking curriculum content in all its programs. The Course Profile System will replace the Course Outline System in semester 2, 2010, and will provide students with a much more comprehensive range of information focussed on the achievement of the Graduate Attributes. Its redevelopment was an opportunity to incorporate elements of the curriculum at the course (subject) level so that the University will be able to map more accurately the extent of Indigenous Australian content, and whether this is taught by a person with an Indigenous background.
- The *Principles to Promote Excellence in Learning and Teaching Practices at Griffith University* were finalised in 2009 and of the 7 principles, Principles 4 and 5 both focus attention on valuing inter-cultural difference as well as support and respect for all students. Similarly, *Principles to Promote Excellence in Support and Service* were drafted in 2009, again featuring cross cultural competency and respect.
- The Griffith Graduate Statement was revised in 2009 to focus Griffith's efforts on supporting students to develop skills, knowledge, attitudes and behaviours that prepare them to be leaders in their fields. In line with Griffith's commitment to develop graduates who have high levels of respect, awareness, knowledge and skills to interact effectively in culturally diverse environments, the Graduate Attributes¹⁵ now include a specific reference to Indigenous values and knowledges:

5. Competent in Culturally Diverse and International Environments

- Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples
- Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts
- A global and international perspective on their disciplines.

- *Elder Involvement* - in partnership with the Elders-in-Residence and Community Elders through the Logan Provost Office of Indigenous Community Engagement, Policy and Partnership, Griffith University has demonstrated a commitment to engaging with and establishing partnerships with Indigenous and non-Indigenous stakeholders to facilitate research and community development projects that enhance the economic and social well being and development of Indigenous individuals, families and communities. The overall objective is to foster a more positive assessment of the opportunities within Indigenous communities and to equip Indigenous Australians with social skills and knowledge to discern the same. The process is also designed to assist Government and non-Government agents to recognise and build upon the potential within Indigenous communities in order to enhance the social capital within those environments.

Aunty Delmae Barton, Elder-in-Resident, has played a special mentoring role for students within the Arts at Griffith and for post graduate students as Cultural Supervisor.

¹⁵ See <http://www.griffith.edu.au/gihe/teaching-learning-curriculum/graduate-attributes>

- The *Griffith REVIEW* journal often features articles addressing Indigenous issues (narrative and documentary), and reaches a very wide audience nationally through its publication, associated events and media coverage.¹⁶ It invites a national conversation for reconciliation, demonstrating Griffith's long-term commitment to this as part of the broader social justice agenda, and complements the work of Griffith's Indigenous professorial staff in literary reviews of publications relating to Indigenous affairs and authors of publications on Indigenous issues.
- GUMURRII SSU is represented on the Aboriginal and Torres Strait Curriculum Development Working Party, actively models cultural protocols at University events and participates in a range of cross-cultural development forums/activities.
- Indigenous staff assist non-Indigenous students seeking advice as they become aware of the need to provide informed rather than stereotypical responses to Indigenous issues.
- Key Indigenous staff are consulted, through the ethics approval process, on research proposals involving Indigenous people or issues.
- University staff, students and stakeholders participate in major Indigenous events presented in the community or on campus, including NAIDOC, Sorry Day, Harmony Day, and reconciliation functions.
- Indigenous and non-Indigenous staff and students actively participate in reconciliation and healing forums sponsored by our Multi-Faith Centre.
- University events increasingly include an acknowledgement of the Traditional Custodians and where possible, a Welcome to Country by Elders from local communities and cultural performances. An Acknowledgement of Country policy was finalised in 2009.
- The traditional custodians, the Kombumerri People and Griffith University entered into an agreement in 1998 which is believed to be the first of its kind in Australia. Under the agreement, Griffith University made a number of commitments including incorporating indigenous culture into its curriculum, and where appropriate, working with the Kombumerri People to facilitate their access to university study, contribute to the preservation of their cultural heritage, promote awareness of their values, traditions and knowledges, and name University facilities in the Kombumerri language. In exchange, the Kombumerri People agreed not to oppose the compulsory acquisition of a 43 hectare parcel of land (required for the expansion of the Gold Coast campus) by the State of Queensland.

Outcomes of the Agreement to date include an educational cultural display detailing the history of the Kombumerri People, naming of campus facilities and precincts in the Kombumerri language, inclusion of indigenous culture in the University's academic offerings and the development of initiatives (i.e. scholarships) to lift Kombumerri participation at Griffith. In 2009, cultural markers describing the University's commitment to the Kombumerri People under the terms of the Agreement were installed on the approaches to the Griffith University Bridge and launched at a celebratory event. As well, a Kombumerri Elder-in-Residence position has been established under the auspices of the Agreement.

Constraints:

- Practical issues (leadership, expertise, resources, timeframes, etc) involved in enhancing the prominence of Indigenous culture on campus, especially in a multi-campus university.

¹⁶ For example, publications have included essays by the influential Indigenous writer Marcia Langton, and from Indigenous leaders such as Noel Pearson and Chris Sarra.

- Continuing challenges in developing the cross-cultural understanding of staff. While it is easier to engage with staff who have interest/commitment, it is much more difficult to engage with those who think they understand but are not necessarily aware of the impact of their work/views on Indigenous students/communities, or those who are not interested in developing their cultural knowledge and understanding. Until these issues are addressed, Indigenous students will risk feeling marginalised, will be reticent to approach staff for assistance, and the rich resource of a diverse university community student diversity not realised.

Plans for Future Improvement:

- Continuing development of Griffith's Reconciliation framework, with an emphasis on practical Reconciliation strategies.
- Continuing implementation of the Deed of Agreement with the Kombumerri People.

SECTION 3 INDIGENOUS HIGHER EDUCATION EXPENDITURE 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$1,624,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	TOTAL ISP income for 2009 (\$=1+2)	\$1,624,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** (Please refer to table below)	\$1,134,758
5	Total Indigenous higher education income for 2009 (\$=3+4)	\$2,758,758

EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services. (These funds fully managed by IEU - GUMURRII)	\$1,044,630
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). (These funds fully managed by IEU - GUMURRII)	\$14,847
6c	Higher education provider overheads.	\$135,554
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). (These funds partially managed by IEU - GUMURRII)	\$ 428,969
6e	Total Indigenous higher education expenditure for 2009 \$=6a+6b+6c+6d	\$1,624,000

7 EXPENDITURE of Other Funds in 2009		
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** (Please refer to list below)	\$1,134,758
7b	Total Indigenous higher education income for 2009 \$=7a	\$1,134,758
	Total Expenditure	\$2,758,758

** Item 4 - Breakdown of and detail regarding other funding to Indigenous higher education.

Income Category	\$
Salaries Indigenous curriculum development and delivery	\$815,664
Salary for Indigenous Employment Coordinator	\$63,895
Salary for Indigenous Elders	\$11,544
University and Partner funded Indigenous Scholarships	\$24,889
Indigenous Policy Initiatives	\$194,926
Cultural markers on Gold Coast bridge	\$3,390
Signs and banners for reconciliation week	\$4,320
BOVA CAIA Indigenous Student Art Project	\$16,129
Total Non-ISP expenditure	\$1,134,758

Note: A number of Indigenous projects undertaken at the University have not been included above as they are reported on and acquitted according to the guidelines of each individual project; for example, the IHEAC Lighthouse Grant, Cross-Sectoral Pathways Project, Expanding Rural and Remote Placements which is a project on Rural and Remote Indigenous Dental and Oral Health funded through the Department of Housing and Ageing, and Projects under the National Indigenous Cadetship (now ICS) Program. There are also a number of philanthropic activities acquitted separately through Cape York Institute. The figures above also include a number of Commonwealth Funded Scholarships.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

Following transmission to DEST, this statement will be uploaded on the Griffith website (link to be advised).

ATTACHMENT 1 **EXTRACT FROM GRIFFITH UNIVERSITY EQUITY AND DIVERSITY PLAN 2007–2010**

Staff Diversity
Goal – The University will develop a staff profile that reflects the diversity of its communities
Indicator – The proportion of women, and staff from linguistically and culturally diverse backgrounds in senior academic management positions
Key Target – Increase in percentage of Aboriginal and Torres Strait Islander academics to achieve 2.4% representation
University Actions – <ul style="list-style-type: none"> • Continue support for Indigenous Australian Employment Strategy. • Establish Aboriginal and Torres Strait Islander Academic Centre. • Develop research forum for Indigenous academic staff. • Facilitate and promote the inclusion of Aboriginal & Torres Strait Islander perspectives into course content and teaching delivery across the University.
Group Actions – <ul style="list-style-type: none"> • Liaise with the Indigenous Australian Employment Coordinator to identify applicants for academic vacancies. • Fund Indigenous focused positions. • Facilitate and promote the inclusion of Aboriginal & Torres Strait Islander perspectives into course content and teaching delivery.
Student Diversity
Goal – To expand the diversity of the student body, with particular attention to increasing educational opportunities for students from educationally, financially or socially disadvantaged backgrounds.
Indicator – Retention and success rates of Indigenous Australian students
Key Target – Retention and Success rate of 0.95 for Indigenous Australian students
University Actions – <ul style="list-style-type: none"> • Improve the quality, accessibility and analysis of student (Indigenous Australian) performance data. • Implement revised arrangements for Indigenous student support, specifically through the restructured GUMURRII Student Support Unit • Promote an environment (physical, teaching and learning, support) that values a culturally diverse student and staff population through the ongoing implementation of a practical “Reconciliation Strategy”.
Group Actions – <ul style="list-style-type: none"> • Set clear targets for Group (i.e. relevant, stretch goals for which data can be recorded and evaluated). • Ensure restructured GUMURRI Student Support Unit services reflect the needs of Indigenous Australian students. • Liaise with GUMURRII Student Support Unit and Student Services to improve Indigenous Australian student integration, participation and success (e.g. sponsoring student placements with the National Indigenous Cadetship Program, Reconciliation Strategy).