



Artwork: Sid Domic Together

# First Peoples Employment Action Plan

## From 2026-

Creating the conditions for flourishing in First Peoples employment  
at Griffith

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# Acknowledgement

We acknowledge that our Brisbane and Brisbane South campuses are situated on the land of the Yugarabul, Yuggera, Jagera and Turrbal peoples. Logan is situated on the land of the Yuggera, Turrbal, Yugarabul, Jagera and Yugambeh peoples. Gold Coast is situated on the land of the Kombumerri peoples, part of the Yugambeh language region. We commit to a process of truth-telling with these communities and striving with them and other Indigenous peoples towards a reconciled Australia. We pay respect to the Elders, past and present, who have nurtured knowledge, culture and Country since time immemorial. We recognise Aboriginal and Torres Strait Islander peoples as the first educators, whose knowledge systems continue to shape learning, research and societal wellbeing.

This plan outlines the actions Griffith will take to create the conditions for Aboriginal and Torres Strait Islander staff to thrive – academically, socially and culturally. It commits to embedding principles of cultural safety and capability, leadership, social capital and social mobility including opportunities for professional development and promotion, career development, workforce mobility and access to growth opportunities. We recognise that these principles transform workforce culture, enable success and belonging, strengthen institutional capability and contributes to longer-term societal change to create a just future for all.

## Griffith's strategy and values

To progress First Peoples employment, Griffith commits to the actions that align with the following plans: Griffith University Strategic Plan, 2026–2030, Research and Innovation Plan, 2025–2030, Education and Student Experience Plan, 2026–2030 – currently in development, People Plan, 2026–2030 – currently in development, Indigenous Flourishing Plan, 2026–2030 – currently in development and Griffith University Reconciliation Statement.

Our core attributes are led by our values and define who we are and how we operate as a university community. They shape our organisational culture, guide our engagement and set the standard for how we pursue our purpose. The values are **excellence, reciprocity, inclusion, integrity** and **innovation**.

## Defining Indigenous flourishing in the workforce

Indigenous flourishing in the university workforce refers to the holistic and multidimensional thriving of Aboriginal and Torres Strait Islander staff. It encompasses cultural, professional, emotional, and relational wellbeing, supported by an environment that affirms identity, enables growth, and fosters belonging. Flourishing transforms the staff experience — and the institution. It supports retention, leadership development, and cultural safety, while also driving innovation, engagement, and excellence.

## Why focus on flourishing?

There remain ongoing impacts of exclusion from higher education and structural, economic and transitional barriers to accessing and succeeding at university for First Peoples staff and students. Workforce strategies often focus on addressing challenges — underrepresentation, cultural load, racism, and retention. These remain critical. A flourishing lens shifts the narrative – this approach:

- **Signals possibility. Language matters:** Moving from deficit-based terms like “underrepresented” or “support required” to strengths-based language like “thriving,” “leading,” and “valued” fosters agency, confidence, and belonging.
- **Deepens engagement:** Creating the conditions in the workplace where staff can contribute more actively and feel part of a vibrant, respectful, and culturally affirming workplace.
- **Affirms identity and culture:** Flourishing connects professional life with culture, community, and self-determination.
- **Drives success:** Flourishing supports retention, leadership development, and long-term career outcomes.
- **Embedding flourishing into workforce planning reframes the university’s role:** not only to prevent harm or loss, but to create environments where Indigenous staff thrive. Cultural safety and equity remain essential, but they are part of a broader ecosystem of support, challenge, and opportunity.

While we do some of this well, we can go further.

## Implementation, responsibilities and accountabilities

The Plan outlines the accountable and responsible officers for the implementation of actions. It is the responsibility of the academic groups and major organisational areas to:

- embed First Peoples employment actions within their strategic planning
- embed Key Performance Indicators within senior leader performance evaluations
- report, every six months, to the First Peoples Employment Committee on progress related to First Peoples employment initiatives.

## Key Performance Indicators

We commit to achieving:

1. government and Enterprise Agreement Key Performance Indicators of 3 per cent and 3.6 percent representation of Aboriginal and Torres Strait Islander staff (continuing and fixed-term staff).
2. no significant differences in engagement scores between Indigenous and non-Indigenous employees throughout the life of this Plan.
3. no significant differences between Indigenous and non-Indigenous employee initiated exits and retention (by academic staff, by professional staff).

## Legislation

The Plan acknowledges Griffith's obligations under the Indigenous Student Assistance Grant Guidelines 2017 (Guidelines) and the *Higher Education Support Act 2003* (Cth), including the requirement under the Indigenous Student Success Program (ISSP) for an Indigenous Workforce Strategy.

## Key actions continuing from previous plan

This Plan builds on the success of the of the previous *First Peoples Employment Action Plan 2021-2025*. We will continue our commitment to the following actions:

<b>First Peoples employment talent pool</b>	
<ul style="list-style-type: none"> <li>Maintain and actively engage with a First Peoples talent pool that allows prospective Aboriginal and Torres Strait Islander staff to indicate their interest in working at Griffith.</li> </ul>	Implemented and ongoing
<ul style="list-style-type: none"> <li>Progress First Peoples applicants and talent pool members through to shortlisting for positions that match their interests and qualifications.</li> </ul>	Implemented and ongoing
<ul style="list-style-type: none"> <li>Move unsuccessful First Peoples applicants from other roles into First Peoples Employment talent pool.</li> </ul>	Implemented and ongoing
<b>Performance KPIs for senior leadership</b>	
<ul style="list-style-type: none"> <li>Embed specific KPIs within senior leader performance to maximise the focus and implementation of actions.</li> </ul>	Commenced
<b>First Peoples staff network</b>	
<ul style="list-style-type: none"> <li>Maintain a staff network for Aboriginal and Torres Strait Islander staff to collaborate and communicate.</li> </ul>	Implemented and ongoing
<b>Griffith staff surveys</b>	
<ul style="list-style-type: none"> <li>Ensure that staff surveys have the capacity to understand the experiences, engagement and satisfaction of First Peoples staff.</li> </ul>	Implemented and ongoing
<ul style="list-style-type: none"> <li>Devise actions to address issues identified in staff engagement surveys.</li> </ul>	Implemented and ongoing

This Plan is intentionally iterative – a living document. It outlines Griffith's current commitments, while building in the capacity to review and adapt actions over time, ensuring the Plan remains responsive to evidence and emerging opportunities.

# Plan on a page



# First Peoples Employment Action Plan, from 2026-

## 1. Flourishing in a culturally safe workplace

Griffith aims to be the university of choice for Indigenous staff and students – a place where Indigenous people flourish in their study and careers, a place of cultural safety and a place where Indigenous ways of knowing, being and doing are celebrated in our curriculum, research and the culture. This will require a connected, whole-of-University approach based on reciprocity, which places responsibility for achieving these aims and advancing Indigenous concerns on all university leaders. Our Strategic Plan also commits to developing an anti-racism strategy and a plan of action that includes specific actions with respect to Indigenous peoples. We will be prepared to be open and honest about the history of our own institution and people associated with it, to hold ourselves to account in the present and to work together towards a better future (Griffith University Strategic Plan, p.9). The following actions operationalise our strategic commitments.

Action	Responsible Officer(s)	Accountable Officer	Success Measures	Timeframe
<b>1.1 Increase staff cultural humility and competency</b> by expanding participation in relevant workshops and completion of the associated digital badge.	Coordinator, Learning and Teaching (Indigenous); Project Officer (Reconciliation Statement);  First Peoples Employment Partner	Deputy Vice Chancellor (Indigenous)	20% staff have completed the first cultural humility face-to-face workshop.	2026-2030
<b>1.2 Create communities</b> for current Aboriginal & Torres Strait Islander staff via a new academic staff network, connection at onboarding and an annual staff connection day.	First Peoples Employment Partner	Deputy Vice Chancellor (Indigenous)	Employee Engagement survey results demonstrate improvement in wellbeing and engagement	2026-2030

## 2. Flourishing in talent attraction and recruitment

To be a university of choice for prospective Indigenous staff, we will continue to grow our talent attraction approach to deliberately and overtly facilitate increased First Peoples employment. Griffith's *Research and Innovation Plan 2025–2030* places Indigenous flourishing at the centre of its values-informed research agenda. The plan commits to strengthening Indigenous research by integrating diverse knowledge systems, supporting Indigenous-led projects and increasing partnerships with Indigenous communities. The *Research and Innovation Plan* emphasises Indigenous co-designed research agendas, deeper community partnerships, global Indigenous knowledge exchange and fostering Indigenous leadership across research programs—ensuring Indigenous perspectives and priorities remain central to research impact and university strategy. The following actions operationalise our strategic commitments.

Action	Responsible Officer	Accountable Officer	Success Measures	Timeframe
<b>2.1 Strengthen Griffith's value proposition</b> by amplifying First Peoples voices and opportunities on LinkedIn through targeted asset creation and strategic sourcing.	Talent Acquisition Partners  First Peoples Employment Partner	Head Talent Acquisition  Senior Lead (Inclusion and Development)	An increase in the number of First Peoples applicants to all Griffith roles	2026-2030
<b>2.2</b> The Employment Plan to allow for <b>Groups to devise and implement tailored and locally relevant Indigenous academic employment strategies</b> with a particular focus on research opportunities and strengths.	Group Deans (Academic, Research)	Group Pro Vice Chancellors	Groups/Element have co-designed and agreed key measures that directly address their specific needs and demonstrate measurable progress over time.	2026-2030
<b>2.3 Expand Griffith's role as a Work Integrated Learning (WIL) employment partner and Griffith early careers employer</b> by <ul style="list-style-type: none"> <li>Mapping key employment opportunities across Griffith organisational Elements and align with corresponding Griffith academic disciplines.</li> <li>Increasing paid Griffith employment opportunities for Griffith First Peoples undergraduate and postgraduate students by leveraging for credit Work Integrated Learning (placements and internships) facilitating early careers and graduate employment.</li> </ul>	First Peoples Employment Partner  Senior Manager, Work Integrated Learning Operations  Heads of Elements	Dean, Student Experience & Employability	An increase in the number of paid employment opportunities for Griffith First Peoples undergraduate and postgraduate students	2026-2030

### 3. Flourishing in retention and career progression

Griffith will focus on leadership (including opportunities for professional development and promotion for Indigenous staff), social capital and social mobility for Indigenous staff and students. To do so, we will create environments that equip individuals with the relational networks, resources, support and pathways that are critical for career success and advancement across social and economic strata. We will create environments where Indigenous staff and students are not only able to reach their full potential but are also positioned to drive positive change and shape the future of our university and beyond (Griffith University Strategic Plan, p.9). The following actions operationalise our strategic commitments.

Action	Responsible Officer	Accountable Officer	Success Measures	Timeframe
<p><b>3.1 Empower First Peoples staff to advance their careers</b> by prioritising their participation in Griffith leadership and development programs including:</p> <ul style="list-style-type: none"> <li>• Griffith's new Job shadowing program</li> <li>• Griffith's new World Universities Network (WUN) partnerships program</li> <li>• Discounts and Scholarships Program</li> <li>• Professional staff conference</li> <li>• External Women Attaining Leadership (WATTLE) program.</li> </ul>	Head of Capability and Development	Director, Human Resources	Improved promotion outcomes for Aboriginal and Torres Strait Islander academic staff. Progress towards achieving the Key Performance Indicators of this Plan. There are no significant differences between Indigenous & non-Indigenous staff on Learning & Development engagement scores.	2026-2030
<p><b>3.2 Scope and rollout an Indigenous academic career progression program</b> (including supervisor supports and peer learning circles).</p>	<p>Capability and Development team; First Peoples Employment Partner</p> <p>Group Deans (Academic)</p>	<p>Head of Capability and Development</p> <p>Group Deans (Academic)</p>	Increase in First Peoples academic staff at Levels C – E.	2027-2030

