



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from higher education providers relating to their 2013 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the provider's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Providers in receipt of ISP funding are also required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2013 ISP funds is included within this document.

It is recommended that the format for the Indigenous Education Statement is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

The Indigenous Education Statement is **due by 31 May 2014**.

Please submit electronic documents by email at scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure providers report against all relevant criteria, providers are invited to comment on a wider range of matters.

Griffith University

GUMURRII Student Support Unit

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

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

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

The Aboriginal and Torres Strait Islander Advisory Committee advises the Deputy Vice Chancellor (Engagement) on the establishment and maintenance of effective and on-going consultative mechanisms to enable the Aboriginal and Torres Strait Islander community to participate in institutional planning and decision-making. Committee membership includes key Aboriginal and Torres Strait Islander staff from across the University, Elders, and external stakeholders.

The role of the Griffith University Equity Committee is to facilitate the achievement of the institution's strategic equity priorities through ensuring that diversity and inclusiveness are reflected in all programs, policies and practices of the University and its elements.

Three Aboriginal and Torres Strait Islander people are members of the Griffith Equity Committee and represent specific work areas. The Aboriginal and Torres Strait Islander Advisory Committee Chair, GUMURRII Director, and a co-opted member each provide reports to the Equity Committee.

The First Peoples Employment Committee has four Aboriginal and Torres Strait Islander members, and monitors and reports on progress on the First Peoples Employment Strategy to the Equity Committee.

There are three senior Aboriginal and Torres Strait Islander staff members who have leadership roles within Griffith University. These roles and responsibilities include Indigenous students (Director – GUMURRII Student Support Unit), Indigenous research (Professor of Indigenous Research), and community engagement (Professor of Indigenous Community Engagement, Policy and Partnerships).

Indigenous Research Unit (IRN)

The establishment of the Indigenous Research Network was an important milestone in the development of an Aboriginal and Torres Strait Islander research strategy for Griffith University. The University supports research development through the appointment of senior Indigenous leadership, investing in research capacity development, establishing initiatives to attract post-doctoral researchers and implementing innovative strategies to support higher degree research students.

IRN Vision

The IRN has been established to build research capacity of Indigenous academics and students at Griffith University. The IRN aspires to develop a community-driven focus to research and to support good quality researcher-driven research. By developing and undertaking research projects in collaboration with communities, researchers and organisations, the IRN aims to further the aspirations and capacity of communities whilst providing a supportive and rigorous environment for research. Within the IRN vision, Indigenous researchers will be supported to undertake research within their chosen discipline.

IRN Mission

The IRN's mission is to advocate for Indigenous-appropriate approaches to research, and promote the interests of Aboriginal and Torres Strait Islander peoples, academics, post-graduate and HDR students.

IRN Goals

- Undertake research relevant to Indigenous Australians;
- Support and facilitate research capacity development for Indigenous and non-Indigenous Australians;
- Contribute to the development of Indigenous knowledges and disseminate where appropriate;
- Seek funding and resources to support research relevant to Indigenous Australians.

IRN Aims

- Create an Indigenous Research Community that builds the research capacity of Aboriginal and Torres Strait Islander undergraduates, postgraduates and academic staff;
- Engage in interdisciplinary and inter-institute research, which promotes Aboriginal and Torres Strait Island intellectual authority;
- Promote quality research that remains viable to the ongoing cultural maintenance and integrity of Indigenous peoples; and
- Develop mentoring programs for all Indigenous scholars and students who demonstrate excellence in their field of study.

Research Plan 2013-2017

The Griffith University Strategic Plan 2013-2017 emphasises that a key strength of the University is its staff. The Griffith University Research Plan 2013-2017 reiterates the university's overarching goal "to attract and retain excellent staff who through their teaching, research and professional support will positively contribute to Griffith's development as a university of influence". This plan states the challenges for the research portfolio to develop a coherent strategy to support Indigenous staff representation and activity in research. This is the responsibility of the Professor of Indigenous Research reporting through the office of the Senior Deputy Vice Chancellor (Research) but requires full engagement of the University community. The Strategic Plan asserts a **goal** "to increase the number of Indigenous staff in academic and general staff positions" with a **target** "to increase by 5% per annum the number of Indigenous staff in academic and general staff positions". The **strategies** to meet this goal and target are:

- Develop and strengthen the Indigenous Research Unit (IRN) under the leadership of the Professor of Indigenous Research
- Support the development of Indigenous research capacity through competitively allocated HDR and postdoctoral fellowship support and related support networks
- Develop the IRN as a community of both Indigenous and non-Indigenous research scholars
- Translate the IRN into an Indigenous Research Centre over the life of this Plan

The University has funded a number of existing and new initiatives to achieve this goal, including:

- Griffith University Postdoctoral and Research Fellowship Scheme to incorporate an Indigenous Research Fellowship
- Indigenous Research Network Small Grants Scheme – Project and Conference Support
- Patience Thoms Indigenous Australian (Honours/Postgraduate) Scholarships
- Griffith University Indigenous Australian Postgraduate Research Scholarship

Griffith University's "Grow Our Own" Strategy

Griffith University recognises the value of increasing enrolments and completions of Indigenous HDR students as well as the resources required to support these students. Griffith University's "Grow Our Own" Strategy is a collaborative initiative between the Indigenous Research Network, Griffith Business School, Griffith Graduate Research School and GUMURRII Student Support Unit. The objectives of the strategy are to:

- Gain a deeper understanding of the current Aboriginal and Torres Strait Islander HDR and Postgraduate student profile;
- Develop innovative ways to recruit, retain and support Aboriginal and Torres Strait Islander HDR students;
- Develop a University-wide Aboriginal and Torres Strait Islander HDR strategy;
- Develop a cohort strategy to enhance research skills and knowledge that can be applied across Innovative Research Universities (IRU) to build a critical mass of Aboriginal and Torres Strait Islander HDR students (similar to the IRU's Tropical Research Network)

The strategy has three main components with supporting operational strategies:

1. Recruitment and Support of Aboriginal and Torres Strait Islander HDR Students (scholarships and other financial support)
2. Development and Support for Aboriginal and Torres Strait Islander HDR Students (Indigenous knowledges, methodology awareness, resilience building and cultural knowledge)
3. Research Capacity Development for an Aboriginal and Torres Strait Islander HDR Student Cohort (training, supervisory models and cross-institutional HDR specialist training)

The IRU Deans and Directors of Graduate Schools (DDoGS) support this strategy.

Indigenous Community Engagement, Policy and Partnerships

The work of the Office of Indigenous Community Engagement, Policy and Partnership (ICEPP) 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 leads the office and has a strong reputation and profile 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. As part of its commitment to progressing the participation of Aboriginal and Torres Strait Islander communities in Griffith University, its establishment of the Office of Indigenous Community Engagement, Policy and Partnership (ICEPP) strengthened the university's history in addressing national and international policies around Indigenous education and associated issues.

Professor Robertson has continued to hold an executive position on the Board of the National Aboriginal and Torres Strait Islander Higher Education Alliance and also holds the position of Australian representative on the Executive Committee of the World Indigenous Nations Higher Education Consortium (WINHEC). In this role, she holds portfolio responsibilities for academic programs, research and the United Nations and other international forums. Through these appointments held by Professor Robertson, Griffith University, through the Office of ICEPP, has had a significant role in the establishment of the National Indigenous Women's Research Alliance and the World Indigenous Research Alliance. Notwithstanding this, it has also had a significant role in preparing the Statements and Interventions developed by NATSIHEC and WINHEC on Indigenous higher education, tabled at the United Nations Permanent Forum on the Rights of Indigenous People.

ICEPP, in collaboration with the Council of Elders, has successfully developed an innovative community pathways project that addresses the education and life skills needs of Aboriginal and Torres Strait Islander students, young people, and families in the Redlands and surrounding Bay Islands.

The project has been deemed by local Members of Parliament, School administrators and Governmental stakeholders as being unique and innovative in its approach as it has also helped to strengthen the engagement of local communities and Indigenous families and parents in the education of their children and addressed the level of absenteeism amongst Indigenous students. Further to this the project has helped to deter Indigenous young people from disengaging from formal schooling and generated a more collegial and co-operative relationship between the parents and families, local school administrators and staff and Government Departmental representatives in order to progress the life choices and educational opportunities of Aboriginal and Torres Strait Islander students, young people and families in the area.

Elders in Residence

The establishment of the Griffith University Aboriginal and Torres Strait Islander Council of Elders, through the Office of ICEPP, has further strengthened Griffith's reputation as a lead institution in community engagement. It has also advanced its level of commitment to promoting the intellectual, scholarly, and cultural contributions of Aboriginal and Torres Strait Islander peoples to higher education at the local, national, and International level.

The members of the Griffith University Council of Elders are drawn from local communities and comprise traditional owners and respected members of the communities who all act as integral conduits between the University and local communities.

The Office of ICEPP in collaboration with the Council of Elders at Griffith and at the University of Western Sydney hosted a series of forums over the past year to enable Elders to engage in a process of discussion about issues of importance to Aboriginal and Torres Strait Islander participation in higher education. The outcome of these forums has contributed to significant initiatives including:

- There has been a more rigorous and robust discussion taking place amongst Elders and Indigenous academic staff about the role of Elders and the scholarship of Elders within the sector. This has led to Aboriginal and Torres Strait Islander staff ensuring that Elders are engaged in initiatives that require cultural endorsement and supervision in teaching and research activities;
- Several universities have sought the advice of the Council of Elders in how to establish a Council of Elders in their respective universities;
- The role of Elders in universities has been examined to more significantly profile the important conduit role they play between the community and the universities; and
- A National Elders Alliance has been formally established which will work in close association with, but be independent to, the National Aboriginal and Torres Strait Islander Higher Education Alliance.

This is accomplished by the University moving the engagement of Elders beyond the traditional giving of a

cultural welcome at specific ceremonies and events to a more tangible process that profiles their scholarly contributions to a wide range of University activities and core business, on and off-campus, providing cultural experiences, expertise, and wisdom. Their assistance to the Griffith community includes activities at the local, institutional, national and international level.

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your university. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their roles across the university (including numbers in academic and non-academic roles, and by level).

Table 1 – Permanent positions held by Griffith University Aboriginal and Torres Strait Islander staff

Faculty/Institute/Section	Academic	Position title
Queensland College Of Art	Academic B	Lecturer
Queensland College Of Art	Academic B	Lecturer
School of Education and Professional Studies	Academic B	Lecturer
School of Education and Professional Studies	Academic B	Lecturer
School of Education and Professional Studies	Academic D	Associate Professor
School Of Humanities	Academic A	Associate Lecturer
School Of Humanities	Academic B	Lecturer
Department of Marketing	Academic D	Deputy Head of Department
Department of Accounting, Finance and Economics	Academic B	Lecturer
School of Human Services and Social Work	Academic B	Lecturer
School of Human Services and Social Work	Academic B	Lecturer
School of Human Services and Social Work	Academic A	Associate Lecturer
School of Public Health	Academic B	Lecturer
School of Public Health	Academic B	Lecturer
Griffith School of Environment	Academic C	Senior Lecturer
Science, Environment, Engineering and Technology Group	Academic A	Associate Lecturer
Total	16	

Continuing positions

Faculty/Institute/Section	Non-Academic / level	Position title
CLF Cafe Rossa	GF4 outside award	Outlet Supervisor - Cafe Rossa
HR Appointments	HEW 6	HR Adviser
Accounting Services	HEW 4	Finance Services Clerk
Student Administration Centre Gold Coast	HEW 4	Client Services Officer
Student Success	HEW 4	Scholarships Administration Assistant
Campus Life Planning Design and Construction	HEW 4	Projects Contract Administrator
HRM Health Group	HEW 6	HR Adviser
Campus Life Corporate Services	HEW 5	Security Systems Administrator
Learning and Teaching systems	HEW 5	eLearning Support Officer
Lending Services, INS	HEW 3	Customer Service Officer
Griffith International	HEW 3	Customer Relationship Assistant
Deputy Vice-Chancellor (Research)	HEW 2	Elder in Residence
Deputy Vice-Chancellor (Research)	HEW 1	Elder in Residence
Campus Life College Administration	HEW 4	Administrative Assistant
Student Success	HEW 7	Project Officer-Jobs on Campus
School of Criminology and Criminal Justice	HEW 4	Indigenous Cadetship
Griffith Health Institute	HEW 7	Executive Officer
Total	17	

The [Indigenous Australian Employment Strategy](#), Griffith University's [Strategic Plan 2013 – 2017](#) and the [Reconciliation Action Plan 2012 – 2015](#), are key documents that enable Griffith University to increase the number of Aboriginal and Torres Strait Islander staff.

The Reconciliation Action Plan endorsed by Griffith University Council and Reconciliation Australia is the overarching document which guides the Indigenous employment agenda for Griffith University.

The [2014 – 2017 Equity and Diversity Plan](#) has been conceptualised within a framework of social inclusion, and builds on Griffith's history of an enduring commitment to equity and diversity.

Under the Plan, Aboriginal and Torres Strait Islander employment is a key element supported by Griffith University's Indigenous Employment Strategy (IES), which sets out a commitment to the employment of Aboriginal and Torres Strait Islander people through the provision of pathways to employment, professional development and retention strategies.

As per the Strategic Plan 2013 – 2017, the target is to increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions.

First Peoples Staff Project Officer, Equity and Diversity (previously known as the Indigenous Employment Coordinator), fully funded by the University since 2001, is employed to oversee the IES implementation, supported by a monitoring group which reports to the Deputy Vice Chancellor (Engagement).

The aim of the IES is to develop opportunities for Aboriginal and Torres Strait Islander 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 Indigenous Employment Strategy was endorsed by Vice Chancellor Professor Ian O'Connor. Griffith finalised its revised Indigenous Employment Strategy 2009-2012, following a review of the former IES in 2008 with all stakeholders.

<http://www.griffith.edu.au/equity/indigenous-australian-employment>

http://www.griffith.edu.au/data/assets/pdf_file/0020/174440/indigenous-employment-strategy.pdf

Meeting our Indigenous employment target means improving the way our business is undertaken and looking further afield to ensure Griffith is seen as an employer of choice for Aboriginal and Torres Strait Islander people.

Promoting Indigenous employment opportunities across the University is a continual commitment which forms a framework of social inclusion as outlined in the current Equity and Diversity Plan. A key strategy for increasing numbers of Aboriginal and Torres Strait Islander staff at Griffith is the introduction of the First Peoples Employment Committee that will provide advice to the Equity Committee. It is important to note that while every attempt is made to increase Indigenous employment representation across the University, there are formal recruitment processes to follow.

As at July 2013 the number of Aboriginal and Torres Strait Islander staff working in identified positions is 21. From the 21 identified positions, 15 are employed within the GUMURRII Student Support Unit, with the remaining positions employed in the Office of Human Resource Management, Indigenous Policy, Queensland College Of Art, Health and Deputy Vice-Chancellor (Research).

GUMURRII Student Support Unit

- 1 x Director HEW Level 10
- 1 x Office Manager HEW Level 8
- 2 x Senior Learning Assistance Officer HEW Level 7
- 1 x Indigenous Partnership Officer HEW Level 7
- 6 x Learning Assistance Officer HEW Level 6
- 1 x ITAS Coordinator HEW Level 5
- 2 x Communication & Events HEW Level 5
- 1 x Administrative Coordinator HEW Level 6

Office of Human Resource Management

- 1 x First Peoples Staff Project Officer HEW Level 7

Queensland College Of Art

- 1 x Convenor, Bachelor of Contemporary Australian Indigenous Art Academic B

Indigenous Community Engagement, Policy and Partnerships

1 x Professor of Indigenous Policy Academic E
1 x Administrative Assistant HEW Level 3

Deputy Vice-Chancellor (Research)

1 x Professor, Indigenous Research Network Academic E

Pro-Vice Chancellor Health

1 x Project Officer HEW Level 8

The majority of Indigenous staff within Griffith University are employed within positions that have not been specifically identified, and the individual staff member has been successful in winning their appointment on merit.

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student numbers for 2013 (access rate) as compared to 2012 (please provide an all student comparison).**
- **Programs run, by the University, to improve access by Aboriginal and Torres Strait Islander students.**
- **Details on outreach activities and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table below).**
- **Details of Indigenous-specific and other scholarships offered by your university. (See table below).**
- **Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.**
- **Indigenous Education / Support Unit's role.**

Commencing Aboriginal and Torres Strait Islander students*

EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students	172	211
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9,556	10,578

Note: 2012 figures extracted from HEIMS

All student data

	2012	2013
Aboriginal and Torres Strait Islander students	239	297
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12,782	14,420

Note: 2012 figures extracted from HEIMS

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Direct Entry Program	Aboriginal and Torres Strait Islander people	<p>Established for Aboriginal and Torres Strait Islander persons who are seeking to attend Griffith University but may not have completed entry level courses or bridging programs.</p> <p>Staff interview potential students to assess life skills and/or work experiences that may provide individuals with adequate ability to undertake tertiary study. This program provides greater opportunities to Aboriginal and Torres Strait Islander individuals by providing an alternative entry pathway to higher education.</p>	Through the Direct Entry Program, GUMURRII SSU have approved the enrolments of 116 undergraduates commencing for semester one 2013.

GUMURRII Showcase	Aboriginal and Torres Strait Islander students and communities.	The program aim is to provide first-hand experience by facilitating interactive sessions with academic groups to demonstrate the skills, knowledge and practical application that a degree at Griffith University can offer, including: <ul style="list-style-type: none"> • Science on the Go • Health and Midwifery role plays • Go Heath, Go Griffith 	12 showcases (approx. 40 participants each session) have been delivered to secondary students across the Brisbane and Gold Coast catchment areas with students expressing an interest in enrolling at Griffith University.
Walk and Talk	University staff and students	Annual event to acknowledge National Sorry Day	Encourage social inclusion and cultural awareness within the wider Griffith community.
Hands Up! Tertiary Preparation Program	New commencing students	Program focuses on providing academic skills including: <ul style="list-style-type: none"> • Computer literacy skills • Academic reading and writing • Preparing for assignments • Research topics • How to prepare a presentation • Surviving lecture and tutorials • Gain confidence and inspiration to success in their future studies at Griffith University. 	On completion of the Hands Up! Tertiary Preparation Program, it is expected that students will be equipped to manage the practical demands and academic expectations of the University learning environment. The program has been very successful at Griffith University since its inception in 2012. In 2013, 63 commencing students completed the Hands Up! program.
Monthly Yarning Circles	Current Aboriginal and Torres Strait Islander students	To bring together students and Learning Assistance Officers within GUMURRII SSU to discuss academic difficulties, career goals and to create a sense of belonging.	Encourage social inclusion and cultural awareness within the wider Griffith Community.
ITAS - Indigenous Tutorial Assistance Scheme	For current Aboriginal and Torres Strait Islander students currently studying at Griffith University.	Aims to improve educational outcomes for Aboriginal and Torres Strait Islander students currently studying at Griffith	In 2013, 283 students received ITAS assistance with 26 students completing an award course with assistance from ITAS.

		University.	
GUMURRII Newsletter	Griffith and wider community. Has a nation-wide circulation	Method of promotion for GUMURRII SSU and Griffith University. The newsletter has expanded to include activities and services available at Griffith University. The newsletter has a national distribution and is available electronically.	A key recruitment tool for individuals considering studying at Griffith University

Outreach activities

Outreach Activity	Target audience	Outline of Program	Outcome
Career and Employment Markets FOGS (Former Origin Greats) in Townsville, Toowoomba, Sunshine Coast and Brisbane	Aboriginal and Torres Strait Islander school students, school staff and job seekers from local and surrounding areas of Townsville, Sunshine Coast and Brisbane.	FOGS Career and Employment Expo targets Indigenous job seekers and school leavers with the main focus of talking with exhibitors about career, education and training opportunities available in a wide range of industries. The students are engaged and focused on issues about their future through peer support, they have the interest elevated to come and ask those questions that may not be asked or answered at home or school.	A total of 5 Career and Employment Expos have been attended by over 1500 grade 8 to 12 Aboriginal and Torres Strait Islander secondary students.
Schools	Metropolitan, rural and remote Queensland and Northern NSW. Brisbane Catholic Education Education Qld. Murri Pathways: Hervey Bay to the south of the Sunshine Coast	Advice provided about the support available for Aboriginal and Torres Strait Islander students at Griffith University through the GUMURRII SSU. Murri Pathways is a program targeted at increasing the awareness of career options available to Aboriginal and Torres Strait Islander students from years 8 to 12, parents, VET Officers and SET Planning Staff.	Sixty-nine schools throughout QLD and Northern NSW were visited by our Indigenous Partnership officer. Post-activity surveys identified students were interested in studying at Griffith University and the support available through GUMURRII SSU.

TAFE and Community Colleges	Southbank Institute of Technology Brisbane • Logan Institute of TAFE • Sunshine Coast Institute of TAFE • Brisbane North Institute of TAFE • Gold Coast Institute of TAFE	The focus is to provide advice about the support offered to Aboriginal and Torres Strait Islander students looking to study at Griffith University	There has been some consideration of Recognition of Prior Learning to access the Direct Entry program and enrolments coming out of these outreach programs.
Community Events	• NAIDOC Day • Launch into Life at the Gold Coast and Logan campuses • Step into Logan at Logan campus		Total of four NAIDOC major events with approximately 700 enquiries from Aboriginal and Torres Strait Islander people
Other Outreach Activities	Titans for Tomorrow Rugby League	Outreach programs for students. This involved inviting up to forty students at a time on to a campus with the aim to experience university life and participate in interactive activities with various internal partners from Griffith University.	Increase awareness of the opportunities available at Griffith University for Aboriginal and Torres Strait Islander people.

Scholarships overview

Scholarship	Government/Private/University	No Allocated	Cost	No Awarded
Accenture Bursary	External	1	\$1000 one off payment	1
Arrow Energy Scholarship	External	3	\$5,000 per semester up to 3 years	3
Aunty Pam Mam Scholarship	External	3	\$3,000 per semester up to 3 years	3
Commonwealth Accommodation Scholarship	Government	9	\$2,469.50 per semester up to 4 years	9
Commonwealth Education Scholarship	Government	18	\$1,234.50 per semester up to 4 years	18
Commonwealth Indigenous Access Scholarship	Government	35	\$4659 one off payment	35
Dell Computer Bursary	External	1	\$2000 one off payment	1

DFAT Indigenous Bursary	Government	2	\$5000 one off payment	2
Graduate Women Queensland Scholarship	External	2	\$500 one off payment	2
Griffith Business School Indigenous	University	6	\$2,500 per semester up to 3 years	6
Griffith Business School Indigenous 50% Scholarship	University	6	\$1,250 per semester up to 3 years	6
Griffith Business School Scholarship	University	40	\$5,000 per semester up to 3 years	1
Griffith Connect Academic Excellence Bursary	University	130	\$3000 one off payment	1
Griffith Sports Scholarship	University	7	\$2,500 per semester up to 4 years	1
Nellie Thomas Bursary	External	1	\$2000 one off payment	1
Neville Bonner Bursary	University	2	\$2500 one off payment	2
Patience Thoms Scholarship	University	16	\$2,000 per semester up to 1 years	7
Saint Andrew War Memorial Bursary	External	1	\$5000 one off payment	1
School of Pharmacy Research Bursary	University	1	\$1000 one off payment	1
Sir Samuel Griffith Scholarship	University	77	\$3,000 per semester up to 4 years	2
Supporting Women Queensland Scholarship	External	10	\$1,250 per semester up to 4 years	1
Widening Participation Accommodation Scholarship	Government	33	\$2,200 per semester up to 1 years	6
Widening Participation Education Costs Scholarship	Government	84	\$1,100 per semester up to 1 years	10
Widening Participation Placement Bursary	Government	52	\$2000 one off payment	2

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student enrolments for 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments for 2012 and 2013 is as follows:

EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students:	416	479
Non Aboriginal and Torres Strait Islander students (Domestic students only):	23,917	25,585

Note: 2012 figures extracted from HEIMS

All student data

	2012	2013
Aboriginal and Torres Strait Islander students:	562	662
Non Aboriginal and Torres Strait Islander students (Domestic students only):	32,131	34,563

Note: 2012 figures extracted from HEIMS

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Provide culturally appropriate support services in a safe learning environment for Aboriginal and Torres Strait Islander students studying at Griffith, through the provision of Learning Assistance Officers in GUMURRII Student Support Units.	<ul style="list-style-type: none"> • Provide advice and support to Indigenous Australian students and University staff, in a range of contexts on understanding cultural, general academic and discipline specific approaches to learning • Work collaboratively with Indigenous students to provide culturally appropriate support and advice in the context of their programs of study and identify appropriate services when required. • Develop and implement student support programs with other members of the Unit and the broader University to meet the identified needs of students. 	Students who may identify on the University's enrolment system but do not access the support services of GUMURRII.	Participation rates for Griffith University exceed the national average. The continual increase in participation of Aboriginal and Torres Strait Islander students positions Griffith University among the national leaders on this metric.
ITAS	Assess and identify the learning needs of	Availability of suitable tutors to meet the	The GUMURRII ITAS online interface debuted

	Indigenous Australian students either individually or collectively, including undergraduates & postgraduates, mature age students and school leavers, to inform the level of ITAS support to be provided.	individual learning needs of our Aboriginal and Torres Strait Islander students.	in 2012 and allows tutors and students to register their details and relevant subjects through a user-friendly website. The website has recently undergone major enhancement to make registration and data collection for reports easier to access. Yearly reviews of the ITAS system will be undertaken to identify improvements as the programs grows to meet demands of student and tutor registration.
Drop-in sessions	Designed to provided additional support to students who identify they need support with their academic work load.	Availability of academic staff to lead the group in delivering the drop in sessions.	Drop-in sessions have proven to be successful in lifting academic results.
Grow Our Own Griffith University recognises the value of increasing enrolments and completions of Aboriginal and Torres Strait Islander HDR students as well as the resources required to support these students. Griffith University's "Grow Our Own" Strategy is a collaborative initiative between the Indigenous Research Network, Griffith Business School, Griffith Graduate Research School and GUMURRII Student Support Unit.	<p>1. Recruitment and support of Aboriginal and Torres Strait Islander Higher Degree Research (HDR) students (scholarships and other financial support)</p> <p>2. Development and support for Aboriginal and Torres Strait Islander HDR students (Aboriginal and Torres Strait Islander knowledges, methodology awareness, resilience building and cultural knowledge)</p> <p>3. Research capacity development for an Aboriginal and Torres Strait Islander HDR student cohort (training, supervisory models and cross-institutional HDR specialist training)</p>	Limited opportunities for direct entry for postgraduate students.	<p>Gain a deeper understanding of the current Aboriginal and Torres Strait Islander HDR and postgraduate student profile;</p> <ul style="list-style-type: none"> • Develop innovative ways to recruit, retain and support Aboriginal and Torres Strait Islander HDR students; • Develop a University-wide Aboriginal and Torres Strait Islander HDR strategy; • Develop a cohort strategy to enhance research skills and knowledge that can be applied across Innovative Research Universities (IRU) to build a critical mass of Aboriginal and Torres Strait Islander HDR students (similar to the IRU's Tropical Research Network)

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2013, compared to 2012 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

The **total** number of Aboriginal and Torres Strait Islander student completions for 2012 and 2013 is as follows:

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)	4	2
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,100	1450
Aboriginal and Torres Strait Islander students: (Other postgraduate)	13	20
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,033	2,093
Aboriginal and Torres Strait Islander students: (Bachelor degree)	77	74
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	4,947	5,025

Note: Figures extracted from both HEIMS and 2013 IES.

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Indigenous Tertiary Assistance Scheme (ITAS)	ITAS is an academic support initiative which aims to improve educational outcomes for Aboriginal and Torres Strait Islander students. Department of the Prime Minister and Cabinet funding covers the costs associated with providing tutors, and there is no charge to the students themselves.	<p>Administration cost percentage allocation needs to be higher to meet the growing and continual needs of administrating the ITAS program.</p> <ul style="list-style-type: none"> • Keeping within the allocated ITAS budget • Ensure that all processes and procedures are compliant with funding guidelines • Ensure all students and tutors meet all the policy guidelines. 	<ul style="list-style-type: none"> • ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream funding and that provided by the institution itself; • ITAS aims to improve the educational outcomes of Aboriginal and Torres Strait Islander students in tertiary courses to the same levels as those for non-Indigenous Australians; • ITAS represents supplementary assistance. It is intended to supplement normal teaching resources and cannot be used to substitute or replace them.
Hands Up! Tertiary Preparation	The Hands Up! Tertiary Preparation Program is	<ul style="list-style-type: none"> • Hands Up! is delivered once a year before the 	<ul style="list-style-type: none"> • Participants have consistently rated the

	<p>designed to assist Aboriginal and Torres Strait Islander students in their transition to university. Participants are exposed to a series of lectures, workshops and tutorials regarding academic skills (e.g. referencing, assignment writing etc.), study skills, administrative processes (e.g. navigating Griffith's online environment) as well as cultural activities.</p>	<p>commencement of Semester 1.</p>	<p>program and its activities as highly beneficial and informative with reported improvements in confidence to engage with lecturers, tutors and GUMURRII SSU staff.</p>
<p>Yarning Circles</p>	<p>The aim of the Yarning circles is to bring students together in an informal setting to discuss academic problems, journeys and career goals.</p>	<ul style="list-style-type: none"> • Ensure all students have an opportunity to participate. • No cost involved • Non-judgemental activity 	<ul style="list-style-type: none"> • Helps students to engage with other Aboriginal and Torres Strait Islander students. • Provides opportunity for student to talk about issues in a non-confrontational environment. • Feeling of acceptance for students and creates a sense of belonging.
<p>Valedictory Dinner</p>	<p>The Valedictory Dinner is an annual event held to celebrate the success of our graduating students who have successfully completed their degrees. This is an opportunity to acknowledge the achievements of the graduates with Elders, family, friends and staff of Griffith University including (Chancellor, Vice Chancellor, DVC's Directors and other dignitaries).</p>	<ul style="list-style-type: none"> • Held once a year • Not all graduating students can attend for various reasons 	<ul style="list-style-type: none"> • Celebration and acknowledgement of achievement for the graduates.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

Griffith University is in the final stages of an Indigenising curriculum project funded through an Office of Learning and Teaching (OLT) Grant entitled *Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander Curriculum Development: Leadership Frameworks for Cultural Partnership*. The focus of the project is to develop leadership structures within the University for the sustained development and implementation of an Indigenised curriculum across the University.

To achieve this, a team of Indigenous and non-Indigenous academics (15 members) from across the four main academic groups of the University meet regularly to share ideas and develop new initiatives. Over the life of the grant, the group has worked on three main ideas as follows:

1) An Indigenous Studies model that will network courses across the University enabling students to select courses from inside and outside their chosen discipline to create a major in Indigenous Studies. The Indigenous Studies model will also be scaffolded, that is, there are four levels that students must select courses from if they are to complete the major. The four levels are 1) History; 2) Critical Analysis; 3) Critical Reflection and 4) In-Country experience.

2) Three main case studies situated within the School of Law, the School of Environment, and Health. As an example, the Griffith School of Environment has been holding a Community of Practice around the issue of an Indigenised curriculum and are currently involved in developing and implementing an Indigenised curriculum within a new Bachelor of Science. The new Bachelor of Science will cover the whole Science Group at Griffith University; and

3) The University has been actively interviewing student and staff (both Indigenous and non-Indigenous) to gain an understanding of their perceptions around an Indigenised curriculum as well as what is perceived to be best practice within Indigenous education.

The University is close to implementing the Indigenous Studies model with the current aim of 2014 implementation. The University is currently exploring 1) where an University-wide major program will be housed; 2) employing a devoted identified academic position to oversee the Indigenous Studies model and lead scholarship in this area; and 3) create a leadership structure at school, group and whole-of-University levels.

In terms of cultural competency, Griffith University is working from the principle of creating productive working relationships between Indigenous and non-Indigenous staff particularly with staff who are committed to the notion of an Indigenised curriculum. The new leadership model will also be based on this principle where Indigenous and non-Indigenous academics work together on an Indigenised curriculum. In addition, through Griffith's new [Reconciliation Action Plan](#) (RAP), Griffith is committed to developing an induction course for all new and existing staff.

One of the outcomes of the OLT Grant is that many academics have already developed working partnerships with Indigenous communities in both research and teaching and learning. As an example, the Griffith School of Environment through its Community of Practice has identified a Community visit to be part of the structure of an Indigenised curriculum. The process now is to consolidate existing partnerships and/or create new partnerships built on the notion of respect with appropriate reciprocity. In addition, the fourth level of the Indigenous Studies Model will require students to have an in-Country experience. This will primarily involve students gaining work experience within Indigenous organisations, for example, preliminary discussions have occurred with Link-up. Link-up is an organisation that assists Indigenous people (Stolen Generation) to reconnect with their families and communities. In this case, students would gain experience in researching government records and, under strict supervision, the student will also meet clients and get an understanding of the client's personal history.

The curriculum development and implementation project (partly funded by the OLT Grant) is overseen by a Reference Group that includes a member of Griffith's Council of Elders (co-chair), Deputy Vice Chancellor (Academic) (co-chair), representatives from the Deans Teaching and Learning, Professor of Indigenous

Research, Professor of Indigenous Community Engagement and Policy, Director of Griffith Institute of Higher Education, Director of the GUMURRII Student Support Unit, an Indigenous Community representative and Indigenous and non-Indigenous co-chairs of the Working Party mentioned above.

For 27 years the GUMURRII Student Support Unit (SSU) has been Griffith University's central strategy in tackling the educational disadvantage of Aboriginal and Torres Strait Islander people in its extended catchment area. GUMURRII Student Support Unit is the 'hub' of Griffith's Aboriginal and Torres Strait Islander community. GUMURRII has a proud tradition of Indigenous education excellence and community engagement GUMURRII SSU has developed effective programs for outreach, admission, orientation and study support which have achieved successful outcomes for Aboriginal and Torres Strait Islander students. It has also been successful at promoting reconciliation and a greater understanding of Aboriginal and Torres Strait Islander culture and identity at Griffith University. GUMURRII's impact is enhanced through its effective consultation mechanisms with Indigenous communities and leaders, and through its productive partnerships with University academic and service delivery units. Working with the Griffith University Council of Elders, the GUMURRII SSU secures high quality outcomes, significantly above the sector, for Aboriginal and Torres Strait Islanders.

SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Martin Betts	Name: Shane Barnes
Position Title: Deputy Vice Chancellor (Engagement)	Position Title: Acting Director, GUMURRII Student Support Unit
Phone Number: 07 3735 7391	Phone Number: 07 3735 4736
Email: m.betts@griffith.edu.au	Email: s.barnes@griffith.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, providers **are to publish** the current and the previous two IES on their website. Please provide PM&C with a link to the statement.



FINANCIAL ACQUITTAL

Organisation	Griffith University		
Postal Address	170 Kessels Road, Nathan QLD 4111		
Contact Person	Shane Barnes	Title	Acting Director
Phone	07 37354736	Fax	07 3735 70
	E-mail	s.barnes@griffith.edu.au	

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
 - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
 - If GST is *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2013 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,
(print name of chief officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programs. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

When you have completed this certification, please ensure that the following counter-certification is completed to provide an external assurance about the information which you have provided.

ATTACHMENT 1 - Indigenous Support Program

Provider Name: GUMURRII Student Support Unit, Griffith University

For the 2013 funding year (1 January - 31 December 2013).

PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$	
Amount remitted: \$ / /	Amount remitted: \$ / /	Amount remitted: \$ / /
Date remitted: / /	Date remitted: / /	Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$2,136,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$2,136,000

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013 .	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014. ¹	\$
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$2,136,000
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$
12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$0

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 – Breakdown of ISP Expenditure (excluding GST):

Indigenous Education Unit Salaries & Staff Recruitment expense	1,256,995
Events & Student activities, eg Graduation	48,457
Printing, Publications & Photocopying	35,528
Equipment & Venue Hire	7,489
Maintenance	10,067
Computing Support & Expenses	4,431
Student Recruitment Activities	18,405
Professional Development for Staff	17,730
Motor Vehicle Usage Costs	3,741
Telecommunications & Postage	20,957
Office Supplies & Consumables	27,203
Subscriptions Indigenous Publications	1,802
Student Recruitment Advertising	78,960
Indigenous Games	8,195
Midwifery Townsville	1,736
Student Funding assistance	2,000
University Partnerships	13,943
Indigenous Education Unit Equipment & Software	148,812
Indigenous Employment Co-ordination	66,364
Indigenous Research Network	196,714
Higher Education Provider Overheads	165,257
ATSIAC (Advisory Committee)	1,214
(=) Total 2013 ISP Program Expenditure	\$ 2,136,000

Additional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

Queensland State Government - Research	17,937
Queensland State Government - Pathways	23,160
Commonwealth Health & Aging - Rural & Remote Placements	593,328
Federal Department of Health and Ageing	511,193
Private funds - research	316,923
University Funds - Curriculum Development & Delivery - Health	655,824
University Funds - Curriculum Development & Delivery - Business	120,677
University Funds - Curriculum Development & Delivery - Law	28,920
University Funds - Curriculum Development & Delivery - Arts	511,259
University Funds - Curriculum Development & Delivery - Education	408,903
University Funds - Curriculum Development & Delivery - Sciences	197,235
University Funds - Indigenous Student Art Project	50,150
University Funds - Scholarships	47,100
(=) Total of Non-ISP expenditure	\$3,482,609