

# Indigenous Student Success Program

## 2021 Performance Report

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### 1. Enrolments (Access)

Griffith University is deeply committed to recognising the unique place of First Peoples in our history and culture and the importance of respecting Indigenous knowledges, culture and talent, and in providing positive education opportunities for a diverse and inclusive student community. Griffith University has one of the largest cohorts of Indigenous students at any Australian university – the number of Indigenous students enrolled in 2021 (1,203 students) was the highest ever experienced at Griffith University.

This year saw the implementation of the Academic Plan 2021–2025, developed and approved by Griffith’s Council in 2020, to support the University in achieving its strategic and learning goals by 2025. The Plan is underpinned by Griffith’s core principles of excellence, ethics and engagement, and focuses on innovative and sustainable approaches to teaching and learning within the long-term context of COVID19’s impacts on education and employment in Australia and globally.

Griffith’s strategic commitments to Indigenous education include a target to increase the participation rate of Indigenous students at Griffith to 3% by 2025 (Griffith Academic Plan 2021-2025). In 2021, the percentage of Indigenous students as a percentage of participation of all domestic onshore students was estimated to be 2.8%. While Indigenous enrolments (headcount) for 2021 were the highest ever experienced at Griffith, a commensurate increase in overall domestic demand saw the proportion of Indigenous students maintained at 2020 levels.

Griffith University sustained growth in First Peoples student enrolments in 2021 (i.e. 1,203 First Peoples students in 2021 compared to 1,145 reported in 2020, with a slight increase of 0.40 EFTSL).

**Table 1**

#### 2021 Griffith University - First Peoples Student Enrolments EFTSL

Participation	2017	2018	2019	2020	2021
EFTSL	728.13	728.38	788.45	782.40	782.80

2021	Undergraduate	Postgraduate	Research HDR	Non Award	Grand Total
Gold Coast	252.4	18.5	8.8	0.6	280.3
Nathan	144.6	7.8	12.9	0.5	165.8
Mt Gravatt	91.5	4.5	1.6		97.6
Online	53.1	39.4		0.3	92.8
South Bank	59.2	6.1	7.0		72.3
Logan	35.1		2.0	0.1	37.3
Other	17.9	15.3		3.6	36.8
<b>Grand Total</b>	<b>653.8</b>	<b>91.5</b>	<b>32.3</b>	<b>5.1</b>	<b>782.8</b>

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

### **Supporting student success – The Pro Vice Chancellor (Indigenous) portfolio (ISSP funded, University funded, HEPPP funded)**

Professor Cindy Shannon, Pro Vice Chancellor (Indigenous), leads First Peoples teaching and learning, research and engagement at Griffith. In recognition of this important leadership role in delivering a whole-of-University, coordinated, strengths-based approach, the GUMURRII Student Success Unit (GUMURRII SSU), the Indigenous Research Unit and the Indigenous Engagement team sit within the PVC(Indigenous) portfolio. The portfolio works closely with the central outreach and recruitment teams and the Academic groups in strengthening access for Aboriginal and Torres Strait Islander students to Griffith.

In 2021, Covid-19 continued to impact the University's outreach, engagement and recruitment activities, with short periodic closure of campuses and lockdowns impacting our Local Government Areas, cancellation of events and restrictions on school visits. The University continued to prioritise staff, student and community wellbeing and safety and followed the health advice of the Queensland Government in its COVID-19 response.

Despite the challenges caused by COVID-19, the PVC (Indigenous) portfolio continued to undertake outreach and engagement with First Peoples communities and prospective students both face-to-face and online. Activity included culturally significant events, presentations, information sessions, market stalls and communications at careers days, expos and events, virtual visits to secondary schools and hosting school visits to campus. This included:

- Griffith University Open Day as an online Open House where GUMURRII hosted a virtual booth and delivered an online presentation to prospective students.
- **NEW activity** - Griffith hosting the 2021 Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Mabo/Coming of the Light celebration, joined by QATSIF QCE Scholarship recipients, 20 schools and guests; and Griffith supporting the QATSIF Creative Arts Competition.

### **Deadly U Sports, Cultural and Learning Experience (ISSP funded, HEPPP funded) – NEW activity**

New in 2021, Griffith University was pleased to partner with the Institute for Urban Indigenous Health to deliver the Deadly U Sport, Cultural and Learning Experience. 130 Aboriginal and Torres Strait Islander young people (aged 10 – 15 years) from 16 schools across South-East Queensland participated in a 3 day on campus program to showcase university life and the opportunities available through higher education.

### **Admissions Pathways - (University funded)**

Griffith University offers several pathways for First Peoples students to enter university, including the Direct Entry Program.

- The Program assesses other skills and attributes (e.g., formal qualifications, life and workforce experience) that may support enrolment. Applicants are afforded the opportunity to complete a First Peoples Selection Survey to demonstrate their readiness, motivation and drivers for success in their chosen program of study.
- Griffith also offers a dedicated pathway for the admission of First Peoples into selected Griffith Health Programs including medicine, physiotherapy, health sciences, biomedical sciences, pharmacy, public health, nursing and midwifery and dental health.
- The Bachelor of Fine Arts in Contemporary Australian Indigenous Art has an admission requirement that applicants must be Aboriginal and /or Torres Strait Islander, along with an assessment of the applicant's portfolio of work in addition to other criteria.

In 2021, a total of 311 Direct Entry Program formal offers were made to prospective First Peoples students. This is an increase from 291 offers made in 2020.

### Research Pathways (University funded, ISSP funded, HEPPP funded)

Delivered by the Indigenous Research Unit, the Kungullanji Research Pathways Program encourages participation in research higher degrees for Aboriginal and/or Torres Strait Islander undergraduate and postgraduate coursework students. The Program focusses on academic development, creating a research pathway for students into Higher Degrees by Research, and in time, the development of a cohort of First Peoples Early Career Researchers and work-ready graduates. Students are awarded scholarships to support them financially during their placements.

Held over the summer months:

- 2020/2021 Kungullanji Research Pathway program was conducted mostly online due to COVID-19 impact. Twelve students completed the program;
- 2021/2022 Kungullanji Research Pathway program was again impacted by COVID-19. The largest cohort to date, 25 students, commenced the program.

### Scholarships (ISSP funded, University funded)

More than 600 scholarships are on offer to all students (including First Peoples) at Griffith University, with approximately 20 scholarship categories discretely targeted at First Peoples. ISSP-funded scholarships are included in Table 2 below.

**Table 2 ISSP Scholarships - breakdown of 2021**<sup>1[OBJ]</sup>

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>								
Undergraduate <sup>4</sup>	\$148,500	72	\$132,000	38	\$25,000	5	\$305,500	77
Post-graduate <sup>5</sup>								
Other								
<b>Total</b>	\$148,500	72	\$132,000	38	\$25,000	5	\$305,500	77

## 2. Progression (outcomes)

Griffith's strategic commitments include a focus on improving student retention, with a target of achieving 77% retention for Indigenous students at Griffith by 2025 (*Griffith Academic Plan 2021-2025*). The indicative 2021 data shows a marked improvement in the proportion of Indigenous students returning to continue their studies (est. 74.1%, exceeding the 2021 target of 72.5%).

The COVID-19 pandemic and its associated impacts continued to be significant in 2021, creating one of the most challenging periods for universities in living memory. For Griffith, disruption arising from continued closed borders, lockdowns, restricted access to campus, social distancing requirements and other operational constraints born from this pandemic have conspired to make learning and teaching activity more difficult to conduct than ever. Throughout the pandemic, Griffith's primary focus has been on providing a safe environment for staff, students and visitors.

In 2021, Griffith was able to hold in-person classes and services for most of the year and continued to provide substantial online education to support students based interstate, or who were unable to attend campus for health reasons. Griffith prioritised students and their wellbeing by providing counselling, medical services, employment support, financial advice and IT support online. Providing

services both online and in person has created challenges for staff who have worked hard to provide students with a supported environment.

Griffith has supported its students through additional equity scholarships and bursaries to mitigate the impact of COVID, including providing computers to students without their own. Indigenous students are prioritised as part of the selection criteria for equity-based scholarships and bursaries. Campus computer labs remained open within allowable COVID restrictions for student use with social distancing arrangements in place.

The success rates for Indigenous students have remained relatively stable over the period of the COVID-19 pandemic, with a slight improvement in student success in 2021.

**Table 3**

**2021 Griffith University - First Peoples Student Success Rates**

<b>Success Rate</b> <b>(i.e. units</b> <b>passed / units</b> <b>attempted)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	75.13	73.89	74.05	74.04	74.90

**Tutoring for Success Program (TSP) (ISSP funded) – program revised in 2021**

2021 was particularly focused on strengthening the retention of Indigenous students at Griffith. A key initiative included a review of tutorial assistance for Indigenous students provided by GUMURRII SSU, resulting in the implementation of a revised Tutoring for Success Program to better address students' academic needs.

Griffith University's TSP program (formerly known as ATSITAP) supports student success by providing supplementary one-on-one and small group tuition to First Peoples students. The review resulted in the following activity in strengthening the program:

- Increased resourcing including dedicated staff within GUMURRII SSU to deliver the program;
- Strengthened internal engagement, such as with Griffith's Honours College, to both recruit high achieving students as tutors, and collaborate on the tutor training programs;
- Implementation of new tutor management systems which allow faster and more refined tutor matching to students;
- Improved tutor training programs;
- Increased resourcing for individual tutor management, interviews, and ongoing development, to improve retention and performance of tutors.

As these changes were implemented over 2021, their full impact is unable to be ascertained until next year. However, indicative data shows a significant improvement in the outcomes for students who received TSP in 2021 compared to 2020 (% of courses passed rose from 73% in 2020 to 88% in 2021).

**Table 4 Tutorial assistance provided in 2021**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended <sup>7</sup>	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup> (\$)
Enabling				
Undergraduate	185	5,292	7,562.2	\$464,010
Postgraduate	32	791	1,123	\$69,678
Other				
<b>Total</b>	<b>217</b>	<b>6,083</b>	<b>8,685.2</b>	<b>\$530,628</b>

Expenditure is for tutors' salaries and does not include other salaries, non-salary expenses, systems costs and dedicated administrative support.

### **HDR Support Coordinator (ISSP funded) – NEW activity**

2021 saw a particular focus on strengthening retention of First Peoples students. Additional staffing resources were dedicated to the support of Research Higher Degree (HDR) students, with the establishment of a new role – HDR Support Coordinator in the Indigenous Research Unit. The HDR Support Coordinator is dedicated to planning, implementing and administering research and training opportunities for new and continuing Indigenous HDR candidates and their supervisor. The role further supports Griffith's pathway programs for Indigenous undergraduate and Honours students into HDR, including the successful Kungullanji Research Pathways Program.

### **GUMURRII Student Success Unit (ISSP funded)**

The GUMURRII Student Success Unit (GUMURRII SSU) exists to ensure Griffith University's Aboriginal and Torres Strait Islander student success. With learning centres and staff based on all five of Griffith University's physical campuses (Nathan, Gold Coast, Logan, Mount Gravatt and South Bank), GUMURRII SSU supports one of the largest cohorts of First Peoples students at an Australian University.

In addition to the core student services provided by the GUMURRII SSU team to Indigenous students, key activities delivered in 2021 included:

- the review of the tutoring program provided by GUMURRII SSU and the recruitment of dedicated staff and a new system to support the administration, management and delivery of the Tutoring for Success Program;
- the major refurbishment of the GUMURRII student space on Nathan campus, completed in December 2021. The new centre design is focussed on student needs, delivering a welcoming space that employs the latest in technology and design for study, group work, tutoring, social and recreational engagement for students;
- the delivery of Hands Up! Tertiary Preparation Program (Hands Up!), a transition program offered by GUMURRII SSU to commencing First Peoples students and focused on academic success, well-being, networking and engagement, and personal development and leadership. This year the program included a residential option for participants. The program was developed and coordinated by GUMURRII SSU staff with assistance from Griffith's Library and Learning services, and contributions from Griffith staff, students and Community members. Several continuing students were also engaged to participate as mentors and further develop their own leadership skills;

- the delivery of industry engagement and employability activities including the First Nations Law Students Meet the Profession, career information sessions, LinkedIn workshop and a Griffith Honours College forum.

### 3. Completions (outcomes)

In 2021, Griffith proudly graduated more Indigenous students than in any previous year.

There was a significant increase in the number of Indigenous student completions in 2021 (175 students in 2021 compared with 165 in 2020. Griffith was equal first in the country in 2020 for student completions. 2021 data is yet to be released. Source: <https://www.dese.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2020-student-data>).

**Table 5**

**2021 Griffith University - First Peoples Student Completions**

Completion rates by students

Academic Career	2017		2018		2019		2020		2021	
	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous
Undergraduate	6,827	105	6,737	120	6,701	94	6,321	112	6,833	110
Postgraduate	3,322	33	2,948	43	2,824	39	3,276	48	3,785	59
Research	355	3	328	4	354	4	327	5	324	6
<b>Grand Total</b>	<b>10,504</b>	<b>141</b>	<b>9,993</b>	<b>167</b>	<b>9,868</b>	<b>137</b>	<b>9,924</b>	<b>165</b>	<b>10,930</b>	<b>175</b>

Of the total Griffith University student completions in 2021, 1.6% were Indigenous students.

Griffith University aims to ensure all First Peoples students are provided with appropriate services and opportunities to support their respective studies through to completion.

As indicated in sections 1. Enrolments and 2. Progression, Griffith delivers a range of dedicated programs, services and support that aim to strengthen Indigenous student participation, success and completion.

#### **GUMURRII Student Success Unit (ISSP funded)**

GUMURRII SSU's Student Success Officers work in direct consultation and collaboration with Indigenous students.

Throughout 2021, GUMURRII SSU staff continued to act proactively in providing opportunities for Indigenous students throughout their studies to completion, and engaging with Schools, Faculties, Lecturers and Course Coordinators to offer early intervention and preventative approaches for those at highest risk of attrition. This included:

- The 2021 review of the tutoring program offered by GUMURRII SSU. Implementation of the revised Tutoring for Success Program has involved additional quality measures and dedicated resources to support the program, strengthening tutor skills and confidence in improving student outcomes. 18% of tutors in the program in 2021 are Indigenous.
- The GUMURRII Advancement and Employability Coordinator works directly with Indigenous students and partners to promote and nurture scholarship, bursary, award and employability opportunities and initiatives. This role prioritises the capacity building of students to apply for scholarships, internships and other employment readiness activity and continues to develop new advancement initiatives and engagement opportunities for students. In 2021, this included collaborations with the Griffith Law School, Griffith Careers and Employment, Griffith Honours College, CareerTrackers and AFL SportsReady.

### **CareerTrackers Partnership (externally funded, with ISSP funding for GUMURRII's engagement costs)**

CareerTrackers is a national non-profit with the goal of creating pathways and support for First Peoples to attend and graduate from university, achieve academic excellence, industry experience and successful transition to professional futures.

Griffith University through GUMURRII SSU formally partnered with CareerTrackers in 2016 to deliver a 10-year partnership that supports First Peoples students in their successful transition into university and chosen careers, creating a community of students who share common aspirations and who are supported by mentors. Griffith students who participate in the Career Trackers program have access to 'Leadership Development Institutes', extensive professional and personal development opportunities and paid internships.

During 2021, 11 new Griffith students registered for the CareerTrackers program with a total of 49 registered participants. During 2021 it was a shared goal to continue face to face engagement between CareerTrackers staff and Griffith students, scheduling, promoting and hosting regular joint events for the Griffith University interns and potential interns. In 2021, the program provided opportunity for regional students to stay close to their community during lock-downs or as a preference, and still receive a fulfilling internship experience. The Advancement and Employability Coordinator promotes the program through several GUMURRII SSU communication channels across the year.

### **Griffith's First Peoples Health Unit (University funded)**

Griffith's First Peoples Health Unit provides high level leadership and strategic direction on Indigenous health in the areas of learning and teaching, research and engagement and embedding First Peoples' knowledge to contribute towards closing the gap in health outcomes. The Unit's functions include a focus on growing the Aboriginal and Torres Strait Islander workforce and ensuring the success of students throughout their study journey and into the workforce.

In 2021, following a national recruitment campaign, Griffith appointed Professor James Charles, Aboriginal scholar and podiatrist, as Director of the First Peoples Health Unit.

## **4. Regional and remote students**

Griffith continues to attract a strong number of regional and remote Indigenous student enrolments.

**Table 6**

### **2021 Griffith University - First Peoples Regional and Remote EFTSL**

<b>Regional and Remote EFTSL</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	160.64	165.48	200.26	192.60	203.80

Griffith's commitment to being a values-based University with a priority focus on First Peoples, in combination with its abilities in online education delivery, have been significant factors in making Griffith a strong choice for regional and remote Indigenous students.



## **Griffith's Digital Campus**

Griffith's Digital Campus offers an ever increasing and extensive range of undergraduate and postgraduate degrees online, increasing access to and affordability of academic opportunities for regional and remote students. During 2021, over 220 Indigenous students from across the country chose to study in an online program at Griffith University (i.e. chosen program of study delivered fully online), a significant increase from 2020. Griffith's Digital campus remains Griffith University's third largest and fastest growing "virtual" campus, increasing to 18% of all Griffith's First Peoples students studying online in 2021 (up from 15% in 2020).

In response to the growth in online Indigenous student enrolments, GUMURRII SSU's Student Success Officers continued to adapt services and support, typically afforded throughout Griffith University's physical centres, to digital and online environments.

## **Scholarships**

Griffith University provides an extensive range of scholarship opportunities for Indigenous students where consideration is given to regional and remote students in the selection criteria. Examples include Accommodation Scholarships (such as the Indigenous Commonwealth Education and Accommodation Scholarships) and the Arrow Energy Scholarships which aim to deliver learning opportunities for Arrow's Traditional Owner partners as a priority. With more than 600 scholarships on offer to all students at Griffith University (including First Peoples), students are eligible for a broad range of scholarships based on background, chosen study area, hardships experienced or achievements.

## **On-Campus Accommodation**

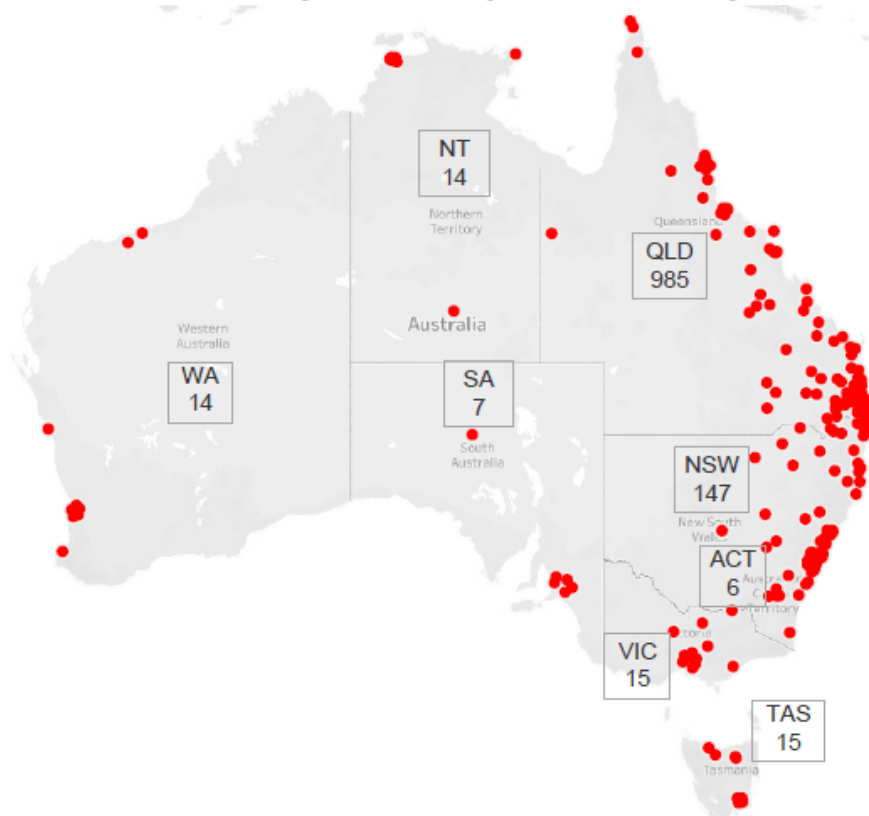
Griffith University provides a range of serviced and non-serviced on-campus accommodation, with priority being provided to regional and remote students. For regional and remote students who do not choose to study online, but relocate to an urban setting, this provides accessible and coordinated accommodation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

## **Regional and Remote Outreach**

In 2021, GUMURRII SSU worked with the Indigenous Outreach team to conduct several virtual school visits or webinars to connect with prospective students, responded to individual enquiries, hosted family visits to Griffith campuses, and continued to provide online and in person services to prospective regional and remote students.



## 2021 Griffith University - First Peoples Students by State



Map is based on first known student contact postcode.

**Table 7** ISSP Scholarship data for remote and regional students<sup>10</sup>

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$143,755	48	\$167,750	30	\$5,000	1	\$316,505	49
B. 2021 Offers <sup>11</sup>	\$180,000	60	\$220,000	40	\$0	0	\$400,000	60
C. Percentage <sup>12</sup> (C=B/A*100)	125.21%	125.00%	131.15%	133.33%	0	0	126.38%	122.45%
<b>2021 Payments</b>	\$115,500	57	\$132,000	38	\$0	0		57

## 5. Eligibility criteria

### 5.1. Indigenous Education Strategy

Throughout 2021, Griffith University fulfilled its obligations under section 13 of the ISSP Guidelines through the University's strategic plan and a range of mechanisms and actions outlined below.

#### **Strategic commitment to Indigenous Education**

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

This commitment is evidenced in [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#) approved by the University's Council. The commitments in the Strategic Plan 2020-2025 cascade from the University's values and include core activities of high-quality teaching and research, enabled by strategic partnering, substantial renewal of campuses and significant investment in people.

The University's Strategic Plan is underpinned by two core activity plans (Research and Innovation plan and [Academic plan](#) 2021 – 2025).

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

- providing a more coherent framework for teaching First Peoples content and cultural competency in our degrees and creating appropriate cultural training for students and staff;
- improving retention and completion of students through coordinated academic and support services that deliver evidence-based interventions to support student success and through non-traditional pathways into Griffith;
- embracing diversity, including in recruitment, promotion and professional development, and enable a culture that ensures that all staff and students, including those who are culturally and linguistically diverse and Indigenous are provided with a safe and supportive environment.

#### **Success measures**

Griffith has adopted the following measures for success for these initiatives - by 2025:

- 3% participation rate of First Peoples students;
- 77% retention for Indigenous students;
- 2% of our academic and professional staff being Indigenous, with a clear plan to reaching population parity after this;
- 2 per cent of academic staff with a research profile and 3 per cent of HDR candidates and Honours students being from an Aboriginal or Torres Strait Islander background;
- utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice - Be ranked in the top 200 universities in the world for implementation of the SDGs;
- improved levels of staff satisfaction and engagement in annual surveys.

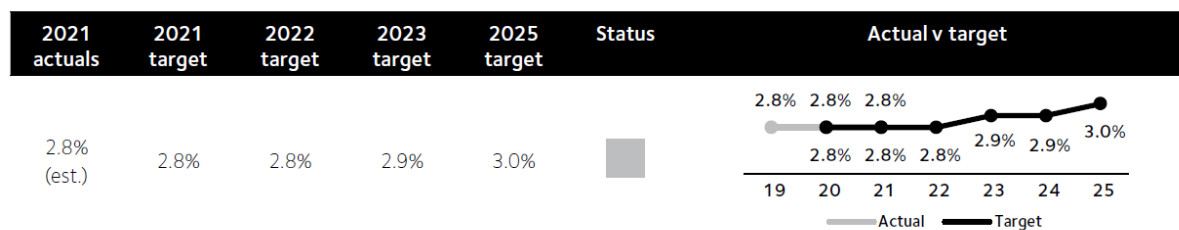
## Progress against strategic targets

While retaining its ultimate governance responsibilities, Council utilises an appropriate system of delegations and reporting to ensure the effective discharge of its accountabilities. An annual report on the progress of the Strategic Plan's implementation is submitted to Council. Griffith's progress, as measured by its strategic indicators and targets, is reported in its [2021 Annual Report](#).

For 2021, this included the following:

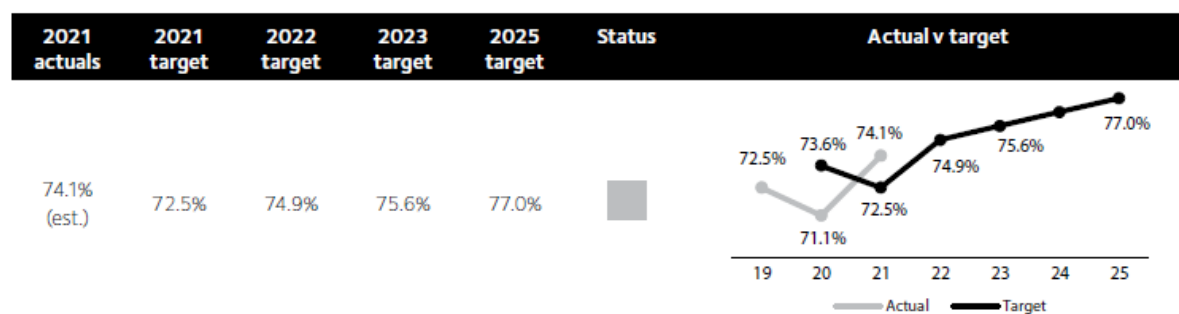
▼ = Below target    ■ = On target/above target    ▲ = Approaching target    ● = Data not yet available

### First Peoples students as a percentage of participation of all domestic onshore



**Comment:** While Indigenous enrolments for 2021 were the highest ever experienced at Griffith, a commensurate increase in overall domestic demand saw the proportion of Indigenous students maintained at 2020 levels.

### Indigenous retention



In 2021, Griffith proudly graduated more First Peoples students than in any previous year. The overall proportion of Aboriginal and Torres Strait Islander students as a percentage of the University's student body has remained consistent at 2.8%, on track with 2021 targets, while Indigenous student retention exceeded a target of 72.5% with a preliminary result of 74.1%.

In 2021, Griffith has committed to the recruitment and appointment of an inaugural Dean, Learning and Teaching (Indigenous) to lead the development of the more coherent framework for teaching First Peoples content. Following a national recruitment process, an appointment was made in April 2022.

Griffith University is committed to creating a curriculum that is informed by and respects the knowledge systems of our First Peoples. Griffith University acknowledges the unique scholarship that First Nations peoples bring to higher education.

The Programs Committee, as a sub-committee of the Academic Committee, approves new awards, changes to existing award, and advises Academic Committee on issues of education policy or practices related to the structure and requirements of the University's programs. Membership of the Programs Committee includes an academic staff member representing First Peoples, whilst the Pro Vice Chancellor (Indigenous) is a member of Academic Committee.

Indigenous content is embedded in Griffith University courses, in courses specific to Indigenous perspectives and non-Indigenous specific courses. Examples include:

- The Bachelor of Contemporary Australian Indigenous Art designed to prepare Aboriginal and Torres Strait Islander students to become professional artists.
- Within the Griffith University Health Group (Faculty), the First Peoples Health Unit works with health, community and academic colleagues and the Pro Vice Chancellor (Indigenous) portfolio to facilitate Indigenous-specific learning and teaching across the spectrum of Griffith's health courses.
- Courses such as First Peoples Health and Practise (3121MED & 7210MED), First Peoples and Social Justice (2032 HSV) and First Peoples (1088LHS – Languages, Humanities and Social Sciences).

Griffith University has developed a graduate attribute that acknowledges and recognises the strength, wisdoms, knowledge and resilience of First Peoples and their cultures. This attribute ensures that upon graduation, Griffith University students are culturally capable when working with First Australians (Graduate Attribute Five).

Figure 1: Griffith Graduate Attributes



### **Graduate Attribute: Culturally capable when working with First Australians**

Griffith University is committed to promoting the lifelong learning skills to develop the cultural capabilities of its students. For graduates to be culturally capable when working with First Australians, students must demonstrate:

- an understanding of Aboriginal and Torres Strait Islander peoples, histories, cultures and identities;
- an understanding of Aboriginal and Torres Strait Islander peoples' achievements and visions;
- the ability to work skilfully and purposefully with First Australians and communities in professional contexts.

## **5.2. Indigenous Workforce Strategy**

Throughout 2021, Griffith University fulfilled its obligations regarding the Indigenous Workforce Strategy under section 12 of the ISSP Guidelines through the University's strategic plan and a range of mechanisms and actions outlined below.

Griffith University has a long-standing commitment to the employment of First Peoples. This commitment and its current measures of success are embedded in [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#), and include to:

- undertake an ambitious recruitment strategy including recruitment of senior First Peoples leaders and develop a framework for recruitment of First Peoples academic and professional staff across the University.
- reach 2% of our academic and professional staff being First Peoples, with a clear plan to reaching population parity after this.

- undertake workforce planning to ensure that Griffith has the right mix of staff and capability to meet its current and future needs. Consideration will be given in this process to ensuring better inclusion of under-represented groups in relevant areas.

Under its Enterprise Agreement 2017- 2021, Griffith University is committed to the objective of increasing employment and professional development opportunities for Aboriginal and Torres Strait Islander peoples at the University. This commitment includes:

- expressed targets for increasing overall First Peoples employment in the Griffith Strategic Plan
- a First Peoples Employment Committee to be maintained as a subcommittee of the University's Equity Committee.

Policy and strategy actions are devolved to the relevant responsible officers and are not limited to the PVC (Indigenous). For example, we have action, and initiatives being devolved to Deputy Vice Chancellor, Group PVCs, and Director Human Resources. The First Peoples Employment Committee and Enterprise Agreements require that Groups (Faculties) report on employment progress and initiatives at least twice a year.

To drive the achievement of the University's First Peoples employment goals, Griffith released its [First Peoples Employment Action Plan](#) in 2021, providing direction on key aspects of the employment lifecycle including talent attraction and acquisition, onboarding, development, progression and retention and employee engagement. The plan's implementation is supported by strategic funding for postdoctoral fellowships and early-career positions, as well as additional academic positions in academic groups.

In 2021, the University increased the proportion of both academic and professional First Peoples staff to 2.2% and 2.1% of total fixed-term and continuing staff, respectively, surpassing the target set in Griffith's Strategic Plan. In 2021, Griffith University had the highest proportion of First Peoples academic staff of the Brisbane based universities, and one of the largest proportions in the country.

First Peoples appointed to leadership positions in 2021 included:

- Director, First Peoples Health Unit
- Senior Engagement Coordinator, Office of PVC(Indigenous)
- Student Success Coordinator, GUMURRII SSU
- recruitment campaigns commenced for Dean, Learning and Teaching (Indigenous) and Director, GUMURRII SSU

Griffith University has prioritised Aboriginal and Torres Strait Islander women in their two women-only leadership programs – the Women in Leadership Program and the Leneen Forde Future Leaders Program.

Griffith University employs Achievement Relative to Opportunity Guidelines. Achievement relative to opportunity is defined by Griffith as the evaluation of a person's achievements based on the opportunities that have been available to them. In applying achievement relative to opportunity, prioritising:

- the level and conditions of appointment (including the nature of the academic work profile and employment type);
- the quality and impact of the person's work outcomes given the time and/or resources available to the person;
- any ongoing impact on achievement related to the person's circumstances.

We provide examples in the guidelines such as - Significant career interruptions: significant cultural or religious obligations; - Cultural, service or representation commitments: The impact of: - service/committee commitments of staff from under-represented groups, for example, academic

women in STEMM, Aboriginal and Torres Strait Islander staff - Aboriginal and Torres Strait Islander staff cultural obligations/commitments.

During 2021, to support the delivery of its strategic objectives to attract, retain, develop and value First Peoples academic and professional staff, Griffith University has:

- developed and commenced implementation of Griffith's inaugural [First Peoples Employment Action Plan 2021-2025](#);
- continued to resource a dedicated First Peoples Employment Consultant to work across the University to achieve the University's goals;
- strengthened the First Peoples Employment Committee through the review and refresh of its constitution;
- continued to maintain and pro-actively recruit from a First Peoples Employment Talent Pool, to attract and engage First Peoples talent to the University.

Further information on these initiatives can be found here: [www.griffith.edu.au/equity/first-peoples-employment-page](http://www.griffith.edu.au/equity/first-peoples-employment-page).

**Table 8 Indigenous workforce data (2021 breakdown)** <sup>13</sup>

Level/position	Continuing		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Snr Staff				2
Level E	3			
Level D	2			
Level C	4		2	
Level B	11		5	
Level A			9	
Sessional			47	
HEW 9		1		1
HEW 8		3		5
HEW 7		4		2
HEW 6		11		11
HEW 5		5		14
HEW 4		7		8
HEW 3				1
HEW 2				9
HEW 1				2
Tutors				19
<b>Total</b>	<b>20</b>	<b>31</b>	<b>63</b>	<b>74</b>

### 5.3. Indigenous Governance Mechanism

Throughout 2021, Griffith University fulfilled its obligations to have an Indigenous Governance Mechanism under section 11 of the ISSP Guidelines as outlined below.

#### First Peoples – Executive leadership

Professor Cindy Shannon AM is Griffith's inaugural Pro Vice Chancellor (Indigenous), an executive leadership role that works alongside colleagues in successfully enabling all aspects of First Peoples

engagement as well as developing strategies to enhance participation, support and success of its First Peoples students and communities. In recognition of this important leadership role in delivering a whole-of-University, coordinated, strengths-based approach, the GUMURRII Student Success Unit and the Indigenous Research Unit sit within the PVC(Indigenous) portfolio, together with Indigenous Engagement.

The Pro Vice Chancellor (Indigenous) is a member of the University's Executive Group and in 2021 remained Griffith's most senior position held by an Indigenous person outside its Council. The PVC (Indigenous) has delegated authority and oversight of the use of ISSP funds.

The PVC (Indigenous) and Directors of the PVC (Indigenous) portfolio advised and guided the development of key University strategies for First Peoples that drive the University's priorities and activity for the next 5 years including the Academic Plan and the Griffith University Research and Innovation Plan. Further, the PVC(Indigenous) leadership team are active members on high-level University decision making bodies including Executive Group, Academic Committee, Learning and Teaching Committee, Equity Committee and the Griffith Graduate Research Students Committee.

### **Griffith University Council**

Mr Joshua Creamer, descendant of the Waanyi and Kalkadoon people from North Western Queensland, is a member of Griffith University's Council and Council's nominated Chair of the Griffith University Elders and First Peoples Knowledge Holders Advisory Board. Mr Creamer is a barrister who specialises in human rights class actions and native title.

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

### **Griffith University Elders and First Peoples Knowledge Holders Advisory Board**

The University's First Peoples governance has for over three decades, and continues to, include a high-level Aboriginal and Torres Strait Islander advisory committee.

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

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

The membership, frequency of meetings and operations of the Advisory Board are set out in the [Griffith University Elders and First Peoples Knowledge Holders Advisory Board Constitution](#).

### **Other initiatives – Indigenous governance**

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

- Aboriginal and Torres Strait Islander staff are members of key committees including Learning and Teaching Committee, Academic Committee, Programs Committee, Equity Committee, Human Research Ethics Committee, and the First Peoples Employment Committee.
- The Director, Indigenous Research Unit advises on the University's policies and activities in Indigenous research including as a contributor to the University's Research Committee and as a



member of the Human Research Ethics Committee and Griffith Graduate Research Students Committee.

- The First Peoples Employment Committee and Enterprise Agreements require that Groups (Faculties) report on employment progress and initiatives twice a year.
- Griffith University also has a First Peoples Employment Consultant who is consulted on a broad range of staff related policies.

### **5.3.1. Statement by the Indigenous Governance Mechanism**

The Indigenous Governance Mechanism provides oversight of how ISSP-funded expenditure is prioritised, administered and acquitted.

The PVC(Indigenous) responsibilities include oversight and monitoring the use of the ISSP grant. The PVC(Indigenous) has portfolio responsibility for GUMURRII SSU, Indigenous Engagement and Indigenous Research Unit, with the respective Directors of those areas advising on, reviewing, and making recommendations to the PVC(Indigenous) about the use of the ISSP grant. The PVC(Indigenous) portfolio works closely with the University's Chief Financial Officer and the Finance team in the management of the ISSP grant, including the development of budgets and the monitoring and reporting on expenditure.

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

The Griffith University Elders and First Peoples Knowledge Holders Advisory Board provides strategic advice and guidance to the Vice Chancellor, through the Pro Vice Chancellor (Indigenous) on establishing and maintaining effective and ongoing engagement and consultative mechanisms with First Peoples communities and partners, recognising the unique place of First Peoples in our history and culture and the importance of respecting Indigenous knowledge, culture and talent; and priorities, strategies and initiatives for First Peoples teaching and learning, research and engagement.

The Pro Vice Chancellor (Indigenous) authorises this Indigenous Student Success Program 2021 Performance Report and 2021 Financial Acquittal.

## Additional information for completing the template

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<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>2</sup> This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

<sup>3</sup> Include payments to all enabling students, including remote and regional students.

<sup>4</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>5</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>6</sup> Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

<sup>7</sup> Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

<sup>8</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>9</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>10</sup> Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

<sup>11</sup> Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

<sup>12</sup> This data confirms the university's compliance with Section 21(3) of the Guidelines.

<sup>13</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

# Indigenous Student Success Program

## 2021 Financial Acquittal

Organisation

Griffith University

### 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2021 (flexible component)	3,352,703
ISSP Grant 2021 for preserved scholarships	-
<b>Subtotal ISSP Grant 2021</b>	<b>3,352,703</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2020 (and earlier years)	400,000
Interest earned/royalties from ISSP funding <sup>2</sup>	8,512
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
<b>Subtotal other ISSP related income</b>	<b>408,512</b>
<b>Grand total for 2021</b>	<b>3,761,215</b>

**Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)<sup>3</sup>**

Item	(\$)
<b>A. Other non-ISSP funds<sup>4</sup></b>	
Other funding provided under HESA <sup>5</sup>	997,314
Other Commonwealth Government funding	4,373,098
ATO cash flow boost voluntarily allocated by you to this activity	-
Funds derived from external sources <sup>6</sup>	187,550
<b>Total of other non-ISSP funds for 2021</b>	<b>5,557,962</b>

**Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)<sup>7</sup>**

Item <sup>8</sup>	Actual ISSP (\$) <sup>9</sup>	Estimate other funds (\$) <sup>10</sup>	TOTAL (\$) <sup>11</sup>
Preserved scholarships	-	-	-
Scholarships from flexible ISSP funding	305,500	-	305,500
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>12</sup>	2,067,511	-	2,067,511
Tutorial Assistance - Tutor salaries	530,628	-	530,628
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	186,605	1,733	188,338
Travel – domestic (airfares, accommodation & meals)	-	-	-
Travel – international (airfares) <sup>13</sup>	-	-	-
Travel – international (accommodation and meals)	-	-	-
Conference fees and related costs <sup>14</sup>	916	-	916
ISSP Asset purchases made during 2021 <sup>15</sup>	-	-	-
Other (including <i>other ATO cash flow boost expenditure not included in above figures</i> )	-	-	-
Student Centre refurbishment	123,299	-	123,299
First Peoples Program - HEPPP	-	938,564	938,564
First Peoples students – Other scholarships - HEPPP	-	58,750	58,750
First People scholarships - Other Commonwealth	-	28,000	28,000
First People scholarships - External funds	-	161,800	161,800
First Peoples Health - Other Commonwealth	-	4,345,098	4,345,098
First Peoples Health - External funds	-	25,750	25,750
PVC Indigenous Unit - University funds	-	591,256	591,256
Indigenous Research Unit - University funds	-	403,574	403,574
First People Scholarships - University funds	-	178,450	178,450
First Peoples Health Unit - University funds	-	1,667,756	1,667,756
First People Employment Strategy - University funds	-	66,636	66,636
HDR Indigenous Top Ups - University funds	-	58,316	58,316
HDR Top Ups - Additional - COVID - University funds	-	48,187	48,187
Overheads - University funds	-	163,421	163,421
<b>A. Total Expenditure 2021</b>	<b>\$ 3,214,459</b>	<b>\$ 8,737,291</b>	<b>\$ 11,951,750</b>
<b>B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year<sup>16</sup></b>	<b>\$ 537,000</b>		
<b>C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component</b>	<b>\$ 9,756</b>		
<b>D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships</b>	<b>\$ -</b>		
<b>2021 ISSP funding committed (A + B + C + D)<sup>17</sup></b>	<b>\$ 3,761,215</b>		

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)	
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## 2. Rollovers

**Table 2 Rollovers** <sup>18</sup>

	<b>Rolled over (\$)</b> <b>(A)</b>	<b>Expended/committed<sup>19</sup></b> <b>(\$)</b> <b>(B)</b>	<b>Excess to be returned to</b> <b>the NIAA <sup>20</sup></b> <b>(\$)</b> <b>(C)</b> <b>(C = A – B)</b>
2019 funds rolled over into 2021	-	-	-
2019 funds approved for roll over into 2022 (if applicable)	-		
2020 funds rolled over into 2021	400,000	400,000	-
2020 funds approved for roll over into 2022 (if applicable)	-		
2021 funds approved for roll over into 2022	537,000		

In accordance with ISSP Rollover of Grant Determination on 15 January 2021, \$400,000 of 2020 funds were committed and expended in 2021 for delivery of First Peoples Student Success including a revised ATSITAP (tutoring) program for Indigenous student, expanded activity to support Indigenous students into higher degrees and improvements to the students' physical spaces.

In accordance with ISSP Rollover of Grant Determination on 17 March 2022, \$537,000 of 2021 funds have been approved for rollover into 2022 for delivery of First Peoples Student Success.

## 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021** <sup>21</sup>

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

## 4. ISSP Assets

Table 4a ISSP Assets inventory<sup>23</sup>

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>

Table 4b ISSP Assets - purchases during 2021<sup>26</sup>

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>

## 5. Endorsement of the Financial Acquittal<sup>30</sup>

2021 Financial Acquittal supported and initialled by:

Name:

Michelle Clarke

Title:

Chief Financial Officer

Phone:

07 373 57166

Email:

cfo@griffith.edu.au

Signed:



Date:

21 April 2022

## INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

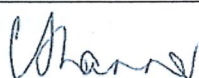
- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

### Certification recommended by the university's Indigenous Governance Mechanism:

Name: Professor Cindy Shannon AM

Title: Pro Vice Chancellor (Indigenous)

Signed:



Date:

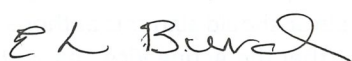
26 April 2022

### Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:

Name: Professor Liz Burd

Title: Acting Vice Chancellor and President

Signed:



Date:

29/4/22



## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- <sup>2</sup> Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- <sup>3</sup> Please estimate the funds available if exact amounts are not known.
- <sup>4</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>5</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>6</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>7</sup> Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.
- <sup>8</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>9</sup> List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- <sup>10</sup> List the expenditure of the income listed in Table 1b.
- <sup>11</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>12</sup> If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> Note that only airfares for international travel for students can be funded under ISSP.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> This should match the figure in Table 2.
- <sup>17</sup> This figure should equal the Grand total in Table 1a
- <sup>18</sup> All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- <sup>19</sup> For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- <sup>20</sup> This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- <sup>21</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- <sup>22</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>23</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>24</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014.
- <sup>25</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>26</sup> Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- <sup>27</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>28</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>29</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>30</sup> Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- <sup>31</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.