

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians 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 DIICCSRTE that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

It is recommended that the format for the Indigenous Education Statement noted below 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 2013.

Please try to limit your answers to the template for each question.

Please submit electronic documents by email at itpt@innovation.gov.au

DIICCSRTE contact officer:

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst 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.

[Higher Education provider name] **Griffith University**

[Indigenous Education Unit Name] **GUMURRII Student Support Unit**
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SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 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 Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous 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 Indigenous traditional and contemporary cultures.

Griffith University's strategic planning framework re-affirms its founding commitment to diversity, social justice and community engagement for Aboriginal and Torres Strait Islander people. Interlocking plans across all University elements specify the expected outcomes of the University's strategic goals and strategies including the performance indicators and targets for each of these goals. These plans include and prioritise Aboriginal and Torres Strait Islander staff and student advancement initiatives, and promote reconciliation. The strategic plan reinforces the responsibilities of all elements of the University for the implementation of strategies and goals relating to Indigenous higher education.

The *Griffith University Strategic Plan 2009–2013*¹ states the University's responsibility to 'promote social inclusion.....and to increase participation and success in tertiary studies of Indigenous students' (pg. 10), and to develop cultural competencies by enabling students to 'explore the international and Indigenous aspects of their disciplines through course content' (pg. 7). The *Griffith University Equity and Diversity Plan 2011–2013*² is aligned with these strategic priorities, identifying specific expectations and responsibilities for planning and implementing and providing important contextual information and guidance. Collectively, these strategies support the realisation of the aspirations of the *Griffith University Statement on Reconciliation*.³

The Griffith University Strategic Plan 2013-2017⁴ further supports the commitment to improve participation rates of Aboriginal and Torres Strait Islander Students (Goal 2B), improve the retention rate of Aboriginal and Torres Strait Islanders (Goal 3c), and, to improve Graduate Success (Goal 9).

In 2012, Griffith continued to develop the structures, policies and cultural framework underlying its commitment and reports the following key achievements:

- One student was successful in receiving a Charles Perkins Scholarship.
- The implementation of a Memorandum of Understanding which incorporates an Indigenous Exchange Agreement with First Nations People, Simon Fraser University, Vancouver, Canada.
- One student was successful in receiving an Adam Scott Foundation Sports Business Scholarship.
- One student was successful in receiving the Lambert McBride Perpetual Bursary.
- One student was successful in receiving a John Koowartha Scholarship.
- One student was successful in receiving the Graduate Women's Queensland Scholarship.
- The new GUMURRII Student Support Unit on the Gold Coast campus was officially opened in May 2013.

Structurally, there are six areas of activity dedicated to the advancement of Indigenous education within Griffith University, all led by Aboriginal and Torres Strait Islander staff:

A. GUMURRII Student Support Unit

The GUMURRII Student Support Unit (SSU) has a major responsibility and commitment for providing access to University study for Aboriginal and Torres Strait people, and its main focus is the recruitment and support of Griffith's Indigenous students. GUMURRII SSU provides a leadership role in promoting cultural awareness and social justice for Indigenous people, and is represented in a range of University forums, including the Aboriginal and Torres Strait Islander Advisory Committee.

GUMURRII SSU contributes to the success of Aboriginal and Torres Strait Islander students through the provision of culturally appropriate student support and a safe learning environment at Griffith University. GUMURRII SSU is located on each of Griffith's five campuses with Learning Assistance Officers on-site for efficient delivery of support services to our student clientele. This includes a variety of academic, pastoral, personal and cultural support services, programs and industry partnerships. The interactive and on-site functionality of these units support Griffith's goal to achieve interactive campus experiences which build connections between students, staff and the wider community.

For 27 years, GUMURRII SSU has been the 'hub' of Griffith's Aboriginal and Torres Strait Islander community. GUMURRII SSU has a proud tradition of Indigenous education excellence and community engagement and has developed effective programs for outreach, admission, orientation and study support which have achieved successful outcomes for Aboriginal and Torres Strait Islander students.

¹ For details, see <http://www.griffith.edu.au/about-griffith/plans-publications/pdf/strategic-plan-2009-2013.pdf>

² For details, see http://www.griffith.edu.au/_data/assets/pdf_file/0004/299407/griffith-university-equity-diversity-plan-2011-2013.pdf

³ For details, see <http://www.griffith.edu.au/about-griffith/governance/mission-statement/statement-reconciliation>

⁴ For details, see http://www.griffith.edu.au/_data/assets/pdf_file/0010/475552/Strategic_Plan_2013-2017.pdf

Graduates who have successfully graduated with support from GUMURRII SSU have excelled in various corporate and government roles including those based in Virgin Australia, the Department of Infrastructure and Transport, the Attorney-General's Department and the Department of Foreign Affairs and Trade.

GUMURRII SSU has also been successful in promoting reconciliation and a greater understanding of Aboriginal and Torres Strait Islander culture and identity at Griffith University.

The impact of the GUMURRII SSU 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 Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP), and the Indigenous Research Network (IRN), GUMURRII SSU secures high quality outcomes, significantly above sector averages, for Aboriginal and Torres Strait Islanders.

GUMURRII SSU is managed through the Director, Bronwyn Dillon, who manages the effective operations of the GUMURRII SSU across all campuses; provides advice to senior officers of the University regarding the efficient and effective management of the unit's functions and development of related policies and initiatives which support the Aboriginal and Torres Strait Islander students at Griffith; and provides leadership and direction to staff of the GUMURRII SSU.

B. INDIGENOUS COMMUNITY ENGAGEMENT, POLICY AND PARTNERSHIPS

The work of ICEPP Director Professor Boni Robertson 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 Robertson 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.

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, Griffith University 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.

Griffith University through the collaborative relationships established between ICEPP and the Indigenous Centres at Deakin University, La Trobe University, and University of Western Sydney, has also played a lead role in the development of the foundational documents for the suite of academic programs for the World Indigenous Nations University, which was endorsed by WINHEC in 2012. All of these initiatives have helped to progress the leadership role that Griffith plays in engaging with Aboriginal and Torres Strait Islander communities and stakeholders interested in the education and development of Aboriginal and Torres Strait Islander students and staff and developing a more culturally enforced learning, research and teaching environment for all students and staff.

Griffith University through the Office of ICEPP, working in collaboration with the Council of Elders, has successfully developed and progressed over the past decade 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 Mayor of the Redlands has the role of Patron of the project. The project has been deemed by local Members of Parliament, school administrators and government stakeholders, as being unique and innovative in its approach. It has also helped to strengthen the engagement of local communities and Indigenous families and parents in the education of their children and address 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 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.

C. 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 Griffith University Council of Elders comprises traditional owners and respected members of 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 having taken place across the higher education sector with regards to the engagement of local communities and Elders:

- 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 at 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. Their assistance to the Griffith community includes activities at the local, institutional, national and international level.

The Griffith University Council of Elders in collaboration with the Office of ICEPP developed and discussed a proposal with the World Indigenous Nations Higher Education Consortium (WINHEC) to establish a Global Indigenous Elders Alliance. This proposal was tabled and discussed at the 2011 WINHEC meeting in Peru and the 2012 WINHEC meeting hosted by the Dong Hwa University in Taiwan and was passed and endorsed unanimously.

D. INDIGENOUS RESEARCH NETWORK (IRN)

The Indigenous Research Network provides postgraduate research and career support to all Indigenous scholars at the University, while developing a community-based research focus. The 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 (HDR) students.

The IRN has been established to build research capacity of Aboriginal and Torres Strait Islander academics and students at Griffith University. 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, Aboriginal and Torres Strait Islander researchers will be supported to undertake research within their chosen discipline.

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

The IRN is managed under the direction of Professor Adrian Miller, who provides leadership for the continued development of research in the broad area of Indigenous knowledge and research; develops new and strengthens existing multidisciplinary research teams from across all areas of Indigenous research; leads and manages the development and implementation of the IRN's research strategy; and targets the alignment of these performance indicators with those of the University, including preparation of the IRN for transition to University Research Centre status; stimulates and champions delivery of the IRN's objectives to the wider Australian and international community.

E. CURRICULUM DEVELOPMENT

The Aboriginal and Torres Strait Islander Curriculum Development Working Party is developing a 'whole-of-university' approach to Indigenous curriculum that will be offered to all Griffith students. Dr Chris Matthews is the Indigenous Co-Chair and is an academic in the field of applied mathematics and mathematics education.

F. INDIGENOUS EMPLOYMENT STRATEGY

The Indigenous Employment Strategy continues to be overseen by the Indigenous Employment Officer and complements Indigenous student employment and professional development strategies facilitated by the Indigenous Cadetship Scheme administered by Student Services.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples 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 Australians 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**.

<i>University Governing/Policy Determination Bodies:</i>	
University Council	Includes an Aboriginal Elder in its membership.
Aboriginal and Torres Strait Islander Advisory Committee ⁵	This Committee is the University's principal policy advisory body on Aboriginal and Torres Strait Islander issues and represents Aboriginal and Torres Strait Islander interests in University Aboriginal and Torres Strait Islander strategy development. Membership includes representatives from DEEWR, Aboriginal and Torres Strait Islander staff and students, Community Elders (Aboriginal and Torres Strait Islander), and Equity (staff and student) representatives.
Equity Committee	Includes Aboriginal and Torres Strait Islander staff representatives – the Director of the GUMURRII SSU and the Coordinator of the Indigenous Research Network. An Aboriginal and Torres Strait Islander student, nominated through the Griffith Indigenous Student Association (GISA) is also a member.
Student Orientation and Engagement Committee (SOEC)	Includes the Director, GUMURRII SSU. The committee sponsors initiatives to improve early education experiences for Aboriginal and Torres Strait Islander students.
Academic Committee	The Professor of Indigenous Community Engagement, Policy and Partnerships (ICEPP) sits on this Committee.
<i>Examples of School/Faculty Initiatives:</i>	
Faculty and administration Equity Sub-Committees i.e. Academic Administration, Queensland Conservatorium of Music, Education	Specific interest areas include the coordination of cross-cultural awareness raising sessions (Aboriginal and Torres Strait Islander cultures), developing other local Reconciliation strategies, and providing assistance for students experiencing financial hardship.
Advisory Committee, Faculty of Nursing and Health	Has ongoing Aboriginal and Torres Strait Islander representation; the Logan-based Learning Assistance Officer is the GUMURRII Student Support Unit representative.
Health Steering Group	This is a steering committee established to help guide the Cherbourg Health Initiatives.
<i>Aboriginal and Torres Strait Islander staff/community representation on:</i>	
Elders-in-Residence Program, Office of the Provost (Logan/Gold Coast campuses)	Four Aboriginal and Torres Strait Islander Elders are appointed to: provide cultural mentoring and support for students and staff and to engage with local Aboriginal and Torres Strait Islander school students and their families to encourage participation in tertiary education and to participate in various University forums and activities.
Executive Board of the World Indigenous Higher Education Network Consortium (WINHEC)	The Professor of Indigenous Policy, Community Engagement and Partnerships is Co-Chair and currently holds the international portfolios for the Academic and Research Working Parties.
National Aboriginal and	Professor of ICEPP is a member of Executive Committee and Director of

⁵ For details, see <http://www.griffith.edu.au/ua/aa/secretariat/committees/>

Torres Strait Islander Higher Education Consortium	International Portfolio, Office Manager of GUMURRII member of Employment and Recruitment Portfolio, Director of GUMURRII member of National Caucus.
Griffith University Aboriginal and Torres Strait Islander Curriculum Development Working Party	Co-chaired by an Aboriginal and Torres Strait Islander academic, the working party includes other Aboriginal and Torres Strait Islander staff and is guided by a Reference Group of Community Elders and senior managers (both Indigenous and non-Indigenous).
Griffith Annual Senior Staff Development Workshop	Includes the Director, GUMURRII Student Support Unit, Professor of Indigenous Research, Professor of ICEPP and Elders in Residence as participants.
Gold Coast Campus Advisory Committee	Elder in Residence, a Senior Elder of the Kombumerri (Gold Coast) people is a member.
Human Research Ethics Committee	The Professor of ICEPP and the Professor of Indigenous Research currently hold membership.
Staff selection committees	Include Aboriginal and Torres Strait Islander representation whenever an identified position is advertised.

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

- 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 Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-specific positions** at your university, detailed by occupation and level.

The Indigenous Employment Strategy (IES), 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 2011 – 2013 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.

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 (DVC) and Provost.

The overall 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 IES outlines employment initiatives to be undertaken at Griffith and maintains a target rate of 2% Aboriginal and Torres Strait Islander employment in continuing and fixed term positions across the University.

- Currently the University employs 47 (continuing) and 26 casual Aboriginal and Torres Strait Islander Australians out of a total of 4000 staff – 14 academic staff and 33 professional staff. Aboriginal and Torres Strait Islander staff employment is 1.33% of overall staff.
- The University, through the DVC and Provost, committed funding for 2010-2012 to recruit an Aboriginal and Torres Strait Islander Level B/C academic staff member in each of our four Academic Groups in a continuing position. These positions were filled from 2010-2012.
- GUMURRII SSU staff are actively encouraged to further their professional and career development, and develop links with other services through participation in joint activities.
- Aboriginal and Torres Strait Islander staff within the University are encouraged to participate in the University's various professional development/up-skilling courses conducted throughout the year.

An Indigenous academic network continues to operate within the University, formalised as the Griffith University Aboriginal and Torres Strait Islander Research Network which is headed up by Professor Adrian Miller – Professor of Indigenous Research.

• **Table 1 – Permanent positions (as at Dec 2012)**

Faculty/Institute/Section	Academic / Non-Academic	Number	Role
School of Education and Professional Studies	Academic	2	Lecturer
School of Humanities	Academic	1	Associate Lecturer
School of Humanities	Academic	1	Lecturer
School of Education and Professional Studies	Academic	1	Associate Professor
Nathan Corporate Administration	Non-Academic	1	Administration Officer
Campus Life Food Services Nathan	Non-Academic	1	Outlet Supervisor-Cafe Rossa
Campus Life College Administration	Non-Academic	1	Office Coordinator
Griffith School of Environment	Academic	1	Associate Lecturer
Accounting Services	Non-Academic	1	Finance Services Clerk (AP)
Department of Accounting, Finance	Academic	1	Lecturer
Department of Marketing	Academic	1	DEPHOS
Griffith Institute for Higher	Non-Academic	1	Project Officer
GUMURRII Student Support Unit	Non-Academic	1	Director
GUMURRII Student Support Unit	Non-Academic	7	Learning Assist Officer
GUMURRII Student Support Unit	Non-Academic	1	Office Manager
GUMURRII Student Support Unit	Non-Academic	1	Indigenous Partnerships Officer
GUMURRII Student Support Unit	Non-Academic	1	Centre Secretary
GUMURRII Student Support Unit	Non-Academic	1	ITAS Coordinator

GUMURRII Student Support Unit	Non-Academic	1	Administrative Coordinator
GUMURRII Student Support Unit	Non-Academic	1	Administration Officer
School of Public Health	Academic	1	Lecturer
School of Human Services and Services	Academic	2	Lecturer
School of Human Services and Services	Academic	1	Associate Lecturer
Griffith Health Institute	Non-Academic	1	Executive Officer
HRM Staff Services	Non-Academic	2	Payroll & Appointments
Lending Services, INS	Non-Academic	1	Customer Service Officer
Library and IT Help	Non-Academic	1	Library & IT Help Team Member
Indigenous Policy	Non-Academic	1	Administrative Assistant
Indigenous Policy	Academic	1	Professor of Indigenous Policy
Campus Life Planning Design	Non-Academic	1	Projects Contract Administrator
PVC Community Partnerships	Academic	2	Research Fellow
Pro-Vice Chancellor Health	Non-Academic	1	Project Officer
Queensland College Of Art	Academic	2	Lecturer
Deputy Vice-Chancellor (Research)	Academic	1	Professor, Indigenous Res Network
Student Services	Non-Academic	1	Student Counsellor
Student Success	Non-Academic	1	Scholarships Administration Assistant
Totals		47	

• **Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic		Role
Deputy Vice-Chancellor	Non-Academic	1	Elder in Residence
Student Administration Centre	Non-Academic	1	Client Services Officer
Student Success	Non-Academic		Administration Officer Indigenous Employment Projects
Student Services	Non-Academic	1	Indigenous Cadetship Mentor Officer
Deputy Vice-Chancellor	Non-Academic	2	Elder in Residence
GUMURRII Student Support Unit	Non-Academic	21	ITAS Tutors
Totals		26	

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 2012 (access rate) as compared to 2011 (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).
- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

	2011	2012
Aboriginal and Torres Strait Islander students	207	239
Non Aboriginal and Torres Strait Islander students	11,848	12,782

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
GUMURRII Showcase	Aboriginal and Torres Strait Islander students and communities.	<p>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:</p> <ul style="list-style-type: none"> • Science on the Go • Health and Midwifery role plays • Go Heath, Go Griffith • Moot court (mock court proceedings implemented by Griffith Law School) 	10 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.
Direct Entry Scheme	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. Staff interview potential students to assess life skills and/or work experiences that may provide individuals with adequate ability to undertake tertiary study. This scheme provides greater opportunities to Aboriginal and Torres Strait Islander individuals by providing an alternative entry pathway to higher education</p>	Through our Direct Entry Scheme, GUMURRII SSU have approved the enrolments of 84 undergraduates (total commencing students = 239) for semester one 2012.
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	Commencing new students	<p>Program focuses on providing academic skills including:</p> <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. 	<p>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.</p> <p>The program was implemented in 2012 with sixty five (65) students registered and completing the program. The success of the program was remarkably positive with 87% of participants still actively enrolled in Griffith University.</p>
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 belong.	Encourage social inclusion and cultural awareness within the wider Griffith Community.
GUMURRII SSU Postgraduate Program	Future and current postgraduate students	New program to increase postgraduate opportunities for Aboriginal and Torres Strait Islander people.	<p>Attracting and identifying internal and external postgraduate candidates;</p> <p>Creating sustainable pathways and support;</p> <p>Establishment of two senior roles to provide specialised student support for postgraduate students;</p> <p>Developing networks with alumni, research networks, postgraduates and schools;</p> <p>Developing industry and research partnerships and opportunities.</p>

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 University.	In 2012, 258 students received ITAS assistance with 20 students completing an award course with assistance from ITAS.
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
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Outreach activity	Target audience	Outline of Program	Outcome
<p><u>Career and Employment Markets</u></p> <p><u>FOGS (Former Origin Greats)</u> in Cairns, Townsville, Toowoomba, Sunshine Coast and Brisbane</p> <p>The Indigenous All Stars Career and Employment Expo's and four PASS Australia events.</p>	Aboriginal and Torres Strait Islander school students, school staff and job seekers from local and surrounding areas of Cairns, Townsville, Sunshine Coast and Brisbane.	<p>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.</p> <p>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.</p>	A total of 10 Career and Employment Expos have been attended by over 1500 grade 8 to 12 Aboriginal and Torres Strait Islander secondary students.
<u>Schools</u>	Metropolitan, rural and remote Queensland and Northern NSW. Brisbane Catholic	Advice provided about the support available for Aboriginal and Torres Strait	Sixty-five schools throughout QLD and Northern NSW were visited. Post-activity surveys showed that many of the students were interested

	Education Education Qld Murri Pathways: Harvey Bay to the south of the Sunshine Coast	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.	in studying at Griffith University and the support available through GUMURRII SSU. Conversations around GUMURRII's Direct Entry process and Alternative entrance pathways at other QLD universities were priorities of consideration. In a 2012 study it was shown that of the two hundred and eighty six Aboriginal and Torres Strait Islander students who graduated (Brisbane area) 18% are enrolled in university.
<u>TAFE and Community Colleges</u>	<ul style="list-style-type: none"> • 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 key focus is to provide advice about the support for Aboriginal and Torres Strait Islander students looking to study at Griffith University through the GUMURRII Student Support Unit.	There has been some consideration of Recognition of Prior Learning to access the Direct Entry program and enrolments coming out of these outreach programs.
<u>Industry Partnerships (QIECC)</u>	<ul style="list-style-type: none"> • Queensland Aboriginal and Torres Strait Islander Foundation (QAT SIF) Scholarships Holders • Smith Family • Queensland Indigenous Education Consultative Committee (QIECC) 	Advice provided about the support available for Aboriginal and Torres Strait Islander students at Griffith University through the GUMURRII Student Support Unit Stradbroke Island / National Scholarships Holders	Encourage social inclusion and communication regarding opportunities within the wider community.
<u>Other Outreach Activities</u>	<ul style="list-style-type: none"> • Titans for Tomorrow • (Rugby League Football) • Learn.Earn.Legend! Year 12 Destinations • Swell Sculpture Festival's Regional Engagement Program 	Outreach programs for students. This involved inviting up to forty students at a time onto a campus with the aim to experience university life and participate in interactive activities with	Increase awareness of the opportunities available at Griffith University for Aboriginal and Torres Strait Islander people.

	<ul style="list-style-type: none"> • Black and Deadly Girls • Black and Deadly Boys 	various internal partners from Griffith University.	
<u>Community Events</u>	<ul style="list-style-type: none"> • NAIDOC Day • Launch into Life at the Gold Coast and Logan campuses • Step into Logan at Logan campus 		A total of four NAIDOC major events with approximately 700 enquiries from Aboriginal and Torres Strait Islander people.

Scholarships details

Scholarship	Government/ Private/ University	No. Allocated	Cost	No. Awarded	Comments
Commonwealth Accommodation Scholarships (ICAS)	Government	9	\$2377.00 per semester for up to 8 semesters	9	
Commonwealth Education Costs Scholarships (ICECS)	Government	18	\$1188.50 per semester for up to 8 semesters	18	
Commonwealth Indigenous Access Scholarships (IAS)	Government	35	\$4485.00 one off payment	35	
Widening Participation Education Scholarship	Government	102	\$1100.00 per semester for 2 semesters	22	
Widening Participation Accommodation Scholarship	Government	46	\$2200.00 per semester for 2 semesters	8	
Chancellors Education Scholarship	University	40	\$2377.00 per semester for up to 8 semesters	7	39 scholarships awarded in 2012
Chancellors Accommodation Scholarship	University	10	\$1188.50 per semester for up to 8 semesters	4	8 scholarships awarded in 2012

DELL Scholarship	University	1	\$3500 one off payment	1	
Neville Bonner Scholarships	University		\$2500 one off payment		
Griffith Business School Indigenous Scholarship	University	Dependent on number of eligible applicants	\$2500.00 per semester for 6 semesters	7	
Griffith Law School Indigenous Bursary	University	Dependant on number of eligible applicants	Between \$200 and \$2000 depending on students requirements.	5	
Graduate Women QLD (Brisbane Branch Bursary)	External	1	\$500 per year for the remainder of the students degree	1	

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of 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 2012, compared to 2011 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	548	562
Non Aboriginal and Torres Strait Islander students:	31,003	32,131

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
<p>Provide culturally appropriate services and support and a safe learning environment for Aboriginal and Torres Strait Islander students studying at Griffith, through the provision of Learning Assistance Officers in GUMURRI Student Support Units.</p>	<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. 	<ul style="list-style-type: none"> • Students not accessing support services. 	<p>Participation rates for Griffith University exceed the national average. The continual increase in participation places Griffith University amongst the national leaders in tertiary education.</p>
<p>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 the 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 GUMURRI Student Support Unit.</p>	<ol style="list-style-type: none"> 1. Recruitment and support of Aboriginal and Torres Strait Islander Higher Degree Research (HDR) students (scholarships and other financial support) 2. Development and support for Aboriginal and Torres Strait Islander HDR students (Aboriginal and Torres Strait Islander knowledge's, 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- 	<p>Limited opportunities for direct entry for postgraduate students.</p>	<ul style="list-style-type: none"> • 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

	institutional HDR specialist training)		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)
ITAS	Assess and identify the learning needs of 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.	Availability of suitable tutors	The GUMURRII ITAS online interface debuted in 2012 and allows tutors and students to register their details and relevant subjects through a user-friendly website. This has improved and streamlined the service delivery of one of the most important programs for student retention. The program was recently applauded at the National ITAS Conference and is the only successful online ITAS program operating within Australian tertiary institutions.
Retention Project	This retention project implemented in second semester aimed to investigate and improve course withdrawal and academic exclusion rates of Aboriginal and Torres Strait Islander students at Griffith University.	This project did not focus on student transition or preparing prospective and commencing students as the project commenced in Semester 2, 2012. Nor does this project focus on effective program or course design, which is the responsibility of University curriculum consultants and the discipline schools and faculties.	<ul style="list-style-type: none"> • Facilitating self-managed learning and problem-solving, including early detection and early intervention of students at risk • Enhancing strategic communication with students • After semester two, 67% of students improved their GPA. The highest GPA achieved by the students was a 6.67 (on a scale of 1-7). In addition to improving

			students' GPAs, from the cohort of students in the project 3 high distinctions (Grade of 7) were achieved, 12 distinctions (Grade of 6) and 26 credits (Grade of 5).
Writing Workshops (Queensland Conservatorium of Arts)	Additional workshops for students to enhance and improve academic writing skills	Limited time due to timetable clashes	Five of the six participants improved their academic standing.

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 completions at Bachelor level and above in 2012, compared to 2011 (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 Unit's role.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	4
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	146	137
Aboriginal and Torres Strait Islander students: (Other postgraduate)	20	13
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1868	1979
Aboriginal and Torres Strait Islander students: (Bachelor degree)	78	77
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	4703	4871

Note: Please use student numbers that you reported to HEIMS.

Support mechanisms	Description	Constraints	Outcome
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<p>Indigenous Tertiary Assistance Scheme (ITAS)</p>	<p>ITAS is an academic support initiative of the Department of Industry, Innovation, Science, Research and Tertiary Education, which aims to improve educational outcomes for Aboriginal and Torres Strait Islander students. DIISRTE funding covers the costs associated with providing tutors, and there is no charge to the students themselves.</p>	<ul style="list-style-type: none"> • Administration cost percentage allocation needs to be higher to meet the growing and continual needs of administrating the ITAS program. • 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 and the provider's own source funding alone; • 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.
<p>National Indigenous Cadetship Program (NICP)</p>	<p>The National Indigenous Cadetship Program (NICP) is an initiative which provides assistance and work placement opportunities to Aboriginal and Torres Strait Islander students. Students need to be undergraduates studying full time at an Australian tertiary institution.</p>	<ul style="list-style-type: none"> • Ensure all Aboriginal and Torres Strait Islander students have the opportunity to explore the options of a cadetship. • Knowing the guidelines and commitment of a cadetship • Having the support networks within the University when the student is undertaking their cadetship. • 	<ul style="list-style-type: none"> • Offer of full time employment at entry level. • On the job experience and skills • Employer gains a skilled employee

<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>Hands Up! Tertiary Preparation</p>	<p>The Hands Up! Tertiary Preparation Program is designed to assist Aboriginal and Torres Strait Islander students in their transition to university.</p> <p>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>	<ul style="list-style-type: none"> • Hands Up! is delivered once a year before the commencement of Semester 1. 	<ul style="list-style-type: none"> • Participants have consistently rated the program and its activities as highly beneficial and informative with reported improvements in confidence to engage with lecturers, tutors and the GUMURRII SSU staff.
<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.</p> <p>This is an opportunity to acknowledge the achievements of the graduates with Elders, family, friends and staff of Griffith University.</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 Indigenous 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 **Universities involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education 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 course 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, Griffith School of Environmental Sciences and Health. As an example, within Griffith School of Environment has been holding a *Community of Practice* around the issue of an Indigenised curriculum and we 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) We have also been actively interviewing student and staff (both Indigenous and non-Indigenous) to get an understanding of their perceptions around an Indigenised curriculum as well as what is perceived to be best practice within Indigenous education.

It is important to note that Griffith University is getting close to implementing the Indigenous Studies model with the current aim of 2014 implementation. We are 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 are working together on an Indigenised curriculum. In addition, through Griffith's new Reconciliation Action Plan (RAP), Griffith is committed to developing induction course for all new and existing staff at Griffith University.

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, 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 intimate understanding of the client's personal history.

The curriculum development and implementation project (which the OLT Grant is a part of) is overseen by a Reference Group that includes a member of Griffith's Council of Elders (co-chair), DVCA (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 an Indigenous and non-Indigenous co-chairs of the Working Party mentioned above.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

From 2013, Universities will be advised of their full year ISP entitlement at the start of the year, and will be expected to plan for its expenditure accordingly. The carry forward of unexpended funds will only be considered in exceptional circumstances.

Please provide a report on the expenditure of the provider's ISP grant for 2012. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2012 provided under section 19-10 of *Higher Education Support Act 2003*, please provide an reconciliation.

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

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 below.

Indigenous higher education expenditure 2012 INCOME for Indigenous Support Program for 2012

INCOME for Indigenous Support Program for 2012		
1	2012 ISP grant	\$2,046,000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. (Report expenditure separately)	\$0
3	TOTAL ISP income for 2012	\$ 2,046,000

4	EXPENDITURE of <u>Indigenous Support Program (ISP)</u> 2012 (from Item 1)	
4a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$1,504,210
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$0
4c	Higher education provider overheads.	\$180,591
4d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$361,199
4e	Total Indigenous higher education expenditure for 2012	\$ 2,046,000

5	EXPENDITURE of <u>Indigenous Support Program carry over funds</u> 2012 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$0
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$0
5c	Higher education provider overheads.	

5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$0
5e	Total expenditure of carry over funds.	\$ 0

*** Item 4**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

Indigenous Higher Education expenditure 2012 - details

Indigenous Higher Education expenditure 2012 - details

4a	Operating costs, including salaries, for Indigenous support services .(Itemise each line item please)	2012
	Indigenous Education Unit Salaries & Staff Recruitment expense	1,126,348
	Events & Student activities, e.g. Graduation	49,822
	Printing, Publications & Photocopying	32,088
	Venue hire & Equipment	16,576
	Maintenance	3,721
	Computing Support & Expenses	33,719
	Student Recruitment Activities	87,999
	Professional Development for staff	3,428
	Motor vehicle usage costs	4,920
	Telecommunications & Postage	19,939
	Office Supplies & Consumables	16,388
	Subscriptions Indigenous Publications	2,187
	Student Recruitment Advertising	39,110
	Indigenous Games	8,806
	Indigenous Student Conference	2,375
	Midwifery Townsville	2,803
	Student Funding assistance	2,960
	University Partnerships	4,870
	Indigenous Education Unit Equipment & Software	46,149
		\$1,504,210

4d	Other Indigenous Support Program expenditure (please list major items conferences, school visits, publications and program costs).	
	Indigenous Employment Coordination-implementation of programs, projects & activities to support Indigenous staff	75,303
	Indigenous Policy-Indigenous community engagement & partnerships with local Aboriginal & Torres Strait islander communities to enhance economic and social well being	96,405
	Indigenous Research Network- providing postgraduate research & career support to Aboriginal & Torres Strait Islander Scholars at Griffith University	186,731
	Logan Campus Activities 2011	1,190
	ATSIAC (Advisory Committee) & Related Project Support	1,570
		\$361,199

SECTION 4 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 IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

University Officer

Indigenous Education Unit Officer

Name:...Professor Marilyn McMeniman

Name:..

Bronwyn Dillon.....

Position Title:

Deputy Vice Chancellor and Provost.....

Position Title:.. Director, GUMURRII SSU.....

Phone Number:...07 37357391.....

Phone Number: .07 55529642.....

Email:... m.mcmeniman@griffith.edu.au.....

Email: B.Dillon@griffith.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

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