

INDIGENOUS EDUCATION STATEMENT 2011

LA TROBE UNIVERSITY

[Higher Education provider name] **La Trobe University**

[Indigenous Education Unit name] **Office of the Director, Indigenous Education**

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

La Trobe University is committed to developing and growing educational opportunities for Indigenous Australians.

Vision 2015 is an evolution of La Trobe University's Strategic Plan 2008 – 2012 launched in late 2007. This Strategic Plan outlines the ways in which La Trobe University will prepare itself for success in a rapidly changing higher education environment.

The Director, Indigenous Education as the senior Indigenous appointment at the University has contributed directly to the drafting of the University plan through his role as a senior member of staff within the Division of Equity and Student Services.

Indigenous students are specifically mentioned in the Introduction by the Vice Chancellor as well as in Objective 1 – Transforming Student Lives, with the University committing to at least double the number of Indigenous students from 139 in 2009 to 278 by 2015 (*page 6*).

The new Indigenous Education Strategy will detail specific targets for Indigenous Students, Indigenous Employment and Indigenous Australian Studies – Teaching and Research. This strategy is led by the Pro Vice-Chancellor (Equity and Student Services) through the Director (Equity and Student Support Services)/Director, Indigenous Education, the Manager, Indigenous Student Services and Indigenous Employment Coordinator.

The University's "Mission-based Compact" with the Commonwealth explicitly mentions a commitment to increasing the numbers of Indigenous students participating in higher education through enrolment at La Trobe. Reference on page is made – "We are well positioned to provide new educational opportunities for groups who are currently significantly under-represented in higher education, including students from regional and rural areas, from low socio-economic status households, and from Indigenous communities".

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2010 AND PLANS FOR FUTURE YEARS

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

Number of Indigenous Australians involved in Institutional Decision Making

- Local Aboriginal community member is a member of a campus advisory board.
- An Indigenous Advisory Committee (IAC) has been created at Shepparton Campus, with majority Indigenous membership. The IAC Shepparton has dual reporting lines for maximum impact (to the Manager, Indigenous Student Services via the Indigenous Student Services Committee (ISSC) and the Director, Shepparton Campus via the Shepparton Campus Regional Advisory Board.
- Indigenous Specific Committees with Indigenous membership include Indigenous Student Support Committee; Indigenous Employment Advisory Committee.
- Central University Committees with Indigenous members include: Director's Committee; Equality Diversity and Wellbeing Committee; Access and Achievement Committee; Indigenous Employment Advisory Committee; Selection, Participation and Retention Committees for School of Social Sciences (Humanities and Social Sciences Faculty) and Teaching and Learning (Health Sciences).

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- Individual Research Centres (including the Lowitja Institute (incorporating the Lowitja Institute Collaborative Research Centre for Aboriginal & Torres Strait Islander Health) with activities in Indigenous Australian communities are advised by various committees and steering groups with Indigenous Australian representation.
- Indigenous membership on the sub review Student Support Services Reference Group.
- Indigenous membership on the Health Sciences Equal Opportunity Committee.
- The University's Ethics Committee has Indigenous Australian representation. The approvals process for research dealing with Indigenous Australians and related issues, examines the participation of Indigenous people in advising, monitoring and conducting such projects.

Roles of Indigenous Leaders

- Director, Indigenous Education – executive management of Indigenous Education programs, strategic and planning advice to senior executive through Pro Vice-Chancellor (Equity and Student Services), currently performing the additional role of Director (Equity and Student Support Services) which oversees Equality and Diversity Centre, Counselling Services, Careers and Employment, Indigenous Education and Student Complaints. From September 2010 the Director, Indigenous Education performed the role of Acting Pro Vice-Chancellor (Equity and Student Services).
- Manager, Indigenous Student Services – manages services for Indigenous students across all campuses, planning, reporting and monitoring services, provision of advice on curriculum and policy development.
- The Office of the Director, Indigenous Education is the Indigenous Education Unit of the University with responsibility for Indigenous Education initiatives across all university campuses.

Strategies/Policies and Activities

- Evaluation of events and programs delivered to Indigenous students and broader community includes feedback and advice for quality improvements and best practice.
- Indigenous staff of the University are members of numerous Indigenous Community committees which are external to the University, including Local Aboriginal Education Consultative Groups, local NAIDOC committees and other community organisations. The University encourages community engagement through the contribution of skills and experience.
- La Trobe University through its Director, Indigenous Education is an active member of the National Indigenous Higher Education Network (NIHEN) and the World Indigenous Nations Higher Education Consortium (WINHEC)

Constraints

- Expanding the Indigenous committee membership has included seeking individuals with a commitment to the goals of Indigenous Education at La Trobe and who may be outside the field of education.
- The University has five teaching campuses and ensuring regional membership on central committees is time consuming on the part of regional representatives and the impost often too much for individuals. This has been offset by conducting central committees at regional campuses where possible.

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

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

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)

The La Trobe University Closing the Gap, 35 in 5: Indigenous Employment Strategy 2010 - 2015 was developed by the Indigenous Employment Co-ordinator in 2010 and adopted by the university. This Strategy is an outcome of the Enterprise Bargaining Agreement with the NTEU and was officially launched in September 2010.

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The Strategy outlines the university's strategy to pursue the goal of recruiting an additional 35 Indigenous staff over the life of the agreement. Prior to ratification by the University Executive, a draft of the Strategy was provided to both internal & external specialists for comment. The Strategy is accessible to the public on the university website through the following link:

- http://www.latrobe.edu.au/data/assets/pdf_file/0016/83140/indigenous-employment-strategy.pdf
- 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 promotion of the Indigenous program and notification of vacancies to potential Indigenous applicants has been achieved through a number of initiatives undertaken this includes the ongoing consultation with Aboriginal community organisations, Job Services Australia and IEP providers who provide specialist services to Indigenous clients to assist potential applicants in the recruitment process including:

- La Trobe University vacancies are promoted through a weekly vacancy list developed by the Indigenous Employment Co-ordinator and distributed to a national Indigenous network of in excess of 200 Indigenous contacts. These vacancies are then further distributed through various Indigenous networks.
- The development of an Indigenous Employment Program Expression of Interest form for potential Indigenous applicants to complete and participate in the Indigenous Employment Program. This form is distributed at Career Expos, to Indigenous community organisations, networks, Job Services Australia and IEP providers to promote the program to the Indigenous community. It is anticipated that the Expression of Interest form will also be included in electronic form on the University's Indigenous component of the web page in 2011.
- A database has been established to record, track and match Indigenous applicants to potential roles. Indigenous applicants who apply for vacancies or submit an Expression of Interest form will be held on the database for future matching, consideration and notification of roles that may become available in the future.
- Attendance at Career & Employment Expos promoting La Trobe as an Employer of Choice.
- Marketing materials were developed & are distributed at career expos and community events.

La Trobe University now recruits through an E-recruitment process utilising the Page-up Program. An initiative has been the inclusion of a process to identify Indigenous Australian applicants. These applicants are flagged and the Indigenous Employment Co-ordinator is notified when an applicant identifies as an Indigenous Australian. This enables the Indigenous Employment Co-ordinator to contact applicants and provide ongoing support to the applicant during and after the recruitment process including:

- Development of applications.
- Pre-interview support.
- Post-interview support.

All Indigenous applicants are entered onto the database and matched and notified of further opportunities within the University.

The Indigenous Employment Coordinator has continued to work with faculties and divisions across all campuses to identify opportunities and promote the Indigenous Employment Program.

The university's Indigenous Employment Statement is accessible to the public on the university website through the following link <http://www.latrobe.edu.au/jobs/our-employment-strategies>

La Trobe has also entered into an Indigenous Employment Program partnership with DEEWR. An agreement was established in August 2010 for the employment of 5 Indigenous staff over a 12 month period.

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- The **number of Aboriginal and Torres Strait Islander-specific positions** at your university, detailed by occupation and level.

There is currently one identified position within the University (Cultural Heritage Officer) and a total of 11 Indigenous specific positions including:

- Table 1 - Continuing and Fixed term positions**

Faculty/Institute/Section	Staff	Academic	Professional
Humanities and Social Sciences	Cultural Heritage Officer		1
People and Culture	Indigenous Employment Officer		1
Office of the Director, Indigenous Education	Director, Indigenous Education		1
	Manager, Indigenous Student Services		1
	Indigenous Co-ordinator		1
	Indigenous Student Services Officers		3
	Indigenous Student Administration Officer		1
Bouverie Centre	Research Officer	1	
	Family Therapist		1
<i>Total</i>		<i>1</i>	<i>10</i>

- Table 2 – Casual positions**

Faculty/Institute/Section	Staff	Academic	Professional
	n/a		

- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their spread across the university (including numbers in academic and non-academic roles, and by level).

On commencement in January 2010, the Indigenous Employment Co-ordinator undertook an analysis of the Indigenous staffing level through SAP reporting. The initial report identified 51 Indigenous staff identified across the university. The report highlighted a number of issues identifying staff numbers including:

- Indigenous tutors who are not continually engaged
- Administrative errors wrongly identifying staff
- Casual staff with limited engagement.

To assist in identifying a more accurate number of Indigenous staff currently employed, a formula adopted by DEEWR's previous Structured Training and Employment Program of "a staff member engage for a minimum of 15 hours per week over a substantial period of time" was used to quantify staffing numbers. Utilising this formula, a total of 12 staff identified as Indigenous Australians employed at La Trobe at the beginning of 2010.

A total of 46 identified Indigenous Australian staff was employed at La Trobe. In the course of 2010, 20 part-time/fixed term/continuing staff were employed. By the end of 2010, three staff had ceased with the University, to pursue other opportunities or their fixed term contract concluded.

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• **Table 1 - Continuing and Fixed term positions**

Faculty/Institute/Section	Staff	Academic	Professional
Health Sciences	Administrative Support		1
Humanities and Social Sciences	Cultural Heritage Officer (completed fixed-term project)		1
	Cultural Heritage Officer		1
	Academic	1	
	Administration Officer (resigned)		1
	Administration Officer		1
Science, Technology & Engineering	Project Liaison/Research Officer		1
Bouverie Centre	Research Officer	1	
	Family Therapist		1
Office of the Director, Indigenous Education	Director, Indigenous Education		1
	Manager, Indigenous Student Services		1
	Indigenous Co-ordinator		1
	Indigenous Student Services Officer		3
	Indigenous Student Administration Officer		1
Finance	Accounts Payable Officer		1
ICT	Projects Office Manager (resigned)		1
La Trobe International	English Teacher		1
People and Culture	Indigenous Employment Officer		1
<i>Total</i>		<i>2</i>	<i>18</i>

• **Table 2 – Casual positions**

Faculty/Institute/Section	Staff	Academic	Professional
Education	Lecturer	1	
	Tutor	2	
Health Sciences	Administration Support		1
	Facilitator		2
	Lecturer	2	
Humanities & Social Sciences	Cultural Advisory Specialist		6
	Tutor	2	
	Lecturer	2	
Law & Management	Research Assistant		1
Science, Technology & Engineering	Subject Assistant		1
Office of the Director, Indigenous Education	Administrative Assistant		1
	Administrative Assistant		1
Academic Services	Administration, Exams & Graduation Officer		1
Infrastructure and Operations	Project Officer		1
Residential Services	Specialist Tutor	1	
Beechworth Campus	Food & Beverage Attendant		1
<i>Total</i>		<i>10</i>	<i>16</i>

- The **role played by your IEU** in improving Aboriginal and Torres Strait Islander employment at your institution.

The strong and cohesive relationship between Indigenous Employment and Indigenous Student Services enables opportunities and achievement of common goals for students and external stakeholders. This partnership approach is integral to:

- Implementing, promoting and achieving the key outcomes of the Indigenous Employment Strategy
- Establishing a pathway link from Indigenous education to employment opportunities for Indigenous students studying at La Trobe

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- Providing a cohesive approach to promoting La Trobe to the Indigenous community at community events and career expos

The Indigenous Employment Co-ordinator also consults with Faculties & Divisions across all campuses to promote the Indigenous Employment Program and to identify opportunities for recruitment of Indigenous staff. As a result of developed partnerships, 3 Indigenous staff (including 2 Indigenous students) commenced employment in varying roles within the university.

Future Plans

- Continued participation at internal and external stakeholder forums to promote the Indigenous Employment Program and highlighting opportunities.
- Enhance La Trobe University's reputation as an employer of choice within Indigenous Australian communities through continued promotion of the Indigenous Employment Program.
- Implementation of Indigenous Employment Strategy to achieve the 35 in 5 employment commitment.
- Ongoing maintenance of relationships between Indigenous Employment activities and University community, whilst maintaining and developing partnerships within Indigenous communities.
- Develop key partnerships with schools and TAFE across all campuses to identify work experience and pathway opportunities.
- Develop an Indigenous Staff Network to provide ongoing support for all Indigenous staff employed at La Trobe to prevent staff becoming isolated.
- Secure five traineeship opportunities across the university.
- Participate in the Federal Government's Indigenous Cadetship Program.
- Provide each Indigenous student enrolled at La Trobe University the opportunity to undertake a minimum of one (1) paid work experience opportunity within the university during their enrolment.

Constraints

- The current funding climate in the Australian higher education sector impacts on participation of faculties and administrative divisions in the strategy. Enthusiasm for involvement is tempered by budgetary implications.
- The qualified pool of Indigenous Australian applicants within Victoria is relatively small and the sector must compete with the other Victorian Universities and higher remuneration scales from both the private and public sectors.

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

- **Commencing Aboriginal and Torres Strait Islander students**

	2009	2010
Aboriginal and Torres Strait Islander students	43 (0.6%)	48 (0.5%)
Non Aboriginal and Torres Strait Islander students	8,677	9,341

Strategies/Policies and Activities

- Further development of the Indigenous Access Protocol to include greater partnerships between faculties, prospective students, staff and schools. The Selection, Progression and Retention Committee (previously Selection and Enrolment Committee) instituted a specific policy to increase access for Aboriginal and Torres Strait Islander people. Potential for success is the underlying principle for selection of Indigenous students.
- Indigenous representation on the University's central Student Admissions Retention and Success Committee which deals with criteria for selection, processes and implements new programs for increasing

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access to equity groups and under-represented schools.

- Culturally specific marketing, including the development of promotional materials; attendance at Indigenous specific job and training expos/events; targeting of local schools with Indigenous population, and using current Indigenous students as role-models.
- Facilitation of Indigenous student access to pathways at the Mildura Campus “Taste of Tertiary” course and at the Albury Wodonga Campus “Tertiary Enabling Program”.
- The University awarded 10 Identified Indigenous scholarships to undergraduate students in 2010 valued at \$5,000 per year for the duration of an undergraduate degree. Eligible Indigenous students are conditionally offered the LTU Indigenous Scholarships prior to admission and final senior year results. Scholarships are promoted through schooling and community sector networks, in University publications and LTU sections of Tertiary Admission Centre publications.
- The development of policy in relation to Indigenous Welcome to Country/Acknowledgement of Country and related cultural protocols, including flying of the Aboriginal and Torres Strait Islander flags; Acknowledgement of Country on respective La Trobe websites.
- Development of network consisting of the Division of Allied Health Research, the Mother and Children’s Research Centre, the Bouverie Centre and Indigenous Student Services, with the aim to increase numbers of female Indigenous higher degree students in Health Sciences.
- Involvement in the “Crescent Program”, a collaborative project between La Trobe, University of Melbourne and Victoria University in the area of Health Sciences.
- Continued involvement with the Victorian Vice Chancellors Committee initiative “Toorong Marnong” which aims to increase awareness of opportunities for Indigenous participation in higher education.
- Strengthening ties with agencies, businesses and organisations that provide professional development opportunities for Indigenous Australian students.
- Commitment to the Seamless Transition to Education Pathways Program (STEPP), in partnership with the Victorian Department of Education and Early Childhood Development (DEECD) and University of Melbourne.
- Development and support of Indigenous specific academic programs at all levels, including the Certificate IV in Aboriginal Cultural Heritage Management course (in collaboration with Aboriginal Affairs Victoria and the Faculty of Humanities & Social Sciences) and the Postgraduate courses in Aboriginal Family Therapy offered by the Bouverie Centre.
- Participation in discussions with the Aurora Project during the development of The Aspiration Initiative.

Constraints

- Students are taking on greater levels of part-time work to supplement income. At times, the inconsistent application of Centrelink policy has impacted upon students currently on Commonwealth study benefits.
- University study is in competition with work place training offered by organisations in both private and public sector employment.
- The financial cost of applying through conventional methods such as VTAC, compounded by late applications fees and the cost of the STAT.

Future Plans

- Targeted collaboration within the schooling and community sectors for the promotion of higher education includes establishing relationship with Victorian Department of Education and Early Childhood Development in the Northern Metropolitan region.
- Specific promotion of University wide events to the local Indigenous communities.
- In recent years, the University has received funds from an external philanthropic organisation, the Towards a Just Society fund facilitating a suite of bursaries delivered to Indigenous students. These are now fully funded by the University. The philanthropic body is working with the University to identify other funding opportunities for increasing access to higher education particularly within the Northern Metropolitan region.
- Development of information workshops with Faculty Selection Officers in relation to alternative entry methods/processes for Indigenous Australians.

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

- **The total number of Aboriginal and Torres Strait Islander enrolments for 2009 and 2010 is as follows:**

	2009	2010
Aboriginal and Torres Strait Islander students:	105 (0.5%)	118 (0.5%)
Non Aboriginal and Torres Strait Islander students:	22,749	23,698

Strategies/Policies and Activities

- The University has a wide ranging scholarship program with specific bursaries for Indigenous students. These include support of participation in conferences/events; student generated activities on campuses promoting Indigenous cultures, resources and materials vouchers, support of living expenses and a financial hardship contingency fund.
- 'Topping-up' of the current APA provision as an incentive for prospective higher degree Indigenous students.
- Provision of an Indigenous specific Orientation Program for all commencing Indigenous students to assist with the transition into university life.
- Encouraging current Indigenous students to access professional networks relating to their discipline of study (eg. CATSIN, Indigenous Law Students and Lawyers Association of Victoria - Tarwirri).
- Development of a protocol to ensure appropriate service provision for Indigenous Australian students with mental health conditions, in collaboration with the University's Equality & Diversity Centre and Counselling Services.
- Development of an Indigenous Students Issues Seminar series, held in collaboration with the Faculty of Health Sciences Division of Health Research to increase awareness of Indigenous Student's experiences at La Trobe.
- Establishment of an Indigenous Postgraduate Students Common Room in the Division of Health Sciences.
- Assisting Indigenous students with cultural and social gatherings to promote collegiality, solidarity and to cultural awareness.

Constraints

- The Indigenous Support Program funding model does not adequately support institutions with multi-campus sites. Providing specialist support services to Indigenous student needs to be consistent across campuses and this may only be achieved through a funding model that considers multi-campus institutions as a particular group within the Australian higher education sector.
- The means test used in the qualification for Abstudy is prohibiting the children of Indigenous University graduates. The costs of study are being borne through increased pressure on already stretched family budgets where available but mostly through increasing hours of part-time work. In the case of many students, the trend has become full-time work and part-time study.
- The personal income allowances impact upon student applications for scholarships, bursaries or accessing paid part-time work experience.

Future Plans

- Active promotion of the University's scholarship and bursary opportunities open to Indigenous students and to expand these opportunities through external partnerships with Industry and philanthropic groups. Establish student placements within Industry through work experience, cadetships and mentoring activities.
- Provision of dedicated postgraduate student services to enrolled Indigenous higher degree students.

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

The total number of graduations at Bachelor level and above in 2009 and 2010 are as follows:

- **Graduations of Aboriginal and Torres Strait Islander students**

	2009	2010
Aboriginal and Torres Strait Islander students:	U/G: 18 P/G: 17	U/G: 17 P/G: 10
Non Aboriginal and Torres Strait Islander students:	8,159	8,584

Strategies/Policies and Activities

- Provision of Indigenous specific Orientation Program for commencing Indigenous students across campuses.
- Maintenance of networks of faculty staff both academic and professional assisting with student progression and support
- Appointment of Indigenous Services Officer at regional campuses.
- Continued provision of Indigenous Tutorial Assistance Scheme (ITAS).
- Development of a specific Indigenous Student Database which may be used to monitor student performance, experience and utilisation of University and other services.
- Expansion of Indigenous cultural awareness programs delivered to staff as part of Equity Staff Development Program (ESDP).
- Offering a suite of bursaries to Indigenous students including funds to support their participation in conferences and other events related to their studies to encourage progression and exposure to leaders in their respective disciplines.

Constraints

- Current Indigenous Support Program funding arrangements do not fully support institutions with multi-campus sites. Providing specialist support services to Indigenous students, needs to be consistent across campuses and this may only be achieved through a funding model that considers multi-campus institutions as a particular group within the Australian higher education sector.

Future Plans

- In conjunction with Faculty Academic Skills advisors, developing academic support workshops for Indigenous students.
- Facilitating academic opportunities to promote academic excellence of Indigenous students across faculties and campuses, including publication of work and seminars as forums for dissemination of research and promoting Indigenous cultural values to academic community.
- Development of an Indigenous-specific Library Orientation and Access program, to familiarise commencing students with Library services and facilities.

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

Strategies/Policies and Activities

- Identifying potential opportunities within curriculum for inclusion of Indigenous Australian perspectives as part of the University's curriculum renewal project Design for Learning.
- Inclusion of members of the broader Indigenous communities as guest lecturers and presenters in a wide range of courses and disciplines, at both metropolitan and regional campuses.
- Expansion of current subject offerings in Aboriginal Studies as part of the Faculty of Humanities and Social Sciences, in particular at regional campuses, thus attracting more students through the provision of a coherent major within the Bachelor of Arts Course.
- Participation on the Mental Health in Undergraduate Curriculum Project Advisory Group (Faculty of Health Sciences), to provide information on culturally appropriate reference material relating to Indigenous mental health issues.
- Provision of lectures and presentations in disciplines without Indigenous lecturing or research staff. Including: Occupational Therapy, Politics, Linguistics, Gender, Sexuality and Identity Studies, Education, Sociology and Health Sciences).
- Development of a new 'On-Country Learning' subject offered at the Shepparton Campus in collaboration with local Elders and community members.
- Events including the Hyllus Maris Memorial Lecture which celebrates the life of an Elder who was a driving force in Indigenous Education within Victoria; National Sorry Day/Journey of Healing events; NAIDOC and Reconciliation Week activities, which encourage participation by the Victorian Indigenous communities in the life of the University. The Bendigo Campus hosts NAIDOC Family day for Indigenous communities in Central Victoria. The Mildura Campus hosts a number of events throughout the year in collaboration with the Dulka Yappata Koorie Cultural Centre of the Sunraysia TAFE which aims to bring Indigenous Community onto campus.
- Establishment of the La Trobe University Indigenous Research Gathering which includes Indigenous and non-Indigenous academic staff researching and teaching in the area of Indigenous studies. This group shares information through the Office of the Director, Indigenous Education.
- Contribution to Curriculum Review and Renewal at La Trobe University
- The Equality & Diversity Awareness Program is delivered regularly throughout the year and includes an Indigenous cultural component. This program is mandatory for promotion for academic staff and a requirement of induction of new staff to the University. The Indigenous cultural information is delivered by Indigenous people.
- The University has long established relationships with Elders of the Traditional Custodians of Country where campuses are located.
- A Research Fellow in Aboriginal Health has been appointed in the Division of Health Science Research, Faculty of Health Sciences.
- An Aboriginal Adjunct Professor within the School of Social Work
- An Aboriginal Associate Fellow within Humanities and Social Sciences on the Bendigo Campus

Constraints

- The University needs to increase the number of Indigenous Australians employed in teaching and research roles across its faculties, sector funding impacts negatively on the achievement of this goal.
- Limited external funding support for research into Indigenous Studies.
- Limited funding support available for Indigenous research students at Postgraduate levels.

Future Plans

- Consolidation of subject offerings within broader context of Indigenous Studies.
- The Office of the Director, Indigenous Education will be responsible for maintenance of University wide promotional materials
- Courses of professional preparation including Education, Nursing and Social Work will identify appropriate places where Indigenous course content may be added.

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- A database of Indigenous community experts will be established to facilitate increased opportunities for Indigenous people to act as guest speakers and lecturers within the curriculum.
- In response to the Bradley Review, a concerted effort will be made to incorporate Indigenous Knowledges into mainstream curriculum across campuses.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Enquires regarding this section should be directed to
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SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

La Trobe University's Indigenous Education Statement is promulgated on the Office of the Director, Indigenous Education website: www.latrobe.edu.au/indigenous.