La Trobe University Anti-Racism Action Plan 2025 – 2030

1. Acknowledgements

Acknowledgement of Country

La Trobe University acknowledges that our campuses are located on the unceded lands of many traditional custodians in Victoria. We further acknowledge Aboriginal and Torres Strait Islander peoples ongoing connection to the land upon which La Trobe campuses are located and value the unique contributions Aboriginal and Torres Strait Islander peoples make to the university and wider Australian society.

La Trobe University has campuses and undertakes teaching, learning and research activities in the traditional lands of the following people:

- Wurundjeri
- Boonerwrung
- Jaara Jaara
- Latji Latji
- Gadigal

- Barkindji
- Muthi Muthi
- Wiradjuri
- Dhudhuroa
- Yorta Yorta

- Bangerang
- Taunerong
- WayWurru

We pay our respects to their Elders, past and present and thank them for their ongoing care of the land, skies and waterways of this beautiful country. We acknowledge our Aboriginal and Torres Strait Islander staff for their valuable contributions, dedication and ongoing support of our strategic objectives.

At La Trobe we acknowledge the need to continue to build understanding of the impacts of racism and colonisation and to purposefully take action to address the inequality that systematic racism has enabled.

Acknowledgement of Racism

La Trobe University recognises that racism exists within our community and acknowledges our institution's role in both perpetuating and addressing systemic inequities. La Trobe University acknowledges the profound harm caused by all forms of racism and honours the courage of those who have spoken out against it, whether by sharing their experiences or advocating for change. We recognise the vital contributions of movements in Australia and around the world, including the participants of the 2023 Listening Circles at La Trobe University, whose voices and experiences have laid the groundwork for this important work. We also solemnly remember and honour all those who have lost their lives to racism and race-related violence in the community. Their stories and sacrifices compel us to continue striving for a more just and equitable society. This plan reflects our commitment to confronting this reality, taking accountability for our role in historical and ongoing racism, and striving to build a future defined by equity, respect, and inclusion. While conversations about racism may be uncomfortable, it is essential that we confront this reality with honesty and courage. Acknowledging its presence is the first step toward creating a truly inclusive and equitable environment for all.

2. Introduction

This Plan has been developed at a time when we are witnessing a rise in antisemitism and Islamophobia, as well as the national impact of the unsuccessful referendum for an Indigenous Voice to Parliament. These events have unfolded within a broader climate of increasingly vocalised public intolerance, where political discourse and public rhetoric have, at times, emboldened racist views and behaviours. This environment has tangible impacts on staff and students—particularly those from migrant, Aboriginal and Torres Strait Islander, and other racialised communities—and reinforces the urgency of our anti-racism efforts. In this context, acceptance, inclusion, and respect are more critical than ever. At La Trobe, creating an anti-racist culture is vital to ensuring a safe and healthy environment where every student, staff member, and community member can thrive.

As a member of Universities Australia, La Trobe is united with the higher education sector in affirming racism has no place in our institutions. We share Universities Australia's position that addressing racism, in all its forms, is a collective responsibility. We support and actively contribute to a national approach to combating racism and all forms of discrimination. In collaboration with the Tertiary Education Quality and Standards Agency (TEQSA) and the Higher Education Standards Panel (HESP), we are committed to ensuring our efforts are aligned with national expectations and consistent with the sector's broader commitment to equity and justice.

La Trobe University, known for its values of inclusivity, equity, and respect, is poised to lead in anti- racism within Australia's higher education sector. Addressing racism and discrimination drives innovation, enhances community wellbeing, and strengthens our institution's reputation. To build a truly inclusive La Trobe, we must confront historical injustices, ongoing inequities and cultural safety. This plan responds to internal reviews revealing marginalisation and systemic racism experienced by Cultural and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander staff and students, such as limited leadership representation and inadequate support structures and career advancement. By leveraging their lived experiences and working in ongoing partnership, we aim to drive systemic change. This plan signifies a fundamental shift towards equity, aiming to dismantle existing barriers and embed diversity and inclusion at all levels of university life.

This Anti-Racism Action Plan is integral to La Trobe's overarching Equity, Diversity, and Inclusion (EDI) Strategy and Framework. It underscores our commitment to addressing systemic barriers and fostering a culture that values all forms of diversity. This plan is part of our broader efforts to integrate anti-racism with other University EDI strategies, plans and initiatives, ensuring meaningful, measurable, and sustained action.

3. What is Anti-Racism?

Racism in Australia extends beyond individual prejudice to systemic discrimination and oppression based on racial identity. Since European invasion and colonisation in 1788, Aboriginal and Torres Strait Islander peoples have faced dispossession and discrimination. Later CALD people experienced marginalisation, and this continues to this day. Racism manifests in overt and subtle ways, reinforcing inequity and injustice. The legacy of colonisation has embedded white privilege into institutions, creating systemic power imbalances. Understanding and addressing racism in its various forms is crucial for achieving justice, dignity, and equity for all. The La Trobe Anti-Racism Action Plan Taskforce has adopted the following working definition of anti-racism to guide the development of this plan:

Anti-Racism at La Trobe is an active process and we take an intersectional, whole of institution approach to challenge racism that operates at systemic, institutional, interpersonal and individual levels by:

- *Identifying multiple and intersecting forms of racism.*
- *Centring the voices of those with lived (and living) experience, including acknowledging Australia's colonial past and the unique experiences of Aboriginal and Torres Strait Islander peoples.*
- *Actively opposing and changing policies, practices, behaviours, and norms that perpetuate racist ideas and actions.*
- *Dismantling racism enabling structures.*
- *Resourcing anti-racist actions and deliverables.*
- *Holding to account individuals and systems with power to deliver anti-racism actions.*
- *Using evidence-based practice to embed racism prevention initiatives at all levels of the university, including continuous listening, reflection, evaluation and learning.*
- *Doing this with urgency and in partnership, in respect and recognition of the lived experience of racism many members of our community experience.*

4. Our vision

At La Trobe University, we are committed to becoming a leader in intersectional anti-racism by fostering a safe, inclusive, and equitable environment where everyone is empowered to thrive as their authentic selves. We will actively challenge and dismantle racism in all its forms, embedding truth-telling and accountability at the core of our strategies, policies, and practices.

Through our teaching, campus environments, research, systems, processes, staff development, and by cultivating an inclusive mindset, behaviours and culture, we will build racial literacy and embed inclusive practices, equipping our community with the skills and knowledge to identify, address, and prevent racism. By embedding anti-racism into every aspect of our institution, we aim to not only reflect our values but to drive meaningful, systemic change.

Applying the following principles:
- **Human Rights/'Rights Mindedness'** - We are committed to respecting and upholding the dignity, equality, and rights of all individuals, ensuring fairness and freedom from discrimination in all interactions.

- **Intersectionality** - We recognise that people have diverse identities and experiences shaped by intersecting factors such as race, gender, ability, socioeconomic background, and more. While multiculturalism has played a valuable role in shaping Australian society, we acknowledge that it can also mask systemic racism when it fails to interrogate underlying power dynamics. Our commitment to intersectionality, therefore, includes a critical lens on

how multicultural frameworks may obscure structural inequities. We aim to address these systems of privilege and oppression to create an inclusive environment for all. and experiences shaped by intersecting factors such as race, gender, ability, socioeconomic background, and more.

- **Truth Telling** - We acknowledge and share honest accounts of historical and contemporary injustices to foster understanding, accountability, and healing.

- **Trauma Informed & Healing Practice** - We prioritise safe, supportive environments that recognise the impact of trauma and promote healing and resilience.

- **Self-Determination and Co-Design -** We embed mechanisms for the co-design and active participation of Aboriginal and Torres Strait Island peoples and other communities in all initiatives.

- **Continuous Reflection and Learning** - We are committed to ongoing evaluation, feedback, and growth to better serve and adapt to the needs of our community.

- **Evidence Based** - We ground our decisions in reliable data, research, and lived experiences to ensure accountability and effectiveness.

- **Strengths Based** - We focus on recognising and building upon the inherent strengths and potential of individuals and communities to foster empowerment and resilience.

- **Sustainable Resourcing -** We commit to adequately, appropriately, and sustainably resourcing our anti-racism efforts to ensure long-term impact and success.

We Will:
- Listen, learn, resource and collaborate to achieve La Trobe's Anti-Racism Agenda

- Take a whole of institution approach, using co-design, to deliver a range of preventative, response and recovery approaches

- Address the broad social ecology to address cultures, norms and practices that drive different forms of racism.

- Create a supportive environment to encouraged to reflection, unlearn bias and grow, taking a proactive and accountable approach to learning that drives meaningful change.

5. Definitions

In developing this plan, La Trobe has undertaken benchmarking and consultation activities to determine the most appropriate definitions to guide this work. While there is no single agreed term that suitably represents cultural, linguistics and faith diversity, La Trobe has drawn on the work of the Australian Public Service (APS) and the Diversity Council of Australia to inform our definitions of terms.

Racism

La Trobe considers the Diversity Council of Australia definition of racism[2]

> *"Racism is when an individual or organisation with race-based societal power discriminates, excludes or disadvantages a racially based person because of their race, colour, descent, nationality, ethnicity, religion or immigrant status. Racism can be conscious or unconscious, active or passive, obvious or subtle."[1]*

> *"Specifically, there is interpersonal racism, which is individuals' beliefs, attitudes and actions that discriminate, exclude or disadvantage people from racially marginalised groups. There is also systemic racism, which is organisations policies, procedures and practices that directly or indirectly discriminate, exclude or disadvantage people from racially marginalised groups. Race- based societal power is the power some people have in society because of their race – i.e., like in our education, employment, health, and government organisations. People do not have to work to get this power. Instead, people have race-based societal power simply because of their race."[1]*

Culturally and Linguistically Diverse (CALD)

The term culturally and linguistically diverse (CALD) cannot fully capture the richness of diverse cultural backgrounds which can include differences in cultural and ethnic identity, language, country of birth, national origin, heritage/ancestry, race and religion[3].

Acknowledging and respecting these limitations, this plan uses the terms 'people from CALD and Aboriginal and Torres Strait Island backgrounds' and 'CALD and Aboriginal and Torres Strait Islander people' interchangeably.

Intersectionality

La Trobe appreciates that a person's identity is connected to a unique combination of their lived experience. Intersectionality recognises that people may face different or additional forms of discrimination and barriers depending on the intersecting elements of their identity. This plan adopts the APS definition of intersectionality, recognising that each individual's identity is shaped by a unique combination of lived experiences. This framework acknowledges that individuals may face additional challenges or compounded discrimination due to the intersecting elements of their identity.

This Plan seeks to prevent and respond to all forms of racism and has considered the adoption of working definitions to support the investigation of allegations of racism where there may be misunderstanding or conjecture regarding what constitutes a specific form of racism. La Trobe is committed to ensuring any adopted working definitions remain fit for purpose and commits to regular review of these definitions and the consideration of additional definitions that may support our work into the future. In adopting and developing the following definitions, La Trobe has undertaken consultation and codesign with members of the Jewish and Muslim communities.

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[2] Diversity Council Australia (Peter Anderson, Virginia Mapedzahama, Annika Kaabel and Jane O'Leary), *Racism at Work: How Organisations Can Stand Up to and End Workplace Racism*, Sydney, Diversity Council Australia, 2022.
[3] Australian Public Service Commission (APSC). *APS Culturally and Linguistically Diverse Employment Strategy and Action Plan*. Commonwealth of Australia, 2024.

Antisemitism

In response to the rise of antisemitism in Australia, and recognising there are a range of views in the community about the most appropriate and effective definition of antisemitism, Universities Australia's 39 members agreed to the recommendation of the Parliamentary Joint Committee on Human Rights to adopt a clear definition of antisemitism. In March 2025, the University adopted Universities Australia working definition of antisemitism:

Antisemitism is discrimination, prejudice, harassment, exclusion, vilification, intimidation or violence that impedes Jews' ability to participate as equals in educational, political, religious, cultural, economic or social life. It can manifest in a range of ways including negative, dehumanising, or stereotypical narratives about Jews. Further, it includes hate speech, epithets, caricatures, stereotypes, tropes, Holocaust denial, and antisemitic symbols. Targeting Jews based on their Jewish identities alone is discriminatory and antisemitic.

Criticism of the policies and practices of the Israeli government or state is not in and of itself antisemitic. However, criticism of Israel can be antisemitic when it is grounded in harmful tropes, stereotypes or assumptions and when it calls for the elimination of the State of Israel or all Jews or when it holds Jewish individuals or communities responsible for Israel's actions. It can be antisemitic to make assumptions about what Jewish individuals think based only on the fact that they are Jewish.

All peoples, including Jews, have the right to self-determination. For most, but not all Jewish Australians, Zionism is a core part of their Jewish identity. Substituting the word "Zionist'' for ''Jew'' does not eliminate the possibility of speech being antisemitic.

Academic freedom is of paramount importance to La Trobe University. We adopted in full the French Model Code for Academic Freedom and Freedom of Speech. We support the right of members of our community to engage in free speech, however, have robust processes and procedures in place to deal with significant disruptions and/or contraventions of the limitations of free speech, including for speech that is racist, vilifying, or threatening.

Islamophobia

In 2024, the Islamophobia Working Group drafted the following working definition of Islamophobia to guide our work to prevent and respond to discrimination directed at Muslim staff and students.

Islamophobia is discrimination that may be racial, religious or cultural in nature and is defined as an irrational fear, hatred or prejudice of Islam, Muslims, Islamic traditions and practices, and those who appear to be Muslim.

Islamophobia is a form of discrimination that is wider than racism, spanning race, culture and religion. Muslim people are not of a single race, nor do they come from a single country. What binds Muslim people is their belief in Islam.

Islamophobia is experienced through public and private behaviours that make Muslim people feel unwelcome and unsafe, limits their freedom to express their faith and discriminates against them as individuals and communities. You do not have to follow Islam to experience Islamophobia. It is experienced by individuals of the Muslim faith as well as those who appear to be Muslim and disproportionately impacts individuals who may appear to be Muslim, such as women who wear scarves and men who wear turbans - irrespective of their faith, culture or nationality.

As with all rationale criticism of faith systems, the rational criticism of Islam is not considered Islamophobic under this definition and as such should not limit academic discussion, critique or debate that provides relevant context and is undertaken in a respectful way. To support greater contextualisation of what Islamophobia is and how it may present, La Trobe University has drawn on the examples provided by the All-Party Parliamentary Group (APPG) on British Muslims Definition of Islamophobia. These examples have been further strengthened by examples specific to La Trobe's context.

Anti-Racism Action Plan

The La Trobe Anti-Racism Action Plan 2025–2030 aims to foster a safe, inclusive, and culturally responsive university environment free from racism and discrimination. Grounded in human rights, equity, and intersectional principles, this plan takes a whole-of-institution approach to address systemic, institutional, and interpersonal racism. It builds upon La Trobe's commitment to diversity, equity, and inclusion, aligning with national and international frameworks to create lasting and meaningful change.

The plan prioritises:

- Acknowledging the ongoing impacts of colonisation and systemic racism.

- Centring the voices and experiences of Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander communities.

- Addressing structural and behavioural barriers to racial equity by challenging institutional norms, practices and power imbalances that uphold whiteness and exclude CALD and Aboriginal and Torres Strait Islander communities.

- Embedding anti-racist principles into all facets of university life, including teaching, learning, research, and operations.

  Working toward accreditation with Welcoming Universities to formally adopt the Welcoming Universities Standard to uphold principles of access and equity and strengthen inclusion for all.

How will we achieve this?

To achieve its vision, the Anti-Racism Action Plan employs the following strategic approaches:

- **Whole-of-Institution Framework:** Embedding anti-racism across governance, student life, workforce, teaching and learning, research, and community engagement.

- **Intersectional Equity:** Addressing multiple and intersecting forms of discrimination to ensure targeted, equitable outcomes for marginalised groups.

- **Evidence-Based Action:** Using data-driven insights and lived experiences to inform and evaluate anti-racism initiatives.

- **Continuous Improvement:** Applying a Developmental Evaluation (DE) model to adapt and refine actions based on feedback and evolving needs.

- **Collaboration and Accountability:** Engaging staff, students, and community members in co- design and holding the institution accountable through transparent reporting.

- **Targeted support, education and resources**: To build understanding, encourage reflection and grow a culture of proactive, accountable anti-racism practice across the University**.**

How will we measure success?

The following key indicators of success will measure the impact of our work and anchor accountability for our progress against the plan.

1. **Experience**: The experience of Aboriginal and Torres Strait Islander staff and students, as well as culturally and linguistically diverse (CALD) communities, will be equivalent to the La Trobe population.

    a. Satisfaction surveys show no significant disparity in satisfaction levels for Aboriginal and Torres Strait Islander and CALD staff and students compared to their peers.
    b. Staff and student feedback sessions undertaken to assess areas for improvement. scores.

2. **Outcomes**: We will achieve parity in outcomes for Aboriginal and Torres Strait Islander staff and students, alongside CALD communities, as measured by:

    a. Parity of participation, retention and completion for students
    b. Parity in retention, promotion outcomes and representation in senior roles for staff

3. **Safety:** Our Aboriginal and Torres Strait Islander and CALD communities will feel safe, respected, and supported, as measured by:

    a. 10 percent improvement relevant measures on the La Trobe student and staff experience surveys, and other relevant instruments.
    b. Additional measures identified in partnership with Aboriginal and Torres Strait Islander stakeholders to ensure cultural safety and wellbeing.

4. **Capability:** All students and staff will complete cultural safety and anti-racism training that explicitly addresses the unique needs and histories of Aboriginal and Torres Strait Islander peoples and CALD communities

    a. 90% of staff complete cultural safety and anti-racism training within 3 months of commencing at La Trobe.
    b. 90% of students complete cultural safety and anti-racism training, as aligned to the requirements of the Enrolment Policy.

Domain 1: Foundation

A university-wide approach ensures safe interventions with appropriate policies and services. At La Trobe, foundational services include Safer Community, Student Wellbeing Connect, Staff Wellbeing, Security, People & Culture, Health and Safety, and the Employee Assistance Program. These services must respond to all forms of racism with cultural sensitivity, providing timely, safe, and confidential support. To begin to understand, analyse and seek to address structural racism, we will collect and report relevant data annually, including staff and student demographics and trends in racism-related incidents. This data will inform evidence-based improvements to policies and practices. Staff will be equipped with tools to improve practices and self-awareness, including racial literacy.

Strategy	Ref	Actions	Output
Deliver safe and responsive services to staff and students.	1.1	Complete targeted **workplace risk audits** and review and update **Health and Safety** management plans and relevant systems to ensure La Trobe proactively addresses legislative positive duty requirements.	Positive duty requirements embedding in Health and Safety plans and systems
	1.2	Review the staff and student **disclosure, reporting and complaints systems** and process to capture all incidents of racism through Safer Community.	Review Safer Community reporting management system.
	1.3	**Review the effectiveness of relevant instruments and working definitions** (antisemitism and Islamophobia) in the investigation and response to cases of racism.	Informed review of all instruments and definitions.
	1.4	Undertake a **review of all reported cases of racism** on an annual basis to ensure appropriate response and continuous improvement.	Review of all cases.
	1.5	Provide access to **culturally safe staff and student assistance and wellbeing practitioners** and ensure all services are culturally responsive and safe.	All services are culturally responsive and safe.
	1.6	Provide staff and students with **training on freedom of speech and academic freedom**, and the limits thereof, having regard to the University's *Protection of Freedom of Speech and Academic Freedom Policy*.	Training delivered.
Monitor the experience of staff and students and establish accountability through reporting.	1.7	**Gather student and staff experience data** for the effective assessment and monitoring of racism.	Data collected for analysis and monitoring.
	1.8	Develop an **annual reporting framework for cases of racism and achievement against the Action Plan** that is reported to relevant governance committees.	Implementation plan, with quarterly reporting.
	1.9	Engage **with students and staff** to hear directly about their observations regarding racism on campus and online.	Open dialogue with our communities.
Revise policy and governance mechanisms to improve cultural safety and inclusion.	1.10	Enable **collection of intersectional workforce data**, supporting the understanding of workforce diversity and evaluation and improvement.	Intersectional data collected for analysis and monitoring.
	1.11	Review and **update the Workplace Behaviours Policy** and other relevant policies to ensure alignment with anti-racism principles.	Updated policies published and communicated to all staff
	1.12	Revise the University Statute and **Campus Access Policy** to restrict encampment activity and ensure safe and respectful debate.	Revised policies
Foster increased	1.13	Develop a co-designed whole of institution intersectional	Social marketing campaign

awareness and initiatives to improve belonging and inclusion		**social marketing campaign** which addresses the impact of micro-aggressions and unconscious bias both on-line and in-person.	launched across multiple platforms
	1.14	Develop an annual **Anti-Racism Leadership Communications Plan**, that includes truth telling and responds to staff and student experience and communicates achievements annually.	Published communications plan and reports

Domain 2: Workplace, Management and Leadership

La Trobe's workplace, management, and leadership domain recognises the influence of workplace culture on people's lives, shaping attitudes and behaviours around equity, race, and inclusion. It aims to strengthen workplace practices and cultural norms to minimise negative impacts, support staff wellbeing and foster a culturally safe and inclusive environment.

This domain aligns with the key legislation including the *Equal Opportunity Act 2010 (Vic)* and the *Gender Equality Act 2020 (Vic)* at the state level and the *Racial Discrimination Act 1975 (Cth), Fair Work Act 2009 (Cth*) at the Commonwealth level, to ensure fair treatment, prohibit discrimination and harassment, and promote equal opportunity. The *Gender Equality Act* (Vic) promotes an intersectional approach, by recognising how racism can intersect with, and be compounded by gender inequality and other forms of disadvantage. It also provides a framework for action through defined gender equality indicators. This domain also aligns with elements *of Welcoming Universities Standards 1 (Leadership) and 2 (Social and Cultural Inclusion),* supporting inclusive leadership and culturally safe work environments.

Strategy	Ref	Actions	Output
CALD and Aboriginal and Torres Strait Islander staff are attracted to work and feel supported to develop their careers at La Trobe, experiencing a culturally safe and supportive environment.	2.1	Review and update recruitment and onboarding processes and associated training and **embed an intersectional EDI lens and anti-racism principles, to minimise bias, promote cultural safety and increase the representation** of culturally diverse and Aboriginal and Torres Strait Islander staff.	Recruitment and onboarding processes and training are inclusive, culturally safe, and minimise bias. All panel members trained. Targets are set to increase representation, and progress is monitored.
	2.2	Embed an **intersectional EDI lens and anti-racism principles in talent mapping and talent identification processes to support career progression of** culturally diverse and Aboriginal and Torres Strait Islander staff.	Talent and succession processes incorporate intersectional EDI and anti-racism principles. University strategic workforce plans embed actions and agreed targets.
	2.3	Strengthen the University's mentoring program by **embedding cultural safety and anti-racism principles** to better support CALD and Aboriginal and Torres Strait Islander staff.	Mentoring program delivered annually and assessed for cultural safety and alignment with anti-racism design principles.
	2.4	Promote the **Academic Promotion Peer Support Program** and actively support participation from culturally diverse and Aboriginal and Torres Strait Islander staff both as mentees and mentors.	Annual targets set and reported and increased participation by staff.
	2.5	Deliver cross and intercultural connection and recognition at **significant dates** and days.	Annual calendar of events days of significance delivered.
All staff have knowledge and capability to support and create a safe and inclusive culture.	2.6	Embed compulsory cultural awareness training to all staff through the **Wominjeka La Trobe** module.	Wominjeka module completed by all staff.
	2.7	Develop **anti-racism design principles** and integrate antiracism messages and principles as part of the creation and delivery of relevant staff training.	Staff completion rates of relevant training are tracked, with 100 percent completion for all mandatory eLearns.

Leaders actively foster an anti-racism institution and drive prevention and embed inclusion and equity.	2.8	**Embed anti-racism principles** in leadership development training and resources.	All people leaders have successfully completed all relevant eLearns.
	2.9	Offer all senior leaders annual **equity diversity and inclusion reflection and learning sessions**, incorporating anti-racism principles and content.	Annual sessions conducted with participation metrics tracked.
CALD and Aboriginal and Torres Strait Islander staff have opportunity to safely and meaningfully connect and provide feedback.	2.10	**Establish culturally safe network(s) for Aboriginal and Torres Strait Islander and culturally and linguistically diverse staff** to connect, share experiences and receive peer support.	Staff actively engage with culturally safe peer network(s)
	2.11	Develop a **Bystander Action for Anti-Racism** training package for Staff and Students that recognised the unique impact of colonisation and community trauma.	Tailored training package launched and promoted on staff and student LMS.
CALD and Aboriginal and Torres Strait Islander staff, are visible, valued, and celebrated for their contributions, fostering a sense of belonging, pride, and inclusion across the La Trobe community.	2.12	Actively celebrate and promote the achievements and contributions of CALD and Aboriginal and Torres Strait Islander staff.	Achievements and contributions of CALD and Aboriginal and Torres Strait Islander staff are regularly recognised and showcased through internal and external channels, events, and campaigns.

Domain 3: Student Life

The Student Life Domain acknowledges the significant impact of the study, work, and social environments on students' wellbeing, attitudes, and behaviours. It aims to create inclusive and respectful spaces, both physical and online, that enhance student experience and community connection. Building on existing effective practice, this will include developing racial literacy, encouraging cultural sharing, and reflecting on privilege and bias. The domain aligns with Welcoming Universities Standards 2 and 4, recognising Aboriginal and Torres Strait Islander and CALD heritages, and considers various aspects of student life, especially including international students, such as residences, clubs, sports, extracurricular activities, study abroad, and facilities.

Strategy	Ref	Actions	Output
Students develop racial literacy and difference is celebrated.	3.1	Provide mandatory face to face tailored **bystander intervention for anti-racism training** and supporting resources for identified student leaders and relevant staff.	Accessible bystander training available for all student leaders
	3.2	Review and expand roll out of the existing Respectful Behaviour and Culture **Mandatory Student Module** to ensure all students build empathy and skills in anti-racist approaches and understand how to navigate technology facilitated harassment or abuse.	Revised module rolled out to all new students.
	3.3	**Develop a communications, promotion and events** plan with a focus on **celebrating** dates of significance, opportunities for **intercultural exchange** and promoting CALD student success.	Two intercultural celebration events held annually.
CALD and Aboriginal and Torres Strait Islander students have access to a variety of culturally safe inclusion and cultural-connection opportunities	3.4	Review the existing **multi-faith program**, reconceptualising programs and facilities to resource and meet the needs of multifaith students with a focus on equity and violence prevention	Faith-based prevention and inclusion framework implemented.
	3.5	**Codesign programs, events and activities with students** that address how La Trobe could become more inclusive for international and racially or culturally marginalised students.	Two Aboriginal and Torres Strait Islander Student Ambassadors recruited annually.
	3.6	Partner with local councils and community health services to develop **opportunities for intercultural connection** between international students and the development of connections with the wider community.	Two community partnerships and two events delivered annually.
Expand tailored services to support students from culturally and linguistically diverse backgrounds.	3.7	Establish a peer lead **'Safe Space for English Project'** that provides opportunities for students to practice English and make connections with other international and domestic students using an empowerment model.	Safe Space program launched with student facilitators trained.
	3.8	Develop an **awareness campaign** that informs students from refugee, temporary visa groups, underrepresented racial, cultural and socioeconomic backgrounds of financial aid and scholarships.	Campaign materials distributed across all campuses and online.
	3.9	Review existing **employment pathways programs** with an intersectional lens, expanding to better meet the needs of CALD / Aboriginal and Torres Strait Islander Students.	Updated employment pathways programs launched.

Domain 4: Teaching and Learning

The Teaching and Learning Domain aims for all students to be racially literate, understanding respect, anti-discrimination, and anti-racism in their field of study. It emphasises the impact of curriculum and learning environments on students' perceptions. Academic staff should model respect and be aware of their teaching's impact on anti-racism opportunities. The domain seeks to provide safe, inclusive classroom experiences, embedding anti-racism in all subjects and units. This aligns with Welcoming Universities Standard 2 (Teaching, Learning and Research.

Strategy	Ref	Actions	Output
Increase cultural safety and the visibility of diverse cultural perspectives within curriculum and teaching	4.1	As part of the subject enhance program **audit all subjects** to identify opportunities for the enhancement consistent with this plan.	Completed audits across all courses.
	4.2	Embed an **Indigenous specific Graduate Capability** to guide the development of curriculum and embedding of Indigenous understandings across courses.	Revised Graduate Capabilities
	4.3	Establish a **Cultural Safety in the Classroom Community of Practice** to support staff to collaborate and develop their practice, manage racist behaviours in the classroom and equip CALD people leaders to address racist behaviours from staff they lead.	Regular story-sharing circle sessions conducted, and resources shared
	4.4	Develop an ongoing training program to **build academic capacity for incorporating pro-social and equity focused teaching and research frameworks**, including adding anti-racism pedagogy, social justice, Indigenous knowledge frameworks, and global south perspectives	Annual training workshops for teaching staff launched.
	4.5	Embed a culturally sensitive approach to all collections descriptions and metadata	Updated collections information
Foster culturally safe teaching and learning environments and expand opportunities for students.	4.6	Continue to **monitor comments and feedback from student surveys** for evidence of bias or inappropriate comments.	Review mechanism for feedback surveys implemented
	4.7	Provide opportunities for students to **learn and collaborate internationally** and participate in exchange.	Additional opportunities for students to develop cultural capability.
Increase participation for racially and linguistically marginalised cohorts	4.8	Review the **Work Integrated Learning and Placements Programs** with an intersectional lens and ensure equitable access and outcomes for CALD and Aboriginal and Torres Strait Islander students.	Revised WIL and placement programs with improved equity criteria.
	4.9	Increase the number of schools participating in the **Regional Pathways Program**	Participation expanded to at least 4 additional schools.

Domain 5: Research

The research domain at La Trobe acknowledges the barriers faced by racially and linguistically marginalised staff and students due to structural inequalities in system, processes and decision making. It emphasises addressing unconscious and structural bias in funding and research decision-making to enhance cultural safety and representation. La Trobe aims to support the continuation of high-quality anti-racism and cultural inclusion research, contributing to the evidence base. This domain aligns with Welcoming Universities Standard 3 and considers all staff and students involved in research at La Trobe.

Strategy	Ref	Actions	Output
La Trobe promotes culturally safe research addressing racism, inequality, and exclusion, supporting and enhancing CALD and Aboriginal and Torres Strait Islander, lived experience and researchers.	5.1	Actively **promote and showcase research that addresses racism, or is undertaken by researchers with a lived experience of racism**, inequality and exclusion and embeds lived experience of CALD and Aboriginal and Torres Strait Islander peoples.	Research Week showcase of research projects highlighting anti-racism themes, and research undertaken by researchers with lived experience of racism.
	5.2	Establish **Early Career CALD and Aboriginal and Torres Strait Islander Researchers Programs** that provide inclusive resources, mentoring, sponsorship, and support for career development.	Mentoring and sponsorship programs launched for ECRs.
	5.3	Develop an **Equity, Diversity and Inclusion in Research Action Plan** that includes guidance on how research is conducted, who is cited, and how academic freedom is balanced with the need to address racism in research.	Published EDI in Research Action Plan.
	5.4	Provide **advice to funding agencies on adjustments and support required** for CALD and Aboriginal and Torres Strait Islander researchers and scholars and ensure adjustments and support where required in internal investment and other research funding and conduct processes.	Funding application guidelines tailored for CALD/Aboriginal and Torres Strait Islander researchers
Research funding and decision-making structures are designed to prevent bias and ensure equal opportunities, particularly for plurilingual and non-English speaking researchers.	5.5	Develop a program to improve the **availability of global south and non-Western research** at La Trobe libraries including guidelines for finding and acknowledging non-Western authors.	Expanded access to global south and non-Western research publications.
	5.6	Ensure that our **research evaluation framework** is embedded strongly in principles of relative to opportunity to remove career barriers for CALD and Aboriginal and Torres Strait Islander researchers.	Published research evaluation framework with equity and safety criteria.
	5.7	Review existing **research standards and guidelines** related to CALD and Aboriginal and Torres Strait Islander knowledge in research and build capacity of academics to create culturally safe research environments.	Published supervisory principles addressing anti-racism and cultural safety.
Racially and linguistically marginalised HDR students and supervisors are supported and safe	5.8	Deliver **School-specific training that addresses cultural safety and anti-racism** alongside respectful relationships in the context of supervisory relationships.	Updated program of training delivered by the RED team.
	5.9	Via the GREW plan**, Schools to report biannually to Board of Graduate Research** on racism reported and steps taken to proactively mitigate.	Bi-annual reviews conducted with findings shared in research progress reports.

Domain 6: Community, Business and Operations

The way in which La Trobe operates within our community and as a business has a large impact on the lives of many, the local environment and community. La Trobe has plans to become a University City and an opportunity to model and promote leadership in and commitment to anti-racism, equity, inclusion and the prevention of harmful structures, practices and norms through the way we operate. This domain aligns with Welcoming Universities Standard 4 (Places and Spaces). The Educating for Equality Framework asks Universities to consider within this domain physical and built environments and campus facilities, strategic partnerships, suppliers and external contractors, transport providers, community organisations and partnerships, external marketing and communications.

Strategy	Ref	Actions	Output
La Trobe University models and promotes ethical, anti-racist and culturally inclusive practices in its business processes, systems and communication	6.1	Review and expand the **Supplier Relationship Management Framework** (Indigenous Procurement Policy) to ensure more diverse and ethical supplier networks.	Updated Supplier Relationship Management Framework.
	6.2	Review of existing **design and construction guidelines** to ensure criteria focusing decolonisation and anti-racism are integrated.	Revised design and construction guidelines published.
	6.3	Develop guidelines for considering CALD and Aboriginal and Torres Strait Islander perspectives when **adopting new technologies, including artificial intelligence.**	Published technology adoption guidelines inclusive of equity
	6.4	Use public facing university **communications, strategic advocacy opportunities and marketing** platforms and materials to promote a welcoming culture and celebrate the success of staff and students from diverse backgrounds.	Campaigns and success stories promoted through university channels.
	6.5	Build into **business planning** processes and templates accountability of portfolios and functional areas for delivering the Anti-Racism Action Plan and Indigenous Strategy.	Revised business planning templates with anti-racism accountability sections.
La Trobe promotes, strengthens and reflects the local community and Aboriginal and Torres Strait Islander cultural heritage in its environment and art.	6.6	Engage community to **increase acknowledgement of stories, significant events and languages** in the physical environment and online.	New signage with additional languages, art, and displays promoting diversity
	6.7	Continue collaboration with the **Centre for Cultural Collections partnership** enabling the showcasing and conservation of Djaara artefacts, the embedding of Djarra culture.	Annual exhibitions and teaching opportunities related to Djaara culture.
	6.8	Engage with, showcase and celebrate CALD and Aboriginal and Torres Strait Islander artists through partnerships **residencies, representation and public or community programs**.	Annual residencies and events featuring CALD/Aboriginal and Torres Strait Islander artists
La Trobe partners authentically with our community to support their aspirations.	6.9	Review the **Strategic Partnership Framework** to align it with Welcoming Universities criteria.	Updated Strategic Partnership Framework with inclusivity metrics
	6.10	Seek opportunities to **actively connect with our partners** and provide opportunities for community organisations and groups to make use of the campuses.	Community partnerships established and cultural celebration events hosted.