

Indigenous Student Success Report

May 2019

2018 ISSP Performance

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Introduction

La Trobe University today is a connected network of campuses and communities throughout and beyond Victoria, brought together by the idea of 'one university, many communities'. The University's campuses are Albury-Wodonga Campus, Bendigo Campus, City Campus, Melbourne Campus, Mildura Campus, and Shepparton Campus. We also have a Sydney Campus, and our growing online community knows no borders.

La Trobe is privileged to provide pathways to tertiary studies for Indigenous students from metropolitan and regional Victorian Indigenous communities. Through La Trobe's One University philosophy, the uniqueness of each of our campuses is recognised and the campuses reflect the richness of our existing connections with partners and communities outside the university, and our commitment to:

1. Deepen the reach and impact of cultural events and institutions in our regions through sponsorship, educational programs and the implementation of the La Trobe Art Strategy by the La Trobe Arts Institute.
2. Continue to offer place-based programs that run alongside major cultural events to add to their quality and reach and demonstrate the role the University can play in the intellectual and cultural life of our regional communities.
3. Advocate for policy reform that will benefit regional communities, including by organising events that stimulate, challenge and inform the national conversation about regional Australia.

From 4 February 2019, the organisational structure supporting Indigenous initiatives and activities at La Trobe University has been headed by the inaugural Pro Vice-Chancellor (Indigenous). The Office of the Pro Vice-Chancellor (Indigenous) incorporates:

- Indigenous Student Services – including community engagement and relationship management;
- Indigenous Workforce Development – staff recruitment and collaboration in Indigenous cultural awareness training with the Diversity & Inclusion Unit in Human Resources;
- Indigenous Australian Perspectives in Curriculum - collaboration and inclusion across colleges; and
- Indigenous Australian Studies Research - development and inclusion across colleges and research centres.

1. Enrolments (Access)

Commencing Indigenous Australian students (total across all campuses)

| | 2017 | 2018 |
|--|--------|--------|
| Indigenous Australian students | 141 | 126 |
| Non-Indigenous Australian students (domestic students) | 11,259 | 10,510 |

Strategies to improve access to university for Indigenous Australian students

Indigenous student recruitment manager

The Indigenous student recruitment manager capitalises on existing relationships across all campuses and external relationships to the university to increase access in line with our targets.

Student recruitment

A collaborative arrangement for Indigenous student recruitment was developed between the Office of Indigenous Strategy and Education and the Future Students Centre. As part of Indigenous student recruitment, we assess economies of scale and resource sharing as well as other initiatives. We provide a range of assistance for Indigenous applicants including the reimbursement of their VTAC application fee if they are successful in gaining admission to La Trobe. Prospective students receive an Indigenous guide and other promotional material to increase awareness of the services and support La Trobe offers Indigenous students.

The 'Toorong Marnong' Accord

The 'Toorong Marnong' Aboriginal Higher Education accord was re-signed by the 9 Victorian Vice-Chancellors at the end of 2015, at the National Aboriginal Education Conference. The accord between the Victorian Vice-Chancellors Committee and the Victorian Aboriginal Education Association Incorporated (VAEAI) aims to increase opportunities for Indigenous participation in higher education through collaborative measures. The three signature programs aligned with 'Toorong Marnong' are: an interactive on-line program called 'Tracks2Uni'; Indigenous Tertiary Information Sessions (I-TIS) for the community and Victorian Universities; and an active 24-hour hotline when ATAR scores are released. The 'Toorong Marnong' Project Officer is located at La Trobe University's Bundoora campus.

I-Aspire

With the support of the Felton Bequest, La Trobe has developed *I-Aspire* as an Indigenous engagement and enrichment program to recruit and support Indigenous students into La Trobe's early admissions program *Aspire*. The *I-Aspire* program builds on the *Aspire Generation* pathway program by adding a range of enrichment activities designed to meet the needs of Indigenous students.

La Trobe uses connections with Indigenous communities and networks across Melbourne and regional Victoria to identify and recruit Indigenous students suited to the new *I-Aspire* program. This includes drawing on the community connections of the University's Indigenous Student Services Officers at all La Trobe's campuses. Two additional eligibility criteria have been added to the standard *Aspire* criteria for participation in the *I-Aspire* program:

cultural engagement with Elders and communities (for example, through dance and performance groups); and exceptional sporting talent or aptitude (thereby opening the opportunity for a future career pathway through La Trobe's extensive sports offerings).

The Koorie Academy of Excellence (KAE)

The development of the Koorie Academy of Excellence (KAE) was initiated by Northern Metropolitan Region of the Department of Education and Early Childhood Development (NMR DET) and Victorian Aboriginal Education Association Incorporated (VAEAI). The Academy aims to develop the next generation of academic and community leadership. Since 2012, KAE has expanded to draw membership from 24 schools in the northern metropolitan region, becoming the second largest cohort in the state. The program requires members to dedicate set time outside of school hours for cultural, community and academic activities. As a partner with the KAE, academy activities are regularly held at La Trobe.

Indigenous admissions procedure

La Trobe is currently working to develop an Indigenous admissions procedure to be more effective and timelier in the application assessment and offer process of potential Indigenous students. A draft policy and procedure are currently with the University Planning and Governance office for further circulation and feedback. It is anticipated this document will be formalised imminently. Relevant stakeholders (ISE, National Recruitment, Student Administration, College of Arts, Social Sciences and Commerce (ASSC) and College of Science, Health and Engineering (SHE)) have been consulted.

Indigenous Scholarships, bridging/enabling support and outreach activities

1a. Scholarships (2018 breakdown)

| Student category | Education Costs | | Accommodation Costs | | Reward | | Total/ Students Assisted (headcount) | |
|--|-----------------|-----|---------------------|-----|--------|-----|--------------------------------------|---------|
| | \$ | No. | \$ | No. | \$ | No. | No. | \$ |
| Undergraduate (regional/remote) | 2,676 | 11 | 5,355 | 6 | 2,500 | 6 | 18 | 76,566 |
| Postgraduate (regional/remote) | 2,676 | - | 5,355 | - | 2,500 | - | - | 0 |
| Undergraduate (non-regional/remote students) | 2,676 | 8 | 5,355 | - | 2,500 | 7 | 11 | 38,908 |
| Postgraduate (non-regional/remote students) | 2,676 | - | 5,355 | - | 2,500 | - | - | 0 |
| Other | | | | | | | 11 | 66,000 |
| TOTAL | | 19 | | 6 | | 13 | 40 | 181,474 |

Value of Scholarships awarded by the university to **remote or regional students** in the **2017** academic year (Section 21(3) in the Guidelines refers) **\$83,983**

Value of Scholarships offered by the university to **remote or regional students** in the **2018** academic year (Section 21(3) in the Guidelines refers) **\$112,566**

La Trobe Indigenous outreach activities:

- Ongoing visits to schools listed in our Schools Partnerships Program through our Future Students Centre.
- Members of 'Toorong Marnong' participate in activities: including careers and training expos; information stalls; production of culturally appropriate 'Toorong Marnong' marketing material; Victorian Indigenous Tertiary Information Sessions (I-TIS); and taking change of preference inquiries via the 'Toorong Marnong' 1800 hotline.
- Development of the Mildura Education Reference Group.
- School visits at La Trobe University's Mildura Campus and various Vic/NSW river communities.
- Strengthening relationship with Chaffey Secondary College via the Koorie Girls Academy (sponsorship, mentoring, visits, and prizes) brokered by Mildura Indigenous Academic Enrichment Advisor.
- Creation of a Memorandum of Understanding between La Trobe and Ganbina Inc (training centre) brokered by Shepparton Senior Indigenous Academic Enrichment Advisor, Ngarrapna Indigenous Education Unit.
- Sponsorship of a scholarship for the highest achieving Yr 12 student through Ganbina Inc.
- Sponsorship of the annual Elders Dinner of the Encountering Aboriginal Victoria subject, La Trobe University's Shepparton Campus.
- Participation in the Weenthunga Health Network activities, La Trobe University's Bendigo Campus.
- Sustaining a relationship with Bendigo Senior Secondary School.
- Membership of Bendigo Local Aboriginal Network.
- Sustain close relationship with Kangan TAFE, La Trobe University's Bendigo Campus.
- Albury Wodonga Indigenous Student Service Officer has a solid relationship with the Indigenous stakeholders of Wodonga TAFE.
- Partnerships with James Fallon High School.
- Manager of Indigenous Student Services commenced discussions with Xavier High School, Albury.
- Regionally based forums conducted with community, Aboriginal Co-operatives, State Government Department of Education and La Trobe stakeholders as part of REAP (Regional Education Action Plan).

The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

Indigenous student enrolments at La Trobe increased from 300 EFTSL in 2018, to 320 EFTSL in 2019.

The proactive work of Indigenous Student Services has established greater awareness of La Trobe courses, support services, and initiatives to prospective Indigenous students, and improved retention once enrolled. Staff, such as Indigenous Student Services Officers, undertake recruitment, engagement and partnership activities. These activities capitalise on exposure for La Trobe as a destination of choice within our communities.

Another key factor contributing to our increased EFTSL numbers is an increased pool of prospective Year 12 school leavers applying for admission into tertiary courses at La Trobe from secondary schools and colleges where increased Indigenous graduate numbers have been fostered. These results are linked to consolidated relationships with local Indigenous organisations and the employment of Koorie Educational Support Officers.

The 2018 I-Aspire Program had a cohort of approximately 30 students from across Victoria and SA participating in events arranged by La Trobe University's Bendigo, Shepparton and Mildura Campuses. Secondary school students introduced to this program respond favourably to the initiative, due to the outreach activities developed and delivered by our ISSO and other ISS staff. Students emphasise the significance of the cultural immersion aspect of the I-Aspire activities, that foregrounds individual (and group) cultural engagement as integral to Indigenous students' sense of belonging and well-being in a tertiary education setting.

The rise or fall of EFTSL of Indigenous Australian students from remote and regional areas

La Trobe enrolls Indigenous students from remote and regional areas such as Alice Springs, Tennant Creek and Katherine in the NT, as well as a number of online students from Western Australia and Queensland. There has been a small increase in these enrolments and we promote La Trobe courses to prospective Indigenous students from remote areas.

Most regional and remote Indigenous students who relocate for their studies attend La Trobe University's regional campuses, most notably La Trobe University's Bendigo Campus, preferring to live and study at smaller campuses.

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

Approximately 50 percent of ISE strategies are funded by ISSP funding whilst the university contributes the remaining 50 percent of ISE total cost. Most of the university funding contribution covers the costs of Indigenous staff salaries.

2. Progression (access and outcomes)

The total number of Indigenous Australian student enrolments for 2017 and 2018

| | 2017 | 2018 |
|--|--------|--------|
| Indigenous Australian students: | 281 | 297 |
| Non-Indigenous Australian students (Domestic students only): | 29,198 | 29,100 |

Strategies to improve unit success rates and retention of Indigenous Australian students

La Trobe has several strategies in place to improve success rates and retention of Indigenous Australian students; to improve the cultural competency of staff; and/or to ensure the university offers a culturally-safe and enriching environment. These include:

- Appointment and maintenance of full-time Indigenous staff at all campuses, regardless of the number of Indigenous students enrolled at that campus, who act as the contact point from initial inquiry through to graduation, and alumni relations.
- Provision of an Indigenous-specific Orientation Programs for commencing Indigenous students across campuses.
- Provision of tutorial assistance through the Indigenous Academic Enrichment Program (IAEP).
- An increase in the number of Indigenous tutors working in the IAEP, most of whom are La Trobe graduates.
- University-wide on-line module, called Wominjeka La Trobe, which is designed to develop a threshold understanding of Indigenous Australian insights, to prepare all commencing students to be able to engage in an informed and meaningful way in Indigenous Australian perspectives.
- Active maintenance of the university's long-established relationships with Elders of the traditional custodians of country and Indigenous community organisations and groups, in all the regions where campuses are located.
- Implementation of the Indigenous Strategy and Education Annual Dinner – an event to recognise and acknowledge the various areas across the University that help ISE reach our operational and strategic goals. This, in turn, expands awareness across the University of Indigenous issues that may impact the Indigenous student experience for the better. The dinner includes cultural celebrations, as well as a presentation of awards, including an Indigenous Alumnus award.
- Ongoing membership of, and collaboration with, Local Aboriginal Education Consultative Groups (LAECG) and Local Indigenous Network Services (LINS).
- Engaging Indigenous Elders and other Indigenous Knowledge holders on campus to participate in cultural events, in addition to continued participation in Indigenous community engagement activities within the areas where campuses are located.
- Development of a specific Indigenous Student Database used to monitor student performance, student experience, utilisation of University, and other services.
- Maintenance of network of college academic and professional staff that assist with student progression, support and advocacy.
- Offer a suite of bursaries (separate to scholarship support) to Indigenous students, including funds to support their participation in subject placements, fora, conferences, and other events related to their studies, to encourage progression and exposure to leaders in their respective disciplines.
- Develop academic support workshops for Indigenous students in conjunction with college academic skills advisors.

- Facilitate academic opportunities to promote scholarly excellence of Indigenous students across colleges and campuses, including publication of work, convening of seminars/fora for dissemination of research, and promoting Indigenous cultural protocols and values to the academic community.
- Develop an Indigenous-specific library orientation and access program to familiarise commencing students with library services and facilities.
- Consolidate Indigenous Student Services professional development around academic and other support areas to ensure information disseminated to students is comprehensive and up to date.
- Develop the Indigenous Student Exchange Agreement (SEA) with the University of Otago, New Zealand, in collaboration with La Trobe Abroad.
- Develop the Indigenous Student Services Charter.
- Evaluate events and programs delivered to Indigenous students and the broader community, including feedback and advice for quality improvements and best practice.

The rise or fall of success/progression rates

Indigenous Students performed better than the wider La Trobe University cohort once their application progressed to admission. The strategies and activities implemented to improve success and retention rates of Indigenous Australian students detailed above assist Indigenous students with their continued progression and ongoing success, as do the Indigenous Student Services who offer a holistic, one-stop-shop for students requiring support, advice, advocacy and guidance in a culturally appropriate setting. Our students are at the heart of our work and their success is also our reward.

The Indigenous Academic Enrichment Program (IAEP, formerly ITAS) is critical to the progression and success of Indigenous students. Students at all campuses have access to IAEP.

The number and level (UG/PG) of study for Indigenous Australian students that received tutorial assistance in 2018.

2a. Tutorial and other assistance provided (2018 breakdown)

| Assistance type | Level of study | Number of students assisted | Hours of assistance | \$ |
|---------------------|----------------|-----------------------------|---------------------|-------------------|
| Tutorial assistance | Undergraduate | 64 | 1,648.50 | 163,657.83 |
| | Post graduate | 4 | 66.00 | 4,289.83 |
| | Other | | | |
| | Total | 68 | 1,714.50 | 167,947.66 |

The size of the Indigenous support unit or other Indigenous student support activities

La Trobe University's Bendigo and Bundoora Campuses, with our largest Indigenous student cohorts (198 and 90 respectively), have dedicated learning and meeting spaces in addition to staff offices. Our Mildura staff member is co-located at the Sunraysia TAFE in the Dulka Yappata Training Centre (across the car-park from La Trobe University's Mildura Campus) and supports approximately 15 students. La Trobe University's Wodonga Campus is

served by an office for the ISSO and an additional larger room for Indigenous students (approximately 10) to study and meet. At La Trobe University's Shepparton Campus, the ISSO has an office. However, due to space constraints, the Indigenous students (approximately 10) do not have a dedicated space at this campus.

The increasing number of students enrolling in online courses (either through the University or partner providers such as Navitas, Didasko and TAFE) are supported by the Ngarn-gi Bagora Indigenous Centre. The main courses being supported are the Bachelor of Early Learning and the Bachelor of Applied Business.

Overall, our Indigenous cohort is diverse with about one third being Year 12 school leavers and two thirds mature-aged. There are a higher number of female than male students, with most enrolments in the College of Arts, Social Sciences and Commerce (with an increasing number of enrolments in Business, International Development and Education/Teaching than previous years). Enrolment numbers are steadily increasing in the College of Science, Health and Engineering, with a focus on Nursing, Social Work and Animal Vet Biosciences.

Strategies to improve the cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment

The following strategies are being undertaken at La Trobe to improve the cultural competency of staff and ensure a culturally safe and enriching environment:

- Develop and roll-out of a University-wide on-line module called Wominjeka La Trobe, that delivers a threshold understanding of Indigenous Australian insights from staff to engage in an informed and meaningful way in Indigenous Australian perspectives.
- Participation in the facilitation of cultural training for senior executive staff at the Koorie Heritage Trust (led by the Office of the Vice-Chancellor).
- Inclusion of Indigenous community knowledge holders and representatives as specialist guest lecturers and presenters across courses and disciplines at both metropolitan and regional campuses.
- Expansion of current subject offerings in Aboriginal Studies as part of the School of Humanities and Social Sciences, particularly at regional campuses, thus attracting more students through the provision of a coherent major within the Bachelor of Arts degree.
- Development of an Indigenous Strategy for the School of Humanities and Social Sciences focussing on staff engagement and student participation.
- Continued provision of guest lectures and presentations in a range of disciplines including: Psychology, Occupational Therapy, Politics, Linguistics, Gender, Sexuality and Diversity Studies, Education, Sociology, Linguistics, Business and Public Health.
- Implementation and support of Encountering Aboriginal Victoria, an Aboriginal Studies 'On-Country Learning' subject offered at the La Trobe University's Shepparton Campus in collaboration with local Elders and community members.
- NAIDOC Week activities, which encourage participation by the Victorian Indigenous communities in the life of the University.
- La Trobe University's Bendigo Campus hosts NAIDOC Day for Indigenous communities in Central Victoria.
- Participation and sponsorship of the Albury-Wodonga La Trobe NAIDOC Awards
- National Sorry Day Ceremony, La Trobe University's Shepparton Campus.
- National Sorry Day Sunset Ceremony, La Trobe University's Bendigo Campus.
- La Trobe University's Mildura Campus hosts several events throughout the year, in collaboration with the Dulka Yappata Koorie Cultural Centre of the Sunraysia TAFE, that aims to bring Indigenous community onto campus.
- Provide advice from an Indigenous perspective on curriculum and ethics applications.

- La Trobe's on-going relationships with Elders of the Traditional Custodians of Country and Indigenous community organisations and groups where campuses are located.
- Installation of localised acknowledgements and campus artworks at La Trobe University's Bundoora, Bendigo and Wodonga Campus libraries – this project was initiated by La Trobe University's Bundoora Campus library that recognised the need to provide welcoming and safe spaces.
- Ongoing membership of and collaboration with Local Aboriginal Education Consultative Groups (LAECG) and Local Indigenous Network Services (LINS).
- ISE presentations at various quarterly staff professional development seminars hosted by different business units across campuses including: Planning & Governance, the Library, La Trobe Student Union, College of Arts, Social Sciences and Commerce, International Students Association, Inclusive Resources Development and the La Trobe University's Albury-Wodonga Campus Staff Development Conference.
- Presentation in the First Nation's Curriculum Showcase at La Trobe Rural Health School, Bendigo.
- Associate Director of ISE currently involved in developing the LTU Indigenous Cultural Protocols guidelines.
- Acting Executive Director of ISE is co-chair of the Innovative Research Universities (IRU) Aboriginal Working Group.
- Square the Ledger on-line project and Indigenous Women in Higher Education Display.
- Indigenous Women in Higher Education Seminar during NAIDOC Week.
- Indigenous Cultural Values in Action (aligned with La Trobe Cultural Qualities) relating to the Eco-Corridor Naming Project, <https://www.latrobe.edu.au/io/projects/nangak-tamboree>

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

Each campus is funded according to the number of Indigenous students enrolled and the level of retention, cultural and recruitment activities required to increase access, participation and cultural understanding. Activities are either fully funded by ISSP or by a combination of both ISSP and University funding commitments.

- Recruitment, marketing and orientation activities are funded by ISSP.
- Cultural engagement, community partnerships and travel are funded through a combination of ISSP and University funding.
- International travel is funded by the University.
- Most Indigenous-specific scholarships are funded via ISSP; except for a University commitment to support ten Indigenous Student Study Scholarships, worth \$6,000 per annum, as well as a modest number of privately-funded scholarships delivered through the Office of Advancement.

3. Completions (outcomes)

Strategies to improve award course completion of Indigenous Australian students

In 2018, La Trobe had an increase in Indigenous completions overall of 93%. Indigenous student completions in 2018 lifted by 54% over 2017. Of particular importance was the lift in postgraduate completions by 177% (9 in 2017, 25 in 2018).

Strategies deployed to achieve improvements in completions are outlined in 2 above - **“Progression (access and equity)”**.

The rise or fall of completions

The table below provides figures for Indigenous completions at undergraduate, postgraduate coursework and higher degrees.

| | 2017 | 2018 |
|--|-------|-------|
| Indigenous Australian students: (Higher Degree) | 0 | 1 |
| Non-Indigenous Australian students: (Higher Degree) | 221 | 233 |
| Indigenous Australian students: (Other postgraduate) | 9 | 25 |
| Non-Indigenous Australian students: (Other postgraduate) | 2,413 | 2,604 |
| Indigenous Australian students: (Bachelor degree) | 22 | 34 |

Strategies to assist graduates

ISE staff maintain stakeholder relationships with a variety of external employers and are in regular contact with job providers, trainers and other organisations to provide opportunities for our students. Some of the stakeholder relationships ISE staff maintain to engage Indigenous student uptake of graduate opportunities include: Career Trackers Indigenous Internships, Australian Public Service Commission, Victorian Public Service, Australian Government Indigenous Graduate Recruitment Program areas (Bureau of Meteorology, Transport, Royal Women’s Hospital).

Some of our Indigenous graduates complete work placements within Indigenous community organisations and have successfully gained post-graduation employment at these organisations. This has occurred at Victorian Aboriginal Health Service, Victorian Aboriginal Legal Service, Victorian Aboriginal Child Care Agency and Victorian Aboriginal Community Controlled Health Organisation. These are significant outcomes as our graduates contribute to the improvement of Indigenous lives in Victoria and increase Indigenous workforce numbers.

The Indigenous Student Services Officers also work closely with the Indigenous Workforce Advisor who promotes opportunities for Indigenous student employment in corporations (e.g. Crown, Spotless, AFLSportsready).

ISE foster long term relationships with our Indigenous alumni, including inviting them to the many on-campus and external cultural events throughout the year.

Strategies to monitor student outcomes after graduation

Post graduation, students are encouraged to participate in two surveys: The Graduate Outcomes Survey, 4 months after completion and, the Graduate Outcomes Survey-Longitudinal, 3 years after completion. Each of these surveys, generated by the university, help provide insight on the student's movements in terms of employment and postgraduate study. In addition to this, the Indigenous Student Services unit maintains a registry of Alumni to stay engaged with past students. This allows us to keep them abreast of current university news and events, but also allows them to communicate with us their achievements and successes they may wish to share.

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

These strategies are funded solely by university resources.

4. Indigenous education strategy accessible by public

Explain how the University has met its requirements under section 13 of the ISSP Guidelines

Gamagoen Yarrbat

La Trobe's Indigenous education strategy, 'gamagoen yarrbat', has five distinct domains: students, university alignment, Indigenous employment, knowledge/research and community engagement. Gamagoen Yarrbat is designed to align with the University's Strategic Plan 2018-22, through two strategic goals:

1. To position La Trobe as the higher education destination of choice for the Indigenous Australian community; and
2. Enhance the learning experience for all students.

'Gamagoen yarrbat' is designed to create a whole of university approach to Indigenous Australian education both for Indigenous and non-Indigenous students at La Trobe.

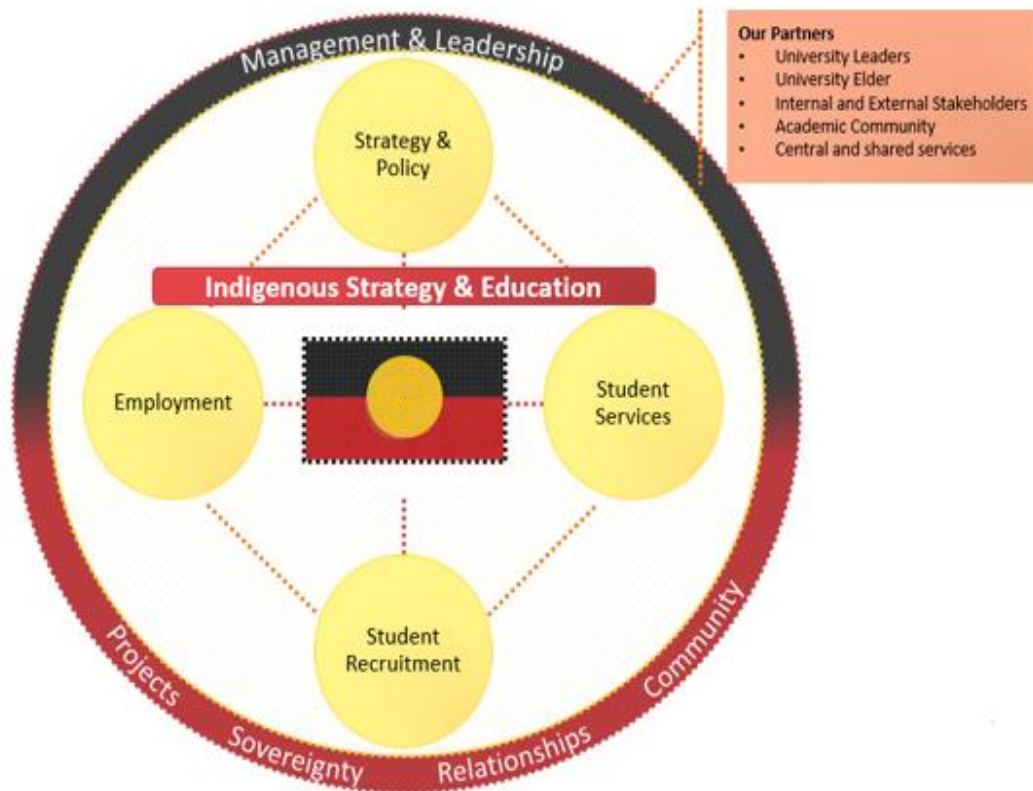
A key enabler of 'gamagoen yarrbat' is our dynamic and authentic relationship with the Victorian Indigenous Australian community. 'Gamagoen yarrbat' crafts the future through aspiration – linking the university's very rich heritage and educational assets in place-based innovative delivery and balanced support and enrichment.

A review of 'gamagoen yarrbat' has been initiated with the commencement of the Inaugural Pro Vice-Chancellor (Indigenous) on 4 February 2019.

During the review process, the university has identified the following indicators as important in measuring the success and quality of its approach to Indigenous Education:

- participation in courses at all levels within the university
- increased awareness of La Trobe, its staff, courses and programs by members of the Indigenous Australian communities
- increased presence on all campuses of Indigenous Australian community members which includes opportunities for participation in educational decision making
- increased diversity in the roles undertaken by Indigenous Australian staff and the levels of appointment
- increased research contribution made by La Trobe staff resulting in tangible benefits to Indigenous Australian communities and active connection to teaching practice within existing and new subject offerings
- changes in curriculum, where necessary, to reflect and advance historical and contemporary cultures, lives and stories of Indigenous Australian people
- increased reputation for La Trobe researchers as valued contributors to community development within Indigenous Australian communities and organizations
- explicit and ongoing recognition and appreciation for Indigenous Australian cultures and people as part of the university experience for both staff and students reflecting the university's commitment to reconciliation

The current version of the strategy can be located at: <https://www.latrobe.edu.au/indigenous/education>



Through the pillars of strategy, policy, student support, student recruitment and employment we deliver high quality projects, encourage sovereignty, develop strong relationships and make a difference with and for community.

Demonstration of commitment to the advancement of Indigenous education and strategy in University documents

Several University documents reflect its ongoing commitment to advancing Indigenous aspirations and achievements including:

La Trobe University Act 2009

Indigenous Australians are mentioned in the La Trobe University Act 2009 (Authorized Version No. 005):

5 Objects of the University

The objects of the University include:

- (f) to use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching and learning, research and advancement of knowledge activities and thereby contribute to:
- (i) realising Aboriginal and Torres Strait Islander aspirations; and
- (ii) the safe guarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage

La Trobe University Strategic Plan 2018 - 2022

We will strive to be exemplars for the sector in our commitment to gender equity and to inclusivity for marginalised groups; and we will work with Indigenous peoples and organisations to support their social, cultural and economic aspirations. (Pg. 5)

Our Core Objectives

Outstanding student experience - Diversity

We will continue to promote the education of all La Trobe students in Indigenous culture, history and knowledge. (Pg. 13)

Unrivalled partner of choice

We will work with Indigenous organisations to build capacity and deliver their social, cultural and economic aspirations. (Pg. 18)

Our Enablers

One University, Many Communities – Our campus network

La Trobe's multi-campus network differentiates us strongly from other universities, allowing us to reach out to a broader range of communities and socio-economic groups to promote wider participation in higher education. We are proud to offer higher education to regional, first-in-family, low socioeconomic status and Indigenous students; and to provide opportunities for regional and metropolitan students to study across our network. (Pg. 22)

La Trobe University Research Plan 2018 – 2022

Our Core Objectives

Research Excellence Principles

Increase Indigenous research and participation in research by Indigenous staff and students by recognising and addressing the barriers to their full participation.

La Trobe University Globalisation Plan 2018 – 2022

Our Strategic Priorities

Globally Enabled Students – Global and intercultural experiences

Importantly, student mobility at La Trobe isn't limited to overseas experiences. We'll also offer opportunities for our students to experience and enrich their understandings of Australian culture, including a strong focus on Indigenous cultures.

What We'll Do

Expand the range and type of mobility programs via strategic collaborations with domestic, Indigenous and international partners and governments, including more short-term inbound and outbound opportunities that take advantage of our campus network and place-based subjects.

Develop and implement an Indigenous mobility program to encourage students from all backgrounds to undertake an Indigenous cultural experience.

2022 Target 1

With a focus on the Asia Pacific, 30 per cent of our students will engage in an overseas study experience, and/or an Indigenous domestic mobility experience.

One University, Many Communities – Our multi-campus network - onshore

What We'll Do

Promote and support Indigenous cultural experiences and place-based subjects at each of our campuses.

La Trobe University Collective Agreement 2018

Please refer to page 30 for the Indigenous Employment Clause.

2018 Indigenous strategy & education highlights:

New Ngarn-gi Bagora Indigenous Centre

During August – October 2017 the Ngarn-gi Bagora Indigenous Centre at La Trobe University's Bundoora Campus underwent an extensive refurbishment. Funded through the University capital works budget, the refurbishment responds to increased Indigenous student numbers, growth of the ISE staffing profile, and the need for a cultural space that reflects Indigenous learning philosophies and educational aspirations.

In February 2018 the new Centre was officially launched by the Vice-Chancellor, Professor John Dewar and the University Elder, Aunty Joy Murphy. This event was a culmination of 17 years of work dedicated to increasing Indigenous participation at La Trobe and demonstrated a commitment by the University to ensure Indigenous student needs and aspirations are recognised and addressed.

New Indigenous Student Exchange Agreement and MoU between La Trobe University and University of Otago, Dunedin New Zealand

In 2017 La Trobe hosted a delegation from University of Otago, Dunedin, New Zealand. The purpose of the visit was to network, cultural exchange and consider partnership activities between our institutions. La Trobe visited Otago in 2018 and attended the launch of Turangawaewae Pokai Whenua: Indigenous Student Mobility. In collaboration with Otago and La Trobe Abroad we have since signed the Indigenous Student Exchange Agreement to facilitate student exchange and foster cultural immersion of international Indigenous students at host institutions.

Implement the Indigenous procurement procedure (IPP)/membership of supply nation/Inaugural Indigenous Suppliers Expo (ISE)

In 2018 work commenced on an IPP procedure with ISE and the University Finance Division. The purpose of the IPP is to encourage the engagement of Indigenous suppliers when considering services and products across the university. La Trobe applied to become a member of Supply Nation to assist with this initiative and was certified as a member in August 2018.

One of the first projects undertaken was hosting the inaugural Indigenous Suppliers Expo in partnership with Supply Nation – the first of its kind at an Australian university. Some 25 Indigenous suppliers promoted their companies/products to over 200 registered attendees. The Expo was considered an outstanding success.

Establishment of the annual Indigenous Staff and Students awards

The annual Indigenous Staff and Student awards exemplify the Indigenous Strategy and Education (ISE) vision and achievement the of:

- Indigenous student access, participation and success
- Indigenous staff contributions and
- development and delivery of innovative Indigenous research and curriculum activities across all areas of the University, including Indigenous community Engagement.

Categories of Awards

- Students
 - 1a Outstanding Achievement by an Indigenous Undergraduate Student Metro
 - 1b Outstanding Achievement by an Indigenous Undergraduate Student Regional
 - 1c Outstanding Achievement by an Indigenous Postgraduate Student Metro
 - 1d Outstanding Achievement by an Indigenous Postgraduate Student Regional

- Staff
 - 2a Outstanding achievement by an Indigenous staff member Professional
 - 2b Outstanding achievement by an Indigenous staff member Academic/Research
- Partnerships
 - 3 Outstanding Indigenous community partnership by an Indigenous staff or student member
- Alumni
 - 4 Outstanding Indigenous community involvement by an Indigenous alumnus
- Acknowledgement Awards (non-Indigenous staff)
 - Since the inception of the Indigenous Strategy & Education Annual Dinner in 2013 Acknowledgement Awards have been presented to non-Indigenous staff who work in collaboration and partnership with ISE. We feel it is critical to highlight the vital work undertaken by our colleagues across the university to achieve outcomes that empower Indigenous staff and students and contribute to meeting the objectives of both the University and ISE strategic plans. The Acknowledgement Awards recognise colleagues who understand the importance of working within Indigenous terms of reference and align with Indigenous cultural values.

Launch of the La Trobe University/Ganbina Inc Memorandum of Understanding – La Trobe University's Shepparton Campus

A Memorandum of Understanding (MoU) between La Trobe and Ganbina Inc (training centre) brokered by Shepparton Senior Indigenous Academic Enrichment Advisor, Ngarrapna Indigenous Education Unit, was officially launched in November 2018. La Trobe University's Shepparton Campus has had a long-standing partnership with Ganbina, which is the peak training organisation for young Indigenous people in the Goulburn Ovens area. The Ngarrapna Centre provides an annual scholarship for the highest achieving Yr 12 student registered with Ganbina who receives an offer at La Trobe.

The launch of the MoU was attended by the Vice-Chancellor and held at La Trobe University's Shepparton Campus.

Inaugural Indigenous edition of Rabelais, the La Trobe Student Union publication

Indigenous Student Services worked in collaboration with the LTSU, including their Indigenous Officer to produce the inaugural Indigenous edition of Rabelais. Many Indigenous students and staff from across all campuses made contributions to this edition which was launched at an event which included a discussion panel and lunch.

Discuss the practical implementation and evaluation of your Indigenous Education Strategy

ISE maintain that the presence of Indigenous Cultural Protocols (ICP) (including attributes such as the four cultural qualities promoted by the University) in our day-to-day operations provide a holistic, responsive, transparent, student-facing service. Although ISE is student-centric, ISE has a broader function within the University, as during the academic year we interact with many other centres, departments and colleges, such as: Student Recruitment, Admissions and Graduations, Schools Partnerships, Finance, HR, Counselling, the Library, Residential Services, Scholarships, Governance, Academic Board, Security, International Office, La Trobe Student Union (LTSU), the Colleges and their Departments and Schools, Media and Communications, the Office of the Vice-Chancellor (OVC), Planning and Institutional Performance Unit (PIPU), Infrastructure & Operations (I&O), the International Students' Association (ISA), University Events, La Trobe Learning and Teaching (LTLT), Human Research Ethics Committee (UHEC), Graduate Research School (GRS), Community Engagement, University Council, Legal Office, Quality and Standards, Compliance, Grounds and Landscaping, and Information and Communication Technology.

ISEs invitations to contribute to internal reviews during 2018 include:

- library review
- library masterplan
- accommodation services review
- tertiary preparation program review and stakeholders' group
- teaching quality taskforce, LTLT
- globalisation plan (including facilitation of a Welcome message from the University Elder)
- diversity & inclusion plan
- student success plan
- research plan.

Report progress against targets and milestones outlined in the strategy.

In the absence of an updated '*gamagoen yarrbat*' (currently being reviewed), the following targets are set by the Office of Indigenous Strategy & Education:

| Principal PI | Proposed targets 2018 (EFTSL) | Proposed targets 2019 (EFTSL) | Proposed targets 2020 (EFTSL) |
|---|----------------------------------|----------------------------------|----------------------------------|
| Number of Indigenous students enrolled | 300 | 320 | 340 |
| Number of Indigenous student completions | 60 | 65 | 70 |
| Number of all Indigenous professional staff | 38 | | |
| Number of all Indigenous academic staff | 7 | 10 | 15 |

Achieved

- student access and participation/enrolment targets
- student success/completion targets
- recruitment of Indigenous professional staff targets
- recruitment of Indigenous academic staff targets
- development of Indigenous partnerships through community engagement objectives
- impacting inclusion of Indigenous curriculum development and Indigenous perspectives in subjects.

In progress

- review of '*gamagoen yarrbat*'
- develop an Indigenous research plan
- include Indigenous-specific policy
- formalise an overarching University framework
- cultural safety rollout to all University staff

- renewal of the Indigenous Workforce (Employment) Strategy (*Tambalang*)
- committee to be established in the second half of the 2019 academic year to draft a RAP which is expected to be lodged with Reconciliation Australia in 2020

5. Indigenous workforce strategy accessible by public

Explain how the university has met its requirements under section 12 of the ISSP Guidelines

A revised Indigenous Workforce Strategy, Toombal ang, is currently being finalised; work has been done in streamlining recruitment processes in Human Resources, and; in collaboration with Diversity & Inclusion, Human Resources, we are developing cultural safety training for the wider university community.

Gamagoen Yarrbat Indigenous Education Strategy presents Indigenous Employment as a strategic domain. This domain continues to build on La Trobe's initial Indigenous employment strategy 'Closing the Gap, 35 in 5: Indigenous Employment Strategy 2010-2015'. Gamagoen Yarrbat Indigenous Education Strategy has defined targets for both professional and academic staff. The strategy seeks to source, and create opportunities to increase employment of Indigenous professional and academic by:

- assisting colleges to set targets
- developing a 'grow our own' strategy
- utilising 'special measures' accommodations
- profiling La Trobe nationally and
- electronic expression of interest recruitment strategy

In 2018, La Trobe reached a total of 27 Indigenous staff with the current numbers at 0.97% Indigenous workforce. This brings us just short of the projected target of 28 Indigenous staff and 1% workforce. With the new Indigenous Workforce Strategy, Toombal ang, to be finalised and launched in 2019, new initiatives will be introduced to ensure the steady increase of the LTU Indigenous workforce. Particularly, whilst still in the negotiating stages of the strategy, we are proposing to the two colleges that they include a commitment to Indigenous vacancies and targets in their business plans. As initiatives such as these gain momentum across the university, we will be well placed to meet our ongoing employment targets for 2020. Once the strategy has been endorsed and finalised, the Department will be issued with a publically available website link to the document.

In September 2018, La Trobe University appointed its inaugural Pro Vice-Chancellor, Indigenous. The role was designated to commence on 4th February 2019. This is a senior appointment, consistent with La Trobe's commitments under the *UA Indigenous Strategy 2017-20*. The Pro Vice-Chancellor, Indigenous will determine the university's strategic direction with respect to the university's Indigenous Australia engagement aspirations.

Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

Our prime strategy is the promotion of the Indigenous programs and notification of vacancies to potential Indigenous applicants. This has been achieved through ongoing consultation with Indigenous community organisations, Job Services Australia and Indigenous Employment Program (IEP) providers, who provide specialist services to Indigenous clients to assist potential applicants in the recruitment process. Initiatives include:

- La Trobe vacancies are promoted through a weekly vacancy list developed by the Indigenous Workforce Advisor and distributed to a national Indigenous network exceeding 300 Indigenous contacts. These vacancies are then further distributed through various Indigenous networks.

- The Expression of Interest registration form allows Indigenous Australians to register interest at any time. It also forms a dynamic database linked to the University's E-recruitment Page-up Program for Indigenous applicants to register. This form is distributed at Career Expos to Indigenous community organisations, networks and IEP providers to promote the program to the Indigenous community.
- The Indigenous Workforce Advisor contacts applicants and provides ongoing support to the applicant during and after the recruitment process, including development of applications, pre-interview support, and post-interview support.
- A database is used 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 and Employment Expos promoting La Trobe as an Employer of Choice.
- Marketing materials are developed and regularly distributed at career expos and community events.

Indigenous Workforce Advisor (IWA)

Our Indigenous Workforce Advisor works with Indigenous applicants for jobs, maintains the on-line Expression of Interest database of potential applicants and supports staff.

The IWA also coordinates the Indigenous Workforce Steering Committee, the annual Indigenous Staff Forum, and works closely with other Human Resource stakeholders. These include: Manager Recruitment, Recruitment Advisors, Senior Business Partner, HR Assist, Employee Relations, Organisational Development, and Diversity & Inclusion.

Indigenous Workforce Steering Committee

The key roles of the Steering Committee are to:

- Monitor and evaluate the Indigenous Workforce Strategy.
- Provide advice and feedback to La Trobe on Indigenous practices within the context of the implementation of the Strategy.
- Drive employment opportunities at La Trobe within the context of wider initiatives such as the achievement of the Federal Government's 'Closing the Gap' initiative.
- Monitor and advise on employment options for Indigenous Australians within the University.
- Ensure community consultation in the ongoing development of Indigenous Australian employment opportunities throughout the University.
- Advise on mechanisms to enhance the effectiveness for recruitment, retention and career development of Indigenous Australian employees within the University.

The Committee is comprised of members from Indigenous Strategy & Education, Human Resources, the two University Colleges, the National Tertiary Education Union and other areas of the University as appropriate.

Indigenous Staff Forum

Held annually, the Indigenous Staff Forum is co-ordinated and managed by the Indigenous Workforce Advisor. The Staff Forum's objective is to bring all Indigenous staff together from across our campuses to network, discuss professional development opportunities, participate in wellbeing activities and contribute to diversity and inclusion activities. Sessions are hosted by Human Resources staff as well as Indigenous Strategy Staff. An Indigenous speaker is invited as part of the Program.

5a. Indigenous workforce data (2018 breakdown, legend below)

| Area | Level/position | Perm/ >1yr | | Casual/ <1yr | |
|-----------|---|------------|--------------|--------------|--------------|
| | | Academic | Non-academic | Academic | Non-academic |
| ASSC (MI) | Casual Academic (Aboriginal Studies) | | | x | |
| ASSC | Lecturer (Aboriginal Studies) | | x | | |
| ASSC | Lecturer (Aboriginal Studies) | x | | | |
| ASSC | Casual Academic (Sociology) | | | x | |
| ASSC | Indigenous Practitioner in Residence (Education) | x | | | |
| ASSC | Project Officer | | x | | |
| ASSC (SH) | Lecturer Social Work (.5) | x | | | |
| ASSC | Casual Academic (Education) | | | x | |
| ASSC | Casual Academic (Education) | | | x | |
| ASSC | Casual Academic (Aboriginal Studies) | | | x | |
| ASSC | Administration Officer | | x | | |
| ASSC (BE) | Lecturer (Education) | x | | | |
| DVC(A) | ESMC2 Executive Director Indigenous Strategy & Education# | | x | | |
| DVC(A) | HE010 Associate Director Indigenous Education & Student Services* | | x | | |
| DVC(A) | HE08 Indigenous Workforce Advisor | | x | | |
| DVC(A) | HE08 Executive Officer | | x | | |
| DVC(A) | HE07 Indigenous Student Recruitment Manager^ | | x | | |
| DVC(A) | HE06 Toorong Marnong Project Officer | | x | | |
| DVC(A) | HE05/6 Indigenous Student Services Officer Bundoora | | x | | |
| DVC(A) | HE05/6 Indigenous Student Services Officer Bendigo | | x | | |
| DVC(A) | Casual General | | | | x |
| DVC(A) | HE05/6 Indigenous Student Services Officer Mildura | | x | | |
| DVC(A) | HE05/6 Indigenous Student Services Officer Shepparton | | x | | |
| DVC(A) | HE05 Indigenous Student Services Officer Wodonga | | x | | |
| DVC(A) | HE05/6 Administration Officer | | x | | |
| DVC(A) | Casual Academic (IAEP) | | | x | |
| DVC(A) | Casual Academic (IAEP) | | | x | |
| DVC(A) | Casual Academic (IAEP) | | | x | |
| DVC(R) | Executive Assistant | | x | | |

| | | | | | |
|---------------|--|---|---|---|---|
| SHE/LRHS (BE) | Senior Lecturer (Nursing) | x | | | |
| SHE | Casual Academic (OT) | | | x | |
| SHE | Senior Research Fellow – Judith Lumley Centre | x | | | |
| SHE | Admin/Project Officer | | x | | |
| SHE | Senior Research Fellow - Molecular Sciences (.2) | x | | | |
| SHE | Senior Administration Officer | | x | | |
| SHE | Senior Research Fellow (Nursing) | x | | | |
| SHE | Research Officer (Nursing) | x | | | |
| SHE | Casual Academic (Public Health) | | | x | |
| SHE | Casual General (Public Health) | | | | x |
| SHE | Casual General (Bouverie Centre) | | | | |
| VP(ADMIN) | HEO6 Senior Coordinator of Exams | | x | | |
| VP(ADMIN) | Casual General - Residential Services | | | | x |
| VP (ADMIN) | Management Accountant – Finance | | x | | |
| VP (ADMIN) | Counsellor – Student Services & Administration | | x | | |

executive position

* vacant from April – Dec while incumbent acted as Exec Director

^ vacant for 70% Jan-May, 50% June-Oct

Legend

| Acronym | Description |
|------------|---|
| ASSC | College of Arts, Social Sciences and Commerce |
| MI | Mildura Campus |
| SH | Shepparton Campus |
| BE | Bendigo Campus |
| LRHS | La Trobe Rural Health School |
| DVC(A) | Office of the Deputy Vice-Chancellor (Academic) |
| SHE | College of Science, Health and Engineering |
| VP (Admin) | Vice President (Administration) |

3 Year Outlook (2018 Targets)

| Year | % | Total |
|------|----|-------|
| 2018 | 1% | 28 |
| 2019 | 2% | 56 |
| 2020 | 3% | 83 |

La Trobe University Collective Agreement 2018

18. Indigenous Australian Employment

In order to reflect current terminology, the Collective Agreement clause below will be referred to as the Indigenous Australian Employment rather than Aboriginal and Torres Strait Islander Employment, and some of the titles in relation to Indigenous employment provisions have been updated from the formal Agreement approved by the FWC. The formal Agreement as approved by the Fair Work Commission can be found at: <https://www.fwc.gov.au/documents/documents/agreements/fwa/ae428963.pdf>

18.1 The University will maintain and update, as appropriate, an Indigenous Workforce Strategy.

18.2 The University will continue to promote an Indigenous Workforce Strategy in conjunction with Indigenous Australian stakeholders. The parties recognise that a supportive working environment for Indigenous Australian Employees requires the redress of racism, social injustice, exploitation and employment inequity and recognises the principles of social and restorative justice and cultural affirmation.

18.3 The objectives of the Indigenous Workforce Strategy include:

- (a) to maximise staff development along with the transfer of job skills and information in order to increase Indigenous Australian employees' knowledge, independence, remuneration, job security and self-sufficiency;
- (b) to increase, encourage and foster Indigenous Australian employees at all levels of work activity, including, specifically, academic roles, within the University;
- (c) to facilitate and encourage the direct involvement of Indigenous Australian employees in determining their own career strategies, goals and objectives; ·
- (d) to seek to increase the number of Indigenous Australian staff. Without limiting the ways in which this may be achieved, the parties will take reasonable steps to meet an indicative target of employing nine (9) equivalent fulltime new ongoing Indigenous Australian employees per annum;
- (e) to facilitate the participation of Indigenous Australian employees in cultural and ceremonial activities where practical;
- (f) the University will provide for a senior position, that is identified for an Indigenous Australian, to oversee the implementation of the employment strategy.

18.4 The University will take reasonable steps to have relevant managers and staff receive cultural competency training before or at the time a new Indigenous Australian employee is inducted into an area.

18.5 Wherever reasonably possible any selection panel established for the selection for appointment to a position identified for an Indigenous Australian will have Indigenous Australian membership (including the Director, Indigenous Strategy). Such panels shall otherwise be constituted in accordance with established processes.

18.6 An Indigenous Workforce Steering Committee shall monitor the implementation of the Indigenous Workforce Strategy. The Committee shall be made up of University employees, Indigenous Australian employees, a representative of the NTEU and at the discretion of the Chair of the Committee may involve nominee(s) of particular Indigenous communities in respect of matters specifically affecting that particular community. This Committee should meet at least quarterly. Implementation of the Indigenous Workforce Strategy shall be done in consultation with the NTEU and appropriate Indigenous Australian employees and community representatives.

18.7 The Indigenous Workforce Steering Committee should report annually. The report should specify the progress in achieving the objectives of the Indigenous Workforce Strategy and the targets set by the University. The report should be made to the Director, Indigenous Strategy, Executive Director, Human Resources and the NTEU La Trobe Branch and the Indigenous Workforce Advisor, who shall ensure that the report is circulated to appropriate

stakeholders in the University, including Unions party to this Agreement. The report will be published on the University intranet.

6. Indigenous involvement in decision-making

The university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines)

La Trobe Indigenous Advisory Council

The role of the Indigenous Advisory Council (IAC) is to provide leadership, advice and direction on the implementation of the University's Indigenous Education Strategic Plan ('gamagoen yarrbat') primarily at the strategic level. A key responsibility of the IAC is to advise and monitor the use of ISSP funding.

The number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources

One Indigenous Advisory Committee meeting was held on May 21, 2018. A copy of the meeting agenda has been included at the end of this document.

Name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism

Indigenous Staff Members of the Indigenous Advisory Council in 2018

| Name | Position | Years at LTU |
|------------------|--|--------------|
| Nellie Green | Assistant Executive Director Indigenous Strategy & Education | 18 years |
| Joy Murphy # | University Elder | 4 years |
| Julie Andrews | Lecturer Level B | 27 years |
| Michael Chisholm | Indigenous Student Services Officer – Shepparton | 11 years |

not a staff member – receives a stipend as University Elder

Other activities to involve Indigenous Australian people in the decisions of the university, curriculum development and/or evaluation/review

Indigenous Advisory Council

In the period leading up to and including 2018, Indigenous community engagement and participation in decision making was strengthened through formalisation of governance structures including the appointment of a University Elder and the establishment of the Indigenous Advisory Council, which is co-chaired by the University Elder and the Deputy Vice-Chancellor (Academic).

Indigenous staff committee memberships

The following information details the committee membership of Indigenous staff, including administrative, academic and research areas. Items with a * are Indigenous-specific committees.

Executive Director

Member, Senior Leadership Group
Member, Academic Board
Member, DVC(A) Senior Leadership Team
Member, Indigenous Advisory Council*
Member, University Human Ethics Committee
Member, Senior Staff Forum
Chair, Indigenous Employment Advisory Committee*
Member, Indigenous Student Services Committee*
Member, Scholarship Sub-Committee
Member, Student First – Customer Advocacy Group
Member, Equity, Diversity & Inclusion Committee, College of Arts, Social Sciences & Commerce
(many of these committee memberships will transfer to the incoming PVC Indigenous in 2019)

University Elder

Co-Chair, Indigenous Advisory Council*

Associate Director

Member, Indigenous Advisory Council*
Member, Indigenous Employment Advisory Committee*
Member, Indigenous Student Services Committee*
Member, University Human Ethics Committee (UHEC)
Member, Scholarships Working Group
Member, Academic Board (elected professional staff representative)
Co-opted Member, Admissions Committee of Academic Board
Member, Indigenous – La Trobe International Group

Indigenous Workforce Advisor

Member, Indigenous Employment Advisory Committee*
Member, Indigenous Student Services Committee*
Member, Athena Swan Self-Assessment Team
Member, Intersectionality Working Group

Indigenous Student Services Manager

Chair, Indigenous Student Services Committee*
Member, Orientation Planning Committee
Member, Indigenous – La Trobe International Group
Member, Multicultural Week Organising Committee

Indigenous Student Services Officer – Bundoora

Member, Indigenous Student Services Committee*
Member, Multicultural Week Organising Committee

Indigenous Student Services Officer – Bendigo

Member, Indigenous Student Services Committee*
Member, Bendigo Operational Co-ordination Group
Member, Bendigo Wellbeing Committee
Member, SoTL Research Project 'Developing a culturally safe process of integrating Indigenous pedagogies and knowledges into allied health curriculum'

Indigenous Student Services Officer – Mildura

Member, Indigenous Student Services Committee*
 Member, Mildura Indigenous Education Reference Group

Indigenous Student Services Officer – Shepparton

Member, Indigenous Student Services Committee*
 Member, Indigenous Advisory Council*

Indigenous Student Services Officer – Wodonga

Member, Indigenous Student Services Committee*

Senior Lecturer, Nursing

Member, School of Nursing & Midwifery Undergraduate Course Committee
 Member, School of Nursing & Midwifery Undergraduate Course Committee
 Co-Project Leader, SoTL Research Project 'Developing a culturally safe process of integrating Indigenous pedagogies and knowledges into allied health curriculum'
 Member, La Trobe Rural Health School, School Planning and Resource Committee (SPARC)

Senior Lecturer and Convenor, Aboriginal Studies

Member, Academic Board
 Member, Humanities and Social Sciences Research Committee
 Member, Humanities and Social Sciences Aboriginal Studies Reference Group
 Member, Indigenous Advisory Committee*

Senior Research Fellow, Judith Lumley Centre

Member, Lowitja Partnership Committee
 Member, School of Nursing & Midwifery Undergraduate Course Committee

Other active committee involvement:

- La Trobe University, through its senior Indigenous staff, is an active member of the National Indigenous Australian Higher Education Consortium Aboriginal Corporation (NATSHEC (AC)) and the World Indigenous Nations Higher Education Consortium (WINHEC).
- Acting Executive Director is co-chair of the Innovative Research Universities (IRU) Aboriginal Working Group.
- Member of the La Trobe Eco-Corridor Naming Project.

The roles and responsibilities of Indigenous specific staff:

Executive Director – oversight and management of Indigenous Strategy and Planning, Indigenous Student Services and Indigenous Employment programs; strategic and planning advice to the university's Senior Executive Group through the Deputy Vice-Chancellor (Academic); provision of advice on curriculum, strategic projects, cultural immersion and policy development.

Associate Director, Indigenous Education & Student Services – manages services for Indigenous students across all campuses, planning, reporting and monitoring services, provision of advice on curriculum, strategic projects, cultural immersion and policy development.

Indigenous Workforce Advisor – collaboratively working with Human Resources on staff recruitment, employment relations and induction processes. Liaising University-wide on engagement opportunities for Indigenous peoples. Provision of advice on Indigenous employment and related policy and procedures development.

Indigenous Student Recruitment Manager – co-ordinates recruitment strategies across all campus including whole of university programs, school partnerships, VTAC and national recruitment and participation in state-wide programs such as Toorong Marnong and I-TIS.

Administrative roles

- Indigenous Strategy & Education Executive Officer
- Indigenous Academic Enrichment Officers/Indigenous Student Services Officer
- Indigenous Strategy & Education Administrative Officer

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

The Indigenous Governance Mechanism during the reporting period was the Acting Executive Director, Office of Indigenous Strategy and Education. The Acting Executive Officer prepared this report. [REDACTED]
[REDACTED] By arrangement with the Assistant Director, Tertiary Education Grants Team, the incoming Pro Vice-Chancellor (Indigenous), has [REDACTED] signed this report as the current Indigenous Governance Mechanism.



LA TROBE
UNIVERSITY

INDIGENOUS ADVISORY COMMITTEE Monday May 21st, 2018



Nancy Millis Room, Union Building, 10.30am – 12pm

AGENDA

Procedural

| | |
|-------------------------------|-------------------------------------|
| Welcome to Country | Aunty Joy Murphy – University Elder |
| Welcome | Chair |
| Apologies | Chair |
| Conflict of Interest Register | Chair |
| Review of Agenda Items | |
| Minutes from Previous Meeting | Minutes |
| Action Items | Chair |
| Correspondence | Chair |

Items for discussion

| | | |
|--|-----------------------|-------------|
| 1. Indigenous Student Success Programme 2018 Reporting & Acquittal | Nellie Green A/ED ISE | Discussion |
| 2. 2018 ISS Space Plans - Regional Bendigo Mildura Shepparton | Nellie Green A/ED ISE | Discussion |
| 3. Universities Australia 2018 Indigenous Survey | Nellie Green A/ED ISE | Discussion |
| 4. University Elder – Reappointment | Nellie Green A/ED ISE | Information |
| 5. Indigenous Strategy | Nellie Green A/ED ISE | Information |
| 6. Indigenous Research Strategy | Nellie Green A/ED ISE | Information |
| 7. Indigenous Workforce Strategy | Julie Sanders, IWA | Discussion |
| 8. Any other business | | |
| 9. Next meeting | | |



INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

LA TROBE UNIVERSITY

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|---|-----------------------|---------------------------|-----------------------|
| ISSP Grant 2018 | 1,106,485.97 | | 1,106,485.97 |
| Rollover of funds from previous year Email approval date: .../.../2017 | 0 | | 0 |
| Interest earned/ royalties | 3.01 | | 3.01 |
| Sale of assets | 0 | | 0 |
| (include other categories as appropriate e.g. HEPP for other funds) | | | |
| A. Total Income 2018 | \$1,106,488.98 | \$947,524.23 | \$1,106,488.98 |

2. Expenditure (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|--|-----------------------|---------------------------|-----------------------|
| Salaries | 637,468.55 | 789,999.22 | 1,427,467.77 |
| Administration | 188,689.22 | 100,147.71 | 288,957.93 |
| Travel – domestic | 5,510.21 | 38,036.36 | 43,546.57 |
| Travel – international | 0 | 11,709.18 | 11,709.18 |
| ISSP Asset purchases | 0 | 0 | 0 |
| Conference fees and related costs | 0 | 7,510.76 | 7,510.76 |
| Rollover of funds for approved activity ^ | | | |
| Scholarships | 248,038.50 | | 248,038.50 |
| B. Total Expenditure 2018 | \$1,079,706.48 | \$947,524.23 | \$2,027,230.71 |
| C. Unexpended funds PM&C agreed to rollover | 0 | | |
| D. Unexpended Funds to be returned to PM&C | 26,782.50 | | |
| E. TOTAL ISSP Funding use (B+C+D) | \$1,133,271.48 | | |

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

| | | | |
|--|---------------------|---------------------|----|
| 1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs). | | | \$ |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) | | | \$ |
| Amount remitted: \$ | Amount remitted: \$ | Amount remitted: \$ | |
| Date remitted: / / | Date remitted: / / | Date remitted: / / | |

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

| Asset Description/ category | Adjustable Value | ISSP contribution |
|-----------------------------|------------------|-------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4a ISSP Asset - acquisitions and disposals summary

| Asset Description/ category | Acquisitions Purchase Value | Disposals/ Sale Price | Disposals Average Age |
|-----------------------------|-----------------------------|-----------------------|-----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

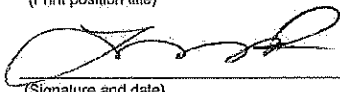
5. Financial Acquittal supported and initialled by:

Ms TARYN RULTON

(Print name of relevant officer)

ACTING CHIEF FINANCIAL OFFICER

(Print position title)



(Signature and date)

15.7.19

Telephone contact: (03) 9479 4768 E-mail: t.rulton@latrobe.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

Certification recommended by university's Indigenous Governance:

Name:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date: