



The University of Melbourne

Reconciliation Action Plan

2015–2017





Foreword

It is a pleasure to introduce the University of Melbourne's second Reconciliation Action Plan (RAP). We have made significant progress since June 2010, when the University made a commitment to Reconciliation Australia as the first step in our RAP journey.

In 2010, the University committed to using its learning and teaching, research and engagement expertise and resources to making a sustained contribution to lifting the health, education and living standards of Indigenous Australians. Since then the University has worked hard on its Indigenous programs and initiatives, significantly raising their profile and effectiveness, and building our cohort of Indigenous students and staff. As a result we are in a position, with this our second Reconciliation Action Plan, to extend our vision.

In the new Plan we maintain and build on earlier commitments, and extend our vision for reconciliation to incorporate a holistic, inclusive, two-way relationship between Indigenous and non-Indigenous Australians, based on mutual responsibility and respect. In setting this broader vision we hope to engage the University community in a process of learning and exchange that will effectively change our culture. We will do this by extending the profile of and respect for Aboriginal and Torres Strait Islander knowledge, culture and values across our campuses, in our learning spaces and in the consciousness of our graduates.

In the longer term, as a leading Australian university, we hope to contribute to a change in the culture and capacity of the nation so that Indigenous Australians can realise their full potential for wellbeing across all walks of life.

Our goal in delivering this second Reconciliation Action Plan has been to facilitate and support change in ways that encourage and enable our Academic Divisions to develop initiatives and actions driving change in relevant areas. I encourage staff, students and alumni across the University community to reach out and extend their understanding of the richness and complexity of Aboriginal and Torres Strait Islander culture past, present and future. In this way we may contribute to a more just Australian society.

The University's second Reconciliation Action Plan has been endorsed by Reconciliation Australia as a 'Stretch RAP' – one with measurable targets to expand upon and embed actions and commitments made in the earlier RAP. This endorsement is provided to organisations which show a strong commitment to reconciliation and are actively embedding initiatives into their business strategy and operations – making reconciliation 'business as usual'.

I look forward to seeing the University achieve the vision and actions included in this second Reconciliation Action Plan

Glyn Davis
Vice-Chancellor
The University of Melbourne



Our Vision for Reconciliation

The University of Melbourne's vision for reconciliation is for a holistic, inclusive and two-way relationship between Indigenous and non-Indigenous Australians based on mutual responsibility and respect. It recognises and respects the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of Australia with a history of continuous connection dating back 40 000 to 60 000 years.

This relationship requires that each member of the University community develops an understanding of and deep respect for the cultures, knowledge and values of the many clans and language groups that make up Indigenous Australia.



Our Business

The University of Melbourne is a public-spirited and internationally engaged institution. Our activities span research, learning and teaching, and engagement with community, business and government. Our business is to provide our students, staff and community with outstanding educational and research opportunities and outcomes. One of our major goals is to forge a culture of reconciliation such that Indigenous and non-Indigenous peoples have an equal opportunity to achieve in education and an equal stake in shaping the future of this University and of the broader Australian and global societies.

In January 2015, the University employed approximately 7 000 staff, 65 of whom were Aboriginal and Torres Strait Islander. Of these, 45 were employed as professional staff members and 20 as academics. For the 2014 academic year the University enrolled 102 commencing Aboriginal and Torres Strait Islander students – 41 into undergraduate courses and 61 into postgraduate programs. The total enrolment of Aboriginal and Torres Strait Islander students in 2014, across all years of study, was 117 undergraduate and 126 postgraduate. Total student enrolments for the same period was 55 458 of whom 16 055 were international students.

In 2014, the University of Melbourne adopted a new administrative model whereby it is organised into three distinct divisions: Chancellery, Academic Division (comprising Faculties and Schools) and University Services. Each has an important role to play in delivering the University's core business objectives across teaching and learning, research and engagement.



Reconciliation Action Plan 2

In 2010 the University of Melbourne, in developing its first Reconciliation Action Plan for the period 2011–2013, committed its expertise and resources in teaching and learning, research and engagement to make a sustained contribution to lifting the health, education and living standards of Aboriginal and Torres Strait Islander peoples. Our aim was to develop knowledge and processes that support Indigenous development and contribute to Indigenous wellbeing.

The second RAP maintains and builds on this commitment, taking the further step of setting hard targets for both the recruitment and retention of Aboriginal and Torres Strait Islander students and for growing our cohort of Indigenous Australian academic and professional staff.

In contrast to the first RAP, which of necessity focused on building capability across the University generally, this second iteration is focused on a range of strategies and initiatives aimed at supporting Faculties and Graduate Schools to identify and work towards their own reconciliation outcomes within an overarching framework. This approach is consistent with, and builds on, the most successful outcomes of the first RAP whereby Faculties and Graduate Schools, through the development and implementation of localised Indigenous employment and student recruitment and retention plans, developed and implemented strategies targeted at their particular

circumstances. It is appropriate that they now take the additional step of identifying and implementing strategies across the full range of RAP Action Areas (see p.9) supported by University Services and Chancellery. In this way we hope to establish University-wide involvement in meeting the commitments of this second RAP.

The University has identified population parity as the target we will work on together. This entails increasing Aboriginal and Torres Strait Islander student and staff numbers so that they represent the same proportion in the university community as Indigenous Australians represent in the overall population of the country. This number is currently estimated at 2.6 per cent.

The target year for population parity in Aboriginal and Torres Strait Islander staff numbers as a full-time equivalent is 2020. Based on the current workforce, this requires an increase of approximately 100 staff over the next five years, an increase of around 20 staff members per year.

The target year for achieving population parity in Aboriginal and Torres Strait Islander student numbers is 2050. This requires an average annual increase of 5 per cent each year. (This target is based on an analysis of current Indigenous population numbers and projections as to how many might go on to tertiary study.)

The achievement of these targets will be supported by the work to be carried out in 2015 across all areas of the University through the renewal of localised Indigenous Student Recruitment and Retention Plans (ISRRPs) and Indigenous Employment Plans (IEPs) for the period 2016–2018.

Building on investigative work carried out as part of the University's first RAP, this iteration also places a strong focus on strategies to build the University's Indigenous research capability, and includes a requirement that all Faculties and Graduate Schools will develop their own Indigenous research plans.

The inclusion of hard targets in this RAP allows the University to position it as a 'Stretch RAP'. This means adopting the framework provided by Reconciliation Australia whereby organisations that have already piloted and tested their strategies in a first RAP may choose to focus on expanding and embedding tested and proven strategies so as to meet realistic targets.



Key Principles

The RAP represents a University-wide commitment to using the resources of teaching and learning, research and engagement to contribute to Indigenous development. Accordingly, the responsibilities and activities outlined in the RAP will:

- mesh with existing University accountability structures
- build and extend on the University's core business activities – teaching and learning, research and engagement
- be integrated through the University's planning cycle
- enable and empower Faculties and Graduate Schools to design and implement strategies that meet their particular needs and circumstances.

A number of supports will be put in place by University Services to assist University Executive and Academic Divisions in monitoring progress towards the achievement of RAP goals. The first of these, the *Indigenous Outcomes Report* published annually in April, will outline progress towards the achievement of Indigenous student, staff and research goals. In addition to this annual report, an update on Indigenous staff and student numbers will be produced each November. This will also include a year-to-date report outlining progress across the full range of actions included in the RAP.

The Process

The development of this version of the RAP began in August 2013 with a meeting of the RAP Elders Panel, who have met regularly since August 2010 when they came together to develop the University's first RAP. The Elders noted the progress that had been made through the implementation of the first RAP and agreed to retain the same six Action Areas.

In late 2013 a number of meetings were held with administrative divisions and services across the University to identify themes for the second RAP. At these meetings it was decided to defer publication of the second RAP until 2015 to enable it to take into account the major changes to the accountability structures occurring across the University as a result of the Business Improvement Program being rolled out throughout 2014.

In mid-2014, Murrup Barak Melbourne Institute for Indigenous Development led a consultation process to involve Indigenous staff and students in generating ideas for the new RAP. In early September a RAP Working Group of both Indigenous and non-Indigenous staff members was established to review and collate suggestions and to develop the draft RAP. This draft was published online during November 2014 for feedback by the University community before being finalised in early December for submission to University Executive.

Following approval by University Executive and Reconciliation Australia, the RAP was launched at the 2015 Indigenous University Welcome on 18 March 2015.



Positioning the RAP in University Policy and Planning

The RAP is identified as one of the three key supporting plans in the University of Melbourne's Growing Esteem 2015–2018 strategy. As such, it plays an important role in informing University-wide strategic planning and development of Key Performance Indicators for Deans and Chancellery Executives. The annual *Indigenous Outcomes Report*, prepared as a RAP initiative to monitor progress towards achievement of the University's targets for Indigenous staff and student numbers, also informs and guides planning processes and targeted localised actions to ensure the University's capacity to deliver on its RAP targets.





Action Areas

In developing the first RAP in 2010, the University committed to six Action Areas, each of which was targeted to contribute to the framework for action developed by Reconciliation Australia. In formulating the second RAP the University has retained the same six Action Areas, which are as follows.

Reconciliation Australia – RAP Framework	The University of Melbourne Action Area
Relationships	1. Partnerships with Aboriginal and Torres Strait Islander Communities
Respect	2. Cultural Recognition
Opportunities	3. Aboriginal and Torres Strait Islander Student Recruitment and Retention 4. Aboriginal and Torres Strait Islander Staff Employment 5. Teaching and Learning Strategies 6. Research

An additional Action Area: Enabling Actions

In developing its second RAP the University is determined to act as an enabling mechanism by:

- supporting and facilitating reconciliation action across the University as a whole
- encouraging and empowering Faculties and Graduate Schools to develop and implement actions that respond to the needs of Indigenous students and staff
- furthering the overarching direction and goals of the University's reconciliation agenda.

As a consequence, this RAP includes a seventh category of action – Enabling Actions. This category sets out the arrangements put in place by the University for tracking and reporting on our RAP Actions.





Actions

Relationships

Action Area 1: *Partnerships with Aboriginal and Torres Strait Islander Communities*

The development of genuine and effective partnerships between the University and Aboriginal and Torres Strait Islander communities is a critical determinant of both the quality and relevance of Indigenous strategy and programs across the University of Melbourne and the capacity of the University to contribute to building a reconciliation culture. Genuinely reciprocal and sustained partnerships, between the University and the Aboriginal and Torres Strait Islander communities, together with the commitment of both Indigenous and non-Indigenous staff to the necessary cultural change, requires understanding and respect (Action Area 2), and the inclusion of Aboriginal and Torres Strait Islander people across all facets of University life. The University will also work with non-Indigenous partner organisations that share our commitment to reconciliation where such collaboration enables us to bring additional resources to our work with Indigenous communities and contributes to positive cultural change.



Action	Lead Portfolio Responsibility	Timeline	Measurable Target	
1. Each campus of the University will identify and develop a relationship with the body representing the Traditional Custodians of the land on which that campus is situated, and fully embed agreed protocols for Welcome to Country and for the Acknowledgment of Traditional Custodians	Pro Vice-Chancellor (PVC) Engagement	Relationships established by 31 December 2015	Traditional custodians identified for each campus and discussions commenced with a body representing them, e.g: for the Parkville Campus cooperative discussions held with the Wurundjeri Land Tribal Heritage Council	
		Acknowledgment practised at listed University events from January 2015	The Acknowledgment of Traditional Custodians to be embedded in University practice. This will be achieved by: <ul style="list-style-type: none"> formal Acknowledgment of Traditional Custodians at all University events where members of the public are present Acknowledgment practised at the first meeting each year of University Council, Academic Board and University Executive encouraging academic staff to Acknowledge Traditional Custodians of the land at the first lecture of every subject 	
		New policy document finalised by 30 June 2016	A new policy document prepared and widely distributed to reflect the revised protocols and practices	
		Wominjeka held annually from March 2015	A formal Welcome to Country to be presented at the University's Indigenous Welcome (Wominjeka) on the Parkville Campus at the start of the academic year every March	
2. Guidelines and structures will be established to support and guide University staff when involving Indigenous communities and Elders in the design, implementation and review of Indigenous strategy, programs and projects	PVC Engagement – Elder-in-Residence and Engagement guidelines	Program established by 31 December 2015	Establish an Elder-in-Residence Program	
		Guidelines developed by 30 June 2016	Guidelines for the engagement of Indigenous Elders, community members and alumni in University programs developed for communication to Academic Divisions, University Services and Chancellery staff	
		Head University Services – re employment process	Employment process by 31 December 2016	A streamlined process for the employment and remuneration of Indigenous Elders, community members and alumni established
3. Genuine partnerships with Aboriginal and Torres Strait Islander communities and other organisations are formed to: <ul style="list-style-type: none"> promote understanding of Indigenous culture, knowledge and values improve the quality and range of the University's Indigenous programs support the development of pathways into the University for Indigenous students and staff contribute to the development of a reconciliation culture within the University 	Associate Director Murrup Barak – re Community Contacts Directory	Directory and guidelines by 30 June 2017	A Community Contacts Directory developed and circulated	
		PVC Engagement	Review annual progress from 31 March 2016	Five new partnerships developed (local, regional, national and international), including one new 'significant' partnership per year, during the life of the RAP
			Head University Services	Strategy developed by 31 December 2015 for implementation thereafter
3. Genuine partnerships with Aboriginal and Torres Strait Islander communities and other organisations are formed to: <ul style="list-style-type: none"> promote understanding of Indigenous culture, knowledge and values improve the quality and range of the University's Indigenous programs support the development of pathways into the University for Indigenous students and staff contribute to the development of a reconciliation culture within the University 	Executive Director Academic Services	Review of existing programs completed by 31 December 2015, then annual review of progress	Annual growth in the range of enrichment programs and initiatives delivered in collaboration with external partners that raise aspiration and capability for University students and enhance educational outcomes for Indigenous students at the University of Melbourne	

Respect

Action Area 2: Cultural Recognition

Through the recognition of the value and contribution of Indigenous culture, the RAP provides a framework for the development of understanding and respect between Indigenous and non-Indigenous Australians. At the University of Melbourne we use the term 'cultural recognition' to indicate a range of actions aimed at:

- enhancing the profile of Aboriginal and Torres Strait Islander cultures across all University campuses
- creating opportunities for staff and students to gain an understanding of the contemporary, historical and traditional cultures, values and knowledge of Indigenous Australians and the diversity of Aboriginal and Torres Strait Islander communities
- ensuring that our University is a culturally safe, welcoming and respectful learning and working environment for Aboriginal and Torres Strait Islander students and staff, and provides all students with a well-rounded education that will help them meet their career aspirations and life goals.

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
4. The University's Urban Design Framework and major capital works projects give prominence and due recognition to Indigenous cultures and the role and contribution of Traditional Custodians	Executive Director Facilities and Sustainability with support from Buildings and Estates Committee (including Heritage & Landscape and Open Space subcommittees)	Indigenous Advisory Group established by 30 June 2015	An Indigenous Advisory Group (Elders, Traditional Custodians and experts and alumni) is established to guide implementation of the Urban Design Framework
		Permanent markers in place by 30 June 2016	Permanent, high-profile, off-the-ground markers at the main entrance of each University campus to acknowledge and celebrate Traditional Custodians
		Revised Guidelines in place by 31 December 2016	A review of the Guidelines for the naming of University buildings and rooms to ensure that due respect, acknowledgment and celebration of Indigenous knowledge and culture is conducted
		Commission by 30 June 2017	Commissioned public art on Parkville campus to celebrate the historical and continuing connections between Aboriginal and Torres Strait Islander peoples and the University

5. A visible Indigenous presence and a demonstrable valuing of Indigenous perspectives are apparent across the University. The initiatives implemented will promote understanding of and respect for Aboriginal and Torres Strait Islander cultures, knowledges and values, past and present; and build on the capacity of the University community to reflect on and question their assumptions about Indigenous Australia	Cultural Safety Head University Services Executive Director Academic Services	Cultural Safety initiatives in place by 31 December 2016	Cultural Safety A mechanism for the provision of advice/support to both Faculties and Schools and University Services in making the University a culturally safe place for Indigenous students and staff is established such that all staff have the opportunity to participate in training programs to promote a culturally safe work/study environment
	Events PVC Engagement and/or Executive Director External Relations	Annually First forum on Constitutional Change delivered by 30 September 2015 Annually from National Reconciliation Week 2015	Events Two high-profile Indigenous Orations are held each year In each year until the national Referendum on Constitutional Reform, the University will seek to become a leading source of information on the issues involved in the referendum and to assist the University and the wider community in fully understanding any proposed constitutional changes The University will encourage and support Academic Divisions, University Services and Chancellery to develop events celebrating National Reconciliation Week and NAIDOC Week. At a minimum, one event, open to staff and students from across the University, will be held during both weeks
	Web and print media Executive Director External Relations	Web presence reviewed by 30 June 2015 and progressive improvements made through life of this RAP Annual review by 31 December	Website Conduct a review of the University's Indigenous content to identify opportunities for bringing it in line with international best practice. Outcomes of the review to lead to an improved web presence for Indigenous content and programs include: <ul style="list-style-type: none"> • home-page Acknowledgment of Traditional Custodians • Indigenous content and information for Indigenous students accessible within '2 clicks' of primary landing pages • Indigenous-themed events are listed on the Reconciliation@Melbourne Indigenous events calendar and other relevant University listings of events Print media Indigenous programs and initiatives are profiled in University reporting and promotional materials The University's commitment to reconciliation and the existence of the RAP to be profiled in marketing information prepared for current and future students
	Campus Walks Associate Director Murrup Barak in collaboration with External Relations	First training program to be delivered by 30 June 2015 Register developed by 30 September 2015	Campus Walks Training to be provided to establish a cadre of Billibellary's Walk leaders to increase the number and range of people able to guide and participate in the walk A register of Billibellary Walk leaders is established and additional Walk leaders trained and added to the list each year
6. Promulgate and ensure University-wide implementation of the Aboriginal and Torres Strait Islander Cultural Heritage Policy	PVC Engagement	Annual review by 31 December	Indigenous Cultural Collections Advisory Group meets twice yearly Increased opportunities provided for Indigenous communities to be involved in the management and enjoyment of University Cultural Collections

Opportunities

Action Area 3: Aboriginal and Torres Strait Islander Student Recruitment and Retention

The University is committed to reviewing and promoting strategies to enhance the recruitment and retention of Aboriginal and Torres Strait Islander students, and to build, extend and sustain current efforts in order to achieve the goal of population parity in student numbers by 2050. To this end, the University has developed and will implement the Indigenous Student Plan (ISP) 2013–2017 as the University-wide framework to foster innovation, build an evidence-based approach and embed responsibilities for delivery across University programs. The ISP builds on work carried out across the Faculties during the life of the University's first RAP in developing and implementing localised Indigenous Student Recruitment and Retention Plans for 2012–2015. This work will ensure our University community maintains and builds on its diversity and provides appropriate support and development opportunities for all of its Aboriginal and Torres Strait Islander students. We aim to grow and develop the University's own Indigenous 'community' and community spirit.

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
7. Support the implementation of the University of Melbourne Indigenous Student Plan 2013–2017	Academic Registrar	<i>Indigenous Outcomes Report</i> published annually by 30 April	The annual <i>Indigenous Outcomes Report</i> indicates a growth in student numbers in the order of 5+ per cent each year
	Development of ISRRPs Deans with support provided by Associate Director Murrup Barak	New plans published by 31 December 2015	Faculties and Schools publish their renewed Indigenous Student Recruitment and Retention Plans for the period 2016–2018. These new ISRRPs will: <ul style="list-style-type: none"> align to the goals and aspirations of the University ISP include goals around the expansion of support and enrichment initiatives for Indigenous students list the Faculty/School scholarships available to Indigenous students
	Scholarships Head University Services and Vice-President Advancement	Comprehensive listing available by 30 September 2015	A comprehensive listing of scholarships available to prospective Indigenous students at the University is developed and an annual increase in the number and range of scholarships is apparent each year thereafter
8. Develop pathways and mechanisms to support Indigenous students (including mature-age students) to enrol in and succeed in undergraduate and graduate studies at the University of Melbourne	Academic Registrar and Deans	Review of current numbers completed by 31 March 2015, annual review of progress	Annual increase in enrolments and completion rates for Indigenous students, together with an increase in the number of targeted programs for Indigenous students, in particular graduate programs and Research Higher Degree (RHD) programs
	Relevant Program Directors	Process for ongoing review established by 31 December 2015	Process established for the ongoing review and monitoring of the Bachelor of Arts (Extended) and the Bachelor of Science (Extended) programs to ensure they are meeting the needs of the Indigenous student cohort
	Deputy Provost and Director Students and Equity	Framework developed by 31 December 2017	Develop and promote a framework that supports entry of mature-age Indigenous students into both graduate and undergraduate programs, and that identifies courses where recognition of prior learning applies

Opportunities

Action Area 4: Aboriginal and Torres Strait Islander Staff Employment

The University has set the goal of achieving population parity in Aboriginal and Torres Strait Islander staff numbers by 2020. The Indigenous Employment Framework 2014–2016 builds on the achievement of the earlier Indigenous Employment Frameworks and the development of localised Indigenous Employment Plans (IEPs) by Faculties, Schools and administrative divisions during the life of the University's first RAP 2011–2013. The Indigenous Employment Framework headline targets are aligned with the National Indigenous Higher Education Workforce Strategy and the University of Melbourne Collective Agreement 2013. In this second RAP we will apply the lessons learned to prioritise growth in academic staff numbers, and develop initiatives to support both the sustainability of Indigenous employment across all organisational levels and the professional development and wellbeing of all Indigenous staff.

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
9. In collaboration with Faculties, Schools and administrative divisions support the effective implementation of the University of Melbourne's Indigenous Employment Framework 2014–2016 by: <ul style="list-style-type: none"> • promoting and further extending centralised support structures and pathways programs for Indigenous staff • developing and implementing strategies to increase Indigenous academic staff numbers • developing and implementing strategies to promote Indigenous staff retention and cultural support 	Deans, Divisional Heads supported by Associate Director Murrup Barak	<i>Indigenous Outcomes Report</i> published annually by 30 April	The annual <i>Indigenous Outcomes Report</i> indicates a growth in Indigenous staff numbers (both academic and professional) to a combined total of approximately 20 staff per year
		New IEPs published by 31 December 2015	Faculties, Schools, University Services and Chancellery renew their Indigenous Employment Plans for the period 2016–2018. Revised IEPs will include strategies for building long-term sustainable Indigenous employment across all organisational levels and for providing mentoring and development opportunities to all Indigenous staff
		Early career structure in place by 31 December 2015	Development and implementation of an Early Career Indigenous Academic Employment Program
		Reviewed annually by 31 December	Indigenous Cultural Awareness Workshops, targeted at supervisors of Indigenous staff, offered through the life of the RAP. Records to be kept confirming: <ul style="list-style-type: none"> • number of sessions held (minimum 8 per year) • number of attendees (minimum 100 staff per year) • list of staff who complete the training
		Network meets by 30 June 2015 and twice yearly from then	Establishment of an Indigenous Staff Network to meet twice yearly Terms of Reference for this group to be developed but may include provision of feedback on cultural awareness and safety issues, acknowledgment of Indigenous staff contribution to University community and social networking opportunities

Opportunities

Action Area 5: Teaching and Learning Strategies

In 2012 the Learning Outcomes and Graduate Attributes Committee redeveloped the University of Melbourne graduate attributes. The revised attributes include a specific reference to Indigenous outcomes, viz. 'Melbourne graduates are aware of the social and cultural diversity in communities and can work collaboratively with people from diverse linguistic and cultural backgrounds. In particular, they have an understanding of and deep respect for Indigenous knowledge, culture and values.' A number of initiatives carried out during the life of the University's RAP 2011–2013 contributed to developing measures for how these graduate attributes can be realised, including an audit of Indigenous studies in the curriculum and the inclusion of optional items to measure impact of Indigenous content within the Student Experience Survey. Plans are in place so that during the life of this RAP, a comprehensive University Framework for Indigenous Curriculum will be developed to provide a systematic approach to Indigenous teaching and learning across the University aimed at educating a generation of scholars to understand and deeply respect Indigenous knowledge, culture and values.

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
10. Develop a University Framework for Indigenous Teaching and Learning as a tool to educate a generation of scholars who understand and deeply respect Indigenous knowledge, culture and values	PVC Academic and Director Centre for the Study of Higher Education (CSHE) Academic Board	<p>Project plan for development of the Framework agreed by 31 December 2015</p> <p>Framework developed by 30 September 2017 for implementation in 2018</p>	<p>Framework deliverables to include:</p> <ul style="list-style-type: none"> • extension of opportunities for University of Melbourne students to work with and contribute to Indigenous communities • extension of the number and range of subjects contributing to Indigenous learning outcomes • improved quality and range of Indigenous curriculum including development of specialist pathways in Indigenous studies at both undergraduate and graduate levels • new ways of evaluating the quality of Indigenous teaching and content at subject and course level, across both embedded and direct Indigenous curriculum • mechanisms to ensure academic capacity to meet future needs of Indigenous teaching and learning • new opportunities for use of the University's Indigenous cultural collections for research and teaching in collaboration with Indigenous community
		<p>Incentive developed by 30 June 2015 for delivery annually</p> <p>Annual review by 31 December</p>	<p>A program is developed and launched to support and provide incentives for Faculties and Schools to develop Indigenous curriculum</p>
		<p>Annually</p>	<p>An annual University-wide award acknowledges and promotes excellence in Indigenous teaching and learning and in collaboration with communities, organisations and/or schools</p>

Opportunities

Action Area 6: Research

In 2012 the University launched the 'Research at Melbourne: Ensuring Excellence and Impact to 2025 Strategy'. A range of meetings held in 2013 supported the development of an Indigenous Research Agenda as a means of identifying and promoting pathways into Indigenous research and increasing its range and impact. The new Indigenous Research Agenda builds on work carried out during the University's RAP 2011–2013, including the audit of Indigenous research quantum, the development of the Graduate Certificate in Indigenous Research and Leadership and the provision of support to the Indigenous Graduate Student Association. In implementing the Indigenous Research Agenda during the life of this RAP, the University will develop and implement a number of initiatives aimed at building the profile, capability and productivity of Indigenous research, and recruiting and supporting Indigenous researchers.

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
11. Promote the Indigenous Research Agenda as the institutional framework for Indigenous research at the University of Melbourne and provide support to Faculties and Schools to develop plans and strategies to: <ul style="list-style-type: none"> raise the profile of the range and depth of Indigenous research improve the range of quality of Indigenous research projects attract and retain Indigenous researchers 	PVC Research Capability	Indigenous Research Agenda fully in place by 31 December 2015	Promotional initiatives (including establishment of Indigenous Research Web Portal) developed to raise the profile of Indigenous research at the University of Melbourne
		Indigenous research web presence in place by 30 June 2015	Annual reporting on Indigenous research projects indicates a growth in the volume and value of Indigenous research
		Faculty/School Indigenous Research Plans completed by 30 June 2015	Each Faculty/School to develop an Indigenous Research Plan that encapsulates their vision for, and contribution to, developing Indigenous research and researchers at the University
12. Establish cross-disciplinary and inter-Faculty Indigenous Research Pathways that provide a coordinated, point of entry for Indigenous RHD students and non-Indigenous RHD students researching Indigenous topics	PVC Graduate Research and Director CSHE	Pathways in place by 31 December 2015	Pathway deliverables include: <ul style="list-style-type: none"> an increase in Indigenous RHD enrolments and RHD enrolments in Indigenous studies the implementation of appropriate scholarships, supervisor training programs and mentoring programs to support Indigenous RHD students
		Annual review by 31 December 2015	Annual reporting on Indigenous research indicates a growth in the number of Indigenous RHD commencements and completions
13. Identify and implement seed funding initiatives to: <ul style="list-style-type: none"> leverage opportunities within the broader University research agenda to support Indigenous research guide the development of external partnerships and fund-raising activity to support Indigenous research 	PVC Research Capability	First funding round held by 31 December 2015	Indigenous Research Hallmark Initiative established to provide seed funding for Indigenous research projects. The initiative will provide: <ul style="list-style-type: none"> investment in flagship research projects that align with our research themes structures supporting researchers to pursue national funding opportunities, such as the Australian Research Council Discovery Indigenous scheme

Enabling Actions (to replace Tracking and Reporting Progress)

Action	Lead Portfolio Responsibility	Timeline	Measurable Target
14. Engage with Deans and Divisional Heads identified as having lead portfolio responsibility for measurable targets in this RAP to identify the individuals or teams who will have specific responsibility for RAP outcomes in the University's new operating environment	PVC Engagement and Head University Services	Amended responsibilities identified by 28 February 2015 Staff with responsibilities notified by 31 March 2015	The individuals responsible for each measurable target in this RAP to be identified by 28 February 2015 and discussions held with individuals concerned by 31 March 2015
15. Develop and implement a new Indigenous governance framework for the University of Melbourne that includes: <ul style="list-style-type: none"> new structures that ensure appropriate representation and mechanisms for Indigenous policy, programs and cultural governance across the University a process for monitoring and reporting on the University RAP 	PVC Engagement	New structure in place by 31 March 2015	New Indigenous governance structure developed that embeds Indigenous community participation in University-wide Indigenous strategy development and annual review of RAP progress
		Process for monitoring RAP in place by 31 March 2015	The annual <i>Indigenous Outcomes Report</i> for University Executive is published on the Reconciliation at Melbourne web pages and links forwarded to key stakeholders across the University
		Report by 30 September each year	Annual RAP Impact Measurement Questionnaire report prepared and submitted to Reconciliation Australia
		Review completed by 31 December 2016	A review of the effectiveness of new Indigenous governance structure completed
16. Establish a mechanism to support Faculties and Schools to lead the development of the RAP implementation strategies appropriate to their work areas	Executive Director Academic Services	RAP contact points communicated by 31 March 2015	Faculties, Schools, University Services and Chancellery nominate RAP contact point by 31 March 2015
		First survey by 30 September 2015	Annual survey conducted among RAP nominees invites feedback and suggestions on RAP support
		First implementation meeting by 30 November 2015	University-wide RAP Implementation Committee established to meet annually with Faculty/School/University Services/Chancellery representatives to report on survey results, reflect on and discuss collaborative approach to RAP reporting and request additional services to support localised implementation of Indigenous policy frameworks and RAP actions as required
		RAP progress monitored annually – First report available 31 January 2016	Progress towards achievement of RAP actions monitored annually and reported on Reconciliation at Melbourne web pages
		First forum held 2016, then annually thereafter	An annual University-wide forum provides support and direction to Academic Divisions, University Services and Chancellery in the implementation of this second RAP (annual theme to be developed in collaboration with Deans and Heads)



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For more on the Indigenous initiatives at the University of Melbourne and on the RAP go to:

W: www.unimelb.edu.au/about/reconciliation





THE UNIVERSITY OF

MELBOURNE



Reconciliation
ACTION PLAN

STRETCH RAP

Artwork by Shawana Andrews