



THE UNIVERSITY OF
MELBOURNE

The University of Melbourne

Reconciliation Action Plan

April 2018 – December 2022





Pro Vice-Chancellor (Indigenous) Shaun Ewen, Vice-Chancellor Glyn Davis, Wurundjeri Elder Aunty Diane Kerr, students Levi McKenzie-Kirkbright and Amba-Rose Atkinson with Associate Director, Murrup Barak Charles O'Leary at Wominjeka 2017
Photograph by Peter Casamento

Foreword from the Vice-Chancellor

It is with both pleasure and pride that I introduce the University of Melbourne's *Reconciliation Action Plan April 2018 – December 2022*, our third RAP. We have made considerable progress since embarking on our formal reconciliation journey in June 2010. At that time, the University made a commitment to the Aboriginal and Torres Strait Islander peoples of Australia to use our teaching and learning, research and engagement expertise and resources to make a sustained contribution to better health, education and living standards for Indigenous Australians, recognising the contribution of Aboriginal and Torres Strait Islander peoples and knowledges in support of this aim.

Through this RAP and our enabling frameworks and plans, now deeply embedded in our business planning and operations at both an institutional and academic divisional level, the University is demonstrating its commitment to ensuring a just, equitable and reconciled nation for all Australians.

Our Indigenous student and staff numbers have increased by 93 per cent and 296 per cent respectively since we implemented our first RAP and, importantly, their retention and success outcomes remain strong. We have also implemented and progressed a growing number of partnerships, programs and initiatives that have resulted in tangible outcomes for Aboriginal and Torres Strait Islander peoples, and indeed for all Australians. Across the University, we are embarking upon a program to ensure that Indigenous knowledges are embedded throughout our curricula, and an extensive Indigenous cultural awareness training program to promote two-way learning.

With this Reconciliation Action Plan, the University of Melbourne is keen to extend our vision for reconciliation. Accordingly, this RAP has been endorsed by Reconciliation Australia as an Elevate RAP, which signals our preparedness 'to take on a leadership position to advance national reconciliation... and actively champion initiatives to empower Aboriginal and Torres Strait Islander peoples and create societal change' (Reconciliation Australia, 2018). It sees a shift in focus from the six Action Areas outlined in our two previous RAPs to the development of Signature Projects. All of our 14 Signature Projects address one or more of the critical dimensions of reconciliation identified by Reconciliation Australia – Race Relations, Equality and Equity, Institutional Integrity, Historical Acceptance, and Unity – and we believe they will produce outcomes that will have a transformational impact.

I look forward to seeing the University of Melbourne achieve its vision for reconciliation, as articulated in this RAP, through the realisation of these outcomes.



Professor Glyn Davis AC
Vice-Chancellor
The University of Melbourne

Our Indigenous student and staff numbers have increased by 93 per cent and 296 per cent respectively since we implemented our first RAP.

Message from Reconciliation Australia CEO

Reconciliation Australia congratulates the University of Melbourne on its past successes and ongoing commitment to advancing reconciliation as it implements its third Reconciliation Action Plan.

By implementing an Elevate RAP, the University of Melbourne joins a leading group of organisations and educational institutes that have gone above and beyond 'business as usual' to embed reconciliation into their core business practices and decision making at the highest level.

The RAP program inspires social change in workplaces across Australia, and economic and behavioural transformation with far-reaching positive impacts. By raising the bar of its RAP ambitions, the University of Melbourne is setting an example as a leader in reconciliation.

Throughout its reconciliation journey, the University of Melbourne has maintained a strong track record of following through with its RAP commitments, and building meaningful partnerships with Aboriginal and Torres Strait Islander peoples and communities.

The Signature Projects identified in this RAP will build on the University's successes to date and crucially build capacity and capability so that both individuals and communities can become their own agents of change.

The way the University is thinking of the intersection of space, place and culture through critical engagement with history and co-design principles challenges our ideas of the impact of reconciliation in built environments.

All of the actions contained in this RAP weave together a story that places Aboriginal and Torres Strait Islander people at the centre, and then unpacks the five dimensions of reconciliation – Race Relations, Equality and Equity, Institutional Integrity, Historical Acceptance, and Unity – with tangible strategies and outcomes.

On behalf of Reconciliation Australia, I commend the University of Melbourne on its Elevate RAP and look forward to following its future achievements on the ongoing reconciliation journey.



Ms Karen Mundine
CEO
Reconciliation Australia



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Acknowledgements

The University of Melbourne acknowledges and is grateful to the following Traditional Owners and Elders who have been instrumental in our reconciliation journey and have guided the approach and design of this Reconciliation Action Plan (RAP):

- N'arweet Carolyn Briggs
- Paul Briggs OAM
- Janine Coombs
- Uncle Kevin Coombs OAM
- Aunty Diane Kerr
- Aunty Lyn McInnes
- Aunty Joy Murphy Wandin
- Aunty Loraine Padgham
- Aunty Sandra Smith.

We also acknowledge and pay respect to the Traditional Owners of the lands upon which our campuses are situated:

- the Wurundjeri and Boon Wurrung peoples (Parkville, Southbank, Werribee and Burnley campuses)
- the Yorta Yorta Nation (Shepparton and Dookie campuses)
- the Dja Dja Wurrung people (Creswick campus).

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of the lands and waterways across the Australian continent with histories of continuous connection dating back more than 60,000 years.

We also acknowledge and respect our Aboriginal and Torres Strait Islander students, staff, Elders and collaborators, and all Aboriginal and Torres Strait Islander people who visit our campuses from across Australia.

About the Artist and the Artwork

Dixon Patten is a proud Yorta Yorta and Gunnai man who has family bloodlines from Dhudhuroa, Gunditjmara, Wiradjuri, Yuin, Wemba Wemba, Barapa Barapa and Monaro. He has worked with the University on its Cultural Awareness Training program and other projects.

'The artwork represents the journey taken by the University of Melbourne, working with the Aboriginal and Torres Strait Islander community, to develop this RAP. The pathway depicts life's course and the waves represent the ripple effect that the RAP's Signature Projects will have on students, staff and the broader Aboriginal and Torres Strait Islander and non-Indigenous communities. The circles in the middle are our community – the motivation for, and guiding influence on, this RAP.'

Dixon Patten, artist and designer – Bayila Creative (www.bayila.com.au)

Terminology

In developing the University's Elevate Reconciliation Action Plan, our RAP Working Group sought to use culturally appropriate and respectful terminology. After consultation with our Convening Panel, we use both 'Aboriginal and Torres Strait Islander', which is often the preferred nomenclature for Australia's First Peoples, and 'Indigenous Australians' (inclusive of Aboriginal and Torres Strait Islander peoples). We also use the term 'non-Indigenous' to refer to Australians who do not identify as Aboriginal or Torres Strait Islander.

Our Vision for Reconciliation

Reconciliation is central to the full realisation of the University of Melbourne's purpose. For true reconciliation to occur, we need to foster an environment in which the relationship between Aboriginal and Torres Strait Islander peoples and their fellow Australians is characterised by a deep mutual respect, leading to positive change in our nation's culture and capacity.

The manifestation of our vision for reconciliation requires the University to make the following commitments:

- To truly engage with, and learn from, Aboriginal and Torres Strait Islander people, communities and organisations
- To embed Indigenous cultures and knowledges in the University's research, teaching and learning, and engagement activities
- To demonstrate an understanding of, and deep respect for, the traditions, heritage, knowledges and perspectives of the many nations and language groups that make up Indigenous Australia
- To reflect Indigenous cultural heritage in the University's physical environment
- To ensure that our campuses are places where Indigenous peoples feel culturally safe and are treated with dignity and respect.



Welcoming students at the University's Parkville campus
Photograph by Sharon Walker

Our Business

Established in 1853, the University of Melbourne is a public-spirited and internationally engaged institution that makes distinctive contributions to society in research, teaching and learning, and engagement with community, business and government. We are consistently ranked among the leading universities in the world, with international rankings of world universities placing us first in Australia and 32 globally (Times Higher Education World University Rankings 2017–2018).

Our business is to provide our students, staff and community with outstanding educational, research and engagement opportunities and outcomes. The University has three campuses in the Melbourne metropolitan area at Parkville, Southbank and Burnley, and four in rural Victoria at Creswick, Dookie, Shepparton and Werribee.

In recent years, the University has renewed its focus on ‘engagement’, which represents the third pillar of our mission. The *Engagement at Melbourne 2015–2020* strategy articulates a commitment to public value that will inform our contributions to society’s intellectual, cultural, social and economic life. Alongside student and staff engagement, and efforts led by Academic Divisions, meeting this commitment will be achieved through investment in six keystone engagement programs.

One of these is our Reconciliation Action Plan or RAP, identified as one of only several key supporting plans in the University’s *Growing Esteem 2015–2020* strategy, which further embeds in the University’s policy and planning architecture our strategy for reconciliation. In so doing, our efforts to create a culture of reconciliation – such that Indigenous and non-Indigenous people have an equal and equitable opportunity both to achieve in education and to have a stake in shaping the future of this University and the broader Australian and global societies – are supported.

In 2017, the University employed approximately 8,000 staff, 96 of whom identified as Aboriginal and/or Torres Strait Islander. Of these, 67 were employed as professional staff members and 29 as academic staff, from a total workforce of 4,083 academic and 3,806 professional staff.

In 2017, there were 41,873 domestic students enrolled at the University, 343 of whom identified as Aboriginal and/or Torres Strait Islander. Of these 186 enrolled in undergraduate degrees, 74 in higher degree coursework programs, 39 in other postgraduate programs, 41 in graduate research degrees and 13 in non-award courses (students can be enrolled in subjects at multiple course levels in one year). This represents an increase of 93 per cent from 2011 when the University released its first RAP, compared to a 14 per cent increase in total domestic student numbers over the same period.

The University’s administrative structure is comprised of three distinct divisions: Chancellery, Academic Divisions (Faculties and Graduate Schools) and University Services. Each will continue to play an important role in the University’s reconciliation journey through meeting our RAP commitments and those in the enabling plans that underpin them. These enabling plans (see p.43) detail a vast range of targets and measures across the breadth of our academic mission and require genuine engagement in reconciliation through consultation, collaboration and commitment.

Our RAP... [seeks] to create a culture of reconciliation – such that Indigenous and non-Indigenous people have an equal and equitable opportunity both to achieve in education and to have a stake in shaping the future of this University and of the broader Australian and global societies.



Smoking ceremony at the Wilin Centre Graduation Gala, 2015
Photograph courtesy of the Wilin Centre, Faculty of Fine Arts and Music

Our Reconciliation Journey

In his Apology to Indigenous Australians in February 2008, Vice-Chancellor Glyn Davis committed to using the University of Melbourne's wealth of expertise and resources in research, teaching and learning, and engagement to make a sustained contribution to lifting the health, educational and living standards of Aboriginal and Torres Strait Islander Australians.

On 6 June 2010, following consultation with the University's Aboriginal and Torres Strait Islander community, the Vice-Chancellor signed a *Statement of Commitment* to develop a Reconciliation Action Plan. The University's inaugural *Reconciliation Action Plan 2011–2013* was expressly aimed at developing both institutional knowledge and the fundamental processes that support Indigenous development and contribute to Indigenous wellbeing. It laid the administrative framework, and developed the necessary processes, to bring Indigenous objectives into the mainstream of University activity and policy. Reconciliation outcomes focused on six Action Areas:

- Partnerships with Aboriginal and Torres Strait Islander Communities
- Cultural Recognition
- Aboriginal and Torres Strait Islander Student Recruitment and Retention
- Teaching and Learning Strategies
- Research
- Aboriginal and Torres Strait Islander Staff Employment.

Although the University decided to defer publication of our second RAP, *Reconciliation Action Plan 2015–2017*, to take into consideration major changes to our accountability structures as a result of the 2014 Business Improvement Program, an extensive consultation process was undertaken throughout 2014 to develop ideas for the new RAP. Simultaneously, a Reconciliation Action Plan Convening Panel, which included the University's Traditional Owners and Elders, confirmed the success of our first RAP. The Panel agreed that the University's second RAP would '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'. Retention of the same six Action Areas was agreed, with a recommendation that cultural recognition be strengthened and prioritised.

While our inaugural RAP sought to build capacity across the University generally, our second RAP focused on a range of strategies and initiatives to support Faculties and Graduate Schools to achieve their own reconciliation outcomes as appropriate to their particular contexts. For students and staff, the renewal of localised Indigenous Student Recruitment and Retention Plans and Indigenous Employment Plans, with reference to University-wide population parity targets for Indigenous students and staff, exemplified this focus. In addition, Academic Divisions identified and implemented strategies across the full range of RAP Action Areas.

Importantly, accountability processes were also established and progress towards targets monitored, which ultimately positioned the University's second RAP as a Stretch RAP.

*The University of Melbourne
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wealth of expertise and
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and Torres Strait Islander
Australians.*

University targets and reporting on reconciliation measures

In 2015, the University approved a number of ambitious headline targets with respect to Indigenous students and staff. These targets were developed in recognition of:

- the increase in Aboriginal and Torres Strait Islander representation in the Australian population to 3 per cent
- the changing student demographic resulting from the Melbourne Model, through which students undertake core undergraduate programs followed by specialisation at graduate level, such that our graduate student numbers exceed those of our undergraduate numbers
- a desire to focus on the academic success of our Indigenous students in addition to their participation in higher education
- the fact that most Indigenous staff were employed in junior-level professional rather than academic roles.

A revised *Indigenous Outcomes Measurement Framework*, which better aligned to our second RAP and associated Indigenous strategies, was also developed. An *Indigenous Outcomes Performance Report* based on this framework reports annually on an extensive range of metrics relating to Indigenous students, staff, teaching and learning, and research outcomes, together with the educational system performance measures that underpin them.

Strategies for RAP success

The University's excellent progress towards meeting the commitments of our collective RAPs has been achieved because of:

- the alignment of our RAPs with the core purpose of the University
- the cultural authority and contributions provided by our Indigenous leadership, including Traditional Owners and Elders, and Indigenous advisory mechanisms throughout the development and implementation of our RAPs
- embedding the RAPs in the University's planning architecture, such that initiatives are incorporated into our business strategy and operations, with reconciliation seen as 'business as usual'
- adopting a whole-of-University approach, with clear accountabilities established and understood for each RAP measure and target
- setting measurable and meaningful targets and monitoring and reporting on these
- broad University staff, student and alumni involvement in the range of initiatives and programs that support our RAPs.

Our Reconciliation Achievements: A Snapshot

Academic mission

Indigenous student numbers have increased by 93 per cent since the implementation of the University's first RAP

Indigenous staff numbers have increased by 296 per cent since the implementation of our first RAP

The Wilin Centre for Indigenous Arts and Cultural Development, established in 2002, works with Aboriginal and Torres Strait Islander communities to identify, recruit and support potential and practising Indigenous artists to study and refine their academic and artistic skills

Both publications by our Indigenous researchers and on Indigenous subjects more than doubled in number between 2011 and 2016

Working together with the University's residential colleges, we have supported a dramatic growth in residential places for Indigenous students with 97 in residence in 2017

Since the implementation of our first RAP in 2011, research grant allocation to Indigenous researchers and on Indigenous subjects has exceeded \$100 million

In 2016, 1230 students enrolled in 33 subjects with an Indigenous focus, which represents an increase of 71 per cent and 43 per cent respectively from 2013

In 2016, eight Academic Divisions provided opportunities for more than 300 students to work with and contribute to Indigenous communities

Social contract

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The Grimwade Centre for Cultural Materials Conservation works with the Association of Northern, Kimberley & Arnhem Aboriginal Artists to apply the knowledge of Indigenous artists in the conservation of cultural materials

The Research Unit for Indigenous Language, the first of its kind in Australia, works with Indigenous communities across the nation to expand and strengthen Indigenous language research, and support efforts by communities to maintain their linguistic and cultural heritage

Recent major grants for innovative Indigenous research include developing a pre-European ecological baseline to understand how fire affects the northern Australian Savannah; investigating repatriation as a strategy for sustaining the vitality of Indigenous song; and best practices in community narrowcast digital TV and contemporary methods for the long-term storage of both digital and analogue audio-visual cultural materials

University health researchers continue to attract funding for long-term research into eye health in Indigenous communities and the importance of health interventions in the first 1000 days of a child's life

The University of Melbourne was the first University to sign up with Supply Nation – supporting Indigenous businesses through supplier diversity

The University of Melbourne was the first university to partner with Jawun – supporting Indigenous communities through capacity building in Indigenous-led, place-based organisations

The Leaders in Indigenous Medical Education (LIME) Network, established in 2005 and hosted at the University, is dedicated to ensuring the quality and effectiveness of teaching and learning in Indigenous health, as well as best practice in the recruitment and retention of Indigenous medical students

Engagement and outreach

New and increasing opportunities have been provided for use of the University's Indigenous cultural collections for research and teaching in collaboration with Aboriginal and Torres Strait Islander communities

Since 2009 the University has delivered the annual Narrm Oration profiling global Indigenous leaders' perspectives about the future for Indigenous Australia

Murrup Barak Melbourne Institute for Indigenous Development supports Indigenous student outreach, student success and staff employment, and advises on engagement with Indigenous people and communities; it also provides leadership of the University's Academy of Sport, Health and Education in Shepparton

Almost 600 University staff have undertaken Indigenous Cultural Awareness Workshops since the training was first offered in 2015

The University is involved in a wide range of outreach programs in schools to inform Indigenous students' aspirations and help them to explore pathways to tertiary study

Reconciliation Action Plan April 2018 – December 2022

Key principles

Our collective RAPs represent a University-wide commitment to using the resources of research, teaching and learning, and engagement to strengthen and deepen mutually supportive relationships between Aboriginal and Torres Strait Islander and non-Indigenous Australians. They are also part of our long-term vision for national reconciliation through our contribution to improving a range of Indigenous outcomes particularly in education, health and employment. As such, the target measures and accountabilities in our *Reconciliation Action Plan April 2018 – December 2022* will:

- align with existing University accountability structures
- build and extend on the University's core business activities – research, teaching and learning, and engagement
- be integrated through the University's planning cycle
- enable and empower Academic Divisions to design and implement reconciliation strategies appropriate to their contexts
- foster the incorporation of Indigenous engagement and recognition across the breadth of University activity.

A number of mechanisms are in place to monitor progress towards our RAP targets and wider reconciliation goals. The first of these, the *Indigenous Outcomes Performance Report* published annually, will detail progress towards the achievement of a wide range of Indigenous student, staff, teaching and learning, and research outcomes together with our Indigenous staff and student headline targets. Reporting against University-wide and Divisional-level frameworks and plans is undertaken on a regular basis. Annual public reporting on progress towards RAP Signature Project target measures will be undertaken and quality assured by an independent external party. A mid-term review will also be conducted three years into this RAP to monitor progress and ensure the incorporation of relevant national and institutional priorities.

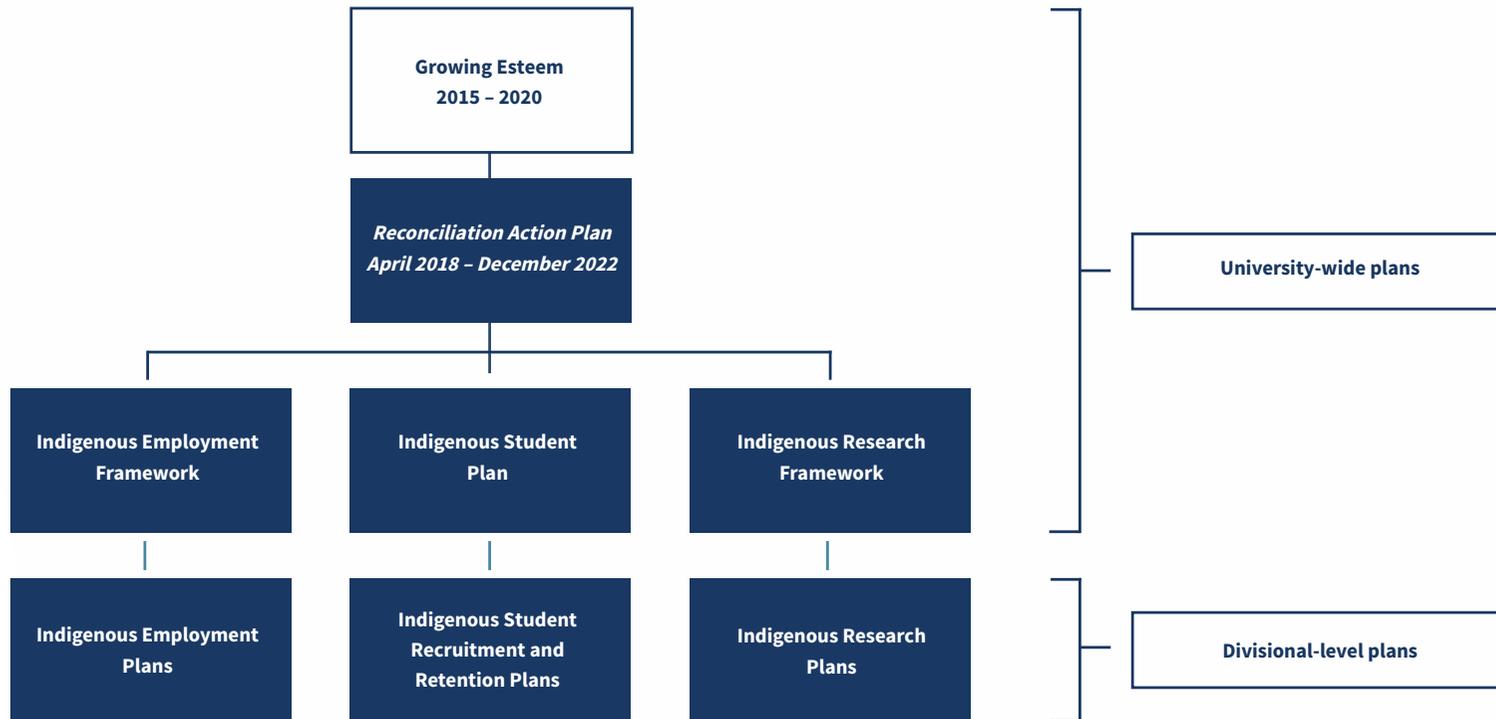
The process

Led by the Pro Vice-Chancellor (Indigenous), and supported by the RAP Working Group, the development of the University's *Reconciliation Action Plan April 2018 – December 2022* commenced in mid-2017 with the approach endorsed by University Executive. This RAP sees a shift in focus from the six Action Areas in our *Reconciliation Action Plan 2015–2017*, which focused on measures and targets across all Divisions of the University, to the development of 14 Signature Projects. The development of these Signature Projects was guided by key external documents (see p.43), and mapped to the Reconciliation Australia Framework. They are focused around four Themes:

- Theme 1: Leadership for Change
- Theme 2: Our Place
- Theme 3: Purposeful Partnerships
- Theme 4: International Engagement.

This shift to Signature Projects also recognises that a range of University-wide and Divisional-level frameworks and plans (see opposite), which address the Action Areas incorporated in our previous RAPs, are now firmly embedded in the University's planning architecture and operations. These plans generally span 3–5 years and are regularly reviewed.

University-wide and divisional-level Indigenous frameworks and plans



In developing this Elevate RAP, the University of Melbourne embarked upon an exhaustive consultation process and received feedback from the wider University community including our Traditional Owners and Elders and Indigenous and non-Indigenous academic and professional staff and students. In total, more than 800 people engaged in this process. The new approach has been endorsed by the current RAP Convening Panel, primarily comprised of the University's Traditional Owners and Elders, in addition to our Indigenous leadership and the University's wider Aboriginal and Torres Strait Islander community. A Working Group (see p. 44) met several times to develop the Signature Projects and other details. An Indigenous Strategy Advisory Group will be tasked with monitoring implementation and progress towards our reconciliation goals.

The proposal to commit to and develop an Elevate RAP was endorsed by the aforementioned groups. Following endorsement by University Executive, University Council and Reconciliation Australia, our Elevate RAP – signalling our 'proven track record of embedding effective RAP initiatives in [our] organisation through [our] Stretch RAP and [preparedness] to take on a leadership position to advance national reconciliation... and actively champion initiatives to empower Aboriginal and Torres Strait Islander peoples and create societal change' (Reconciliation Australia, 2018) – was launched in May 2018.



Head of the Wilin Centre and Associate Dean (Inclusion and Diversity), Faculty of Fine Arts and Music, Richard Frankland (far left) with community research collaborators, students and staff at the Research Unit for Indigenous Arts and Cultures launch, 2017
Photograph by Jared Kuvent

Themes and Signature Projects

Recognising that the University's reconciliation efforts are progressing through the implementation of existing University-wide and Divisional-level frameworks and plans, along with an extensive range of additional projects and initiatives, this RAP is focused on 14 Signature Projects. The University believes that the outcomes of these substantial projects will have a transformational impact well beyond the University, and signal our intention to invest in reconciliation at a deeper level.

Theme 1: Leadership for Change



- Signature Project 1.1 – Atlantic Fellows for Social Equity
- Signature Project 1.2 – Melbourne Poche Leadership Fellows Program
- Signature Project 1.3 – 1000 Indigenous Business Leaders by 2025
- Signature Project 1.4 – Jawun Development Program
- Signature Project 1.5 – Indigenous Leadership, Excellence and Achievement Program

Theme 2: Our Place



- Signature Project 2.1 – Place and Indigenous Cultural Recognition
- Signature Project 2.2 – Student Precinct Project
- Signature Project 2.3 – Indigenous Academy

Theme 3: Purposeful Partnerships



- Signature Project 3.1 – Indigenous Procurement Strategy
- Signature Project 3.2 – Indigenous Engagement Management System
- Signature Project 3.3 – Yothu Yindi Foundation Partnership
- Signature Project 3.4 – Goulburn Valley Partnership

Theme 4: International Engagement



- Signature Project 4.1 – International Academic Engagement Program
- Signature Project 4.2 – Indigenous Internationalisation Plan

All of these Signature Projects address one or more of the five integral dimensions of reconciliation identified by Reconciliation Australia: Race Relations, Equality and Equity, Institutional Integrity, Historical Acceptance, and Unity. All are mapped to Reconciliation Australia's three RAP framework pillars:



Relationships
Building strong,
two-way relationships



Respect
Building cultural
competency and respect



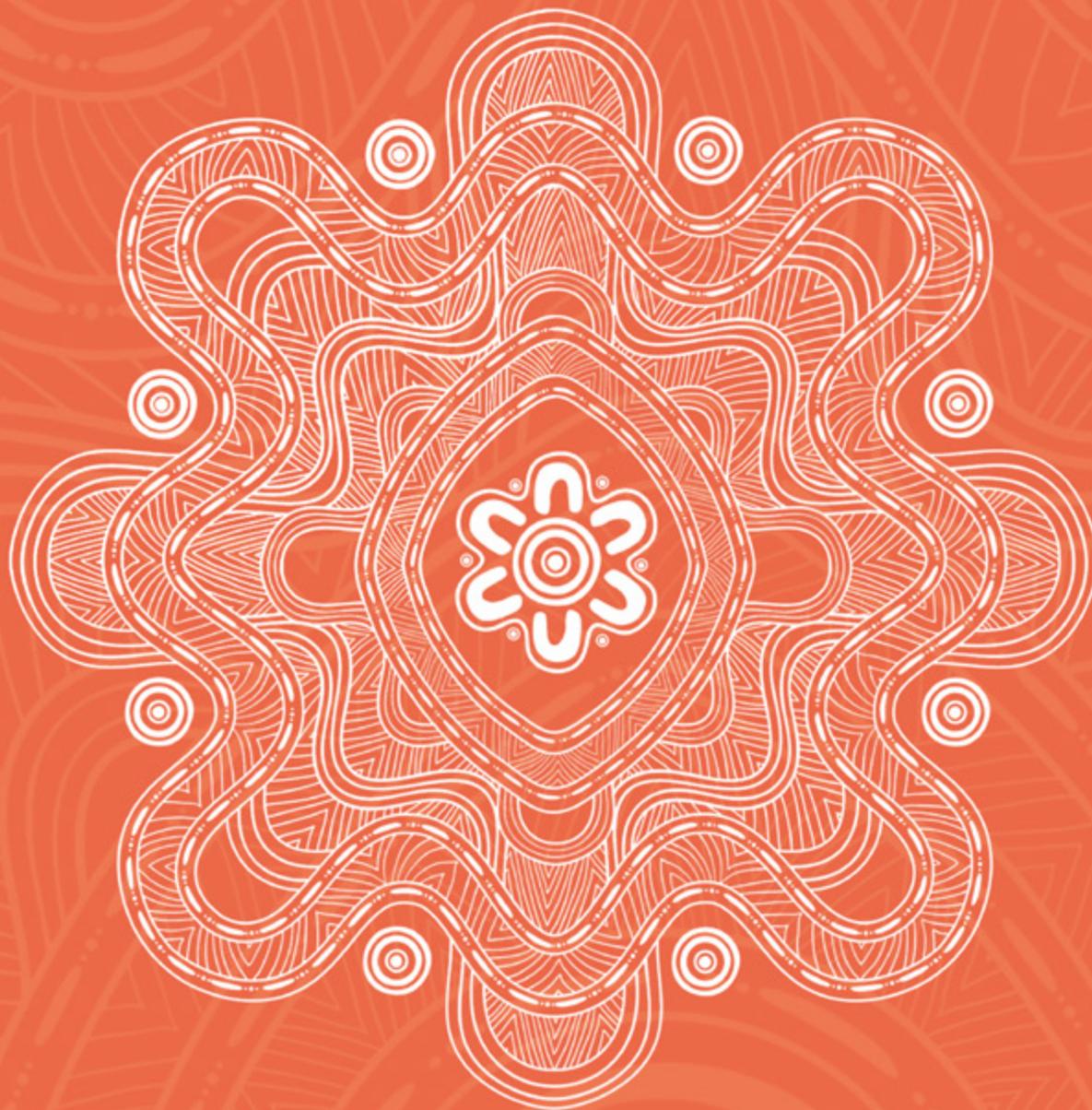
Opportunities
Driving meaningful
opportunities



Business Council of Australia's Jessica Jeeves and Inaugural AFSE Fellows Leanne Miller, Ari Gorring and Maggie Kavanagh, 2018
Photograph by Mickey Kovari

Theme 1 Leadership for Change

The University of Melbourne's *Reconciliation Action Plan 2015–2017* set targets and developed initiatives to increase Indigenous student and staff recruitment and retention that are now formalised in a range of enabling frameworks and plans. Building on these achievements, our focus is now on developing leadership capability among both Indigenous students and staff, as well as encouraging non-Indigenous staff to take on leadership roles that support our reconciliation efforts. The Signature Projects under this theme address leadership from a diverse range of groups, including Indigenous secondary school students, Indigenous undergraduate and graduate students at the University, and Indigenous and non-Indigenous people seeking to become social change leaders.



Signature Project 1.1 – Atlantic Fellows for Social Equity

The Atlantic Fellows for Social Equity program will create a network of more than 400 Fellows – social change leaders, innovators and social provocateurs in Australia – and provide capacity and freedom for them to create positive social impact. Through a 12-month Fellowship, and ongoing connection with the global Atlantic Fellows network, they will be part of a collaborative social change leadership network helping societies to succeed and flourish. With a focus on improving the wellbeing of Indigenous communities, and driven by Indigenous people and informed by Indigenous sensibilities, the program aims to build a generation of people who work together as a collective network of change makers to bring about a healthier, more inclusive and fairer society.

The program offers:

- up to 20 Fellowships annually;
- a 12-month non-residential program with Fellows engaging in regular intensive learning blocks;
- both coursework and fieldwork delivered at the University and collaboratively with national and international partner organisations; and
- opportunities for continued community collaboration and access to resources to support Fellows and their work.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
	A transcendent fellowship program that will: <ul style="list-style-type: none"> • strengthen and expand the University's engagement with Indigenous communities and organisations 	Program Director, Atlantic Fellows for Social Equity	Ongoing with an annual report to be provided in December each year for the duration of the RAP	In partnership with program partners and Fellows, and with appropriate Aboriginal and Torres Strait Islander input, co-create a relevant and responsive learning framework based on Indigenous ways of learning and doing
	<ul style="list-style-type: none"> • respect and amplify the inherent qualities and innovation within Indigenous cultures and knowledges 	Vice-Principal (Engagement); Program Director, Atlantic Fellows for Social Equity	Ongoing with an annual report to be provided in December each year for the duration of the RAP	Contribute to the programming of prominent Indigenous symposia and events such as the Garma Festival, NAIDOC Week and National Reconciliation Week
	<ul style="list-style-type: none"> • improve collaboration and knowledge sharing of Indigenous excellence and opportunities across the University's local, national and international communities • contribute to the growth of Indigenous student numbers at the University and the associated improved success outcomes that such growth will afford 	Program Director, Atlantic Fellows for Social Equity	June 2018	Establish an active social media and podcast presence to provoke narrative change around Indigenous and social change leadership

Signature Project 1.2 – Melbourne Poche Leadership Fellows Program

This initiative is a bold, innovative and multi-layered leadership development, mentoring and sponsorship program with the primary aim of tackling long-standing Indigenous health inequalities in new and empowering ways. To achieve this aim, the program will engage with Indigenous and non-Indigenous people in diverse roles and at different career stages who wish to be contributors to a transformative, sector-wide change agenda.

The Melbourne Poche Centre for Indigenous Health will use the University’s extensive resources and partnerships and act as a voice and catalyst of change within the sector, drawing on the insights and agency of those who engage with the program to form strong and influential alumni.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
	A program to support the development of emerging Indigenous leaders in academic, policy, clinical and research roles in higher education institutions, government, health delivery and the community sector, and to build an alumni community of Indigenous leaders	Manager, Indigenous Student Programs, Melbourne Poche Centre	Ongoing with an annual report to be provided in December each year for the duration of the RAP	Increase in formal and informal partnerships between Indigenous and non-Indigenous staff at all career levels
			December 2022	An increase in partnerships within and between Poche, government, community and health sectors
			50 Fellows participating, 50 Mentors engaged	

Signature Project 1.3 – 1000 Indigenous Business Leaders by 2025

Changes to the Commonwealth's Indigenous Procurement Policy,¹ and the implications of Native Title legislation,² have created significant opportunities to empower Indigenous Australians. The 1000 Indigenous Business Leaders by 2025 project, designed and delivered through the University's Faculty of Business and Economics in consultation and collaboration with Aboriginal and Torres Strait Islander people, will provide training and leadership skills that can support this empowerment of Indigenous Australians in entrepreneurship and wealth creation.

This project recognises that education is a crucial factor in ensuring that the individuals involved are equipped with the skills, knowledge and inspiration to contribute to this sustainable growth.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
 	A project to deliver leadership and entrepreneurial skills for Indigenous Australians through economic empowerment and wealth creation	Dean, Faculty of Business and Economics	Summer School run annually each January	Establish a National Business Summer School with: <ul style="list-style-type: none"> • 20–25 Indigenous Years 10 and 11 students participating annually • Indigenous business leaders and corporate sponsors
			December 2018	Establish an Indigenous Business Accelerator co-located with the Melbourne Accelerator Program to support the development of Indigenous entrepreneurship
			Ongoing with an annual report to be provided in December each year for the duration of the RAP	Support 5 Indigenous ventures per year

1. Launched in 2015, the Indigenous Procurement Policy includes: a target number of contracts that need to be awarded to Indigenous businesses; a mandatory set-aside for remote contracts and contracts valued between \$80,000 and \$200,000; and minimum Indigenous participation requirements in contracts valued at or above \$7.5m in certain industries (Australian Government 2018).

2. Native Title legislation recognises that some Aboriginal and Torres Strait Islander peoples have rights and interests to their land that come from their traditional laws and customs.

Signature Project 1.4 – Jawun Development Program

The University’s *Reconciliation Action Plan 2015–2017* set targets for the development of genuinely reciprocal and sustained partnerships between the University and Aboriginal and Torres Strait Islander communities and with non-Indigenous organisations that share our commitment to reconciliation. The establishment of a partnership with Jawun represents one of these.

The Jawun Development Program will place talented University staff into Indigenous organisations to work on initiatives that:

- build the capacity of, and support, Indigenous individuals and organisations to achieve their goals;
- assist Indigenous people to access mainstream economic and educational opportunities;
- provide opportunities for non-Indigenous secondees to strengthen their cultural competence; and
- support Indigenous people to bring about health and social reform.

The Jawun Development Program includes:

- an Employee Secondment Program of six-week residential placements providing opportunities for staff to experience paid secondments with Indigenous-led community organisations; and
- an Executive Program providing two- to three-day visits for executive leaders to learn more about the Jawun Development Program in order to sponsor and advocate for secondments across the University.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
  	<p>A two-way leadership development program based on shared values, delivered through the:</p> <ul style="list-style-type: none"> • Employee Secondment Program • Executive Program 	Executive Director, Human Resources	Ongoing with an annual report to be provided in December each year for the duration of the RAP	<p>Meet annual requirements of Jawun allocation for the Employee Secondment Program:</p> <ul style="list-style-type: none"> • 6 staff in 2018 and 2019 with the aim of building participation to 12 secondees in 2020 with future years to be determined with Jawun • 6 senior University executives to participate in the Executive Program annually <hr/> <p>Provide an annual summary of secondees’ learnings from, and contributions to, communities based on feedback from Jawun</p> <hr/> <p>Establish and implement mechanisms that encourage program participants to reflect critically and report on their secondment experience, and to utilise this experience to contribute further to reconciliation outcomes</p>

Signature Project 1.5 – Indigenous Leadership, Excellence and Achievement Program

The Indigenous Leadership, Excellence and Achievement Program (I-LEAP) will develop pathways and opportunities for Indigenous students who show the potential to excel, enter postgraduate programs and become leaders of the future. The program will mentor and guide these high-achieving Indigenous students through secondary, undergraduate and graduate education. In particular, I-LEAP will:

- encourage excellence and leadership among Indigenous students;
- equip Indigenous students to become respected, confident and committed leaders in the Australian community;
- build a cohort of leaders ready to contribute to the business, government, education and not-for-profit sectors;
- create a network of alumni, mentors and ‘faculty’ who share knowledge and experience; and
- shape the aspirations and expectations of all Australians through the achievements of I-LEAP students, graduates and alumni.

The I-LEAP Schools Program engages with Years 11 and 12 students from across the country. Schools nominate promising Indigenous students to participate in a program at the University that deepens their aspiration to commit to leadership and high educational achievement.

The I-LEAP Undergraduate Program will bring some of Australia’s best and brightest Indigenous students to join current achievers at the University for a residential program over five days. Participants will be supported to develop leadership and problem-solving skills through connection with Indigenous and non-Indigenous University, business and community leaders, who will also continue to work with them as mentors throughout the year.

The I-LEAP Graduate Program will give exceptionally talented students a graduate scholarship to extend their capacity for excellence and leadership. It will also provide ongoing support for I-LEAP graduates in the form of a network of alumni who come together once a year to maintain connections and further their career opportunities. Program alumni will then become mentors once they achieve their career goals and leadership experience.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
	A program that supports the development of Indigenous leaders at three key stages of education: <ul style="list-style-type: none"> • Schools Program • Undergraduate Program • Graduate Program 	Associate Director, Murrup Barak	Ongoing with an annual report to be provided in December each year for the duration of the RAP	Increase in numbers of commencing undergraduate students from among the Year 12 I-LEAP participants
		Dean, Faculty of Arts	Semester 2, 2018	Implement a scholarship scheme for Indigenous undergraduate students in the Faculty of Arts Review the undergraduate scholarship scheme for broader roll-out across the University in 2019
		Pro Vice-Chancellor (Indigenous)	Semester 2, 2018	Implement the Undergraduate Program
		Semester 1, 2020	Implement a University-wide scholarship scheme for Indigenous Higher Degree Coursework students	
		Semester 2, 2020	Implement the Graduate Program	
		December 2021	Establish a program of activity and mentoring opportunities for I-LEAP alumni	
		December 2022	Review I-LEAP to establish participant pathways and program success	



Aboriginal and Torres Strait Islander students at the 2016 Experience and Leadership Camp
Photograph by James Henry



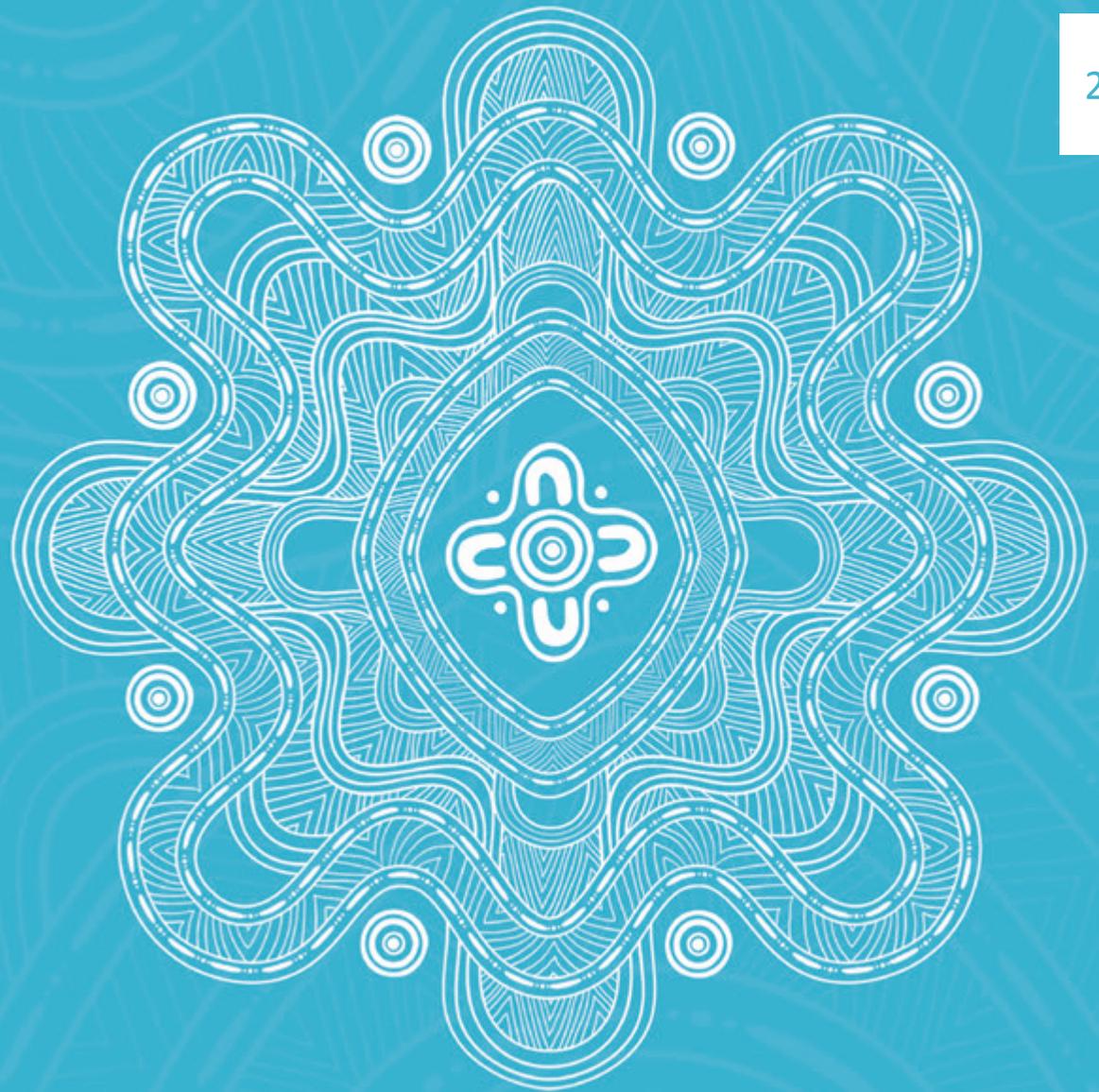
Aboriginal flag flying proudly over the University of Melbourne's residential Ormond College
Photograph by Peter Casamento

Theme 2

Our Place

Recognition of the value and contribution of Indigenous cultures is critical to the development of understanding and respect between Aboriginal and Torres Strait Islander people and their fellow Australians. With a deep connection to the physical places on which its campuses are located, the University of Melbourne recognises that there is an opportunity to improve the lived experience of the University's Indigenous community through shaping the physical environment and promoting cultural awareness and recognition. This will be achieved through working with Traditional Owners and Elders and Indigenous organisations to:

- enhance the profile of Aboriginal and Torres Strait Islander cultures across all the University's campuses
- create opportunities for staff and students to gain an understanding of the contemporary, historical and traditional cultures, values and knowledges of Indigenous Australians and the diversity of Aboriginal and Torres Strait Islander communities
- ensure our University is a culturally safe, welcoming and respectful learning and working environment for Indigenous students and staff.



Signature Project 2.1 – Place and Indigenous Cultural Recognition

The University's *Reconciliation Action Plan 2015–2017* had targets and timelines around recognising the value and contribution of Indigenous cultures. These included ensuring that the University's Urban Design Framework and major capital works projects gave prominence and due recognition to Indigenous cultures and the role and contribution of Traditional Custodians. With a range of measures now in place, we will undertake the development of a strategic approach that is aligned to our values and institutional character. This approach will also promote critical and scholarly engagement with our University's history and respect for diversity including with Indigenous Australians.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
	A program of work addressing the built environment across the University that will:	Associate Provost; Pro Vice-Chancellor (Indigenous)	December 2019	Commission a series of short historical briefs on the people after whom University buildings have been named, and who are the subject of controversy, to guide future decision making and create a set of scholarly and credible resources
	<ul style="list-style-type: none"> promote a critical and scholarly engagement with our University's institutional history (including our colonial and eugenics history) and our historical relationships with Indigenous Australians 	Associate Provost	December 2019	Promote critical, scholarly and cultural engagement with these issues in Australia and internationally
		Executive Director, Property and Sustainability	December 2019	Develop a way-finding strategy to promote critical engagement with these issues among the University and the broader community
	<ul style="list-style-type: none"> create an intellectual environment that is inclusive and respectful of Indigenous Australian perspectives 	Executive Director, Marketing and Communication	December 2019	Develop and implement a communications strategy to build awareness of the University's strategic review
		Executive Director, Property and Sustainability	December 2020	Undertake a strategic review of building and place names, elucidating principles and values for future naming, and develop a set of protocols to guide the University's response in relation to calls to rename buildings aligned with the revised University Naming Policy

Signature Project 2.2 – Student Precinct Project

The new Student Precinct offers a once-in-a-generation opportunity to transform the campus-based student experience through the co-creation of a vibrant space that will be a centre of activity where all students have access to social, cultural and community opportunities. It will provide benefits and quality outcomes for both students and staff.

As the first precinct-wide development of its kind on the Parkville campus, the new Student Precinct will pave the way for a greater recognition of Indigenous cultures and heritage as part of the University infrastructure developments. It will also provide a unique opportunity to use the development of place on campus as a process for reconciliation.

A core principle of the project is co-creation. As the University's first co-created major project, the student voice will continue to be prominent in the project's design, engaging students as active contributors, decision makers and owners of the Precinct.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
 	A project that will transform the campus-based student experience and pave the way for greater recognition of Indigenous cultures and heritage	Executive Director, Major Projects	Ongoing with an annual report to be provided in December each year for the duration of the project	Ensure that the celebration of Indigenous cultures is part of the Precinct's programming and activation
			December 2018	Co-create design principles that respond to Indigenous recognition with students and subject matter experts, with the aim of adopting these principles as part of the project
			2021	Commence development of way-finding that promotes a critical engagement with Indigenous cultures, making appropriate stories of culture and place visible to the University and broader community
			Commence the co-creation of the design and development of a new home in the Precinct for Murrup Barak Melbourne Institute for Indigenous Development as a signature space, creating an environment that supports the needs of Indigenous staff and students, Traditional Owners and Elders, and local community members	
				Commence development of a naming and recognition strategy for the buildings in the Precinct aligned with the revised University Naming Policy

Signature Project 2.3 – Indigenous Academy

In 2015, the University approved ambitious headline targets and a revised *Indigenous Outcomes Measurement Framework* that better aligned to our *Reconciliation Action Plan 2015–2017* and associated Indigenous strategies, including localised Indigenous Student Recruitment and Retention Plans. The targets for undergraduate and graduate student participation as a proportion of the domestic student cohort are to reach population parity (currently 3 per cent) by 2050, and for the success ratios between Indigenous and non-Indigenous undergraduate and graduate coursework students to be 1 by 2025.

With these significant commitments in place, and with an increasing proportion of Indigenous students from interstate and outside the Melbourne metropolitan area enrolling at the University, we will be developing an Indigenous Academy. Its aim will be to provide our Indigenous students with enhanced support, programs and accommodation opportunities that are culturally nurturing, socially enriching and capable of optimising their academic success.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
	A mechanism to provide an increased Indigenous cohort experience, including programming and residential support	Pro Vice-Chancellor (Indigenous)	February 2019	Develop a business case for the establishment of an Indigenous Academy that will work with Murrup Barak and the University's residential colleges to provide access to culturally appropriate support services, programs and residential accommodation
	that is culturally nurturing, socially enriching and capable of optimising academic success	Vice-Principal (Advancement)	June 2019	Develop a fundraising strategy for residential scholarships for students not eligible for ABSTUDY
		Pro Vice-Chancellor (Indigenous)	March 2020	The Indigenous Academy is operational



Murrup Barak Indigenous Employment Officer Dan Little (far left) with staff from the Melbourne Indigenous Professional Employment Program, 2017
Photograph by Kiernan Ironfield



Gumatj leader and Yothu Yindi Foundation Chairman Galarwuy Yunupingu at his Honorary Doctor of Laws conferring ceremony at the Garma Festival, Northeast Arnhem Land, 2015
Photograph by Peter Eve, © YYF

Theme 3 Purposeful Partnerships

The development of genuine and effective partnerships between the University of Melbourne and Aboriginal and Torres Strait Islander communities and organisations is a critical determinant of both the quality and relevance of our Indigenous strategy and programs across the University. Building strong reciprocal relationships with Indigenous Australia through these partnerships also contributes to our capacity to build a reconciliation culture for all Australians, thereby supporting Indigenous development and contributing to the wellbeing of Aboriginal and Torres Strait Islander people.



Signature Project 3.1 – Indigenous Procurement Strategy

Our *Reconciliation Action Plan 2015–2017* committed the University to developing a strategy to promote the use of Indigenous suppliers. This resulted in our membership of Supply Nation and the inclusion of Indigenous sourcing principles in a new Procurement Policy. With these measures now in place, an Indigenous Procurement Strategy with associated targets will be developed to stimulate Indigenous entrepreneurship and business development, create employment opportunities for Aboriginal and Torres Strait Islander Australians and expose the wider University community to the expertise and diversity offered by these businesses.

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Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
 	A strategy to promote the development and use of Indigenous suppliers for the purpose of stimulating Indigenous entrepreneurship and business development	Director, Procurement	July 2018	Develop a database of current procurement activities and identify areas for Indigenous-focused targets
			February 2019	Establish an Indigenous Procurement Framework including targets and measures
			July 2019	Develop an Indigenous supplier mentoring and support program
			July 2020	Implement a focused Indigenous Procurement Strategy in the University's extensive operations in the Goulburn Valley

Signature Project 3.2 – Indigenous Engagement Management System

Our *Reconciliation Action Plan 2015–2017* had targets around the development of genuinely reciprocal and sustained partnerships between the University and Aboriginal and Torres Strait Islander communities as well as with non-Indigenous organisations that share our commitment to reconciliation. With these targets far exceeded, the development of a repository of current, accurate, comprehensive and readily accessible information on the large and growing number of established and emerging partnerships and relationships across the breadth of University activities, and across all organisational divisions, is required. This information will inform strategic University priorities and decisions about stewardship, relationship management and resourcing.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
  	A system to improve the way in which the University approaches, manages and reports on its engagement with Indigenous communities and organisations	Vice-Principal (Engagement)	June 2019	Conduct a University-wide audit to establish the scope of Indigenous partnerships and relationships relating to research, teaching and learning, and engagement
			December 2019	Establish Indigenous Engagement Management System processes and divisional reporting requirements
				Develop access and privacy protocols relating to the University's relationships and partnerships information
			June 2020	Launch the Indigenous Engagement Management System

Signature Project 3.3 – Yothu Yindi Foundation Partnership

Our *Reconciliation Action Plan 2015–2017* committed the University to developing one new ‘significant’ partnership per year. Established in 2015, our partnership with the Yothu Yindi Foundation in Northeast Arnhem Land is one of two strategic partnerships (see also 3.4: Goulburn Valley Partnership) that support Indigenous social, economic and cultural advancement with and for the communities they serve.

The partnership was forged in response to the *Maak*³ presented to the Vice-Chancellors of Australian universities by Galarrwuy Yunupingu AM, Chairman of the Yothu Yindi Foundation. The *Maak* challenged their institutions to build an understanding of Yolngu intellectual traditions and establish a firm basis for the sharing of these. This partnership will promote a program of work focused on culture, leadership, education, health and research.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
  	A strategic engagement partnership to develop, build and enhance understanding of Yolngu knowledge systems and intellectual traditions	Vice-Principal (Engagement)	August each year for the duration of the RAP	Sponsor the Garma Festival Key Forum and contribute to Festival programming Provide a cohort of staff volunteers for the Garma Festival Provide University senior leadership and academic staff and students engaged in Northeast Arnhem Land with opportunities to attend the Garma Festival as part of professional development
		Dean, Melbourne Graduate School of Education	December 2018	In partnership with the Northern Territory Department of Education implement the Master of Teaching clinical practice program across primary and secondary schools to improve teaching quality in Northeast Arnhem Land
		Head, Melbourne Dental School	December 2019	Partner in the implementation of the Arnhem Land Oral Health Plan and: <ul style="list-style-type: none"> establish a placement program for Dentistry students ensure University representation on the East Arnhem Land Clinical and Public Health Advisory Committee
		Vice-Principal (Engagement)	December 2022	Ensure engagement for Yolngu with the Donald Thomson Collection, ⁴ which is recognised as the most comprehensive and significant collection of Aboriginal cultural heritage material as listed on the UNESCO Australian Memory of the World register
				Develop an ongoing program of work in response to emerging Yothu Yindi Foundation priorities

3. A *Maak* is a message of profound importance that seeks an outcome and a way forward.

4. The Collection brings together material acquired from Arnhem Land, Cape York, the Great Sandy Desert and the Gibson Desert in Western Australia, and includes a small amount originating in the Solomon Islands and West Papua. This remarkable assemblage of cultural material was amassed as a personal research and reference collection by the anthropologist and biologist Donald Thomson over a career that spanned more than four decades.

Signature Project 3.4 – Goulburn Valley Partnership

Our partnership with the Yorta Yorta Nation is built on many years of deep engagement with key Indigenous organisations and community leaders in the Goulburn Valley region of Victoria. It is the second of two strategic partnerships (see also 3.3: Yothu Yindi Foundation Partnership) that contribute to the University’s commitment to support Indigenous social, economic and cultural advancement with and for the communities we serve. This partnership, which is incorporated in the University’s Goulburn Valley Regional Engagement Program, will:

- contribute to the revitalisation of Indigenous cultures and their recognition across the region;
- develop genuine pathways to, and diverse opportunities in, education and employment in the region;
- support and learn from the artistic, cultural and employment capability of individuals; and
- build knowledge about Indigenous cultures in local industry and business.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
  	A strategic engagement partnership to contribute to the social, economic and cultural advancement of the Yorta Yorta Nation in the Goulburn Murray ⁵ region	Vice-Principal (Engagement)	December 2018	Conduct a feasibility study on an Australian Research Council linkage grant – ‘Repositioning of Aboriginal Value’
			December 2019	Implement a learning partnership with the Shepparton Art Museum Co-design an Indigenous inclusion program with the Yorta Yorta Nation Design an Indigenous resource repository framework
			December 2022	Design and implement the Munarra Academy, which will provide a campus for the development of excellence in sport, health sciences and education, thereby embedding Aboriginal culture in all curriculum and programs Support the case for the Munarra Centre for Regional Excellence, which will be a state-of-the-art centre designed as a hub of connection and transformation for Indigenous and non-Indigenous people across Australia Continue to develop initiatives for supporting regional cohorts of Indigenous postgraduate students

5. Goulburn Murray is the Yorta Yorta Nation’s traditional boundary that incorporates the Goulburn Valley region.



Norm Stanley and the Deadly Dancers at Leaders in Indigenous Medical Education (LIME) Connection Situated Learning Day, You Yangs Regional Park, Victoria, 2017
Photograph by Marley Holloway

Theme 4

International Engagement

Engaging with international institutions and communities enriches our endeavours and extends our ability to address global challenges and opportunities. In line with our *Growing Esteem 2015–2020* strategy – which sees global impact as the capacity to engage on an international scale with universities, governments and industry and to partner with them in the delivery of world-class education and research – the University seeks to foster student and staff international mobility. This aligns with the Australian Government’s *DFAT Indigenous Peoples Strategy 2015–2019: A Framework for Action*, which explicitly seeks to encourage Aboriginal and Torres Strait Islander Australians to access opportunities to engage in and develop people-to-people links with the international community. International engagement opportunities will also facilitate critical reflection and evaluation of best practice approaches to reconciliation internationally.



Signature Project 4.1 – International Academic Engagement Program

This program will increase the participation of our Indigenous students and staff in a meaningful international engagement experience. Its objectives are to encourage graduates to be ‘citizens of the world’ and to facilitate international collaborations for staff that will drive excellent academic outcomes and cross-cultural understanding.

This program will also provide opportunities for Indigenous students and staff to share their knowledges and cultures with other First Nations peoples, to strengthen connections between indigenous peoples globally, and to communicate these learnings to others in the University community and beyond.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
 	An International Academic Engagement Program that will comprise: <ul style="list-style-type: none"> • an Indigenous Student Exchange Program • a Research Colloquia Program 	Director, Student Success	Ongoing with an annual report to be provided in December each year for the duration of the RAP	Activate existing partnerships to broaden the opportunities for participation in the Indigenous Student Exchange Program Expand student funding opportunities/mechanisms for the Indigenous Student Exchange Program
			December 2018	Develop an Indigenous Student Exchange Program by identifying, from partnered universities, both those with parallel Indigenous support institutes and those with courses or subjects related to Indigenous histories, cultures, and/or reconciliation
			February 2019	Create a website and advising toolkit to promote opportunities for global mobility for Indigenous students
		Pro Vice-Chancellor (Research Capability)	First Colloquium held at the University of Melbourne by 31 December 2019 and at a partner university by 31 December 2020	Establish an annual Research Colloquia Program to support the development of academic networks and relationships that facilitate an understanding of Indigenous cultures and knowledges

Signature Project 4.2 – Indigenous Internationalisation Plan

While Signature Project 4.1 provides for Indigenous students and staff to participate in international academic engagement opportunities, an Indigenous Internationalisation Plan will provide a framework within which the University can support this work and further develop, resource and implement a range of international academic engagement initiatives.

These will include collaborative opportunities and strengthening links with leading universities internationally through joint research, commercial endeavours and student experiences. These initiatives will underpin the University’s efforts to give our Indigenous students and staff increased international engagement experiences and the benefits that these afford.

Focus Area	Signature Project	Lead Responsibility	Target Timeline	Target Measures
 	An Indigenous Internationalisation Plan to provide Indigenous students and staff with opportunities to participate in a range of international academic engagement experiences	Deputy Vice-Chancellor (International)	31 December 2019	Indigenous Internationalisation Plan developed
		Pro Vice-Chancellor (Indigenous)	Ongoing with an annual report to be provided in December each year for the duration of the RAP	Progress towards achievement of Indigenous Internationalisation Plan goals



Faculty of Business and Economics Deputy Dean Paul Jensen (far right) with Associate Provost Marcia Langton and five of the 18 Indigenous students from the inaugural National Indigenous Business Summer School, 2018
Photograph by Drew Stansbury at I'm Content

Guiding Strategies, Frameworks and Plans

University level

Growing Esteem 2015–2020
Engagement at Melbourne 2015–2020
Indigenous Education Strategy 2018–2022
Indigenous Employment Framework 2018–2021
Indigenous Student Plan 2018–2022
Research @ Melbourne Indigenous Research Implementation Framework 2013–2018
Indigenous Outcomes Performance Report (annual)
Indigenous Outcomes Measurement Framework
Indigenous Student and Staff Headline Targets

Divisional level

Indigenous Student Recruitment and Retention Plans 2016–2018
Indigenous Employment Plans 2016–2018
Indigenous Research Plans (dates vary according to Academic Division)

External documents

Australian Institute of Aboriginal and Torres Strait Islander Studies Guidelines for Ethical Research in Australian Indigenous Studies 2012
Department of Foreign Affairs and Trade Indigenous Peoples Strategy 2015–2019
National Indigenous Higher Education Workforce Strategy 2011
National Aboriginal & Torres Strait Islander Education Policy 2015
Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012
United Nations Declaration on the Rights of Indigenous Peoples 2007
Universities Australia Indigenous Strategy 2017–2020

RAP Project Governance

A RAP Convening Panel of Traditional Owners and Elders, senior University staff and chaired by the Pro Vice-Chancellor (Indigenous) established the vision and development of this RAP. The Convening Panel members were:

- N'arweet Carolyn Briggs
- Paul Briggs OAM
- Janine Coombs
- Uncle Kevin Coombs OAM
- Aunty Diane Kerr
- Aunty Lyn McInnes
- Aunty Loraine Padgham
- Aunty Sandra Smith
- Professor Shaun Ewen (Chair), Pro Vice-Chancellor (Indigenous)
- Adrian Collette AM, Vice-Principal (Engagement)
- Professor Marcia Langton AM, Associate Provost

Overseeing the development of this Elevate Reconciliation Action Plan was a RAP Working Group, the membership of which was drawn from a wide cross-section of the University community and includes:

- Professor Shaun Ewen (Chair), Pro Vice-Chancellor (Indigenous)
- Paul Duldig, Head, University Services
- Dr Sally Eastoe, Executive Director, Human Resources and OHS
- Margot Eden, Associate Director, Indigenous Strategy and Social Inclusion
- Associate Professor Richard Frankland, Head, Wilin Centre for Indigenous Arts and Cultural Development
- Genevieve Grieves, School of Culture and Communication
- Kylie Gould, General Counsel and Executive Director, Legal and Risk
- Professor Marcia Langton AM, Associate Provost
- Professor Julie McLeod, Pro Vice-Chancellor (Research Capability)
- Dr Nikki Moodie, Melbourne Graduate School of Education
- Dr Sana Nakata, School of Social and Political Science
- Charles O'Leary, Associate Director, Murrup Barak Melbourne Institute for Indigenous Development
- Nicky Passmore, Director, Student Success.



2016/2017 Indigenous Graduation Ceremony with Uncle Kevin Coombs (front row, 4th from left), other Elders, and Aboriginal and Torres Strait Islander staff and students

Photograph by Fred Kroh Photography



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