Foreword (Vice-Chancellor’s statement)
[To follow]

Message from Reconciliation Australia CEO
[To follow]
Our Vision for Reconciliation

Reconciliation is central to the full realisation of the University of Melbourne’s purpose. Our vision for reconciliation is to foster an environment where the relationship between Indigenous and fellow Australians is characterised by deep mutual respect, leading to positive change in the nation’s culture and capacity.

The manifestation of this vision requires:

- the embedding of Indigenous cultures and knowledges in the University’s research, teaching and learning and engagement activities and their reflection in the University’s physical environment;
- each member of the University community to demonstrate an understanding of and deep respect for the traditions, heritage, knowledges and perspectives of the many clans and language groups that make up Indigenous Australia;
- each member of our community to actively commit to ensuring our campuses are places where Indigenous peoples feel culturally safe and are treated with dignity and respect.
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.

In recent years, the University has renewed its focus on ‘Engagement’ which represents the ‘third strand’ of our organisational conception of University strategy, the Triple Helix. The University’s Engagement at Melbourne 2015–2020 strategy articulates a commitment to public value which will inform our contributions to intellectual, cultural, social and economic life. Alongside student and staff engagement and efforts led by academic divisions, meeting this commitment will be through investment in six keystone engagement programs. One of these is our Reconciliation Action Plan which further embeds our strategy for reconciliation — already identified as one of only several key supporting plans in the University’s Growing Esteem 2015–2018 strategy — in the University’s policy and planning architecture. In so doing, our efforts to create 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, are supported.

In January 2018, 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. Provide 2017 update Dec 2017

In 2017, the University enrolled 131 commencing Aboriginal and Torres Strait Islander students – 70 into undergraduate courses and 61 into postgraduate programs. The total enrolment of Aboriginal and Torres Strait Islander students in 2017, across all years of study, was 286 or whom 169 were undergraduate and 91 higher degree coursework and 26 graduate research students. This represents an increase of XXXX % from 2011 when the University released its first RAP. The University also maintains one of the highest success rates for Indigenous students nationally and is well above the average for Victorian and Group of Eight universities. Provide 2017 data Dec 2017

The University of Melbourne’s administrative structure is comprised of three distinct divisions: Chancellery, Academic Divisions (comprising Faculties and Schools) and University Services. Each has, and will continue to play, an important role in the University’s reconciliation journey through meeting our RAPs’ commitments and those of the enabling plans that underpin them.
Our Reconciliation Journey

Our Previous RAPs
In his Apology to Indigenous Australians in February 2008, the Vice-Chancellor committed to using the University’s wealth of expertise and resources in teaching and learning, research, and engagement, to make a sustained contribution to lifting the health, educational and living standards of Indigenous 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 RAP 2011–2013 was expressly aimed at developing 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;
- Research; and
- Aboriginal and Torres Strait Islander Staff Employment.

Although the University decided to defer publication of the second Reconciliation Action Plan 2015 - 2017 (RAP 2) to take into consideration major changes to the University’s accountability structures as a result of the 2014 Business Improvement Program, a consultation process was undertaken through 2014 to develop ideas for the new RAP. Simultaneously, a RAP Convening Panel, which included the University’s Traditional Owners and Elders, confirmed the success of RAP 1 and agreed that the University’s second RAP 2015–2017, 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 in the development of RAP 2. While RAP 1 sought to build capacity across the Institution generally, RAP 2 focused on a range of strategies and initiatives to support Faculties and Graduate Schools to achieve their own reconciliation outcomes within the context of their particular circumstances. For students and staff, the renewal of localised Indigenous
Student Recruitment and Retention Plans (ISRRPs) and Indigenous Employment Plans (IEPs) with reference to University-wide population parity targets for Indigenous students and staff exemplified this focus. Academic Divisions also identified and implemented strategies across the full range of RAP Action Areas. Importantly, accountability processes were also established and progress towards RAP 2 targets monitored, which ultimately positioned RAP 2 as a ‘Stretch RAP’.

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 brought about by the implementation of the Melbourne Model such that our graduate student numbers exceeded undergraduate numbers; a desire to focus on the academic success of our Indigenous students in addition to their participation in higher education; and because most Indigenous staff were employed in junior level professional rather than academic positions.

In 2015 a revised Indigenous Outcomes Measurement Framework (IOMF) which better aligned to RAP 2 and associated Indigenous strategies was also developed. An Indigenous Outcomes Performance Report (IOPR) based on the IOMF 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 our RAPs’ commitments has been as a result of:

- the alignment of our RAPs with the core purpose of the University;
- the cultural authority provided by our Indigenous leadership, including Traditional Owners and Elders, and Indigenous advisory mechanisms throughout the development of 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 and reconciliation is seen as business as usual;
- adopting a whole-of-University approach with clear accountabilities for each RAP measure and target established and understood;
- setting measurable targets and monitoring and reporting on these; and
- engaging broad University staff, student and alumni involvement in the range of initiatives and programs that support our RAPs.
Reconciliation at Melbourne

The following provide a snapshot of some of our reconciliation achievements:
[to be represented graphically - select maximum 15]

- Indigenous undergraduate student numbers have increased by 60% since the implementation of the University's first RAP.
- Indigenous HDCW numbers have more than doubled since the implementation of the University's first RAP, and we have more HDCW students than any other Go8 university.
- The University offers a Bachelor of Arts Extended and Bachelor of Science Extended pathway for motivated and aspiring Indigenous students.
- From 2015 to 2017, Indigenous RHD students have more than doubled in number.
- Indigenous staff numbers have increased by 196% since the implementation of our first RAP.
- The University has developed a sophisticated Indigenous Outcomes Measurement Framework that informs and guides targeted Indigenous initiatives and strategies.
- An ARC Discovery Indigenous Grant has been awarded to develop a pre-European ecological baseline to understand how fire affects the northern Australian Savannah.
- An ARC Future Fellowship was awarded to investigate repatriation as a strategy for sustaining the vitality of Indigenous song.
- The Melbourne Poche Centre for Indigenous Health offers a PhD familiarisation program for prospective Indigenous PhD candidates. The Poche Centre also offers a leadership development program for emerging Indigenous leaders through structured engagement with Elders, Sponsors and Mentors.
- The Research Unit for Indigenous Language is the first of its kind in Australia and works with Indigenous communities across Australia and the region to expand and strengthen Indigenous language research and to support efforts by communities to maintain their linguistic and cultural heritage.
- The Graduate Certificate in Indigenous Research and Leadership is an interdisciplinary coursework program which aims to develop leadership skills and capacity in, or involving, Indigenous research.
- Since 2013, enrolments in subjects with an Indigenous focus have increased by 71%, and there has been a 43% increase in the number of these subjects offered.
- Our Traditional Owners and Elders Reference Group provides us with cultural oversight and advice on community engagement, strategies and protocols.
Murrup Barak Melbourne Institute for Indigenous Development supports Indigenous student outreach, Indigenous student success, and Indigenous staff employment, as well as providing leadership of The Academy of Sport, Health and Education in Shepparton, and advice about engagement with Indigenous peoples and communities.

The Wilin Centre works with Aboriginal and Torres Strait Islander communities to identify, recruit and support potential and practicing Indigenous artists to study and refine their academic and artistic skills at the Faculty of the Victorian College of the Arts and the Melbourne Conservatorium of Music.

The University is partnered with the Yothu Yindi Foundation based in Northeast Arnhem Land – supporting Indigenous educational outcomes and engaged research.

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

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

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

Each year we offer more than 80 scholarships which explicitly support Indigenous students to attend the University. This is in addition to our broader access scholarship program to encourage under-represented or educationally disadvantaged groups.

Since 2009 the University has delivered the annual Narrm Oration profiling global Indigenous leaders’ perspectives about futures for Indigenous Australia.

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 schools outreach programs to inform Indigenous students’ aspirations and help them explore pathways to university.
RAP 2018-2022

Key Principles

The RAP represents a University-wide commitment to using the resources of teaching and learning, research and engagement to contribute to Indigenous wellbeing and development. As such, the Signature Projects’ target measures and accountabilities in the RAP will:

- align 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 Academic Divisions to design and implement strategies that meet their particular needs and circumstances;
- foster the incorporation of Indigenous engagement and recognition across the breadth of University activity.

A number of mechanisms are in place to monitor our 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 goals and our Indigenous staff and student headline targets. A mid-term review will be conducted three years into RAP 3 (early 2021) to monitor the progress of the Signature Projects.

The Process

Led by the Pro Vice-Chancellor (Indigenous), development of the University’s *Reconciliation Action Plan 2018–2022* commenced in mid-2017 with the approach endorsed by University Executive. This RAP sees a shift in focus from the previous RAPs’ six University Action Areas with a large number of measures and targets across all divisions of the University, to the development of a smaller number of Signature Projects, the outcomes of which we believe will be transformational in terms of their impact. These projects will address four Themes that are mapped to the Reconciliation Australia Framework.

This shift recognises that a range of University and divisional-level frameworks and plans which address the action areas incorporated in our previous RAPs are now firmly embedded in the University’s planning architecture and operations.

[Insert graphic: *Indigenous strategic plans*]
The new approach has been endorsed by the RAP 3 Convening Panel, primarily comprised of the University’s Traditional Owners and Elders, in addition to the University’s Indigenous leadership and wider Indigenous community. This RAP is also the product of feedback resulting from University-wide consultation which informed a Working Group which met several times to develop the detail of RAP 3 and its Signature Projects.

The proposal to commit to and develop an ‘Elevate RAP’ was endorsed by the aforementioned groups and, following endorsement by University Executive and Reconciliation Australia, our ‘Elevate RAP’ signalling our “long, successful history in the RAP Program, a current Stretch RAP and a willingness to significantly invest in reconciliation” (Reconciliation Australia website, 2017) was launched at our Wominjeka in March 2018.
Themes and Signature Projects

Theme 1: Our Place
Signature Project 1.1 - Place and Indigenous Cultural Recognition
Signature Project 1.2 - Student Precinct Project
Signature Project 1.3 - Indigenous Academy

Theme 2: Purposeful Partnerships
Signature Project 2.1 - Indigenous Procurement Strategy
Signature Project 2.2 - Indigenous Engagement Management System

Theme 3: International Engagement
Signature Project 3.1 - International Academic Engagement Program
Signature Project 3.2 - Indigenous Internationalisation Plan 2019-2021

Theme 4: Leadership for Change
Signature Project 4.1 - Atlantic Fellows for Social Equity
Signature Project 4.2 - Melbourne Poche Leadership Fellows Program
Signature Project 4.3 - 1000 Indigenous Business Leaders
Signature Project 4.4 - Jawun Secondment Program
Signature Project 4.5 - Indigenous Leadership Excellence and Achievement Program (I-LEAP)
Theme 1: Our Place

Recognition of the value and contribution of Indigenous culture is critical to the development of understanding and respect between Aboriginal and Torres Strait Islander and fellow Australians. With a deep connection to the physical places upon which its campuses are located, the University recognises that there is an opportunity to improve the lived experience of the University’s Indigenous cultures through shaping the physical environment and promoting cultural awareness and recognition. This will be achieved through:

- 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 knowledges of Indigenous Australians and the diversity of Aboriginal and Torres Strait Islander communities;
- ensuring our University is a culturally safe, welcoming and respectful learning and working environment for Indigenous students and staff.
The University's second Reconciliation Action Plan 2015–2017 had targets and timelines around recognising the value and contribution of Indigenous culture. 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, the development of a strategic approach that is aligned to our values and institutional character and which will promote critical and scholarly engagement with our University’s history and respect for diversity including with Indigenous Australians will be undertaken.

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<th>Target Measures</th>
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| Relationships | A program of work addressing the built environment across the University that will:  
● 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  
● create an intellectual environment which is inclusive and respectful of Indigenous Australian perspectives | Associate Provost, PVC 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 decision making and create a set of scholarly and credible resources |
| Respect |  | Associate Provost | 2019 | • Promote critical, scholarly and cultural engagement with these issues in Australia and internationally |
|  |  | Executive Director, Property & Sustainability | December 2019 | • Develop a wayfinding strategy to promote a critical engagement with these issues amongst the University and broader community |
|  |  | Director, External Relations | December 2018 | • Develop a program that explores ways to promote |
| Executive Director, Marketing and Communication | • Develop and implement a communications strategy to build awareness of the University's strategic review |
| Executive Director, Property and Campus Services | 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 1.2 - 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 new student precinct which 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 students and staff.

As the first precinct-wide development of its kind on the Parkville campus, it will pave the way for the recognition of Indigenous culture and heritage as part of the University infrastructure developments. The development of the new Precinct provides 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 and as the University’s first co-created major project, the student voice will continue to be at the front and centre of the Project’s design, engaging students as active contributors, decision makers and owners of the Precinct.

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<tbody>
<tr>
<td>Relationships</td>
<td>A project that will transform the campus-based student experience and pave the way for the recognition of Indigenous culture and heritage</td>
<td>Executive Director, Major Projects</td>
<td>June 2018</td>
<td>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</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Executive Director, Major Projects</td>
<td>2021</td>
<td>Commence development of wayfinding that promotes a critical engagement with Indigenous culture, making stories of culture and place visible to the University and broader community</td>
</tr>
<tr>
<td>Executive Director, Major Projects</td>
<td>2021</td>
<td>• Commence the co-creation of the design and development of a new home for Murrup Barak in the Precinct as a signature space, creating an environment that supports the needs of Indigenous staff and students, Traditional Owners and Elders and local community members.</td>
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<tr>
<td>Executive Director, Major Projects</td>
<td>2021</td>
<td>• Commence development of a naming and recognition strategy for the buildings in the Precinct aligned with the revised University Naming Policy</td>
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<tr>
<td>Executive Director, Major Projects</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the project</td>
<td>• Ensure the celebration of Indigenous cultures is part of Precinct programming and activation</td>
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Signature Project 1.3 - Indigenous Academy

In 2015 the University approved ambitious headline targets and a revised Indigenous Outcomes Measurement Framework which better aligned to the 2015–2017 Reconciliation Action Plan 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%) 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 an increasing proportion of Indigenous students from interstate and outside the Melbourne metropolitan area enrolling at the University, a strategy to provide enhanced support, programs and accommodation opportunities for Indigenous students which are culturally nurturing, socially enriching and optimise their academic success will be developed.

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<tbody>
<tr>
<td>Respect</td>
<td>A mechanism to provide an increased Indigenous cohort experience, including programming and residential support that is culturally nurturing, socially enriching, and optimises academic success</td>
<td>PVC Indigenous</td>
<td>December 2018</td>
<td>● Develop a business case for the establishment of an Indigenous Academy which will provide access to culturally appropriate support services and programs and residential accommodation</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td>Vice Principal, Advancement</td>
<td>June 2019</td>
<td>● Develop a fundraising strategy for residential scholarships for students not eligible for ABSTUDY</td>
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<td></td>
<td></td>
<td>PVC Indigenous</td>
<td>March 2020</td>
<td>● Indigenous Academy operational</td>
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Theme 2: Purposeful Partnerships

The development of genuine and effective partnerships between the University and Aboriginal and Torres Strait Islander communities and organisations is a critical determinant of both the quality and relevance of Indigenous strategy and programs across the University and the capacity of the University to contribute to building a reconciliation culture, thereby supporting Indigenous development and contributing to the wellbeing of Indigenous people.
**Signature Project 2.1 - Indigenous Procurement Strategy**

The University’s second Reconciliation Action Plan 2015-2017 committed us to develop a strategy to promote the use of Indigenous suppliers. This resulted in membership of Supply Nation and the inclusion of Indigenous sourcing principals 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, positively impact Indigenous employment and foster financial independence and the range of social and cultural as well as economic benefits that such independence can provide.

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<tbody>
<tr>
<td>Relationships</td>
<td>A strategy to promote the development of and use of Indigenous suppliers for the purpose of stimulating Indigenous entrepreneurship and business development</td>
<td>Director, Procurement</td>
<td>July 2018</td>
<td>● Develop a database of current procurement activities and identify areas for Indigenous-focused targets</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td>Director, Procurement</td>
<td>February 2019</td>
<td>● Establish an Indigenous Procurement Framework including targets and measures</td>
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<td></td>
<td>Director, Procurement</td>
<td>July 2019</td>
<td>● Develop an Indigenous supplier mentoring and support program</td>
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<td></td>
<td></td>
<td>Director, Procurement</td>
<td>July 2020</td>
<td>● Implement a focused Indigenous Procurement Strategy in the University’s operations in the Goulburn Valley</td>
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</table>
Signature Project 2.2 - Indigenous Engagement Management System

The University’s second 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 and with non-Indigenous organisations that share our commitment to reconciliation. With these targets exceeded, 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.

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<tr>
<td>Relationships</td>
<td>A system to improve the way in which the University approaches, manages and reports on its engagement with Indigenous communities and organisations</td>
<td>Vice-Principal Engagement</td>
<td>December 2018</td>
<td>● Conduct a University-wide audit establishing the scope of Indigenous partnerships and relationships relating to Research, Teaching and Learning and Engagement across all Divisions is conducted</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td>June 2019</td>
<td>● Establish Engagement Management System management processes and divisional reporting requirements</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td></td>
<td>June 2019</td>
<td>● Develop access and privacy protocols relating to the University’s relationships and partnerships information</td>
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<td></td>
<td>December 2019</td>
<td>● Launch Indigenous Engagement Management System</td>
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Theme 3: International Engagement

Engaging with overseas institutions and communities enriches our endeavours and extends our ability to address global challenges. 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 will provide opportunities to encourage Indigenous students and staff to engage in and develop people-to-people links with the international community. 
**Signature Project 3.1 - International Academic Engagement Program**

The University will increase the participation of Indigenous students and staff in a meaningful international engagement experience, the objectives of which will be to develop graduates who can be ‘citizens of the world’ and staff for whom international collaboration will drive excellent academic outcomes.

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</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Implement an <em>International Academic Engagement Program</em> which will comprise:</td>
<td>Director Student Success</td>
<td>June 2018</td>
<td>Indigenous Exchange Program:</td>
</tr>
<tr>
<td>Respect</td>
<td>- an Indigenous Student Exchange Program</td>
<td></td>
<td>Ongoing with an annual report to be</td>
<td>- Identify, from partnered Universities, those with parallel Indigenous support institutes</td>
</tr>
<tr>
<td>Opportunities</td>
<td>- a Global Seminar Program</td>
<td></td>
<td>provided in December each year for</td>
<td>and those with courses or subjects related to Indigeneity or Identification of existing global</td>
</tr>
<tr>
<td></td>
<td>- a Research Colloquia Program</td>
<td></td>
<td>duration of the RAP</td>
<td>mobility partners with appropriate support for Indigenous students.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>December 2018</td>
<td>- Activate existing partnerships to broaden the opportunities for Indigenous student participation</td>
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<td></td>
<td>- Develop a website and advising toolkit to promote opportunities for global mobility for Indigenous students</td>
</tr>
<tr>
<td>PVC Research Capability.</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>• Expand student funding opportunities/mechanisms</td>
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<td>Annual Colloquia with first Colloquium held at the University of Melbourne by 31 December 2019 and at a partner university by 31 December 2020</td>
<td>Research Colloquia Program • Develop a program to support the development of academic networks and relationships that facilitate knowledge and understanding of Indigenous cultures</td>
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Signature Project 3.2 - Indigenous Internationalisation Plan 2019-2021

Providing opportunities for and strengthening links with leading universities internationally, through collaborative research, commercial endeavours and student experiences will underpin our efforts to provide our Indigenous students and staff with increased international engagement experiences and the benefits that these afford. Development of an *Indigenous Internationalisation Plan* will provide a framework to develop, resource and implement a range of international academic engagement initiatives.

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<tr>
<td>Relationships</td>
<td>Develop an <em>Indigenous Internationalisation Plan</em> to provide Indigenous students and staff with opportunities to engage in a range of international academic engagement initiatives</td>
<td>PVC International</td>
<td>31 December 2018</td>
<td>- <em>Indigenous Internationalisation Plan</em> 2019 - 2022 developed</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td>PVC Indigenous</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>- Progress towards achievement of <em>Indigenous Internationalisation Plan</em> 2019 - 2022 monitored and reported on annually</td>
</tr>
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Theme 4: Leadership for Change

The University’s second Reconciliation Action Plan 2015–2017 set targets and developed initiatives to increase Indigenous student and staff recruitment and retention which are now formalised in a range of enabling frameworks and plans. Building on these achievements, the University will focus on developing leadership capability amongst 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 4.1 Atlantic Fellows for Social Equity

The Atlantic Fellows for Social Equity (AFSE) will create a network of more than 400 change agents, innovators and social provocateurs. The AFSE program provides capacity and freedom for social change leaders to create positive social impact at scale. Through a 12-month Fellowship and ongoing connection with the global Atlantic Fellows network, Atlantic Fellows will be part of a collaborative social change leadership network helping societies succeed and flourish, especially Indigenous communities. Driven by Indigenous people and informed by Indigenous sensibilities, the AFSE program aims to build a generation of people who work together as a collective and distributed network of changemakers to improve the wellbeing of Indigenous communities and make society more healthy, inclusive and fair.

The program offers:

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

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<th>Lead Portfolio Responsibility</th>
<th>Target Timeline</th>
<th>Target Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>A transcendent fellowship program that will:</td>
<td>Program Director, Atlantic Fellows for Social Equity</td>
<td>2022</td>
<td>• Establish a rich and expansive network of relationships with Indigenous organisations across the country</td>
</tr>
<tr>
<td>Respect</td>
<td>• Strengthen and expand the University’s engagement with</td>
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</tbody>
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26
| Opportunities | Indigenous communities and organisations  
  ● Respect and amplify the inherent qualities and innovation within Indigenous culture and knowledge  
  ● 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 | Associate Provost; Program Director, Atlantic Fellows for Social Equity | Ongoing with an annual report to be provided December each year for the duration of the RAP | ● Contribute to the programming of prominent Indigenous symposia and events such as Garma Festival, NAIDOC Week and Reconciliation Week  

|  | Program Director, Atlantic Fellows for Social Equity | Ongoing with an annual report to be provided December each year for the duration of the RAP | ● In partnership with program partners and Fellows, co-create a learning framework based on Indigenous ways of learning and doing  

|  | 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 4.2 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 ways. To achieve this aim, the program will engage with Indigenous and non-Indigenous people in diverse roles and career stages who wish to be contributors to a transformative sector-wide change agenda. The Melbourne Poche Centre will draw on the extensive resources and partnerships of the University to pursue the program aims. Over time, the program aspires to operate as a voice and catalyst of change within the sector, drawing on the insights and agency of those who engage with the program and in due course form a strong and influential alumni.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>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</td>
<td>Manager, Indigenous Student Programs, Poche Centre</td>
<td>Ongoing</td>
<td>● Increase in formal and informal partnerships between Indigenous and non-Indigenous staff at all career levels</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Manager, Indigenous Student Programs, Poche Centre</td>
<td>2022</td>
<td>● An increase in partnerships within and between Poche, government, community and health sectors</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td>Manager, Indigenous Student Programs, Poche Centre</td>
<td>2022</td>
<td>● 50 Fellows participated, 50 Mentors engaged</td>
</tr>
</tbody>
</table>
**Signature Project 4.3 1000 Indigenous Business Leaders by 2025**

Changes in the Commonwealth’s Indigenous Procurement Policy and the implications of Native Title have created a significant opportunity within the Indigenous community. Education is a crucial factor in empowering individuals with the skills, knowledge and inspiration to contribute to this sustainable growth. The 1000 Indigenous Business Leaders by 2025 project will deliver leadership skills and economic impact for Indigenous Australians through economic empowerment and wealth creation.

<table>
<thead>
<tr>
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<th>Target Timeline</th>
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</tr>
</thead>
</table>
| Opportunities     | A project to deliver leadership skills and economic impact for Indigenous Australians through economic empowerment and wealth creation | Dean and Deputy Dean, Faculty of Business and Economics | Summer school run annually from January 2018       | Establish a National Business Summer School:  
  - 20-25 Indigenous Year 10 and 11 students involved per year  
  - Indigenous business leaders and corporate sponsors engaged to participate |
| Opportunities     |                                                                                    | Dean, Faculty of Business and Economics              | Mid-2018                                            | Establish an Indigenous Dreaming Lab co-located with the Melbourne Accelerator Program to support development of Indigenous entrepreneurship  
  - support 5 Indigenous ventures per year |
| Relationships     |                                                                                    |                                                     | Ongoing with an annual report to be provided each year for the duration of the RAP |
|                   |                                                                                    |                                                     |                                                     |                                                                                  |
Signature Project 4.4 Jawun Secondment Program

The University’s second 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 and with non-Indigenous organisations that share our commitment to reconciliation. The establishment of a partnership with Jawun represents one of these.

The Jawun Secondment 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; and
- assist Indigenous people to bring about health and social reform.

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</tr>
</thead>
<tbody>
<tr>
<td>Respect Relationships</td>
<td>A two-way leadership development program based on shared value, delivered through</td>
<td>Executive Director HR</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>• Meet annual requirements of Jawun allocation for Development Program</td>
</tr>
<tr>
<td>Opportunity</td>
<td>the:</td>
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<tr>
<td></td>
<td>● Jawun Development Program</td>
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<tr>
<td></td>
<td>● Jawun Executive Program</td>
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<tr>
<td>Role</td>
<td>Description</td>
<td>Action</td>
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<tr>
<td>Executive Director HR</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>● 6 senior University executives to participate in the Executive Program annually</td>
<td></td>
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</tr>
<tr>
<td>Executive Director HR</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>● Provide annual summary of secondee's contributions to communities based on feedback from Jawun</td>
<td></td>
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<tr>
<td>Executive Director HR</td>
<td>Ongoing with an annual report to be provided December each year for the duration of the RAP</td>
<td>● Establish and implement mechanisms that encourage Program participants to utilise their experiences to further contribute to RAP outcomes upon their return</td>
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Signature Project 4.5 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 facilitate the growth and development of high achieving Indigenous students through secondary, undergraduate and graduate education. In particular, I-LEAP will:

- develop excellence and leadership among Indigenous students;
- equip Indigenous students to become respected, confident and committed leaders across 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;
- shape the aspirations and expectations of all Australians through the achievements of I-LEAP students, graduates and alumni.

The Schools Program engages Year 11 and 12 students from across the country. Schools nominate high-potential Indigenous students in Year 11 and 12 to participate in a 3-day program at the University that deepens their aspiration to commit to leadership and high educational achievement.

The Undergraduate Program will bring the Australia's best and brightest Indigenous students to join current achievers at Melbourne for a residential program across 5 days. Students will be supported to develop leadership skills and problem solving 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 Graduate Program will provide exceptionally talented students with a graduate scholarship to extend their capacity for excellence and leadership. It also provides 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 career opportunities. Program alumni will also become mentors once they achieve their career goals and leadership experience.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Signature Project</th>
<th>Lead Portfolio Responsibility</th>
<th>Target Timeline</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Opportunity| A program that supports the development of Indigenous leaders at three key stages of education:  
  - the Schools Program  
  - the Undergraduate Program  
  - the Graduate Program | Associate Director, Murrup Barak               | Ongoing with annual reports provided in December for lifetime of RAP |  
  - Increase in commencing students from amongst the Year 12 I-LEAP participants |
|            |                                                                                    | Dean, Faculty of Arts                         | Semester 1, 2018                                    |  
  - Implement a scholarship scheme for Indigenous undergraduate students in Faculty of Arts  
  - Review undergraduate scholarship scheme for broader roll out in 2019 |
|            |                                                                                    | Pro Vice-Chancellor, Indigenous               | Semester 2, 2018                                    |  
  - Implement the Undergraduate Program |
|            |                                                                                    | Pro Vice-Chancellor, Indigenous               | Semester 1, 2020                                    |  
  - Implement a University-wide scholarship scheme for Indigenous Higher Degree Coursework students |
|            |                                                                                    | Pro Vice-Chancellor, Indigenous               | Semester 2, 2020                                    |  
  - Implement the Graduate Program |
|            |                                                                                    | Pro Vice-Chancellor, Indigenous               | December 2021                                       |  
  - Establish a program of activity for I-LEAP alumni (including events and mentoring opportunities) |
| Pro Vice-Chancellor, Indigenous | December 2022 | • Review the three phases of the program to establish participant pathways and program success |
University Enabling Strategies, Frameworks and Plans

**University Level**
Growing Esteem 2015 - 2020
Engagement at Melbourne 2015 - 2020
Indigenous Employment Framework 2017 - 2020
Indigenous Student Plan 2018 - 2022
Research @ Melbourne Indigenous Research Implementation Framework 2013 - 2018
Indigenous Outcomes Performance Report
Indigenous Student and Staff Headline Targets

**Divisional Level**
Indigenous Student Recruitment and Retention Plans 2016 - 2018
Indigenous Employment Plans 2016 - 2018
Indigenous Research Plans

**External Guiding Documents**
Australian Institute of Aboriginal and Torres Strait Islander Studies Guidelines for Ethical Research in Australian Indigenous Studies 2012
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 2008
Universities Australia Indigenous Strategy 2017 - 2020
Acknowledgements

We acknowledge and are grateful to the following Elders and Traditional Owners who have been instrumental in our reconciliation journey and have guided the approach and design of this Reconciliation Action Plan:

Uncle Paul Briggs
N’arweet Carolyn Briggs
Janine Coombs
Uncle Kevin Coombs
Aunty Diane Kerr
Aunty Lyn McInnes
Aunty Loraine Padgham
Aunty Sandra Smith