



Reconciliation Action Plan

August 2018 – August 2020



ORMOND COLLEGE
THE UNIVERSITY OF MELBOURNE

Our vision for reconciliation

Our vision for reconciliation is to foster a living and working environment that embraces diversity and equal opportunity in a culturally considerate and safe manner. Specifically, Ormond College aims to promote a welcoming and enriching living and learning environment for Aboriginal and Torres Strait Islander students that allows students to achieve academic and personal success. Additionally, Ormond College aims to provide learning experiences that embody the ongoing process of truth-telling for all our community members, so that we can embrace reconciliation in an informed and educated manner.



Current and former members of the OCIP Student Body

Our business

Ormond College was established in 1881 on the land of the Wurundjeri People. In the spirit of its benefactor, Francis Ormond, and the philosophies of the Presbyterian Scottish Enlightenment, the College was open to People of 'all faiths and none' and was a place to develop not only the skills but also the incentive, to contribute to the broader community in vocational and academic pursuits. Today, Ormond's community continues to embody a sense of social responsibility and academic integrity for students, staff and alumni alike.

Our core business is as a residential university college that is home to 359 undergraduate students, 64 graduate students and 202 non-residents, as well as residential and non-residential academics and tutors. The community also includes a large alumni cohort and 140 staff members. Currently, this includes three Aboriginal tutors, one Aboriginal student employed as Indigenous Student Liaison and one Aboriginal student employed as Aboriginal Culture Awareness and Volunteering Program Leader (ACAVPL). Ormond College has a single office location in Parkville in Victoria, but the community also includes alumni and students residing in all states and territories of Australia and countries throughout the world.

Ormond College also includes the Centre for Ethical Leadership (CEL), a research institute concerned with the intersection of business and ethical practices. The CEL conducts research, offers education programs and is involved in significant community engagement. The College has also founded the Wade Institute of Entrepreneurship, a faculty that offers an education program on site in Parkville. Students graduate with a Master of Entrepreneurship from the University of Melbourne and are integrated members of the Ormond community.



Staff and students gathered on the College grounds after an OCIPWG Meeting

Lara McKay
Master



As the new Master of Ormond, I am delighted to see that Ormond is launching its third Reconciliation Action Plan. This Innovate RAP builds on the previous Reflect RAP, and demonstrates the College's commitment to support the national reconciliation movement. It outlines our joint vision and the tangible actions we will undertake to create strong and meaningful relationships, enhance respect and understanding, and generate sustainable opportunities for Aboriginal and Torres Strait Islander Peoples.

As an organisation with learning at its heart, we strive to make a significant contribution to improving higher-education and employment outcomes for Aboriginal and Torres Strait Islander Peoples and to ensure they have equal access to education. Just as important is fostering a learning community that promotes historical truth-telling, pride in the cultures and histories of this land and provides opportunities to learn from Aboriginal and Torres Strait Islander Peoples about the past, the present and their vision for the future.

As a community at Ormond, built on the land of the Wurundjeri People of the Kulin Nations, it is the responsibility of all who live, work and study here to contribute to realising the ambition set out in this RAP. While it is imperative we have 'champions' to lead this work, it is the contribution that each individual makes that will ensure we meet the deliverables set out in this plan, deepen our understanding of Aboriginal and Torres Strait Islander cultures and traditions, and work toward a truly reconciled Australia.

Our RAP

This Reconciliation Action Plan (RAP) follows on from the initial RAP (2013-2015) and subsequent Reflect RAP (2016-2017). When Ormond College developed its first RAP it was motivated by the determination of the student body to promote equality and reconciliation within the College. Our third RAP is being developed as a response to the success of the previous RAPs in supporting our Ormond College Indigenous* Program (OCIP) and consists of two core aims. Firstly, it is designed to support the recruitment, retention and success of Aboriginal and Torres Strait Islander students coming to Ormond College. Secondly, it is designed to educate and inform all members of our community about Aboriginal and Torres Strait Islander Peoples' histories, cultures and contemporary narratives. The OCIP is inextricably linked to our RAP and our community's commitment to reconciliation. The Ormond College Indigenous Program is overseen by the Freemantle Fellow, an employed position established in 2014 as an outcome of the first RAP which serves as the central point of contact for the OCIP. The Freemantle Fellow, currently a residential position, works in tandem with the Indigenous Student Liaison and the Indigenous Subcommittee, a student led group with Aboriginal and Torres Strait Islander and non-Indigenous membership that organises events for the whole community and for Aboriginal and Torres Strait Islander students, to promote reconciliation at Ormond.

Internally, the Master and Vice Master of the College and the Freemantle Fellow champion our RAP. The RAP has been recognised and ratified by the College Council, the Executive Body and all three Common Rooms, representing the student, staff and academic membership of the College respectively. The RAP working group, known internally as the Ormond College Indigenous Program Working Group (OCIPWG), includes participation from the Freemantle Fellow, the Master of the College, the Vice Master of the College, members of the Leading Tutor Team, members of the Community Team, the Head of each Common Room, the Tutor and Mentor Coordinator for Indigenous Students, the Indigenous Student Liaison, the Head of the Indigenous Subcommittee, members of the Aboriginal and Torres Strait Islander Student Body and members of the General Student Body. Our OCIPWG benefits from the involvement of Aboriginal and/or Torres Strait Islander students. One student each year is employed as the Indigenous Student Liaison and is actively involved in the OCIPWG. Additionally, all Aboriginal and/or Torres Strait Islander students and alumni are invited and encouraged to attend OCIPWG activities and self-determine the extent of their participation. Currently there are 6 Aboriginal and Torres Strait Islander People formally on the committee, plus the self-selected involvement of the thirteen current Aboriginal and Torres Strait Islander students. Development of external Aboriginal and Torres Strait Islander Peoples' involvement in the OCIPWG

Dr Rob Leach

Vice Master



Those of us who are not Aboriginal and/or Torres Strait Islander Peoples have our origins in all parts of the globe. Though our ancestors may have lived far away, many of us feel intensely connected to Australia. We are deeply touched by the russet and rugged landscapes, the sight of a mob of kangaroos moving across the plains, the scent of eucalypts and the carolling of magpies. We can only imagine how much more profound the connection to Country is for those whose forebears were here for tens of millennia.

As proud as we are of Australia, we can only be a whole and healthy nation if we accept the truth of Aboriginal and Torres Strait Islander Peoples' terrible experience of colonisation and dispossession. Aboriginal and Torres Strait Islander Peoples' offer of reconciliation, in Ormond sometimes symbolised by the gift of a manna gum leaf at a smoking ceremony, is an act of breathtaking magnanimity. It is an offer that is accepted with great humility. The past cannot be unwritten, but the future is ours to compose. Together, Aboriginal and Torres Strait Islander Peoples and non-Indigenous members of the Ormond community can journey along the path to reconciliation.

For reconciliation to be a reality, individuals and institutions must do what they can to achieve this goal. At Ormond College, on the land of the Wurundjeri People of the Kulin Nations, we want to honour the promise that the gesture of reconciliation offers. To that end, our Reconciliation Action Plan describe practical initiatives so the College can do its part in creating a healthy future for all Australians.

and a potential External Advisory Group is in progress. Currently there is no formal external involvement in our RAP Working Group.

In 2008, a strategic plan was developed in consultation with the five communities of Ormond College and the local Aboriginal and Torres Strait Islander communities, to guide the inception of an Indigenous Program to support Aboriginal and Torres Strait Islander students undertaking the Bachelor of Arts Extended and mainstream courses at the University of Melbourne. This program came to be known as the Ormond College Indigenous Program and was the instigator of the 1st RAP. The subsequent RAPs have been developed in tandem with the growth of the OCIP. The OCIP continues to be an integral program within the College. Our OCIP now also includes graduate and undergraduate resident and non-resident students undertaking a wide range of courses at the University of Melbourne. The OCIP benefits from strong leadership and support from the College at all levels and is overseen by the Freemantle Fellow and the Indigenous Subcommittee. The Freemantle Fellow is a permanent position established in 2014, through an endowment provided by College benefactors, Jane and Jim Freemantle. This position provides the central point of contact for the OCIP. The Indigenous Subcommittee is a student led group with Aboriginal and Torres Strait Islander and non-Indigenous membership that organises events for the community and for Aboriginal and Torres Strait Islander students.

In 2013 the first RAP was launched after a three year consultation period that was supported by a motion passed by the Ormond College Students' Club to 'recognise and support the Australian Reconciliation movement and Ormond's commitment to contributing to the movement,' at their Annual General Meeting (AGM). Since the first RAP, key achievements realised by Ormond College include the improved education of the community and the improved recruitment and retention of Aboriginal and Torres Strait Islander students.

As an educational institution, Ormond's commitment to providing all students from Australian and international backgrounds with opportunities to learn about Aboriginal and Torres Strait Islander histories, cultures and politics is central to our reconciliation efforts. Every year at Orientation students are Welcomed to Country by a Wurundjeri Elder. In recent years, Aboriginal cultural awareness training has become a recurring component of the Orientation Program. During the

Di Bamba

Vice Master



The Ormond College Indigenous Program was developed 10 years ago, beginning our reconciliation journey and providing a pathway for all College members to follow. Since then, the program has expanded and gained momentum and direction to not only support Aboriginal and Torres Strait Islander members of our community, but provide educational and developmental opportunities for all members of our community to engage with reconciliation. Our recently developed third RAP provides us further vision and practical steps for the next part of our journey.

The development of this RAP is important as it has been generated deep in our community by students and staff working closely together. This document is shared by the entire community and welcomes the engagement and contributions of all members. We are committed to working closely with the community to continue to create a different future. I would like to acknowledge and thank everyone who was involved in developing this RAP and to those who will work on delivering the outcomes outlined in the future.

academic year several presentations relating to Aboriginal and Torres Strait Islander knowledges and experiences are conducted. In 2017 the academic calendar included guest speakers Bill Gammage, Duane Hamacher, Richard Frankland and a student-led 'You Can't Ask That' session. The 'You Can't Ask That Session' was a Q&A style panel discussion with four Aboriginal and Torres Strait Islander student members on the panel and anonymous questions and questions from the audience regarding Aboriginal and Torres Strait Islander experiences were answered. At the beginning of 2018 three flag poles flying the Aboriginal, Torres Strait Islander, and Australian flags were mounted at the entrance of the College so they could fly throughout the year in response to the OCSC passing a motion at their AGM. A cornerstone of the OCIP academic calendar is an annual trip to the Garma Cultural Festival, where eight students and two staff members attend and report back to the community on their learnings. Ormond College has an ongoing commitment to providing educational events for its students; it will continue to host educational events for all members of the community and will open its doors to other Colleges to attend.

As a residential community committed to reconciliation, the College actively seeks to minimise barriers for Aboriginal and Torres Strait Islander students to attend Ormond and have an enriching experience in this community. Additional achievements instigated by previous RAPs include strengthening the College's relationship with Murrup Barak, the University of Melbourne's Institute for Indigenous Development, resulting in more cohesive and effective academic, financial and welfare support for students. The Indigenous Subcommittee – and the student leaders the Subcommittee produces – are central to the welfare of Aboriginal and Torres Strait Islander students in terms of forming social networks and peer-mentor relationships. Ormond is extremely proud that a number of students from this cohort have achieved outstanding grades, and one student has gone on to be the recipient of a Rhodes Scholarship to undertake studies in Oxford. With this new RAP, the College hopes to continue to develop culturally safe practices to support the aspirations and goals of Aboriginal and Torres Strait Islander Ormondians.

Key challenges over the last two RAPs have included limitations in our ability to recruit and retain Aboriginal and Torres Strait Islander employees, maintaining ongoing relationships with Aboriginal and Torres Strait Islander Peoples in the context of turnover of staff and student leaders, and providing culturally nourishing experiences for our Aboriginal and Torres Strait Islander students. Additionally,

Adeline Gabriel
[Biomedicine, 3rd Year]
*Chair of the Ormond College
Students' Club, 2018*



The Ormond College Students' Club recognises that we operate on land that was inhabited and possessed by the Wurundjeri People of the Kulin Nations. We recognise that despite the erection of our buildings, fences and non-native gardens on this land, it was never ceded and was claimed by violent means under the pretence of fundamentally unjust, culturally biased and subjectively exercised colonial law. The families and ancestors of members of our Club have been directly and destructively impacted by the fallout of these events. For these reasons, the Students' Club is actively engaged in the process of reconciliation and Makarrata. Our active engagement with reconciliation began in 2008 when we made a formal declaration as a Club in our Annual General Meeting in support of reconciliation movements. Since then, we have established an Indigenous Subcommittee who is passionate and committed to enacting these processes in our Club. Every member of our Club receives cultural competency training during their Orientation Week. We have worked with various Wurundjeri organisations to consolidate this training through two-way learning, art making and engagement with Aboriginal and Torres Strait Islander Peoples political issues. In 2017, we conducted a public forum comprised of our Aboriginal and Torres Strait Islander members speaking on their experiences as shaped by their identity and heritage. It is interactions like these that develop the understanding and empathy of non-Indigenous members to the nuances and adversities incurred by Aboriginal and Torres Strait Islander Peoples. Our new RAP is a guide by which we direct our operations as a Club. Its success is measured by the security felt by our Aboriginal and Torres Strait Islander club members, the empathy experienced by our non-Indigenous club members and the continued commitment we as a club have to recognition of and reparations to all Aboriginal and Torres Strait Islander Australians.

some projects have stagnated over time due to lengthy consultation processes; for example the three flagpoles mounted in 2018 were first advocated for in 2009. As a transient community with a high turnover of students, there is great variability year to year in the quantity and quality of events that are produced. This Innovate RAP aims to address these challenges and strive for a stronger commitment to reconciliation by focussing on supportive and culturally appropriate employment of Aboriginal and Torres Strait Islander Peoples and using the RAP as a tool to maintain integrity and consistency in this space, so as to not be singularly dependent on particular members of staff and students.

Key learnings we have taken from the experiences of the past two RAPs include the need to record events and meetings more diligently, so that we can track the progress of the OCIP and draw on past relationships that may be lost in the corporate memory of the OCIP. We also acknowledge the need to build strong, meaningful and reciprocal relationships with external Aboriginal and Torres Strait Islander Peoples, including stakeholders at the University of Melbourne, OCIP alumni and the broader community. Another learning is understanding the balance between providing Aboriginal and Torres Strait Islander students with opportunities to lead the OCIP without burdening this cohort with the responsibility of educating the broader community.

Our previous RAPs have been instrumental to the continued momentum, enthusiasm and goodwill contributed towards our OCIP. We look forward as a community to embracing the new challenges, learnings and achievements this Innovate RAP will provide.

* The word Indigenous is used to refer to Aboriginal and Torres Strait Islander Peoples within the phrases of established groups or programs such as the 'Ormond College Indigenous Program', 'Tutor and Mentor Coordinator for Indigenous Students', 'Indigenous Student Liaison', 'Indigenous Subcommittee' and the 'Indigenous Studies Unit'. Elsewhere in the document we use the term 'Aboriginal and Torres Strait Islander'. We will continue to revisit whether these terms are appropriate within our community as we continue our reconciliation journey. We acknowledge that Aboriginal and Torres Strait Islander Peoples may identify with another name and we mean no disrespect in using this term.

Levi McKenzie-Kirkbright
[Master of Engineering,
2nd Year]
*Chair of the Middle Common
Room, 2018*



Ormond's new Innovate Reconciliation Action Plan (RAP) is a healthy step forward as the College continues to be a leader in higher education and more generally as a progressive institution. It states historical and contemporary successes of the OCIP, but importantly it is also self-conscious in its acknowledgements of areas of improvement. As both a member of the College's student leadership and an Indigenous student, I'm particularly pleased that the College is aiming to promote not merely academic assistance for the Indigenous cohort but a supportive environment to facilitate student excellence across domains, as exemplified by 2016 Rhode Scholar, Bede Jones. However, from a student perspective, perhaps the most important gap in Ormond's offering - as noted in the RAP - is support for students from other parts of the country to meet the local Indigenous Peoples, connect with Country, and access services (such as the Victorian Aboriginal Health Service) of and around Melbourne and Victoria. In particular, establishing substantive relationships with local Elders, community leaders, and young people, such as through the annual Koori Youth Summit. I believe that tangible and sincere progress on the Actions in the Innovate RAP would in a short period make Ormond a leader not only on the Crescent but nationally too.

Dr Rory Dufficy

President of the Senior Common Room, 2018



The poet and activist Oodgeroo Noonuccal once wrote, 'this little now, this accidental present/is not all of me, whose long making/ is so much in the past.' That 'long making' is what we confront when we speak of reconciliation. But it is a 'long making' not just of centuries of oppression, dispossession, and resistance but also millennia of cultural memory, intellectual inquiry, aesthetic production and communal solidarity. A Reconciliation Action Plan, of necessity made in 'this little now', must be one founded on an awareness of the past, and its weight on the present.

Reconciliation, then, is not, or not just, a goal; rather it is an everyday practice of education, truth-telling, and community engagement. For a residential college such as Ormond, home to Aboriginal and Torres Strait Islander Peoples, other Australians and international students, these material aspects of reconciliation as an ongoing project have a special significance, as forging a community of care, social responsibility and academic achievement has been central to the College since it was founded on Wurundjeri Land in 1881.

This Reconciliation Action Plan, the College's third, aims to build on the lessons of the first two plans and reaffirms Ormond College's commitment not just to engage in the process of reconciliation itself, but also to a process of learning from that engagement.



Staff and Students work together to support our OCIP efforts and champion our RAP

Madi Mercer

*[Design, 2nd Year]
Indigenous Subcommittee Head, 2018*



The act of Reconciliation plays a pivotal role in creating a culture of mutual understanding and respect between Aboriginal and Torres Strait Islander and non-Indigenous Peoples. It creates a platform for voices that have long been ignored and welcomes them to the conversation.

The Reconciliation Action Plan is such a vital piece of documentation working towards a future of equality, respect and celebration of Aboriginal and Torres Strait

Islander cultures, heritages and histories. Through this Reconciliation Action Plan, Ormond College staff and students have demonstrated their commitment to strengthening the divide between Aboriginal and Torres Strait Islander and non-Indigenous Peoples, and creating a community that holds great pride in Aboriginal and Torres Strait Islander excellence.

Ormond is a historic institution, and has a vast history that is fiercely celebrated. Through reconciliation, we as a College, along with the rest of the nation, can address Australia's tumultuous history, and celebrate creating a future together that is truly for all people. We all must acknowledge our past and become the writers of a better future, employing the principles and morals upheld by

Ormond College, but looking toward the bigger picture of overall equality and respect. We must strive to achieve the objectives set out within this Reconciliation Action Plan.

I feel immensely privileged to be a part of a community of staff and students that strive in supporting one another, working together toward a common goal. I would especially like to acknowledge staff members, Sofia Rios and Zara La Roche, whose constant support, dedication and tireless efforts have had such an immense impact on the Aboriginal and Torres Strait Islander community at Ormond, and without whom we would not have this document. Thank you for being our champions.

Pat Mercer

*[Arts, 4th Year]
Indigenous Student Liaison, 2018*



I am a Wathawurrung man from Ballarat, Victoria. I am an Arts student, majoring in Ancient World Studies and have been privileged to contribute to the Ormond College Indigenous Program as co-head of the Indigenous Subcommittee in 2017, and as the Indigenous Student Liaison in 2018.

Since joining Ormond College in 2015, I have had the pleasure to belong to what truly is an incredible community – a family of students and staff all striving to

support one another to achieve their best in whatever they pursue.

An important aspect of this is Ormond's Reconciliation efforts and continued passion for Indigenous excellence. We choose to strive for Reconciliation not because it is easy, or a quick fix. Reconciliation is complex, sensitive and nuanced, but is the right thing to do as a nation.

I firmly believe that Reconciliation will be Australia's defining project – how many other movements offer every Australian corporation, institution and individual the unique opportunity to live out our national values of a fair go, tolerance and respect?

Reconciliation, to me, is the mutual effort to atone for the injustices of the past and to close the health, education and socioeconomic gaps that exist between Aboriginal and Torres Strait Islander and non-Indigenous Australians.

Reconciliation also means that we, as a nation, have the resolution and courage to truthfully examine our history and ensure we never take a backwards step; that we, as a nation, can confidently shape a future Australia for all Australians.



Pat Mercer [Arts, 4th year] leading a Cultural Awareness Session for new students

Relationships



Ormond College is a residential community that is home to Aboriginal and Torres Strait Islander Peoples, other Australians and international members. It is integral to having a successful, harmonious community that we build strong and respectful relationships between all members of our internal community. As an academic and residential community, we recognise the need to promote tolerant and thoughtful dialogues that educate and empower those within our community whilst respecting the wealth of diverse experiences and backgrounds that our community holds. Our commitment to reconciliation also means a commitment to nurturing meaningful and constructive relationships with external Aboriginal and Torres Strait Islander individuals, communities and organisations from the University of Melbourne, and Australia more broadly.

Focus area: Building external partnerships with individuals and organisations that share our vision of reconciliation.

Action	Deliverable	Timeline	Responsibility
1. OCIPWG actively monitors RAP development and implementation of actions, tracking progress and reporting.	• OCIPWG oversees the consultation for the development, endorsement and launch of the RAP.	August 2018	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Ensure Aboriginal and Torres Strait Islander Peoples are meaningfully represented on the OCIPWG. This includes making meetings open to all Aboriginal and Torres Strait Islander students, alumni and staff.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	• OCIPWG meets at least four times a year to monitor and report on RAP implementation.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Establish Terms of Reference for the OCIPWG.	October 2018	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
2. Develop, establish, support and maintain an External Advisory Group for the RAP.	• Establish an external Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice and guidance. This can include Wurundjeri Elders and cultural mentors from the groups described below.	March 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Develop and distribute an expression of interest to join the External Advisory Group to key Aboriginal and Torres Strait Islander Peoples within our sphere of influence. This includes Wurundjeri Elders with existing relationships with the College, individuals involved with our previous reflect RAPs, and all Aboriginal and Torres Strait Islander alumni. Relationships with other academics at the University of Melbourne, Murrup Barak staff members, and other Peoples recommended by OCIPWG members also to be invited.	October 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]



Adeline Gabriel (OCSC Chair), Levi McKenzie-Kirkbright (MCR Chair), Meg Carney (Head of Diversity and Inclusion) and Dr Rory Dufficy (SCR President) at an OCIPWG Meeting



Meg Carney
[Arts, 3rd Year]
Head of Diversity and Inclusion, 2018

Updating our Reconciliation Action Plan demonstrates the ongoing commitment of staff and students to both reconciliation and the celebration of Aboriginal and Torres Strait Islander students. The RAP aims to represent the thoughts and ideas of our Aboriginal and Torres Strait Islander students; confirming previous goals and establishing new principles to guide our actions over the next few years.

Celebrating a diversity of cultures at Ormond allows for a richer community. This Reconciliation Action Plan is part of our larger Ormond College Indigenous Program; supporting our Aboriginal and Torres Strait Islander students both academically and socially. Ormond needs to be a place where all Aboriginal and Torres Strait Islander students feel celebrated.

I would like to acknowledge the extraordinary work of Ormond staff member and former student, Zara La Roche. The commitment of Zara in making this RAP happen is unwavering and her support of Aboriginal and Torres Strait Islander students is incredible.

The work of Sofia Rios is also greatly appreciated. The role of the Freemantle Fellow is vital in establishing a designated person who can support Aboriginal and Torres Strait Islander students, as well as acting in the role of a staff member committed to driving the Ormond College Indigenous Program forward with dedication.

This document embodies the commitment of the entire Ormond Community. I cannot wait to see what we are able to achieve with this Reconciliation Action Plan.



OCIPWG Meeting, 22 May 2018

Relationships

Action	Deliverable	Timeline	Responsibility
3. Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander Peoples and other Australians.	<ul style="list-style-type: none"> Hold a NRW Formal Hall in Week 12 to celebrate NRW, as the actual dates fall in SWOTVAC. This will include an Acknowledgement of Country and attendance of a prominent Aboriginal and/or Torres Strait Islander guest. Aboriginal and Torres Strait Islander students will be consulted regarding the nature of the dinner. 	27 – 31 May 2019, 25 – 29 May 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Organise at least one other internal event for NRW each year. 	27 – 31 May 2019, 25 – 29 May 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Register all NRW events organised by Ormond College via Reconciliation Australia's NRW website. 	May 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Support an external NRW event. 	27 May – 3 June, 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Ensure our OCIPWG participates in an external event to recognise and celebrate NRW. 	27 May – 3 June, 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Fly the Aboriginal flag over the duration of NRW on the flagpole on the roof, in addition to the three flagpoles at the College entrance, which routinely fly the Australian, Aboriginal and Torres Strait Islander National Flags. 	27 May – 3 June, 2019 and 2020	Head of Property Services [Support roles: Director of Operations, Freemantle Fellow]
	<ul style="list-style-type: none"> Hold a series of learning events during Ormond's Celebration of NRW focussing on the annual theme of NRW. 	27 – 31 May 2019, 25 – 29 May 2020	Director of Learning [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Host a Mabo day event centred on education regarding the high court Mabo decision, such as the screening of a documentary or oration by a relevant guest. 	27 – 31 May 2019, 25 – 29 May 2020	Freemantle Fellow [Support roles: TMCIS, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Extend invitations to Aboriginal and Torres Strait Islander Peoples to share their reconciliation experiences or stories. This could include internal or external speakers, for example individuals who were involved in the Recognise Campaign. 	April 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Encourage staff to participate in external events to recognise and celebrate NRW. 	May 2019 and 2020	Freemantle Fellow [Support roles: HR Manager, TMCIS]
<ul style="list-style-type: none"> Investigate opportunities to collaborate with other Colleges and the University to celebrate NRW, through inviting key stakeholders and students to events at Ormond College. 	April 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]	
<ul style="list-style-type: none"> Download Reconciliation Australia's NRW resources and circulate to staff and students. 	May 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]	



Relationships

Action	Deliverable	Timeline	Responsibility
4. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander Peoples, communities and organisations to support positive outcomes.	• Develop and implement an engagement plan to work with our Aboriginal and Torres Strait Islander stakeholders. This includes, but is not limited to, the Wurundjeri Land Council, Koorie Heritage Trust, Murrup Barak, Indigenous Graduate Student Association and the Indigenous Studies Unit at the University of Melbourne.	January 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement. Liaise with a Wurundjeri Elder to enable appropriate introductions and observations of protocols with these groups.	January 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Re-establish partnership with AIME to create a continuous pathway between high school and university for Aboriginal and Torres Strait Islander students.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Careers Advisor [Support roles: ACAVPL, Freemantle Fellow]
	• Correspond frequently with Aboriginal and Torres Strait Islander students, other students and staff regarding their extracurricular activities, related to reconciliation, so that we can support or be involved in the external relationships to the College that they initiate.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Continue to build a strong and mutually beneficial relationship with Murrup Barak for the benefit of student welfare advocacy and resource sharing.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Vice Master, TMCIS]
5. Raise internal and external awareness of our RAP to promote reconciliation across our business and sector.	• Host a RAP launch Formal Hall dinner once it is finalised with Reconciliation Australia.	August 2018	Freemantle Fellow [Support roles: Director of Operations, Indigenous Student Liaison]
	• Promote reconciliation through ongoing active engagement with all stakeholders.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Vice Master, Head of Indigenous Subcommittee]
	• Develop and implement a strategy to communicate our RAP to all internal and external stakeholders.	August 2018	Associate Director of Marketing [Support roles: Freemantle Fellow, Indigenous Student Liaison]
	• Discuss the RAP and key deliverables at a minimum of one staff meetings each semester.	July 2019 and 2020, August 2018, 2019 and 2020	Master [Support roles: Freemantle Fellow, TMCIS]
	• Hold a minimum of one forum with all returning students each semester to discuss the RAP and key deliverables.	July 2019 and 2020, August 2018, 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]



Todd Fernando

[Ph.D. – Medicine, Dentistry & Health Sciences, 4th Year]

Graduate Student Leader

There are many efforts in Australia - and indeed globally - that have strengthened the relationships between Aboriginal and Torres Strait Islander and non-Indigenous Peoples. The journey to a reconciled nation is vast, complex, and at times insightful, and are continually built and remade to ease the discomforts of a rocky, tumultuous history. Across broad spatial and temporal realities, from small communities to a large nation, it is increasingly clear that examples of recognition and reparation are not just necessary but are vitally important.

In 2018, Ormond College marked its 10th year of bridging space for Aboriginal and Torres Strait Islander students to grow and contribute to a contemporary way of being an Ormondian. Significantly, this era also reveals the determination of non-Indigenous Ormondians and the broader College community (staff and alumni) to practice reconciliatory justice towards advancing Australian fair beyond the unflattering deficit models tied to Aboriginal and Torres Strait Islander affairs. The Ormond College Indigenous Program (OCIP) serves to provide appropriate and equitable means for progressing the notion that success extends beyond the concept of privilege. Therefore, the third edition of Ormond's Reconciliation Action Plan (RAP) showcases the various challenges and solutions for dismantling the many roadblocks that can hinder Aboriginal and Torres Strait Islander Australians. In general, RAPs must not produce shortcuts but instead be a catalyst to inspire a better way to improve a modern society where all members can benefit from a rule of meritocracy and a paradigm of excellence. We must uphold the values ingrained in Ormond life, grasp the concepts instilled in reconciliatory justice and hold ourselves accountable for our success and our failures.

To achieve this, we must accept that reconciliation is everyone's business.



The Freemantle Award panel proudly displayed in the Junior Common Room

Relationships

Action	Deliverable	Timeline	Responsibility
5. continued.	<ul style="list-style-type: none"> Promote encouragement and engagement of staff and students at RAP related initiatives. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Ensure that hard copies of the RAP are available to all members of the College. 	February 2019 and 2020, July 2019 and 2020	Freemantle Fellow [Support Roles: Residential and Events Manager, Head of Library and Information Services]
	<ul style="list-style-type: none"> Ensure that soft copies of the RAP are available to all members of the College by publishing on College website, College intranet and College library website. 	July 2018, 2019 and 2020	Freemantle Fellow [Support Roles: Associate Director of Marketing, Chief Technology Officer, Head of Library and Information Services]
	<ul style="list-style-type: none"> Ensure all incoming students, staff and SCR members receive information regarding the OCIP and a copy of the RAP, including invitations to join the Indigenous Subcommittee and other relevant activities. 	February 2019 and 2020, July 2019 and 2020	Freemantle Fellow [Support Roles: Residential and Events Manager, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Schedule an appropriate amount of time during O-Week, Re-O-Week and GO-Weekend planning sessions to brief students about the RAP and OCIP. 	February 2019 and 2020, July 2019 and 2020	Community Advisor [Support Roles: O-Week, Re-O-Week and Grad O-Weekend Leaders]
	<ul style="list-style-type: none"> Include questions about the RAP in the Fresher Exam. Consult Aboriginal and Torres Strait Islander students regarding the wording of such questions. 	February 2019 and 2020, July 2019 and 2020	Community Advisor [Support Roles: O-Week, and Re-O-Week Leaders, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Support Reconciliation Australia and Reconciliation Victoria by advertising their events and program, contacting representatives and inviting them to attend Formal Hall to discuss their work with students, SCR members and staff. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]



Assoc. Professor Jane Freemantle
Academic Fellow and College Benefactor

Since the establishment of the Council for Aboriginal Reconciliation (CAR) in 1991, the focus of reconciliation initiatives has been to build a holistic approach that includes so-called 'symbolic' and 'practical' actions. Initiatives have recognized the importance of building a genuine and truthful relationship between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians that acknowledges the Original Custodians of the land and the true history of the colonisation

of Australia. These discussions have challenged the entrenched discourse that has presented a distorted lens through which the place of Aboriginal and Torres Strait Islander histories, cultures and rights have been viewed within our nation's story. In 2008, Ormond College sought to redress such distorted conversations through establishing the Ormond College Indigenous Program (OCIP) through the leadership of the student body and under the guidance of the College's Aboriginal and Torres Strait Islander student population. The OCIP encouraged the student body to challenge the status quo of the current thinking, to seek the truth through honest enquiry, to listen to (and hear) the voices and stories of Australia's First Peoples and to engage in meaningful collaboration with the local Aboriginal and

Torres Strait Islander Elder community. The objectives of the third Ormond College Reconciliation Action Plan builds on the steady achievements that Ormond has made towards achieving the explicit purpose of the first Ormond College Reconciliation Action Plan that was to 'bring together Aboriginal and Torres Strait Islanders and other Australians' at the College. Reconciliation is a journey that must be based on principles of truth, justice, forgiveness, healing, reparation, and love. It must be supported by mutual trust, robust discussions and honest intent. To have been on the Ormond journey towards reconciliation from its inception has been a privilege and to see the achievements of the College towards true reconciliation is immensely gratifying.



Assoc. Professor Jane Freemantle with students at the Garma Festival

Sofia Rios

Freemantle Fellow



The Ormond College Indigenous Program began in 2008 with two main aims. Firstly, to support our Aboriginal and Torres Strait Islander students in order to embolden these future leaders. Secondly, to educate our entire community on Aboriginal and Torres Strait Islander matters so as to contribute to an inclusive Australia that acknowledges, respects and values all First Nations. The dedication and determination

of Ormond staff members, in consultation with former and current Aboriginal and Torres Strait Islander and non-Indigenous students, have allowed the College to focus on these two goals. This is thanks to the guidelines we have set for ourselves over ten years, including previous Reconciliation Action Plans.

It is these community efforts that form the baseline of my own engagement with Aboriginal and Torres Strait Islander knowledges as a non-Indigenous person and, up until recently, a non-Australian. As a recent immigrant to this country, Ormond College has provided me with the opportunities to question and engage with Australia's past; reflect and ponder on the country's multicultural

yet imbalanced present; and, more importantly, consider and act for a future in which all citizens of and visitors to this country have a shared drive and purpose towards reconciliation.

I am truly honoured to serve as champion of the 2018-2020 RAP in my role as Freemantle Fellow. Ormond College has had the most significant impact on my engagement with Aboriginal and Torres Strait Islander cultures. I will strive to create the same learning and engagement opportunities for all members of our community whether Indigenous or non-indigenous, Australian or non-Australian.



Sofia Rios with students at the Bawaka Homeland in North East Arnhem Land, a cultural experience facilitated by Lirrwi Tourism

Relationships

Action	Deliverable	Timeline	Responsibility
6. Develop Intercollegiate relationships relevant to knowledge sharing of Aboriginal and Torres Strait Islander programs, networking and relationship building opportunities for Aboriginal and Torres Strait Islander students, and raising awareness about reconciliation between the Colleges.	<ul style="list-style-type: none"> Invite staff and students from other University of Melbourne Colleges to events related to reconciliation. Advertise reconciliation related events in Murrup Barak's newsletter. 	<p>March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019</p>	<p>Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]</p>
	<ul style="list-style-type: none"> Investigate whether ICSC, ICAC and ICC representatives are avenues for advertisement of reconciliation-related events. 	<p>September 2018</p>	<p>Vice Master [Support roles: ICC, ICSC and ICAC representatives]</p>
	<ul style="list-style-type: none"> Initiate discussions with ICC, ICSC and ICAC regarding holding an Acknowledgement of Country before meetings, sporting grand finals and significant events. 	<p>November 2018</p>	<p>Vice Master [Support roles: ICC, ICSC and ICAC representatives]</p>
	<ul style="list-style-type: none"> Investigate the presence of other Aboriginal and Torres Strait Islander graduates through the University of Melbourne Indigenous Graduate Student Association living at residential colleges and explore opportunities for academic and social collaborative events. 	<p>March 2019 and 2020, August 2019 and 2020</p>	<p>Freemantle Fellow [Support roles: TMCIS, MCR Chair]</p>
	<ul style="list-style-type: none"> Meet on a regular basis with relevant staff members and stakeholders at other Colleges working on their respective Aboriginal and Torres Strait Islander Programs. 	<p>March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019</p>	<p>Vice Master [Support roles: Freemantle Fellow, TMCIS]</p>



Respect



Ormond College is a long-standing educational institution that is founded on the lands of the Wurundjeri People, is home to Aboriginal and Torres Strait Islander students and has a formal commitment to reconciliation in the RAP. These three factors can only exist harmoniously with a foundation of respect based on a process of historical truth-telling, pride in the cultures and histories of this land and our students, and celebration and acknowledgement of significant events and successes of Aboriginal and Torres Strait Islander Peoples. As an academic institution, Ormond College prides itself on nurturing future leaders – in Business, Politics, Science and the Arts. An emphasis on education, celebration and appreciation of our Aboriginal and Torres Strait Islander cultures and histories, serves our community by equipping them with the knowledge and understanding to become champions of reconciliation in their future careers and lives.

Focus area: Developing and providing events that promote the education, understanding and respect of the contemporary and historical Aboriginal and Torres Strait Islander narrative for all members of Ormond College.

Action	Deliverable	Timeline	Responsibility
7. Engage staff, students, SCR members and alumni in continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements.	• Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy for our community, which defines cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided (online, face-to-face workshops or cultural immersion).	January 2019	Master [Support roles: Vice Master, Freemantle Fellow]
	• Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training.	February 2019 and 2020, June 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Vice Master, TMCIS]
	• Expand the cultural competency training that is already in place for students during undergraduate O-Week to include new staff, new SCR members and new MCR members.	February 2019 and 2020, July 2019 and 2020	TMCIS [Support roles: HR Manager, SCR Chair, MCR Chair]
	• Hold a minimum of one three-hour activity during undergraduate Orientation Week in Semester One and one two-hour activity during undergraduate Re-Orientation Week in Semester Two that relates to increasing awareness of local Aboriginal and Torres Strait Islander groups, for example a visit to or from Koorie Heritage Trust, or inviting local Aboriginal and Torres Strait Islander performers to present their craft.	February 2019 and 2020, July 2019 and 2020	Community Advisor [Support Roles: O-Week, and Re-O-Week Leaders, Indigenous Student Liaison]
	• Support the MCR Leadership in undertaking cultural competency training at the end of Semester 2, once MCRC has been elected.	December 2018 and 2019	Community Advisor [Support roles: Vice Master, Outgoing and Incoming MCR Chair]
	• Hold cultural competency training with incoming graduate students by the end of March.	March 2019 and 2020	Community Advisor [Support roles: Vice Master, MCR Chair]
	• Provide opportunities for OCIPWG members, RAP champions, HR Managers and other key leadership staff to participate in cultural training.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Master [Support roles: Vice Master, Freemantle Fellow]



Students at the Bawaka Homeland

Respect			
Action	Deliverable	Timeline	Responsibility
7. continued.	• Perform an evaluation to identify cultural learning requirements specific to our staff's training need – perhaps engaging an external organisation.	January 2020	Master [Support roles: Vice Master, Freemantle Fellow]
	• Continue to provide ongoing financial and mentoring support of students to attend the Garma festival, and if funds are available, the Bawaka Homeland cultural experience.	August 2018, 2019 and 2020	Director of Advancement [Support roles: Vice Master, Freemantle Fellow]
	• Facilitate presentation given by Garma attendees to the community.	August 2018, 2019 and 2020	Freemantle Fellow [Support roles: Director of Advancement, Garma Attendees]
	• Explore local Victorian opportunities to experience cultural immersion with Aboriginal Traditional Owners of Victorian land. Organise at least one day trip run by a Traditional Owner in Victoria.	August 2018, 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Publicise University of Melbourne events and presentations related to Aboriginal and Torres Strait Islander cultures, histories and achievements internally at the College to members.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	• Host a Billibellary's Walk or similar cultural awareness event during each semester that is open to staff, SCR members and students.	May 2019 and 2020, August, 2018, 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
• Provide support for all Community Team staff to complete cultural competency training with a focus on Aboriginal and Torres Strait Islander mental wellbeing.	June 2019 and 2020, October 2018	Freemantle Fellow [Support roles: Vice Master, Community Advisor]	



Respect			
Action	Deliverable	Timeline	Responsibility
8. Engage staff, students, SCR members and alumni in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning.	• Develop, implement and communicate a cultural protocol document for Welcome to Country and Acknowledgement of Country. This will include instructions on how to give an Acknowledgement of Country. This will be uploaded to the Grail for internal use.	January 2019	TMCIS [Support roles: Indigenous Student Liaison, ACAVPL]
	• Develop a list of key contacts for organising a Welcome to Country and maintain respectful partnerships.	January 2019	TMCIS [Support roles: Indigenous Student Liaison, ACAVPL]
	• Invite a Traditional Owner to provide a Welcome to Country at significant events, including undergraduate Orientation Weeks and graduate Orientation Weekends.	February 2019 and 2020, July 2019 and 2020	O-Week, Re-O-Week and Grad O-Weekend Leaders [Support roles: Freemantle Fellow, TMCIS]
	• Include an Acknowledgement of Country at the commencement of all important internal and external meetings.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Master [Support roles: OCSC Chair, MCR Chair, SCR President]
	• Encourage staff and students to include an Acknowledgement of Country at the commencement of all large-scale meetings.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Master [Support roles: OCSC Chair, MCR Chair, SCR President]
	• Invite Aboriginal and Torres Strait Islander students and stakeholders to explain the significance of Welcome to Country and Acknowledgement of Country during Commencement dinners.	February 2019 and 2020, July 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	• Alert College community to the presence of the Acknowledgment of Country plaque in the foyer of Main Building during undergraduate O-Weeks and GO-Weekend, induction of new staff member and any other tours of the College.	February 2019 and 2020, July 2019 and 2020	Freemantle Fellow [Support roles: O-Week, Re-O-Week and Grad O-Weekend Leaders, HR Manager, Admissions Manager]



Respect

Action	Deliverable	Timeline	Responsibility
9. Provide opportunities for Aboriginal and Torres Strait Islander staff and students to engage with their culture and communities by celebrating NAIDOC Week.	• Celebrate NAIDOC Week early in Semester Two by hosting a Formal Hall celebrating the theme of NAIDOC.	August 2018, 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Consult with Aboriginal and Torres Strait Islander Peoples to hold an internal or external NAIDOC Week event during first month of Semester Two aimed at students.	August 2018, 2019 and 2020	TMCIS [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	• Organise or attend at least one NAIDOC event during National NAIDOC week by and for staff members.	July 2019 and 2020	TMCIS [Support roles: Vice Master, Freemantle Fellow]
	• Create a display relevant to the NAIDOC theme in a public viewing area to stand from National NAIDOC week until the conclusion of internal celebrations.	July 2019 and 2020, August 2018, 2019 and 2020	Head of Library and Information Services [Support roles: TMCIS, Indigenous Student Liaison]
	• Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week.	June 2019 and 2020	HR Manager [Support roles: Vice Master, Freemantle Fellow]
	• Provide opportunities for all Aboriginal and Torres Strait Islander staff and students to participate with their cultures and communities during NAIDOC Week.	July 2019 and 2020	HR Manager [Support roles: Vice Master, Freemantle Fellow]
	• Contact the NAIDOC Week Committee at the University of Melbourne to discover events in our community.	June 2019 and 2020	TMCIS [Support roles: Freemantle Fellow, Indigenous Student Liaison]
	• Promote pre-existing programs at the University of Melbourne through an all staff email.	June 2019 and 2020	TMCIS [Support roles: Freemantle Fellow, Indigenous Student Liaison]



Charlotte Little [2015] giving a speech at a NRW Dinner



Zara La Roche
Tutor and Mentor
Coordinator for Indigenous Students, 2018

Ormond College acknowledges the Land of the Wurundjeri People on which it stands, and is grateful for the safe passage that decades of students have been granted on land that was never ceded by its Traditional Owners. Reflecting upon the privileges that are inherent to being a student, academic or staff member at Ormond, this document is an attempt at an honest consideration on the complex history of this space and a call to action for what we can do as a community to meaningfully engage with reconciliation moving forward.

This Reconciliation Action Plan demonstrates a collaborative and genuine movement of the Ormond College Community, to imagine, discuss and enact a shared vision of reconciliation. The development of this action plan has included consultation with Aboriginal and Torres Strait Islander and non-Indigenous graduate students, undergraduate students, resident academics, staff and alumni. This document is more than just a list of actionable ideas, and instead outlines the expectations that our community holds for a mutually reciprocal and respectful relationship in the process of reconciliation between Aboriginal and Torres Strait Islander, other Australian and international members of our community.

The next two years will be an ongoing learning process for our community in realising the practical application of this document, and I am excited and proud to embark on this path with the RAP as our roadmap.

Kinjia Munkara-Murray
Alumna, 2015



Reconciliation requires continual review and improvement of action. For Ormond, acts of reconciliation are strengthened with every increase to Aboriginal and Torres Strait Islander representation in Ormond's community, refined with each new iteration of the Reconciliation Action Plan, and reinforced in every relationship formed and event organised in which Ormond's commitment to reconciliation is at the forefront of conduct.

It is the community of both staff and students who uphold these values and take measurable action that has contributed to the atmosphere at Ormond College in which reconciliation is the norm.

It is within this atmosphere that objectives communicated in the Reconciliation Action Plan are achieved. It is also within this environment that students will flourish in their understanding of what it means to reconcile.



Ormond staff, students and alumni with one of the most culturally significant documents in Australian history, the Uluru Statement from the Heart

Respect

Action	Deliverable	Timeline	Responsibility
10. Recognise Aboriginal and Torres Strait Islander dates of significance.	<ul style="list-style-type: none"> Fly the Aboriginal flag on the flagpole on the roof, in addition to the three flagpoles at the College entrance, which routinely fly the Australian, Aboriginal and Torres Strait Islander National Flags. 	13 February 2019 and 2020 – National Apology Anniversary, 15 March 2019 and 2020 – National Close the Gap Day 2019 and 2020, 26 May 2019 and 2020 – National Sorry Day, 27 May – 3 June 2019 and 2020 – NRW, 3 June 2019 and 2020 – Mabo Day, 8 – 15 July 2019 and 2020 NAIDOC Week	Head of Property Services [Support role: Director of Operations, Freemantle Fellow]
	<ul style="list-style-type: none"> Include significant Aboriginal and Torres Strait Islander dates on the College Calendar that is distributed at the start of each year. 	February 2019 and 2020, July 2019 and 2020	Learning and Community Associate [Support role: Director of Learning, Freemantle Fellow]
11. Include learning opportunities in the academic calendar for all staff, students, SCR members and the community to attend regarding Aboriginal and Torres Strait Islander histories and current experiences.	<ul style="list-style-type: none"> Develop a seminar series that extends throughout the College year to progressively build Peoples knowledge of the contemporary and historical Aboriginal and Torres Strait Islander context. Seminars should include information on pre-colonial Australia, 1967 Referendum, Mabo Decision, Reconciliation and Sorry Day, and the Uluru Statement from the Heart. This will involve inviting in relevant academics from the university. Hold one Fridays@1, a weekly discussion forum that addresses contemporary political and cultural topics, per semester, discussing a relevant Aboriginal and/or Torres Strait Islander topic that is open for attendance by all students and staff members. Invite Aboriginal and Torres Strait Islander students and stakeholders to chair the discussion at Fridays@1. Hold one Poetry Project per semester that focuses on Aboriginal and/or Torres Strait Islander poets that is open for attendance by all students and staff members. 	February 2020 May 2019 and 2020, August 2018, 2019 and 2020 May 2019 and 2020, August 2018, 2019 and 2020	TMCIS [Support roles: Director of Learning, Freemantle Fellow] Fridays@1 Leader [Support roles: Careers Advisor, Indigenous Student Liaison] Fridays@1 Leader [Support roles: TMCIS, Indigenous Student Liaison]

Respect

Action	Deliverable	Timeline	Responsibility
11. continued.	<ul style="list-style-type: none"> Hold one Philosophy Forum per semester that focuses on Aboriginal and/or Torres Strait Islander Peoples' knowledges that is open for attendance by all students and staff members. 	May 2019 and 2020, August 2018, 2019 and 2020	Philosophy Leading Tutor [Support roles: TMCIS, Director of Learning]
	<ul style="list-style-type: none"> Hold one event per semester that discusses Aboriginal and Torres Strait Islander research methods or promotes research performed by Aboriginal and Torres Strait Islander Peoples that is open for attendance by all students and staff members. 	May 2019 and 2020, August 2018, 2019 and 2020	TMCIS [Support roles: Director of Learning, Freemantle Fellow]
	<ul style="list-style-type: none"> Publish at least one piece produced by an Aboriginal and/or Torres Strait Islander student in Ormond Papers, an annual publication produced internal to the College, which showcases students' academic work. 	October 2018 and 2019	Editor-in-Chief of the Ormond Papers [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Publish at least one article per semester in relation to the Aboriginal and/or Torres Strait Islander themed editorials or reporting on reconciliation events at the College in The Ormondian, an internal student magazine regarding student life. 	May 2019 and 2020, October 2018 and 2019	Editor-in-Chief of the Ormondian, [Support roles: Indigenous Student Liaison, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> Reserve a spot in the calendar per semester for Aboriginal and Torres Strait Islander students to lead an event of their choosing to share their experiences of living at Ormond College and learning at the University. 	May 2019 and 2020, August 2018, 2019 and 2020	Indigenous Student Liaison [Support roles: Head of Indigenous Subcommittee, TMCIS]
	<ul style="list-style-type: none"> Establish a relationship with Melbourne based Aboriginal or Torres Strait Islander language teaching courses and hold a language learning series over each semester. 	June 2020	TMCIS [Support roles: Director of Learning, Freemantle Fellow]
	<ul style="list-style-type: none"> Invite guest speakers to discuss constitutional recognition and/or treaty in relation to reconciliation, utilising connections built during the Garma Festival. 	June 2019	Freemantle Fellow [Support roles: Garma attendees, Vice Master]



Staff and students listen to Dr Ngaree Blow at a National Close The Gap Day Talk

Opportunities	Ormond College strives to create equitable opportunities for all students to reach their academic and personal potential. Additionally, the Ormond workplace prides itself on being a diverse and welcoming environment. It is important to Ormond College to be known to Aboriginal and Torres Strait Islander Peoples as an enabling environment for academic and vocational success, which would be reflected in appropriate rates of recruitment and retention. Similarly, the creation of employment opportunities such as the positions of Freemantle Fellow, ACAVPL, Indigenous Student Liaison and TMCIS demonstrates our commitment to delivering opportunities for professional and personal development of our Aboriginal and Torres Strait Islander students and staff members.
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Focus area: To promote the academic success and vocational opportunities for Aboriginal and/or Torres Strait Islander students.

Action	Deliverable	Timeline	Responsibility
 <p>12. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace.</p>	<ul style="list-style-type: none"> Collect information on our current Aboriginal and Torres Strait Islander staff and students to inform future recruitment opportunities. 	May 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Director of Advancement, Vice Master]
	<ul style="list-style-type: none"> Develop and implement an Aboriginal and Torres Strait Islander Employment and Retention strategy. 	June 2019	Vice Master [Support roles: HR Manager, Freemantle Fellow]
	<ul style="list-style-type: none"> Engage with existing Aboriginal and Torres Strait Islander staff and students to consult on recruitment strategies, including personal and professional development. 	May 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Advertise all staff vacancies in Aboriginal and Torres Strait Islander media, including advertisement through Murrup Barak, the Aboriginal and Torres Strait Islander SEEK website, and other state and national university networks where appropriate. 	June 2019 and 2020, October 2018 and 2019	HR Manager [Support roles: Vice Master, TMCIS]
	<ul style="list-style-type: none"> Review HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace. 	June 2019 and 2020	HR Manager [Support roles: Master, Vice Master]
	<ul style="list-style-type: none"> Include Aboriginal and/or Torres Strait Islander representation on recruitment and selection panels for Freemantle Fellow position. 	October 2019	HR Manager [Support roles: Master, Vice Master]

Opportunities			
Action	Deliverable	Timeline	Responsibility
 <p>13. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation.</p>	<ul style="list-style-type: none"> Review and update procurement policies and procedures to ensure there are no barriers for procuring goods and services from Aboriginal and Torres Strait Islander businesses. 	June 2019	Master [Support roles: Director of Operations, Freemantle Fellow]
	<ul style="list-style-type: none"> Develop and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services. 	June 2019	TMCIS [Support roles: Freemantle Fellow, Master]
	<ul style="list-style-type: none"> Develop at least one commercial relationship with an Aboriginal and/or Torres Strait Islander owned business, for example a subscription to Koori Mail or engaging Charcoal Lane in catering for a relevant event. 	August 2018	Head of Library and Information Services [Support roles: Director of Learning, Vice Master]
	<ul style="list-style-type: none"> Investigate Supply Nation membership and its potential benefits for the College. 	February 2020	Freemantle Fellow [Support roles: Master, Director of Operations]
	<ul style="list-style-type: none"> Acquire and publicise 'Under Bunjil' publication from Murrup Barak. 	November 2018 and 2019	Head of Library and Information Services [Support roles: TMCIS, Indigenous Student Liaison]
 <p>14. Provide Aboriginal and Torres Strait Islander students with networking and mentoring opportunities.</p>	<ul style="list-style-type: none"> Hold an annual dinner with Aboriginal and Torres Strait Islander alumni and current students. 	September 2018 and 2019	Director of Advancement [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Invite Aboriginal and Torres Strait Islander alumni and other alumni to engage with Aboriginal and Torres Strait Islander students. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Director of Advancement [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Invite Aboriginal and Torres Strait Islander alumni to all RAP related events. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	TMCIS [Support roles: Indigenous Student Liaison, Freemantle Fellow]
	<ul style="list-style-type: none"> Continue working alongside the Learning Team to engage students with tutorials and tutors to support their academic success. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Director of Learning [Support roles: Freemantle Fellow, TMCIS]
	<ul style="list-style-type: none"> Establish an academic and welfare-based mentor program with current students and Aboriginal and Torres Strait Islander alumni. 	November 2019	TMCIS [Support roles: Indigenous Student Liaison, Freemantle Fellow]

Opportunities			
Action	Deliverable	Timeline	Responsibility
15. Continue to promote recruitment and retention of Aboriginal and Torres Strait Islander students, through fostering a culturally supportive living and learning environment. 	<ul style="list-style-type: none"> Maintain the number of Aboriginal and Torres Strait Islander Students to at least that of Australian population parity of three per cent (between 12-20 students). 	February 2019 and 2020, July 2019 and 2020	Admissions Manager [Support roles: Vice Master, Freemantle Fellow]
	<ul style="list-style-type: none"> Promote financial support provisions (including scholarships) to future and current Aboriginal and Torres Strait Islander students. 	February 2019 and 2020, July 2019 and 2020	Director of Advancement [Support roles: Vice Master, Admissions Manager]
	<ul style="list-style-type: none"> Provide financial advice and support regarding ABSTUDY, budgeting and where to get financial help in an emergency. 	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	TMCIS [Support roles: Accountant, Freemantle Fellow]
	<ul style="list-style-type: none"> Formalise feedback from Aboriginal and Torres Strait Islander students by distributing and analysing the results of an end of semester survey. 	June 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Vice Master, TMCIS]
	<ul style="list-style-type: none"> Circulate and analyse a feedback survey for Aboriginal and Torres Strait Islander students to complete at the end of each semester to inform culturally appropriate retention strategies, whilst protecting the confidentiality of individuals. 	June 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: Vice Master, TMCIS]
	<ul style="list-style-type: none"> Assign a member of the Community Counselling Team as the first point of contact for all Aboriginal and Torres Strait Islander students experiencing mental health concerns. 	August 2018	Vice Master [Support roles: Freemantle Fellow, Community Advisor]
	<ul style="list-style-type: none"> Investigate the relevance and viability of assigning a member of the SSC to be a representative and peer support for Aboriginal and Torres Strait Islander students. 	November 2018	Community Advisor [Support roles: SSC Head, Head of Indigenous Subcommittee]
	<ul style="list-style-type: none"> The Freemantle Fellow and at least one returning Aboriginal and/or Torres Strait Islander student will be present to welcome Aboriginal and Torres Strait Islander students to the community during the periods when Aboriginal and Torres Strait Islander students move into Ormond. 	February 2019 and 2020, July 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	<ul style="list-style-type: none"> Include Aboriginal and/or Torres Strait Islander representation and the Freemantle Fellow on Aboriginal and Torres Strait Islander student disciplinary/academic review panels. 	July 2019 and 2020, December, 2018 and 2019	Learning and Community Associate [Support roles: Director of Learning, Freemantle Fellow]

Opportunities			
Action	Deliverable	Timeline	Responsibility
15. continued. 	<ul style="list-style-type: none"> Engage with external Aboriginal and Torres Strait Islander Peoples and/or consultants to advice on student living, program improvement and associated initiatives. 	October 2019	TMCIS [Support roles: Vice Master, Freemantle Fellow]
	<ul style="list-style-type: none"> Investigate the relevance and viability of establishing a garden behind the Lodge as a spiritual space that acknowledges the sovereign owners of the land. This process will involve consulting Traditional Owners regarding appropriate cultural protocol in establishing this space. 	June 2019	Design Leading Tutor [Support roles: Lodge Subcommittee, Head of Indigenous Subcommittee]



Governance, tracking progress and reporting



Action	Deliverable	Timeline	Responsibility
16. Report RAP achievements, challenges and learnings to Reconciliation Australia.	• Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.	September 2018, 2019 and 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Investigate participating in the RAP Barometer.	May 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Develop and implement systems and capability needs to track, measure and report on RAP activities.	March 2019 and 2020, May 2019 and 2020, August 2018, 2019 and 2020, October 2018 and 2019	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
17. Report RAP achievements, challenges and learnings internally and externally.	• Publicly report our RAP achievements, challenges and learnings.	January 2019 and 2020	Freemantle Fellow [Support roles: Vice Master, Associate Director of Marketing]
	• Develop an annual report to be made available to all internal and external stakeholders.	January 2019 and 2020	Freemantle Fellow [Support roles: Vice Master, Associate Director of Marketing]
	• Organise a meeting to discuss the annual report with the College Executive.	January 2019 and 2020	Freemantle Fellow [Support roles: Master's Executive Assistant, Vice Master]
18. Review, refresh and update RAP.	• Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements.	February 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Send draft RAP to Reconciliation Australia for review and feedback.	April 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]
	• Submit draft RAP to Reconciliation Australia for formal endorsement.	July 2020	Freemantle Fellow [Support roles: TMCIS, Indigenous Student Liaison]

List of Abbreviations

ABSTUDY	– Aboriginal and Torres Strait Islander Student Centrelink Support
ACAVPL	– Aboriginal Cultural Awareness and Volunteering Program Leader
AIME	– Australian Indigenous Mentoring Experience
GC	– General Committee
GO-Weekend	– Orientation Weekend that occurs at the beginning of the year for graduate students
HR	– Human Resources
ICAC	– Intercollegiate Activities Committee
ICC	– Intercollegiate Council
ICSC	– Intercollegiate Sporting Committee
JCR	– Junior Common Room
MCR	– Middle Common Room
MCRC	– Middle Common Room Committee
NAIDOC	– National Aborigines and Islanders Day Observance Committee
NRW	– National Reconciliation Week
OCIP	– Ormond College Indigenous Program
OCIPWG	– Ormond College Indigenous Program Working Group
OCSC	– Ormond College Students' Club
O-Week	– Orientation Week that occurs at the beginning of the year for undergraduate students
RAP	– Reconciliation Action Plan
Re-O-Week	– Orientation Week that occurs in the middle of the year for undergraduate students
SCR	– Senior Common Room
SSC	– Student Support Committee
SWOTVAC	– Study Without Tuition Vacation
TMCIS	– Tutor and Mentor Coordinator for Indigenous Students

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“The College is built on the traditional land of the Wurundjeri people, a place of age old ceremonies of celebration, initiation and renewal. The Wurundjeri people are the people of the wurun, the river white gum, who have been custodians of this land for thousands of years. The College acknowledges and respects the Elders of this land past and present, and the families and descendants of the Wurundjeri people”

- Ormond College Constitution -



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