

The background is a rich, dark blue canvas adorned with intricate Indigenous-style patterns. These include flowing white and teal lines, clusters of white and teal dots, and stylized plant motifs in teal. A prominent white wavy line with a series of white dots runs across the lower half. In the bottom right, there are circular patterns with teal and white concentric rings. The overall aesthetic is vibrant and culturally significant.

ONEMDA

*Aboriginal and Torres Strait Islander
Health and Wellbeing*

STRATEGIC PLAN 2023-2025

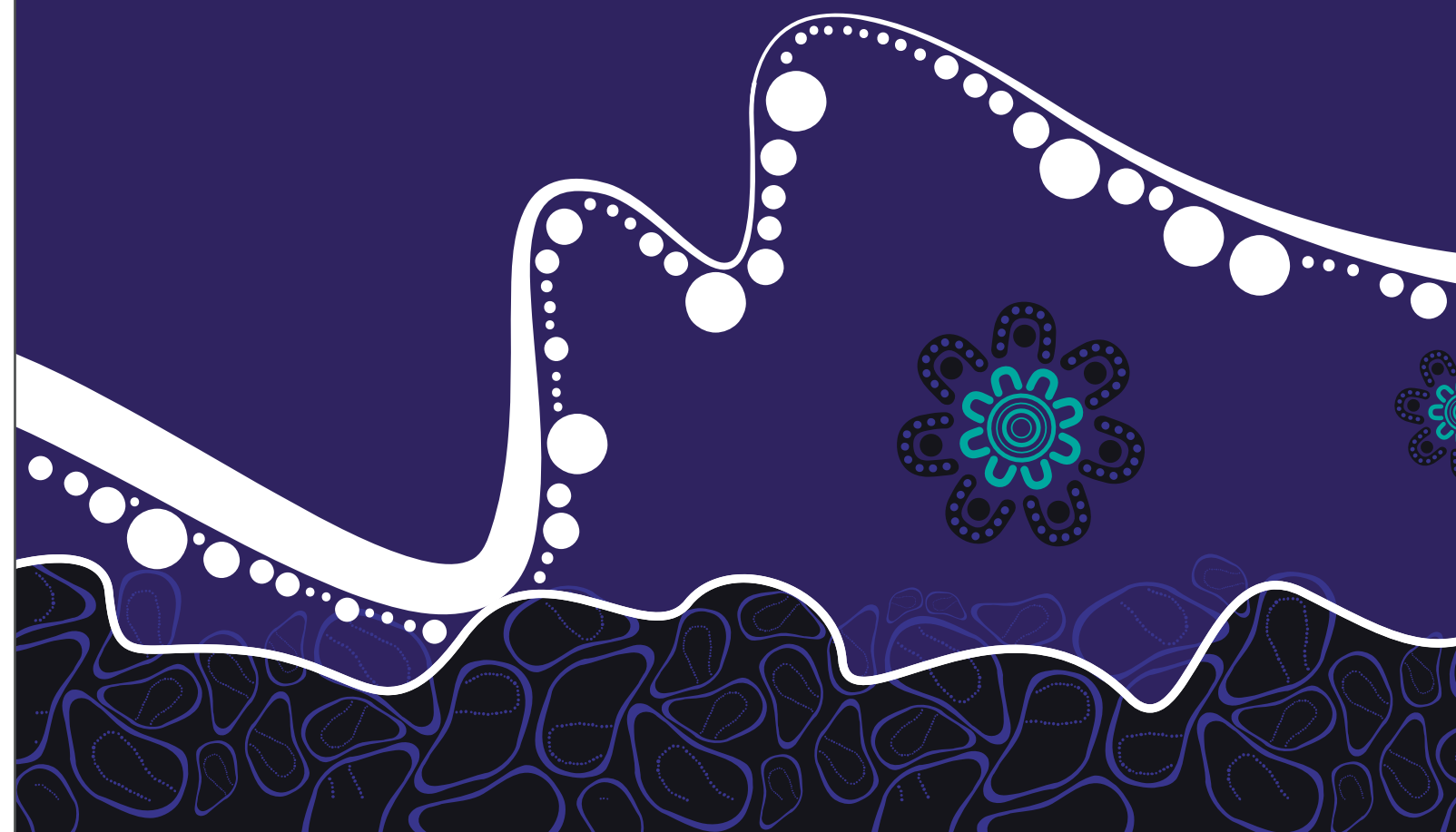


Onemda acknowledges the Aboriginal and Torres Strait Islander as Traditional Custodians of the land on which we work and learn. We pay respect to their Elders, past and present. We acknowledge, and respect that Aboriginal and Torres Strait Islander people have always used resources from the land and waters for nourishment, medicine, and healing.

Artwork was designed by Reanna Bono.
Reanna is a proud Wemba Wemba and Wiradjuri woman.

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INTRODUCTION

This three-year strategic plan for Onemda, Aboriginal and Torres Strait Islander Health and Wellbeing, outlines core values, strategic priorities, and actions.

Onemda’s plans align within the goals of Murrup Barak, the Melbourne Institute for Indigenous Development to make an enduring contribution to Indigenous Australia through the transformative impact of education and employment. These plans exist in the context of Australia’s leading teaching, learning and research University and its following organisational plans:

- University of Melbourne Reconciliation Action Plan
- Faculty of Medicine, Dentistry and Health Sciences Advancing Health 2030
- Melbourne School of Population and Global Health (MSPGH) plan will be launched on 28 Sept23.

Purpose: Onemda’s units work together to build a healthier, sustainable, more equitable world.

Vision: Together, Onemda’s units will improve the lives of people, wellbeing of communities and health of the planet through outstanding education, transformative research, and courageous advocacy. Improving outcomes in Aboriginal and Torres Strait Islander health is central to our work.

OUR IDENTITY:

- Onemda specialises in Indigenous public health in the Asia-Pacific.
- Onemda will train, research, implement, advise, and advocate for public health impact globally.
- Onemda is a trusted, independent voice.
- Onemda is a multidisciplinary, diverse, inclusive, and dedicated to making a difference.
- Onemda will foster relationships and build trust, to nurture, grow, and develop staff, students, and community as respected partners.

STRATEGIC PRIORITIES AND STATEMENT:

To establish an outstanding, innovative and integrated teaching, research, policy development and program implementation agenda to improve Aboriginal and Torres Strait Islander health outcomes. This will be underpinned by a strong foundation of deep and respectful partnerships, collaboration and trust with Indigenous communities and organisations nationally and internationally. These relationships will enrich and nurture authentic two-way learning and understanding, cultural integrity, and capacity of students, graduates and staff.

Onemda will -

1. Cultivate Onemda’s voice as leading advocates, promoting healthy public policy, influencing communities, and informing people, locally and globally (advocacy)
2. Respond to public health challenges and workforce needs through high quality education to produce future public health leaders (teaching)
3. Collaboration to strengthen teaching, research, and health impact for Indigenous people.
4. Deliver high quality research outputs that impact on Indigenous health policy and programs to improve health and wellbeing outcomes and to inform our teaching and leadership capability programs.
5. Drive impact through transformative research, engagement and effective collaboration and nurturing/mentoring/cultivating/fostering emerging leaders (research)
6. Nurture current and emerging public health leaders through a strong, emotionally healthy culture of diversity, collaboration and respect throughout our staff, students, and our relationships with community partners (culture)

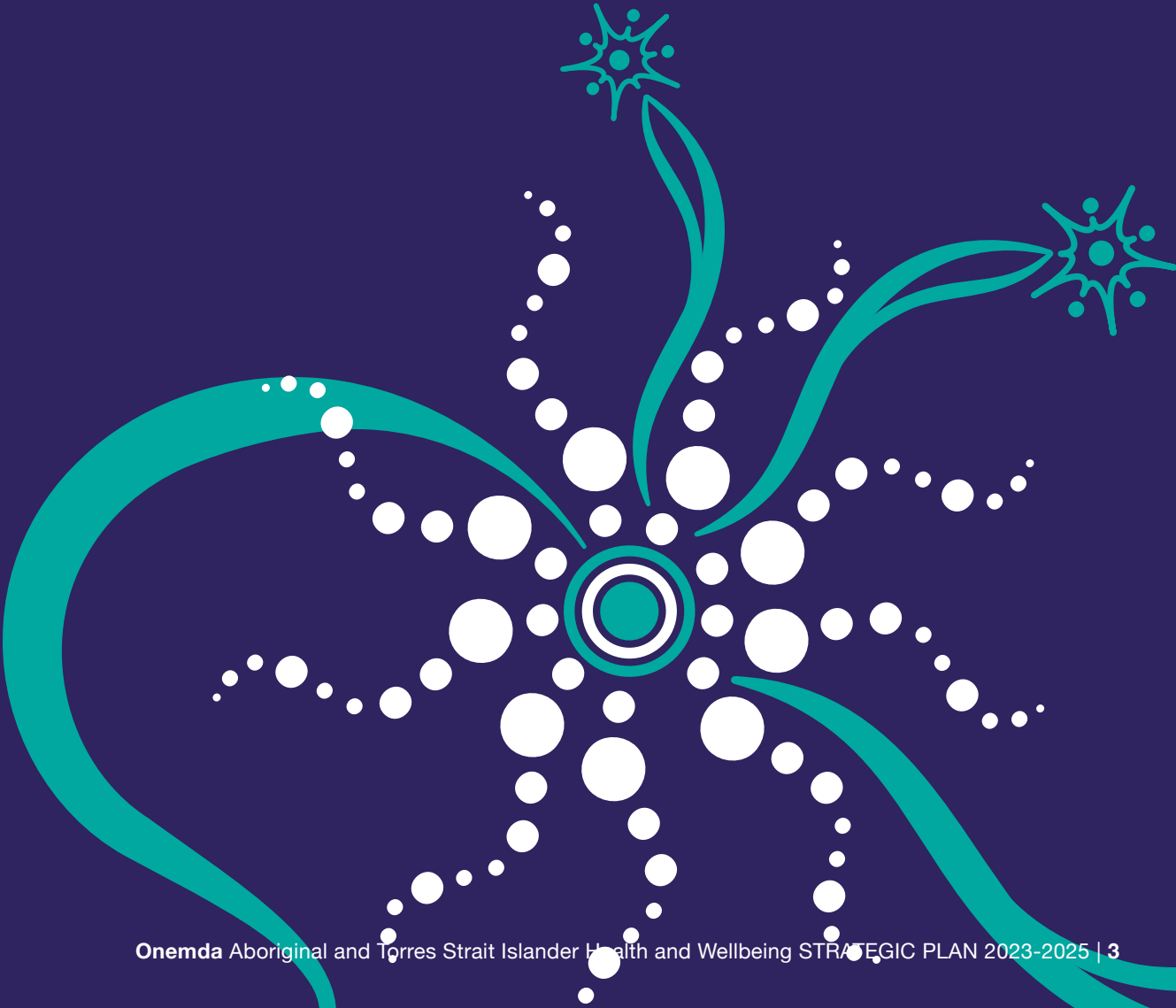
OUR THEME

Onemda has not only a vital place within the University of Melbourne, but has a responsibility towards our people AND mainstream society to overcome the deficit discourse as we move forward in conciliation. This Responsibility must be accompanied by a healthy dose of Respect, not sometimes, but ALL THE TIME.

- R** - stands for Relationships. Have they been respectful and healthy?
- E** – stands for Empowerment. Has there been an empowering of community, staff, and students?
- S** – stands for a Safe Place. Has Onemda provided a culturally safe place to learn and teach?
- P** – stands for Prioritisation. Has there been a Prioritising of First Nation perspective in Onemda’s programs and research?
- E** – stands for Establishment. Have up-and-coming scholars and researchers been established?
- C** – stands for Collaboration. Do we see a collaborative effort amongst external researchers and networks ALSO internally within the University of Melbourne structure and between Onemda’s three units within the Melbourne School of Population and Global Health? I refer to the Indigenous Studies, the Eye Health, and Health Equity Units. This requires good meaningful communication and humility in listening and voicing.
- T** – stands for Thriving. In this University of Melbourne and indeed in society’s challenging environment is Onemda thriving? To function satisfactorily requires adequate funding and sustainable support from the University of Melbourne. (UoM)

By Auntie Dr Doseena Fergie (Onemda Patron)

Meet our Patrons (unimelb.edu.au)



WHO WE ARE

Onemda specialises in Indigenous public health with a focus on research and teaching aimed at improving health and wellbeing outcomes in Australia and elsewhere through partnerships and collaborations and strong ethical foundations.

Indigenous units within Onemda:

1. Indigenous Studies Unit (ISU)
(Head: Professor Marcia Langton)

- <https://mbspgh.unimelb.edu.au/centres-institutes/onemda/research-group/indigenous-studies-unit>
- The Indigenous Studies Unit undertakes research aiming to improve outcomes in Indigenous health and wellbeing, particularly in relation to alcohol misuse and family violence, Indigenous data governance, digital archives, cultural heritage, technology, and resource management. We make regular contributions to Parliamentary reviews and inquiries, cross-platform media, and policy development.
- We collaborate with international researchers in nations including France, Japan, Canada, the US, Cambodia, East Timor, and India. We have partnerships across the Faculty of Medicine, Dentistry and Health Sciences (MDHS) and other University of Melbourne faculties including the Faculty of Arts, Faculty of Engineering, Faculty of Law, and the Faculty of Science (including specific centres such as the Poche Centre and Murrup Barak).
- Our Unit consists of researchers from anthropology, medical anthropology, law, and related disciplines. The groups expertise in designing and implementing strategies for policy reform in Indigenous Australia is highly regarded.

2. Indigenous Eye Health Unit (IEH)
(Head: A/Prof Mitchell Anjou)

- <https://mbspgh.unimelb.edu.au/centres-institutes/onemda/research-group/ieh/about>
- Indigenous Eye Health Unit aims to Close the Gap for Vision for the Aboriginal and Torres Strait Islander peoples through world-leading research, policy formation, advocacy, and implementation. Research has established the state of Indigenous eye health in Australia and current service availability and explored barriers and enablers to the delivery of eye health services for Indigenous peoples.
- The evidence gathered has guided the development of a comprehensive policy framework – The Roadmap to Close the Gap for Vision - Vision 2020 Australia- that is supported by the Indigenous and mainstream health sectors and government. Indigenous Eye Health Unit is currently actively engaged in providing the necessary advocacy and technical support to Close the Gap for Vision.

3. Indigenous Health Equity Unit (IHEU)
(Head: Professor Catherine Chamberlain)

- <https://mbspgh.unimelb.edu.au/centres-institutes/onemda/research-group/indigenous-health-equity-unit>
- The Indigenous Health Equity Unit is a research and teaching unit at Melbourne University committed to partnering with and producing research for Aboriginal and Torres Strait Islander communities.
- We do rigorous, innovative public health research and teaching, centred on the strength and resilience of Aboriginal and Torres Strait Islander peoples, to transform cycles of intergenerational trauma and promote wellbeing. Our work is underpinned by the principles of self-determination. We work in partnership with communities and appreciate the support of Community Elders.
- Our academic program is based on Aboriginal and Torres Strait Islander values and principles and respects the contribution and cultural background of all who work with us.

OUR PATRONS

Onemda has three outstanding Aboriginal and Torres Strait Islander Elders as Patrons. Information about our Elders can be found here:

<https://mbspgh.unimelb.edu.au/centres-institutes/onemda/about-us/welcome2#patrons>

Aunty Dr Doseena Fergie OAM
Aunty Di Kerr OAM
Uncle Professor Ian Anderson

STRATEGIC PLAN DEVELOPMENT PROCESS

1. Desktop review of key documents (stream review and stakeholder consultation, business plan, faculty strategic plan)
2. Strategic statement developed with online input from all teams.
3. Mapping and alignment of draft objectives with key partner plans (Lowitja Institute, NACCHO, VACCHO)
4. Independent risk appraisal and critical input (Prof Roianne West, Lowitja Institute)
5. Meeting 1 was held on 18th May 2022: Hearing story of developing Griffiths First People's Unit and risk appraisal (Prof West), overview of planning process and refining objectives, which some broad brainstorming of activities
6. Revision of objectives and drafting of some activities with key stakeholder consultation
7. Meeting 2: refinement of objectives and activities on July 6th, 2022
8. Revise draft and consultation (including with expert agency)
9. Meeting 3: feedback on strategic plan and refinement of responsibilities and resourcing September 19th, 2022
10. Continued review in 2023 following the appointment of our Centre Manager, Community Engagement and Communications Officer and Cultural lead.
11. Final review Sept 2023

STRATEGIC STATEMENT

Aligned with the Melbourne School of Population and Global Health's strategy, Onemda's Strategic Statement is to ensure alignment within the Melbourne School of Population and Global Health.

To deliver an outstanding innovative and integrated teaching, research, policy development and program implementation agenda to improve Aboriginal and Torres Strait Islander health and wellbeing outcomes. This will be underpinned by a strong foundation of deep respectful partnerships, collaboration and trust with Indigenous communities and organisations nationally and internationally, which enriches and nurtures authentic two-way learning and understanding, cultural integrity and capacity of students, graduates, and staff.

Onemda's approach includes formal partnerships and collaborations with Indigenous* community-controlled organisations and corporations, government departments and agencies and other entities, driven by fundamental ethical requirements for the direct involvement of those whom our work aims to benefit; our work is co-designed in genuine partnership with community partners to ensure that the voice and agency of community participants have a primary role in our endeavours.

*We respectfully use the collective term 'Indigenous' when referring to communities internationally and nationally; and Aboriginal and Torres Strait Islander when referring to communities within Australia.

ONEMDA STRATEGIC PLAN OVERVIEW

OUR PURPOSE:

Onemda is an Indigenous centre specialising in public health with a focus on research and teaching aimed at improving health and wellbeing outcomes in Australia and elsewhere through partnerships and collaborations and strong ethical foundations.

OUR THEME:

- R** Relationships
- E** Empowerment
- S** Safe Place
- P** Prioritization of Indigenous Perspectives
- E** Establishment
- C** Collaboration
- T** Thriving



Indigenous Studies Unit (Head: Prof Marcia Langton)

The Indigenous Studies Unit undertakes research aiming to improve outcomes in Indigenous health and wellbeing, particularly in relation to alcohol misuse and family violence. Indigenous data governance, digital archives, cultural heritage, technology and resource management. We make regular contributions to Parliamentary reviews and Inquiries, cross-platform media, and policy development.



Indigenous Eye Health Unit (Head: A/Prof Mitchell Anjou)

IEH aims to Close the Gap for Vision for Aboriginal and Torres Strait Islander people through world-leading research, policy formation, advocacy and implementation. Research has established the state of Indigenous eye health in Australia and current service availability and explored barriers and enablers to the delivery of eye health services for Indigenous peoples. The evidence gathered has guided the development of a comprehensive policy framework that is supported by the Indigenous and mainstream health sectors and government. IEH is currently actively engaged in providing the necessary advocacy and technical support to Close the Gap for Vision.



Indigenous Health Equity Unit (Head: Prof Catherine Chamberlain)

The Indigenous Health Equity Unit is a research and teaching unit at The University of Melbourne committed to partnering with and producing research for Aboriginal and Torres Strait Islander communities.

We do rigorous, innovative research and teaching, centred on the strength and resilience of Aboriginal and Torres Strait Islander peoples, to promote wellbeing. Our work is underpinned by the principles of self-determination. We work in partnership with communities and appreciate the support of Community Elders.

OUR PATRONS:

Prof Ian Anderson
Aunty Di Kerr
Aunty Doseena Fergie

OUR COMMITTEES:

Research and Grants
Community Engagement & Knowledge Exchange
Teaching and Learning

OUR OBJECTIVES:

Cultural Governance
Develop strong cultural governance by engaging outstanding leaders as patrons and establishing an advisory group to provide cultural and strategic guidance.

Innovation
Lead and collaborate, within MSPGH and with external partners, to build collaborative research, teaching and supervision teams that drive innovative research and increase competitive grant success, to develop health policy, programs, and teaching programs.

Teaching and Learning
Provide a nurturing learning environment and teaching programs with multiple pathways that incorporate Indigenous ways of knowing, doing and being to undertake public health research and programs.

Impact
Build wise leadership and communication capability among staff and students to become strong advocates, validated by appropriate community authority, for policy and program impact.

Collaboration
Build and maintain strong, transparent partnerships with communities, health services, policy makers and other academic institutions, as well as within the University of Melbourne, that demonstrate respect for self-determination and trust.

Indigenous Influence
Be ambitious in recruitment and retention of Indigenous students and staff (50%) positions to foster Indigenous leadership and two-way learning within the academy.

Cultural Safety
Provide ongoing learning opportunities to foster a workplace free of racism where students and staff can develop expertise, cultural safety and knowledge to work effectively within Indigenous public health.

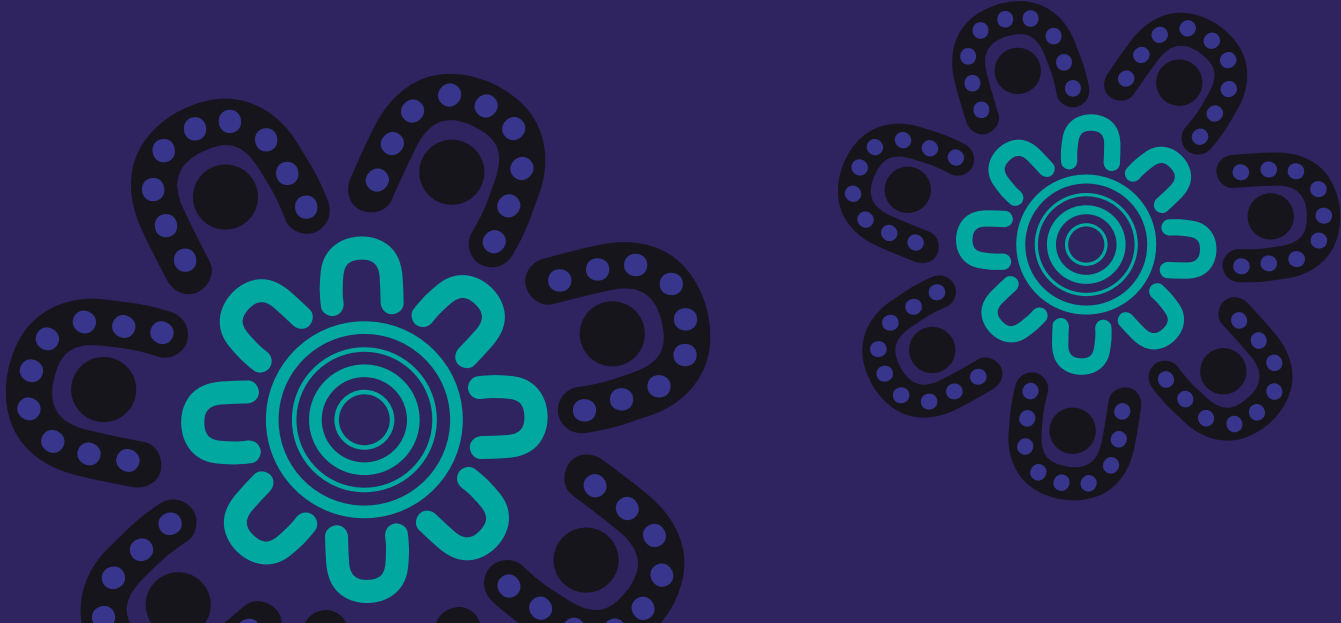
Sustainability
Build a sustainable recognisable Centre with strong leadership to attract staff, students, partners and funding.

OUR STRATEGIC OBJECTIVES



The activities to achieve our objectives are outlined in the Onemda workplan below.
See final page for the budget allocated to support these activities.

- 1. CULTURAL GOVERNANCE:** Develop strong cultural governance by engaging outstanding leaders as patrons and establishing an advisory group to provide cultural and strategic guidance.
- 2. INNOVATION:** Lead and collaborate, within the Melbourne School of Population and Global Health and with external partners, to build collaborative research, teaching and supervision teams that drive innovative research and increase competitive grant success to develop and inform effective health policy, programs, and teaching programs.
- 3. TEACHING AND LEARNING:** Provide a nurturing learning environment and teaching programs with multiple pathways that incorporate Indigenous ways of knowing, doing and being to undertake public health research and programs.
- 4. IMPACT:** Build wise leadership and communication capability among staff and students to become strong advocates, validated by appropriate community authority, for policy and program impact.
- 5. COLLABORATION:** Build and maintain strong, transparent partnerships with communities, health services, policy makers and other academic institutions, as well as within the University of Melbourne, that demonstrate respect for self-determination and trust.
- 6. INDIGENOUS INFLUENCE:** Be ambitious in recruitment and retention of Indigenous students and staff (50%) positions to foster Indigenous leadership and two-way learning within the academy.
- 7. CULTURAL SAFETY:** Provide ongoing learning opportunities to foster a workplace free of racism where students and staff can develop expertise, cultural safety, and knowledge to work effectively within Indigenous public health.
- 8. SUSTAINABILITY:** Build a sustainable recognisable Centre with strong leadership to attract staff, students, partners, and funding.



Objective 1: CULTURAL GOVERNANCE

Develop strong governance by engaging outstanding leaders as patrons and establishing an Advisory group to provide cultural and strategic guidance.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Engage outstanding patrons	Discuss draft strategic plan with patrons to identify how best to support their role, set own objectives, terms of reference (TORs) and process	August 2022	October 2022	CEKE	Patron contracts signed Tailored engagement plans with TORs developed
Patrons Welcome Kit	Develop a 'Patrons Welcome kit'	February 2023	October 2023	CEKE	Patrons Welcome kit developed
Patrons' aspiration videos onto Onemda's Website	Develop Onemda webpage celebrating patrons with video capturing their aspirations for Onemda	December 2022	February 2023	CEKE	Webpage and video developed. Webpage views/downloads etc
Patron Engagement	Establish patron engagement and meeting plan, inclusive of annual patron lunch for cultural and strategic guidance	December 2022	March 2023	CEKE	Patron attendance and contributions
Formal Recognition of Patrons	Include formal recognition of patrons in strategic plan and discuss best way to invite input (e.g., separate meetings)	February 2023	February 2024	Exec	Strategic Plan includes recognition of strategic plan
Community Perception	Enabling community perceptions about strengths and areas for improvement for Onemda (e.g., How to make classrooms culturally safe)	February 2023	February 2024	CEKE	
Other governance activities	Develop the governance structure for the three units, including an executive group and reporting to MSPGH and Faculty structures to ensure integration within the university structure.	October 2022	February 2023	Exec	Strategic plan with governance structure. An executive committee has been established. TOR has been drafted.
Formal recognition of Onemda Leadership roles	Foster formal recognition of leadership roles within Onemda	June 2023	May 2024	Exec	One person from each Unit to be involved in the sub-committees with at least one person from these groups attending aligned School Committee. Meeting – bi-monthly

Objective 2: INNOVATION

Lead and collaborate, within Melbourne School of Population and Global Health and with external partners, to build collaborative teams that drive innovative research and competitive grant success to develop and inform effective health policy, programs, and teaching programs.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Develop research and grants committee	Establish research and grants committee meetings (2 monthly), with Terms of Reference aligned to MSPGH and MDHS strategy.	October 2022	February 2023	RG	0.2FTE allocated to these activities. Research and grant sub-committee TORs aligned to MSPGH and MDHS strategy.
Research Grants collaboration	Collaboration on research grants	February 2023	December 2025	RG	Description of collaborations
Develop a research program plan	Identify key research needs with community, policy, and academic partners, and where feasible, align with key strategies (e.g., National Aboriginal and Torres Strait Islander Health Plan, Closing the Gap etc)	March 2023	December 2025	RG	Research program plan
Build grant writing and delivery capability	Enable opportunities for staff to attend grant writing workshops, developing peer review activities. etc (Checking for School related activities throughout the year	April 2023	December 2025	RG	Staff attendance at grant writing learning opportunities
Funding opportunities	Pro-actively seek funding opportunities to meet identified needs	February 2023	December 2025	RG	Grant applications submitted
Competitive Indigenous funding submissions across MSPGH	Competitive Indigenous funding submissions across MSPGH (Cat 1, 2, 3 and 4 grants, philanthropic and other funding)	April 2023	December 2025	RG	Successful grant submissions
Record keeping for Indigenous public health research within Onemda	Build competitive track records for Indigenous public health research within Onemda	June 2023	December 2025	RG	Track records
Academic promotion pathways	Recognition of unique career paths in this sector within academic promotion pathways, including different types of grant leadership for non-Indigenous academic staff.	February 2023	December 2025	Exec	Promotion narratives
Develop and inform effective health policy and programs	Collaboration with industry partners from the outset of research planning	February 2023	December 2025	RG	Narratives from industry partners
Indigenous research ethics and processes	Ensure best practice Indigenous research ethics and processes (e.g., alignment with Indigenous research accords, Indigenous data sovereignty principles upheld)	February 2023	December 2025	RG	Narratives from partners and communities about Onemda research practice
Research program design	Ensure research translation activities included in research program design for policy and program impact	February 2023	December 2025	All Units of Onemda	Narratives of impact from research
Editor-In-Chief role	Provide Editor-In-Chief role for establishing the First Nations Health and Wellbeing: The Lowitja Journal.	February 2022	December 2025	Prof Cath Chamberlain	Journal established

Objective 3: TEACHING AND LEARNING

Provide a nurturing learning environment and teaching programs with multiple pathways that incorporate Indigenous ways of knowing, doing and being to undertake public health research and programs.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Create nurturing environment and teaching programs that incorporate Indigenous ways of knowing doing and being	Indigenous teaching and learning specialist role	October 2022	December 2025	TL	Identified role filled and supported as assessed in reviews. Need more people to join TL
Teaching and Learning terms of Reference	Establish Teaching and Learning sub-committee with TORS and 2/12 meetings with key people	October 2022	February 2023	TL	TOR completed
MDHS community of teaching practice network meetings	Key teaching staff attend MDHS community of teaching practice network meetings	October 2022	December 2025	TL	Minutes and achievements based on actions
Deliver existing high quality teaching programs	Deliver existing high quality teaching programs (e.g., Indigenous Knowledges Masterclass program; Indigenous Health in a Global context)	October 2022	December 2025	TL/Onemda team	Delivery records and feedback, no. students
Create links to other schools in MDHS to establish complementary programs	Create links to other schools in MDHS to establish complementary programs	February 2023	December 2025	TL	Narrative of networks
Mapping Indigenous public health skills/competencies needed	Mapping Indigenous public health skills/competencies needed Mapping existing learning opportunities available to gain skills/competencies, and gaps	October 2022	February 2023	TL	Mapping and plan for new educational offerings
Meet with key stakeholders to review mapping and identify areas for developing teaching and learning programs	Workshop with key stakeholders to review mapping and identify areas for developing teaching and learning programs, including new subjects with micro-credentialling options that can be a new Indigenous public health course	November 2022	February 2023	TL	Workshop notes and actions emerging re: educational program plan
Review existing and proposed program content	Review existing and proposed program content to ensure integration with research and policy/program impact activities within ONEMDA and MSPGH.	February 2023	June 2023	TL	Integrated research, impact, and teaching program
Establish an international Global Classroom initiative with University of Toronto	Establish an international Global Classroom initiative with University of Toronto	February 2023	December 2024	TL	Global classroom initiative. Faculty funds established.
Indigenous ways of knowing, being and doing	Build and fund a network of potential community-based guest lecturers to provide input into teaching program activities	February 2023	December 2024	TL	Network list. Faculty funds established
Cultural and academic review of content	Cultural and academic review of content to ensure cultural and academic integrity of teaching program content and delivery	June 2023	December 2023	TL	Cultural reviews and edits of content.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Increase Indigenous students' enrolment and completion	Offer attractive scholarships to support graduate certificate, masters, and PhD students	November 2022	December 2025	TL	Indigenous student enrolments and graduations
Academic Support	Offer pro-active practical 'academic support' to assist potential Indigenous students to identify potentially useful courses, develop application materials and navigate application processes (active academic 'case management').	March 2023	December 2025	TL	Case navigation support for enrolments
Establish annual indigenous student cohorts	Establish annual cohorts of at least three Indigenous students	March 2023	December 2025	TL	Student cohorts retained.
Increase general student participation in Indigenous public health courses	Identify potential Indigenous research projects of varying sizes and develop a process for registering these to be available for MSPGH and MDHS students (e.g., capstone, masters)	February 2023	December 2025	RG	Completed student research projects
Build online capability and accessibility for students	Build online capability and accessibility for students (with potential block sessions) to enable participation of people living in rural and remote areas	March 2023	December 2025	TL	Accessible education offerings for people in rural and remote areas
Promote use of Community Access program	Promote use of Community Access program to offer free community access to public health courses which do not have pre-requisites	February 2023	December 2025	All Onemda	Community access program utilisation numbers
Develop a signature 'block' residential program	If funding and capacity available, develop a signature 'block' residential program (February) with at least 50% Indigenous participants to foster cultural safety and integrity and two-way learning (e.g., Michael Marmot health equity program)	February 2025	December 2025	Exec	
Provide culturally safe high-quality supervision of undergraduate, postgraduate, and post-doctoral staff and students.	Training, mentoring and student feedback for supervisors	February 2023	December 2025	All Onemda	Student feedback
Continuous quality improvement of Indigenous public health courses	Reflection on enrolments, completions, course feedback	February 2023	December 2025	TL	Student feedback on courses
Consider interviews with employers	Consider interviews with employers to ascertain whether adjustments to knowledge and skill development required	March 2023	December 2025	TL	Interview notes and actions to amend courses
Strengthen Indigenous public health collaboration within MSPGH and MDHS	Co-supervision of students and collaboration on teaching activities	March 2023	December 2025	All Onemda/TLC	Collaboration records and narrative of experience

Objective 4: IMPACT

Build wise leadership and communication capability among staff and students to become strong advocates, validated by appropriate community authority, for policy and program impact.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Provide mentoring for students and staff	Identify and enable access to existing mentoring programs (e.g., Poche and MDHS), including identifying champions and frameworks	March 2023	December 2025	Exec	No. staff undergoing mentoring
Leadership development	Sharing access to networks with junior staff e.g., potential research partners across Australia, media contacts etc (including across MSPGH and MDHS)	March 2023	December 2025	All Onemda staff	Narrative
Leadership Development	Enable opportunities to sit on Board and advisory committee roles - building capacity and opportunities (e.g., proxy)	March 2023	December 2025	All Onemda staff	Narrative
Leadership Development	Identifying and enabling training opportunities around communication, media, Board orientation etc	March 2023	December 2025	All Onemda staff	Training opportunities

Objective 5: COLLABORATION

Build and maintain strong, transparent partnerships with communities, health services, policy makers and other academic institutions, as well as within The University of Melbourne, that demonstrate respect for self-determination and trust.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Establish stakeholder and partnership governance structure and plan	Establish Community engagement and knowledge translation committee with TORs and two monthly meetings	October 2022	February 2023	CEKE	TORs and meeting established
Conduct stakeholder mapping	Conduct stakeholder mapping, which includes established and potential partners/stakeholders within MSPGH, MDHS, The University of Melbourne, and within communities, health services and governments.	October 2022	April 2023	CEKE	Stakeholder mapping
Build global optics on what research activities are ongoing in the communities	Build global optics on what research activities are ongoing in the communities we work (Health Infonet)	February 2023	December 2023	CEKE/RG	
Establish formal partnerships with key community organisations	Establish and maintain formal and informal partnerships with key stakeholders (e.g., VACCHO, NACCHO, Lowitja etc)	October 2022	December 2025	CEKE/RG/exec/ all staff	Number and description of partnerships and outcomes
Build a webinar and events program	Build a webinar and events program	March 2023	December 2023	CEKE/TL	Program, attendees, and feedback
Share information about key Indigenous days and events with MSPGH staff and students	Share information about key Indigenous days and events with MSPGH staff and students	October 2022	December 2025	CEKE	Emails and communication shared, social media (Twitter, Facebook)
Be responsive to community, service, and policy needs	Develop a visible profile with clear community access points for contacting Onemda	February 2023	December 2023	CEKE	Website and communication materials showing contact points
Actively engage in local, national, and international discussions relevant to Indigenous Public Health	Actively engage in local, national, and international discussions relevant to Indigenous Public Health (e.g., HTLV-1)	February 2023	December 2025	All Onemda	Narrative
Involve partners in priority setting and align strategies with community priorities	Involve partners in priority setting and align strategies with community priorities	October 2022	February 2023	Exec	Inclusion of partner views in strategic plan

Objective 6: INDIGENOUS INFLUENCE

Be ambitious in recruitment of Indigenous students and staff to foster Indigenous leadership and two-way learning within the academy.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Recruitment	Formal recognition of community and lived experience in selection criteria (Move across the School and University Level.	October 2022	December 2025	Exec	Employment of staff with lived experience
Identified Roles	Identified roles with aim for 50% Indigenous staff and students (post-grad)	February 2023	December 2025	Exec	Employment of Indigenous staff
Proactive practical support for Indigenous students and staff with application processes	Proactive practical support for Indigenous students and staff to apply (e.g., assistance with CVs, application processes and preparing for interviews)	February 2023	December 2025	Exec with HR	Employment of Indigenous staff
Active campaign to promote the MSPGH and MDHS as a safe and rewarding place for Indigenous staff and students	Active campaign to promote the MSPGH and MDHS as a safe and rewarding place for Indigenous staff and students	February 2023	December 2025	All Onemda staff	Narratives of what Onemda is like to work in
Include Indigenous staff on recruitment panels	Indigenous staff on recruitment panels	October 2022	December 2025	Exec	No. panels with Indigenous staff
Retain Indigenous students and staff	Nurturing Indigenous leadership (as per objective 5)	February 2023	December 2025	Exec	Narrative
Create a culturally safe workplace within Onemda	Ensure a culturally safe workplace within Onemda (as per objective 7)	February 2023	December 2025	Exec	Narrative
Identify funding sources to enable transition from PhD into postdoctoral Fellowships	Identify funding sources to enable transition from PhD into postdoctoral Fellowships	February 2023	December 2025	Exec/RG	Funds identified and committed
Develop strategies to mitigate 'cultural load' within Onemda & MSPGH	Strategies to mitigate 'cultural load' for Indigenous staff and students	March 2023	December 2023	Exec	Strategies outlined and feedback from Indigenous staff
Establish mentoring for Indigenous staff and students	Mentoring for Indigenous staff and students	February 2023	December 2025	Exec	Mentoring in place and feedback from mentees and mentors

Objective 7: CULTURAL SAFETY

Provide ongoing learning opportunities to foster a workplace free of racism where students and staff can develop expertise, cultural safety, and knowledge to work effectively within the Indigenous public health sector.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Cultural Learning	Provide cultural learning opportunities through engagement and collaboration with MSPGH, MDHS, Chancellery and community partners	February 2023	December 2025	Exec	Narrative
Mentorship	Mentorship for all staff, including 2-way cultural learning mentorship	March 2023	December 2025	Exec	Mentors/mentees and narrative
Processes for concerns around Cultural Safety	Establish processes for identifying and addressing concerns about cultural safety within Onemda	March 2023	December 2025	Exec	Process documented and record of how often used and how it worked
Career development	Establishing career development strategies for all staff and students working safely in Indigenous public health to foster Indigenous self-determination and leadership, including recognising different types of leadership	June 2023	December 2025	Exec	Strategies and career success
Funding	Identify funding sources to enable staff and students to take up opportunities	February 2023	December 2025	Exec /RG	Sustainable funding

Objective 8: SUSTAINABILITY

Build a recognisable sustainable ONEMDA with strong leadership to attract staff, students, partners, and funding.

Strategy	Activities	Start	End	Responsible Unit, Committee, Group	Measure
Establish a recognisable Onemda	Obtain support from MSPGH and MDHS	January 2023	December 2025	Exec	Financial support obtained
Onemda branding	Set up Onemda brand, logos, artwork, signature blocks	October 2022	February 2023	Exec	Branding in place
Launch of Onemda	Formal launch on 1 February 2023	October 2022	February 2023	Exec / working group	Formal launch completed with photos and positive celebrations
Sustainability	Develop a clear funding plan including Government, and capacity building grants, philanthropic	June 2023	June 2024	Exec	Sustainable funding plan
Management and administration support,	Ensure good management and administration support, with support for building career pathways for professional staff	February 2023	December 2023	Exec	Professional pathways and structures within Onemda
Advancement	Connect with advancement	February 2023	December 2023	Exec	Advancement aware of funding needs and communicating options
Communication support and strategy	Develop a communication support and strategy, including for public comments on significant days related to our work	February 2023	December 2023	Exec	Communication activity and impact measures
Attract Champions	Attract nationally recognised champions to build profile (e.g., Ash Barty or others) (High priority)	June 2023	May 2024	Exec	Champions engaging and promoting Onemda objectives
Community care programs and practices	Develop self and community care programs and practices	March 2023	March 2024	Exec	Self and team wellbeing and care activities and narrative
Mid-term reporting and building international profile	Mid-term reporting and building international profile	April 2024	October 2024	Exec	Reporting and plan for international relationships

ORIGINAL BUDGET TO SUPPORT ONEMDA OBJECTIVES.

Strategic Plan MDHS PROPOSED BUDGET	2023	2024	2025
Case manager to support student enrolment (0.3FTE)	51000	51000	51000
Community liaison and community guest lecturer network support	17000	17000	17000
Indigenous doctoral or postdoctoral researcher to support Lowitja Journal (0.2 FTE)	34000	34000	34000
Doctoral or postdoctoral support for preparing grant submissions (0.2FTE)	34000	34000	34000
Travel (2 people) to Canada to establish Global classroom subject	10000		
Support to establish micro-credentialling units and course (assistant 0.2FTE for 4 months)		10000	10000
Computer for 2 staff listed above	4000	4000	4000
MDHS subtotal	150000	150000	150000

MDHS funds above will be matched by MSPGH for 2023 to 2025 (an additional \$150,000/year for 3 years) and will be allocated to activities including Community Engagement, branding, website, logo, strategic planning, Elders in residence, Launch/Cultural events, patronage, webinars.

ABBREVIATIONS

Abbreviation	Description
RG	Research and Grants Committee
TL	Teaching & Learning Committee
CEKE	Community Engagement & Knowledge Exchange Committee
Exec	Executive Committee
ISU	Indigenous Studies Unit
IEU	Indigenous Eye Health Unit
IHEU	Indigenous Health Equity Unit
UOM	The University of Melbourne
MSPGH	Melbourne School of Population and Global Health
MDHS	Faculty of Medicine, Dentistry and Health Sciences
Lowitja	Lowitja Institute
NACCHO	National Aboriginal Community Controlled Health Organisation
VACCHO	Victorian Aboriginal Community Controlled Health Organisation
Murrup Barak	Melbourne Institute for Indigenous Development
Onemda	Onemda Aboriginal and Torres Strait Islander Health and Wellbeing

