Sustainability Annual Report 2016

RMIT Sustainability Committee

RMIT
UNIVERSITY

1. About this Report

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1.1 How we report

This is RMIT University's second annual sustainability report, spanning the calendar year from 1 January to 31 December 2016 and we will continue to report annually. For our 2016 Sustainability Report we detail the progress we have made towards embedding sustainability across all aspects of University life.

Our report shows the impact that our teaching and learning, research and operations has on the environment, local economies and society and highlights our commitments and progress towards becoming a more sustainable organisation.

This report has been produced in accordance with the new Global Reporting Initiative (GRI) Standards: Core option, making it one of the first of its kind. In line with GRI requirements, this report presents our significant economic, social and environmental impacts and contributions, both current and those that are reasonably foreseeable. We address where these impacts occur and how we contribute to them in Section 17 of this report.

This report covers all Australian entities listed under the RMIT Annual Report with additional data from our international campuses in Vietnam where available and indicated. We are working to improve data collection capabilities at our overseas presences so that these can be incorporated in future reports.

In preparing this report RMIT has considered the GRI Reporting Principles to ensure a high quality sustainability report is achieved (see page 45).

Please tell us what you think of our report:
www.surveymonkey.com/r/rmitsustainability-16

1.2 Our sustainability context

This report has been compiled with the assistance from the Australian Centre for Corporate Social Responsibility (ACCSR). This report has not been externally assured.

A media scan from the last year has highlighted a number of key issues relating to the tertiary sector both locally and internationally, these include:

– Climate change
– Access to education
– Social responsibilities
– Globalising economies and labour markets
– UN Sustainable Development Goals

These issues have been used to contextualise this report.

1.3 Highlights

– Greenhouse gas emissions target achieved four years early (29% below our 2007 levels)
– 51% Female / 49% Male employees
– Doubled on-site storage for harvesting and storing water
– $1.4 million to improve accessibility on campus
– 44% of our higher education student body is made up of international students
– Over 200 attendees at Ethical Cities Urban Innovation Forum
– Six new Diversity and Inclusion Plans launched
– 400 additional bike parking spaces created in the new Bike Hub
– Three new sustainability staff roles created

400 parking spaces in the new Bike Hub
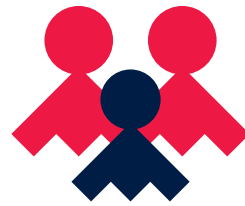
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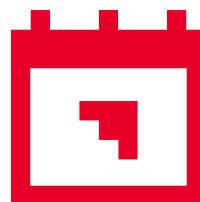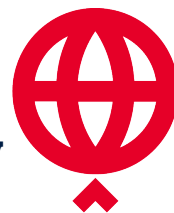
29% reduction in greenhouse gas emissions since 2007
(target reached 4 years early)

2. Message from the Vice Chancellor

As a global university with teaching or research on every continent, RMIT understands not only the urgent sustainability challenges that humanity faces but our need to contribute to meeting them.

Our Strategic Plan, Ready for Life and Work, commits us to helping shape the world with research, innovation, teaching and engagement, not least in the many major cities in which we operate.

Part of that commitment is to apply our expertise to improving environmental and social outcomes and in 2016, we responded in many ways – by further embedding sustainability in our learning and teaching, in our research, in campus culture and by continuing to reduce our use of scarce resources.

In an exciting development for RMIT, we held our inaugural Sustainability Week. Highlights included a sustainable food tour, speaker sessions, networking opportunities with industry partners and the Earth Hour switch off.

Work continued on the Sustainable Urban Precincts Program, RMIT's biggest investment in energy and water efficiency. The $128 million project aims to reduce electricity use by 263 million kWh over eight years, leading to a 32,000-tonne reduction in greenhouse gas emissions. Water use will be cut by 53 million litres.

To this end, works were completed at Brunswick campus and neared completion at Bundoora campus. The annual reduction of CO2 emissions of almost 11,000 tonnes enabled RMIT to achieve our 2020 greenhouse gas emissions reduction target of 25 per cent four years early. The program was highly commended at the Green Gown Awards Australasia.

RMIT is delivering on its Sustainable Integrated Transport Plan, with a focus on cycling. In 2016 we opened the Bike Hub on the City campus with parking for 400 bikes, change facilities, showers, lockers, drying cupboards, ironing boards and repair stations.

Sustainability is a priority across RMIT's global presence. With the help of RMIT Europe, RMIT Vietnam has been named a partner in a €13.4 million research project supported by the EU Horizon 2020 scheme, looking at urban climate change resilience and efficient water management.

Vietnam's Quy Nhon city in the province of Binh Dinh is one of three cities outside of Europe in focus for the project, along with Medellín in Colombia and Chengdu in China.

This report is prepared in accordance with the "core" level of the Global Reporting Initiative Standard sustainability reporting framework and demonstrates our ongoing commitment to the initiative and principles of the UN Global Compact.

Martin Bean CBE
Vice-Chancellor and President

3. About RMIT

We employ almost 4,000 staff and support more than 84,000 students.

3.1 Organisational profile

As a University of Design, Technology and Enterprise we are one of Melbourne's oldest tertiary institutions. Since 1887, RMIT has been dedicated to enabling students to forge a meaningful path to help them succeed in the workplace and in life. Linking creative ideas with technical knowledge, we have a unique approach which empowers our students to shape their own lives and achieve impact through work and engagement in the wider community.

RMIT University is a global leader in art and design (and the top-ranked in this field in Australia in 2016). We are 28th in the world for Architecture and the Built Environment (4th highest in Australia). We rank among the world's top 100 universities in Education; Engineering (Civil and Structural); Engineering (Electrical and Electronic); Computer Science and Information Systems; Communication and Media Studies; Development Studies; and Business and Management Studies. We offer doctoral, postgraduate, undergraduate and vocational programs that equip our students with practical tools and knowledge to solve the complex social and environmental problems that face our urban and rural communities.

Our values of passion, impact, inclusion, agility, courage and imagination are enshrined in our mission to create a transformative experience for our students, prepare them for life and work, and help to shape the world with research, innovation, teaching and engagement.

We take an interdisciplinary approach to this mission. We are known for our strong connections to government and industry. Working closely with our network of industry partners and research collaborators, our graduates benefit from hands-on experience and exposure to innovative ideas that makes them highly sought after by employers.

Our three on-shore campuses are located in Bundoora, Brunswick and Melbourne CBD. We also operate a state-of-the-art flight training facility at Point Cook. Internationally, our campuses in Hanoi and Ho Chi Minh City in Vietnam as well as our European centre in Barcelona extends our global reach for research, industry collaboration and student mobility.

RMIT University is also a significant landholder in the City of Melbourne, owning approximately six percent of Melbourne's central business district. This positions us to take a leading role in driving sustainable urban outcomes for the city. In total RMIT's property portfolio comprises more than 130 buildings in Melbourne (more than 460,000 m2 gross floor area) and a further nine buildings on overseas campuses with a total floor area of 54,000m2.

RMIT's head office is located in the City campus 124 La Trobe Street.

Across all our campuses and learning facilities, we employ almost 4,000 staff and support more than 84,000 students. We embrace diversity as a critical driver for positive economic and social change. With 44% of our higher education student body representing international students this makes us Australia's leading multi-cultural institution and a benchmark for cross-cultural integration in a globalising world.

Financially we are in a strong position with a consolidated 2016 net operating result for the University and its subsidiaries was $93.5 million, or 6.0 per cent of revenue.

RMIT is grouped into three colleges which incorporate 17 academic schools offering various programs of study.

3.2 Governance

University Council

RMIT is a public university created under the Royal Melbourne Institute of Technology Act 1992, governed by the RMIT Council and managed by the RMIT Chancellery. Under legislation, the RMIT Council is responsible for the "general direction and superintendence" of the University including formulating policy and monitoring performance. The Council has 14 members, including one elected staff representative and one elected from the student body. Its chair is the RMIT Chancellor, Dr Ziggy Switkowski AO.

The Vice-Chancellor's Executive

The Vice-Chancellor and President Martin Bean CBE is responsible for ensuring the University has strong and effective leadership and a clear direction. He is supported by the Vice-Chancellor's Executive (VCE) who provides strategic advice across the University's portfolios.

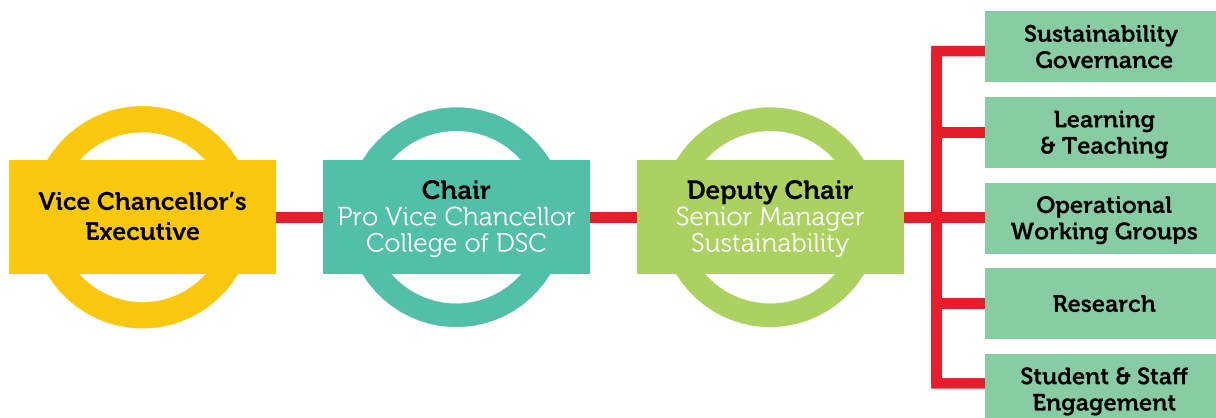For further information about our governance structure, please visit our website:
🔎 www.rmit.edu.au/about/governance-and-management

The Sustainability Committee

Our Sustainability Committee is the highest governing body with responsibility to promote and coordinate sustainability initiatives across all areas of the University. Its goal is to ensure sustainability principles and practices are embedded within the University's core teaching and learning, research and operational activities. The Sustainability Committee reports through the Chair to the Vice Chancellors Executive (VCE) on the University's sustainability performance, and makes recommendations about sustainability-related commitments, policies, strategies and targets.

Sustainability Policy

Our sustainability policy was formalised in 2012. Its objective is to embed sustainability principles and practices throughout learning and teaching, research and operational activities. It sets a number of goals across the areas of Culture, Tertiary Education, Research, Community and Partnerships, and Infrastructure and Operations and links to a range of strategies and policies that guide specific activities.

Vice Chancellor's Executive — Chair Pro Vice Chancellor College of DSC — Deputy Chair Senior Manager Sustainability

- Sustainability Governance
- Learning & Teaching
- Operational Working Groups
- Research
- Student & Staff Engagement

3.3 Strategic Plan

Ready for Life and Work: Shaping RMIT to 2020

Our strategic path is built upon our guiding values and principles, and is intrinsically connected to our sustainability goals. Developed in collaboration with our students, staff and wider RMIT community, our strategy emphasises that it is the collective responsibility of the whole University community to work towards attaining our 2020 vision.

At the heart of the strategy is our aim to create life changing experiences for our students that prepare them for life and work. Our seven strategic goals underpin our commitment to sustainability and reflect the impact we have on the economy, society and the environment.

For an outline of our Strategy visit
🔎 www.rmit.edu.au/about/our-strategy

We are now into the second year of the strategy and beginning to see the outcomes of our collective efforts. We will continue to track our progress against our goals and priorities outlined in the strategy. The 2016 Annual Report discusses how progress is being made towards three key directions from the Strategic Plan: life changing experiences; passion with purpose; and shaping the world. Our annual report can be found on the RMIT website:
🔎 www.rmit.edu.au/about/governance-and-management/governance/annual-reports

3.4 Commitments

TAKE2 Pledge

In 2016 we became a founding partner in TAKE2, a State Government initiative aimed at collective climate change action to help Victoria reach net zero greenhouse gas emissions by 2050.

Through taking the pledge, we align with an increasing group of Victorian businesses, councils, education and community organisations and households who have committed to lower their emissions profile and keep global temperature rise to less than two degrees.

University Commitment to the UN Sustainable Development Goals

In late 2016 we became a signatory to the University Commitment to the Sustainable Development Goals (SDGs). The SDGs are a global framework for action on sustainable development to 2030 agreed through the United Nations. Universities will have a vital role to play in addressing these critical global challenges and achieving the Sustainable Development Goals.

As a member of the Sustainable Development Solutions Network (SDSN) we agreed to:

– support and promote the principles of the Sustainable Development Goals

– undertake research that provides solutions to sustainable development challenges

– provide the educational opportunity for our students to acquire the knowledge and skills needed to promote sustainable development

With our expertise in urban design frameworks, social resilience and technological innovation, we are uniquely positioned to address many of goals to improve the sustainability of cities, and improve educational and environmental outcomes.

See GRI Content Index on page 46 which outlines our alignment to the SDGs.

4. Stakeholder Engagement

Engaging our students, staff and the communities in which we operate is at the heart of RMIT's purpose. Universities are catalysts for spreading ideas and innovation through engaging broadly with society. Our focus on preparing students for success both in work and in life means we place extra emphasis on engagement – in particular with industry and government.

Sustainability across economic, environmental and societal dimensions is part of our operating context and is one of the forces shaping the future. We know our stakeholders care deeply about sustainability and how RMIT upholds the value of enacting the change we want to see in the world. Collaboration to develop our Strategic Plan involved engaging hundreds of internal and external stakeholders -and we will continue to seek feedback and listen to our many stakeholders as we track towards our strategy targets.

Engagement with students, staff, employees, alumni, suppliers, governments, industry partners and communities around our campuses informs the way we deliver research, teaching, and services. This connection with business and society means our graduates are well equipped to understand and respond to the issues and challenges they find in the world.

Many of the ways we engage with students and staff in sustainability are noted throughout this report.

4.1 Engagement mechanisms

As a University we communicate with our broad network of stakeholders across the globe through a variety of mechanisms. We identify our stakeholders as any group or individual who is impacted by our operations or who has the ability to impact us.

The table below to see how we engage with our stakeholders:

Stakeholder Group	Engagement Methods	Frequency
Students	- Biennial surveys - Meetings with our Student Group - RMIT University Student Union - Student Experience Advisory Committee	Constant
Staff	- Annual surveys - Annual performance development reviews - University support services	Constant
Alumni	- Website - Events - Mailing lists	As Required
Industry partners	- Advisory Boards - Relationship Managers - Work Integrated Learning	As Required
Suppliers	- Contractual management process - Tender processes - Relationship management	Constant
Governments	- Meetings - Project collaboration - Annual reports	Constant
Local communities	- Website - Publications - Open Day	As Required

Engagement Example 1:
Silly Stuff

As part of the Strategic Plan launch an online submissions process was developed to engage in conversations with the RMIT community, focused on the 'Silly Stuff' – namely the complications and frustration holding us back from achieving our best work.

By mid-2016 over 1,000 submissions had been gathered on how to improve the student and staff experience at RMIT, this important on-going conversation is supporting clearer, simpler, smarter and more sustainable ways of working.

This dialogue has identified a lot of opportunities; ranging from simple, immediate things through to big, complex changes. University leaders together with their staff and support from the University's Business Performance Improvement team have delivered a number of solutions from a simpler travel policy, improved access to the library on weekends, extra data points

> **We know our stakeholders care deeply about sustainability and how RMIT upholds the value of enacting the change we want to see in the world.**

Engagement Example 2:
Engagement Essentials

In 2016 RMIT Property Services became a corporate member of the International Association for Public Participation's (IAP2). IAP2 is an international member association which seeks to promote and improve the practice of public participation or community engagement, incorporating individuals, governments, institutions and other entities that affect the public interest throughout the world. IAP2 Australasia is the leading public participation Association in Australasia.

A number of key Property Services staff who have planning or engagement as part of their roles undertook IAP2 'Engagement Essentials' training.

The training provided the core concepts to plan, design, facilitate implement successful engagement processes.

For more information visit: www.iap2.org.au

4.2 How engagement shapes our sustainability report

Prior to the development of our first Sustainability Report, we undertook a thorough materiality analysis which assessed the core matters of importance to our stakeholders and our impacts.

In 2016 we conducted an internal review and assessed that our key materiality issues remain the same for us this year:

– Designing sustainable cities
– Diversity and inclusion
– Employability and graduate impact
– Education for sustainability
– Mainstreaming sustainability into the curriculum
– Student engagement in sustainability
– Green buildings and infrastructure
– Sustainability themed research
– Student wellbeing
– Staff engagement
– Responsible procurement

The issues raised by our stakeholders through the materiality analysis in 2015 and our understanding of our sustainability context define the content of this report.

We plan to review our material issues every three years. Our full list of material issues and their impact points can be found in Section 15 of this report.

1,000
Submissions gathered on how to improve the student and staff experience.

RMIT GREEN INNOVATORS COMPETITION

BATTLING IT OUT TO DESIGN THE FUTURE

4.3 Partnerships

We also voluntarily participate in a number of key local and global partnerships that promote sustainability, these include:

– Australasian Campuses Towards Sustainability (ACTS) to promote and support change towards best practice sustainability in the Australasian tertiary education sector.

– In partnership with the Green Building Council of Australia (GBCA), RMIT utilises and pilots a number of Green Star rating tools to drive sustainability outcomes through best practice buildings and sustainable precinct-wide infrastructure planning.

– Tertiary Education Facilities Management Association Inc. (TEFMA), RMIT participates in the TEFMA sustainability performance benchmarking study to track performance against the sector.

– The City of Melbourne's 1200 Buildings Program, which aims to reduce energy, water and carbon emissions by retrofitting commercial buildings.

– Major education sponsor of the Sustainable Living Festival (SLF) for over six years, RMIT hosts a range of events throughout the festival including the RMIT Green Innovators showcase.

– Membership of the Sustainable Development Solutions Network (SDSN) to contribute to practical solutions for sustainable development and share and promote best practice teaching and research in sustainability.

– Membership of the United Nations Global Compact Network Australia (GCNA) which assists RMIT in sector based

4.4 Industry and community engagement

Our industry and community partnerships are essential for us to realise our sustainability goals. Through collaborating, we are able to achieve impact at scale. We look to partner with industry bodies, research institutions, business, government and not for profits with shared values and vision.

Goal 5 of our Strategy Plan is 'Research and Innovation: creating impact through collaboration' - our Industry Engagement Plan guides our extensive involvement with business and industry, and this supports outcomes in both research and learning. We established Enabling Capability Platforms to connect researchers from multiple disciplines and across. These platforms are a powerful mechanism to support collaboration with industry and government to address particular macro-challenges such as community resilience.

In 2016, the Sustainability Committee funded a new two year role within the Research Engagement & Business Development Team. The Sustainability Research Development Manager position was created to boost our engagement capabilities by identifying sustainability research relationship opportunities across industry and the wider community. This role will also develop mechanisms to measure our research impact in sustainability.

For more information about our engagement and initiatives with industry see our website:
🔍 www.rmit.edu.au/industry

5. Supporting Sustainable Students

Engaging our students in sustainability on campus is a priority for RMIT with the goal of equipping them to adopt sustainable behaviours in life and work. We acknowledge that learning is not confined to the classroom, and our physical spaces offer extensive opportunities to model sustainable behaviours, communicate our values and support students to initiate sustainability activities, events and clubs.

Throughout 2016 we formally programmed a range of sustainability related events.

1st Sustainability Week held in March
Sustainable Living Festival
Earth Hour
Fairtrade Fortnight
Ride2Uni Day
The Sustainability Showcase

Sustainability Week

In March 2016, RMIT held its first Sustainability Week across the Melbourne campuses. The initiative was made possible by the Sustainability Committee and showcased the breadth of the RMIT community's passion for sustainability through a range of activities and events.

Hundreds of students were engaged through film screenings, networking events, sustainable food tours and more.

Highlights from the week included:

– Staff, students and alumni came together at a Sustainability Drinks event to network and discuss all things sustainability.

– Sustainability breakfast event showcasing sustainability at RMIT.

– 'Pitch It' event for students and staff to showcase innovative ideas and projects.

– Presentations and networking with Sustainable Urban Precinct Program internal staff and industry partners.

– Engineers Without Borders screened 'The True Cost', a documentary which focussed on the unsustainable industry of fast fashion. A number of guest speakers also attended to give a more in depth understanding of the impacts of this industry.

– Greening RMIT held terrarium building workshops on the Bundoora and City campuses.

– Oxfam and RMIT held an event with food, entertainment, guest speakers and workshops as part of their 'close the gap' campaign to start conversations about Indigenous equality.

With Sustainability Week's immense success, we look forward to making it an annual event.

5.1 Resourcing sustainability engagement

In September 2016 we created a new Sustainability Engagement Coordinator role within our Sustainability Team in Property Services. This RMIT graduate role is designed to create a cultural shift at the University by promoting the adoption of sustainable choices among students and staff. By developing tools, campaigns, training and awareness programs the role is dedicated to building capacity, and promoting sustainability initiatives within the University. This role works alongside the Sustainability Committee funded Fair Trade Coordinator WIL student role to hold events and workshops throughout the year.

The RMIT Sustainability Committee has an operational budget to provide funding for sustainability-related projects and activities that provide broad sustainability benefits to the RMIT community. Small grant funds were made available to seed sustainability initiatives on campus to act as a catalyst for change. The following projects were funded in 2016:

Sustainable Accounting Game Simulation

This project was by the School of Accounting to assist in the development of gaming simulation technology. A simulation was developed that enabled students to better understand the influence of their decision making from and ethical and environmental perspective. The office simulation presented users with a business scenario to evaluate. Once the unit has been completed students have the opportunity to reflect on their performance on a scorecard provided to evaluate the impacts of their business decisions.

Local Food Cycle Tour

A student received funding to run a cycling tour connecting the RMIT community with local farmers and community gardens. The tours in Brunswick educated participants on the environmental and social benefits of buying local as well as utilising low carbon transport methods.

Students Accommodation Community Garden

Students living in Walert House, the new Bundoora student accommodation facility now have the opportunity to grow their own food thanks to the grant. This project helped embed sustainability principles, lower food miles and build a sense of community within the resident population.

Bundoora Cycling Initiative

A group of dedicated students on the Bundoora Campus committed to encouraging the uptake of cycling as a method of commuting to campus. This project aimed to build and improve upon the culture of cycling by running workshops periodically throughout semester educating students on bike maintenance and safe riding practices.

Sustainable Energy Resource for Students

Senior Research Fellow Alan Pears AM received funding to create an ebook reflecting on two decades of energy and climate policy in Australia. The publication is a collation of articles that Alan had written for ReNew magazine and is intended to be used as a resource for students interested in learning more about sustainable living, renewables, energy efficiency and the public discourse on such topics within Australia.

5.2 Student-led groups

A number of student-led groups are committed to bringing sustainability to life on campus:

RUSU Sustainability

Coordinated by a dedicated Sustainability Officer role within the RMIT University Student Union (RUSU) they work with students to drive sustainability initiatives on campus.

Engineers Without Borders RMIT (EWB)

This group is comprised of students who are passionate about creating social value through engineering. The group supports its members to become involved in local projects, runs events, advertises positions within EWB and create a platform for likeminded people to socialise. EWB students ran 'bike fix' workshops weekly on campus throughout the year from various locations, including the Building 51 Bike Hub.

RMIT Oxfam

RMIT Oxfam enables students to participate in broader Oxfam activities and access resources. The group provides a means for RMIT students to decide the Oxfam issues and activities they want to engage, to develop campus focused activities and campaigns and to relate broader global issues.

Greening RMIT

Promotes urban agriculture, gardening and sustainable food on campus, through education, collaboration, and a range of urban greening products and services. Their highly popular 'skill share' workshops give students practical hands-on experience of greening from growing vegetables to bee keeping.

Fossil Free RMIT

Student campaign to divest the University's endowment of fossil fuels. It is a part of a global grassroots movement to hold leaders and institutions accountable for climate change action.

Australian Youth Climate Coalition

A student club that mobilises the RMIT community to support the social movement to solve the climate crisis. The group is organises protests, fundraisers, social events, and educate others throughout the year to become a part of the collective movement to inspire change.

RMIT Sustainability Collective

In 2016, RMIT student organised the second Sustainability Ball at Storey Hall. The event was jointly hosted by Engineers Without Borders RMIT, Greening RMIT, Fossil Free RMIT and AYCC RMIT with support from RUSU. The Sustainability Ball was a celebration of hard work undertaken by these groups throughout the year with sustainable food, ethical and organic drinks, and local bands.

C16 Design Hack

The C16 Hack is an innovative series of facilitated workshops designed to bring together social and environment issues with innovative solutions using the Design Thinking process. The C16 Hack was a cross-university collaborative project supported by both RMIT (funded by the Sustainability Committee) and The University of Melbourne.

The goal of the C16 Hack was to engage students in issues of sustainability and give them the creative tools to address social and environmental challenges in an innovative way. Over a five week period over August, ten student teams were guided through the 'Design Thinking' process.

This innovative process helped students to remove assumptions and define the issue they have selected, challenge teams to empathise with other individuals, undergo a series of rapid prototyping of their idea and finally present their sustainability idea at a public showcasing event.

At each workshop an industry professional attended to give a short presentation on their innovative concept or methodology. These presentations gave students inspiration from real life examples and also provided networking opportunities.

At the final showcase a team of industry experts judged the ideas and announce winners at the showcasing event. The winning team were 'More than Honey' RMIT students Jackson Holloway and Fergus Brown came up with a campaign to raise awareness of the importance of bees to food security. They received prize money to support their idea, entry into the new RMIT Accelerator Program, a scholarship to present at the 2016 ACTS Conference and free tickets to the Future Assembly conference. The prize package was designed to continue the personal and professional development of the winning students and continue building the momentum from the project.
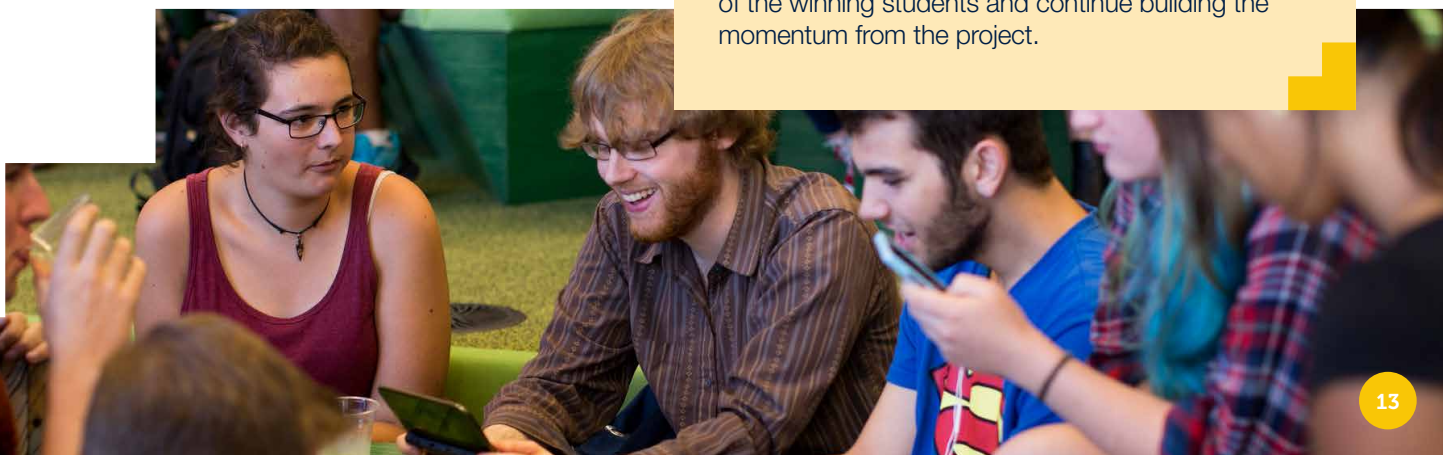
6. Research Impact

We aim to shape our world by developing knowledge and our people, and by applying what we know to problems through collaborative innovation. It's an ambitious goal, but one that leverages the strength of RMIT's connections with industry, government and other global research institutions.

Our research programs build on the strength of RMIT's connections to tackle real world challenges, often in collaboration with industry or other research organisations. Our end goal is to bridge the gap between research and impact. Applying research and innovation to benefit the Victorian, Australian and global communities is what drives us, this is particularly true in relation to sustainability. We also recognise that our collaborative efforts influence how future cities can develop and achieve sustainable outcomes for their stakeholders.

The importance of this approach was underscored by the Organisation for Economic Cooperation and Development (OECD), which published its economic survey of Australia early in 2017, just as we were preparing this report. The OECD says bolstering the environment for business innovation is key to restoring Australia's productivity growth. It suggests that "stronger collaboration between business and research sectors in R&D activity" and a "co-ordinated approach to industry placements for research students to strengthen the linkages between research and business sectors."

In 2016, RMIT aimed to increase the productivity and quality of our research outputs including increased publications and citations, and to increase enrolments in higher education by research to build the research workforce. A major focus this year was investing in new ways to achieve cross-discipline collaboration to address critical global problems.

RMIT Vietnam European Union Research Collaboration

RMIT Vietnam has been named a partner in a €13.4 million research project as part of the EU Horizon 2020 research and innovation funding scheme. The funding is for research in to the way innovative nature-based solutions can be deployed in cities for climate change resilience as well as efficient water management. Vietnam's Quy Nhon city, in the province of Binh Dinh is one of only three cities outside of Europe in focus for the project.

RMIT was awarded the funding through our involvement as a partner in a research consortium led by Fundación CARTIF, a research and technology centre in Spain. The consortium has 28 members including research centres, industry groups and universities across Belgium, China, Colombia, Finland, Germany, Italy, Spain, Turkey, the United Kingdom and Vietnam.

RMIT Vietnam President Professor Gael McDonald said the Horizon 2020 funding award was a significant achievement for both the University as well as the country. "It will contribute to showcasing RMIT Vietnam's research capacity and potential as well as widen the door to future applications for European research funding in Vietnam," she said.

This project will deliver unique benefits to Vietnam through the development of knowledge as well as models for nature-based solutions in cities, with Quy Nhon in the country's centre in focus. "It will also help to foster citizen insight and awareness on global environmental challenges such as climate change and water management. RMIT Vietnam is look forward to continuing our work with RMIT Europe, who were instrumental in identifying and securing this partnership, across future European research funding opportunities.

6.1 Enabling Capability Platforms

Unlike conventional discipline-based research structures, the Enabling Capability Platforms connect researchers from multiple disciplines and from across Colleges under a thematic umbrella. RMIT invested $2.3 million to establish these Platforms as the University's major conduit to develop research in areas of strength.

The Platforms allow RMIT to deploy its areas of excellence and strength to comprehensively address critical local, national, regional and global challenges and to nimbly capture emerging opportunities.

The Enabling Capability Platforms consist of the following research clusters:

Advanced manufacturing and fabrication

Advanced manufacturing and fabrication is the transformation of materials into products. RMIT's advanced manufacturing capabilities include design, additive manufacturing, micro-nano fabrication and automation; and the associated link with supply chain management and information systems.

Advanced materials

Advanced materials refer to all new materials and modifications to existing materials to obtain superior performance in one or more characteristics that are critical for the application under consideration.

Biomedical and health innovation

Addresses international health challenges related to the rapidly-changing population demographics and the escalating burden of diseases through effective application of technology, therapeutic and diagnostic developments, patient education, nutrition, life-style modification and evidence-based clinical evaluation. This Platform incorporates theranostics, biomedical technology and health and lifestyle.

Design and creative practice

This Platform brings together world leading expertise, infrastructure, partnerships and programs in design and creative practice. Focussed on critical and trans-disciplinary practice-based research in architecture, art, design, digital media, fashion, and organisational contexts, researchers advance knowledge and practice through effective collaboration.

Global business innovation

This Platform brings together inter-disciplinary and applied researchers to address themes connecting governance, networks, technologies, design, culture, people and performance. It includes a specific focus on innovation, value creation, and sustainability from both market and socio-political perspectives. The goal of Global Business Innovation is to promote excellence across the diverse fields of business research as well as to use this expertise in the process of knowledge transfer for the benefit of the economy, society, and the public sector. This Platform comprises global logistics and supply chain management; entrepreneurship and innovation; governance, accountability, and the law; markets, culture, and behaviour; and people, organisations, and performance.

Information and systems (engineering)

Using a whole-of-system approach to develop and securely deliver targeted information, services and products - anywhere, and from any source, this Platform brings together core capabilities in data analytics, complex cyber-physical systems, mobile and pervasive environments, automation, bioinformatics, bioengineering, information management and user-centric systems.

Social change

Focused on understanding social change associated with human progress, from the global scale to the local. Social change brings together RMIT's capabilities in sociology, digital ethnography, social policy and media studies.

Urban futures

A focus on research to inform how cities can be more equitable, sustainable and accountable. This Platform harnesses interdisciplinary expertise across social science, humanities, creative arts and design, environmental and technological disciplines, to analyse and resolve urban challenges.

Work is now being undertaken to demonstrate how our research contributes to the UN Sustainable Development Goals.

6.2 UN Global Compact Cities Programme

The UN Global Compact - Cities Programme is dedicated to the promotion and adoption of the United Nations Global Compact Ten Principles by cities, and provides a framework for translating the principles into day-to-day urban governance and management.

The international secretariat of the Cities Programme has been based at RMIT since 2008. The programme focuses on collaboration between all levels of government, business and civil society to enhance sustainability, resilience, diversity and adaptation within cities and in the face of complex urban challenges.

This year was a significant year for our work, joining with thousands of organisations across the world to support the preparation for Habitat III. Events led by the UN Global Compact - Cities Programme in the lead up to the conference were promoted as the 'Ethical Cities' campaign.

The Ethical Cities Urban Thinkers Campus, hosted at RMIT in February 2016, had the aim of opening critical spaces for engagement, exchange and dialogue, Urban Thinkers campuses were held across the globe as part of the World Urban Campaign (UN Habitat). There were 260 participants from 20 different countries attended, representing local government, academia, the private sector and civil society. They participated in dialogues on resilience, ethical urban development, inclusion and the right to the city. The RMIT Vice-Chancellor, the Mayors of Melbourne and Rotorua (New Zealand) and Tim Costello, CEO of World Vision Australia, were all keynote speakers at the event.

RMIT Europe also was involved in the 'Ethical Cities' campaign, leading a series of international workshops, symposiums, talks and forums in June and July building upon Urban Thinkers Campus Melbourne event. Six events were hosted with the pinnacle event the Ethical Cities: Urban Innovation Forum attracting over 200 attendees.

Habitat III was the United Nations Conference on Housing and Sustainable Urban Development held in Quito, Ecuador. At the conference RMIT ran a number of 'Ethical Cities' events and joined with UN Global Compact leaders and UN partners, in dialogue and strategies to implement the New Urban Agenda - a new framework that lays out how cities should be planned and managed to best promote sustainable urbanisation.

Director of the UN Global Compact - Cities Programme, RMIT Professor Ralph Horne delivered an address to the United Nations Plenary at Habitat III, which attracted over 47,000 delegates. He represented the United Nations Global Compact and emphasised the role universities such as RMIT have in partnering with city governments, the private sector and civil society to deliver ethical cities.

> **There were 260 participants from 20 different countries attended, representing local government, academia, the private sector and civil society**

7. Learning and Teaching for Sustainability

Helping to shape future leaders with the skills, talent and passion to drive positive change is arguably RMIT's most significant impact. RMIT has been reshaping its teaching and learning to respond to the disruptive changes evident in the economy and society. We have been redesigning our top 200 programs to align with the University strategy, enhancing the focus on inspiring teaching, connected pathways, industry relevance, enterprise, digitally enabled, access and graduate outcomes.

As an educational institution we have a responsibility to ensure our students graduate and enter the workforce with a holistic global outlook. RMIT is recognised by employers for the immediate positive impact that its graduates can make, demonstrating qualities to drive excellence in economic and sustainability outcomes upon entering the workplace.

Sustainability concepts and challenges permeate every level of today's society. Issues ranging from climate change, food security and sustainable cities to economic development, human rights and gender equality shape the landscape within which the future workforce will operate. There is no industry or sector unaffected by such issues. It is essential that our graduates develop a deep understanding of the global sustainability context and how these concepts apply to them and their areas of interest.

For this reason RMIT aims to integrate sustainability into course curricula, professional development and learning experiences.

7.1 Assessing impact

We aim to position our graduates to meet the challenges and take advantage of the opportunities evident in the new high-skill, knowledge-intensive economy. In 2016 we increased our emphasis on enterprise, innovation and digital learning to respond to these changes. We do this by fostering the following Graduate Attributes, closely linked to program outcomes and employability:

– Work-ready
– Global in outlook and competence
– Environmentally aware and responsible
– Culturally and socially aware
– Active and lifelong learners
– Innovative

Our aim is to ensure that each student who passes through our University leaves equipped with the practical skills and expertise that employers consider most valuable.

7.2 Sustainability funding

Since 2011 the Sustainability Committee has directly funded a range of sustainability in learning and teaching initiatives. The aim of this support is to incorporate sustainable development concepts across each school and discipline by creating new curriculum resources, professional development and experiential learning activities.

We believe this enhances the student learning experience as well as graduate employment outcomes.

Sustainability Fellowships

The primary focus of these fellowships is on strategic, high-quality curriculum resources and learning activities. They not only advance learning and teaching for sustainability in the curriculum across RMIT, within their specific discipline but also as a future contribution to their industry or profession and across the global tertiary sector.

Recipients of the 2016 Fellowships were:

Dr Areli Avendano Franco -
School of Architecture and Design

Embedding global wisdom in local learning:
A collaborative global community for sustainability interventions through design thinking in humanitarian aid education

Dr Ed Montano -
School of Media and Communications

Energising Sustainable Learning: Renewables, Energy Efficiency and Creative Technologies to Teach, Inspire and Engage

Dr Tehmina Khan -
School of Accounting

Ecological responsibility and business advisory services: multidisciplinary approaches and applications

Measuring Sustainability in the Workplace

Building upon the 'Beyond the Boundaries' case study featured in our 2015 Sustainability Annual Report, we wanted to dig deeper into how our graduates are applying sustainability concepts and skills in their relevant workplaces.

The School of Property Construction and Project Management led the development of the Graduate Attribute and Assessment Tool (GAAT). The tool aids the assessment of sustainability attributes, informs learning and teaching strategies for addressing curriculum gaps and improves graduate employability.

The development of the GAAT drew on an empirically validated model, the Theory of Planned Behaviour that seeks to explain human behaviour based on individual attitudes towards behaviours, perceptions of social norms and perceptions of behavioural controls.

The GAAT was used to evaluate the uptake of our 'environmentally aware and responsible' graduate attribute among 318 RMIT graduates. Research questions addressed five sub-behaviours related to environmental awareness and responsibility graduate outcomes.

These were:

– Minimising negative impacts to the physical environment
– Minimising negative social/community impacts
– Recognising environmental, social and economic relationships
– Balancing environmental, community and economic outcomes
– Evaluating a range of alternatives/ responses/solutions

The results of the research shone a light on the impact of our sustainability in Learning and Teaching and the experience of our graduates in applying their learned behaviours in the workplace.

Key results included:

– Courses in Education for Sustainability have been effective in establishing knowledge of sustainability and the will to act on these principles in the workplace.
– Graduates encounter constraints in the workplace that limit their capacity to fully act on their learned behaviours and knowledge. Constraints arise from external pressures and perceptions.
– Educators associated with the sustainability curriculum can have confidence in the general effectiveness of the curriculum.

Equal in importance to understanding the effectiveness of our Education for Sustainability program is the development of an effective tool to measure it.
The GAAT can be adapted for use across a range of graduate attributes and can be applied throughout the education sector.

Sustainability Innovation Projects

The primary focus of these Sustainability Innovation projects is to create curriculum content and resources that are developed collaboratively, with a professional or industry focus, for the maximisation of the students' learning experience, outcomes and graduate employability.

The 2016 Sustainability Innovation projects were:

– Greening Social Work: Online scenario based learning for sustainability
Dr Angelika Papadopoulos -
School of Global, Urban and Social Studies

– New Horizons for Sustainability Education
Assoc Prof Marian Dobos and Prof Denise Jackson -
School of Health and Biomedical Sciences

– Interactive Learning Tools: Tailored for Electrical Engineering Courses
Lasantha Meegahapola - School of Engineering

7.3 Digital access to education

How and when people work and learn is changing. RMIT is transforming itself to adapt to those changes, in particular those driven by technology. Several priorities in our Strategic Plan relate to transforming student experience through a digitally enabled experience; and managing our resources efficiently and effectively though digital infrastructure.

Providing readily accessible online education is one way RMIT is encouraging participation in further education by students from low socio-economic backgrounds and mature age students balancing study and work commitments. We harness the power of our technological expertise to deliver courses online at affordable cost.

In 2016, we expanded our array of Massive Open Online Course (MOOC) offerings which enable all students to access to high quality, low cost and free courses.

RMIT also offers a wide range of 100% online postgraduate degree programs through RMIT Online. Our online programs are led by renowned academics and industry leaders with optimised content and learning strategies for the digital space. The ability to complete post graduate studies online provides opportunities for those driven to increase their qualifications while managing work, relationships and family. We offer six core business areas of study, including online programs in marketing, commerce, supply chain and logistics, project management, engineering management and human resources management.

Driving the UN's New Urban Agenda with MOOC

RMIT in partnership with the UN Global Compact Cities Programme has launched a world first Massive Open Online Course (MOOC) aimed at empowering people around the world to develop and sustain ethical cities. The launch took place at the UN Conference on Housing and Sustainable Urban Development (Habitat III) in Quito, Ecuador.

Ethical Cities: Shaping the Future of Your City takes a unique approach by harnessing the power of collaboration, storytelling and connecting with people to convey real life examples of what has helped and exacerbated local city problems. Participants form an international community to learn together about city level transformation, corporate social responsibility in relation to city governance and discuss the importance of ethical cites in responding to issues like inequality, unemployment, housing affordability, environmental degradation and corruption.

The MOOC offering directly targets several commitments of the UN's New Urban Agenda as well as Sustainable Development Goal 11: Making cities and human settlements inclusive, safe, resilient and sustainable. With almost 60% of the world's population expected to live in urban centres by 2030, Ethical Cities can play a significant role in shaping urban centres that promote public health and education, sustain natural resources and support economic prosperity.
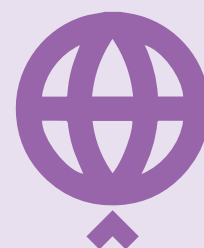
8. Ready for Life and Work

RMIT is dedicated to creating life-changing educational experiences through the changes in perspective and ambition sparked in our students by studying, working and belonging, and through the pathways and connections opened up by these experiences. This transformation in perspective and opportunity is at the heart of being ready for life and work.

More than half of our programs offer internships, placements and industry work experience. These opportunities lead to work-ready graduates while offering transformative life experiences that shape perspective and life outlook.

8.1 Employability

For our students, being able to find work in their chosen field enhances their self-esteem and sets them up to contribute positively to society. Supporting graduate employability is therefore a vital part of RMIT's role.

RMIT has set the following aspirations for 2020:

– Graduate Employability - Be equal to or greater than national (HE) or state average (VE)

– Graduates in Future Study - Be in top 10 universities nationally (HE) or maintain equal to or above state average (VE)

– Graduate Self Employment - Maintain top 10 ranking nationally (HE) or maintain equal to or above state average (VE)

We are developing a strategy to create a step change in overall student satisfaction across the top 200 programs. Employability skills ensure graduates stand out to prospective employers in a competitive marketplace. Along with technical understanding and subject knowledge, employers now demand transferable skills such as communication, teamwork, problem-solving, initiative, organisation, and proficiency with digital technologies.

Career Development Learning encourages students to develop their self-awareness and opportunity awareness, enabling them to better manage their career options and outcomes to improve their employability. The '3 E's' framework – explore, experience, engage – scaffolds career development learning skills development for students as they transition through the three levels of a program; first year, mid-program, final year.

The RMIT 'Jobs on Campus' program creates part time employment opportunities for students on campus. This in turn helps improve employability and links in with study 'Work Integrated Learning' requirements.

8.2 Work Integrated Learning

Work Integrated Learning (WIL) is an integral part of the learning experience for our students. WIL involves gaining hands on experience with industry or community partners and the opportunity to directly apply classroom theories to real life situations.

It comes in many forms including clinical placements, internships, cooperative and field education, vocational and professional practices. In addition to building up their resume, students who take up a placement or project on campus or in the workplace can have their work formally assessed for credit.

Participating in WIL adds to the breadth and depth of our graduates' knowledge and skillset. Access to WIL experiences was increased in 2016, reflecting the value of the experience. Students report the development of skills such as problem solving, teamwork and interpersonal communication techniques in work settings.

WIL participants also gain the opportunity to understand work culture and specific competencies of professions and industries. Participating in placements and programs enables our students to establish a network of contacts that can help them gain employment. However most importantly, our students get a taste of working in the industry and can decide whether it's a career path they want to pursue.

8.3 Industry Mentoring Platform

Students are encouraged to join the mentoring platform to be partnered with experienced professionals for one-on-one guidance in their future industry. The platform helps students transition from study to work, gain knowledge of an industry from outside the classroom, as well as enhancing their resume and professional network.

Several different mentoring options assist students in areas such as:

– Career mentoring
– Women@RMIT mentoring
– Pride mentoring
– Aboriginal and Torres Strait Islander mentoring
– Mentoring of vocational educational students
– Singapore and Vietnam specific career mentoring

Our mentors come from a variety of private, public sector and not-for-profit organisations and have management and leadership experience. Many mentors are RMIT alumni who have had similar experiences to our students and all are dedicated industry professionals who have volunteered to support future entrants into their industry.

8.4 Future Edge

Future Edge is a University wide program to enhance key employability skills. The program provides a gateway to employability activities across the University and in the wider community. It provides students with a pathway for formal recognition of co-curricular activities through acknowledgement of participation on students' academic transcript of results. There are a number of skills workshops available covering digital literacy, entrepreneurship, leadership, cultural awareness and cross cultural communication skills.

8.5 Global Mobility

With increasingly globalised labour markets, we want to enhance work mobility through the experience we provide our students. This begins with our RMIT community that reflects a global array of cultures, customs, languages and ideas. RMIT boasts one of the largest number and proportion of international students of all Australian universities, ensuring that all graduates are exposed to global thinking and perspectives throughout course work and campus life.

RMIT aspires to be number one among Australian Technology Network (ATN) universities and top three for all Australian universities for student mobility. This year saw a total of 2,661 students participate in global mobility programs, ranging from semester-long study programs, short-term study programs and work based programs.

RMIT's reach extends worldwide with campuses, programs and partnerships across a network of global urban centres. Establishing ties with our industry partners in Asia, Europe and the Americas further improves global employment prospects for our graduates.

8.6 Enterprise

Enterprise skills are highly valuable as they enable graduates to create new ventures and seize business opportunities, or be a substantial contributor to an enterprise as an employee. An enterprising mind-set includes a mix of creative, entrepreneurial, leadership and problem-solving skills.

Through our expertise in technology, design and enterprise, we have helped thousands of our students, alumni and partners to translate innovative ideas into successful businesses. The New E nterprise Incentive Scheme (NEIS) supports the creation of small businesses by offering training in the Certificate IV Small Business Management, financial assistance and mentor support. RMIT has been awarded the NEIS contract by the Department of Education to deliver NEIS programs across the Victorian locations. RMIT graduates have one of the highest rates in Australia of creating new enterprises.

This year, we initiated the RMIT Activator, a platform that helps students, staff and researchers 'activate' their own start-up ventures. As the entrepreneurial lifecycle is never the same for two people, the Activator platform is tailored for each individual start up. Participants have access to online modules as well as start-up sessions, workshops, collaboration sessions and coaching. Through our strong networks with industry and enterprise, we are in a unique position to offer innovative thinkers the opportunity to be connected with and mentored by some of the world's most successful entrepreneurs. Our Activator Capital Fund has over $7 million available to support the pre-seed funding stage for new start-ups.

For more information about the range of enterprise initiatives visit:
⌖ enterprise.rmit.edu.au

9. Diversity and Inclusion

A great source of strength for our University is the diversity of our students and staff. We ranked 35th in the world in 2016 for the international profile of our academic staff. Around 15 per cent of our 82,000 students are international students in Australia and 23 per cent are international students outside Australia. The diversity of our educators and students plays an important role in developing rounded, culturally sensitive graduates that understand global challenges and appreciate different perspectives.

To nurture this diverse community, we are committed to creating an environment that supports the physical and emotional wellbeing of our students and staff. We do this through listening and responding to feedback, providing a built environment that fosters productivity, inclusion and connection and building a culture of tolerance, respect and incisiveness.

In 2016 we adopted a Diversity and Inclusion Framework, including a comprehensive set of action plans on Accessibility, Cultural Inclusion, Diverse Genders, Sexes and Sexualities, Gender Equality and Students from Low Socio-Economic Backgrounds. These plans align with our Strategic Plan and cover both staff and students. Through the framework and plans we aim to promote diversity and inclusion with visible commitments and actions by the University leadership as well as through communications, events and staff development. Actions we are taking include:

– Consulting with culturally and linguistically diverse (CALD) staff and students to identify issues and to plan, implement and evaluate initiatives.
– Upgrading our physical infrastructure to improve accessibility for people with disabilities
– Employing more Aboriginal and Torres Strait Islander staff.
– Celebrating cultural diversity, including on days of cultural significance and events.
– Providing professional development for teaching staff to enhance awareness and practice in relation to inclusive teaching and the first-year curriculum.

Through the Sustainability Annual Report we will track the progress and achievements of this framework.

Each plan is outlined in this section, with further details on the Diversity and Inclusion Framework found on our website:
www.rmit.edu.au/about/our-strategy/values/living-our-values/diversity-and-inclusion

9.1 Cultural Inclusion

In the Strategic Plan, RMIT affirms its ongoing commitment to 'inclusion' as one of its key values 'Cultural Inclusion' is a broad concept that encompasses differences between people such as language, birthplace, ancestry, ethnicity, cultural traditions, societal structures, and religion. For RMIT to be inclusive of cultural and linguistic diversity, we need to ensure our policies, practices and behaviour support inclusion and equality, and do not perpetuate systemic discrimination or exclusion due to unconscious bias, stereotypes, or other inappropriate assumptions.

The Cultural Inclusion Plan sets out the actions we will take to promote cultural inclusion across the University, and to improve the experience and outcomes of staff and students from culturally and linguistically diverse (CALD) backgrounds.

The 'Enabling a Culturally and Linguistically Diverse Workforce' professional development course is available to all staff. The course provides a deeper understanding of cultural inclusiveness for staff at RMIT. This workshop is directly aligned to our Cultural Inclusion action plan. As part of this workshop, an international student is invited to share their own story of being in Australia to provide some context to the discussion of cultural diversity. The stories highlight why culture differences can impact and connect people to deepen learning.

9.2 Aboriginal and Torres Strait Islander Students and Staff

RMIT is an organisation that recognises the inherent value of Aboriginal and Torres Strait Islander traditions, heritage, knowledge and perspectives to the University. We aspire to be recognised for our leadership in integrating indigenous students and working together with Indigenous communities to improve learning and employment outcomes. Our Strategic Plan explicitly states that the University has 'a responsibility to lead on supporting Aboriginal and Torres Strait Islander students'.

A new Deputy Pro Vice-Chancellor and Professor of Indigenous Education and Engagement role has been created within the Education Portfolio. The role will work across the University and with stakeholders to position RMIT as a lead voice in the public discourse on issues affecting Indigenous communities. The role will be crucial to building the vibrant culture of respect and participation that is central to RMIT's strategic goals in inclusion, diversity and indigenous affairs.

Reconciliation Action Plan

Released on National Reconciliation Week in 2016, the Reconciliation Action Plan is a significant commitment to Aboriginal and Torres Strait Islander peoples' education, employment and lifelong outcomes. Developed in consultation with a wide range of stakeholders, the RAP includes actions to improve the participation and success of Aboriginal and Torres Strait Islander students and staff.

Indigenous Specialisation Courses

We have fourteen undergraduate and eight postgraduate Indigenous Specialisation courses that are open to all RMIT students. These are indigenous-themed elective courses designed to embed Aboriginal and Torres Strait Islander issues into existing programs of study. They aim to provide students with an understanding of the cultural, historical and contemporary frameworks that have shaped the lives of Aboriginal and Torres Strait Islander peoples in Australia and globally. Students who complete four Indigenous Specialisation elective courses receive a formal acknowledgement on their academic transcripts.

Aboriginal and Torres Strait Islander Employment Plan

RMIT is committed to the appointment, retention, development and support of Aboriginal and Torres Strait Islander staff. The Aboriginal and Torres Strait Islander Employment Plan 2016–2020 sets specific goals to create a workforce that is inclusive and reflects the diversity of peoples and cultures that exist in the wider Australian community.

Aboriginal and Torres Strait Islander staff numbers (FTE) have increased by over 250 per cent since the implementation of the first Indigenous Employment Plan in 2007 ('Togip-gabaareng'). The implementation of the plan has started to have significant impacts to indigenous employment across the University, but has also highlighted opportunities to improve indigenous retention.

Cultural Awareness Training

We have also developed Aboriginal and Torres Strait Islander Cultural Awareness Training course for staff which is available through our DevelopMe platform.

The aim of this training is to embed cultural respect and understanding into policy, service delivery and people management to improve outcomes for Aboriginal and Torres Strait Islander people wanting to access higher education and employment opportunities.

The delivery of this training also demonstrates our commitment to making RMIT an institution of choice for our First Nations people, as well as addressing actions of the RMIT Reconciliation Action Plan and Indigenous Employment Plan.
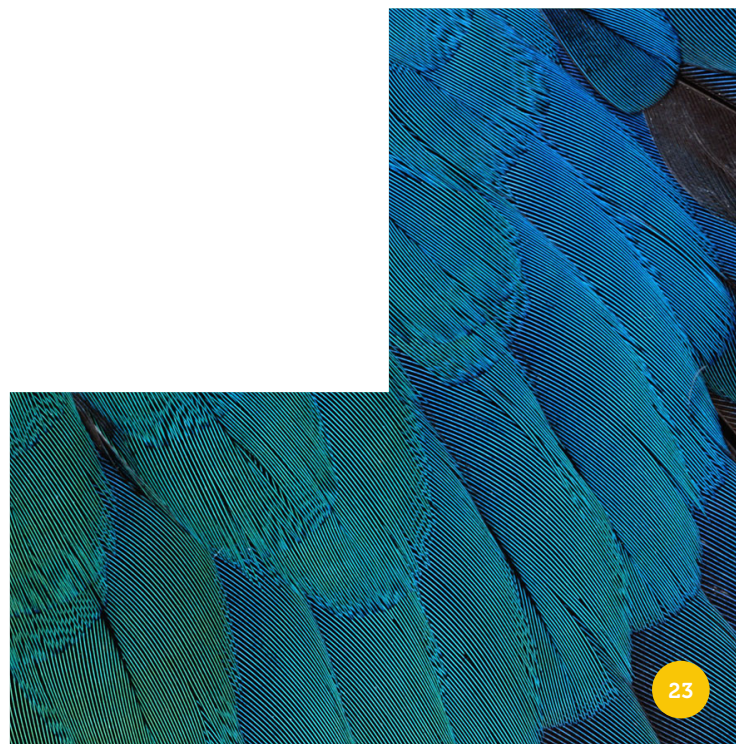
9.3 Accessibility

The RMIT Accessibility Action Plan details our commitment to improving RMIT's practices to better support diversity, safety and wellness for our staff, students and visitors.

Over seven focus areas, RMIT's Accessibility Action Plan for staff students and visitors with disabilities aims to:

– Demonstrate visible leadership commitment to inclusion and diversity, and promote awareness and appropriate behaviour among staff and students.

– Ensure that our physical and digital environments are accessible, inclusive, and safe.

– Provide an equitable and inclusive experience for all students and staff with disability.

– Continue to promote inclusive teaching and assessment practices as the standard to support all students.

– Improve the provision of "reasonable adjustments" to teaching, learning and assessment for individual students as required.

In adopting and implementing this Accessibility Action Plan, RMIT demonstrates how it values the richness of diversity among students and staff, and recognises its responsibilities to take University-wide transformative actions to enhance inclusion for staff, students and visitors with disabilities.

Equitable Learning Services

Making sure our campuses and education can be accessed by students, staff and visitors with disabilities is one of our key social responsibilities. Equitable Learning Services (formally the Disability Liaison Unit) assists students living with a disability, long-term illness and/or mental health condition to ensure that all students can actively participate in all aspects of RMIT life.

In 2016 the Equitable Learning Services team undertook a significant overhaul of the service delivery model, integrating directly into 'RMIT Connect'. The Student Services staff now have greater knowledge and awareness of support services available, ensuring students requiring assistance are paired with the appropriate services.

Infrastructure Upgrades

To support the Accessibility Action Plan, RMIT allocated $1.4million to upgrade buildings and infrastructure to improve accessibility and compliance with the Disability Discrimination Act (DDA). The works undertake this year, as part of a long-term program to improve infrastructure accessibility, included:

– Car space upgrades
  (bollards, line marking and signage)

– Ramp upgrades
  (handrails, tactiles and uneven surfaces)

– Stair upgrades
  (handrails, tactiles, slip resistant surfaces and signage)

– Door upgrades (visual contrasting, accessible buttons and swipe card readers, handles, latches, door automations)

– Amenity upgrades
  (lighting, GPO access, bathroom furnishing and placements)

9.4 Diverse Genders, Sexes and Sexualities

The Diverse Genders, Sexes and Sexualities Action Plan was developed in response to feedback from our staff and students. We wanted to understand the lived experience of those who identify as lesbian, gay, bisexual, transgender, intersex, or queer (LGBTIQ) and get their advice on how to improve their experience at RMIT.

Some of the priority actions in this plan are to:

– Promote a culture of inclusion and respect, through leadership actions, communications, events, training, and professional development for staff.

– Enhance policies and procedures for inclusive clauses, language and benefits.

– Provide appropriate and responsive services and facilities.

– Enhance provision for transgender and intersex staff and students, including the recognition of sex and gender through University systems and processes.

9.5 Low socio-economic backgrounds

RMIT's Students from Low Socio-economic Backgrounds Action Plan outlines the steps we will take to provide an inclusive and supportive environment and facilitate access to education. We believe that those with the capacity and desire to attend university should be able to do so.

In the RMIT Scorecard of key performance indicators for the Strategic Plan, we commit to improving the enrolment of commencing domestic students from low SES backgrounds over the next five years. The scorecard outlines a target for 2020 for low SES student access, to match the performance of leading Australian institutions, and to exceed the national average for higher education and the state average for vocational education access.
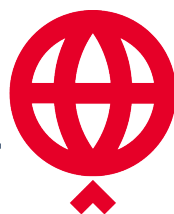
The plan builds on the wealth of good practice already in place at RMIT to improve access and to provide an equitable and inclusive experience and outcomes.

Information about our Gender Equality Action Plan will be included in Section 10 of this report 'Empowering our Staff'.
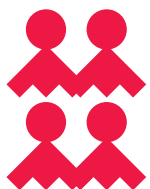
51% female to 49% male employees at RMIT.

$1.4M to improve accessibility on campus

Ngarara Place - connecting land, culture and heritage

Ngarara Place, our unique indigenous courtyard, was officially opened during National Reconciliation Week in June 2016, coinciding with the launch of our Reconciliation Action Plan. Ngarara Place presents a space that combines nature, colour, culture and history to illustrate the Kulin Nation's seven seasons.

Designed and built by a mainly indigenous team from award winning architecture and interior design firm Greenaway Architects, the courtyard draws on four key ideas – Connection to Country, Cultural Motifs, Contemporary Aboriginal Art and Knowledge Exchange. Symbolising the strong connection to land inherent in Aboriginal culture, the courtyard incorporates amphitheatre seating, a sculptural laser-cut smoke pit and a space to host indigenous ceremonies and events.

The courtyard includes radiating arms that extend to surrounding buildings. This feature pays homage to traditional carving practices and body paint among other cultural practices. The most visible feature of the space is a contemporary artwork by Aboriginal digital artist Aroha Groves. In the words of Greenaway Architect's Design Director, Jefa Greenaway, the artwork "evokes nature, place and connections to Country and acts as a backdrop that reinforces the landscape setting in which it is located." The natural environment comprises endemic and indigenous plants including species traditionally used for medicinal, edible and practical purposes (i.e. for weaving).

In December, Ngarara Place was awarded the 2016 Premier's Design Award in the Design Strategy category. The award noted that the project embraces indigenous sensibilities and presents an opportunity to continue a dialogue around celebrating Aboriginal art and culture.

10. Empowering our Staff

Our staff are the key to realising our University's vision, they are experts in their field - innovative in their thinking and connected to industry and our communities. We strive to empower our staff to achieve greater impact and support them in their work.

Our Strategic Plan outlines our approach to attract, develop and retain an empowered workforce.

The focus areas for 2016 were:

– Implement recommendations to deliver a more flexible workforce and develop an employment relations strategy.

– Develop a diversity action plan and take action to increase the number of women in leadership position across the university.

– Launch a coordinated effort to simplify the way we work, and enhance ways of working together including through project management.

– Engage broadly to progress our strategic priorities.

Direct engagement with staff is critical in our effort to provide meaningful and rewarding careers. This engagement takes a variety of forms including staff surveys, performance reviews and support services. We measure our performance through these feedback mechanisms and work collaboratively to overcome challenges.

The results of this year's Staff Pulse Survey indicated there were opportunities to improve staff engagement. We aim to address the key drivers of staff engagement and have set targets for over the next three years via the development of local action plans and University-wide solutions.

All of our on-shore employees are covered by Enterprise (Collective) Bargaining Agreements.

10.1 Our diverse workforce

Our approach to diversity and equal opportunity is reflected in the profile of our workforce. We have maintained close to a 50:50 ratio of male to female employees at our Melbourne campuses with a slight increase in female employees, who now represent 52% of our workforce (51% in 2015). In 2016 there were 738 new recruits across all staff types with 329 new men and 409 new women employed, representing an employee turnover of 14.6%.

In Vietnam, we have also seen a modest increase in female employment with females now comprising 55% of the workforce. New data on staff recruitments at our Vietnam campuses shows that in total in 2016, there were 197 new appointments made consisting of 105 women and 92 males.

Employment Statistics – Contract Type (Head Count)

Employees by Contract	Total	Female	% Female
Permanent	3,334	1,843	55%
Temporary	7,340	3,684	50%
Full Time	3,494	1,702	49%
Part Time	7,180	3,825	53%

Reported as of June 2016

Employment Statistics - Melbourne*

Staff Category	Total FTE		Female FTE		% Females	
	2015	2016	2015	2016	2015	2016
Academic (HE)	1,850	1,895	729	757	39%	40%
Teaching (VET)	639	679	305	329	48%	48%
Professional	2,363	2,348	1,448	1,474	61%	63%
Executive	95	95	26	36	27%	38%
Total	**4,947**	**5,017**	**2,508**	**2,596**	**51%**	**52%**

New Staff Recruitment	Total FTE	Female FTE	% Female
Academic (HE)	216	87	40%
Teaching (VET)	51	29	57%
Professional	455	284	62%
Executive	16	9	56%
Total	**738**	**409**	**55%**

Reported as Full Time Equivalent (FTE) as of December 2016

Employment Statistics - Vietnam*

Staff Category	Total FTE		Female FTE		% Females	
	2015	2016	2015	2016	2015	2016
Academic (HE)	126	128	46	46	37%	36%
English language	66	60	18	16	27%	27%
Professional	330	385	218	254	66%	66%
President's office	15	13	5	5	33%	38%
Total	**537**	**586**	**287**	**321**	**53%**	**55%**

New Staff Recruitment	Total FTE	Female FTE	% Female
Academic (HE)	34	13	38%
Teaching (VET)	35	7	20%
Professional	127	85	67%
Executive	1	0	0%
Total	**197**	**105**	**53%**

Reported as Full Time Equivalent (FTE) as of December 2016

10.2 Leadership capability and workforce development

This year, the RMIT 'Be Ready' leadership development program was introduced, part of a four-year plan to enhance leadership performance. This program was designed to create a unified leadership group of staff with a deep understanding of real collaboration and authentic leadership. The initiative will contribute to a capable group of leaders with enhanced commercial acumen, accountability and skills for the practical application of strategic initiatives.

We have invested in a staff capability framework and career pathways to ensure we develop a workforce with a high-value mix of industry experience and knowledge and a commitment to innovative research and teaching. We offer a range of professional development opportunities to our staff through the developME platform. This platform contains learning and development programs, workshops and resources, delivered through a variety of methods including face-to-face workshops, self-paced training options and online e-learning modules. All staff participate in the RMIT Work Planning System which involves regular performance and career development reviews.

10.3 Gender Equality

The RMIT 2016-2020 Gender Equality Action Plan has been developed to provide a framework for identifying and addressing the remaining barriers to women's inclusion and progression at the University.

The Action Plan identifies three broad areas for focused attention that will enable strategic, sustainable and meaningful change within our workplace:

– Leadership and Governance - RMIT recognises and actively involves women at all levels of governance, management and leadership.

– Employment Conditions - RMIT respects and protects the employment conditions of women to enable their full participation in the workforce.

– Women's Career Advancement - RMIT fosters an environment that supports the career advancement of women to ensure, develop and retain our talent.

We are striving to achieve gender pay equity through a formal policy, and by ensuring managers are held accountable for pay equity outcomes. We conduct an annual pay equality analysis and prepare recommendations to the RMIT Council to address gender pay gaps. We also made a commitment to develop and implement a policy for improving the representation of women on decision-making committees with a target of at least 30% women with the aim of achieving equal representation.

50% Women in Managerial Roles at RMIT

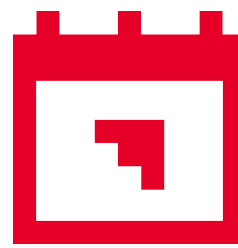|	Total	Female	% Female
Governance bodies	**13**	4	31%
Managers	**490**	243	50%
Non-managers	**10,181**	5,284	52%

Diversity metrics reported as staff headcount as at June 2016

10.4 Supporting work/life balance

We want to provide a flexible workplace to support our people with caring responsibilities or particular needs. We offer paid parental leave and a return to work bonus for staff returning to work after parental leave, access to unpaid parental leave for causal staff, paid leave for domestic violence and a flexible working policy which covers working at home.

All staff are entitled to carer's leave under the Enterprise Bargaining Agreement. During the 2016 financial year, 167 employees (163 women and 4 men) took primary carer's leave, while 54 employees (20 women and 34 men) took secondary carer's leave.

221 Employees took carer's leave in 2016

Employment Statistics - Melbourne*

	Primary Carer's Leave		Secondary Carer's Leave		Return to Work	
	Female	Male	Female	Male	Female	Male
Managers	72	3	0	34	70	37
Non-Managers	91	1	0	20	88	21
Total	**163**	**4**	**0**	**54**	**158**	**58**

More detail about our human resources policies and procedures are found at:

www.rmit.edu.au/policies/humanresources

11. Health, Safety and Wellbeing

Our team of health and safety professionals provide information, advice, and support to help our staff manage the health and safety risks associated with the various activities undertaken across the Schools and Departments of the University.

11.1 Occupational Health and Safety

We are serious about our commitment to providing a safe working environment for our staff. This is our primary social responsibility and is essential to attract and retain the best academic and professional staff. This year saw the continued roll out of our new Health and Safety Risk Management Framework. Recommendations provided by a review of safety by consultants Deloitte have led to improvements in our understanding of incident and injury reporting and investigation, in association with the planned implementation of a new health and safety software reporting tool.

Programs for employee health and wellbeing in 2016 were refocused to deliver a coordinated approach to identifying health issues likely to affect our employees and developing solutions for improvements.

Our lost time injury frequency rate increased this year from 2.07 to 2.73. RMIT continues to encourage hazard and incident reporting across the University to ensure the health, safety and wellbeing of our community.

11.2 Campus safety and security

RMIT Campus Safety and Security works to ensure that our spaces are safe and stable environments for students, staff and visitors.

SafeZone is a free app for all RMIT students and staff that connects directly to the Security team if they need help on campus. RMIT's Security team monitors SafeZone 24 hours a day and registered users also receive any critical notifications from the University.

Another service offered by our Security Team is the free security escort service, students and staff can contact the team for them to walk with them to University car parks or the nearest public transport area.

The New Academic Street projects undertook major campaigns on campus safety to ensure that the community were safe and aware of potential hazards associated with major construction. The light-hearted campaign effectively delivered serious messages and received very positive feedback on social media.

Occupational Health and Safety:

	2014	2015	2016
Lost time injury frequency rate	1.81	2.07	2.73
Change to previous year	-37%	+14%	+32%
WorkCover claims submitted	32	37	33
Change to previous year	-16%	+15%	-10%
OHS incident reports	426	370	541
Change to previous year	+3%	-13%	+46%
WorkSafe notifiable incidents	13	23	20
Change to previous year	+117%	+77%	-13%
WorkSafe improvement notices	0	1	0

The statistics cover all of RMIT University LTIFR, OHS serious potential incidents, notifiable incidents of directly employed RMIT staff.

The exceptions are:
- Workcover claims - this applies to workers compensation requirements here in Australia and is not applicable to RMIT Vietnam and RMIT Europe
- WorkSafe Improvement Notices are also specific to Australia

11.3 Wellbeing

Every year RMIT asks for feedback from its students to help inform its services and programs. To support student health and wellbeing RMIT runs a number of programs. In Australia, at both our City and Bundoora campuses, we run fitness centres to support staff and student health.

Our online 'Wellbeing Central' site offers resources to support students to manage their physical and mental health and wellbeing and other online areas offer advice and resources on health, drugs and alcohol and staying safe. We also offer free counselling to current RMIT students and all campuses.

Student Wellbeing Advisors at RMIT Connect offer support and advice to international students during their time in Australia. They provide free and confidential advice, including settling into study at RMIT, living in Melbourne, accommodation options, managing money, emergency assistance, and getting involved in student life.

A range of health and wellbeing initiatives, tools and resources are also available to staff which align with our core goal to encourage us all to Work Safe and Live Well.

A sample of these initiatives are highlighted below:

Healthy body	Healthy mind
Events - RMIT staff games, Round the	Development workshops
Health conditions matrix	Mental health awareness
Fitness Facilities & Myotherapy Clinic	RMIT University Psychology Clinic
Healthy relationships	**Healthy workplaces**
Employee assistance program	Parenting rooms
RMIT Chaplaincy	Smoke free campus
R U OK? Day at RMIT	Smoke free campus

12. Sustainable Operations

RMIT is committed to developing buildings and facilities that are designed to meet high standards of energy and water efficiency, whilst reducing our carbon emissions and encouraging responsible behaviours. Integrating sustainability into our operations supports the RMIT Strategic Plan Goal 4 to manage our resources for long term value and improve environmental sustainability.

In 2016, RMIT created a new Environmental Management Advisor role within the Sustainability Team in Property Services. The role will develop an Environmental Management System (EMS) for Property Services. The EMS will provide a systematic approach to environmental risk and opportunities, including standardising waste management and assessing construction impacts.

12.1 Energy and emissions reduction

RMIT plays an influential role in shaping a low carbon, sustainable future through practical initiatives on campus and strategic partnerships with our wider communities.

In 2009 we set an ambitious target with our Australian Technology Network (ATN) partners to reduce our absolute greenhouse gas emissions by 25% based on 2007 levels by 2020. In 2016 our emissions were 29% below our 2007 levels, achieving our goal four years early.

This was accomplished through a variety of initiatives, including significant investment into energy efficiency through the Sustainable Urban Precinct Program and continued commitment to carbon offsets. Throughout 2016 the Carbon Management Working Group under the Sustainability Committee assisted Property Services in drafting a Carbon Management Plan. The plan, which will be released in 2017, will set out a new position on emissions reduction beyond our original target as we strive to remain at the forefront of global efforts towards a low carbon future.

We have also committed to offset 20% of our electricity consumption profile, offset were selected through the application of the University's Carbon Offset Strategy. The offsets purchased were strategically aligned with the location of our Vietnam campus.

In this report, we account for all energy and emissions produced and consumed on our Australian campuses and regional sites. We will work to include emissions from our international operations in future reports but due to the complexity involved we do not yet have a timeframe for completing this.

We calculate all emissions results (Scope 1 and 2, emissions intensity and emissions reductions) according to time appropriate Australian Government factors, using 2007 as our base year in line with the ATN agreement.

In 2007, our total emissions were 78,120 tCO2-e. RMIT follows the Greenhouse Gas Protocol in calculating Scope 1 and 2 emissions; our profile includes all Australian campuses in alignment with the National Greenhouse and Energy Reporting (NGER) legislation requirements.

We continue to improve our processes around data capture in our supply chain; as a result we will disclose scope 3 emissions in the 2017 Sustainability Annual Report.

> We have also committed to offset 20% of our electricity consumption
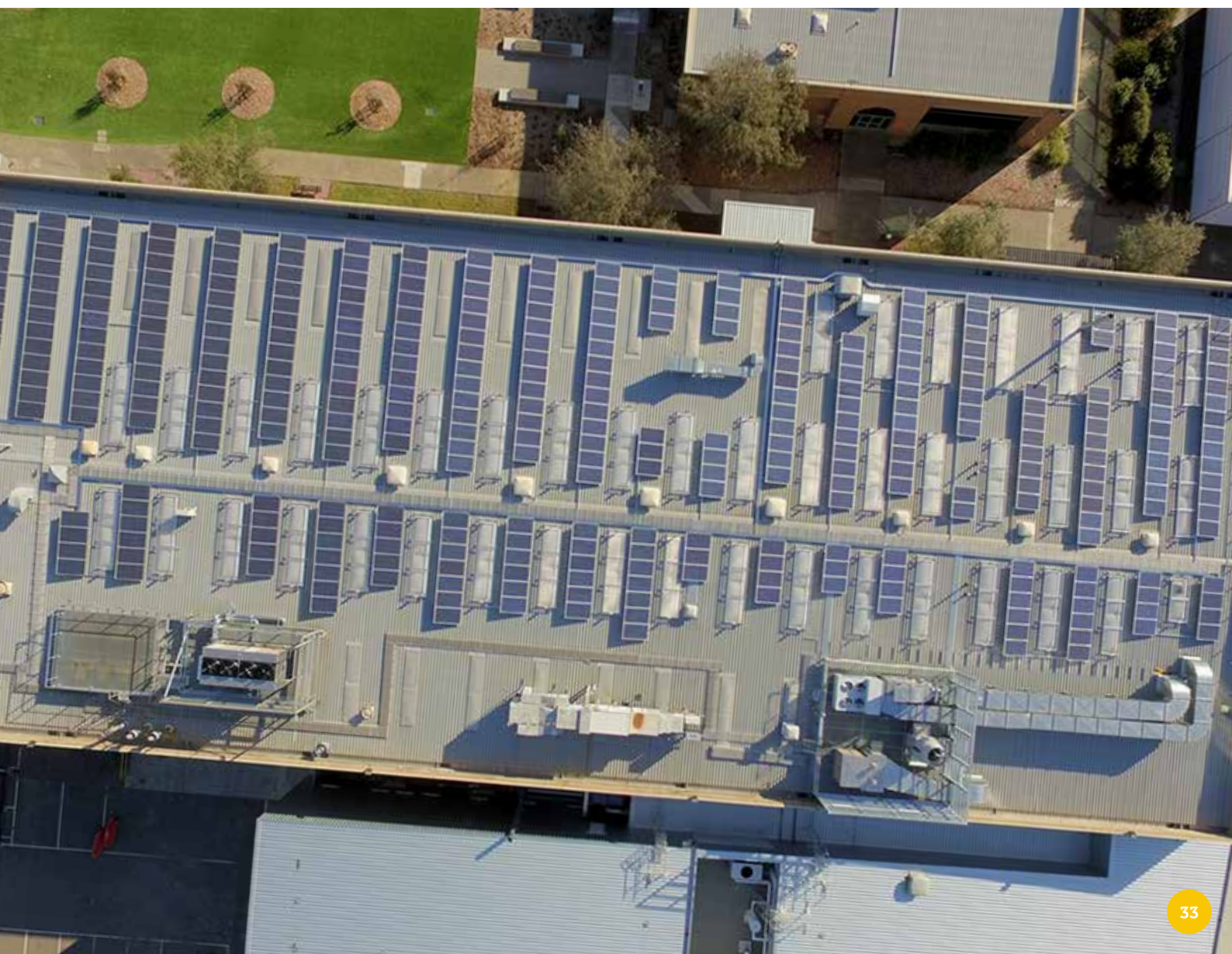
-29%
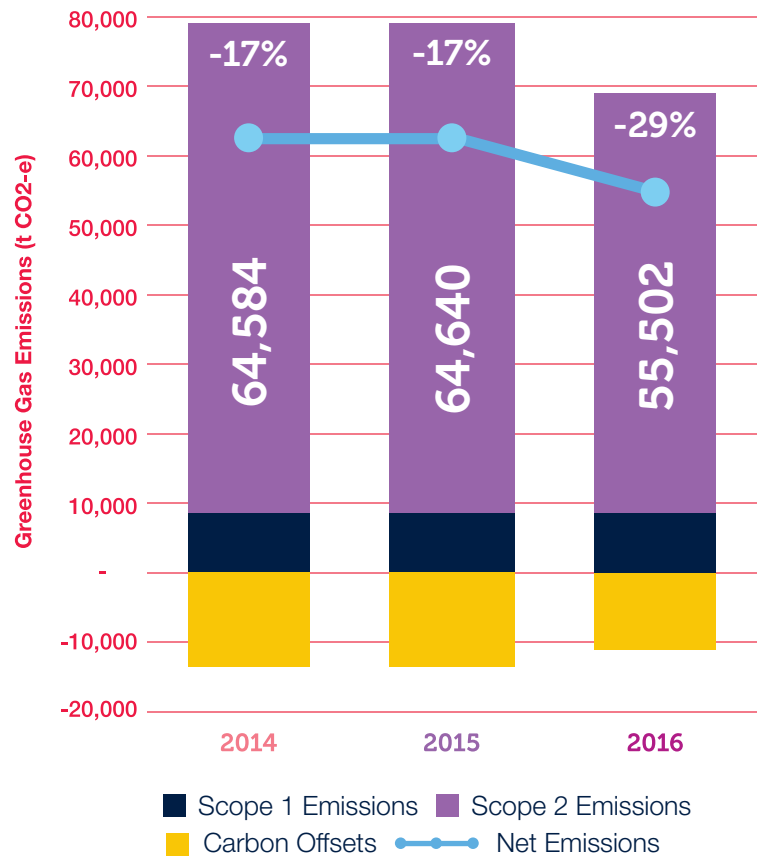## decrease in greenhouse emissions since 2007

RMIT Greenhouse Gas Emissions 2014-2016

Greenhouse Gas Emissions (t CO2-e)

	2014	2015	2016
	-17%	-17%	-29%
Scope 2	64,584	64,640	55,502

Legend:
- Scope 1 Emissions
- Scope 2 Emissions
- Carbon Offsets
- Net Emissions

Offsetting carbon, contributing to sustainable development

To implement our University-wide carbon reduction program we wanted to make a positive impact in a region where we operate. In 2016 we selected two offset programs in Vietnam, purchasing 13,000 carbon offset units during the year. The funding was split between two projects, the Biogas Program for Animal Husbandry Sector of Vietnam and the Za Hung Hydropower Vietnam.
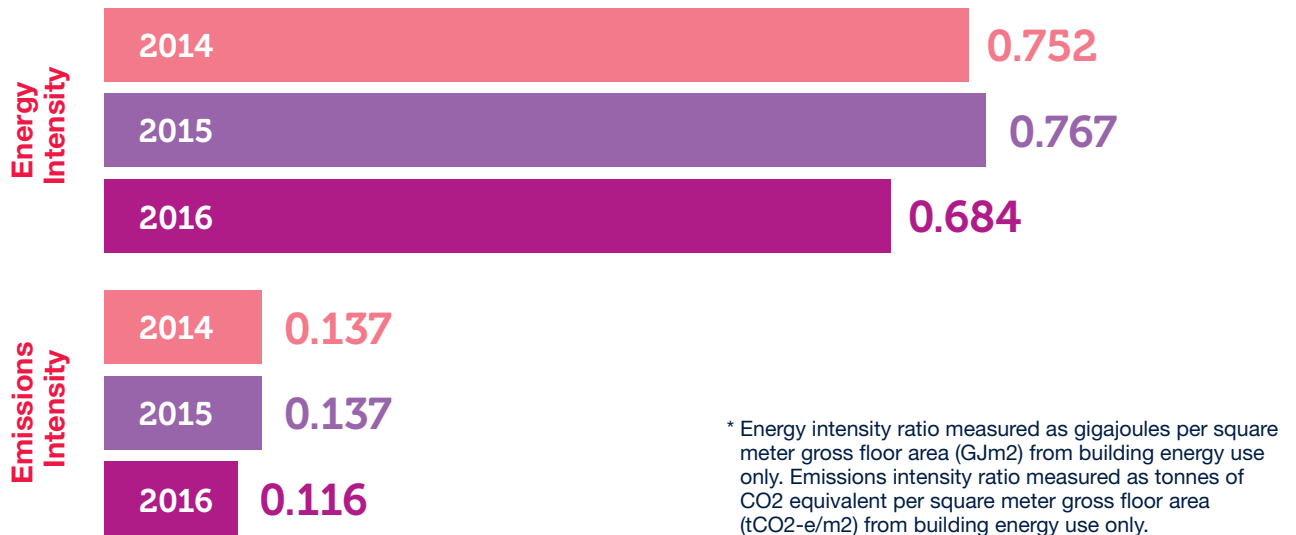
The Biogas Program addresses two issues faced by Vietnam's farmers: expensive and unhealthy cooking practices and untreated animal waste. Transforming animal waste into energy through biogas digesters results in clean and affordable energy, while combatting environmental and social problems connected to animal waste and wood fuel.

By establishing biogas enterprises and distributing the digesters to local people, the program contributes to ecological and economic sustainability. Through the program, clean energy has been made available to more than 840,000 people and vast quantities of greenhouse gas emissions conserved by diverting methane gas released from animal waste. Providing an alternative source of fuel other than wood reduces deforestation, positively contributes to habitat conservation, and preserves resources that absorb carbon from the atmosphere.

Clean cooking fuel also brings annual economic savings of US$120 per family and reduces indoor air pollution, lowering eye disease rates. The other program supported by our offset purchases is Za Hung Hydropower, located on the A Vuong River in Quang Nam province. The hydro plant is critical to address the electricity shortage in the region by directly supplying clean electricity to the national grid. Electricity shortages have led to frequent collapses in the grid in Vietnam and placed a constraint on economic growth. The project is influential in supporting the sustainable economic development of rural villages by improving infrastructure, supplying stable electricity and generating local employment.

As well as economic benefits, there are numerous positive environmental and social outcomes achieved through the project. Clean electricity reduces dependence on wood as fuel for lighting and cooking, thereby decreasing deforestation and soil erosion, and improving air quality within households and communities. The hydro plant maintains the required flow downstream to ensure there is no harm on fish habitats and migration patterns. The plant saves 167,000 tonnes of carbon emissions annually.

Energy and Emissions Intensity Ratios

Energy Intensity

Year	Value
2014	0.752
2015	0.767
2016	0.684

Emissions Intensity

Year	Value
2014	0.137
2015	0.137
2016	0.116

* Energy intensity ratio measured as gigajoules per square meter gross floor area (GJm2) from building energy use only. Emissions intensity ratio measured as tonnes of CO_2 equivalent per square meter gross floor area (tCO2-e/m2) from building energy use only.

| Energy Consumption	2014	2015	2016
Electricity	61,373,320 kWh	62,294,495 kWh	55,908,498 kWh
Natural Gas	132,957 GJ	136,478 GJ	124,108 GJ

Melbourne Renewable Energy Project

As six per cent of the Melbourne CBD we see ourselves as a key partner to the City of Melbourne and have an obligation to assist the city in addressing climate change. The Melbourne Renewable Energy Project is the first time in Australia that a group of large scale energy users have decided to investigate collectively purchasing large scale renewable energy through a group purchasing model.

RMIT has partnered with local governments, cultural institutions, education providers and private sector corporations to purchase large volumes of renewable energy. Led by the City of Melbourne, members of the purchasing group include RMIT University, Australia Post, NAB, the University of Melbourne, NEXTDC, Zoos Victoria, the City of Port Phillip, Moreland City Council, the City of Yarra, Citywide, Melbourne Convention and Exhibition Centre and Bank Australia

The group all share similar sustainability objectives and have joined together to drive investment in new renewable energy and local Victorian jobs. Through the project it is expected that a renewable energy generation facility will be built in regional Australia, supporting up to 140 jobs in the construction phase and ongoing jobs in the operation of the facility.

In the last year the group was formalised through a group memorandum of understanding and the released of a tender to market. Once the winning tender is selected, each member of the purchasing group will enter into a long term electricity supply contract for the renewable energy generated by the project.
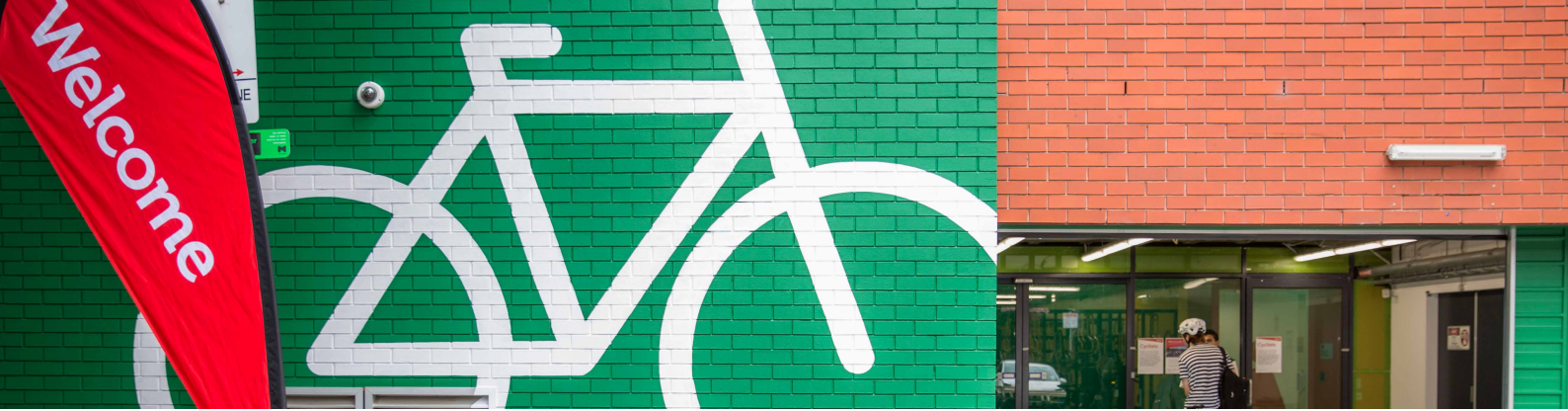
12.2 Materials and waste

As a global institution with high resource requirements, managing our materials and waste efficiently to minimise our environmental impact is important. 2016 was the first year that RMIT University operated under a consolidated waste contract across all sites, allowing consistency in calculation methodology.

The RMIT waste profile is provided by our waste contractor and includes waste from all University operations within Australia, excluding confidential paper waste and construction waste. The University produced a total of 1,155 tonnes of waste (using a volume to weight conversion it is 18,200 cubic meters of waste).

We had a landfill diversion rate of 22.33%, primarily made up of our mixed recycling and paper / cardboard recycling streams. Having established a baseline waste profile, RMIT can now build systems and processes to improve the current landfill diversion rates.

A university-wide Waste Management Plan is being developed and for implementation in 2017. The core of the plan involves reducing the amount of under-desk bins on campus, and rolling out consistent infrastructure that promote the segregation of waste and recycling. The new multi-sort three bin system incorporates landfill, mixed recycling and paper / cardboard streams. This has already been rolled out and tested in a number of new projects.

Waste and Recycling

78%
7%
15%
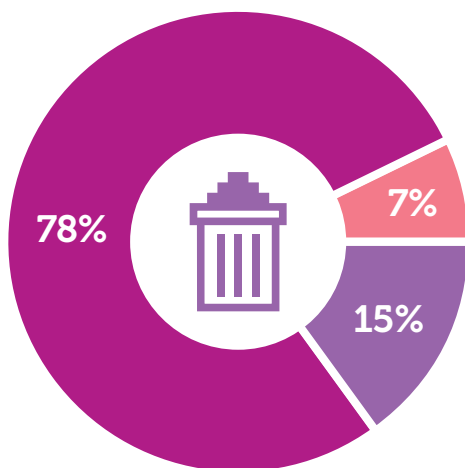
● Mixed Recycling ● General Waste
● Paper & Cardboard Recycling

12.3 Water

Through the Sustainable Urban Precincts Program, RMIT now actively monitors water usage across some of our largest consuming sites. This monitoring program has enabled us to identify and contain a number of leaks and increased consumption events. Managing water resources to improve water systems and enhance efficiency remains a focus for us. RMIT has installed a range of water saving technologies across all campuses, including grey water recycling, water efficient fixtures, rainwater harvesting and drought tolerant landscaping.

Water consumption across our Australian campuses was 241,488 kilolitres in 2016. This reflects a 12% increase in our water consumption since 2015 due to a number of operational requirements related to cooling tower cleaning and the drain down of heating and cooling loops at Bundoora. This consumption should stabilise and reduce in the coming years.

In the last year we doubled the on-site capacity for harvesting and storing water. Most notably we installed a large rainwater tank on the City campus, collecting water from the roof of Building 10, storing the water into 342kL of rainwater tanks. Interestingly these tanks were re-purposed submersible research tanks in the basement of the building. The rainwater collected in these tanks is reused for toilet flushing within the buildings, displacing potable water usage.

Hydration is essential for academic performance, and so across all our campuses we are promoting the use of water refill stations and reusable drink bottles. RMIT delivered new water refill stations that are robust, vandal resistant, highly visible and are DDA accessible. We also implemented a program of retrofitting bottle fillers on existing internal water fountains.

Benefits include reduced waste, improved affordability (it cost $3.00 for bottled water compared to $0.002 for the same amount in a refillable container) and equitable access to drinking water for students and staff.

12.4 Delivering our sustainable transport plan

Sustainable transport is important to our RMIT community to encouraging healthy and active lifestyles and reducing environmental impacts of transport choices. The University developed an Integrated Sustainable Transport Plan to enable and motivate students and staff to walk, ride and use public transport for study and work.

Each RMIT campus has different advantages and challenges regarding transport options due to their location and service provisions. RMIT continues to work with Public Transport Victoria (PTV) to ensure provision of train, tram and bus services continues to meet the needs of our community. In the last year RMIT and PTV worked to install a Myki top-up station on the Bundoora West campus.

RMIT supports cycling through the provision of free secure bike parking across all our campuses to student and staff. RMIT has increased the number of secure bike spaces on campus through the installation of the Building 51 Bike Hub and secure bike cages at Brunswick and Bundoora.

RMIT is excited to be a key stakeholder in the Melbourne Metro Rail Project. As part of the project RMIT will have a new underground station (CBD North) built on the doorstep of the City campus. We are continuing to work closely with the Melbourne Metro Rail Authority to ensure students and staff stay informed of the development and opportunities throughout the construction program. Once complete this new station will significant increase the accessibility of our campus and support sustainable transport.

Further information can be on the project found on
⌕ www.rmit.edu.au/metrotunnel

Building 51 Bike Hub

Riding to University helps our people to stay healthy, avoid traffic congestion and save money while reducing our environmental impact.

Opened in April 2016, the Building 51 Bike Hub at City campus provides cyclists a vibrant space to park bikes, conduct repairs and refresh in the changing rooms.

RMIT installed the state-of-the-art Bike Hub in response to feedback that the availability of high quality end-of-trip facilities would encourage more people to ride to the University. The Bike Hub project transformed a dark street level car park into a vibrant bike facility in just two months. It offers parking for 400 bikes, change facilities, showers, lockers, drying cupboards, ironing boards and hair dryers. Electric bike charging, repair stations and a bike vending machine stocked with all of your cycling essentials complete the space.

The Bike Hub has become a great space to meet fellow riders and even team up with those who share a common route. The front foyer is the home to weekly free bike fix workshops and in October became the main stage for Ride2Uni Day. The annual event is celebrated by hosting a breakfast event at each campus, with strong attendance demonstrating our fast growing community of cyclists.

The Bike Hub has been visited by a number of industry and community organisations, such as the RACV, City of Melbourne and Bicycle Network keen to learn from its success.

Post-occupancy evaluation survey results show that 86% of respondents believe the new bike parking services in Building 51 offers excellent facilities for both riders and bicycles, which is evidence by the high daily utilisation.

13. Sustainable Built Environment

We leverage the skills and expertise of the RMIT community to help us create a more sustainable and resilient built environment. Given our infrastructure footprint, we have an unparalleled opportunity to make a difference by seeking to embed sustainability across all our projects. We aim to create infrastructure that will encompass our sustainability values, whilst also delivering quality projects that contribute to transforming the student experience.

New and refurbished building projects incorporate Environmentally Sustainable Design (ESD) principles, such as energy and water efficient fixtures and low impact materials. We strive to create opportunities for students to interact with sustainable spaces and provide new perspectives on solving sustainability challenges. On a city level, we aim to shape the cities where we are located collaboration and innovation. Our capital works program this year attests to the importance that we place on the sustainable built environment.

> **Once SUPP is completed we expect to realise a 32,000 tCO2-e carbon emission reduction for the University every year.**

13.1 Sustainable Urban Precincts Program

The Sustainable Urban Precincts Program (SUPP) is a flagship project for RMIT University.

Since 2015 we have been working with our industry partners, Siemens and Honeywell, to deliver a program of works that will significantly reduce our energy and water consumption. This year saw us complete all works at the Brunswick campus and near completion of the Bundoora campus. We delivered 12 packages of work at Brunswick and 18 packages of work at Bundoora. As a result of the SUPP program, 37 buildings on these campuses have now been upgraded with initiatives, including energy efficient lighting, solar generation, consolidated building management systems, water saving measures and energy efficient heating and cooling assets.

Four packages of work remain under construction at the Bundoora campus, which are scheduled for completion in March 2017. The remaining packages include a tri-generation system, a new High Voltage network and the Building 201 air distribution upgrade which will deliver significant cost and greenhouse gas savings.

Also in focus for 2017, will be the completion of the SUPP program at the City campus; where the SUPP team is expecting a further reduction in 23 million kWh savings per annum. The largest energy savings will be attributed to the installation of a new co-generation plant; which converts natural gas into electricity and heating. Alongside this work, we will be installing another 6,000 LED lights across up to 40 buildings as well as introducing water saving initiatives. Smarter building automation will also be rolled out to ensure we continue to effectively manage our assets and environmental impacts.

Once SUPP is completed we expect to realise a 32,000 tCO2-e carbon emission reduction for the University every year.
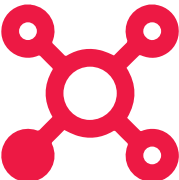
🔍 www.rmit.edu.au/supp

13.2 New Academic Street

Another significant development at RMIT is the New Academic Street (NAS) project. NAS is transforming the heart of the City campus into a vibrant, green, urban precinct that will enable us to improve life on campus. The carefully planned program is both renovating existing and creating new spaces on campus significantly upgrading our facilities. The project includes 13,000 square metres of new Library, Media Precinct, open-air terraces and balconies and mixed retail. The renovation of the Swanston Library, which will double its capacity and provide more than 2,000 study spaces across multiple floors with access to fresh air and natural light. The new RMIT Connect space brings all the student services into one location and provides better and timelier service to students.

Sustainability is a core goal for the NAS project, and the project has been designed to ensure resources provide long-term value. The project is aiming to be one of the first educational facilities to be rated under the Green Building Council of Australia's Green Star Interiors (pilot) tool targeting a 5 stars. This requires the NAS project to demonstrate that sustainable attributes have been used in the interior fit-out to create spaces that have a low environmental impact. Sustainability initiatives include the use of low-impact materials, well designed spaces, mixed mode ventilation and connection to efficient precinct energy and water systems.

🔎 www.rmit.edu.au/nas

2,000 study spaces across mutiple floors

13,000 square metres of new space created

13.3 Walert House

In 2016 new student accommodation was opened at the Bundoora campus, the building is named Walert House from the Indigenous Wurundjeri language walert meaning possum. Designed by Richard Middleton Architects (RMA) the 11,000m2 facility includes a village hall, living room, postgraduate research hub, informal learning space, gourmet kitchen, and a communal laundry. The building provides 370 beds in a broad mix of accommodation types and enhances the student experience by integrating learning and living on campus.

The building also has modern environmental features including solar hot water, an underground storm water retention tank and separate rainwater storage, a veggie patch, secure bike parking and motion sensor lighting and air conditioning in common areas.

Urban Animators: Living Laboratory

The Urban Animators: Public Art Program has been designed to weave RMIT's artistic talent in to the New Academic Street project. The program was curated by Grace Leone from our Centre for Arts, Society and Transformation and uses the NAS construction footprint as a canvas to nurture and present RMIT's new and established creative practitioners. The Program aims to investigate the possibility of evoking a more engaging individual and community experience of the urban landscape through practical art interventions integrated into fluid, changing, building and development sites.

The 2016 Urban Animators: Living Laboratory elective provided RMIT undergraduate students from all disciplines the opportunity to address an industry standard brief to create an artistic site responsive intervention in the urban public realm. Students received and applied industry feedback to submit a concept to the NAS Project Team with the chance to have their final concept physically realised on RMIT's City Campus during the NAS construction phase. Three students were selected to realise their artwork on the City Campus as part of the NAS construction.

- Shuichi Kori's work 'Notice' appropriated a construction site caution sign highlighting the extremely high rate of suicide within the construction industry. Each phrase responded to illustrations of personal protective equipment as subjects within the dialogue of mental health.

- Rae Fairbairn's work 'HIGHLIGHT' subtly challenged the hyper-masculine environment of the construction site by installing contrasting and unexpected, 'traditionally feminine' visuals into the site.

- Samantha Harlow- Black's artwork 'Making Place' reflected on the changing urban environment during construction and its effects on the experience of space. Samantha used the craft of weaving to recycle NAS marketing banners in a pre-formative work engaging the RMIT community.

Artist: Rae Fairbairn
Artwork: HIGHLIGHT

13.4 Sustainability annual works

No matter the size of the project we seek to implement sustainability across all our projects, as part of embedding sustainability into our daily operations. An example of this is attributing a proportion of the annual works budget directly towards sustainability related projects. The projects are aimed to assist in achieving operational goals, such as reducing on-site greenhouse gas emissions, water consumption, waste to landfill and supporting sustainable transport.

In 2016 we completed a number of projects including secure bike parking at the Brunswick campus, additional external and internal drinking fountains across all campuses and a technology trial of Voltage Optimisation equipment in Building 80.

The Voltage Optimisation trial project reduces the incoming voltage to site to a lower and more static level within Australian standards for equipment (closer to 220V depending on specific site requirements). Reduced voltage results in reduced energy consumption across certain equipment types; reducing costs and emissions for the University – it is expected that the technology will have a six and a half year payback. This project is being developed as a case study for student in disciplines, such as engineering and project management.

14. Supply Chain Sustainability

14.1 Sustainable sourcing

RMIT is continuously working to improve its supply chain by making decisions that support ethical producers and responsible consumption. Our supply chain is varied, comprised of suppliers that service our campus facilities, learning technology and on-site infrastructure services. We procure stationery and office supplies, catering, information and communications technology, campus services and travel services. The majority of our supply chain expenditure is in the area of building infrastructure, consulting services, equipment, facilities management and ITS software.

RMIT's Sustainable Procurement Working Group, established under the Sustainability Committee, is led by the Strategic Sourcing and Procurement Team (SS&P). The SS&P Group procurement policy ensures that the acquisition of goods and services across the University complies with a set of governance standards.

Our principles for procurement are:
– Value for money, being the functional and commercial benefits compared to the
– Total Cost of Ownership (TCO) including environmental, social and sustainable considerations;
– Open, fair and effective competition
– Accountability to ethical behaviour and fair dealing
– Probity and transparency
– Risk management

RMIT became a member of Supply Nation in October 2016. The nationally recognised initiative provides fair and equitable opportunities by connecting members to an extensive data base of Aboriginal and Torres Strait Islander owned businesses across multiple industries. RMIT strives to further strengthen our relationship with local Aboriginal and Torres Strait Islander communities in 2017 through reviewing current corporate responsibility and social initiatives criteria as part of our procurement strategy.

> **The Campus Store has been actively working to incorporate more Fairtrade certified products into their catalogue**

14.2 Fair Trade

Since 2009, RMIT has been acknowledged as a Fair Trade University by the Fair Trade Association. We have continued to encourage the use of fair trade products and promote fair and ethical trade through engagement initiatives.

This ties in to our Strategic Plan which emphasises our position and responsibility as an educational institution in creating impact and shaping the world we live in. In committing to supporting Fairtrade we are conveying those values to the broader University population. In May 2016, RMIT celebrated Fair Trade Fortnight, an annual global festival to raise awareness of social, environmental and economic issues associated with unethical production. Events included:

- Brunswick Fairtrade fashion expo, including fashion display with Oxfam merchandise. A showcase of student work and speakers panels, followed by sustainability networking drinks with the Student Union Sustainability Department.
- Bundoora campus screening of the 'True Cost' film with Fairtrade ice cream and chocolate in the student accommodation.
- A speaker event showcasing Seven Women's work in Nepal.
- Fairtrade displays in the campus store foyer for the whole month.

There has been significant progress made in improving the availability of fair trade products to the RMIT community. The Campus Store has been actively working to incorporate more Fairtrade certified products into their catalogue including:

- New Fairtrade, organic hoodies
- Fairtrade sports balls, polo shirts, T-shirts and varsity jackets
- Fairtrade tote bags designed by students

In the second half of 2016 a 'flashmob' was organised to increase engagement and understanding of the Universities commitment to supporting Fairtrade products. This built upon the momentum gained earlier in the year during Fairtrade Fortnight. Cafes on campus which incorporated Fairtrade products into their menus were recognised and celebrated. These outlets were presented with certificates acknowledging their efforts in helping us meet our goals and the students even sang them a song.

RMIT's Fair Trade Coordinator (Sustainability Committee funded WIL student) has built a strong working relationship with a number of key stakeholders to ensure these commitments to the Fairtrade label continue.

14.3 Responsible investment

RMIT is committed to being a sustainable organisation that listens to stakeholders and contributes to local and global social, economic and environmental transformation. We are proud to be part of the world's largest corporate sustainability initiative, the UN Global Compact, which tackles environment, human rights, labour and anticorruption challenges.

In 2016 the University entered into a constructive dialogue with the student-led 'Fossil Free RMIT' group who engaged in a passionate campaign about the level of financial exposure to fossil fuel-related industries within investment portfolio of RMIT's Philanthropic Fund. As demonstrated in Sections 12 and 13, RMIT takes a leadership stance on addressing climate change through genuine and practical action on campus.

One of the key operational responsibilities for RMIT University is to manage investments and resources so as to enhance our sustainability and independence as an organisation and further our goals in learning and impact. In addition to ensuring that our investment management practices achieve strong financial outcomes, we are committed to ensuring that we make socially responsible investment decisions that align with the University's values.

In order to meet our obligations, the Philanthropy Committee worked alongside the Sustainability Committee and engaged independent Environmental, Social, Governance (ESG) consultants to develop Responsible Investment Principles. These principles strengthen our ethical approach to the investment of the University Philanthropic Fund, our only pool of diversified financial assets.

Implementation of the principles has commenced with our fund managers who are signatories of the UN Principles for Responsible Investment (UN PRI). In the next Sustainability Annual Report we will track the ESG performance of our investment portfolio, including the carbon intensity.

🔎 www.rmit.edu.au/responsibleinvestment

15. Our Material Topics and Impacts

The table below shows the topics determined to be material for RMIT and the topic boundary – that is, where the impact related to that topic occurs and our involvement with that impact.

Material topic	Where the impact occurs
Designing sustainable cities	Communities in cities where RMIT research and design is implemented now and in the future.
Diversity and inclusion	Current and future students, staff and employees who study and work at our campuses and sites worldwide.
Employability and graduate impact	Our graduates entering the workforce and organisations where our alumni are employed or give their time.
Education for sustainability	Current and future RMIT students and staff; communities where our graduates apply sustainability concepts.
Student engagement in sustainability	RMIT students participating in campus sustainability initiatives or engaged through classroom teaching.
Green buildings and infrastructure	Our buildings and infrastructure at our campuses and sites.
Sustainability themed research	Cities and communities where the outcomes of RMIT research is applied.
Student wellbeing	Current and future students studying at all of our campuses.
Staff engagement	Staff at all of our campuses.
Responsible procurement	Our suppliers, including direct and indirect suppliers.

16. GRI Reporting Principles

Stakeholder Inclusiveness	The reporting organisation shall identify its stakeholders, and explain how it has responded to their reasonable expectations and interests.
Sustainability Context	The report shall present the reporting organisation's performance in the wider context of sustainability.
Materiality	Our graduates entering the workforce and organisations where our alumni are employed or give their time.
Completeness	Current and future RMIT students and staff; communities where our graduates apply sustainability concepts.
Accuracy	RMIT students participating in campus sustainability initiatives or engaged through classroom teaching.
Balance	Our buildings and infrastructure at our campuses and sites.
Clarity	Cities and communities where the outcomes of RMIT research is applied.
Comparability	Current and future students studying at all of our campuses.

17. GRI Content Index

General Disclosures

Disclosure	Reference or response	UN SDG	Page
GRI 102: General Disclosures 2016			
102-1 Name of the organisation	1. About this report		2
102-2 Primary brands, products and services	3.1 Organisational profile		5
102-3 Location of headquarters	3.1 Organisational profile		5
102-4 Location of operations	3.1 Organisational profile		5
102-5 Ownership and legal form	3.2 Governance		6
102-6 Markets served	3.1 Organisational profile		5
102-7 Scale of the organisation	3.1 Organisational profile		5
102-8 Information on employees and other workers	10.1 Our diverse workforce We do not record data by region.	8. Decent work and economic growth	26
102-9 Supply chain	14.1 Sustainable Sourcing	12. Responsible consumption and production	41
102-10 Significant changes to the organisation and its supply chain	Since February 2016, our Hamilton campus has been leased to South West TAFE		
102-11 Adoption of the precautionary approach	We adopt the precautionary approach in our management of health and safety risks as well as climate risks.		
102-12 External initiatives	3.4 Commitments 4.3 Partnerships	17. Partnerships for the Goals	7, 10
102-13 Memberships of associations	4.3 Partnerships	17. Partnerships for the Goals	10
102-14 Statement from senior decision maker	2. Message from the Vice Chancellor		2
102-16 Values, code of conduct and code of ethics	3.1 Organisational profile		5
102-18 Governance structure	3.2 Governance		6

Disclosure	Reference or response	UN SDG	Page
102-40 Stakeholder groups engaged	4. Stakeholder engagement		8
102-41 Collective bargaining agreements	10. Empowering our staff	8. Decent work and economic growth	26
102-42 Identifying and selecting stakeholder groups	4.1 Engagement mechanisms		8
102-43 Approach to stakeholder engagement	4.1 Engagement mechanisms		8
102-44 Key topics and concerns raised	Engagement Example 1: Silly Stuff		8
102-45 Entities included in the consolidated financial statements	www.rmit.edu.au/about/governance-and-management/governance/annual-reports		
102-46 Defining report content and topic boundaries	4.2 How engagement shapes our sustainability report		9
102-47 List of material topics	4.2 How engagement shapes our sustainability report		9
102-48 Restatements of information	There are no restatements from our 2015 Sustainability Report		
102-49 Changes in reporting	The 2015 material topics 'Education for Sustainability' and 'Mainstreaming Sustainability into the Curriculum' are now covered under Learning and Teaching for Sustainability.		
102-50 Reporting period	1.1 How we report		2
102-51 Date of most recent previous report	1.1 How we report		2
102-52 Reporting cycle	1.1 How we report		2
102-53 Contact point for questions	1.2 Our Sustainability Context		3
102-54 Claims of reporting in accordance with the GRI Standards	1.1 How we report		2
102-55 GRI content index	17. GRI Content Index		46
102-56 External assurance	1.2 Our Sustainability Context		3

Material Topics

Disclosure	Reference or response	UN SDG	Page
GRI 103: Management Approach 2016 - Designing sustainable cities			
103-1 Explanation of the material topic and its Boundaries	6. Research Impact 15. Our Material Topics and Impacts	11. Sustainable cities and communities	14, 44
103-2 The management approach and its components	6. Research Impact		14
103-3 Evaluation of the management approach	Metrics currently have not been developed for this issue, we anticipate progressing this in coming years.		
GRI 103: Management Approach 2016 - Diversity and inclusion			
103-1 Explanation of the material topic and its Boundaries	15. Our Material Topics and Impacts	5. Gender equality	44
103-2 The management approach and its components	9. Diversity and Inclusion		22
103-3 Evaluation of the management approach	9. Diversity and Inclusion	10. Reduced inequalities	22
GRI 103: Management Approach 2016 - Employability and graduate impact			
103-1 Explanation of the material topic and its Boundaries	8. Ready for Life and Work 15. Our Material Topics and Impacts	11. Sustainable cities and communities	20, 44
103-2 The management approach and its components	7.1 Assessing Impact 8. Ready for Life and Work		17, 20
103-3 Evaluation of the management approach	8.1 Employability		20
GRI 103: Management Approach 2016 - Learning and teaching for sustainability			
103-1 Explanation of the material topic and its Boundaries	7. Learning and Teaching for Sustainability 15. Our Material Topics and Impacts	4. Quality education	17, 44
103-2 The management approach and its components	7. Learning and Teaching for Sustainability 7.2 Sustainability Funding		17
103-3 Evaluation of the management approach	7.1 Assessing Impact		17

Disclosure	Reference or response	UN SDG	Page
GRI 103: Management Approach 2016 - Student engagement in sustainability			
103-1 Explanation of the material topic and its Boundaries	5. Supporting Sustainable Students 15. Our Material Topics and Impacts	4. Quality education	11, 44
103-2 The management approach and its components	5. Supporting Sustainable Students 5.1 Resourcing Sustainability Engagement		11
103-3 Evaluation of the management approach	Metrics currently have not been developed for this issue, we anticipate progressing this in coming years.		
GRI 103: Management Approach 2016 - Green buildings and infrastructure			
103-1 Explanation of the material topic and its Boundaries	13. Sustainable Built Environment 15. Our Material Topics and Impacts	13. Climate action	38, 44
103-2 The management approach and its components	13. Sustainable Built Environment 13.1 Sustainable Urban Precincts Program		38
103-3 Evaluation of the management approach	13.1 Sustainable Urban Precincts Program		38
GRI 302: Energy 2016			
302-1 Energy consumption within the organisation	12.1 Energy and Emissions Management	12. Responsible consumption and production	32
302-3 Energy intensity	12.1 Energy and Emissions Management	12. Responsible consumption and production	32
302-4 Reduction in energy consumption	12.1 Energy and Emissions Management	12. Responsible consumption and production	32
GRI 303: Water 2016			
303-1 Water withdrawal by source	12.3 Water	12. Responsible consumption and production	36
GRI 305: Emissions 2016			
305-1 Direct (Scope 1) GHG emissions	12.1 Energy and Emissions Management	13. Climate action	32
305-2 Energy indirect (Scope 2) GHG emissions	12.1 Energy and Emissions Management	13. Climate action	32
305-3 Other indirect (Scope 3) GHG emissions	Data is not currently available - we will report this next year.	13. Climate action	
305-4 GHG emissions intensity	12.1 Energy and emissions management	13. Climate action	32
305-5 Reduction of GHG emissions	12.1 Energy and emissions management	7. Affordable and clean energy	32

Material Topics

Disclosure	Reference or response	UN SDGs	Page
GRI 306: Effluents and waste 2016			
306-2 Waste by type and disposal method	12.2 Materials and waste Further breakdown of waste by type will be provided in future reports as data becomes available.		36
GRI 103: Management Approach 2016 - Sustainability themed research			
103-1 Explanation of the material topic and its Boundaries	6. Research impact 15. Our Material Topics and Impacts	11. Sustainable cities and communities	14, 44
103-2 The management approach and its components	6.1 Enabling Capability Platforms		14
103-3 Evaluation of the management approach	6. Research impact Work is being undertaken in 2017 to categorise sustainability research within RMIT's reporting systems.		14
GRI 103: Management Approach 2016 - Student wellbeing			
103-1 Explanation of the material topic and its Boundaries	9. Diversity and inclusion 15. Our Material Topics and Impacts	3. Good health and well-being	22, 44
103-2 The management approach and its components	9. Diversity and Inclusion 11.3 Wellbeing		22, 30
103-3 Evaluation of the management approach	Metrics currently have not been developed for this issue, we anticipate progressing this in coming years.		
GRI 406: Non-discrimination 2016			
406-1 Incidents of discrimination and corrective actions taken	Data not available, we will report this next year.		
GRI 103: Management Approach 2016 - Staff engagement			
103-1 Explanation of the material topic and its Boundaries	10. Empowering our Staff 15. Our Material Topics and Impacts	8. Decent work and economic growth	26, 44
103-2 The management approach and its components	10. Empowering our Staff		26
103-3 Evaluation of the management approach	10. Empowering our Staff		26

Disclosure	Reference or response	UN SDGs	Page
GRI 401: Employment 2016			
401-1 New employee hires and employee turnover	10.1 Our diverse workforce	8. Decent work and economic growth	26
401-3 Parental leave	10.4 Supporting work/life balance Data on retention rates is not currently available - we will report this next year.		29
GRI 403: Occupational Health and Safety 2016			
403-2 Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities	11.1 Occupational Health and Safety Omissions include the type of injury, occupational diseases, lost days and absenteeism. RMIT aims to disclose this in the 2017 report.	3. Good health and well-being	30
GRI 404: Training and Education 2016			
404-3 Performance and career development reviews	10.2 Leadership capability and workforce development		28
GRI 405: Diversity and Equal Opportunity 2016			
405-1 Diversity of governance bodies and employees	10.1 Our diverse workforce 10.3 Gender Equality Data by age group is not currently available - we will report this next year.	5. Gender equality	26
405-2 Ratio of basic salary and remuneration of women to men	This data is not currently available - we will report this next year.	5. Gender equality	
GRI 103: Management Approach 2016 - Responsible procurement			
103-1 Explanation of the material topic and its Boundaries	14.1 Sustainable Sourcing 15. Our Material Topics and Impacts	12. Responsible Consumption and Production	41, 44
103-2 The management approach and its components	14.1 Sustainable Sourcing		41
103-3 Evaluation of the management approach	Metrics currently have not been developed for this issue, we anticipate progressing this in coming years.		
GRI 308: Supplier Environmental Assessment 2016			
308-1 New suppliers that were screened using environmental criteria	This data is not currently available - we will report this next year.	13. Climate action	
GRI 414: Supplier Social Assessment 2016			
414-1 New suppliers that were screened using social criteria	This data is not currently available - we will report this next year.	8. Decent work and economic growth	